

TEWKSBURY SCHOOL COMMITTEE AGENDA - WEDNESDAY, MARCH 14, 2018



TEWKSBURY PUBLIC SCHOOLS
CHRISTOPHER J. MALONE
SUPERINTENDENT OF SCHOOLS

Regular Meeting #10

REVISED

Executive Session #9 - Non-Public Session: 5:00PM

Public Budget Hearing - 5:30PM

Reconvene Regular Meeting - Public Session: 6:00PM

Meeting Location: Tewksbury Memorial High School Library

320 Pleasant Street, Tewksbury, Massachusetts

School Committee Attendance at Tewksbury Finance Committee Meeting - 8:00PM

A. CALL TO ORDER

B. EXECUTIVE SESSION (Non-Public Session) - 5:00PM

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. PUBLIC BUDGET HEARING - 5:30PM

D. RECONVENE REGULAR MEETING - 6:00PM

E. ANNOUNCEMENT (6:00PM)

The March 14, 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

1. Global Competency Certificate - Beth Beauchesne & Graca Dudley, Spanish Department
2. Program of Studies - Kristen Vogel, Principal
3. College Planning Guide, Post-Secondary Transition Planning, and the Innovation Pathways Program - Karen Baker O'Brien, Guidance

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 24, 2018 Regular Meeting Minutes

L. SUBMISSION AND PAYMENT OF BILL

1. Payroll Period Ending, January 25, 2018 (\$1,297,585.80)
2. Payroll Period Ending, February 8, 2018 (\$1,314,546.21)
3. Payroll Period Ending, February 22, 2018 (\$1,331,325.74)

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 Second & Final 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
2. 2018-2019 School Calendar/Chain of Communication Draft
3. 2018 Ginsburg Family Award Nomination Form (Deadline March 23, 2018)

R. NEW BUSINESS

1. Vote to Approve the Global Competency Certificate for Tewksbury Memorial High School's 2018-2019 Program of Studies
2. Vote to Approve Tewksbury Memorial High School's 2018-2019 Program of Studies
3. Vote to Approve Tewksbury Memorial High School's 2018-2019 College Planning Guide
4. TMHS French Textbook Series Recommendation
5. Autism Curriculum Encyclopedia (ACE) Pilot Program
6. March 6, 2018 Half-day Professional Development & Workshop Schedule
7. Superintendent Mid-Year Review

S. SCHOOL COMMITTEE MATTERS OF INTEREST

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

March 14, 2018 School Committee Attendance at FinCom Mtg 8:00PM (Tewksbury Town Hall)
March 21, 2018 (Regular Mtg/Public Budget Hearing 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. Cutellis, Vice Chairperson, jcutellis@tewksbury.k12.ma.us
Keith M. Sullivan, Clerk, ksullivan@tewksbury.k12.ma.us
Arthy S. Bennett, abennett@tewksbury.k12.ma.us ♦ Dennis G. Francis, dfrancis@tewksbury.k12.ma.us

N. CONSENT AGENDA

1. **Correspondence**

1. Request to State Legislators to Support Circuit Breaker Budget Request
2. Seal of Biliteracy Pathway & Program Awards

2. **Enrollment Update**

March 1, 2018

3. **Monthly Expenditure Report**

None

4. **Personnel Items**

New Hires: Greg Marshall (\$19,549 *prorated*), Classroom Instructional Aide, Tewksbury Memorial High School, effective February 5, 2018; Taylor Moyette (\$49,629 *prorated*), Special Education Teacher, John Wynn Middle School, effective January 29, 2018; Lindsay Goldman (\$19,549 *prorated*), Classroom Instructional Aide, John Wynn Middle School, effective January 22, 2018; Mary-Ann Nichols (\$32.04/hr.), Part-time Clinical Instructor for the CNA Program at Tewksbury Memorial High School, effective February 14, 2018; James Dooley (\$20/hr. up-to 8 hrs/day), Building Security Monitor at Tewksbury Memorial High School, effective February 7, 2018

Transfers: None

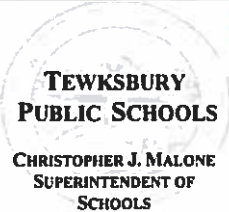
Retirements/Resignations/Terminations: Marjorie Jean Chan, 6th Grade Social Studies Teacher, John Ryan Elementary School, effective June 30, 2018; Meghan Ashley, Classroom Instructional Aide, Heath Brook School, effective February 16, 2018; Linda Barrile, Clinical Instructor for the CNA program at Tewksbury Memorial High School, effective February 16, 2018; Ellen Blash, Classroom Instructional Aide, Tewksbury Memorial High School, effective February 22, 2018; Tim Doherty, Building Custodian, Tewksbury Memorial High School, effective February 27, 2018; Travis Dobbin, Building Custodian, Tewksbury Memorial High School, effective February 26, 2018; Stephanie Danskin, Classroom Instructional Aide, North Street School, effective March 12, 2018

Appendix B - Coach Position: None

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

6. **Fundraisers/Raffles:** North Street/Dewing PAC Second Semester Fundraising/Event Calendar, January 2018-June 2018; Dewing School PAC Penny Wars fundraiser March 19-March 23, 2018, proceeds to support ongoing PAC efforts; TMHS Theater Company Open Mic fundraiser, March 23, 2018 and April 6, 2018, proceeds used for costumes for the upcoming performance of Jekyll & Hyde.

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 #9 – Non-Public Session at 5:00 p.m.</p> <p>Meeting Date: Wednesday, March 14, 2018</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

PUBLIC BUDGET HEARING



Tewksbury Public Schools

Public Hearing Budget
March 14, 2018



School Committee

Krissy Polimeno, Chairperson
James Cutelis, Vice Chairperson
Keith Sullivan, Secretary
Dennis Francis
Arthy Bennett

Administration

Christopher Malone, Superintendent of Schools
Brenda Theriault-Regan, Assistant Superintendent of Schools
Sheri L. Matthews, Director of Business Services
Richard T. Pelletier, Director of Student Support Services
Alexis Bosworth, Asst. Director of Student Support Services
Jason Stamp, Director of STEM
David A. Libby, Transportation and Finance Manager
DebraLee Mugford, Director of Food Services

Building Principals

Kristen S. Vogel, Principal, Tewksbury Memorial High School
John S. Weir, Principal, Wynn Middle School
Judi K. McInnes, Principal, Ryan Elementary School
Karen Cronin, Principal, North Street School
Matthew Castonguay, Principal, Trahan School
Felicia Wettstone, Principal, Heath Brook School
Terry Gerrish, Principal, Dewing Elementary School



Regular Day Programs

	FY2017 ACTUAL	FY2018 ADJ BUDGET	FY2019 PROPOSED	PERCENT CHANGE
ADMINISTRATION (1000)				
School Committee (1110)				
School Committee Secretary	\$ 7,854.47	\$ 9,000.00	\$ 9,000.00	0.00%
School Committee Salaries	\$ 13,208.17	\$ 13,000.00	\$ 13,000.00	0.00%
Legal Fees	\$ 83,200.73	\$ 95,000.00	\$ 95,000.00	0.00%
Advertising	\$ 4,353.54	\$ 15,000.00	\$ 15,000.00	0.00%
Medicaid Processing	\$ 15,436.85	\$ 13,000.00	\$ 14,000.00	7.69%
Supplies/Dues/Conferences	\$ 12,675.85	\$ 16,600.00	\$ 16,600.00	0.00%
Medical Expenses	\$ 16,575.34	\$ 17,000.00	\$ 17,000.00	0.00%
TOTALS	\$ 153,304.95	\$ 178,600.00	\$ 179,600.00	0.56%
Superintendent's Office (1210)				
Salaries Superintendent	\$ 175,146.81	\$ 174,250.00	\$ 174,250.00	0.00%
Salaries Superintendent Secretaries	\$ 59,798.09	\$ 61,017.00	\$ 61,017.00	0.00%
Copier Lease	\$ 4,696.02	\$ 5,712.00	\$ 6,500.00	13.80% ¹
Printing	\$ 1,215.00	\$ 2,600.00	\$ 2,600.00	0.00%
Contracted Services	\$ 16,480.68	\$ 15,000.00	\$ 15,000.00	0.00%
Supplies/Dues/Conferences	\$ 25,534.23	\$ 30,500.00	\$ 30,500.00	0.00%
TOTALS	\$ 282,870.83	\$ 289,079.00	\$ 289,867.00	0.27%
Assistant Superintendent (1220)				
Salary Assistant Superintendent	\$ 136,168.00	\$ 141,976.00	\$ 141,976.00	0.00%
Salary Assistant Superintendent Secretary	\$ 59,877.92	\$ 61,945.00	\$ 61,945.00	0.00%
Supplies/Dues/Conferences	\$ 7,288.27	\$ 7,000.00	\$ 7,000.00	0.00%
TOTALS	\$ 203,334.19	\$ 210,921.00	\$ 210,921.00	0.00%
District Wide Administration (1230)				
TMHS Facilities Manager	\$ 80,800.77	\$ 84,417.00	\$ 84,417.00	0.00%
Facilities Administrator	\$ 37,818.54	\$ 38,743.00	\$ 38,815.00	0.19%
Grants Management	\$ 4,062.50	\$ 10,000.00	\$ 10,000.00	0.00%
Supplies/Dues/Conferences	\$ 3,701.38	\$ 5,700.00	\$ 5,700.00	0.00%
Mileage/Travel	\$ 12,623.11	\$ 11,200.00	\$ 12,500.00	11.61% ²
Postage	\$ 22,102.55	\$ 27,000.00	\$ 30,000.00	11.11%
TOTALS	\$ 161,108.85	\$ 177,060.00	\$ 181,432.00	2.47%
Administrative Support (1410)				
Salary Business Director	\$ 123,630.60	\$ 128,410.00	\$ 128,410.00	0.00%
Salaries Business Office Secretaries	\$ 66,688.97	\$ 62,445.00	\$ 62,445.00	0.00%
Salaries Payroll	\$ 48,647.38	\$ 46,461.00	\$ 46,461.00	0.00%
Salaries Accounts Payable	\$ 46,646.41	\$ 49,141.00	\$ 49,141.00	0.00%
Copier Lease	\$ 7,431.12	\$ 7,432.00	\$ 8,200.00	10.33% ¹
Contracted Services	\$ 8,420.00	\$ 9,000.00	\$ 9,000.00	0.00%
Supplies/Dues/Conferences	\$ 17,142.62	\$ 19,000.00	\$ 19,000.00	0.00%
TOTALS	\$ 318,607.10	\$ 321,889.00	\$ 322,657.00	0.24%
Personnel Department (1420)				
Salaries Personnel Department	\$ 52,623.09	\$ 55,440.00	\$ 55,440.00	0.00%
Benefits Administration	\$ -	\$ 11,800.00	\$ 11,800.00	0.00%
TOTAL	\$ 52,623.09	\$ 67,240.00	\$ 67,240.00	0.00%
Legal Services (1435)				
Legal Settlements	\$ 3,000.00	\$ -	\$ -	0.00%
TOTAL	\$ 3,000.00	\$ -	\$ -	0.00%
Administrative Technology (1450)				
Technology Salaries	\$ 460,781.62	\$ 631,714.00	\$ 696,122.00	10.20%
Technology Contracted Services	\$ 157,008.52	\$ 168,649.00	\$ 168,649.00	0.00%
Information Systems Training	\$ 12,004.01	\$ 20,000.00	\$ 25,000.00	25.00% ³
Internet Connections	\$ 41,755.71	\$ 93,760.00	\$ 64,720.00	-30.97%
Network and Equipment Maintenance	\$ 4,745.00	\$ 4,800.00	\$ 25,000.00	420.83% ⁴
Webpage	\$ 20,000.00	\$ 15,000.00	\$ 15,000.00	0.00%
Email	\$ 3,620.00	\$ 3,620.00	\$ 3,620.00	0.00%
TSS and SMS	\$ 2,296.00	\$ 2,500.00	\$ 3,000.00	20.00%
Supplies/Dues/Conferences	\$ 79,808.81	\$ 39,967.00	\$ 47,367.00	18.52% ³
TOTALS	\$ 782,019.67	\$ 980,010.00	\$ 1,048,478.00	6.99%
Subtotal 1000 series	\$ 1,956,868.68	\$ 2,224,799.00	\$ 2,300,195.00	3.39%

¹ Upgrade of lease in Superintendent's Office and Business Office

² Based on contractual obligation

³ Increased training

⁴ Three year maintenance contract is up

INSTRUCTION (2000)

Principals (2210)				
Salaries Principals/Asst Principals	\$ 1,282,158.52	\$ 1,331,712.00	\$ 1,336,364.00	0.35%
Salaries Secretaries	\$ 431,377.41	\$ 456,684.00	\$ 451,188.00	-1.20%
Supplies	\$ 51,114.22	\$ 45,000.00	\$ 45,000.00	0.00%
Dues/Conferences	\$ 13,931.34	\$ 19,739.00	\$ 23,750.00	20.32%
Postage	\$ -	\$ 2,000.00	\$ 2,000.00	0.00%
TOTALS	\$ 1,778,581.49	\$ 1,855,135.00	\$ 1,858,302.00	0.17%
Curriculum Leaders - Bldg Level (2220)				
Salaries New Start	\$ 11,000.00	\$ 11,000.00	\$ 11,000.00	0.00%
Curriculum Coordinators/Coaches	\$ 59,408.62	\$ 345,679.00	\$ 358,237.00	3.63%
TMHS Department Head Stipends	\$ 40,070.05	\$ 40,546.00	\$ 40,546.00	0.00%
TOTALS	\$ 110,478.67	\$ 397,225.00	\$ 409,783.00	3.16%
Teachers Salaries (2305)				
Salaries, Contracted	\$ 14,531,863.53	\$ 15,252,575.00	\$ 15,396,749.00	0.95%
TOTAL	\$ 14,531,863.53	\$ 15,252,575.00	\$ 15,396,749.00	0.95%
Teacher Specialists (2310)				
ELL Teachers' Salaries	\$ 220,332.81	\$ 307,138.00	\$ 321,379.00	4.64%
Specialists	\$ 463,081.04	\$ 630,339.00	\$ 656,487.00	4.15%
TOTALS	\$ 683,413.85	\$ 937,477.00	\$ 977,866.00	4.31%
Instructional Coordinator (2315)				
WMS Curriculum Coord/Team Leaders	\$ 35,974.59	\$ 35,976.00	\$ 35,976.00	0.00%
TOTAL	\$ 35,974.59	\$ 35,976.00	\$ 35,976.00	0.00%
Substitutes (2325)				
Substitute Teacher Allowance	\$ 334,711.95	\$ 347,028.00	\$ 347,028.00	0.00%
TOTAL	\$ 334,711.95	\$ 347,028.00	\$ 347,028.00	0.00%
Salary Instructional Aides (2330)				
Salary Instructional Aides	\$ 419,858.91	\$ 452,868.00	\$ 455,315.00	0.54%
TOTAL	\$ 419,858.91	\$ 452,868.00	\$ 455,315.00	0.54%
Librarians/Media Center (2340)				
Salary Library/Media Specialists	\$ 201,743.29	\$ 242,625.00	\$ 162,935.00	-32.84%
TOTAL	\$ 201,743.29	\$ 242,625.00	\$ 162,935.00	-32.84%
Professional Development Teacher/Staff (2353)				
Professional Development Conferences	\$ 3,613.99	\$ 8,100.00	\$ 8,100.00	0.00%
TOTALS	\$ 3,613.99	\$ 8,100.00	\$ 8,100.00	0.00%
Professional Development Stipends (2357)				
Mentors Salaries	\$ 34,038.82	\$ 35,000.00	\$ 35,000.00	0.00%
Mentees Salaries	\$ -	\$ 7,000.00	\$ 7,000.00	0.00%
Professional Development Stipends	\$ 23,412.95	\$ 43,000.00	\$ 43,000.00	0.00%
Professional Development Presenters	\$ 27,718.76	\$ 42,400.00	\$ 42,400.00	0.00%
Districtwide Professional Development	\$ 61,066.43	\$ 80,000.00	\$ 80,000.00	0.00%
Course Reimbursement	\$ 53,245.10	\$ 66,000.00	\$ 66,000.00	0.00%
TOTAL	\$ 199,482.06	\$ 273,400.00	\$ 273,400.00	0.00%
Textbooks (2410)				
Textbooks, All Schools	\$ 226,388.86	\$ 112,908.00	\$ 99,938.00	-11.49%
TOTAL	\$ 226,388.86	\$ 112,908.00	\$ 99,938.00	-11.49%
Other Instructional Materials (2415)				
Other Instructional Materials, All Schools	\$ 43,221.87	\$ 51,750.00	\$ 51,750.00	0.00%
TOTAL	\$ 43,221.87	\$ 51,750.00	\$ 51,750.00	0.00%
Instructional Equipment (2420)				
Rent/Lease Copiers, All Schools	\$ 94,326.30	\$ 103,506.00	\$ 103,894.00	0.37%
Copy Center Contracted Services	\$ 95,096.04	\$ 95,000.00	\$ 98,000.00	3.16%
Copier Supplies	\$ 139,441.03	\$ 123,500.00	\$ 132,500.00	7.29%
TOTALS	\$ 328,863.37	\$ 322,006.00	\$ 334,394.00	3.85%
General Supplies (2430)				
Supplies, All Schools	\$ 270,133.08	\$ 202,554.00	\$ 202,554.00	0.00%
TOTAL	\$ 270,133.08	\$ 202,554.00	\$ 202,554.00	0.00%
Other Instructional Services (2440)				
Other Instructional Services	\$ 32,114.76	\$ 39,970.00	\$ 34,270.00	-14.26%
TOTAL	\$ 32,114.76	\$ 39,970.00	\$ 34,270.00	-14.26%

5 Increase of professional development

6 Media Specialist was moved to a Tech Specialist position

7 Some expenses are through Capital Outlay

Classroom Instructional Hardware (2451)				
Instr. Technology Equipment, All Schools	\$ 700,156.77	\$ 144,325.00	\$ 142,825.00	-1.04%
TOTAL	\$ 700,156.77	\$ 144,325.00	\$ 142,825.00	-1.04%
Guidance Services (2710)				
Counselor Salaries	\$ 518,129.82	\$ 561,485.00	\$ 571,196.00	1.73%
Guidance Secretary	\$ 37,615.54	\$ 38,694.00	\$ 38,694.00	0.00%
Supplies	\$ 4,603.67	\$ 5,000.00	\$ 5,000.00	0.00%
TOTALS	\$ 560,349.03	\$ 605,179.00	\$ 614,890.00	1.60%
Testing and Assessments (2720)				
Testing and Assessments	\$ 32,408.53	\$ 42,660.00	\$ 42,660.00	0.00%
TOTAL	\$ 32,408.53	\$ 42,660.00	\$ 42,660.00	0.00%
Subtotal 2000 series	\$ 20,493,358.60	\$ 21,323,761.00	\$ 21,448,735.00	0.59%

OTHER STUDENT SERVICES (3000)

Personnel Services (3100)				
Attendance Officer	\$ 5,353.92	\$ 5,500.00	\$ 5,500.00	0.00%
TOTALS	\$ 5,353.92	\$ 5,500.00	\$ 5,500.00	0.00%
Health Services (3200)				
Nurse Salaries	\$ 495,548.49	\$ 510,875.00	\$ 523,070.00	2.39%
Nurse Substitutes	\$ 7,903.40	\$ 8,000.00	\$ 8,000.00	0.00%
Physician, Contracted Services	\$ 5,650.00	\$ 5,650.00	\$ 5,650.00	0.00%
Supplies	\$ 14,617.25	\$ 14,000.00	\$ 14,000.00	0.00%
TOTALS	\$ 523,719.14	\$ 538,525.00	\$ 550,720.00	2.26%
Transportation (3300)				
Admin Transportation Salary	\$ 37,818.55	\$ 38,859.00	\$ 38,815.00	-0.11%
Transportation Monitors	\$ 11,399.53	\$ 10,000.00	\$ 10,800.00	8.00%
Contracted Services	\$ 1,366,465.29	\$ 1,593,200.00	\$ 1,678,620.00	5.36%
Transportation Dues	\$ 200.00	\$ 200.00	\$ 450.00	125.00% ⁸
TOTALS	\$ 1,415,883.37	\$ 1,642,259.00	\$ 1,728,685.00	5.26%
Student Body Activities (3500)				
Athletics	\$ 649,397.06	\$ 606,590.00	\$ 617,540.00	1.81%
Student Activities	\$ 119,528.45	\$ 109,580.00	\$ 109,888.00	0.28%
TOTALS	\$ 768,925.51	\$ 716,170.00	\$ 727,428.00	1.57%
School Security (3600)				
TMHS Security Monitor	\$ 10,506.86	\$ 10,770.00	\$ 10,770.00	0.00%
Resource Officers	\$ 113,256.03	\$ 132,286.00	\$ 136,255.00	3.00%
TOTALS	\$ 123,762.89	\$ 143,056.00	\$ 147,025.00	2.77%
Subtotal 3000 series	\$ 2,837,644.83	\$ 3,045,510.00	\$ 3,159,358.00	3.74%

OPERATION AND MAINTENANCE OF BUILDINGS (4000)

Operation of Buildings (4100)				
Custodial Salaries	\$ 1,104,072.57	\$ 1,150,308.00	\$ 1,164,212.00	1.21%
Custodial Overtime	\$ 101,805.61	\$ 92,917.00	\$ 93,000.00	0.09%
Custodial Building Checks	\$ 42,638.46	\$ 46,800.00	\$ 46,300.00	-1.07%
Interoffice Mail	\$ 11,110.06	\$ 11,275.00	\$ 11,275.00	0.00%
Central Office Custodian Salary	\$ 16,155.00	\$ 15,000.00	\$ 16,000.00	6.67%
Contracted Services	\$ 38,097.42	\$ 43,500.00	\$ 43,500.00	0.00%
Supplies	\$ 183,920.17	\$ 115,000.00	\$ 130,000.00	13.04% ⁹
Heating	\$ 637,122.88	\$ 577,834.00	\$ 664,000.00	14.91% ⁹
Electricity	\$ 735,376.81	\$ 738,000.00	\$ 730,000.00	-1.08%
Telephones	\$ 54,964.56	\$ 52,369.00	\$ 59,000.00	12.66%
Sewer/Septic	\$ 10,795.03	\$ 12,000.00	\$ 12,000.00	0.00%
Other Operation Costs	\$ 3,960.29	\$ 3,900.00	\$ 3,500.00	-10.26%
TOTALS	\$ 2,940,018.86	\$ 2,858,903.00	\$ 2,972,787.00	3.98%
Maintenance of Buildings (4200)				
Grounds (4210)	\$ 155,849.72	\$ 93,000.00	\$ 105,500.00	13.44% ⁹
Buildings (4220)	\$ 921,696.92	\$ 996,328.00	\$ 962,641.00	-3.38% ⁹
Building Security (4225)	\$ 7,241.86	\$ 17,000.00	\$ 17,000.00	0.00%
Equipment (4230)	\$ 650.00	\$ 1,000.00	\$ 1,000.00	0.00%
TOTALS	\$ 1,085,438.50	\$ 1,107,328.00	\$ 1,086,141.00	-1.91%
Subtotal 4000 series	\$ 4,025,457.36	\$ 3,966,231.00	\$ 4,058,928.00	2.34%

⁸ Additional membership

⁹ Fluctuation between accounts to put budgets under correct function numbers

FIXED CHARGES (5000)

Employee Retirement (5100)				
Sick Leave Buy Back	\$ 126,235.59	\$ 110,000.00	\$ 60,000.00	-45.45% ¹⁰
Retirement Incentive	<u>\$ 23,860.00</u>	<u>\$ 16,000.00</u>	<u>\$ 16,000.00</u>	0.00%
TOTALS	\$ 150,095.59	\$ 126,000.00	\$ 76,000.00	-39.68%
Subtotal 5000 series	\$ 150,095.59	\$ 126,000.00	\$ 76,000.00	-39.68%

EQUIPMENT REPLACEMENT (7000)

Equipment Replacement (7400)				
Equipment Replacement	<u>\$ 239,860.03</u>	<u>\$ 5,000.00</u>	<u>\$ 5,000.00</u>	0.00%
TOTALS	\$ 239,860.03	\$ 5,000.00	\$ 5,000.00	0.00%
Subtotal 7000 series	\$ 239,860.03	\$ 5,000.00	\$ 5,000.00	0.00%

¹⁰ Less retirees than previous fiscal year

TOTAL REGULAR DAY PROGRAMS	\$ 29,703,285.09	\$ 30,691,301.00	\$ 31,048,216.00	1.16%
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*Overall Regular Education
Budget is increased by 1.16%
(not including collective
bargaining set aside)*



SPECIAL EDUCATION PROGRAMS

	FY2017 ACTUAL	FY2018 ADJ BUDGET	FY2019 PROPOSED	PERCENT CHANGE
<u>INSTRUCTION (2000)</u>				
Director (2109)				
Salary Dir/Asst Director & OOD Coord	\$ 298,097.73	\$ 307,325.00	\$ 307,325.00	0.00%
Salaries Special Ed Secretaries	\$ 232,578.88	\$ 259,918.00	\$ 263,991.00	1.57%
Dues	\$ -	\$ 450.00	\$ 800.00	77.78% 8
Postage	\$ 1,707.37	\$ 2,600.00	\$ 2,600.00	0.00%
Mileage Reimbursement	\$ 7,051.93	\$ 13,000.00	\$ 13,000.00	0.00%
TOTALS	\$ 539,435.91	\$ 583,293.00	\$ 587,716.00	0.76%
Teaching (2309)				
Salaries, Contracted	\$ 2,885,496.77	\$ 3,192,340.00	\$ 3,247,210.00	1.72%
Assistive Technology Salaries	\$ -	\$ 80,000.00	\$ 80,000.00	0.00%
Substitutes	\$ 23,346.77	\$ 27,453.00	\$ 27,453.00	0.00%
Aides' Salaries	\$ 1,043,638.74	\$ 1,170,694.00	\$ 1,167,787.00	-0.25%
Summer Tutors	\$ 320.40	\$ 4,461.00	\$ 4,461.00	0.00%
Case Managers	\$ 322,868.15	\$ 338,791.00	\$ 339,291.00	0.15%
Contracted Aides	\$ 917,945.30	\$ 1,049,163.00	\$ 1,083,742.00	3.30%
Supplies	\$ 31,172.95	\$ 44,681.00	\$ 42,709.00	-4.41%
Pupil Contracted Services	\$ 872,913.93	\$ 730,000.00	\$ 730,000.00	0.00%
TOTALS	\$ 6,097,703.01	\$ 6,637,583.00	\$ 6,722,653.00	1.28%
Medical/Therapeutic Services (2329)				
Systemwide Therapists	\$ 880,316.72	\$ 886,404.00	\$ 811,617.00	-8.44% 11
Summer Services	\$ 55,139.61	\$ 57,020.00	\$ 57,020.00	0.00%
Audio/Hearing Services	\$ 1,867.50	\$ 14,000.00	\$ 14,000.00	0.00%
OT/PT/SP Sped Supplies	\$ 12,168.21	\$ 10,000.00	\$ 10,000.00	0.00%
TOTALS	\$ 949,492.04	\$ 967,424.00	\$ 892,637.00	-7.73%
Instructional Equipment SPED (2429)				
Copier Lease	\$ 1,894.45	\$ 2,478.00	\$ 2,478.00	0.00%
TOTALS	\$ 1,894.45	\$ 2,478.00	\$ 2,478.00	0.00%
Instructional Tech, SPED (2459)				
Assistive Technology - Sped	\$ 12,602.65	\$ 20,000.00	\$ 20,000.00	0.00%
TOTALS	\$ 12,602.65	\$ 20,000.00	\$ 20,000.00	0.00%
Assessments/Evals, SPED (2729)				
Sped Evaluations	\$ 26,234.61	\$ 60,000.00	\$ 60,000.00	0.00%
TOTALS	\$ 26,234.61	\$ 60,000.00	\$ 60,000.00	0.00%
Psychological Services (2809)				
Consultants, Staff	\$ 573,983.54	\$ 596,731.00	\$ 608,797.00	2.02%
Behavior Specialist	\$ 97,358.34	\$ 446,000.00	\$ 535,129.00	19.98% 11
Behavior Mod Cont Services	\$ 165,835.32	\$ 70,000.00	\$ 70,000.00	0.00%
TOTALS	\$ 837,177.20	\$ 1,112,731.00	\$ 1,213,926.00	9.09%
Subtotal 2000 series	\$ 8,464,539.87	\$ 9,383,509.00	\$ 9,499,410.00	1.24%

OTHER STUDENT SERVICES (3000)

Transportation (3309)				
Transportation, Contracted	\$ 1,215,034.07	\$ 1,391,620.00	\$ 1,351,344.00	-2.89%
TOTALS	\$ 1,215,034.07	\$ 1,391,620.00	\$ 1,351,344.00	-2.89%
Subtotal 3000 series	\$ 1,215,034.07	\$ 1,391,620.00	\$ 1,351,344.00	-2.89%

8 Additional Membership

11 Position moved from Systemwide Therapist to Behavior Specialist

TUITION PROGRAMS (9000)

Tuition to Mass Public (9100)

Vocational Tuition	\$ 37,428.00	\$ 37,956.00	\$ 34,500.00	-9.11% ¹²
Mass Public Schools Tuition	<u>\$ 846,612.51</u>	<u>\$ 794,902.00</u>	<u>\$ 935,008.00</u>	17.63% ¹²
TOTALS	\$ 884,040.51	\$ 832,858.00	\$ 969,508.00	16.41%

Tuition to Private Schools (9300)

Private Day Tuition	\$ 539,031.44	\$ 214,811.00	\$ 421,281.00	96.12% ¹²
Private Preschool Tuition	\$ 145,151.55	\$ 171,518.00	\$ 174,108.00	1.51% ¹²
Private Residential Tuition	<u>\$ 945,935.21</u>	<u>\$ 1,731,107.00</u>	<u>\$ 1,427,332.00</u>	-17.55% ¹²
TOTALS	\$ 1,630,118.20	\$ 2,117,436.00	\$ 2,022,726.00	-4.47%

Tuition to Collaborative (9400)

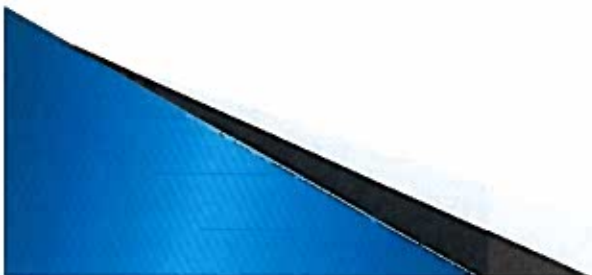
Collaborative Tuition	<u>\$ 745,389.04</u>	<u>\$ 732,584.00</u>	<u>\$ 871,306.00</u>	18.94% ¹²
TOTALS	\$ 745,389.04	\$ 732,584.00	\$ 871,306.00	18.94%

Subtotal 9000 series \$ 3,259,547.75 \$ 3,682,878.00 \$ 3,863,540.00 4.91%

TOTAL SPECIAL ED \$ 12,939,121.69 \$ 14,458,007.00 \$ 14,714,294.00 1.77%

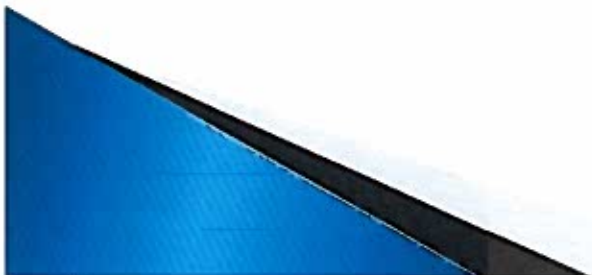
¹² Based on actual placements as of today

*Overall Special Education
Budget is increased by 1.77%
(not including collective
bargaining set aside)*



FY19 Local Appropriation Budget Summary

	FY2017 ACTUAL	FY2018 ADJ BUDGET	FY2019 REQUEST	% CHANGE
CAPITAL OUTLAY	\$ 478,297.00	\$ 314,500.00	\$ 314,500.00	0.00%
COLLECTIVE BARGAINING	\$ -	\$ -	\$ 890,312.00	0.00%
REGULAR DAY PROGRAMS	\$ 29,703,285.09	\$ 30,691,301.00	\$ 31,048,216.00	4.59%
SPECIAL EDUCATION	\$ 12,939,121.69	\$ 14,458,007.00	\$ 14,714,294.00	2.09%
GRAND TOTAL	\$ 43,120,703.78	\$ 45,463,808.00	\$ 46,967,322.00	3.31%



FY2019 BUDGET SUMMARY

Tewksbury Public Schools
LEA Budget Summary for school year 17-18
As of March 2, 2018

	<u>School Budget FY18</u>	<u>School Budget FY19 Request</u>	<u>Town Manager Recommended FY19 Budget</u>	<u>Changes from FY2018 to FY2019</u>
Salaries	\$ 32,329,727.00	\$ 33,388,551.00	\$ 33,388,551.00	\$ 1,058,824.00
Operating	\$ 12,819,581.00	\$ 13,264,271.00	\$ 13,264,271.00	\$ 444,690.00
Capital Outlay	\$ 314,500.00	\$ 314,500.00	\$ 314,500.00	\$ -
Total School Appropriation	\$ 45,463,808.00	\$ 46,967,322.00	\$ 46,967,322.00	\$ 1,503,514.00
Fixed Costs				
Health	\$ 8,114,513.00	\$ 8,201,316.00	\$ 8,201,316.00	\$ 86,803.00
Retirement	\$ 1,309,767.00	\$ 1,391,282.00	\$ 1,391,282.00	\$ 81,515.00
Medicare	\$ 462,311.00	\$ 485,427.00	\$ 485,427.00	\$ 23,116.00
Unemployment	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ -
Insurance	\$ 197,341.00	\$ 223,671.00	\$ 223,671.00	\$ 26,330.00
Debt Non-Exempt Principal	\$ 5,895.00	\$ 830.00	\$ 830.00	\$ (5,065.00)
Debt Non-Exempt Interest	\$ 110.00	\$ 17.00	\$ 17.00	\$ (93.00)
Short Term Interest	\$ -	\$ -	\$ -	\$ -
Total Fixed Costs	\$ 10,164,937.00	\$ 10,377,542.00	\$ 10,377,542.00	\$ 212,606.00
Total	\$ 55,628,745.00	\$ 57,344,864.00	\$ 57,344,864.00	\$ 1,716,119.00
Debt Exempt Principal	\$ 2,115,000.00	\$ 2,106,185.00	\$ 2,106,185.00	\$ (8,815.00)
Debt Exempt Interest	\$ 956,245.00	\$ 876,517.00	\$ 876,517.00	\$ (79,728.00)
Total	\$ 3,071,245.00	\$ 2,982,702.00	\$ 2,982,702.00	\$ (88,543.00)
Grand Total School Budget	\$ 58,699,990.00	\$ 60,327,566.00	\$ 60,327,566.00	\$ 1,627,576.00



District Personnel Needs

Tier	School	Personnel	FTE	Estimated Cost	Actual Cost	Reasoning	Filled
0	Districtwide	BCBA PreK-2 (DLC Program)	1	\$80,000	\$0	Increase in PreSchool/K-2 - Move Funds from one account to another	In FY2019 Budget
1	Trahan	School Psychologist	.5	\$41,000		To make 50% position into 100%	
1	North Street	Grade 4 Classroom Teacher (M-7)	1	\$73,719		Maintain lower class sizes	
1	Heath Brook	Grade 2 Classroom Teacher (M-7)	1	\$73,719		Maintain lower class sizes	
2	K - 4	Adjustment Counselor/Social Worker	1	\$73,719		Social/Emotional Need	
2	K - 4	SpEd Social / Emotional/ Behavioral Teachers	2	\$150,000		Have separate SE Classrooms	
2	Wynn	Social Worker/Adjustment Counselor (M-7)	1	\$73,719		Social/Emotional Need	
2	Districtwide	English Curriculum Coordinator	1	\$90,000		Vertically align Literacy Instruction districtwide	
2	Districtwide	Registered Behavior Technicians	5	\$180,000		For PreSchool/DLC Programs	
2	Ryan	Math Coach	1	\$73,719		PARCC results	
2	TMHS	Athletic Trainer	.5	\$25,000		To fulfill athletic needs	
3	Trahan	STEAM/Tech/Media Teacher (M-7)	.5	\$37,000		Improve instruction in all STEAM areas	
3	North Street	STEAM/Tech/Media Teacher (M-7)	.5	\$37,000		Improve instruction in all STEAM areas	
3	Wynn	Librarian / Media Specialist	1	\$73,719		Need staff to maintain library/media center	
3	TMHS	School Adjustment Counselor (M-7)	1	\$73,719		DLC2 Program	
3	TMHS	Music Teacher	.5	\$36,860		To teach guitar or music history	
3	K - 8	SpEd Facilitators	2	\$150,000		Lacking in continuity of curriculum for specialized instruction	
3	K - 4	Integrated Technology Specialist (M-7)	1	\$73,719		Increased demand with technology	
3	K - 4	K-4 Literacy Coach (M-7)	1	\$73,719		To improve literacy instruction through a coaching PD model	
3	5-12	K-4 Literacy Coach (M-7)	1	\$73,719		To improve literacy instruction through a coaching PD model	
3	Ryan	Team Leaders (3)	3	\$6,744		Parity across all teams	
3	Ryan	Librarian/Media Specialist	1	\$73,719		Need staff to maintain library/media center	
3	Ryan	Social Worker/Adjustment Counselor (M-7)	1	\$73,719		Service IEP students	
All Tier positions are subject to change based on needs of the district.						3/2/2018 8:43:30	

District Building/Grounds Needs

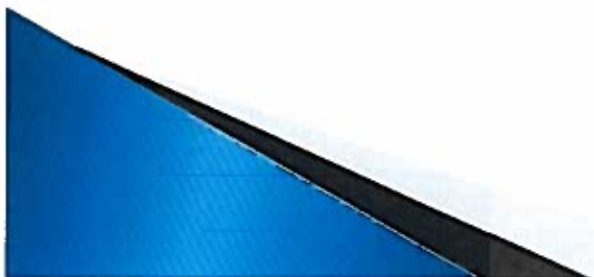
School Name	Category	Projects and Equipment	FY2018	FY2019	FY2020	FY2021
Dewing	Bldg & Maint	Classroom Abatement – B-9	\$15,000			
Dewing	Bldg & Maint	Stand Alone Water Heater	\$100,000			
Dewing	Bldg & Maint	Blinds Curtains for all Classrooms	\$15,000			
Dewing	Bldg & Maint	New Heating Controls		\$150,000		
Dewing	Bldg & Maint	Visitor Security System	\$6,250			
Dewing	Bldg & Maint	New Fire Alarm System	\$50,000			
Dewing	Bldg & Maint	New Mechanical System			\$200,000	
Dewing	Bldg & Maint	Upgrade Electrical System			\$250,000	
Dewing	Bldg & Maint	New Boilers			\$300,000	
Dewing	Technology	New Telephone System	\$12,000			
Dewing	Bldg & Maint	New Roof			\$1,950,000	
Dewing	Bldg & Maint	New Exterior Doors	\$300,000			
Dewing	Bldg & Maint	Resurface Parking Lot	\$35,000			\$200,000
Dewing	F F & E	New Student Desks				?
Heath Brook	Bldg & Maint	New Fire Alarm Panel	\$25,000			
Heath Brook	Bldg & Maint	Stand Alone Water Heater	\$100,000			
Heath Brook	Bldg & Maint	Upgrade Electrical System			\$250,000	
Heath Brook	Bldg & Maint	Upgrade Heating Controls			\$150,000	
Heath Brook	Bldg & Maint	Visitor Security System	\$6,250			
Heath Brook	Bldg & Maint	New Mechanical System			\$200,000	
Heath Brook	Bldg & Maint	Scape and Paint Soffit and Facia of school	\$150,000			
Heath Brook	Bldg & Maint	Replace Interior Metal Doors and Frames	\$300,000			
Heath Brook	Bldg & Maint	New Roof				\$1,400,000
Heath Brook	Bldg & Maint	Resurface Parking Lot and Sidewalks				\$175,000
Heath Brook	Bldg & Maint	Retile Bathrooms and Boys Locker Rooms		\$30,000		
Heath Brook	Bldg & Maint	Screens for Cafeteria, Library and Greenhouse Rooms		\$8,000		
Heath Brook	Technology	Classroom Computers		\$60,000		
Heath Brook	F F & E	New Student Desks			?	
Ryan	Technology	Complete 1 to 1 devices	\$48,000			
Ryan	Technology	Teacher Presentation Devices		\$53,500		
Ryan	Technology	Laptops for Teachers		\$32,500		
Ryan	Cafeteria	Digital Menu Boards	\$1,250			
Ryan	Cafeteria	Forge Steamer with Kettle		\$25,000		
Ryan	Bldg & Maint	New Heating Controls			\$200,000	
Ryan	Bldg & Maint	New Roof			\$1,600,000	
Ryan	Bldg & Maint	Re-Tile Hallways and some Classrooms			\$80,000	
Ryan	Bldg & Maint	Carpeting in Main Office		\$5,500		

District Building/Grounds Needs

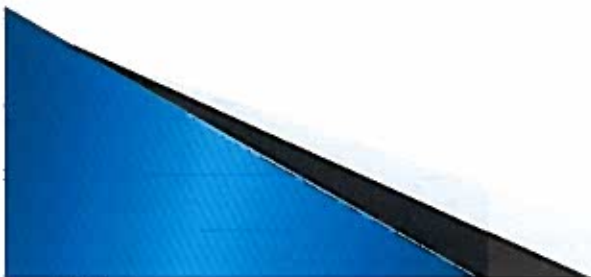
<u>School Name</u>	<u>Category</u>	<u>Projects and Equipment</u>	<u>FY2018</u>	<u>FY2019</u>	<u>FY2020</u>	<u>FY2021</u>
<i>North Street</i>	Bldg & Maint	New Fire Alarm System		\$10,000		
<i>North Street</i>	Bldg & Maint	Visitor Security System	\$6,250			
<i>North Street</i>	Bldg & Maint	Exterior Windows			\$200,000	
<i>North Street</i>	Bldg & Maint	New Mechanical System			\$200,000	
<i>North Street</i>	Bldg & Maint	Resurface Parking Lot			\$150,000	
<i>North Street</i>	Bldg & Maint	Heat Exchanger	\$13,225			
<i>North Street</i>	Bldg & Maint	New Heating Controls		\$150,000		
<i>North Street</i>	Bldg & Maint	Exterior Classroom Doors				\$200,000
<i>North Street</i>	Bldg & Maint	Upgrade Electrical System				\$250,000
<i>North Street</i>	Bldg & Maint	Security Camera's in Parking Lot		\$50,000		
<i>North Street</i>	Bldg & Maint	New Roof			\$1,300,000	
<i>North Street</i>	Bldg & Maint	Replace Tile Flooring in Main Hallway		\$200,000		
<i>North Street</i>	Technology	Classroom Computers			\$60,000	
<i>Trahan</i>	Bldg & Maint	Visitor Security System	\$6,250			
<i>Wynn</i>	Technology	Complete 1 to 1 devices	\$93,000			
<i>Wynn</i>	Bldg & Maint	New Roof			\$1,100,000	
<i>Wynn</i>	Bldg & Maint	New Heating Controls	\$200,000			
<i>Wynn</i>	Bldg & Maint	New Curtains in Gymnasium		\$25,000		
<i>Wynn</i>	Bldg & Maint	Replace Existing Clocks	\$2,000			
<i>Wynn</i>	Grounds	Renovate Conlon Field			\$75,000	
<i>Wynn</i>	Technology	Replace Computer Lab computers	\$30,000			
<i>Wynn</i>	Cafeteria	Digital Menu Board	\$1,250			
<i>TMHS</i>	Bldg & Maint	Lift	\$25,000			
<i>TMHS</i>	Technology	Virtual High Cart	\$9,000			
<i>TMHS</i>	Bldg & Maint	Lights at Turf Field			\$400,000	
<i>TMHS</i>	Technology	Presentation Computers in classrooms	\$57,000			
<i>TMHS</i>	Technology	Teacher Laptops		\$180,000		
<i>TMHS</i>	Technology	Upgrade Mac Cart Laptops		\$132,000		
<i>TMHS</i>	Technology	LG1 – Multi-Screen Functionality		\$10,000		

District Building/Grounds Needs

School Name	Category	Projects and Equipment	FY2018	FY2019	FY2020	FY2021
Center School	Bldg & Maint	New VCT on 3 rd Floor		\$20,000		
Center School	Technology	Computer Upgrades			\$36,000	
Center School	Bldg & Maint	Complete Renovation				\$6,000,000
Districtwide	Bldg & Maint	2 Maintenance Utility Vans	\$39,100			
Districtwide	Bldg & Maint	Districtwide Roof Repairs		\$250,000		
Districtwide	Grounds	Roof Repair on Maintenance Garage	\$10,000			
Districtwide	Cafeteria	Refrigerated Van	\$36,000			
Districtwide	Technology	iPads for Students		\$25,000		
Districtwide	Technology	Upgrades to switches		\$60,000		
Districtwide	Technology	Security Phase 2 (Replace broken camera and add new)	\$42,200			
Districtwide	Technology	Architectural Security Study		\$50,000		
Districtwide	Technology	Security Audit	\$7,800			
Districtwide	Technology	Server Upgrades			\$40,000	
Districtwide	Cafeteria	Dual Sided Milk Chests (5)		\$17,500		
Districtwide	Cafeteria	Cres-Cure Insulated Holding Cabinet		\$8,500		
Total Projects and Equipment			\$1,741,825	\$1,552,500	\$8,741,000	\$8,225,000



Questions or Comments?



Recognition and/or Presentations

Tewksbury School Committee - March 7, 2018

RECOGNITIONS

None

PRESENTATIONS

TEWKSBURY MEMORIAL HIGH SCHOOL

Global Competency Certificate

Beth Beauchesne, Spanish Teacher
Graca Dudley, Spanish Teacher

Program of Studies

Kristen Vogel, Principal
Eileen Osborne, Assistant Principal
Sean O'Leary, Assistant Principal

College Planning Guide

Post-Secondary Transition Planning

Innovation Pathways Program

Karen Baker O'Brien, Guidance Dept. Chairperson



Tewksbury Public Schools

MEMORANDUM

To: School Committee Members
From: Chris Malone
Superintendent of Schools
Date: February 1, 2018
Re: Global Competency Certificate

This Requires a Roll Call Vote

I recommend the School Committee vote to approve the addition of the Global Competency Certificate to the 2018-2019 Program of Studies as presented.



Global Competency Certificate

Our proposal is to start with class of 2021



The Committee

Foreign Language:	Graca Dudley, Beth Beauchesne, Bailey Mahoney, LeAnn Lewis Scott Callanan, Erin Murphy,
Social Studies:	Jade Scarpa,
English:	Sue Barnett
Science:	Jessica Simpson, Jen Arnold
Arts:	Richard Staples
School Psychologist:	



Rationale



Global citizens are...


“Those who identify with being part of an emerging global community and use their knowledge and skills to be a contributing member of the world beyond their immediate environment. They also recognize their own and other’s perspectives, and communicate their ideas effectively in a way that demonstrates understanding and empathy with others. Global citizens are those who can translate their ideas into actions.”

Definition of a global citizen in a nutshell.


- Contributing member of world beyond Tewksbury.
 - Translates ideas into action.
- Demonstrates empathy and understanding.
 - Recognizes the perspective of others.

Who will be able to achieve this certificate?

- The student who feels passionate about improving the world and feels “the call” to make a difference in the world.
- The student who identifies herself/himself with the plight of others.
- The student who understands that we are all part of a global community and feels the need to learn more about different cultures, different perspectives, and different belief systems than their own.



The addition of the Global Competency Certificate to our Program of Studies will help promote TMHS; it will show our commitment to helping our students develop to their highest potential.





Requirements



Academic Requirements

Students must:

- Take a minimum of three years of a Foreign Language.
- Receive B or higher in World History, World Literature, Foreign Language, and Global Thought class.*
- Take five global electives.

*Note: Accommodations will be considered for students with special needs and English learner students (EL's).

Global Electives

- These courses address global issues and/or provide tools to understand the perspective of others.
- They teach students how to think critically and how to express their thoughts with understanding and empathy.

Examples of Global Electives*

- Environmental Science
- Engineering
- Stats
- Psychology
- International Relations
- Marketing
- Hispanic History and Culture
- Senior Art Studio (with global perspective)
- Music History
- Art History
- Year 4 or AP World Language
- Media Communication
- Modern US History
- Experiential Learning Course (enrichment of international travel)

**This is not an exhaustive list*

Examples of how course criteria are applied

- **The Psychology** course in itself does not deal with global issues. It does, however, teach the students about human interaction and how to take in consideration the perspective of others.
- **The Statistics** course will teach students how to analyze data; it will give them a tool to understand global issues.

Global Thought Course

Interdisciplinary
taught by English
and History
teachers.

Year long,
honors level
course.

Culminates in a
capstone
project/portfolio
where students
will demonstrate

Community Service (30 hrs)

- Outside your own cultural & economic setting
- Deeper involvement: No more than 2 organizations
- Separate from TMHS clubs or sports teams
- Options

Non-Profit Organizations in Lowell

Mill City Grows -Lowell, MA

- Phone: (978) 455-2620
- Organization focuses on urban farming and education
- Wide range of volunteer opportunities

Girls Inc.- Lowell, MA

- Phone: (978) 458-6529
- After school homework help
- No age requirement
- \$15 membership fee and application

Community Teamwork- Lowell, MA

- Phone: (978) 459-0551

Lowell Community Health Center- Lowell, MA

- Phone: (978) 937-9700
- Waiting to hear back from Teen Block coordinator (Ruth)

House of Hope- Lowell, MA

- (978) 458- 2870
- Organization focuses on homeless families

Habitat for Humanity- Lowell, MA

International Institute of New England- Lowell, MA

- Must be 18 to volunteer

Learning By Experience

- International travel opportunities sponsored by TMHS assist students in recognizing others perspectives by experiencing their culture.
- International travel undertaken with family, church mission trips, Habitat for Humanity's service trip, etc. along with the completion of Experiential Learning course will help students reflect on what they have experienced and will foster empathy.
- Students who travel through TMHS sponsored trips will not be required to complete the Experiential Learning Course

Walking A Mile In Someone Else's Shoes

"I talked to many restaurant owners today and realized that they speak and understand English pretty well, which kind of makes me feel selfish and bothered by the fact that Americans don't have to go through that **struggle** as much as they do."

"**Travelling has become such an important part of my life because of these trips.** Some people believe them to be a fun vacation, but I really **thrive in the actual learning** and application of prior knowledge. People in the school often comment how I always go on these trips, or that they are jealous, but I do not see it as a vacation, I really want to take advantage of these enriching tours."

"It is widely believed that Dali was gay, and this sculpture would be a perfect representation of his sexual repression. If this is the case, I believe that **the feelings evoked by the piece are still very prominent today worldwide.** While the world is a lot more accepting of the LGBT+ community, it is still common for those whose are not straight to repress their sexualities."

Walking A Mile In Someone Else's Shoes

"One of the paintings that we saw was Guernica by Picasso. Painted in **response to the bombing of Guernica**, a village in northern Spain, the painting represents how terrible war can be and the devastation it can cause. **The messages painted into the Guernica are still very important today...**

... With the current conflict between the United States and Syria, it is becoming more important than ever for people to take notice of the destruction war can cause. Worldwide, since war is essentially inevitable at some point in the grand scheme of existence, **it is likely that the importance of these messages will persist for years to come.**"

Our ELL students learn by experience
everyday



They are experiencing everyday a different
culture, a different perspective than their own.

Scholarship Opportunities for Summer Travel

 CIEE

 **xperitas**
Living. Global. Learning.

Rustic Pathways™




Beyond Basic Requirement

- Students can request that the Global Competency Committee consider a specific class as part of their GCC requirement.
- Students can propose, for instance, that a specific community service be accepted for their GCC requirement.

Students take ownership

- Students and parents will learn about this certificate through assemblies and school-parent communication.
- Students will demonstrate agency by pursuing it on their own and applying for the certificate program. This will also include appealing to the committee to consider alternate requirements.

Students must receive a score of 11/15 or higher in order to receive the Global Competency Certificate.

Requirement	3	2	1	0
Community Service	Completed all of the requirement	Completed more than 50% of the requirement	Completed less than 50% of the requirement	Did not complete requirement
Academic Requirements	Completed all of the requirement	Completed more than 50% of the requirement	Completed less than 50% of the requirement	Did not complete requirement
Travel	Completed all of the requirement	Completed more than 50% of the requirement	Completed less than 50% of the requirement	Did not complete requirement
Senior Portfolio (Weighted double, 6 pts)	Completed all of the requirement	Completed more than 50% of the requirement	Completed less than 50% of the requirement	Did not complete requirement
Alternative (Optional) (2 pts)		Completed more than 50%	Completed less than 50%	Did not complete requirement

Total score: _____ / 15



Promotion



Promoting Global Competency Certificate

- Program of Studies
- TMHS + Guidance websites (links)
- Brochure
- Guidance Counselors
- Eighth Grade Visit to TMHS
- Ninth Grade Assembly
- Assemblies
- Principal Newsletter



What phase are we in?



Phases of implementation

Phase 1: Development of program and placement in program of studies (2016 to present)

Phase 2: Roll out to class of 2021 (Fall 2018)

- Begin to promote the certificate program in the summer Principal's letter and at fall grade level assemblies

Phases of implementation (cont.)

Phase 3: Development of Global Thought curriculum (2018-2019)

- English and History teachers collaborate/reach out to schools that already have the course implemented.

Phases of implementation (cont.)

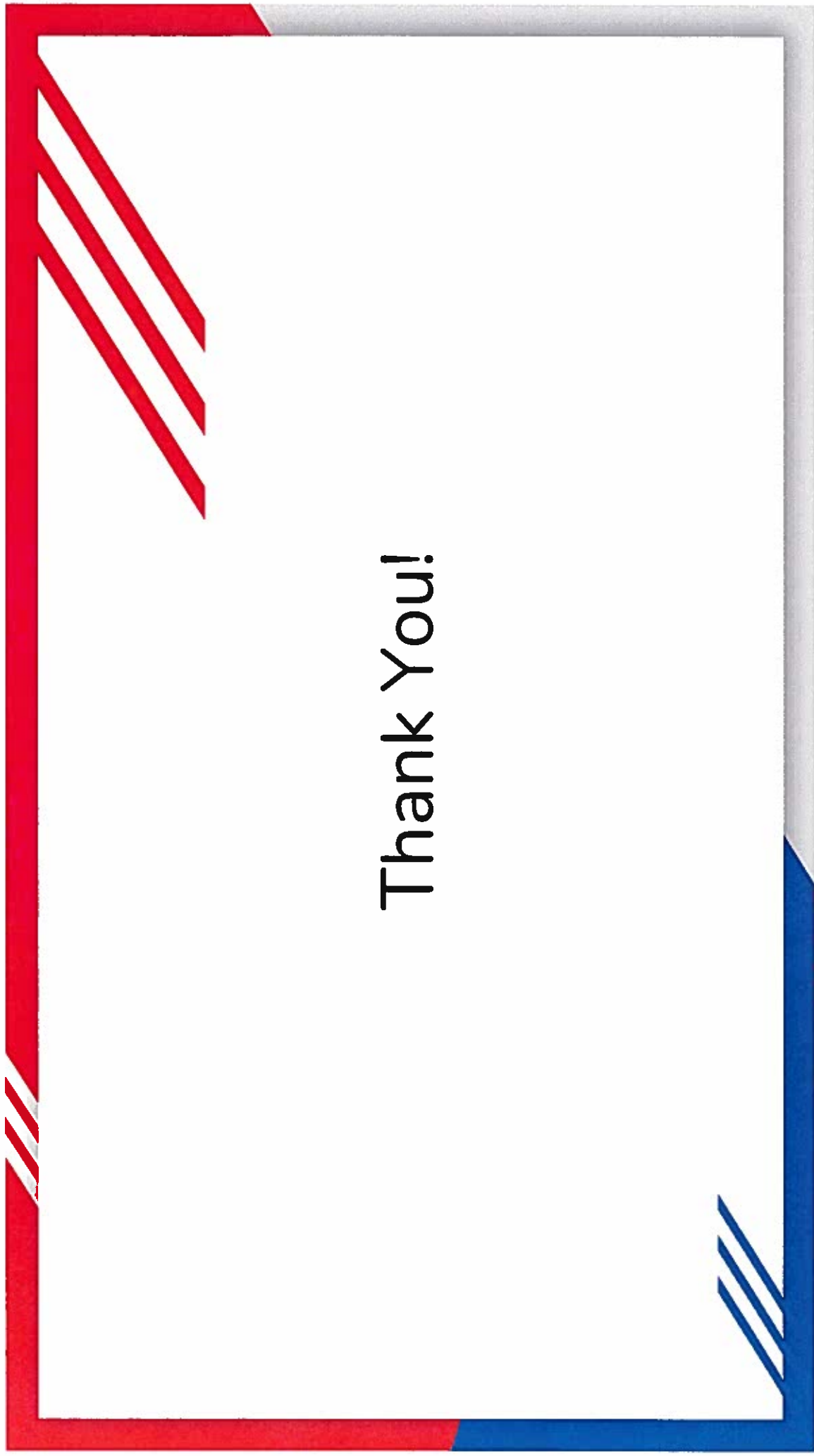
Phase 4: Continuous improvement and appeals (2018-2021)

- As students apply for the program, we anticipate needing to be flexible with unforeseen issues. We will use this period of time to amend the program based on problems encountered.

Global Competency Committee

- Teachers and guidance counselors responsible for the GCD.
 - Committed for first 4 years
- Students appeal or suggest different classes, community service, etc. to this committee
- Improving upon the program.

Thank You!





Tewksbury Public Schools

MEMORANDUM

To: School Committee Members
From: Chris Malone
Superintendent of Schools
Date: February 1, 2018
Re: TMHS Program of Studies

This Requires a Roll Call Vote

I recommend the School Committee vote to approve Tewksbury Memorial High School's 2018-2019 Program of Studies as presented.

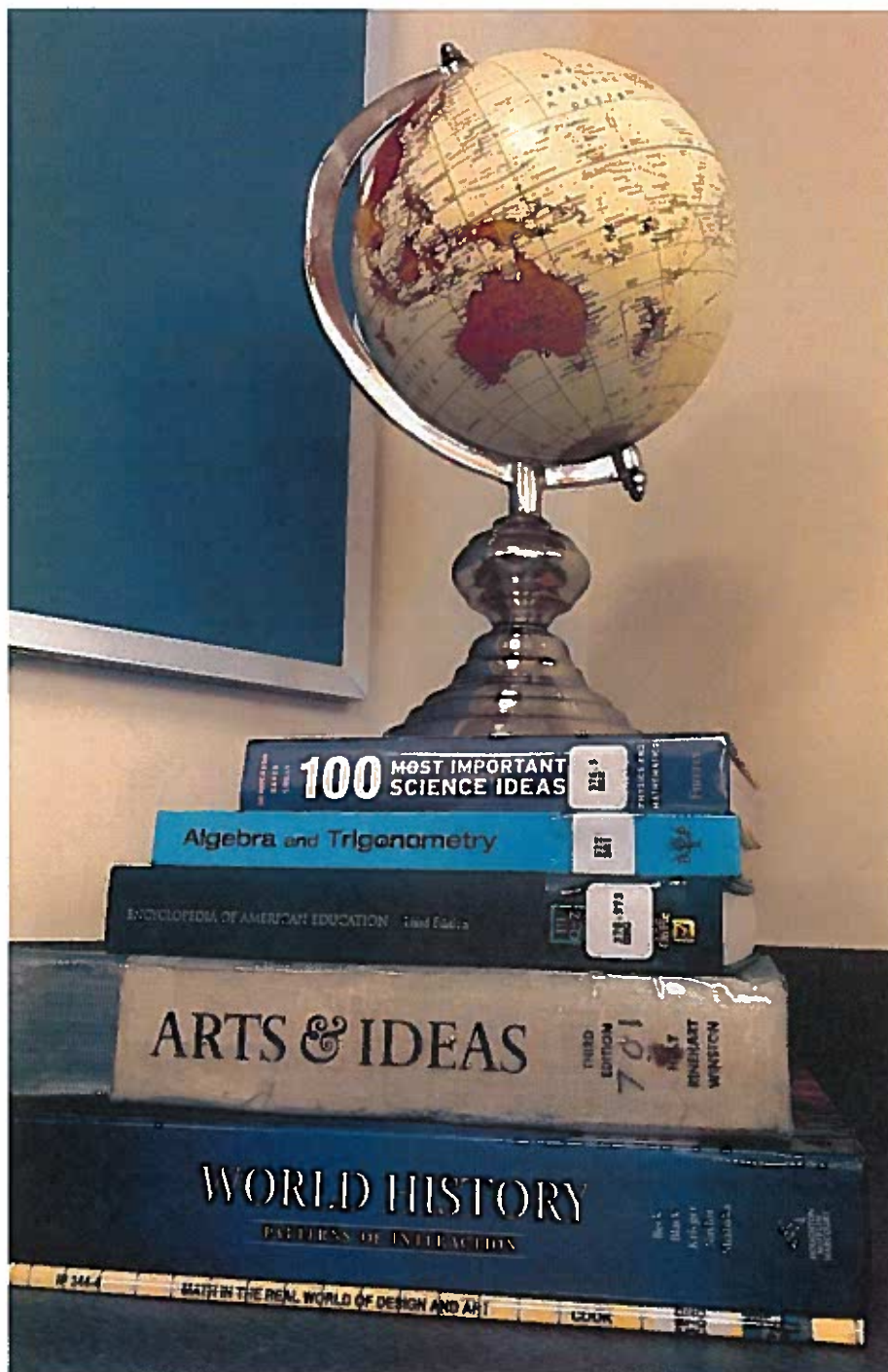
MEMORANDUM

TO: Mr. Chris Malone, Superintendent, Ms. Brenda Theriault-Regan, Assistant Superintendent, TPS
Tewksbury School Committee
FROM: Kristen Vogel, Sean O'Leary, Eileen Osborne, TMHS Administration
DATE: January 29, 2018
RE: Changes for the TMHS 2018-2019 Program of Study

The following bullets summarize the changes made to the 2018-2019 TMHS Program of Studies. A draft copy of that document accompanies this memo.

- The dates and cover photo (by Clarissa Chisholm) were updated.
- Reference to the Foreign Language department was changed to "World Language" throughout document.
- The graduation requirements now apply to all students. The words "Beginning with the Class of 2019" were removed.
- Descriptions of Senior Project, Global Competency and Innovation/Course Pathways were added.
- The term "Course Clusters" was changed to "Course Pathways".
- The Course Change Procedures were modified to
 - allow changes to semester-long, elective courses up to five class meetings into the semester and
 - allow changes to full-year courses up to the first quarter progress report date in October.
- Facing History, which was not offered during the 16-17 school year in order to phase in
- World History (210H/CP) will be offered in the 9th grade and Facing History and Ourselves (200H/CP) will be offered in the 10th grade.
- Various changes were made to the courses in the mathematics department to allow more students to enhance and accelerate their math coursework.
- 447-CP Anatomy & Physiology/Lab will be offered as a full year course.
- Beth Beauchesne is the lead teacher of the World Language department replacing Paul Early.
- Marco Basiliere replaced Michelle Dick as the lead teacher of the Special Education Department.
- 648-CP T.E.A.C.H will not be offered.
- 655-CP Visual Basic and 656-CP C++ Programming will be combined. 654-CP Computer Programming will include an introduction to Visual Basic, C++, and Python computer programming languages.
- Band Symphonic/Marching will be replaced by "Concert Band (600/600A-H) and will be offered at the honors level. In order to take band as a half-year elective, students must have written permission of the band director.
- Calculus will be offered as a Dual Enrollment course (pending Middlesex Community College approval).
- Physical Education (831-CP) - Physical Education is a required course. Students will be able to choose activities by their grade level and wellness interests.
- 822-CP Health II will be offered to Grade 11 to better support students' social/emotional growth and developmental.
- New Electives:
 - 181-CP Creative Non-fiction (Semester, Grades 11-12)
 - 551-CP History of Languages (Semester, Grades 9-12)
 - 654-CP Computer Programming (Semester, Grades 10-12)
- The following courses are now offered to more students
 - 550-CP Hispanic History and Culture (grades 10-12)
 - 664-CP Marketing 1 (grades 9-12)
 - 370-AP AP Statistics (grades 10-12)
- For several courses, the course numbers were modified to allow a sequential numbering scheme.
- Course 9000 Internship has been modified to align with the Innovation Pathways initiative.
- Several changes were made to course descriptions to better describe course content, and various typos/omissions from the previous edition were corrected.

Tewksbury Memorial High School Program of Studies 2018-2019



Clarissa Chisholm 2018

Tewksbury High School

Mission Statement

Tewksbury Memorial High School provides students with an experience that promotes academic excellence, intellectual curiosity, respect for others, and self-confidence. We foster the development of communication and problem-solving skills necessary to become successful, contributing members of society.

Civil Rights Notification

No person shall be excluded or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation or disability.

Any questions should be directed to the Assistant Superintendent of Schools, 139 Pleasant Street, Tewksbury MA, 01876, 978-640-7800

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HOW TO USE THE PROGRAM OF STUDIES

High school is your last chance to take advantage of a free, public education. Make the most of your years here! Take as many challenging courses as possible and explore new areas of interest.

As you select your courses for next year:

1. Review the Table of Contents of the Program of Studies so that you know what kinds of information it contains.
2. Select courses to fill every block, typically five 5-credit courses and four 2.5-credit courses, while remaining aware of our graduation requirements.
3. Talk with your guidance counselor about your plans for your schedule and ask your counselor any questions you may have.

Think of the graduation requirements as a starting point. Note, for example, that the minimum admissions requirements for Massachusetts state colleges and universities include two years in a single foreign language. If you are able, however, to take more years of a foreign language, we urge you to do so.

Expectations for Student Learning

We **RISE** at TMHS

All members of the TMHS community will RISE and demonstrate:

RESPECT for self, others, property, and the community

INTEGRITY by being honest, ethical, and responsible

SKILLS necessary to pursue their goals in and out of the classroom

ENGAGEMENT in academic and co-curricular activities

TMHS Students will:

- Communicate effectively by gathering information and presenting ideas in a clear, articulate manner
- Solve complex problems using a variety of higher order thinking skills
- Work independently and collaboratively as an engaged learner
- Respect the rights of others

GRADUATION REQUIREMENTS

All students must earn a **minimum of 120 credits** to graduate from Tewksbury Memorial High School. These credits must include the following requirements:

English	4 courses (one each year)	20 credits
Mathematics	4 courses* (including one course during senior year)	20 credits
Science	3 years of a lab science	15 credits
Social Studies	3 years (1 year must be US History)	15 credits
World Languages	2 years of the same language	10 credits
Physical Education	4 semesters (one each year)	10 credits
Health	2 semesters (9th and 11th)	5 credits
Fine Arts	1 course	2.5 credits
Performing Arts	1 course	2.5 credits
Career, Technology and Business Education (CTBE)	2 courses	5.0 credits

****NOTE***

- All students must pass certain MCAS tests in order to graduate from any public high school in Massachusetts.
- Electives can include a variety of courses. However, please be aware that all students at Tewksbury Memorial High school must take courses to fulfill the Fine Arts, the Performing Arts and the Career, Technology and Business Education requirements.
- Pursuant to MA Gen Law Chapter 71 Section 3, all students at Tewksbury Memorial High School must take at least one semester of physical education each year. Junior and Senior students may waive this requirement if they are currently participating in a full season of a junior varsity or varsity sport at TMHS.
- TMHS Graduation Requirements meets or exceeds all [MassCore Requirements](#).
- *Math courses must be full-year 5-credit courses

Promotion Requirements

Grade 9 to Grade 10 -- 30 credits

Grade 10 to Grade 11 -- 60 credits

Grade 11 to Grade 12 -- 90 credits

COURSE OFFERINGS

The course offerings described in the Program of Studies specify the course number, the number of credits to be earned and the level of the course. There is also a brief description of the course content and expectations.

COURSE LEVEL DESCRIPTION

College Preparatory (CP) Courses offer coverage for college bound students with highly developed study skills. Classroom activities are mostly student directed. Course content tends to be abstract and conceptual. Students are expected to work collaboratively and independently on inquiry, problem solving, critical thinking, and reading and writing within each content area. Outside reading and research are required, and students will work well beyond mere memorization. Emphasis in these courses is on the ability to think logically and to write and communicate effectively.

Honors (H) Courses at this level indicate a great degree of challenge and are taught in great depth for college bound students with highly developed study and subject skills. Course content demands critical, relative, and analytical thinking. Course requirements may include any or all of the following: a major research project, formal oral presentations, and frequent substantive, critical written responses to material studied. It is recommended that students desiring to remain in this sequence should be earning grades of B or better.

Advanced Placement (AP) The designation “Advanced Placement” indicates the greatest degree of difficulty. These courses are taught in compliance with the AP curriculum recommended in each subject area by [CollegeBoard™](#). All AP courses require extensive summer work that will be assessed at the beginning of the school year. Courses are rigorous and taught at an accelerated pace and in greater depth. Students work independently on inquiry, problem solving, critical thinking, and reading and writing within each content area. Teacher recommendations and/or a signed AP contract may be required prior to enrollment. Students enrolled in the AP program must pay for and take the [CollegeBoard™](#) AP Exam. The AP exam fee is can be found at the [CollegeBoard™ website](#). It is recommended that students choosing these courses should be achieving grades of at least a B or better in the Honors sequence. Students with financial hardship may apply for scholarships to cover the fees associated with AP exams. ([AP expectations agreement](#))

Dual Enrollment (DE) provides students the opportunity to take college, credit-bearing courses while also completing their requirements for high school graduation. These college courses are not extra classes taken before or after school. They are part of the daily class schedule and are taught at the college level by Tewksbury Memorial High School teachers who meet or exceed the hiring qualifications to teach at the college level. Currently, high school students with junior or senior status are eligible to participate in the Dual Enrollment Program. TMHS is working with local colleges and universities to bring dual enrollment opportunities to our students. We currently partner with Middlesex Community College to offer college credit-bearing courses on our own high school campus. There is a fee that is determined by the college. Course offerings may vary from year to year and not all sections of classes will be designated as Dual Enrollment courses. Please talk to your high school guidance counselor to learn more about dual enrollment and what courses are offered. DE courses will be weighted at a minimum of Honors Credit to be determined on a course by course basis. Students with financial hardship may apply for scholarships to cover the fees associated with Dual Enrollment courses.

Senior Project

The Senior Project, a five week off campus experience, provides eligible seniors with the opportunity to utilize and apply 21st century skills in a real world setting. Students may pursue an externship with businesses or professional organizations, a community service project, or complete a research paper or project. [The Senior Project web page](#)

Global Competency

The Global Competency Certificate is a certificate students can receive upon graduation demonstrating their understanding and involvement within a global community. It is for the student who feels passionate about improving the world, and feels the need to make a difference in the world. Through course work, community service, and experiential learning students will set themselves apart as a global citizen that identifies with the plight of others. This certificate program will be available beginning with the class of 2021.

Innovation Pathways Program

Innovation Pathways are structures within high schools that are designed to connect student learning to a broadly-defined industry sector that is in demand in the regional and state economy. Tewksbury Memorial High School will develop strong partnerships with employers to provide students career awareness and work based learning activities. Students will participate in a series of courses and experiences relevant to achieving industry recognized credentials. Participation in this program can lead students to opportunities for meaningful careers in that industry sector upon the completion of needed postsecondary education and training.

All participating students will need to meet the MassCore standards which are embedded into Tewksbury Memorial High School's graduation requirements. Participating students are required to participate in two Career, Technical, Business, Education (CTBE) courses their sophomore and junior years. Students would elect participation in spring of their freshman year during or after their individual course selection meeting with guidance. Students are welcomed during their sophomore or junior years to meet with their school counselor to review participation eligibility.

COURSE PATHWAYS

Two elective courses from a category within a pathway taken during the same academic year are equivalent to a full-year course.

Art and Technology Pathway

3D Art

Ceramics 1
Design

Ceramics 2
Foundations of Art

Sculpture

2D Art

Photography 1
Drawing 2

Photography 2
Painting 1

Drawing 1
Painting 2

Foundation of Arts

Design

Digital Art/Computers

Digital Media 1
Digital Imaging
Web 2.0
Web and Graphic Design

Digital Media 2
Design
Coding and Gaming

Film Appreciation
Microsoft Office 2010
Computer Programming

STEM Pathway

Applied Sciences

Forensic Science
Environmental Science

Anatomy and Physiology
Introduction to Health Careers

Astronomy

Engineering

Computer Programming
Engineering and Design 3

Engineering and Design 1
Robotics

Engineering and Design 2
Biotechnology

Applied Mathematics

Personal Finance
Accounting 1

Economics

Problem Solving

Humanities Pathway

Law

Criminal and Civil Law

Psychology and the Law

Forensic Science

Writing

Creative Non-fiction
Media Communications

Creative Writing
Journalism

Sports Literature

Social Sciences

Psychology

Psychology and the Law

Criminal and Civil Law

US & World Relations

International Relations
Hispanic Cultures and History

Modern US History

American Government

Career Pathway

Education

Child Care 1

Child Care 2

Child Care 3

Business

Accounting 1
Marketing 1
Marketing 2
Sports & Entertainment Marketing
Media Communications

Computer Programming
Desktop Publishing
Web 2.0

Personal Finance
Microsoft Office 2010
Intro. to Health Careers
Business Management &
Marketing

Performing Arts/Music Pathway

Band
Chorus
Introduction to Guitar
Music Theory
Music in America

Music History
Theater Arts
Musical Theater Production
Technical Theater

Digital Media 1
Digital Media 2
Media Communications
Journalism

TMHS COURSE LIST

English

[ENGLISH 9](#)
[ENGLISH 10](#)
[AMERICAN LIT](#)
[SENIOR ENGLISH](#)
[AP ENG LIT & COMP](#)
[CREATIVE WRITING](#)
[JOURNALISM](#)
[FILM APPREC/ANALYSIS](#)
[SPORTS LITERATURE](#)
[CREATIVE NONFICTION](#)

Social Studies

[WORD HISTORY](#)
[FACING HISTORY](#)
[US HISTORY](#)
[AP ECONOMICS](#)
[AP PSYCHOLOGY](#)
[AP U.S. GOV & POL](#)
[AP US HISTORY](#)
[AMERICAN GOVT](#)
[CRIMINAL/CIVIL LAW](#)
[ECONOMICS](#)
[INTRNATL REL](#)
[PSYCHOLOGY & LAW](#)
[MODERN US HISTORY](#)
[PSYCHOLOGY](#)

Mathematics

[ALGEBRA 1](#)
[GEOMETRY](#)
[ALGEBRA 2](#)
[PRE CALC](#)
[CALCULUS](#)
[STATISTICS](#)
[MATH PROB SOLVING](#)
[AP CALCULUS](#)
[AP STATISTICS](#)

Science

[ASTRONOMY](#)
[BIOLOGY](#)
[AP BIOLOGY/LAB](#)
[CHEMISTRY/LAB](#)
[AP CHEMISTRY](#)
[PHYSICS with LAB](#)
[BIOTECHNOLOGY](#)
[AP PHYSICS/LAB](#)
[INTRO to PHYS/CHEM](#)

[ANATOMY & PHYS](#)
[FORENSIC SCIENCE](#)
[ENVIRO... SCIENCE](#)

World Language

[AMERICAN SIGN LANG](#)
[FRENCH 1](#)
[FRENCH 2](#)
[FRENCH 3](#)
[H FRENCH 4](#)
[H FRENCH 5](#)
[AP FRENCH](#)
[LATIN 1](#)
[LATIN 2](#)
[LATIN 3](#)
[H LATIN 4](#)
[AP LATIN](#)
[SPANISH 1](#)
[SPANISH 2](#)
[SPANISH 3](#)
[H SPANISH 4](#)
[H SPANISH 5](#)
[AP SPANISH](#)
[HISPANIC CULTURE/HIST](#)
[HISTORY OF LANGUAGE](#)
Sp. Ed.
[DL I](#)
[DL II](#)
[Other](#)

Fine Arts

[DRAWING I](#)
[DRAWING II](#)
[FOUNDATIONS IN ART](#)
[PAINTING 1](#)
[PAINTING 2](#)
[CERAMICS I](#)
[CERAMICS II](#)
[DESIGN](#)
[SCULPTURE](#)

[PHOTOGRAPHY I](#)
[PHOTOGRAPHY II](#)
[DIGITAL IMAGING](#)
[H SR ART STUDIO](#)
[AP ART HISTORY](#)

Performing Arts

[BAND - CONC/MARCH](#)
[CHORUS](#)
[INTRO TO GUITAR](#)
[MUSIC THEORY](#)
[MUSIC HISTORY](#)
[MUSIC IN AMERICA](#)
[THEATER ARTS](#)
[MUSICAL THEATER](#)
[TECHNICAL THEATER](#)
[DIGITAL MEDIA I](#)
[DIGITAL MEDIA II](#)
[MEDIA COMM](#)
[JOURNALISM](#)

CTBE

[DESKTOP PUBLISHING](#)
[WEB & GRAPHIC DESIGN](#)
[CODING GAMES/APPS](#)
[COMPUTER PROGRAMMING](#)

[MICROSOFT OFFICE](#)
[WEB 2.0](#)
[CHILD CARE 1](#)
[CHILD CARE 2](#)

CHILD CARE 3

[T.E.A.C.H - CLASS ASSIST](#)
[ENG & DES TECH 1](#)
[ENG & DES TECH 2](#)
[ENG & DES TECH 3](#)
[ACCOUNTING I](#)
[PERSONAL FINANCE](#)
[BUS MGT & MARKETING](#)
[SPORTS & ENT MARKETING](#)
[MARKETING I](#)

[MARKETING 2](#)
[ROBOTICS](#)
[DIGITAL MEDIA I](#)
[DIGITAL MEDIA II](#)
[TECHNICAL THEATER](#)
[MEDIA COMMUNICATIONS](#)
[INTRO to HEALTH CAREERS](#)
[HEALTH CAREERS 2 - NAT/HHA](#)

Wellness

[HEALTH 1](#)
[HEALTH 2](#)
[PHYSICAL EDUCATION](#)

Additional Course Offerings

[EDGENUITY](#)
[INDEPENDENT STUDY](#)
[EXPERIENTIAL LEARNING](#)

[ACADEMIC SKILLS/STRAT](#)

ESL
[ELL SUPPORT](#)

GUIDANCE AND COUNSELING

PROGRAM AND SERVICES

The goal of the Guidance Department is to support all students' academic success and socio-emotional development throughout all four years of high school.

Freshman

Orientation/Transition

- September
 - Introduction to Naviance completion of Learning Styles Inventory
 - High School informational meeting for freshman parents
- October
 - Small group meetings - Individual Learning Plans
- March
 - Individual student/counselor meeting to review course selections, transcripts, and postgraduate interest

Sophomores

Career Guidance/Exploration

- October
 - PSAT exam
- December
 - Students meet individually with counselors to review PSAT results
- February
 - Naviance career exploration
- March
 - Individual student / counselor meeting to review course selections, transcripts, and postgraduate interest

Juniors

Career Guidance/Post-secondary Planning

- October
 - PSAT exam
 - Career Day - workshop selection in classrooms
- November
 - Career Day Workshops
 - Financial Aid Presentation - MEFA
- December
 - Students meet individually with counselors to review PSAT results
- February
 - Students meet individually with counselors to review PSAT results
- March
 - Individual student / counselor meeting to review course selections, transcripts, and postgraduate interest
 - Lowell General Hospital Shadow a Nurse Day
 - Armed Services Vocational Aptitude Battery (ASVAB) Exam
 - SAT exam at TMHS

- | | |
|-------|--|
| April | <ul style="list-style-type: none"> ● Resume Writing Workshop ● ASVAB results presentation ● Greater Lowell Workshop - Job skills presentation ● Individual student / counselor meetings - post-graduate planning ● Post-graduate Junior Parent presentation |
| May | <ul style="list-style-type: none"> ● College - Career Fair ● Job Fair ● AP testing |

Seniors

Transitions Planning/Decision Making

- | | |
|-----------|---|
| August | <ul style="list-style-type: none"> ● Common app presentation and assistance |
| September | <ul style="list-style-type: none"> ● College Informational presentation for students and parents ● Individual student / counselor post-graduate planning meetings |
| October | <ul style="list-style-type: none"> ● Resume Writing Workshop ● College Essay Writing Workshop ● Vocational School Training presentations ● Individual student / counselor post-graduate planning meetings |
| November | <ul style="list-style-type: none"> ● Financial Aid Presentation -MEFA ● Individual student / counselor post-graduate planning meetings |
| February | <ul style="list-style-type: none"> ● AFL CIO Scholarship Exam ● Community Scholarship available to students |
| April | <ul style="list-style-type: none"> ● Financial Literacy Workshop ● Middlesex Community College- on-site applications and interviews |
| May | <ul style="list-style-type: none"> ● AP Exams ● Award & Scholarship Night |

- ★ *Counselors will meet with students who are struggling within the academic setting.*
- ★ *Counselors will make appropriate referrals to school and outside resources.*
- ★ *At any time students may request to meet with counselors by completing an appointment request which are available in the Guidance office.*

GUIDANCE STAFF

Karen Baker O'Brien	Guidance Chair (978) 640-7838	kbobrien@tewksbury.k12.ma.us
Lauren Sheehy	School Adjustment Counselor	lsheehy@tewksbury.k12.ma.us
Kennan Daniel	Counselor	kdaniel@tewksbury.k12.ma.us
David Harne	Counselor	dharne@tewksbury.k12.ma.us
Tina Sheahan	Counselor	tsheahan@tewksbury.k12.ma.us
Patricia Whitehouse	Administrative Assistant	pwhitehouse@tewksbury.k12.ma.us

COURSE SELECTION PROCESS

The course selection process is designed to provide all TMHS students with a program of studies that will interest them and challenge them to the best of their abilities. The course selection process is as follows:

- In February, the new Program of Studies is published electronically on the TMHS web page. Teachers talk with their students individually about the teacher's recommendations for next year.
- In February, Guidance counselors meet with students in classrooms to inform students about available courses and to guide students in the course selection process. Students input their choices and then have time at home to review their course choices with their parents.
- In February, TMHS also sponsors 8th Grade Parents' Night to welcome parents and their sons or daughters to TMHS and to learn more about our courses of study.
- In March all students grades 9 -11 meet individually with their counselor to review course selections, transcript and postgraduate interest.

General Guidelines for Course Selection

- With the help of their teachers and Guidance Counselors, students may select any of the courses described in this booklet in order to satisfy graduation requirements as well as college and career interests. [Click here](#) to view college/career pathways.
- Students should be especially alert to recommendations as stated after each course description before making a selection.
- If a student wishes to select a course for which they were not recommended, the student and parent must complete the Course Placement Review Process (see next section).
- Students planning to attend and to participate in a National Collegiate Athletic Association (**NCAA**) Division I or Division II college or university athletic program must see their Guidance Counselor in order to determine NCAA approved courses.

COURSE PLACEMENT REVIEW PROCESS

The purpose of the review process is not to limit student or parental choice, but to ensure that such selections are based on the best available information about a student's tenacity and perseverance relative to the curricular challenges they will encounter in the coming year. If a student believes he/she would like to change course levels, the student must adhere to the following:

1. Discuss his/her concerns with the classroom teacher.
2. If a student still wishes to appeal a teacher's recommendation, he/she must complete a [Course Placement Review Form](#) (located on the Guidance web page).
3. Once completed and signed by a parent or guardian, the student should turn the Course Placement Review Form into the School Office by the due dates outlined in the spring course selection materials.
4. The school will forward the forms to the appropriate department head. The department head may contact the student and/or parent/guardian depending on the nature of the request and may require a placement test to gather further information before making a decision. A department head's decision may be appealed to the principal within five (5) school days of the Department Head's decision.

If the placement appeal is granted, no change will be allowed out of the new class prior to the end of quarter one, and the student's quarter one grade will be carried without adjustment to that course.

COURSE CHANGE PROCEDURE

Once school has begun, students may make changes to their year-long classes up to the posting of First Quarter Progress Reports (add/drop period) in October.

Once a semester has begun, students may make changes to their semester classes up to 5 class meetings into the semester. Notwithstanding, there must be space available in the new course and it must meet at the same time as the original course.

This time frame enables students, teachers, and parents to make informed course and placement decisions. After this time, changes may only be made to **core courses** at the discretion of the Assistant Principal and Department Head/Lead Teacher, only if a class is either too difficult or too easy. This does not apply to semester courses.

The [attached form](#) must be completed to request changes after the add/drop period. Any student changing a level of a core course will receive a W on his/her transcript for the class from which they are changing. Students are encouraged to read the course syllabi previous to selecting the course. Course syllabi are available through the Guidance Office or the Department Head/Lead Teacher. **Lateral moves will not be allowed.**

Mrs. Lynne Hardacre, English Department Chair 640-7825
English Graduation Requirement: 4 Years / 20 Credits

***These courses do not help fulfill the 20 credit requirement in English for graduation.**

Freshman English focuses on grammar, vocabulary, writing skills, and literary genres (including the novel, short story, poetry, nonfiction, drama, and speeches).

The Sophomore English/World Literature Course is designed to draw upon literature from a diverse number of cultures, thereby exposing students to their richness. These situations will be explored through novels, nonfiction works, short stories, poems and drama, all of which introduce people and places from across the globe. These various literary works will be studied from a thematic approach. World Literature places emphasis on critical reading, writing and presenting effectively.

2018-2019 Program of Studies

140-CP American Literature Grade 11 CP Credits 5

Students will focus on the critical analysis of American literature through the appreciation of common themes. Interpretation of the material through both its literary and historical contexts is stressed through classroom discussion, group and individual projects. Students will continue to improve their skills in both analytical and creative writing. Reinforcement of grammatical and literary terminology developed in the freshman and sophomore years will be accomplished through reading and writing assignments.

This course is designed to improve academic excellence through the acquisition of skills and knowledge that enhance the ability of students to become contributing members of society. Through reading, writing, oral presentations and group work, students will meet the expectations of effective communication, problem solving and cooperation.

**150-H Senior English* Grade 12 Honors Credits 5
(Recommendation: a grade of “C” or better in Course 140, or “A-” or better in course 141)
150-DE Senior English* Grade 12 DE/Honors Credits 5
150-CP Senior English Grade 12 CP Credits 5**

The student will study the changing literary styles as well as the social and political climate of British Literature from its inception through the English Renaissance. Subsequently, a shift to literary works from other countries and various genres including contemporary works will be presented. Through diverse classroom activities, students will become more familiar with the evolution of literature from Britain to America and various other nations.

*Dual Enrollment through a local college/university when available.

**155-AP AP English Literature and Composition Grade 12 AP Credits 5
(Recommendation: A grade of “B” or better in course 140 or a grade of “A” or better in course 141.) Students signing up for Course 155 must attend a meeting with the course 155 teacher at which time the course expectations will be described and the summer assignment will be outlined.**

This course is centered around five basic objectives: the student is expected to demonstrate a knowledge of the techniques of analytical reading; he/she is expected to demonstrate in writing an awareness of the elements of effective prose expression; he/she is expected to demonstrate in writing his/her awareness of the major historical, cultural and intellectual trends present in English literary history; he/she is expected to demonstrate in a number of critical essays an ability to do independent reading and analysis; he/she is expected to demonstrate by successfully passing the A.P. Exam, his/her mastery of the principles of literary analysis, criticism and expression. A term paper is required. *Students who complete the requirements for this course are expected to take the advanced placement exam.*

**170-CP Creative Writing Grades 11,12 CP Credits 2.5
(Recommendation: Must have a love of writing!)**

Beyond studying literary genres and authors in traditional English classes, students in this course will synthesize what they have learned about writing styles and forms to create works of their own. Writing exercises are designed to improve students’ powers of self-analysis and abstract thought through the writing and sharing of their works. An emphasis is placed on the essay, novel, short

story and the poem. Goals will be set for formal submission and publication of work. The course is an intensive and diverse approach to creative writing.

Note: This course does not help fulfill the 20 credit requirement in English for graduation.

180-CP Journalism **Grades 9-12 CP** **Credits 2.5**

This course is designed for students to experience all aspects of the journalistic process from the birth and cultivation of an idea into a full-fledged news article in publishable form. Students will learn reporting and interviewing techniques, how to write feature news, as well as editorials and reviews. The history and ethics behind journalism will also be studied. Cultivating and producing a newsworthy story with concrete ideas and purpose will be the main focus of this course. Students will be running his/her own web blogs to publish all work in a manner relevant to current times. Assignments will be designed to incorporate outside technological tools and reporting mediums to be embedded in the stories on student blogs. (Examples: Google Maps, photos, video, graphics, audio, etc.) Anyone interested in a career in journalism or publishing should consider this course. This course is open to all grade levels.

Note: This course does not help fulfill the 20 credit requirement in English for graduation.

181-CP Creative Nonfiction **Grades 11,12 CP** **Credits 2.5**

Students will explore the genre of creative nonfiction as they analyze contemporary literary models, develop their voices as writers, and collaboratively workshop their writing. Creative nonfiction requires students to draw on their knowledge of form, structure and style, as well as memory and research to examine their personal experiences, as well as their connection to the world at large. Students will study and explore within their writing the subgenres of creative nonfiction, including memoir, personal essay, and literary journalism.

185-CP Film Appreciation/Analysis **Grades 11,12 CP** **Credits 2.5**

This course will explore the history of American film as a reflection of American society. Topics of study will include: history of American films, comedy films, violence in film and minority portrayals in film. Students will also do a Director Study where they will explore the body of work of a particular director and share their findings with the class.

Note: This course does not help fulfill the 20 credit requirement in English for graduation.

196-CP Sports Literature **Grades 11,12 CP** **Credits 2.5**

Sports Literature offers students the opportunity to explore different aspects of sports by reading current events, sports articles, selections from short story anthologies and sports related novels. There is an emphasis on reflective essay writing as well as researching specific athletes and sports. The course also focuses on non-traditional athletics, inspirational sports stories, and sports journalism. Students take a comprehensive look at issues of racism, gender, steroids, violence, and athletes as role models, and their impact on today's sports.

Note: This course does not help fulfill the 20 credit requirement in English for graduation.

Social Studies Department

Mr. Brian Aylward, Department Chair 640-7825
Social Studies Graduation Requirement: 3 Years / 15 Credits

<u>Course Title</u>	<u>Level</u>	<u>Course #</u>	<u>Grade</u>	<u>Course Length</u>	<u>Credits</u>
World History	H/CP	200-H/CP	9	Full Year	5
Facing History & Ourselves	H/CP	210-H/CP	10	Full Year	5
AP U.S. History	AP	220-AP	11	Full Year	5
U.S. History	H/DE/CP	220-H/DE/CP	11	Full Year	5
AP Psychology	AP	240-AP	11,12	Full Year	5
Psychology	CP	240-CP	11, 12	Semester	2.5
Criminal and Civil Law	CP	252-CP	11, 12	Semester	2.5
American Government	CP	261-CP	11, 12	Semester	2.5
AP Economics	AP	270-AP	12	Full Year	5
Economics	CP	270-CP	11, 12	Semester	2.5
International Relations	CP	280-CP	11, 12	Semester	2.5
Psychology and the Law	CP	286-CP	11, 12	Semester	2.5
Modern U.S. History	CP	290-CP	12	Semester	2.5
AP Government and Politics	AP	295-AP	12	Full Year	5

200-H **World History**
200-CP **World History**

Grade 9
Grade 9

Honors
CP

Credits 5
Credits 5

This course examines world history from 1500 to the present. Students will examine such trends as social, political and economic revolution, the development of democracy, the growth of nationalism, imperialism, the search for stability and peace in the western and non-western world and the role of the individual in society. This course will also investigate the connections between the past and present by examining the causes and results of historical events. There is an

expectation that the student will be able to work both independently and within a group setting in these courses.

<u>210-H</u>	<u>Facing History & Ourselves</u>	<u>Grade 10</u>	<u>Honors</u>	<u>Credits 5</u>
<u>210-CP</u>	<u>Facing History & Ourselves</u>	<u>Grade 10</u>	<u>CP</u>	<u>Credits 5</u>

Over the course of the school year, we will examine the following topics: what it means to be human, what it means to be humane, and conversely, why so many cases of extreme inhumanity continue to exist. While this class will devote a considerable amount of time to the study of the Holocaust, our starting point of analysis will be in fact with ourselves. If we are to understand societal forces that shape history, we must understand the forces that motivate our own actions as individuals who are necessarily part of a larger society. In this way, our study of the Holocaust will not merely be a study of foreign circumstances and far-away issues, but it will be a study of the ingredients of evil, the dangers of indifference, and the flaws of humanity—all of which are reflected in the past and present of our own nation’s history. We will examine a variety of issues in both the present and past of the United States.

<u>220-AP</u>	<u>AP U.S. History</u>	<u>Grade 11</u>	<u>AP</u>	<u>Credits 5</u>
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(Recommendation: A grade of “B+” in World History or teacher recommendation. Students contemplating taking AP 214 must attend a meeting with the teacher of those courses at which time the course expectations will be described and the summer assignment will be outlined. Completion of the summer assignment is a requirement.)

This course follows the intensive curriculum of the A.P. program published by the College Board Testing Service in Princeton, New Jersey. AP U.S. History begins with the early explorations of North America and continues to the year 2000. Students are engaged in a variety of activities requiring them to interpret and analyze history using both primary and secondary sources. Besides writing weekly papers, students also answer thought-provoking essay questions from previous A.P. U.S. History exams as part of each unit test. *Students who complete the requirements for this course are expected to take the advanced placement exam.*

<u>220-CP</u>	<u>U.S. History</u>	<u>Grade 11</u>	<u>CP</u>	<u>Credits 5</u>
<u>220-H/DE</u>	<u>*U.S. History</u>	<u>Grade 11</u>	<u>Honors</u>	<u>Credits 5</u>

(Recommendation: A grade of “C” in World History 210 or an “A-” in World History 211)

This full-year course is a study of major events in U.S. History from the Revolution to the present. The first semester will cover the time period from the Revolution to Reconstruction including the development of our government. The second semester will continue a survey of U.S. history from 1877 to the present including the growth of our government. The course emphasizes analysis of factual information, historical research and relevant geographic, political and economic principles. Through numerous papers and oral presentations students will meet the school-wide expectation of “communicating effectively.” and becoming “contributing members of society.” Engaging in group projects will enable students to meet the goal of working with others toward a common goal and respecting the rights of others.

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<u>240-AP</u>	<u>AP Psychology</u>	<u>Grades 11, 12</u>	<u>AP</u>	<u>Credits 5</u>
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This is a full year, intensive college level course in Psychology designed to prepare highly motivated students in Psychology to take the AP test in May. Upon completion of the course the student should be able to demonstrate a solid background in the systematic and scientific study of the behavior and

mental processes of human beings. Specific areas of study include: consciousness and dreaming, biological bases of behavior, personality theory, mental illness, treatment, learning cognition and social psychology. The curriculum is guided by the College Board standards for advanced placement. *Students who complete the requirements for this course are expected to take the advanced placement exam.*

240-CP Psychology Grades 11, 12 CP Credits 2.5

This course is an introduction to the principles of psychology. The topics are: intelligence, personality, behavior, learning, personality disorders, development and types of therapy. Projects and activities include creating collages, relaxation techniques, and role playing. Students are assessed on successful performances on tests and projects.

252-CP Criminal and Civil Law Grades 11, 12 CP Credits 2.5

This course is the study of the fundamental principles underlying local, state and national government. The primary emphasis will be local government and the practical application of governmental theory. This course presents an overview of both criminal and civil law. Special emphasis is placed on the legal system with special attention given to the rights of the accused as well as those involving civil cases. Citizen protections and responsibilities are covered in all areas of law including the most recent consumer legislation. This course has proved useful for seniors who may be entering the field of law enforcement or civil service.

261-CP American Government Grades 11, 12 CP Credits 2.5

American Government is a survey course on the American system of government. The focus of the course is on the structure and function of the three branches of government. Students will analyze the current events in our government through weekly news reports. Model congress, mock trials and other government simulations are a major part of this course.

270-AP AP Economics Grade 12 AP Credits 5

This rigorous college-level course is a two-semester examination of fundamental principles governing economic activity of the individual, the firm and the aggregate economy. Primary emphasis is placed on the nature and function of product and factor markets; national income and price determination; economic performance and international economics. The course is challenging in regard to its reading and writing assignments and in-class discussions. By enrolling in this course, you will be eligible to participate in the TMHS DECA program. *Students who complete the requirements for this course are expected to take the advanced placement exam.*

270-CP Economics Grades 11, 12 CP Credits 2.5

Economics is the study of choices. In this rigorous course, students will become entrepreneurs, start their own businesses, and invest in the stock market. Students will analyze concepts ranging from the demand for car stereos to the value of treasury bonds. Consistent effort and participation are essential to success in this challenging class. All students, particularly those interested in pursuing careers in business, the law, or government should seriously consider taking this course. By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

280-CP International Relations Grades 11, 12 CP Credits 2.5

This course will encourage the student to think globally and to enter the world of international cooperation and conflict. Using current international events, students will analyze how countries determine and pursue their national interests.

286-CP Psychology and the Law Grade 11, 12 CP Credits 2.5

Psychology and the Law provides an overview of the principles of forensic psychology as applied to the legal arena. Primary emphasis is given to the role of the forensic psychologist when dealing with the legal field. Topics include: forensics, the criminal justice system, expert witnesses, police interrogations, eyewitness interviews, profiling, serial killers, hate crimes, bullying, jury selection, domestic violence, sentencing goals, and alternatives to prison. This course is best suited for those interested in the fields of law or psychology and will require extensive student participation.

290-CP Modern US History Grade 12 CP Credits 2.5

Modern U.S. History is an elective course for students interested in contemporary issues in American history. This course will cover the events from 1960 to the present, from the election of John F. Kennedy to the recent conflicts in Iraq and Afghanistan. This course is a great option for students interested in continuing their education in history.

**295-AP AP US Government and Politics Grade 12 AP Credits 5
(Recommendation: A grade of “B” in AP US History 214 or a grade of “A” in Honors/CP US History 221-H/221-CP)**

This rigorous, college-level course is a two-semester study of general concepts and theories pertaining to U.S. government, typical patterns of political processes and behavior; and the institutions, groups and beliefs that comprise the American political system. Unlike other American government courses, students analyze political statistics and data, including public opinion polls, electoral maps, demographic charts and political cartoons. The course is challenging in its reading and writing assignments, data analysis and in-class discussion and debate. It is expected that students will become effective decision makers and better informed citizens capable of analyzing the important political issues that confront our nation. *Students who complete the requirements for this course are expected to take the advanced placement exam.*

Mathematics Department

Mrs. Shelli-An Ryan, Department Chair 640-7825

Mathematics Graduation Requirement: 4 Years / 20 Credits

<u>Course Title</u>	<u>Level</u>	<u>Course #</u>	<u>Grade</u>	<u>Course Length</u>	<u>Credits</u>
Algebra 1	H/CP	300-H/CP	9	Full Year	5
Geometry	H/CP	310-H/CP	9, 10	Full Year	5
Algebra 2	H/CP	320-H/CP	9-11	Full Year	5
Pre-Calculus	H/CP	350-H/CP	10-12	Full Year	5
AP Calculus A/B	AP	360-AP	11, 12	Full Year	5
Calculus	H/DE	360-H/DE	11, 12	Full Year	5
AP Statistics	AP	370-AP	10-12	Full Year	5
Introduction to Statistics	CP	370-CP	11, 12	Full Year	5
Math Problem Solving	CP	372-CP	12	Full Year	5
Personal Finance	CP	663-CP	11, 12	Semester	2.5

300-H **Algebra 1** **Grade 9** **Honors** **Credits 5**

(Recommendation: A grade of B or higher 8th grade math)

300-CP **Algebra 1** **Grade 9** **CP** **Credits 5**

This course is a college preparatory course that stresses equations, radicals, polynomials, graphing, probability and statistics, functions, and factoring. Real-world applications are utilized throughout the courses to make mathematics relevant. This will be accomplished through the use of manipulatives, activities, interactive technology, and an exploratory approach to learning.

<u>310-H</u>	<u>Geometry</u>	<u>Grades 9,10</u>	<u>Honors</u>	<u>Credits 5</u>
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(Recommendation: A grade of B or higher in 300-H or in Algebra 1 in 8th grade)

310-CP **Geometry** **Grade 10** **CP** **Credits 5**

(Recommendation: Successful completion of 300-H or 301-CP)

This course is a college preparatory course designed for students who have completed Algebra I. Geometry topics such as points, lines, angles, triangles, parallelograms, other polygons, circles and 3-dimensional polyhedrons and spheres are studied in more depth. **Students may dual enroll in Geometry and Algebra II.**

(Recommendation: A grade of B or higher in 310-H)

(Recommendation: Successful completion of 310-H or 311-CP)

<u>350-H</u>	<u>Pre-Calculus</u>	<u>Grades 10-12</u>	<u>Honors</u>	<u>Credits 5</u>
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(Recommendation: A grade of B or higher in 320-H)

(Recommendation: A grade of B or higher in 320-H or 321-CP)

(Recommendation: A grade of B or higher in course 350-H)

This course is intended for mathematically talented, highly motivated students who will take the AP exam (AB) and may result in advanced credit for students taking Calculus in college. The curriculum is prescribed and follows a rapid pace. It includes the study of functions, limits, derivatives, integrals, applications, transcendental functions, and elementary differentials. The TI-84 graphing calculator and/or computer software will be used extensively. **A graphing calculator is required for the course.** *Students who complete the requirements for this course are expected to take the advanced placement exam.*

(Recommendation: A grade of B or higher in 350-H or 351-CP)

*Dual Enrollment at a local college/university when available.

(Recommendation: A grade of “B” or higher in 320-H or 321-CP Sophomores must have completed Algebra II prior to enrolling in this class.)

This course is designed for students who have mathematical maturity and quantitative reasoning ability who will take the AP exam and may result in advanced credit for students taking Statistics in

college. The course is a non-calculus based introduction to statistics exposing students to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. The TI-84 graphing calculator and/or computer software will be used extensively. **A graphing calculator is required for the course. *Students who complete the requirements for this course are expected to take the advanced placement exam.***

370-CP Introduction to Statistics Grades 11, 12 CP Credits 5
(Recommendation: Successful completion of or taken in conjunction with 320-H or 321-CP)

This course is designed for college preparatory students. This course provides students with an introductory hands-on approach to statistics. Students will explore data distributions by using measures of central tendency and spread; investigate relationships using graphical displays of association and regression; and study randomness using sampling and simulation. The TI 83/84 graphing calculator and computer software will be used extensively.

372-CP Math Problem Solving Grade 12 CP Credits 5

The focus of the first half of the course is on improving problem solving and on applying strategies to answer the types of test questions students are likely to encounter such as multiple choice, grid response, free form, and open-ended. The remainder of the course, through project work, will cover a variety of topics such as pattern finding, probability, descriptive statistics, and logic. Contemporary technology will be used to assist in problem solving.

663-CP Personal Finance Grade 11, 12 CP Credits 2.5

This course will prepare students for their personal lives while becoming economically responsible. Areas of study will include: fundamental economic concepts, personal financial planning; financial pitfalls, budgeting, income, and money management (checking, savings, money market accounts, etc); spending, mortgages, student loans, credit and debt management; asset/insurance protection; financial statements; payroll; retirement planning; taxation; consumer practices and purchases: rights, responsibilities, and decision making processes. In each unit of the course, math skills will be emphasized and students will learn the value of applied mathematics. By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

Science Department

Mrs. Susan Barnett, Department Chair 640-7825

Science Graduation Requirement: 3 Years lab science / 15 Credits

<u>Course Title</u>	<u>Level</u>	<u>Course #</u>	<u>Grade</u>	<u>Course Length</u>	<u>Credits</u>
Biology/Lab	H/CP	400-H/CP	9	Full Year	5
Chemistry/Lab	H/CP	410-H/CP	10, 11, 12	Full Year	5
Physics/Lab	H/CP	420-H/CP	10, 11, 12	Full Year	5
Intro to Physics & Chemistry/Lab	CP	431-CP	10, 11, 12	Full Year	5
Environmental Science/Lab	CP	433-CP	11, 12	Full Year	5
Anatomy & Physiology/Lab	CP	447-CP	10, 11, 12	Full Year	5
Astronomy	CP	443-CP	11, 12	Semester	2.5
Biotechnology	H/DE	445-H/DE	11, 12	Semester	2.5
Forensic Science/Lab	CP	449-CP	11, 12	Semester	2.5
AP Biology/Lab	AP	452-AP	11, 12	Full Year	5
AP Physics/Lab	AP	454-AP	11, 12	Full Year	5
AP Chemistry/Lab	AP	456-AP	11, 12	Full Year	5

400-H Biology/Lab

Grade 9

Honors

Credits 5

400-CP Biology/Lab

Grade 9

CP

Credits 5

This is a two semester, lab based biology course for incoming freshmen that prepares students for the biology MCAS test in June. This course is inquiry based instruction and emphasizes critical thinking, problem solving, and deductive reasoning. Biological topics are divided into units that include: Ecology, The Cell, Genetics, Evolution and the Human Body. **Honors level courses require a high degree of self-motivation, a strong work ethic, and the willingness to dedicate time outside of the classroom in self-study.**

410-H Chemistry/Lab

Grade 10-12*

Honors

Credits 5

410-CP Chemistry/Lab

Grade 10-12

CP

Credits 5

This is a college preparatory course with emphasis on basic principles of chemistry including concepts of energy, structure of matter, interactions of matter, states of matter, stoichiometry, and chemical equilibrium. It is a blend of mathematical principles applied to chemical concepts developed through experimentation. Laboratory investigation is an integral part of this course to develop key chemical concepts, teach basic laboratory techniques, and train students in data collection and analysis. **Honors level courses require a high degree of self-motivation, a strong work ethic, and the willingness to dedicate time outside of the classroom in independent-study.**

** Tenth grade students may take this class based upon recommendation of guidance counselor.*

(Recommendation: A grade of “B-” or better in Algebra II or teacher approval)

<u>420-H</u>	<u>Physics/Lab</u>	<u>Grade 10-12*</u>	<u>Honors</u>	<u>Credits 5</u>
<u>420-CP</u>	<u>Physics/Lab</u>	<u>Grade 10-12</u>	<u>CP</u>	<u>Credits 5</u>

This college preparatory course treats the study of physics as a continuing process whereby students seek to understand the nature of the physical world. Problem solving, using mathematics and laboratory work, are integral parts of the course. Topics covered include the study of motion, force, mass, momentum, energy, light and waves, electricity, and magnetism. This course is recommended for students interested in a career in engineering, the physical sciences, and/or those students who are entering a four year college degree program. **Honors level courses require a high degree of self motivation, a strong work ethic, and the willingness to dedicate time outside of the classroom in independent-study.**

** Tenth grade students may take this class based upon recommendation of guidance counselor.*
(Recommendation: A grade of “B-“ in Algebra II or teacher recommendation)

<u>431-CP</u>	<u>Intro. to Physics and Chemistry/Lab</u>	<u>Grade 10-12</u>	<u>CP</u>	<u>Credits 5</u>
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This college preparatory physical science program is based on the premise that science is an exploration and discovery of ideas about the universe, and that ideas and knowledge connect and enhance our lives. This course is based on an inquiry based learning approach. Students will complete experiments and hands on activities before conceptualizing ideas in the student readings.

<u>433-CP</u>	<u>Environmental Science/Lab</u>	<u>Grade 11, 12</u>	<u>CP</u>	<u>Credits 5</u>
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This college preparatory course deals with the environmental issues that are challenging our community, society, and world. After a review of relationships that exist between living things and the environment, students will examine the causes, effects and potential solutions to the major environmental concerns of today. These issues include pollution of air, freshwater and oceans, acid rain, ozone depletion, and climate change. Students will also look at solutions to these problems and methods that can be used to achieve environmental sustainability on a global, local, and personal scale.

<u>447-CP</u>	<u>Anatomy and Physiology/Lab</u>	<u>Grades 10-12</u>	<u>CP</u>	<u>Credits 5</u>
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Human Anatomy and Physiology is a laboratory-based course that investigates the structure and function of the human body. Topics covered will include the basic organization of the body; biochemical composition; and major body systems along with the impact of diseases on certain systems. Students will engage in many topics and competencies related to truly understanding the structure and function of the human body. Working from the topics of basic anatomical terminology to the biochemical composition of the human body, all the way into great detail of each of the major systems of the body, students will learn through reading materials, study guides, unit worksheets, group work, projects, and labs. Students will be responsible for proper use of lab equipment, lab reports, and projects assigned throughout each unit. One of the goals of this course is to prepare students with the skills necessary to be successful in future science classes in college.

443-CP Astronomy /Lab**Grades 11, 12 CP****Credits 2.5**

This is a college preparatory class. Astronomy is the study of the universe and is among the most rapidly developing of the physical sciences. This course will investigate terms such as “black hole”, “brown dwarf”, “quasar”, “pulsar”, “string theory”, and “quark stars”. These new concepts have revolutionized the current understanding of our universe. Goals of the course will be to stimulate scientific curiosity, to develop the ability to ask scientifically valid questions, to strengthen scientific communication skills, to interpret and use graphical information, and to acquire an understanding of the basic principles and concepts of astronomy.

445-H Biotechnology***Grade 11, 12 Honors****Credits 2.5**

This course designed to acquaint students with the diverse field of biotechnology. Topics will include a brief history of biotechnology, job opportunities in biotechnology, recombinant DNA and protein products, microbial biotechnology, plant biotechnology, medical biotechnology, and DNA fingerprinting and forensic analysis. Current ethical issues such as stem cell research and cloning will also be discussed. *DE when available.

449-CP Forensic Science w/Lab**Grades 11, 12 CP****Credits 2.5**

This college preparatory course is designed to challenge students with topics such as fingerprinting, DNA analysis, blood typing and spattering, trajectories (for ballistics as well as blood spattering), comparative anatomy, chemical analysis, and trace evidence. Students will learn about careers involved with Forensic Science and will play mock roles as experts in the field to solve crimes. Students will gain knowledge of forensic skills enabling them to interpret data and learn the techniques involved for both chemical and biological analysis of evidence

452-AP AP Biology/Lab**Grades 11, 12 AP****Credits 5**

(Recommendation: A grade of “B” or better in 400, 401, or teacher recommendation.)

This technical, intensive course is designed to be the equivalent to a college introductory biology course usually taken by biology majors. Topics to be covered include molecules and cells, heredity and evolution, organisms, and populations. Students are expected to successfully complete extensive laboratory investigations and to communicate their synthesis of this information in a cogent manner. The AP exam is given in May and a testing fee is charged.

Students signing up for Course 452 must attend a meeting with the course 452 teacher at which time the course expectations will be described and the summer assignment will be outlined.

Completion of the summer assignment is a requirement. *Students who complete the requirements for this course are expected to take the advanced placement exam.*

454-AP AP Physics/Lab**Grades 11, 12 AP****Credits 5**

This course is representative of courses offered in American universities. Mechanics is explored in detail in the first half of the course. The second half of the course concentrates on the topics of electricity and magnetism.

Students contemplating taking AP Physics must attend a meeting with the teacher of those courses at which time the course expectations will be described and the summer assignment will be outlined. Completion of the summer assignment is a requirement. *Students who complete the requirements for this course are expected to take the advanced placement exam.*

456-AP AP Chemistry/Lab**Grades 11, 12 AP****Credits 5**

The Advanced Placement Chemistry course is designed to be the equivalent of the general Chemistry course usually taken during the first year of college. Parents and students should be aware that this course would require students to work on a mathematical and conceptual level far above that of a regular Chemistry course. Only students who are ready to work at the college level should consider this course. The summer assignment should serve as a guide as to whether the student is ready to do this work. Topics such as structure of matter, kinetic theory of gases, chemical equilibrium, and chemical kinetics will be covered in depth. Recommended laboratory experiments will be performed. *Students who complete the requirements for this course are expected to take the advanced placement exam.* Students contemplating taking AP Chemistry and Exam Prep must attend a meeting with the teacher of those courses at which time the course expectations will be described and the summer assignment will be outlined. Completion of the summer assignment is a requirement.

World Language Department

Ms. Beth Beauchesne, Lead Teacher 640-7825

World Language Graduation Requirement: 2Years / 10 Credits

<u>Course Title</u>	<u>Level</u>	<u>Course #</u>	<u>Grade</u>	<u>Course Length</u>	<u>Credits</u>
American Sign Language 1*	CP	501-CP	9-11	Full Year	5
American Sign Language 2*	CP	502-CP	10-12	Full Year	5
French 1	CP	511-CP	9	Full Year	5
French 2	CP	512-CP	10	Full Year	5
French 3	CP	513-CP	11	Full Year	5
French 4	H	514-H	12	Full Year	5
French 5	H	515-H	12	Full Year	5
AP French	AP	516-AP	12	Full Year	5
Latin 1	CP	521-CP	9	Full Year	5
Latin 2	CP	522-CP	10	Full Year	5
Latin 3	CP	523-CP	11	Full Year	5
Latin 4	H	524-H	12	Full Year	5
AP Latin	AP	525-AP	12	Full Year	5
Spanish 1	CP	531-CP	9	Full Year	5
Spanish 2	CP	532-CP	10	Full Year	5
Spanish 3	CP	533-CP	11	Full Year	5
Spanish 4	H	534-H	12	Full Year	5
Spanish 5	H	535-H	12	Full Year	5
AP Spanish	AP	536-AP	12	Full Year	5
Hispanic History & Culture	CP	550-CP	10-12	Semester	2.5
History of Languages	CP	551-CP	9-12	Semester	2.5

*offered alternating school years.

501-CP American Sign Language I **(Alternating years)**

Grades 9-11 CP

Credits 5

This course will focus on visual and expressive use of language, such as facial expression, mime, and gesture. It will also focus on being able to sign letters of the alphabet, numbers from 1 to 100, formal and informal introductions, physical characteristics, reactions and opinions, telling time, and giving directions. Participants develop their skills through videotapes, classroom participation, and readings that cover issues important to the Deaf community. Heavy emphasis on culture.

502-CP American Sign Language II Grades 10-12 CP Credits 5
(Recommendation: Successful completion of course 500-CP)
(Alternating years)

American Sign Language 2 expands on the skills gained in American Sign Language 1. This course is designed to continue development of visual and expressive use of language, vocabulary, issues important to the Deaf community, cultural awareness, and terminology. Through activities and prompts, students will communicate through dialogue, with partners and in small groups. Students will continue to study the culture.

511-CP French I Grades 9-12 CP Credits 5

This course introduces the students to all aspects of language learning. The basic skills of listening, speaking, reading, and writing are developed gradually. Students become acquainted with certain aspects of French speaking countries of the world and their cultures.

512-CP French II Grades 10-12 CP Credits 5

(Recommendation: Successful completion of Course 502)

French II expands the proficiency in the ability to address a French-speaking audience. Proficiency will progress through the development of skills across the interpersonal, interpretive and presentational modes of communication. You will develop your cross-cultural understanding and language proficiency through various themes and contexts.

513-CP French III Grades 10-12 CP Credits 5

(Recommendation: A grade of “B” or better in Course 511 or Department Chairperson approval.)

In the third year French course, the student continues to attain a measurable degree of proficiency in interpersonal, interpretive and presentational modes of communication. . Through exposure to authentic texts and literary selections, the students’ vocabulary base is expanded and their cultural awareness of the French language and people is made more acute. Class is conducted in French.

514-H French IV Grades 11, 12 Honors Credits 5

(Recommendation: A grade of “B” or better in Course 521 or Department Chairperson approval.)

French 4 students will address more sophisticated and complex tasks to increase the proficiency level in interpersonal, presentational and interpretive modes of communication. Various themes, current events and authentic media are explored in order to enhance the communicative ability of the student. The class is conducted in French.

515-H French V Grade 12 Honors Credits 5

(Recommendation: A grade of “B” or better in Course 573 or Department Chairperson approval.)

The fifth year French course is designed with a focus on communication. The language laboratory is used with frequency to help students develop listening and, consequently, speaking skills. Students will be presented with new grammatical material while reviewing, reinforcing and gradually expanding previously studied concepts and vocabulary. Exercises and activities are communication oriented allowing for progression that guides students from comprehensive input of authentic language through structured practice to creative, personalized expression. This progression is accompanied by consistent re-entry of grammar functions, vocabulary and structures. The reading

selections are extensive and address history, culture as well as make connections with other disciplines. Class is conducted in French.

516-AP AP French

Grade 12

AP

Credits 5

(Recommendation: A grade of "A" in Course 521 or Course 523 and teacher recommendation)

The content of the course is structured around six specific themes to promote exploration of the language in context and develop students' understanding of the target culture. The themes are: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students will demonstrate the ability to perform in the target language within three modes of communication: Interpersonal Mode, Interpretive Mode, and Presentational Mode. Students will also demonstrate understanding of the culture(s), incorporate interdisciplinary topics, make comparisons between cultures, and use the target language in real-life settings. *Students who complete the requirements for this course are expected to take the advanced placement exam.*

521-CP **Latin I**

Grade 9-12

CP

Credits 5

This is an introductory course to Roman culture and the Latin language. Essential vocabulary and grammatical structures are studied so that simple Latin stories can be read and discussed. Students will meet L. Caecilius Lucundus, his family, friends, and his gods. The course emphasizes the vast influence of the Latin language on English vocabulary through the study of derivatives. Junior Classical League membership and field trips are optional.

522-CP **Latin II**

Grade 10-12

CP

Credits 5

(Recommendation: Successful completion of Course 532.)

This course is a further development of the Latin language. The students work to acquire new Latin and English vocabulary and do a more extensive structure study. The reading passages will take students to Roman Britain and Alexandria where they will encounter Celtic and Egyptian deities, customs, and history. The time setting of this course is the 1st century A.D. Junior Classical League memberships and field trips are optional.

523-CP Latin III

Grade 10-12

CP

Credits 5

(Recommendation: A grade of "B" or better in Course 541 or Department Chairperson approval.)

Students continue to study different sites of the Roman Empire. They advance their knowledge of vocabulary, both in English and Latin, and examine new structures in the language. Through selected readings the comprehension of Latin in authentic literary works begins. Junior Classical League membership and field trips are optional.

524-H **Latin IV**

Grade 11, 12

Honors

Credits 5

(Recommendation: A grade of "B" or better in Course 543 or Department Chairperson approval.)

In this course the students continue to study the Latin language and the customs of the people who spoke it by reading passages of prose and poetry. The readings reflect the history and culture of the Late Republic through the Empire and encourage the students to compare and contrast ancient and modern philosophies.

525-AP AP Latin Grade 12 AP Credits 5
(Recommendation: A grade of “A” in Course 543 or Course 545 and teacher recommendation)
 This challenging course concentrates on authors of Latin poetry and prose. Virgil’s *Aenid* is studied in depth with attention to precise and literal translation. In addition, students will analyze the work as literature and practice proficiency in writing critical essays. Emphasis will also be placed on reading Latin passages by sight. *Students who complete the requirements for this course are expected to take the advanced placement exam.*

531-CP Spanish I Grades 9-12 CP Credits 5
 The student studying Spanish I is presented a multi-faceted program and is expected to demonstrate basic proficiency in listening, speaking, reading, and writing. Cultural themes integrated with language practice enable the student to gain a greater understanding and acceptance of cultural differences.

532-CP Spanish II Grades 10-12 CP Credits 5
(Recommendation: Successful completion of Course 552.)
 The second year Spanish course is a multi-faceted program, which integrates vocabulary items, grammatical structures, and cultural themes to allow the students to express themselves more meaningfully in Spanish. Language functions are used as an organizing principle for integrating these linguistic and cultural elements.

533-CP Spanish III Grades 10-12 CP Credits 5
(Recommendation: A grade of “B” or better in Course 561 or Department Chairperson approval.)
 The third year Spanish course is a full communication based program which integrates into all phases of instruction the further development of the listening, speaking, reading, and writing skills acquired in Spanish II. Additionally, the student will learn culturally appropriate language behaviors through reading of authentic texts and literary selections, and through a guided participation in cross cultural discovery. Class is conducted in Spanish.

534-H Spanish IV Grades 11, 12 Honors Credits 5
(Recommendation: A grade of “B” or better in Course 571 or Department Chairperson approval.)
 The fourth year Spanish course is a multi level communication based program which thematically explores many aspects of the richness of Hispanic life and culture. Furthering the development of skills acquired in Spanish III by extensive reading, compositional, and conversational activities, the student is better able to understand the complexity of the Hispanic language, life and culture, and personalize them into his life experience. Class is conducted in Spanish.

535-H Spanish V Grades 12 Honors Credits 5
(Recommendation: A grade of “B” or better in Course 573 or Department Chairperson approval.)
 The fifth year Spanish course is designed with a focus on communication. The language laboratory is used with frequency to help students develop listening and, consequently, speaking skills. Students will be presented with new grammatical material while reviewing, reinforcing and gradually expanding previously studied concepts and vocabulary. Exercises and activities are communication oriented allowing for progression that guides students from comprehensive input of authentic

<u>536-AP</u>	<u>AP Spanish</u>	<u>Grade 12</u>	<u>AP</u>	<u>Credits 5</u>
(Recommendation: A grade of “A” in Course 571 or Course 573 or teacher recommendation)				
<p>The content of the course is structured around six specific themes to promote exploration of the language in context and develop students’ understanding of the target culture. The themes are: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students will demonstrate the ability to perform in the target language within three modes of communication: Interpersonal Mode, Interpretive Mode, and Presentational Mode. Students will also demonstrate understanding of the culture(s), incorporate interdisciplinary topics, make comparisons between cultures, and use the target language in real-life settings.</p>				

<u>550-CP</u>	<u>Hispanic Culture and History</u>	<u>Grade 10-12</u>	<u>CP</u>	<u>Credits 2.5</u>
<p>This semester course will study the history and culture of various Hispanic countries, focusing on those with ties to the United States. Through film, digital and print materials students will learn about Latin American music, the Cuban and Mexican revolutions, immigration, and Spanish colonization of Latin America. Each unit will be introduced with a brief study on food, geography, and other cultural aspects essential to that country. This class will be taught in English.</p>				

<u>551-CP</u>	<u>History of Language</u>	<u>Grade 10-12</u>	<u>CP</u>	<u>Credits 2.5</u>
<p>This semester long course will teach students how language develops. We will begin with the road to vulgar Latin. Then we will discuss how Latin helped with the creation of Medieval French and Spanish. From there, students will explore the transition and influences that shaped Modern French and Spanish that is spoken today. Finally, we will examine how dialects and the current events of today affect language and hypothesize language change.</p>				

Fine Arts Department

Ms. Nicole LaPierre, Lead Teacher 640-7825

Fine Art Graduation Requirement: 1 Semester / 2.5 Credits

<u>Course Title</u>	<u>Level</u>	<u>Course #</u>	<u>Grade</u>	<u>Course Length</u>	<u>Credits</u>
Drawing I	CP	580-CP	9-12	Semester	2.5
Drawing II	CP	581-CP	10-12	Semester	2.5
Foundations in Art	CP	582-CP	9-12	Semester	2.5
Painting I	CP	583-CP	9-12	Semester	2.5
Painting II	CP	584-CP	10-12	Semester	2.5
Ceramics I	CP	585-CP	9-12	Semester	2.5
Ceramics II	CP	586-CP	10-12	Semester	2.5
Sculpture	CP	587-CP	9-12	Semester	2.5
Design	CP	588-CP	9-12	Semester	2.5
Photography I	CP	589-CP	9-12	Semester	2.5
Photography II	CP	590-CP	10-12	Semester	2.5
Digital Imaging	CP	591-CP	9-12	Semester	2.5
Sr Art Studio	H	592-H	12	Full Year	5
AP Art History	AP	593-AP	11, 12	Full Year	5

580-CP **Drawing I**

Grade 9-12

CP

Credits 2.5

This course will follow a series of drawing activities that will teach fundamentals of drawing along with a diversity of techniques such as pencil, pen and ink, marker, and charcoal. Activities will work with concepts of line quality, function of value, shape, volume, and color.

581-CP **Drawing II**

Grade 10-12

CP

Credits 2.5

(Recommendation: Successful completion of Drawing I)

Building on concepts from Basic Drawing, students will further develop drawing and conceptual skills. Formal elements of line, value, shape, texture and space are explored. The course includes drawing from direct observation and invented images. Studies include illusions of space and shape via figure and form analysis. By exploring current issues and concerns students will personalize their imagery. This personalization of imagery will give individual meaning to the work while exploring and developing 2D skills of visual thinking and problem solving. Emphasis will be placed upon process and its relevance to the idea. This course advances the basic fundamental skills taught in Basic Drawing.

582-CP Foundations in Art

Grades 9-12

CP

Credits 2.5

Beginning with the elements and principles of art, this course explores the areas of concentration offered at the high school. This beginners' course uses mediums such as watercolors, acrylics, pen and ink, pencil, charcoal, clay and photography.

583-CP Painting 1**Grades 9-12****CP****Credits 2.5**

This course explores basic techniques using watercolor, tempera, and acrylic paint. Color theory, composition, and design will be reinforced. Students will create and critique original paintings and will participate in student exhibits.

584-CP Painting 2**Grade 10-12****CP****Credits 2.5**

Building on concepts from Painting 1, students will continue to strengthen their visual skills. Students will learn how to select an effective and personal approach to using techniques and thematic content to develop personally meaningful paintings. Students will also develop their visual vocabulary and their oral communication skills. Students will gain an understanding of the proper use of materials. They will be growing toward a knowledge and ability level necessary to create effective works of art through painting, presenting their work, and responding to other's art.

585-CP Ceramics I**Grade 9-12****CP****Credits 2.5**

This course will explore the proper preparation of clay and develop skills in hand built projects, such as coil, slab, the potter's wheel and sculpture. The use of glaze, texture and color will be important considerations to the end products.

586-CP Ceramics II**Grades 10-12****CP****Credits 2.5**

(Recommendation: Successful completion of Ceramics I)

This course will take the student beyond the basic hand building and pottery wheel projects learned in Ceramics I. It is designed for the advanced student who desires to explore the medium in a more comprehensive way. Attention will be given to higher quality and time intensive projects. Students will explore advanced throwing, texturing, and glazing techniques. Students should have an excellent ability to work responsibly and independently.

587-CP Sculpture**Grades 9-12****CP****Credits 2.5**

This is a great course for those who like to build with their hands. We will build projects made from wood, cardboard, papier - mache, wire, molds with clay, plaster, and any suitable found materials. Sample projects may include woodcarving with letters and designs, cardboard animals, and kinetic wire portraits. Students will be introduced to the elements and principles of design in three-dimensional form.

588-CP Design**Grades 9-12****CP****Credits 2.5**

This course will familiarize the beginning art student with the elements and principles of design. Students will learn how to construct an artistic composition to show visual movement, mood, form, space, and spatial relationships of objects, proportionate harmony, and overall unity. This course explores design concepts and challenges. In this class, students receive a strong, broad based foundation in the visual arts through instruction in drawing, painting, design, printmaking, and sculpture in a studio setting. The elements and principles of design are emphasized through the communication of ideas and skill development in new and familiar media.

589-CP Photography I**Grades 9-12****CP****Credits 2.5**

The first term of this course will cover traditional black and white chemical photography. The techniques of developing and printing photographs, and printing and exhibiting final prints will be taught. Projects will emphasize concepts of available light photography, portrait, experimental, and documentary photography. Emphasis will be placed on work which depicts strong narrative content and sound basic technical skills. In the second term, the students will be introduced to the medium of digital photography working with Adobe Photoshop software program, digital cameras, and

flatbed scanner. Each student should have his/her own 35mm manual film camera and digital camera.

590-CP **Photography II** **Grades 10-12** **CP** **Credits 2.5**

(Recommendation: Successful completion of Photography I)

This course will take the student beyond the basic picture taking and darkroom techniques of chemical and digital photography learned in Photo I. It is designed for the advanced Photography student who desires to grow and expand upon their work. Attention will be given to developing a body of work that expresses not only sound technical skills, but a higher level of thinking. Students will further explore digital darkroom and shooting techniques using the Adobe Photoshop software program. Students must provide their own manually operated 35mm film camera and digital camera.

591-CP **Digital Imaging** **Grade 9-12** **CP** **Credits 2.5**

Digital Imaging is a course that provides an introduction to digital photography, virtual darkroom technologies, and digital design. The course will provide you with a fundamental knowledge of digital camera use (including more advanced use of applications on your phone) and digital manipulation and design using Adobe Photoshop. This class will serve students interested in an art class using a digital medium.

<u>592-H</u>	<u>Senior Art Studio</u>	<u>Grade 12</u>	<u>Honors</u>	<u>Credits 5</u>
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(Recommendation: Two Art courses & teacher recommendation or Dept. Chairperson approval.)

This course is designed to assist the **serious art student** to develop his/her art talent. The student determines what medium is to be worked in and sets goals that are obtainable in two terms. Portfolio development for college entrance is a major consideration. The highly motivated student interested in serious study of art should apply. Students may present themselves as candidates for Advanced Placement Studio Art---General Portfolio or Drawing Portfolio. This is optional and is determined with teacher guidance during the first term of course development. *Due to the unique type of student assessment, there are no exemptions from the scheduled Midterm or Final Exams.*

<u>593-AP</u>	<u>AP Art History</u>	<u>Grade 11, 12</u>	<u>AP</u>	<u>Credits 5</u>
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This full year course will explore major forms of artistic expression including architecture, sculpture, painting and other media from across a variety of cultures. Learn about the purpose and function of art as you develop your ability to articulate visual and art historical concepts in verbal and written form. ***Students who complete the requirements for this course are expected to take the advanced placement exam.***

Performing Arts Department

Ms. Nicole LaPierre, Lead Teacher 640-7825

Performing Arts Graduation Requirement: 1 Semester / 2.5 Credits

<u>Course Title</u>	<u>Level</u>	<u>Course #</u>	<u>Grade</u>	<u>Course Length</u>	<u>Credits</u>
Concert Band	H	600-H	9-12	Full Year	5
Concert Band	CP	600A-CP	9-12	Semester	2.5
Chorus	CP	602-CP	9-12	Full Year	5
Chorus	CP	602A-CP	9-12	Semester	2.5
Intro To Guitar	CP	610-CP	9-12	Semester	2.5
Music Theory	CP	612-CP	10-12	Semester	2.5
Music History	CP	615-CP	11-12	Semester	2.5
Music In America	CP	617-CP	9-12	Semester	2.5
Theater Arts	CP	620-CP	9-12	Semester	2.5
Musical Theater Production	CP	622-CP	10-12	Semester	2.5
Technical Theater	CP	623-CP	9-12	Semester	2.5
Digital Media I	CP	630-CP	9-12	Semester	2.5
Digital Media II	CP	631-CP	10-12	Semester	2.5
Media Communications	CP	632-CP	9-12	Semester	2.5
Journalism	CP	180-CP	9-12	Semester	2.5

600-H Concert Band
600A-CP* Concert Band

Grade 9-12
Grade 9-12

H Credits 5
CP Credits 2.5

Concert Band is a full-year course (half-year course available upon written approval by band director) and is open to all students who can demonstrate acceptable playing ability on wind and percussion instruments. The ensembles study and perform a variety of literature. The band performs several concerts during the school year, participates in contests, performs at graduation, and performs for various community functions. Performances are required and participation will be reflected in the student's grade. Students are required to attend and perform at after school rehearsals, parades, competitions, school functions and many additional events outside the school day. This course meets the Performing Arts graduation requirement and can be retaken for credit every year.

***Half-year course must have written approved by the band director.**

(Recommendation: Middle School Band and/or Extensive Private Music Lessons)

<u>602-CP</u>	<u>Chorus (full-year)</u>	<u>Grades 9-12</u>	<u>CP</u>	<u>Credits 5</u>
<u>602A-CP</u>	<u>Chorus (semester)</u>	<u>Grades 9-12</u>	<u>CP</u>	<u>Credits 2.5</u>

This course is open to all students in grades 9-12, regardless of any previous experience. The chorus sings music from a variety of genres, languages, and time periods. Students will learn techniques for singing in an ensemble setting. The chorus performs at several concerts during the school year, participates in contests, and performs for various community functions. Students are required to participate in after school rehearsals and attend all performances and participation will be reflected in the student's grade. This course can be taken as a semester or full-year course.

<u>610-CP</u>	<u>Introduction to Guitar</u>	<u>Grades 9-12</u>	<u>CP</u>	<u>Credits 2.5</u>
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This introductory course is offered to students in grades 10-12 who are interested in learning to play the guitar. Although students with prior knowledge can take the course, the focus of this course is geared towards students with no prior knowledge or skill on the guitar. Students will learn how to read and play traditional notation, as well as chords, strumming patterns, and tablature. This is a performance based class, and in-class playing tests are part of the student's grade. Guitars are provided, but students may also use their own guitar. In addition, students will research and write about guitarists from the past 70 years.

<u>612-CP</u>	<u>Music Theory: Fundamentals of Music</u>	<u>Grade 10-12</u>	<u>CP</u>	<u>Credits 2.5</u>
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This course is designed to introduce students the basic principles of music notation and theory. Students will learn to read and analyze musical notation. Students will also improve their music listening skills through a series of ear training exercises. Topics discussed will include: major and minor scales and key signatures, time signatures, intervals, triads and seventh chords. There are no prerequisites for this course, as it is an entry level music course. This course is a prerequisite for Music Theory II: Harmony and Composition.

<u>615-CP</u>	<u>Music History</u>	<u>Grades 11-12</u>	<u>CP</u>	<u>Credits 2.5</u>
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This is a course in music appreciation and understanding music in relation to history. The class examines music history starting in the medieval times and going up through the contemporary era. Students will be expected to think analytically about pieces of music and relate them to the context of history through research papers, lectures, and class discussions. The course will focus primarily on European and some early American music.

<u>617-CP</u>	<u>Music in America</u>	<u>Grade 10-12</u>	<u>CP</u>	<u>Credits 2.5</u>
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This course is a chronological study of music in the United States during the 19th and 20th centuries. The course will study musical styles including: Classical, Blues, Ragtime, Vaudeville, Swing, Jazz, Folk Music, Big Band, Rock & Roll, and styles of the late 20th century. Students will listen to and react to music based on discussions of the styles and their importance within the context of American history.

<u>620-CP</u>	<u>Theater Arts</u>	<u>Grades 9-12</u>	<u>CP</u>	<u>Credits 2.5</u>
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Get up on your feet and out of your desk to learn the basics of acting and theater production. Begin by learning how to improv like "Whose Line is it Anyway?". As an improv master; you'll kung fu your way into learning how a show is created through games, activities, and discussion. Develop a character like Will Ferrell or work behind the scenes to create your own show. There is no connection to the after school TMHS Theater Company and no after school time is required.

622-CP Musical Theater Production Grades 10-12 CP Credits 2.5

This active class will keep you singing and dancing to your favorite Broadway tunes and popular hits. While building your musical skills, students will also focus on the history of musical theater and its development over the last 100 years.. There is no connection to the after school TMHS Theater Company and no after school time is required.

623-CP Technical Theater Grades 10-12 CP Credits 2.5

Grab your hammers, power up those drills, and pour the paint! Students will learn all the skills needed to design and create sets, lights, sound, and costumes. Bring the show to life when you learn to hang and focus lights on our catwalk, use a saw to build structurally sound platforms, and hand-sew your first hem. There is no connection to the after school TMHS Theater Company and no after school time is required.

The Media & Communications courses may fulfill the CTBE graduation requirement.

630-CP Digital Media I Grades 9-12 CP Credits 2.5

Get a behind the scenes look at all the basics of making strong, visually driven video projects with an emphasis on narrative storytelling. This course focuses on the basics of video production and editing, story development, scriptwriting, music, and aesthetic. Skills in Final Cut Pro X are learned through creating original videos from conception to exhibition. This course requires the use of video equipment available by check-out, and Mac desktops with Final Cut Pro X in the classroom. **This is a project based class and available to all grade levels.**

631-CP Digital Media II Grades 10-12 CP Credits 2.5

Through producing original videos, students will gain a deeper understanding of video editing and story writing from conception to exhibition. Students will develop videography skills by completing projects during the semester that require formulation of original ideas that carry through the production process. Students will exhibit digital literacy skills in learning editing techniques on Final Cut Pro X, and aesthetic valuing by engaging in critiques in all stages of the production process. This course is project based, and picks up where students would have left off in Digital Media I. **Open to students in grades 10, 11, and 12 with a passing grade in Digital Media I (or can display a quality product equivalent to be approved by the course instructor.)**

632-CP Media Communications Grades 9-12 CP Credits 2.5

Blending written and oral communication, students will develop the ability to speak publicly, listen actively, and demonstrate proper practice for productive and purposeful communication. Scriptwriting for broadcast news will be a primary focus. Practical application of these skills will lead to the creation and operation of in class news shows in our TMHS TV studio. Students will learn the necessary operational skills of a portable studio, as well as the workings of a professional newsroom. Class content will be based on current events and news stories. Students will access news content through the internet from major and local TV news networks.

Open to students in all grade levels. This course is recommended for those students thinking of a career in public relations, journalism, communications, and sports entertainment.

CTBE Department

Mrs. Susan Sullivan, Lead Teacher 640-7825

CTBE Graduation Requirement: 2 Courses / 5 Credits

<u>Course Title</u>	<u>Level</u>	<u>Course #</u>	<u>Grade</u>	<u>Course Length</u>	<u>Credits</u>
Child Care 1	CP	641-CP	10-12	Semester	2.5
Child Care 2	CP	642-CP	10-12	Semester	2.5
Child Care 3	CP	643-CP	11,12	Semester	2.5
Desktop Publishing	CP	650-CP	9-12	Semester	2.5
Web & Graphic Design	CP	651-CP	9-12	Semester	2.5
Web 2.0	CP	652-CP	9-12	Semester	2.5
Microsoft Office 2010	CP	653-CP	9-12	Semester	2.5
Computer Programming	CP	654-CP	10-12	Semester	2.5
Creative Coding Games and Apps	CP	657-CP	10-12	Semester	2.5
Accounting	CP	661-CP	10-12	Full Year	5
Personal Finance	CP	663-CP	11, 12	Semester	2.5
Marketing 1	CP	664-CP	9-12	Semester	2.5
Marketing 2	CP	665-CP	10-12	Semester	2.5
Business Management & Marketing	CP	667-CP	10-12	Semester	2.5
Sport & Entertainment Marketing	CP	668-CP	10-12	Semester	2.5
Engineering & Design Tech 1	CP	684-CP	10-12	Semester	2.5
Engineering & Design Tech 2	CP	685-CP	10-12	Semester	2.5
Engineering & Design Tech 3	CP	686-CP	11, 12	Semester	2.5
Robotics	CP	690-CP	11, 12	Semester	2.5
Introduction to Health Careers	CP	710-CP	11, 12	Semester	2.5
Health Careers 2-NAT/HHA	CP	720-CP	11, 12	Full Year	5

641-CP Child Care I

Grades 10-12 CP

Credits 2.5

A semester long course covering the following chapter topics: Responsibilities of Parenting, Building Strong Families, Prenatal Development, Preparing for Birth, The Baby's Arrival, Physical and Intellectual Development, Emotional and Social Development, Children's Health and Safety, and Family Challenges. This is an excellent course to learn about parenting and careers that involve young children.

642-CP Child Care II

Grades 10-12 CP

Credits 2.5

(Recommendation: Successful completion of course 642, Child Care I)

A continuation of course 642. A semester long course, using the same text as Child Care I covering the following chapter topics: Children's Physical Development from One to Three, Emotional and Social Development from One to Three, Intellectual Development from One to

Three, Physical Development from Four to Six, Emotional and Social Development from Four to Six, Intellectual Development from Four to Six, Child Care and Early Education, and Careers Working with Children.

643-CP **Child Care III** **Grades 11,12 CP** **Credits 2.5**

(Recommendation: Successful completion of course 644, Child Care II)

After completing Child Care I and Child Care II, a student can gain experience in the operation of a preschool. The four year old child is studied in depth and is observed as he/she interacts within the pre-school atmosphere. A “hands on” approach is used in the preschool so that high school students can interact with the four year old child during lessons. The high school student will also be responsible for the development of lessons in the preschool. This course will offer experience for entry level jobs in daycare or for preparing the student for careers in early childhood education.

650-CP **Desktop Publishing** **Grades 9-12** **CP** **Credits 2.5**

Students will learn to use Microsoft Word, Microsoft Publisher, and Adobe Illustrator. Projects include the creation of letterhead, calendars, signs, newsletters, brochures, restaurant menus, business cards, postcards, certificates, store catalogs, newspaper ads, and other lessons that involve the preparation of creative projects. In addition, students will create a business simulation for a pizzeria and will create all the documents and publications needed for the grand opening of this restaurant. This class is an excellent class for college bound students as well as students who wish to immediately enter the workplace. This class gives students an opportunity to use originality and uniqueness in graphic design. Students will be made aware that there are career opportunities for desktop publishers/graphic designers. By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

651-CP	Web and Graphic Design	Grades 9-12	CP	Credits 2.5
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This course will focus on Website Design and Graphic Design. While studying Website Design, students will learn about the field of E-Commerce and learn to create web pages for businesses. Microsoft Office 2010 (Word, PowerPoint and Publisher), Adobe CS6 (Photoshop and Illustrator) will be the software used for this course. Students will also use Google Sites, Weebly, and Wix to create their own websites. This is an excellent course for students interested in careers in: web development, entrepreneurship, graphic design, business, marketing and management.

652-CP Web 2.0 Grades 9-12 CP Credits 2.5

Web 2.0 is a popular term for advanced Internet technology and applications. It represents a move toward sharable content and collaboration on the Internet, not just using it as a source for research. Students will learn to use a variety of these tools in this course. The Google Drive will be covered including: Google Docs, Spreadsheets, Slides, Forms, Draw, Sites. In addition, students will learn to use Prezi, Weebly, Animoto, Popplet, Wordle, Piktochart Infographics, and other Web 2.0 tools which are all free Internet Programs. Internet technology skills are used extensively in high school, college and in our everyday lives.

<u>653-CP</u>	<u>Microsoft Office</u>	<u>Grades 9-12</u>	<u>CP</u>	<u>Credits 2.5</u>
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Microsoft Office is an integrated suite of business applications that includes Word (word processing) Excel (Spreadsheets) and PowerPoint (presentation software) This office suite is used extensively at colleges and in the business world. Students will learn many advanced features of these programs that will help them with their high school and college assignments. Microsoft Office skills are necessary for all business careers: retail, marketing, administration, finance, and

management. By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

654-CP Computer Programming Grades 10-12 CP Credits 2.5

This course is designed for the motivated student who is planning on a career in computer science or engineering. Through programming in different languages (including C++ and Python), students will learn about data types, selection structures, strings, functions and classes. **This course is recommended for students thinking of a career in computer science, engineering, graphic arts, web design, and software design.** By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

657-CP Microsoft Creative Coding through Games and Apps Grades 10-12 Credits 2.5

Microsoft Creative Coding through Games and Apps is a first semester course designed by Microsoft to introduce programming to high school students. Students learn how to code by working in a real software development environment to design, program, and publish mobile apps and games. Working in the same ways that professional programmers do and creating real games or apps, students learn how to make amazing things and to have a real world impact.

661-CP Accounting Grades 10-12 CP Credits 5

Students will first learn the accounting cycle with emphasis on theory and application. Topics will include principles of beginning accounting, financial statements, journals, ledgers, adjustments and payroll. Projects involving the computer will enhance the student's ability to solve problems. Forensic Accounting is a specialized form of accounting that uses auditing and investigation to determine if fraud has taken place within a company. This course is recommended for students thinking of a career in general accounting, auditing, federal law enforcement, banking, and actuarial science. By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

663-CP Personal Finance Grade 11, 12 CP Credits 2.5

This course will prepare students for their personal lives while becoming economically responsible. Areas of study will include: fundamental economic concepts, personal financial planning; financial pitfalls, budgeting, income, and money management (checking, savings, money market accounts, etc); spending, mortgages, student loans, credit and debt management; asset/insurance protection; financial statements; payroll; retirement planning; taxation; consumer practices and purchases: rights, responsibilities, and decision making processes. In each unit of the course, math skills will be emphasized and students will learn the value of applied mathematics. By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

664-CP Marketing I Grades 9-12 CP Credits 2.5

Marketing I is a beginning course for retail and marketing students. Topics stressed are retail-marketing concepts for employees, managers, and entrepreneurs. It is designed as an entry-level course for students who plan to enter the business world. Students taking this course have the opportunity to participate in DECA, an association of marketing students. This course is recommended for students thinking of a career in business marketing, retail marketing, financial management, financial planning, insurance, actuarial work, and marketing research analysis. By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

(Recommendation: Grade of "C" or better in Course 762)

667-CP Business Management & Marketing Grades 10-12 CP Credits 2.5

668-CP Sports & Entertainment Marketing Grades 10-12 CP Credits 2.5

684-CP **Engineering & Design Tech I** **Grades 10-12** **CP** **Credits 2.5**

685-CP Engineering & Design Tech II Grades 10-12 CP Credits 2.5

(Recommendation: Successful completion of Engineering & Design Tech I)

2018-2019 Program of Studies

area of engineering, such as: aerospace, architectural, civil, electrical, industrial, mechanical, and materials.

686-CP Engineering and Design Tech III Grades 11,12 CP Credits 2.5
(Recommendation: Successful completion of Engineering & Design Tech II)

This course will provide the student with the knowledge of basic structure and design elements of residential dwellings. The subject matter will include: general planning and design data, foundations and site work, excavation, footings and foundation walls, wood joists and rafter sizes, wood trusses, and roof construction. Using the computer, the student will develop a complete set of plans for a residential dwelling as well as a vacation retreat. This course will enhance your portfolio if you are considering a career in engineering. **The student taking this course may apply this as a computer requirement. This course is recommended for students thinking of career in any area of engineering such as: aerospace, architectural, civil, electrical, industrial, mechanical, and materials.**

690-CP Robotics Grades 11,12 CP Credits 2.5

This is a beginning course in robotics with a STEM based curriculum designed to teach engineering, research, teamwork, and “real-world” problem solving. Students will be utilizing Lego Mindstorm kits, Robolab software and various Lego Robotics materials. This course will involve students in the development, building, and programming of a LEGO Mindstorm robot. Students will work hands-on in teams to design, build, program and document their progress. Topics may include motor control, gear ratios, torque, friction, sensors, timing, program loops, logic gates, decision-making, timing sequences, propulsion systems and binary number systems. Student designed robots will be programmed to compete in various courses as developed by First Lego League.

710-CP Introduction to Health Careers Grade 11, 12 CP Credits 2.5

Introduction to health careers offers students the opportunity to explore the multitude of career options available in health care. Students will also start to develop specific skills related to health careers such as taking vital signs, medical math, the metric system, medical abbreviations and terminology. Students will have the opportunity to observe and interact with healthcare professionals in local facilities.

720-CP NAT Program/HHA Grade 11, 12 CP Credits 5

The Nursing Assistant Training/Home Health Aide course prepares high school students to work as nursing assistants and/or home health aides in hospitals, nursing homes, and in private homes. The prime intent of the program is to provide students with career entry skills that enable them to be employed as state certified nursing assistants and home health aides. Students will also gain knowledge about potential careers as LPNs and RNs. Lastly, students will gain knowledge about their own bodies and diseases, both mental and physical.

In order to meet Massachusetts Department of Public Health licensing requirements, there is an attendance requirement of at least 90 classroom hours and a commitment to 24 hours of clinical experience, 10 hours of which will be after school. Massachusetts’ certification requirements include a 75 average or better in coursework and a score of 100 on skills. Students will be required to take the Massachusetts Nursing Assistant Certification Exam, which includes a written as well as a skill test. The exam fee and uniform will cost approximately \$125.00.

NAT students must present at the start of the school year a completed physical stating he/she is well enough to participate in the clinical setting, has an up to date immunization record, and has had a recent negative Mantoux test for tuberculosis and a flu shot

Wellness Department

Ms. Karen Ferreira, Lead Teacher 640-7825

Wellness Graduation Requirement: Health 5 Credits, P.E. 10 Credits

<u>Course Title</u>	<u>Level</u>	<u>Course #</u>	<u>Grade</u>	<u>Course Length</u>	<u>Credits</u>
Health 1	CP	812-CP	9	Semester	2.5
Health 2	CP	822-CP	11	Semester	2.5
Physical Education	CP	837-CP	9 - 12	Semester	2.5

812-CP **Health I**

Grade 9

CP

Credits 2.5

This course focuses on personal health issues and lifestyle choices. Basic classroom units covered are health choices & behavior, emotional & social health, nutrition, physical health, drug use & abuse, and the life cycle.

822-CP **Health II**

Grade 11

CP

Credits 2.5

This course focuses on current health issues and community and global health systems and problems. Basic classroom units involve the study of emotional and social health, drug abuse,, disease prevention, the life cycle, first aid, safety, and global issues.

831-CP Physical Education

Grade 9-12

CP

Credits 2.5

Physical Education students will acquire the essential knowledge and skills required to lead an active healthy life, as well as, participate in a variety of team sports and individual wellness pursuits. Physical Education is a required course. Students will be able to choose activities by their grade level and wellness interests. All Students must take a minimum of 4 Semesters of Physical Education.

Additional Course Offerings

Edgenuity

Edgenuity provides engaging online and blended learning education solutions that propel success for every student. Edgenuity delivers a range of Core Curriculum, AP®, Elective, Career and Technical Education (CTE), and Credit Recovery courses aligned to the rigor and high expectations of state, Common Core and iNACOL standards and designed to inspire lifelong learning. All Edgenuity classes are teacher facilitated. Class sizes are limited to 25 students with a strong emphasis placed on student and teacher interaction. Classes take place entirely over the Internet and are accessible to students anytime and anywhere. Students have the ability to post work to their class anytime, day or night. Classes follow the school schedule and assignments are due at specified weekly intervals. All courses and student work are closely monitored by the site coordinator.

Please note:

- Juniors and seniors in good standing will be eligible to take one Edgenuity course per year.
- Students must have good attendance, grades, and behavior records.
- This is a supplemental program to TMHS course offerings.
- Students successfully completing full year Edgenuity courses will earn 5 credits and half-year, elective courses will earn 2.5 credits.
- Exceptions per approval of the Principal.

9008-CP Edgenuity Grades 11-12 or Special Arrangement CP Credits 2.5/5

Students enrolled in standard level Net Courses are expected to participate with the same level of dedication and intensity as in traditional face to face classrooms. These students are required to be actively engaged in their coursework for approximately 10-12 hours per week.

Experiential Learning

Tewksbury Memorial High School recognizes the value of career-related internships and learning opportunities outside of the classroom and encourages participation in this program. These courses are credit-bearing but may not be applied toward the graduation requirements (see page 5).

9000 Pathways Internship Grade 11 by Special Arrangement Credits 2.5

The Innovation Pathways Internship Program allows students the option to work with or shadow a person or persons to explore career opportunities. Internships will be counted as an elective will be taken during junior year. Unless unusual circumstances prevail, one internship is allowed per year.

The student must complete appropriate application **before** completing course requests with the guidance counselor. Students will be required to complete weekly time cards and journals. They are also expected to complete assignments related to their internship. **This course is graded on a Pass/Fail basis and will not count into the student's GPA.**

9011 Experiential Learning Special Arrangement Credits 2.5

Students/Teachers may submit proposals for learning opportunities **outside** of the traditional school day for enrichment credit. These courses must be approved by the TMHS Principal and the Assistant Superintendent of Curriculum and Instruction. Please see your guidance counselor for a list of available experiential learning opportunities. **These courses will be graded on a Pass/Fail basis and will not count into the student's GPA.**

MTSS and Additional Supports

901-CP Academic Skills and Strategies I Grades 9-10 or Special Arrangement Credit 2.5

This course can be taken for one or more semesters. Students will learn to develop the ability to enhance their study skills through learning to maintain routines, organize work, improve reading comprehension, take notes from both written and oral sources, develop memorization strategies, and prepare for tests, including the MCAS exam. These skills will be introduced, practiced and reinforced throughout the course and will enhance student preparedness across all academic areas. Students will be allowed time, that has been built into the curriculum, to apply acquired knowledge to their current academic work. **This course is graded on a Pass/Fail basis and will not count into the student's GPA.**

902-CP Academic Skills and Strategies II Grade 10-11 or Special Arrangement Credit 2.5

This course can be taken for one or more semesters. This class is designed to prepare students for their future goals and assist them in learning how to achieve their goals. This is done through various assignments that include class discussion, partner work, reflective journaling, class presentations, written work and creative exploration. Some of the topics that will be discussed will include learning styles, organizational skills, and study skills. Students will also improve their learning effectiveness through critical thinking skills, test taking strategies (PSAT, SAT, ACT, etc.), note taking skills and other study methods. The course will also introduce students to career and other job options through interest inventories and research projects. These skills will be introduced, practiced and reinforced throughout the course and will enhance student preparedness across all academic areas while also helping to prepare them with the expectations of post secondary careers and/or education. This course is graded on a Pass/Fail basis and will not count into the student's GPA.

900-ELL ELL Support

Special Arrangement

Credits 2.5

Students who have been identified as English Language Learners, and meet the set recommendations set forth by the ACCESS assessment, will receive ELL Support.

Special Education Department

Mr. Marco Basiliere, Lead Teacher 640-7856

Mr. Chuck Zucco, Case Manager 640-7856

In addition to the courses described in the previous section, Tewksbury Memorial High School offers an array of special education services to meet the individualized needs of diverse learners. Please contact Marco Basiliere, Lead Teacher, or Chuck Zucco, Case Manager for specific questions about services.

Specialized Instruction

Special Arrangement

Credits 5.0

The special education department offers small group core courses that follow subject course curriculum with specialized instruction in the areas of English, social studies, mathematic and science.

904-CP Directed Learning I

Special Arrangement

Credits 2.5

The goal of this mixed-grade level course is to provide a practical approach to learning and implementing executive function strategies to help with the transition of post-secondary goals. The objective is to improve students' independent study skills while providing them with additional teacher support in individual academic needs across the curriculum. This will enable students to be more successful in their high school content subjects, to be active learners, enhance their organizational skills, and to be better prepared for independent learning.

905-CP Directed Learning II

Special Arrangement

Credits 2.5

Directed Learning II is designed to meet the cognitive, social emotional learning, and transitional needs of special education students. Additionally, it provides a therapeutic environment which meets the social emotional learning needs of student who require a higher level of support.

Life Skills Grades 9-12

Special Arrangement

Credits 5

TMHS Life Skills Program serves students with cognitive and language delays that impact overall functioning. The Massachusetts Curriculum Frameworks are addressed at access and entry points. The program addresses students' needs in the areas of functional academics, communication, vocational preparation, independent living, and social, recreation/leisure, and life skills are addressed within both the school program and the community environment. The use of positive reinforcement and success-oriented activities provide students a constructive framework to focus on personal goals. The inclusionary experiences include the high school and the community.

Special Education Teachers/Student Liaisons

The special education teachers at Tewksbury Memorial High School also act as specialized liaisons for all students identified with special needs and who are enrolled on an Individualized Education Plan (IEP). Students will meet with their liaisons regularly throughout the school year.



Tewksbury Public Schools

MEMORANDUM

To: School Committee Members
From: Chris Malone
Superintendent of Schools
Date: February 1, 2018
Re: TMHS College Planning Guide

This Requires a Roll Call Vote

I recommend the School Committee vote to approve Tewksbury Memorial High School's College Planning Guide for the 2018-2019 as presented.



Tewksbury Memorial High School's College Planning Guide

2018 - 2019

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QUICK FACTS

Guidance Department

Our staff of helpful professionals is available to assist and support our students, parents and guardians

Phone: 978-640-7838 x2028

Fax: 978-640-7844

Karen Baker O'Brien MSW, LCSW
Guidance Department Chairperson

Patricia Whitehouse
Guidance Administrative Assistant

College/Career Counseling:

- * Individual/group college/career counseling
- * Assistance with college/career decisions
- * Skills Assessment
- * Mini College Fair
- * Career Day for juniors
- * Post-graduate Planning
- * Student meetings with college representatives
- * Surveys
- * Individual Learning Plans (Portfolio's Naviance)
- * Military recruiters

Test Administration

- * ASVAB Military Administered interest inventory exam
- * AFL-CIO Scholarship exam for seniors
- * PSAT
- * SAT I / SAT II, ACT informational packets
- * Advanced Placement (AP)

Biology	Calculus
Chemistry	Economics
English Literature	History
Gov't & Politics	Physics
Psychology	Statistics
Spanish	Art History

Karen Baker O'Brien, Guidance Counselor

Kennan Daniel, Guidance Counselor

David Harne, Guidance Counselor

Tina Sheahan, Guidance Counselor

Lauren Sheehy, School Adjustment Counselor

Student Support Programs

- * Members of Attendance Review Board
- * Members of the Student Support Team
- * Provide referrals to outside resources

Workshops / Presentations

- * College application process
- * Common application review
- * College essay writing
- * Job Skills workshop
- * Mini College Fair
- * Coordination of annual Academic Awards and Scholarships
- * Parent informational meetings
 - High School information
 - Post-graduate planning
 - College planning
 - Financial Aid

Naviance

- * Learning Styles Inventory
- * Career- College exploration
- * Scholarship Search
- * Electronic submission of college materials

MARK YOUR CALENDARS!

AUGUST 22	Common App Coffee: A great opportunity for students to begin the Common Application with the assistance of the Guidance staff.
SEPTEMBER	College Application Process Assembly: Admission representatives from local colleges and universities will provide an overview of the application process.
SEPT.-NOV.	Individual student meetings: Seniors should make appointments with their guidance counselors to discuss the steps necessary to begin planning for life after high school.
SEPT.-OCT.	Career and College Readiness Workshops: Workshops will be available to all students. Students must register ahead of time to attend. <ul style="list-style-type: none">● Essay Writing Workshop● Naviance - College Process● Common Application Workshop● Vocational Workshop● Financial Aid Workshop, presented by MEFA

EARLY ACTION DEADLINES

November 1

November 15

December 1

Students intending to apply Early Action or Early Decision should meet with their guidance counselors and request their letters of recommendation before the end of September.

JUNIOR YEAR COLLEGE CHECKLIST

- ☐ Start using the college search tools in Naviance to research colleges that you may want to apply to.
- ☐ As part of your research, pay close attention to the admission requirements of the schools you are interested in. Are you a strong candidate? What are the chances that you will be admitted? We recommend you create a list that includes “reach” schools, “probable” schools and “safety” schools.
- ☐ Understand the difference between Early Action/Early Decision and Regular Decision. Early Action/Early Decision deadlines occur in November and push the entire application progress forward. If you are applying early, you should meet with your counselor by the end of September.
- ☐ We recommend that you take the SAT at least once during junior year and again during senior year. If you are applying early, plan to register for one during junior year as well as the August or October SAT.
- ☐ In early spring, go to collegeboard.org and sign up to take the SAT and/or go to actstudent.org and sign up to take the ACT exam. YOU are responsible for sending your scores to the colleges you plan to apply to. You can do this when you register to take either exam.
- ☐ In addition, after you complete an AP or honors-level class, you may want to sign up to take an SAT Subject test in that discipline. Some competitive colleges require SAT Subject tests.
- ☐ Having developed an initial college list through Naviance, begin visiting colleges you are interested in. Tour the campus. Eat in the cafeteria and talk to students who go to school there. Visit when school is in session to get a feel for the place. (See Tips For a Successful Campus Visit in this booklet.)
- ☐ Consider using the summer to begin writing your college essay. (See the college essay-writing checklist included in this booklet.) In August, the college essay prompts will be available through commonapp.org.
- ☐ Start filling out the self-assessment on Naviance (under the About Me tab). Your guidance counselor relies heavily on this information to write you a thorough and accurate letter of recommendation.
- ☐ Start thinking about which teachers you are going to ask to write your letters of recommendation.
- ☐ If you are planning to apply Early Action or Early Decision, sign up for the Resume-Writing Workshop at TMHS in the spring and begin working on your resume.
- ☐ Make sure that the email you have listed in Naviance is one you check regularly. Counselors will be communicating important information to you via email.

SENIOR YEAR COLLEGE CHECKLIST

- ☐ Use Naviance to research colleges that fit the criteria you are looking for (e.g., size, distance from home, academic majors). Make a list of the ones you are interested in applying to.
- ☐ As part of your research, pay close attention to the admission requirements of the schools you are interested in. Are you a strong candidate? What are the chances that you will be admitted? We recommend you create a list that includes “reach” schools, “probable” schools and “safety” schools, as well as a mix of public and private.
- ☐ WRITE DOWN ALL APPLICATION DEADLINES. You are responsible for sending your materials on time.
- ☐ If you have not already done so, arrange a college visit. Tour the campus. Ask questions. Eat in the cafeteria. Go when school is in session to get a feel for the place.
- ☐ Go to collegeboard.org and sign up to take the SAT and/or go to actstudent.org and sign up to take the ACT exam. YOU are responsible for sending your scores to the colleges you plan to apply to. You can do this when you register to take either exam.
- ☐ Complete the self-assessment on Naviance and give it to your guidance counselor.
- ☐ Complete your resume and give a copy to your guidance counselor.
- ☐ If you think you might want to play sports in college, go see the athletic director to discuss NCAA eligibility. There is a form you need to fill out.
- ☐ Send requests through Naviance to TWO teachers you would like to write your letters of recommendation. Speak to those teachers in person as well and give them a copy of your resume.
- ☐ Begin filling out the Common Application. This is time consuming. Do not try to do it all in one night or you will make mistakes. Do a little bit each day and save your progress along the way. If you have any questions, email your counselor through Naviance or come to Guidance ASAP.
- ☐ If your school does not use the Common Application, you need to fill out the application on that school’s web site.
- ☐ Continue writing your college essay. When you’re finished, show it to an English teacher. Ask for honest feedback and be willing to re-write it, if necessary.
- ☐ Feeling overwhelmed? Take a deep breath. You can do this. See your counselor if you need to talk.
- ☐ Don’t forget to study and keep up with your classes. Senior year grades will be mailed to the colleges you have applied to.

STEPS TO FOLLOW WHEN APPLYING TO COLLEGE

- 1. Log in to Naviance and go to the Colleges tab. Go to the Colleges I Am Applying To link and add the schools you plan to apply to. Determine if the application is on Common App or not.**
- 2. Request teacher recommendations through your Naviance account AFTER speaking in person to the teacher or teachers you would like to write your letters.**
- 3. If you have schools that use the Common App, set up a Common App account at commonapp.org. Add each school of interest to your Common App.**
- 4. For non-Common App schools, visit each school's individual Web site and set up an account to complete the application.**
- 5. Sign the FERPA agreement on the Common App.**
- 6. Match your Common App account with your Naviance account by entering your Common App email and date of birth in the space provided.**
- 7. Log in to collegeboard.org and send your SAT scores to the schools that require them.**
- 8. When your applications are complete, you must submit and pay for each application separately. You MUST do this before the application deadline.**
- 9. Let your guidance counselor know which schools you have applied to so that he or she can submit all the necessary supporting material.**

10 Things You Need To Know To Successfully Navigate The Common App

- 1. Many schools use the Common App, but not all. Out of the thousands of colleges in the United States and abroad, a little over 500 of them use the Common App. If any of the schools you want to apply to don't use the Common App, you'll need to submit a separate application directly with them.**
- 2. It's worth double checking important application info. The Common App has an application requirements grid with a bunch of information all in one place from its participating schools. This can be immensely helpful, but it's worth noting that info on here has been wrong in the past (e.g., wrong deadlines). So once you've narrowed down your list, go line by line and check info against the school's web site. Also, stay on top of your email since colleges might send updates and reminders about upcoming deadlines, says Anna Takahashi, Director of College Counseling at Eastside College Preparatory School and a previous Stanford admissions director.**
- 3. Fill out application questions slowly and deliberately. "Relevant questions will pop up based on your answers to previous questions," says Katherine Cohen, founder of New York-based college admissions consultancy IvyWise. For instance, once you select your intended major or program, a certain essay prompt might appear. "If you plan to apply to the engineering department, make sure you're not accidentally answering the college of arts and sciences prompt," says Cohen.**
- 4. Prepare longer answers ahead of time. For the activities section, personal statement and any writing supplements, you're best off writing and editing offline. One good reason: There isn't spellcheck on the Common App (although some browsers will provide this). Plus, when it comes to the activities section, you have to enter answers one by one and will be less likely to catch repetitive language or accidental duplicates than if you prepared your answers together. Remember, you're allowed 50 characters for your position/leadership description and organization name and 150 characters for details, honors won and accomplishments. Use varied, powerful action verbs and make the most of the space. "Many times students don't give themselves enough credit when filling out the activities section. Make sure to provide detailed descriptions about the activities you participated in, any leadership positions, and how you made an impact," says Cohen.**

For the personal statement, you're only allowed up to 650 words and three edits (as opposed to unlimited edits on the rest of the application). This means that if you submit an application to College #1 and then find a mistake, you can go back and edit your essay and submit it to College #2. If you find another mistake or want to add something,

you can go back and edit your essay and submit it to College #3, but then you're locked out of editing your essay. "Ideally, you'd only use one essay for your Common App," says Cohen, "so make sure your Common App essay accurately reflects the information that you want to convey to the majority of colleges you're applying to."

Previous years' prompts included:

- *Some students have a background or story that is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story.*
- *Recount an incident or time when you experienced failure. How did it affect you, and what lessons did you learn?*
- *Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?*
- *Describe a place or environment where you are perfectly content. What do you do or experience there, and why is it meaningful to you?*
- *Discuss an accomplishment or event, formal or informal, that marked your transition from childhood to adulthood within your culture, community, or family.*

While a second or third set of eyes can be helpful in focusing and fine-tuning your essay, "I advise students not to allow too many significant others to tamper with their essays," says Chat Leonard, Director of College Counseling at St. Louis' Metro Academic & Classical High School. "Colleges want to read essays that sound like a 17 or 18 year old voice. Too often the voice in the essay sounds too mature. Keep the voice fresh, keep it yours and own it!"

5. List your most impressive classes and activities first. Instead of entering classes and extracurriculars in the order you attend them each day, put the most impressive and relevant ones up top. You have 10 spaces, but "colleges want to see sustained, deep involvement in your extracurricular activities, so don't include small, one-off activities that didn't mean much to you," says Cohen.

6. Report your highest test scores where you can. The Common App will ask which test scores you *wish* to report, giving you the freedom to put your best foot forward and choose your best scores. But remember that each school has different requirements that you need to meet — some colleges want all your scores, some want your best score, and some superscore multiple scores. Since you submit applications one at a time, edit the testing page each time so it satisfies the requirement of the respective college while shedding the best light on your scores. For instance, if you're applying to Stanford, which requires you report all test scores, you can load them up and submit

to Stanford. For your next application to Wake Forest, which doesn't require any scores, you can wipe this page clean or add your very best score(s). Don't forget to send official score reports to colleges, too.

7. Add recommenders. If your school uses Naviance, ask your high school counselor for instructions on submitting letters of recommendation to colleges. If it doesn't use Naviance, you can assign recommenders on the Common App and have them submit their letter of recommendation online, or print out the forms and submit them in the mail. You'll know the recommendation has been submitted when it says "submitted" on your dashboard.

8. Review, pay and submit. Submitting your application is a three-step process. First, review the application. Be on the lookout for things like formatting issues on the essay or cut-off descriptions in the extracurricular section. If you're seeing strange things after copy/pasting from Word, try transferring it into a text editor (like NotePad) and then into the Common App. This might help remove invisible, stray formatting.

Next, you'll pay the application fee, either with a credit card, bank account routing numbers or a fee waiver.

Finally, you'll sign the affirmation and submit. You'll see a green check that confirms your application has been submitted, but you should also check your dashboard.

9. Submit supplements separately from the application. If your school asks for a writing or arts supplement, you'll submit it after you've submitted your application materials.

10. Don't be caught off guard by technical glitches. Last year the Common App crashed during the height of early application season, causing mass panic as many students found they were unable to login to the site and prompting some colleges to push back deadlines. While the Common App says it has worked to address these issues, don't wait until the last minute to fill out your application. "You don't want to be scrambling in the zero hour," says Cohen. "The students least affected by the Common App's technical troubles were those who started early and had plenty of time to troubleshoot issues before the application deadlines." To stay on top of site glitches, subscribe to email alerts about issues they're having and what you can do as a temporary workaround.

Information taken from:

<http://www.forbes.com/sites/laurengensler/2014/11/17/10>

[things-you-need-to-know-to-successfully-navigate-the-common-app-2/3/](#)

Writing your College Admissions Essay

Many colleges require students to write an essay as part of the application for admission. This essay will often be a factor in the admissions decision along with your transcript, standardized test scores, letters of recommendation, interview, and anything else you submit as part of your application. MEFA would like to offer the following tips for you to consider when planning and writing your essay:

- 1. Focus the essay on you, not on someone else. The college wants to use it to help learn more about you, not one of your friends or one of your relatives. You're the one applying for admissions. Use the essay to tell them something about the person behind the grades and test scores.**
- 2. Content is as important as composition. Make it interesting and informative. Every year many very well-written, excruciatingly boring essays are submitted.**
- 3. Don't be afraid to avoid the obvious approach to a suggested essay topic. Independent thinkers are often appreciated by the admissions reader.**
- 4. Don't waste the essay writing about information available to admissions in other parts of your application. They'll have your grades and activities list. Write about something they obviously don't know about you.**
- 5. Stay within the required length. A college admissions officer probably has hundreds of essays to read from applicants. Respect their time they've allotted to you and get the point of your essay across within the guidelines.**
- 6. If you think about it, the essay is the only part of the application process where you exert full control. Even if the topic is assigned by the college, you have full reign on how you wish to approach it. Contemplate your approach in-depth before beginning to write.**
- 7. Don't use twenty words when five will suffice to make your point.**
- 8. The key to an effective essay is to focus on the MESSAGE you wish to tell the reader, not the STORY. Frequently, students get so involved telling a detailed story that the important message gets buried.**
- 9. Don't use generic or cliché statements that most other students could have also used. Make the statements personal and specific about you.**
- 10. Make sure your essay is YOUR work. Feel free to get feedback from parents, teachers, friends, and counselors, but make it your essay. When you have finished with it, you should be the one who is most proud of it.**

COLLEGE VOCABULARY GUIDE

Accelerated Program: A college program of study that is completed in less time than is usually required, most often by attending summer classes or by taking extra courses during the regular academic year.

Associate's Degree: The degree awarded after the successful completion of a two-year program of study at a college or university.

Bachelor's Degree: The degree awarded after the successful completion of a four-year program of study at a college or university.

Certificate: An award for completing a particular program or course of study, usually given by two-year colleges or vocational/technical schools for non-degree programs of a year or less.

College: Term used for an institution of higher learning. It is also used to designate divisions within a university.

Community/Junior College: A college offering a two-year program rather than a four-year program. Community colleges usually offer vocational programs as well as the first two years of many four-year programs.

Concentration: A specialized branch of study within a major. Example: Majoring in psychology with a concentration in personality and social psychology.

Cooperative or Co-op Program: An educational program that combines academic learning with practical work experience through alternating periods of classroom study and paid work placements.

Double Major: Any program in which a student completes the requirements of two majors at the same time.

Early Admission: Admission to college upon completion of the junior year of high school.

Early Action: A plan where students apply to a college/university in the early fall of their senior year and notification of acceptance is sent in mid-December. The applicant is not committed to attend this institution.

Early Decision: A plan where students apply to a college/university in the early fall of their senior year and notification of acceptance is sent in mid-December. If accepted, a commitment-to-attend is usually required along with the withdrawal of all other applications.

Fieldwork/Practicum: Study that takes place outside the classroom and provides students with hands-on experience in their major.

Liberal Arts: The study of the humanities, history, foreign languages, social sciences, mathematics, and natural sciences. A liberal arts education stresses the development of general knowledge and reasoning ability.

Major: The field of study in which students concentrate or specialize in during their undergraduate degree.

Matriculation: Admission to a college as a degree candidate usually formalized by payment of tuition.

Minor: Course work that is not as extensive as a major but still gives students a higher level of knowledge in a second field.

Prerequisite: A course that must be taken as preparation before taking a more advanced course.

Private College/University: An institution of higher education that is not supported by public funds. Private schools may be independent or church affiliated.

Public College/University: An institution of higher education that is supported by taxes and other public revenue.

Remedial Course: A non-credit course taken to help the student with a weak background in a particular area.

Reserve Officers' Training Corps (ROTC): Programs conducted by some colleges in cooperation with the U.S. Air Force, Army, and Navy.

Rolling Admission: Admission decisions are made on a continuous basis throughout the year. Notification of acceptance is usually sent within 3-4 weeks.

Seminar: A course with a small enrollment that focuses on a specific topic. Class discussion, student presentations, and student writing are usually emphasized rather than lecture or exams.

Study Abroad: An arrangement by which a student completes part of the college program studying or interning in another country. This usually takes place during the student's junior year.

Transcript: A student's academic record that includes a chronological listing of all subjects taken and grades received. An official transcript is a document that bears the high school seal.

Wait List: A response that a student's application is acceptable but the limit of accepted students has already been reached. Wait-listed students are admitted after May 1st if space is available.

Standardized Testing Terms

ACT (American College Testing Program): This is a predominant testing program in the Midwest and some parts of the South. Most colleges will accept either the ACT, SAT, or both. Students should check with the colleges they are applying to.

AP Test (Advanced Placement): A test for students who have completed college level work in a particular subject while in high school. Many colleges will grant college credit and/or advanced standing to students who score well.

SAT I: Reasoning Test: A test of verbal and mathematical skills designed to predict your likelihood of success during freshman year of college. It seeks to measure aptitude.

SAT II: Subject Test: This is a more specific test of your knowledge in a particular subject. Some colleges use SAT II scores for placement in freshman year courses.

Test Dates for SAT and SAT Subject Tests

SAT Date	Registration deadline (online)	Late registration deadline (online)
May 5, 2018	April 6, 2018	April 20, 2018
June 2, 2018	May 4, 2018	May 18, 2018
<i>Anticipated dates for 2018 -19</i>		
Aug. 25, 2018	July 27, 2018	Aug. 10, 2018
Oct. 6, 2018	Sept. 7, 2018	Sept. 21, 2018
Nov. 3, 2018	Oct. 5, 2018	Oct. 19, 2018
Dec. 1, 2018	Nov. 2, 2018	Nov. 16, 2018
March 9, 2019	Feb. 8, 2019	Feb. 22, 2019
May 4, 2019	April 5, 2019	April 19, 2019
June 1, 2019	May 3, 2019	May 17, 2019

- Students must visit collegeboard.org to register for a test date/location.
- Additional fees apply if you register late, change your test center, change your test date, or switch from taking the SAT to taking a Subject Test after registering.
- Students can take the March SAT at TMHS. Register early as spots fill up quickly!

FINANCIAL AID

The purpose of financial aid is to help every qualified student pay for a higher education. Students may apply for financial aid from the federal government and also from the college or university to which they are applying. There are two major categories of financial aid: (1) aid that does NOT need to be repaid and (2) aid that does need to be repaid.

Financial aid application deadlines are important!!!

FAFSA (Free Application for Federal Student Aid)

All colleges/universities require the FAFSA. This is the financial aid application for the federal government. This application may be filled out after October 1 of the student's senior year. The application is available online (www.fafsa.gov). Both students and parents must apply for a pin number. After receiving a pin number through email, the FAFSA may be filled out. One to six weeks after the application is submitted the student will receive a Student Aid Report (SAR). The SAR will inform the student his/her Expected Family Contribution (EFC). This is the amount that a student's family would be expected to contribute the following year. This form must be filled out each year a student is in college.

- *The federal government is in the process of changing when families can complete the FAFSA process. All families must create an account and receive a pin number to begin the FAFSA process. Please continue to check the Guidance webpage for updated FAFSA information.*

CSS Profile

Most private schools and scholarships require the CSS Profile and some schools will also require their own institutional form. This form may be filled out as early as the fall of senior year. Information on the CSS Profile is available at www.profileonline.collegeboard.com/index.jsp.

Institutional Form

Some schools may require their own financial aid form. If they do, this form may be part of the school's application, or may be found on the CSS Profile, or might be mailed to a student after an application is submitted.

NCAA RULES AND REGULATIONS

Coaches are allowed to:

- **Send you athletic or sports camp brochures, NCAA Educational Information and Questionnaires. A coach can also accept phone calls from you as long as they are at your expense but if you leave a message on an answering service the coach is NOT ALLOWED TO CALL YOU BACK.**

Coaches are NOT allowed to:

- **Call you on the phone.**
- **Send you any written recruiting information.**

NCAA Recruiting Guidelines, Unofficial Visits:

- **You can make unofficial visits to a college campus.**
- **It is also permissible for you to receive a maximum of three complimentary tickets to a college sporting event.**
- **You can talk with college coaches but this must be on campus.**

Junior year from July 1

A college coach is permitted to contact you in person off the college campus only on or after July 1st when you have completed your junior year of high school. If the coach meets with you or your parents and says anything to you or them then this is considered a contact. *Anything more than a very basic hello is a contact.*

College coaches are permitted to make one telephone call each week to you or your parents. You can call the coach as often as you wish.

Junior year from September 1

College coaches are allowed to send you information about their athletic program and about their school. This can include: media guides, schedule cards, personalized letters, photocopies of newspaper clippings and official university admissions and academic publications. *The college coach will be allowed to answer your emails and send emails to you as well.*

Senior Year

You can make up to five official expense-paid visits to college campuses. The visit to the campus cannot be longer than 48 hours in duration. You are not allowed to have an official visit until after your first day of classes of your senior year

Basic Entrance Requirements for Massachusetts Universities and the UMass schools

English	4 courses= 1 each academic year
Math	4 courses= Course work should include: Algebra I & II, Geometry or Trigonometry or comparable course work. **Math course in senior year
Science	3 courses= Course work from: Natural Science, Physical Science or Technology / Engineering. Three courses must have laboratory work.
Social Studies	2 courses= 1 must be a US History course
Foreign Language	2 courses in a single language
Electives	2 courses= from the above subjects or from the arts, humanities or compu

- **Students applying to competitive programs or colleges should maintain a rigorous schedule which would include additional coursework in Foreign Language, Math and Science.**

FINDING THE BEST COLLEGE FOR YOU

- **Never apply to a college you would not be happy to attend. A “safety” school should be a school that you 1) could get into and 2) would be happy to go to.**
- **Research schools on Naviance.com to narrow down your search.**
- **Make sure the college has the academic program you are interested in.**
- **Does the size or location of the school matter to you?**
- **Know how selective the schools are as well as your potential for admission.**
- **Try and visit schools of different sizes and settings.**
- **Visit schools when students are in session (spring) to get a better feel of student life on campus.**
- **Make sure to have a variety of schools ranging from the public/private, cost, size, and demographic.**
- **If interested in playing a sport you should meet with the coach as well as schedule an overnight visit.**

THE COLLEGE INTERVIEW

DO:

- Research colleges before you visit. Know each school's reputation.
- Call ahead to make an appointment.
- Bring a list of questions to your interview.
- Come prepared to answer challenging questions like:
 - Why are you interested in our college or university?
 - What would you contribute as a student here?
 - What has been your greatest challenge and how did you overcome it?
- Be prepared to discuss your academic qualifications, courses you have taken and any difficulties encountered.
- Bring samples of writing, newspaper articles, clippings or other items that display your talent.
- Speak clearly and present a firm handshake.
- Look your best and dress professionally.
- Bring a copy of your transcript.

DON'T:

- Wear jeans, baseball hats or other casual gear.
- Bring coffee or anything to eat or drink.
- Slouch or mumble.
- Forget or disregard your appointment. Call to reschedule if you cannot make your interview.
- Ask questions that can be answered by looking at the school's Web site.
- Look at or use your cell phone. Keep it turned off and out of sight.

QUESTIONS TO ASK PROSPECTIVE COLLEGES:

- What is the average class size freshman year?
- Are certain courses difficult to get into?
- What type of academic advising is provided?
- Do you give credit for AP courses? If so, what score is required to receive credit?
- Is housing guaranteed for all 4 years?
- What kind of off-campus housing is available?
- How are students assigned to on-campus housing?
- What kind of meal plans are available?
- What are the eligibility requirements to study abroad (assuming they have study abroad programs)?
- Can students have cars on campus?
- Do you offer internships? Are there paid positions available?
- What career services are available?
- What percentage of graduates go directly into the work force? Graduate school?



TMHS assists all students in finding the pathway to their future!



Tewksbury Public Schools

139 Pleasant Street
Tewksbury, MA 01876

MEMORANDUM

To: Tewksbury School Committee
From: Chris Malone, Superintendent
Date: February 2, 2018
Re: TMHS Post-Secondary Transition Planning and the Innovation Pathways Program

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

Karen Baker O'Brien, TMHS Guidance Department Chairperson, is presenting on the Post-Secondary Transition Planning and the Innovation Pathways Program at Tewksbury Memorial High School. This is informational only, no vote of the School Committee is required.

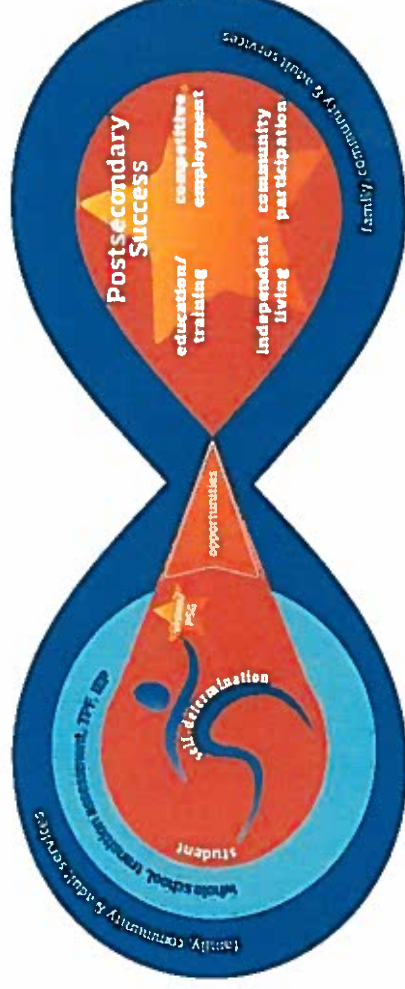
TMHS Guidance Department

Post-Secondary Transition Planning for all students

The Guidance Department within Tewksbury Memorial High School conducts a variety of activities throughout a student's high school career to assist the student in developing a pathway towards College and Career Readiness. Activities begin as freshmen enter the high school and continue throughout their high school years. Our primary objective is to assist students in identifying their interest and goals while helping reach the desired pathway. Students meet yearly with the counseling staff in both individual and group visit settings. A variety of assessment tools are utilized to solicit information from our students. Information gathered better assists counselors in guiding students to College and Career Readiness opportunities.

Secondary Transition

Massachusetts Student-Driven Secondary Transition Model



College and Career Readiness Activities

College and Career Readiness activities are broken down into three categories; Career Awareness, Career Exploration, and Career Immersion. It is the goal of Tewksbury Memorial High School that all graduating students have an established plan for life after high school. In addition to a solid academic foundation, a variety of activities are offered to students to assist with college and career preparedness.

Career Awareness

Career Interest Inventories/ Assessments	TMHS utilizes Naviance to assess each student's College and Career Readiness as well as increase academic success.	<p><u>Learning Styles Inventory</u> (9th grade) - Assist students identify their individual learning styles. Results assist teacher in better understanding individual needs within the academic setting</p> <p><u>9th grade Survey</u></p> <p><u>Strengths Explorer</u> (10th grade) - Assist students in identifying their strengths and talents.</p> <p><u>10th grade Survey</u></p> <p><u>Cluster Finder</u> (11th grade) - Assist students in identifying careers best suited for them</p> <p><u>Supermatch</u> (11th grade) - Assist students in developing a list of colleges</p> <p><u>Senior Self Assessment</u> (12th grade)</p> <p><u>Gameplan</u> (12th grade)</p> <p><u>Edocs</u> (12th grade) - College application materials and electronic submission program</p> <p><u>Senior Survey</u> (12th grade) - Conducted in March. Data collected is used by Guidance staff to identify students who have not finalized post-graduate plans</p>
Career Day / Career Speakers	TMHS holds an annual career day for junior students in November during which members of the community provide an opportunity for students to gain insight into necessary skills and education for identified occupations.	All junior students complete a career survey to identify two career interests Tewksbury Public Schools work closely with members within the local community Students participate in two informational sessions on professions of interest
College /Career Fair	TMHS hosts an annual College - Career fair in May for all junior students.	<p>All junior students are provided the opportunity to meet with representatives from various colleges, vocational training programs, military organizations</p> <p>All senior students are welcomed to meet with college, military or vocational training program representatives in small group informational sessions</p> <p><u>Vocational Workshop</u> (12th grade) - Representatives from area vocational training / certificate programs meet with students to review opportunities and entrance requirements.</p>
Family Events	TMHS hosts a parent informational meetings focused on post-graduate planning beginning in the freshman year	<p><u>Freshman Parent Breakfast</u> - This informational meeting includes topics such as graduation requirements, college entrance requirements, developing a transcript, and developing post-graduate plans</p> <p><u>Junior Parent Breakfast</u> - This informational presentation is co-presented by MEFA and Guidance. Topics include finding the right fit for college, visiting campuses, the importance of essay writing, testing requirements, and timelines for the junior and senior student</p> <p><u>Senior Parent Breakfast</u> - College admission representatives along with members of college Disability Supports provide insight into transitional issues for incoming college freshman, application requirements, and helpful tips for getting accepted</p>

Career Exploration

Career Education Courses	TMHS continually revises curriculum offerings to meet the interests of students while ensuring a solid academic foundation.	<p>Child Care I, II, and T.E.A.C.H Robotics</p> <p>Engineering I & II</p> <p>Intro to Health Careers, Health Careers 2 (CNA certification)</p> <p>Game Coding, computer programming</p> <p>Marketing, Business Marketing & Management, Sports Marketing</p> <p>Forensic Science</p> <p>L.E.A.P.</p>
Career Workshops	TMHS holds student informational workshops during the school day to ensure equal access for all students. All workshops are aimed at career exposure.	<p><u>Work Readiness Skills Workshop</u> (11th grade) Sponsored by the Greater Lowell Workforce Board. The workshop reviews appropriate interviewing skills, resume development, interviewing skills and application completion.</p> <p><u>ASVAB</u> (11th & 12th grade) Military administered career assessment exam.</p> <p><u>Shadow a Nurse Day</u> (11th grade) Students interested in pursuing a career in nursing are invited to apply to shadow nursing professionals at Lowell General Hospital</p> <p><u>Immersion Day for Intro to Health Careers</u> (11th & 12 grade) Students have the opportunity to identify three professionals at Tewksbury State Hospital to shadow</p>
Workshops: Resume Writing / Common Application Kickoff	TMHS holds resume Writing Workshops for juniors and seniors. All senior students are invited to attend a Common Application Kickoff in August prior to the start of the school year.	<p><u>Resume Writing Workshop</u> (11th and 12th grade) Participating students will develop a resume to use for employment search or college applications.</p> <p>Workshops are offered in both the spring and fall</p> <p><u>Common Application Kickoff</u> (12th grade) Counselors assist students in establishing and beginning the common application</p>
Workshop: College Financing	Massachusetts Education Finance Authority hosts an annual informational meeting to assist families in understanding college financing	<p><u>Financial Aid Presentation</u>: MEFA reviews the current FAFSA & CSS Profile requirements</p>

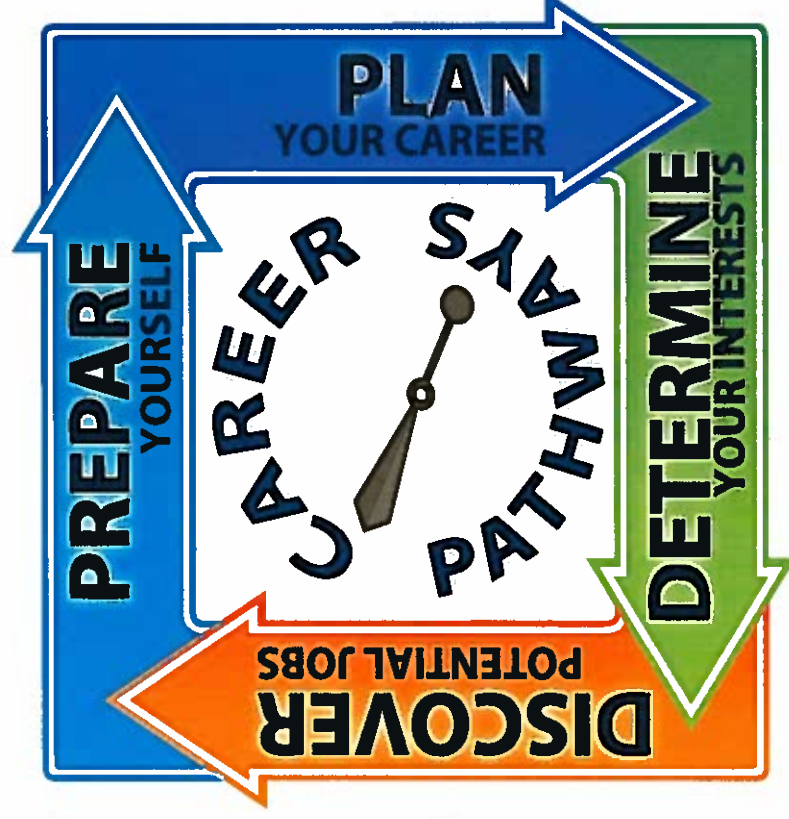
Career Immersion

Career Clubs	After school programs which provide student with knowledge and career-related skills.	<u>DECA</u> (10th-12th grade) -Marketing students can participate in applications of real-life business situations at district, state, and national conferences. <u>Robotics</u> (9th - 12th grade) - With the help of engineer mentors from local firms, students design and build a robot and compete in the First Robotics
Career - Focused Electives	Elective course offerings relate to career interests	Child Care I, II, and T.E.A.C.H Robotics Engineering I & II Intro to Health Careers, Health Careers 2 (CNA certification) Game Coding, computer programming Marketing, Business Marketing & Management, Sports Marketing Forensic Science L.E.A.P. (Students enrolled in the Life Skills program are partnered with local business to build employment readiness skills)
Career Externships	Elective courses which offer 2.5 non weight bearing credits	Innovation Pathways Summer Internship (paid or unpaid, minimum 100 hours) Senior Project. (unpaid internships 30 hours weekly, or capstone project)

Tewksbury Memorial High School is proud to acknowledge the many community partners who help shape the lives of our students.
Heatherwood, Greater Lowell Workforce Board, Lowell General Hospital, Marshalls, Raytheon, Saint Williams Parish, Shawsheen Animal Hospital, Tewksbury Fire Department, Tewksbury Rotary Club, Tewksbury State Hospital, and Tewksbury Police Department, The Lowell Spinners, The 99 Restaurant, Wicked Cheese

Tewksbury Memorial High School

Innovation Pathways Program



Innovation Pathways Program

Program Overview:

Innovation Pathways are structures within high schools that are designed to connect student learning to a broadly-defined industry sector that is in demand in the regional and state economy. Tewksbury Memorial High School will develop strong partnerships with employers to provide students career awareness and work based learning activities. Students will participate in a series of courses and experiences relevant to achieving industry recognized credentials. Participation in this program can lead students to opportunities for meaningful careers in that industry sector upon the completion of needed postsecondary education and training.

- **Course requirements:**
 - All participating students will need to meet the MassCore standards, which are embedded into Tewksbury Memorial High School's graduation requirements. Participating students are required to complete in two Career, Technical, Business, and Education (CTBE) courses during their sophomore and junior years.
- **Program participation:**
 - Counselors will provide all students with information on all educational opportunities available at TMHS including the Innovation Pathways Program.
 - Students interested in participating in the Innovation Pathway program can apply beginning in the Spring of their freshman year. Students are also eligible to apply during their sophomore year.
- **Informational Presentation:**
 - The school community will be invited to a presentation to provide a program overview
- **College – Career Readiness Activities:**
 - Guidance counselors will facilitate a variety of college and career activities by grade level throughout the academic year.
 - Students will have the opportunity to participate in workshops and presentations co-facilitated with outside resources to enhance the students career readiness
- **Innovation Pathways Internship:**
 - In the junior year students will have the opportunity to participate in quality internships, which align with post-secondary career goals. Students will receive 2.5 non weight-bearing credits for their internships. Students are required to complete weekly journals in their Naviance accounts

Scientific and Technical Services Innovation Pathway

Course Scope and Sequence

Content Area	9th Grade	10th Grade	11th Grade	12th Grade
English (4 courses - 1 each year)	H English 9 CP English 9 AI English	Honor English 10 CP English 10 AI English	H American Literature CP American Literature	AP/DE Senior English CP Senior English
Math (4 courses - 1 each year)	H Geometry H Algebra 1 CP Algebra 1 AI Math	H Algebra 2 H Geometry CP Geometry AI Math	AP Statistics CP Statistics H Calculus H Pre-Calculus CP Pre-Calculus H Algebra 2 CP Algebra 2 CP Algebra	AP Calculus H Calculus H Pre-Calculus CP Calculus AP Statistics CP Statistics CP Math Problem Solving
Science (3 lab bases courses)	H Biology CP Biology	H Chemistry H Physics CP Chemistry CP Physics CP Introduction to Chemistry & Physics	AP Physics AP Biology AP Chemistry H Chemistry H Physics CP Chemistry CP Physics H/DE Biotechnology CP Anatomy & Physiology CP Forensic Science CP Environmental Science CP Astronomy	AP Physics AP Biology AP Chemistry H Chemistry H Physics CP Chemistry CP Physics H/DE Biotechnology CP Anatomy & Physiology CP Forensic Science CP Environmental Science CP Astronomy
Social Studies (3 courses - 1 US History)	H World History CP World History	H Facing History & Ourselves CP Facing History & Ourselves	AP/DE US History H US History CP US History AP Psychology CP Psychology CP Psychology & Law CP American Gov't CP Economics	AP Gov't & Politics AP Psychology AP Economics CP Economics CP Criminal & Civil Law CP International Relations Relations CP Psychology & Law CP Psychology

Content Area		9th Grade	10th Grade	11th Grade	12th Grade
Health (2 course)		Health 9	Health 10		
Physical Education (1 course each year)		Physical Ed 9	Physical Ed 10	Movement & Fitness Team Sports Lifetime Sports	Movement & Fitness Team Sports Lifetime Sports
Foreign Language (Minimum of 2 course in the same language)		CP Spanish 1 CP French 1 CP Latin 1 CP American Sign Language	CP Spanish 2 CP French 2 CP Latin 3 CP American Sign Language	CP Spanish 3 CP French 3 CP Latin 3 CP Hispanic History & Culture	AP Spanish H Spanish 4 /5 AP French H French 4 / 5 AP Latin H Latin 4
Fine Art (1 Course)		CP Drawing 1 CP Foundations CP Painting 1 CP Ceramics CP Sculpture CP Design CP Photography 1 CP Digital Imaging	CP Drawing 1 CP Drawing 2 CP Foundations CP Painting 1 CP Painting 2 CP Ceramics CP Ceramics 2 CP Sculpture CP Design CP Photography 1 CP Photography 2 CP Digital Imaging	AP Art History CP Drawing 1 CP Drawing 2 CP Foundations CP Painting 1 CP Painting 2 CP Ceramics CP Ceramics 2 CP Sculpture CP Design CP Photography 1 CP Photography 2 CP Digital Imaging	AP Art History H Senior Art Studio CP Drawing 1 CP Drawing 2 CP Foundations CP Painting 1 CP Painting 2 CP Ceramics CP Ceramics 2 CP Sculpture CP Design CP Photography 1 CP Photography 2 CP Digital Imaging

Content Area	9th Grade	10th Grade	11th Grade	12th Grade
CTBE= Computer, Technology, Business & Education) (Minimum 2 courses)	CP Desktop Publishing CP Web & Graphic Design CP Web 2.0 CP Microsoft Office	CP Desktop Publishing CP Web & Graphic Design CP Web 2.0 CP Microsoft Office CP Creating Coding Games CP Accounting CP Marketing 1 CP Marketing 2 CP Business Management & Marketing	CP Desktop Publishing CP Web & Graphic Design CP Web 2.0 CP Microsoft Office CP Creating Coding Games CP Accounting CP Marketing 1 CP Marketing 2 CP Business Management & Marketing	CP Desktop Publishing CP Web & Graphic Design CP Web 2.0 CP Microsoft Office CP Creating Coding Games CP Accounting CP Marketing 1 CP Marketing 2 CP Business Management & Marketing
		CP Sports & Entertainment Marketing CP Engineering Design Tech 1 CP Engineering Design Tech 2	CP Sports & Entertainment Marketing CP Engineering Design Tech 1 CP Engineering Design Tech 2 CP Engineering Design Tech 3 CP Robotics	CP Sports & Entertainment Marketing CP Engineering Design Tech 1 CP Engineering Design Tech 2 CP Engineering Design Tech 3 CP Robotics

Edgenuity Courses

TMHS provides courses through Edgenuity (an online provider) to provide access to electives, which are not currently offered within the high school. Students selecting Edgenuity courses will have access to the designated courses 24/7, but students have an assigned block during the school year in their academic schedule.

Courses include:

Career Exploration, Career Planning and Development, Computer Applications, Computer Sciences, Projects in Audio Engineering, Projects in Game Design, Introduction to Information Technology, Microsoft Office Specialist

College and Career Readiness Activities

All students electing to participate in the Innovation Pathways Program will need to participate in the College – Career activities.

Grade 9:

- ❖ **Learning Styles Inventory (Naviance):** Student self-assessment, which assists in identifying students; likes and dislikes in a learning environment. Information gathered is helpful in both the academic and employment setting.
- ❖ **Social Emotional Survey (TMHS Generated Survey on Naviance):** Provides insight into the social emotional status of freshman students.
- ❖ **Student-Guidance Meeting:** Counselor review of academic standing, review MyCap, and course requests while make recommendations based on career interest. Students will identify 5 career interest on Naviance.

Grade 10:

- ❖ **Do What you are: (Naviance):** Is career assessment that links potential careers to student interests.
- ❖ **Cluster Finder:** Assessment that identifies career clusters for students to explore the required education, skill set, and anticipated wages for identified careers.
- ❖ **Student-Guidance Meeting:** Counselor review of academic standing, review MyCap, and course requests while make recommendations based on career interest. Students will identify 5 career interest on Naviance.

Grade 11:

- ❖ **Career Interest Profiler (Naviance):** Career Assessment that links potential careers to student interests.
- ❖ **Career Day:** Opportunity to meet with professionals in various professions.
- ❖ **Job Skills Workshop:** Facilitated by the GLWFB- Students will gain insight into the necessary skills needed in the workforce
- ❖ **Resume Writing Workshop:** Assist student in comprehending how to developing a resume.
- ❖ **College Fair:** Annual fair held in May at TMHS for our junior students. Over 80 higher education institutions participate.
- ❖ **Student-Guidance Meeting:** Counselor review of academic standing, review MyCap, and course requests while make recommendations based on career interest. Students will identify 5 career interest on Naviance.
- ❖ **Innovation Pathway – Internship:** Students participate in a career related internship opportunity while receiving 2.5 credits.

Grade 12:

- ❖ **Common Application Kick off** (August prior to start of school): hands on workshop where students begin their Common Application
- ❖ **Financial Aid Presentation:** MEFA provides an informative workshop on the FAFSA and CSS Profile
- ❖ **Game Plan:** A survey completed by the student, which better allows the counselor to advise the student how to achieve post-secondary goals.
- ❖ **Senior Survey:** An exit survey completed by seniors to identify potential areas of school wide improvement
- ❖ **Senior Project:** Open to any senior eligible for graduation. Students can elect to participate in an experiential learning through internship or complete a capstone presentation of interest.

TMHS Guidance Post-graduate Planning Workshops / Services

Career Day

Review Course
Selections

ASVAB

Shadow A Nurse
LGH

Individual Junior
Meetings

Resume Writing -

Job Search Skills
workshop

TMHS Career
College Fair

Junior Assembly-
Postgraduate
Planning

Junior year

Senior year

Junior / Senior Year

Naviance Program
College - Career
Exploration

SAT / ACT
college entrance
exams
SAT Prep - Khan
Academy

Common Application
Kickoff

Senior Assembly with
College Reps

Individual Senior
Meetings

Essay Writing for
College Apps

Resume Writing

Vocational Workshop-

College Financing

Scholarship Search -

Senior Project

A photograph of a forest path. Sunlight filters through the dense canopy of green and yellowing trees, creating a warm, golden glow. The path is covered in fallen leaves and leads into the distance. The text "Finding the pathway to your future begins in high school" is overlaid on the right side of the image.

***Finding the pathway to your future
begins in high school***

Minutes

Payroll

TEWKSBURY PUBLIC SCHOOLS
Tewksbury, Massachusetts

Date **1/25/2018**

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 **\$1,297,585.80**

GRANTS

\$24,739.16	2017-2018	Special Ed 240 Grant
	2017-2018	Collaborative Partnerships
\$6,737.31	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

\$25,974.46	2017-2018	Ext Day Program
\$11,536.15	2017-2018	Ext Day Preschool Program
\$1,778.53	2017-2018	Adult Education Program
	2017-2018	Community Services Rec
\$21,889.04	2017-2018	Lunch Program
\$193.22	2017-2018	Hanover Funds
\$859.33	2017-2018	Facilities
\$5,175.01	2017-2018	Recreation
\$600.00	2017-2018	NPEN
	2017-2018	Wynn Intramural Clubs
\$2,835.31	2017-2018	Preschool

\$102,317.52 SUB TOTAL - NON LEA FUNDS

LEA FUNDS

\$1,195,268.28	2017-2018	School Department Account
----------------	-----------	---------------------------

\$1,195,268.28 SUB TOTAL - LEA FUNDS

\$1,297,585.80 TOTAL

TEWKSBURY PUBLIC SCHOOLS
Tewksbury, Massachusetts

Date **2/8/2018**

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 **\$1,314,546.21**

GRANTS

\$25,701.66	2017-2018	Special Ed 240 Grant
	2017-2018	Collaborative Partnerships
\$4,697.26	2017-2018	Title I Grant
\$817.02	2017-2018	Title II Grant
	2017-2018	Special Ed Improvement
\$1,484.56	2017-2018	After School Out of School Time
	2017-2018	Academic Support
	2017-2018	Literacy Partnerships
	2017-2018	Early Childhood

REVOLVING ACCOUNTS

\$28,641.65	2017-2018	Ext Day Program
\$14,071.03	2017-2018	Ext Day Preschool Program
\$1,679.68	2017-2018	Adult Education Program
\$270.00	2017-2018	Community Services Rec
\$23,307.68	2017-2018	Lunch Program
\$113.12	2017-2018	Hanover Funds
\$651.65	2017-2018	Facilities
\$4,501.04	2017-2018	Recreation
	2017-2018	NPEN
\$112.50	2017-2018	Wynn Intramural Clubs
\$2,835.31	2017-2018	Preschool

\$108,884.16 SUB TOTAL - NON LEA FUNDS

LEA FUNDS

\$1,205,662.05 2017-2018 School Department Account

\$1,205,662.05 SUB TOTAL - LEA FUNDS

\$1,314,546.21 TOTAL

TEWKSBURY PUBLIC SCHOOLS
Tewksbury, Massachusetts

Date **2/22/2018**

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 **\$1,331,325.74**

GRANTS

\$25,861.86	2017-2018	Special Ed 240 Grant
	2017-2018	Collaborative Partnerships
\$7,853.20	2017-2018	Title I Grant
\$432.54	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

\$28,515.48	2017-2018	Ext Day Program
\$15,946.83	2017-2018	Ext Day Preschool Program
\$2,198.55	2017-2018	Adult Education Program
	2017-2018	Community Services Rec
\$22,799.77	2017-2018	Lunch Program
\$81.08	2017-2018	Hanover Funds
\$2,147.10	2017-2018	Facilities
\$4,546.69	2017-2018	Recreation
\$622.50	2017-2018	Parking Fees
\$2,070.60	2017-2018	Wynn Intramural Clubs
\$2,835.31	2017-2018	Preschool

\$115,911.51 SUB TOTAL - NON LEA FUNDS

LEA FUNDS

\$1,215,414.23 2017-2018 School Department Account

\$1,215,414.23 SUB TOTAL - LEA FUNDS

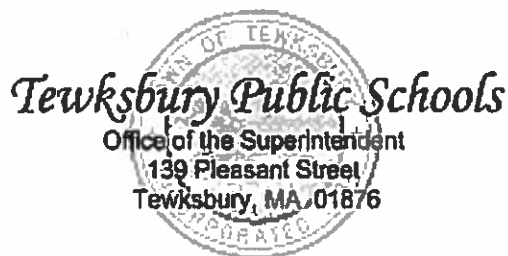
\$1,331,325.74 TOTAL

Superintendent/ Staff /School Committee Reports

Consent Agenda

Christopher J. Malone, C.A.G.S.
Superintendent (978) 640-7800
cmalone@tewksbury.k12.ma.us

Brenda Theriault-Regan, C.A.G.S.
Assistant Superintendent (978) 640-7800
bregan@tewksbury.k12.ma.us



Celebrating Excellence



January 25, 2018

State House
[REDACTED]

24 Beacon Street
[REDACTED]

Boston, MA 02133

RE: CB Sup. Budget Request

Dear [REDACTED],

I am contacting you today regarding an important issue facing school districts across the Commonwealth: the adequate funding of the special education circuit breaker account (Budget Line Item 7061-0012). The full funding of this account assists public school districts in offsetting the costs of students with the most severe disabilities who require highly specialized education and treatment.

The current appropriation for the Circuit Breaker account is insufficient and I am writing to ask you to contact the Governor to request a supplemental budget appropriation of \$25,961,075.

When the House and Senate developed the current FY '18 state budget, there were constraints due to declining revenue projections and a reliance on prior year circuit breaker reimbursement claim rates. However, due to the unexpected increase in district reimbursement claims, the current appropriation for the circuit breaker account of \$281.2 million is only providing reimbursement of 65% of excess cost over four times the per pupil foundation budget amount, instead of 75% over excess cost as called for by statute. Many school districts, while formulating their FY'18 budgets, assumed continued circuit breaker support at last year's level. The reduction in funding at the state level has resulted in the need to cut programs and services at the local level. These cuts are occurring in school districts across the state.

The current circuit breaker appropriation is clearly insufficient to meet the needs of students and school districts. If left unaddressed, the funding gap will create unnecessary conflict and tension between school districts and families. This also has the potential for increasing costly litigation to resolve these unintended conflicts, thereby eroding the trust currently being established as schools and families work to meet the complex educational needs of students with disabilities.

I respectfully request that you contact Governor Baker, and ask that he support our school districts and file a supplemental budget to adequately fund the special education circuit breaker account.

Thank you.

Sincerely,

Christopher J. Malone
Superintendent of Tewksbury Public Schools

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.

Seal of Biliteracy Pathway & Program Awards

Currently supported by Brenda T-Regan, Karen Hodgson and Gracia Dudley



What is the Seal of Biliteracy?



The Seal of Biliteracy is a **national movement** to recognize high school students who have achieved by the time of graduation proficiency in two or more languages. The Massachusetts seal was **signed into law** on November 22, 2017 and the Language Opportunity Coalition (LOC) is running a pilot, currently in its third year and including more than 70 districts across Massachusetts.

What is the Seal of Biliteracy?



Tewksbury Public Schools has joined the districts piloting this program and anticipates awarding graduating seniors with this prestigious seal this year. In order to be a recipient students must attain proficiency level in standardized tests.

Why Pilot the Seal of Biliteracy?



Purpose for Instituting Pathway Awards:

- To promote the learning of languages in addition to English.
- To encourage enrollment in language learning opportunities and programs.
- To shape initial attitudes and inform children about language diversity.
- To prepare students with 21st century skills that will benefit them in the labor market and the global society.

Our Driving Goal



The Seal of Biliteracy encourages students to pursue biliteracy, honors the skills students attain, can be evidence of skills that are attractive to future employers and college admissions offices, and viewed as an asset.

Communicating the Purpose, Rationale & Pathways Awards



TMHS + Guidance websites
World Language + EL Teachers
Newsletters

Program Types (what's available around the country)



Foreign Language/World Language Study Programs/Courses PreK-12 and College	Dual Language Education (Immersion) Programs PreK - 12
<ul style="list-style-type: none"> • FLES - Foreign Language in Elementary School • Traditional World Language Classes • Spanish (or native language) for Native Spanish (Native Language) Speakers • Study Abroad/Exchange Program • After School, Summer or Weekend Language Programs • FLEX - Foreign Language Experience 	<ul style="list-style-type: none"> • Two-Way Immersion (TWI) • One-Way, Heritage or Foreign Language Immersion (OWI) • Developmental Bilingual • Transitional Bilingual Education (TBE) Programs • Newcomer Programs

Our Programs



World Language Study Programs	English Learner Program K - 12
Traditional World Language Classes <ul style="list-style-type: none"> • French • Latin • Spanish 	English Language Education Population 85 Active/Serviced EL Students: 70+ Active/TEL (Former English Learner): 15+

Pathway Awards



Elementary School	Biliteracy Attainment Award	Intermediate - Low Level
Middle & High School	Silver Seal Award	Intermediate - Mid Level
High School	Gold Seal Award	Intermediate - High Level
High School or College	Platinum Seal Award	Advanced - Low Level

Awards for Graduating Class



High School – EL	Biliteracy Attainment Award	Intermediate- Low Level
High School	Silver Seal Award	Intermediate - Mid Level
High School	Gold Seal Award	Intermediate - High Level
High School	Platinum Seal Award	Advanced - Low Level

Competencies



Low Intermediate	Mid Intermediate	High Intermediate	Low Advanced
Interpretive Reading: I can understand the main idea of short and simple texts when the topic is familiar.	Interpretive Reading: I can understand the main idea of texts related to everyday life and personal interests in stories.	Interpretive Reading: I can really understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.	Interpretive Reading: I can understand the main idea and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames and genres.
Presentational Writing: I can write briefly about most familiar topics and present information using a variety of simple sentences.	Presentational Writing: I can write on a wide variety of familiar topics using connected sentences.	Presentational Writing: I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.	Presentational Writing: I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames.
Presentation Speaking: I can present information on most familiar topics using a series of simple sentences.	Presentation Speaking: I can make presentations on a wide variety of familiar topics using connected sentences.	Presentation Speaking: I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.	Presentation Speaking: I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various time frames.

Competencies



Low Intermediate	Mid Intermediate	High Intermediate	Low Advanced
Presentation Speaking: I can present information on most familiar topics using a series of simple sentences.	Presentation Speaking: I can make presentations on a wide variety of familiar topics using connected sentences.	Presentation Speaking: I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.	Presentation Speaking: I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various time frames.
Interpersonal Communication: I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	Interpersonal Communication: I can participate in conversations on familiar topics using sentences and some of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can easily say what I want to say about myself and my everyday life.	Interpersonal Communication: I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.	Interpersonal Communication: I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication.

Required Criteria



- **English:** Proficient or higher on standardized state assessment ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners), MCAS - PARCC
- **Partner Language (French, Latin, and Spanish):** Specific proficiency level on standardized assessment in a language other than English (tests such as the AP, AAPPL, STAMP, ACCESS).

Required Criteria for ELL students



- **English:** Proficient or higher on standardized state assessment (ACCESS, MCAS, PARCC)
- **Partner Language:** Specific **proficiency level** on standardized assessment in a language other than English (student's native language; for instance, Portuguese).
Optional Criteria for ELL students:
Students' attendance of 5+ years in their country of origin.
The fact that the student has been in school in their country of origin makes them likely to be at an intermediate level of proficiency in their home language.
- **Portfolio:** Documentation of 3 – 5 benchmark pieces of classwork and projects of interpersonal communication, interpretive communication, and presentational communication (In addition to a test OR if a test is not available for a specific language)

ASSESSMENT TOOLS FOR LANGUAGES OTHER THAN ENGLISH



Advanced Placement Exam (AP)

ALIRA - Latin Reading Assessment

Avant STAMP test: Standards-based Measurement of Proficiency

ACTFL - AAPPL - Assessment of Performance toward Proficiency in Languages

Awarding Biliteracy



Our goal is to bring the award to all Tewksbury Schools in the future. That is, to celebrate the achievement of our ELL students!

- Elementary School: Biliteracy Attainment Award
- Middle School: Silver Seal of Biliteracy Award
- High School: Silver Seal of Biliteracy Award
- High School: Gold Seal of Biliteracy Award
- High School/College: Platinum Seal of Biliteracy Award

Pilot Implementation Expectations by MA Language Opportunity Coalition



- **TPS** is to follow criteria for the specific award.
- **TPS** is to provide the names of students receiving the Seal, the language(s) of biliteracy, the standardized assessment used for assessing English and the partner language, and the language learning program student enrolled.
- **TPS** is to participate in training and monthly meetings.
- For Middle and High School, **TPS** is to provide a list of available or offered language courses with the proficiency level for the course.

Currently, 31 states and Washington DC have approved a statewide Seal of Biliteracy. Below is a table of adoption dates for each state and Washington DC:



Adoption Date		Adoption Date	
1. California	Oct 8, 2011	10. North Carolina	Jan 20, 2015
2. Texas	Jun 10, 2013	11. Virginia	Mar 23, 2015
3. New York	Jul 31, 2013	12. Indiana	May 7, 2015
4. Illinois	Aug 27, 2013	13. Nevada	May 30, 2015
5. New Mexico	Mar 8, 2014	14. Hawaii	Jun 16, 2015
6. Washington	Mar 27, 2014	15. Wisconsin	Oct, 2015
7. Louisiana	May 16, 2014	16. Utah	Dec 4, 2015
8. Minnesota	May 16, 2014	17. New Jersey	Jan 19, 2016
9. Washington DC	Dec 4, 2014	18. Florida	Apr 14, 2016

Currently, 31 states and Washington DC have approved a statewide Seal of Biliteracy. Below is a table of adoption dates for each state and Washington DC:



Adoption Date		Adoption Date	
19. Oregon	Apr 14, 2016	28. Delaware	July 21, 2017
20. Maryland	Apr 26, 2016	29. Missouri	October 12, 2017
21. Georgia	May 3, 2016	30. Massachusetts	November 22, 2017
22. Arizona	May 12, 2016	31. Michigan	January 25, 2018
23. Kansas	May 17, 2016	32. Tennessee	January 31, 2018
24. Rhode Island	Jun 16, 2016		
25. Ohio	Mar, 1, 2017		
26. Colorado	March 30, 2017		
27. Connecticut	June 6, 2017		

Resources



- ❑ Follow progress of the Seal of Biliteracy at www.SealOfBiliteracy.org
- ❑ Hear a Podcast about the Seal of Biliteracy legislation and use in schools: www.nri.org/stories/2014-12-10/enter-school-s-raising-bar-bilingual-ed
- ❑ Learn more about national Biliteracy guidelines: <http://www.actfl.org/news/press-releases/seal-biliteracy-guidelines-released>

Language Opportunity Coalition



We are a coalition of students, parents, community members, teachers, activists, and community groups. Restrictive language education policies have resulted in a lack of equitable educational opportunities for language learners in Massachusetts. We believe that language and cultural competence are resources to be invested in and valued, and are essential for a strong economy and a just society. We aspire to increasing bilingualism, biliteracy, and multicultural understanding as assets that enhance social and economic growth within a global economy.

Our goals are to...

- ❑ Increase language learning opportunities for learning English, developing and/or maintaining a native/heritage language, or learning a foreign language.
- ❑ Ensure that all learners have equal access to a high quality education and professional opportunities

Acknowledgements



Staff of Billerica Workgroup Members	Language Opportunity Coalition Steering Committee
<p>Jorge Abon, Andover Terry Cacopale, Haverhill Maria Campomonte, Boston Robin Carpinone, Ipswich-Upton Adria Cohen, Salem Kristina Dalton, Sharon Pat DiPillo, Lynnmouth Tim Lujan, Woburn Madeilyn Bonnamy-Tanaka, UMASS Boston Phyllis Hardy, MAEB Rita Chakrabarti, Gloucester Vicky Reuniger, Brockton Catherine Ritz, Arlington Christine Sandoz-Dawson, Framingham Heidi Short, MAFLA Kim Tabor, Medford Doris Valtierra, Boston Renee Vercellotti, Belmont</p>	<p>Sharon Evers, Massachusetts Immigrant and Refugee Advocacy Coalition (MIRA) http://www.miraalliance.org/ Phyllis Hardy, Massachusetts Association for Bilingual Education (MABE) http://www.massmabe.org/ Heidi Short, Massachusetts Foreign Language Association (MA FLA) http://www.mafla.org/ Helen Salazar, Massachusetts Educator of English Language Learners (MAELL) http://www.maell.org/ Language Opportunity Coalition http://languageopportunity.org/</p>

Multiple Paths to Multilingualism



Foreign Language/World Language Study Programs	Foreign Language/World Language Study Programs	Dual Language Programs
K-5/6	6-12	K-12
Foreign Language in Elementary School (FLES)	Traditional world language classes in middle and high school	One Way Immersion/Foreign Language Immersion
Foreign Language Experience (FLEX)	Spanish for Native Spanish Speakers	Two Way Immersion
After school or weekend language programs	Study Abroad	Developmental Bilingual
	College	Transitional Bilingual Education
	Major or Minor in World Languages and Study Abroad	

ENRLMT 2018

03-01-2018 Enrollment

SCHOOL	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	PG	TOTALS
NORTH ST					150	135										285
TRAHAN					105	130										235
DEWING	118	121	156	128												523
HEATH BROOK	82	115	126	105												428
RYAN							250	269								519
WYNN MIDDLE									268	313						581
HIGH SCHOOL (HS)											218	224	239	232	2	915
PreSchool @ HS	14															14
TOTALS	214	236	282	233	255	265	250	269	268	313	218	224	239	232	2	3500
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	PG	

Heath Brook			LF Dewling			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	15	3	S. Mulino	18	3	N. Devincantis	25	5	B. Tuccinardi	22	6	N. Anala	23	7	S. Chella	21	8	K. Welch	21
KF	E. Handsbee	20	KF	A. McCarthy	18	3	S. Sadler	18	3	M. Peirie	25	5	K. Magsanti	21	6	J. Mrozowski	23	7	A. Webb	20	8	A. Breton	22
KF	B. Decarolis	20	KF	D. Sokolowski	17	3	A. Trevor	17	3	L. Desrochers	25	5	J. Farnham	22	6	A. Nelson	22	7	E. Noel	15	8	C. Navelta	24
KF	K. Hynes	21	KF	A. Reardon	18	3	L. Hyland	17	3	M. McGrath	24	5	P. Shirkoff	19	6	K. Romano	22	7	J. Sponzo	20	8	W. Fabiano	22
KF	K. Rodgers	17	KF	S. Gillette	18	3	K. Valcourt	18	3	L. Carfino	25	5	C. Crenin	21	6	N. Zwirk	23	7	J. Murphy	18	8	K. Williams	23
KF	D. Greene	16	KF	A. Cameron	17	3	J. Lane	17	3	J. Malley	26	5	L. Levy	21	6	K. Anderson	23	7	C. Bilodeau	19	8	D. Shao	23
K	*R. Langlais		KF	T. Molea	18	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	19	6	A. Johnson	22	7	D. Graaskamp	18	8	C. Gagnon	23
			K	*R. Makala								5	R. Rogers	22	6	C. Melly	23	7	K. Johnston	18	8	E. Speros	22
1	E. Niles	22	1	K. Scialdone	20	4	S. Frost	22	4	S. Filiberto	23	5	B. Roberts	20	6	J. Chan	22	7	D. Bernstein	18	8	N. MacFarlane	23
1	A. Whynol	19	1	K. Carleton	21	4	J. Cole	21	4	K. Conrad	23	5	K. Hillson	22	6	J. Davis	22	7	F. Rouff	20	8	K. Deveau	22
1	C. Ventura	20	1	M. Lazzara	22	4	C. Gagne	22	4	M. Gorman	22	5	E. Lindsey	20	6	G. Martel	23	7	M. Perkins	21	8	E. Caron	22
1	J. Taggart	21	1	M. Hirdle	23	4	V. O'Meara	21	4	T. McHenry	24							7	N. Dunn	20	8	M. Gillespie	22
1	T. Enos	22	1	E. Daley	23	4	E. Fagan	22	4	J. Selissen	22							7	K. Terry	17	8	J. Bilodeau	22
1	M. Engelken	22	1	L. Courmoyer	23	4	J. Horvitz	22	4	K. Russo	21	5/6	*S. Ferrara					7/8	*Camire	4			
1	*A. Spalota		1	L. Tramonte	24	4	*J. Kelly		4	*K. Gibson		5/6	*J. Serino					7/8	*Doherty				
			K/1/2	*P. Martel								5/6	*A. Dockham					7/8	*Khan				
			1	*M. Robinson						DLC													
										DLC	*C. Strickler												
											*D. Ruderman												
2	D. Bowden	23	2	K. MacLeod	21																		
2	S. Mulloy	17	2	J. Middleton	21																		
2	D. Brewin	22	2	S. Miranda	20																		
2	J. Price	19	2	J. Garvey	23																		
2	K. Bancroft	24	2	S. Wrobel	23																		
2	*S. Walsh		2	C. Archibold	20																		
			2	*T. Quinn																			
Heath Brook-PK			LF Dewling-PK																				
CSPK	L. Ianacci	82	PK	J. Milligan	22																		
			PK	G. Alonzo	23																		
			PK	E. Finneran	21																		
			PK	J. Reyes	15																		
			PK	L. Costa	5																		
			PK	M. Fiori	6																		
			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

Date: 1/18/18

1. Name of Organization Dewing School

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

Penny Wars - money collection at school - container in each classroom

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

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

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

Ongoing PAC efforts

5. Proposed dates of fund raising activity From 3/19/18 To 3/23/18

6. Describe student involvement in the fund raising activity. Students are allotted 5 minutes each morning to drop money in other class buckets

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

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

9. Name of responsible individual Monica Johnson

Address _____

Telephone No. _____ Signature of Applicant M Johnson

(To be completed by the School Principal)

Date 1/18/18

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 March

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: Annual event

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

Principal's Signature Larry Gervos Date 1/18/18

TEWKSBURY PUBLIC SCHOOLS
Request for Fundraising

FEB 15 '18 AM 11:31

File: JJE-E

Date: Feb. 14, 2018

1. Name of Organization Tewksbury Theater Company

2. Describe in detail the method of the fundraising activity. Attach additional information necessary.
"Music Entertainment Night" at Cafe Sicilia

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.)

Costume rentals for Jekyll + Hyde

5. Proposed dates of fund raising activity From March 23rd To April 6th

6. Describe student involvement in the fund raising activity. Students will advertise the event, and some will perform live music at the restaurant

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

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

9. Name of responsible individual Jade Scarpa

Address [REDACTED]

Telephone No. [REDACTED] Signature of Applicant Jade Scarpa

(To be completed by the School Principal)

Date 2/14/18

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 S. Vonn Date 2/14/18

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 the case of district-wide positions, for the position of Principals, it is the Superintendent. 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](#);

Second and Final 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

Revised:

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 Ceommittee** 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 Ceommittee** 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~~

Revised:

Reviewed and Adopted December 11, 2013

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

File: HF - SCHOOL COMMITTEE NEGOTIATING AGENTS

The School Committee is responsible for negotiations with recognized employee bargaining units. However, because of the expertise and time required for negotiations, the School Committee 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 School Committee 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 School Committee, and their participation in negotiations must be recommended by the Superintendent and approved by the School Committee.
 - 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 School Committee as to acceptable agreements and will report on the progress of negotiations.
 - d. He/She will make recommendations to the School Committee 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 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 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}

SOURCE: MASC Policy

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.

SOURCE: MASC Policy

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 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: 603 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, ~~such as psychological services, English Language Learners, homebound and hospital teaching and such other programs as may be assigned,~~ and will work ~~cooperately~~ 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**uperintendent 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 C**ommittee, upon the recommendation of the **S**uperintendent, will consider, and officially adopt, new programs and courses when they constitute an extensive alteration in instructional content or approach.

The **School C**ommittee 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 1) 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, ~~T~~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

Second and Final 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**)

Second and Final 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 RESOURECE 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



Tewksbury Public Schools

139 Pleasant Street
Tewksbury, MA 01876

MEMORANDUM

To: Tewksbury School Committee

From: Chris Malone, Superintendent

Date: February 2, 2018

Re: Next-Generation MCAS Update

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

New 2018 Next-Generation MCAS Practice Tests and Computer Based-Tools information.

New 2018 NG MCAS Practice Tests and Computer Based-Tools:

<http://mcas.pearsonsupport.com/student/>

The screenshot shows the 'Student Tutorial & Practice Tests' page on the MCAS website. The page has a blue header and a light blue background. The main content area is titled 'Student Tutorial & Practice Tests' and includes a sub-header 'Access resources for educators to prepare students for testing: the student tutorial for CBT and practice tests for CBT and PBT.' Below this, there is a section for 'TestNav 8 Student Tutorial' and a section for 'Practice Tests'. The 'Practice Tests' section includes three sub-sections: 'English Language Arts Practice Tests', 'Mathematics Practice Tests', and 'Science and Technology/Engineering Practice Tests'. Each sub-section has a 'View' link. To the right of the 'Practice Tests' section, there are three additional links: 'Equation Editor', 'Mathematics Gridded Response Guidelines', and 'Text-to-Speech Guide'. Yellow arrows point from the 'View' links to the corresponding 'Equation Editor', 'Mathematics Gridded Response Guidelines', and 'Text-to-Speech Guide' links.

mcas.pearsonsupport.com/student/

Aspen: Log On TPSASCI Teacher Evaluation... Massachusetts Dep... MCAS Massachusetts... MCAS | Test Admin... MSBA | Login Dashboard - Tewksb... School and Dist

Student Tutorial & Practice Tests

Access resources for educators to prepare students for testing: the student tutorial for CBT and practice tests for CBT and PBT.

Wait! Before you start, check that your computer, laptop, or tablet will work. The MCAS assessments work with many devices and browsers, but not all. Find out the [technology guidelines here](#).

TestNav 8 Student Tutorial

This tutorial should be used to familiarize students with how to navigate the TestNav 8 computer-based environment (advancing, going back, tool bar, embedded supports and accommodations).

[TestNav 8 Tutorial](#)

Equation Editor

These quick reference guides will help familiarize students with how to use the Equation Editor (EE) tool embedded in MCAS computer-based Mathematics tests.

[EE Guide and Symbol Keys >](#)

Practice Tests

Access CBT and PBT practice tests, as well as standard reference sheets for Mathematics, and approved ELA graphic organizers and reference sheets for students with disabilities.

English Language Arts Practice Tests

[View English Language Arts Practice Tests](#)

Mathematics Practice Tests

[View Mathematics Practice Tests](#)

Science and Technology/Engineering Practice Tests

[View Science and Technology/Engineering Practice Tests](#)

Mathematics Gridded Response Guidelines

These quick reference guides will help familiarize students with how to mark their responses using grids for Mathematics paper-based testing for grades 3-8.

[Gridded Response Guidelines >](#)

Text-to-Speech Guide

This quick reference guide will help familiarize students with the use of the Text-to-Speech accommodation.

[Text-to-Speech Guide >](#)

The screenshot shows the 'English Language Arts Practice Tests' page on the MCAS Pearson Support website. The page has a blue header with navigation links: Home, PearsonAccess, Tech Setup, Test Admin Guidance, Training, Practice Tests (selected), Released Items, and Service Center. Below the header, the main content area is titled 'English Language Arts Practice Tests' with a document icon. A sub-header states: 'Practice tests for each grade level of the assessment are available below for you to use to familiarize yourself with the kinds of items and format used for the ELA MCAS assessment.' To the right of this text are three tabs: ELA (selected), Mathematics, and Science. Below the tabs, a message says 'Please select your grade level to view practice tests.' followed by a bulleted list: 'The practice test platforms have a default login of "Guest", however, users can choose to enter a name when they begin. This is for the teacher's reference when printing reports at the end of the scorable practice tests. This information is not captured or maintained in the system. Teachers can assign numerical values to each student as a log in, if it is preferred.' and 'Paper practice tests can be printed. The material on these tests is non-secure.' Below this, there are three rows of grade-specific announcements for Grades 3, 4, and 5, each stating that updated CBT and PBT practice tests for 2018 are available and the TTS version will be updated soon. Under the Grade 5 announcement, there are three columns of resources: 'Computer-Based Practice Test' with links to 'Computer-Based Practice Test' and 'Text-to-Speech Practice Test'; 'Paper-Based Practice Test' with a link to 'Paper-Based Practice Test'; and 'Grade 5 Resources' with links to 'Computer-Based Answer Key/Scoring Rubric', 'Paper-Based Answer Key/Scoring Rubric', and 'Approved ELA Graphic Organizers'. Below these, there are three more rows of grade-specific announcements for Grades 6, 7, and 8, each stating that updated CBT and PBT practice tests for 2018 are available and the TTS version will be updated soon. The last row is for 'Grade 10'.

mcas.pearsonsupport.com/student/practice-tests-ela/

Aspen: Log On | TPSASCI | Teacher Evaluation... | Massachusetts Dep... | MCAS Massachusetts... | MCAS | Test Admin... | MSBA | Login | Dashboard | Tewksb... | School and Dis

Home | PearsonAccess | Tech Setup | Test Admin Guidance | Training | Practice Tests | Released Items | Service Center

English Language Arts Practice Tests

Practice tests for each grade level of the assessment are available below for you to use to familiarize yourself with the kinds of items and format used for the ELA MCAS assessment.

ELA | Mathematics | Science

Please select your grade level to view practice tests.

- The practice test platforms have a default login of "Guest", however, users can choose to enter a name when they begin. This is for the teacher's reference when printing reports at the end of the scorable practice tests. This information is not captured or maintained in the system. Teachers can assign numerical values to each student as a log in, if it is preferred.
- Paper practice tests can be printed. The material on these tests is non-secure.

Grade 3: Updated CBT and PBT practice tests for 2018 are now available. The TTS version will be updated soon.

Grade 4: Updated CBT and PBT practice tests for 2018 are now available. The TTS version will be updated soon.

Grade 5: Updated CBT and PBT practice tests for 2018 are now available. The TTS version will be updated soon.

Computer-Based Practice Test

- Computer-Based Practice Test »
- Text-to-Speech Practice Test »

Paper-Based Practice Test

- Paper-Based Practice Test »

Grade 5 Resources

- Computer-Based Answer Key/Scoring Rubric »
- Paper-Based Answer Key/Scoring Rubric »
- Approved ELA Graphic Organizers »

Grade 6: Updated CBT and PBT practice tests for 2018 are now available. The TTS version will be updated soon.

Grade 7: Updated CBT and PBT practice tests for 2018 are now available. The TTS version will be updated soon.

Grade 8: Updated CBT and PBT practice tests for 2018 are now available. The TTS version will be updated soon.

Grade 10

mcas.pearsonsupport.com/student/practice-tests-math/

Aspen: Log On TPSASC! Teacher Evaluation... Massachusetts Dep... MCAS Massachusetts... MCAS | Test Admin... MSBA | Login Dashboard > Tewksb... School and

**MASSACHUSETTS DEPARTMENT OF
EDUCATION** MCAS Resource Center

Home PearsonAccess^{text} Tech Setup Test Admin Guidance Training Practice Tests Released Items Service Center

Mathematics Practice Tests

A practice test for each grade is available below for you to use to familiarize yourself with the kinds of items and format used for the tests.

ELA Mathematics Science

Please select your grade level to view practice tests.










- The practice test platforms have a default login of "Guest", however, users can choose to enter a name when they begin. This is for the teacher's reference when printing reports at the end of the scorable practice tests. This information is not captured or maintained in the system. Teachers can assign numerical values to each student as a log in, if it is preferred.
- Paper practice tests can be printed. The material on these tests is non-secure.

Grade 3: Updated CBT and PBT practice tests for 2018 are now available. The TTS version will be updated soon.

Grade 4: Updated CBT and PBT practice tests for 2018 are now available. The TTS version will be updated soon.

Grade 5: Updated CBT and PBT practice tests for 2018 are now available. The TTS version will be updated soon.

Grade 6: Updated CBT and PBT practice tests for 2018 are now available. The TTS version will be updated soon.

Computer-Based Practice Test	Paper-Based Practice Test	Grade 6 Resources
 Computer-Based Practice Test - Session 1 >	 Paper-Based Practice Test	 Computer-Based Answer Key/Scoring Rubric
 Computer-Based Practice Test - Session 2 >		 Paper-Based Answer Key/Scoring Rubric
 Text-to-Speech Practice Test - Session 1 >		 Standard Reference Sheet
 Text-to-Speech Practice Test - Session 2 >		 Approved Reference Sheet for Students with Disabilities

Grade 7: Updated CBT and PBT practice tests for 2018 are now available. The TTS version will be updated soon.

Grade 8: Updated CBT and PBT practice tests for 2018 are now available. The TTS version will be updated soon.

Grade 10



MCAS Resource Center

[Home](#) [PearsonAccess^{text}](#) [Tech Setup](#) [Test Admin Guidance](#) [Training](#) **[Practice Tests](#)** [Released Items](#) [Service Center](#)

Science and Technology/Engineering Practice Tests

A practice test for each grade is available below for you to use to familiarize yourself with the kinds of items and format used for the tests.

[ELA](#)

[Mathematics](#)

[Science](#)

Please select your grade level to view practice tests.

- Paper practice tests can be printed. The material on these tests is non-secure.

Grade 5: Updated CBT practice tests for 2018 are now available. The TTS version will be updated soon.

Grade 8: Updated CBT practice tests for 2018 are now available. The TTS version will be updated soon.

Computer-Based Practice Test

[Computer-Based Practice Test >](#)

High School Chemistry

High School Biology

High School Introductory Physics

High School Technology and Engineering

Paper-Based Practice Test

[Paper-Based Practice Test](#)

Grade 8 Resources

[Computer-Based Answer Key/Scoring Rubric](#)

MCAS Service Center

mcas@measuredprogress.org

[\(800\) 737-5103](tel:(800)737-5103)

Fax: (877) 325-4421

MCAS System Status

Click to view status of TestNav8 and PearsonAccess^{text} sites.

Please Note: Routine Maintenance to take place Tuesday and Thursday nights as needed.

Check Status page for details on outages.



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			
						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							

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

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			

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

CALENDAR LEGEND DATES

Aug 27-28	Professional Development Day	Jan 02	Schools Reopen
Aug 29	All Schools Open	Jan 21	No School – Martin Luther King, Jr. Day
Aug 31	No School – Vacation Day	Jan 31	Teacher Workshop – Half Day for Students*
Sep 03	No School – Labor Day	Feb 15	Early Dismissal – Half Day*
Oct 04	Teacher Workshop – Half Day for Students*	Feb 18-22	No School – February Recess
Oct 8	No School – Columbus Day	Mar 05	No School – Professional Development Day
Nov 6	No School – Professional Development Day	Apr 12	Early Dismissal – Half Day*
Nov 12	No School – Observance of Veterans Day	Apr 15-19	No School – April Recess
Nov 21	Early Dismissal – Half Day*	May 02	Teacher Workshop – Half Day for Students*
Nov 22-23	No School – Thanksgiving Recess	May 24	Early Dismissal – Half Day*
Dec 06	Teacher Workshop – Half Day for Students*	May 27	No School – Memorial Day
Dec 21	Early Dismissal – Half Day*	Jun 20	Last Day of School – Half Day**
Dec 24-Jan 01	No School – December Recess		** (Includes 5 Snow Days)

* We will follow an early-release day schedule on:

October 4th, November 21st, December 6th, December 21st, January 31st, February 15th
April 12, 2018, May 2nd, May 24th, and June 20th

NO SCHOOL ANNOUNCEMENTS

Schools will be closed only in the case of severe, inclement weather.
Announcements relative to closing schools for inclement weather will be carried by TV stations, Twitter@tpsdistrict, and through the district's telephone notification system "One Call Now."
Delayed Openings: Superintendent will notify the public by the same procedure as "no school" announcements.

Parents and students are requested not to call the Police Station, Fire Station, Bus Contractors, School Principals, or the Superintendent of Schools for "no school" information. Information will not be available from these sources.

PreK-8 Extended Day Program: Delay School Schedule – There will be NO MORNING Extended Day on days when schools are operating on a delayed schedule. **PreK-8 Extended Day Program: No School Schedule** – Extended Day will be cancelled on those days when school is not in session.

All programs, activities, and employment opportunities of the Tewksbury Public Schools are offered without regard to race, creed, color, age, sex, gender identity, national origin, sexual orientation, or disability.

SCHOOL HOURS

High School	7:30 am – 1:49 pm
Middle School	7:35 am – 1:55 pm
Ryan School	8:15 am – 2:27 pm
Elementary Schools	8:45 am – 3:10 pm

EARLY RELEASE HOURS

High School	7:30 am – 10:24 am
Middle School	7:35 am – 10:24 am
Ryan School	8:15 am – 11:10 am
Elementary Schools	8:45 am – 12:10 pm

OPEN HOUSE SCHEDULE

ELEMENTARY

Preschool – Grade 2
September 6

ELEMENTARY

Grades 3 & 4
September 13

RYAN SCHOOL

September 4, Gr. 5
September 5, Gr. 6

MIDDLE SCHOOL

September 20, Gr. 7
October 3, Gr. 8

HIGH SCHOOL

September 27

PARENT/TEACHER CONFERENCES

ELEMENTARY

Preschool – Grade 2
November 27
April 23

ELEMENTARY

Grades 3 & 4
November 28
April 24

RYAN SCHOOL

November 20
March 26

MIDDLE SCHOOL

November 8
March 14

HIGH SCHOOL

November 29
March 28

Parents are urged to make appointments for school visits to discuss their child's progress with teachers, guidance counselors, or principals.

WEB SITE ADDRESS: <http://www.tewksbury.k12.ma.us>
FOLLOW US ON TWITTER @tpsdistrict

CHAIN OF COMMUNICATION

WHOM DO I CALL WITH A QUESTION OR SUGGESTION?

The Tewksbury Public School District has developed communication protocols to promote direct, open and respectful interactions so that problems and concerns can be worked out quickly and efficiently. The communication protocol starts with the staff member closest to the situation, as that person will usually have the most information. Appropriate communication channels for a variety of topics are listed below. Please refer to individual school and department websites for contact information. Start at Step 1 if not resolved move to next Step.

Classroom Issues Involving an Individual Child

Classroom procedures, grades, schedule, behavior, social emotional needs, etc. - OR -

Curriculum and Instruction Subject matter being taught, strategies, textbooks and materials used, etc.

For Preschool:

STEP 1 – Classroom Teacher, Special Education Teacher or Related Service Provider; If not resolved...

STEP 2 – Building Administrator; if not resolved...

STEP 3 – Assistant Superintendent; if not resolved...

STEP 4 – Superintendent of Schools

For Grades K-4:

STEP 1a – Classroom Teachers, Special Education Teacher or Related Service Provider; if not resolved...

STEP 1b – If appropriate – School Psychologist/School Adjustment Counselor; if not resolved...

STEP 2 – Building Administrator; if not resolved...

STEP 3 – Assistant Superintendent; if not resolved...

STEP 4 – Superintendent of Schools

For Grades 5-6:

STEP 1a – Classroom Teacher, Special Education Teacher or Related Service Provider; if not resolved...

STEP 1b – If appropriate – Team Leader, School Psychologist; if not resolved...

STEP 2 – Building Administrator; if not resolved...

STEP 3 – Assistant Superintendent; if not resolved...

STEP 4 – Superintendent of Schools

For Grades 7-12:

STEP 1a – Classroom Teacher, Special Education Teacher or Related Service Provider; if not resolved...

STEP 1b – If appropriate – Department Head, Team Leader, School Psychologist or Guidance Counselor; if not resolved...

STEP 2 – Building Administrator; Curriculum Coordinator; if not resolved...

STEP 3 – Assistant Superintendent; if not resolved...

STEP 4 – Superintendent of Schools

504 Plans

For Grades PreK-8:

STEP 1 – Classroom Teacher; if not resolved...

STEP 2 – Designated Building 504 Coordinator; if not resolved...

STEP 3 – Building Administrator; if not resolved...

STEP 4 – District 504 Coordinator/Assistant Superintendent; if not resolved...

STEP 5 – Superintendent of Schools

For Grades 9-12:

STEP 1 – Guidance Counselor; if not resolved...

STEP 2 – Guidance Dept. Head; if not resolved...

STEP 3 – Assistant Principal (Student Last Name A-K); Assistant Principal (Student Last Name L-Z); if not resolved...

STEP 4 – Principal; if not resolved...

STEP 5 – District 504 Coordinator/Assistant Superintendent; if not resolved...

STEP 6 – Superintendent of Schools

Special Education

Classroom procedures, grades, schedule, behavior, social emotional needs, etc.

Preschool:

STEP 1 – Teacher, Special Education Teacher, Case Manager, Related Service Provider; if not resolved...

STEP 2 – Building Administrator; if not resolved...

STEP 3 – Assistant Director/Director of Student Services; if not resolved...

STEP 4 – Assistant Superintendent; if not resolved...

STEP 5 – Superintendent of Schools

For Grades K-4:

STEP 1 – Teacher, Special Education Teacher, Case Manager, Related Service Provider; if not resolved...

STEP 2 – Building Administrator; if not resolved...

STEP 3 – Assistant Director/Director of Student Services; if not resolved...

STEP 4 – Assistant Superintendent; if not resolved...

STEP 5 – Superintendent of Schools

For Grades 5-6:

STEP 1 – Teacher, Special Education Teacher, Case Manager, Related Service Provider; if not resolved...

STEP 2 – Building Administrator; if not resolved...

STEP 3 – Assistant Director/Director of Student Services; if not resolved...

STEP 4 – Assistant Superintendent; if not resolved...

STEP 5 – Superintendent of Schools

For Grades 7-8:

STEP 1 – Teacher, Special Education Teacher, Related Service Provider; if not resolved...

STEP 2 – Case Manager; if not resolved...

STEP 3 – Building Administrator; if not resolved...

STEP 4 – Assistant Director/Director of Student Services; if not resolved...

STEP 5 – Assistant Superintendent; if not resolved...

STEP 6 – Superintendent of Schools

For Grades 9-12:

STEP 1 – Special Education teacher; if not resolved...

STEP 2 – High School Special Education Liaison; if not resolved...

STEP 3 – Case Manager; if not resolved...

STEP 4 – Assistant Principal (Student Last Name A-K), Assistant Principal (Student Last Name L-Z); if not resolved...

STEP 5 – Principal; if not resolved...

STEP 6 – Assistant Director/Director of Student Services; if not resolved...

STEP 7 – Assistant Superintendent; if not resolved...

STEP 8 – Superintendent of Schools

Medical Concerns

For Grades PreK-8:

STEP 1 – School Nurse; if not resolved...

STEP 2 – Nurse Leader; if not resolved...

STEP 3 – Building Administrator; if not resolved...

STEP 4 – Assistant Superintendent; if not resolved...

STEP 5 – Superintendent of Schools

For Grades 9-12:

STEP 1 – School Nurse; if not resolved...

STEP 2 – Nurse Leader; if not resolved...

STEP 3 – Assistant Principal (Student Last Name A-K), Assistant Principal (Student Last Name L-Z); if not resolved...

STEP 4 – Principal; if not resolved...

STEP 5 – Assistant Superintendent; if not resolved...

STEP 6 – Superintendent of Schools

Guidance Department

Classroom, college, career, course needs, social emotional needs, school counseling needs, etc.

For Grades 7-8:

STEP 1 – Guidance Counselor; if not resolved...

STEP 2 – Assistant Principal; if not resolved...

STEP 3 – Building Administrator; if not resolved...

STEP 4 – Assistant Superintendent; if not resolved...

STEP 5 – Superintendent of Schools

For Grades 9-12:

STEP 1 – Guidance Counselor; if not resolved...

STEP 2 – Guidance Department Head; if not resolved...

STEP 3 – Assistant Principal (Student Last Name A-K), Assistant Principal (Student Last Name L-Z); if not resolved...

STEP 4 – Assistant Superintendent; if not resolved...

STEP 5 – Superintendent of Schools

Transportation

Bus Safety, Pick Up, Drop Off Questions, and Bus Incidents.

For Grades PreK-8:

STEP 1 – Building Administrator; if not resolved...

STEP 2 – Transportation: Finance & Operations Manager; if not resolved...

STEP 3 – Director of Business Services; if not resolved...

STEP 4 – Superintendent of Schools

For Grades 9-12:

STEP 1 – Assistant Principal (Student Last Name A-K), Assistant Principal (Student Last Name L-Z); if not resolved...

STEP 2 – Principal; if not resolved...

STEP 3 – Transportation: Finance & Operations Manager; if not resolved...

STEP 4 – Director of Business Services; if not resolved...

STEP 5 – Superintendent of Schools

Athletics

Issues of any nature during athletics...

For Grades 9-12:

STEP 1 – Coach; if not resolved...

STEP 2 – Athletic Director; if not resolved...

STEP 3 – Assistant Principal (Student Last Name A-K), Assistant Principal (Student Last Name L-Z); if not resolved...

STEP 4 – Principal; if not resolved...

STEP 5 – Assistant Superintendent; if not resolved...

STEP 6 – Superintendent of Schools

Community Services

Before & After School/Vacation Programs/Summer

Extended Day Programs/Adult Ed/ Enrichment/REC

Activities/Heath Brook Preschool

STEP 1 – Site Director; if not resolved...

STEP 2 – Community Services Director; if not resolved...

STEP 3 – Assistant Superintendent; if not resolved...

STEP 4 – Superintendent of Schools

Extended Day

For Grades K-8:

STEP 1 – Site Coordinator; if not resolved...

STEP 2 – Community Services Director; if not resolved...

STEP 3 – Assistant Superintendent; if not resolved...

STEP 4 – Superintendent of Schools

Online Payment System (Community Pass)

STEP 1 – Community Services Director; if not resolved...

STEP 2 – Director of Business Services; if not resolved...

STEP 3 – Superintendent of Schools

Food Service

STEP 1 – School-based Food Service Manager or Site Manager; if not resolved...

STEP 2 – Director of Food Services; if not resolved...

STEP 3 – Director of Business Services; if not resolved...

STEP 4 – Superintendent of Schools

Online Lunch Payment (PayPams)

STEP 1 – Director of Food Services; if not resolved...

STEP 2 – Director of Business Services; if not resolved...

STEP 3 – Superintendent of Schools

DISTRICT CONTACTS

CENTRAL OFFICE

PHONE 978-640-7800

Superintendent of Schools – Christopher J. Malone, C.A.G.S.

Assistant Superintendent – Brenda Theriault-Regan, C.A.G.S.

Director of Business Services – Sheri L. Matthews

Director of Student Services – Richard T. Pelletier, C.A.G.S.

Assistant Director of Student Services – Alexis J. Bosworth, C.A.G.S.

Director of STEM – Jason R. Stamp, M.Ed.

Community Services & Community Coordinator

Community Services & Extended Day – Interim Director

Food Services

Director of Food Services – DebraLee Mugford

Human Resources

Human Resources Administrator – Michele Rivera

Information Technology (IT) Services

Network Administrator – Keith Young

Transportation

Finance & Operations Manager – David A. Libby

Nurse Leader

Elaine Walsh 978-640-7865

Principals/Building Administrators (Grades PreK-8)

John W. Wynn Middle School – John S. Weir, Principal 978-640-7846

Andrew J. Long, Assistant Principal 978-640-7846

John F. Ryan Elementary School – Judi K. McInnes, Principal 978-640-7880

William J. Hart, Assistant Principal 978-640-7880

Heath Brook School – Felicia J. Wettstone, C.A.G.S., Principal 978-640-7865

Loella F. Dewing School – M. Terry Gerrish, Principal 978-640-7858

Jan H. Fuller, Assistant Principal 978-640-7858

Louise Davy Trahan School – Matthew A. Castonguay, Principal 978-640-7870

North Street School – Karen R. Cronin, Principal 978-640-7875

Principals/Building Administrators (Grades 9-12) PHONE 978-640-7825

Tewksbury Memorial High School – Kristen S. Vogel, M.A.T., Principal

Eileen Taylor Osborne, Ed.D., Assistant Principal - (Student Last Name A-K)

Sean E. O'Leary, Assistant Principal - (Student Last Name L-Z)

Department Heads:

Guidance – Karen Baker O'Brien

English – Lynne Hardacre

Mathematics, Art, Business, Computer Programming – Shelli-An Ryan

Science, Technology, Family & Consumer Science, Music – Susan Barnett

Social Studies – Brian Aylward

Athletics & Facilities Coordinator

Athletic Director – Ronald Drouin

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.

DRAFT: 2-2-2018

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 March 23, 2018. A brief narrative on the nominee is encouraged. Nominations may be emailed to Gail Johnson at gjohnson@tewksbury.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 the April 11, 2018 Tewksbury School Committee meeting.

New Business



Tewksbury Public Schools

139 Pleasant Street
Tewksbury, MA 01876

MEMORANDUM

To: Tewksbury School Committee
From: Christopher J. Malone, Superintendent
Date: March 2, 2018
Re: TMHS French Textbook Proposal

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

I support the recommendation from Kristen Vogel, Principal of Tewksbury Memorial High School, for the textbook purchase of *D'Accord!* by Vista Higher Learning. The textbook is on display for public viewing and comment in the Curriculum Office at the Center School, 139 Pleasant Street. A recommendation to purchase and implement this textbook will be on the March 21, 2018 School Committee meeting agenda.

Tewksbury Memorial High School



PRINCIPAL
Kristen Vogel

ASSISTANT PRINCIPALS
M. Eileen Taylor Osborne
Sean E. O'Leary

MAIN OFFICE
(978) 640-7825

FAX
(978) 640-7829

GUIDANCE SERVICES
(978) 640-7838

January 18, 2018

Ms. Brenda Theriault-Regan
Assistant Superintendent of Schools
Tewksbury Public Schools
Tewksbury, MA 01876

Dear Brenda:

I am writing to recommend the selection of D'Accord! by Vista Higher Learning as the French textbook and the supplemental workbook that accompanies the textbook.

Leann Lewis and Melanie Ryan piloted the two books this school and reviewed their findings and research with lead teacher Beth Beauchesne and I. After reviewing their research and findings we felt that the D'Accord! textbook and supplemental workbook were the best for our French classes.

Thank you for reviewing our selection.

Sincerely,

Kristen S. Vogel
Principal

LeAnn Lewis
French Teacher TMHS

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
TEWKSBURY PUBLIC SCHOOLS
CRITERIA FOR EVALUATING TEXTBOOKS

The purpose of this checklist is to provide a guide to the considerations and concerns in evaluating textbooks. It serves the purpose of directing the attention of teachers, administrators and the School Committee to the essential features that a textbook should possess.

Rating Scale:

After each point has been carefully studied, record your judgment in the space provided using the following scale:

- Strongly Agree
- Agree
- Cannot Judge
- Disagree
- Strongly Disagree

Textbooks Reviewed:

- A. D'accord by Vista Higher Learning (pilot during 2017-18 school year)
- B. Discovering French_Nouveau by Valette and Vallet_McDougal Littell (textbook through the 2016-2017 school year)
- C. _____

Criteria for Evaluating Instructional Materials and Programs

	STRONGLY AGREE	AGREE	CANNOT JUDGE	DISAGRE E	STRONGLY DISAGRE E
I. Contents					
Reflect the learning standards in the <i>DESE Common Core and Curriculum Frameworks</i>	x				
II. Features					
Contain illustrations of contemporary figures that reflect the diversity of our society	x				
Illustrations are well constructed and clear	x				
Include a master source of materials and resources	x				
Provide student texts, online materials, or printed material and accompanying teacher manuals	x				
Provide coherent units that is accurate and build conceptual understanding	x				
Essential vocabulary is clearly identified for students	x				
Illustrations support student understanding of content standards	x				
Do the materials have historical reference, address current issues, and equally represent all cultural groups	x				
Current issues are presented in a way that engages students and promotes social responsibility	x				
III. Learning Activities					
Involve students in active learning and inquiry	x				
Clarify appropriate use of instructional technology	x				
Show how instructional technology can help students visualize complex concepts, analyze and refine information, and communicate solutions		x			
Provide multiple ways for students to explore concepts and communicate ideas and solutions	x				
Are developmentally appropriate and provide for different abilities and learning paces	x				
Encourage discussion and reflection	x				
IV. Teacher Support Materials					

Provide a clear conceptual framework for the concepts and skills taught	x				
Offer ideas for involving parents and community, and keeping them informed about the programs		x			
Give suggestions for a variety of pedagogical strategies, such as open-ended questioning, direct instruction, practice, discussion, and cooperative learning	x				
Reference resource materials, such as appropriate videos, file clips, reference books, software, video laser discs, long-distance learning, CD-ROMs, and electronic bulletin boards	x				
Suggests ways to differentiate instruction: specific strategies are provided to adapt or modify instruction for various subgroups, including English language learners, special education, gifted and talented	x				
Suggest how to adapt materials for students with differing levels of achievement	x				
Suggest enrichment and skill reinforcement activities for extended learning	x				
Include suggestions for a variety of assessment approaches such as portfolios, journals, projects, and informal and formal tests	x				
V. Student Assessment Materials					
Are free of inappropriate or derogatory material	x				
Assessments occur throughout the unit, not just at the end	x				
Incorporate multiple forms of assessment, such as oral presentations, written reports, teacher observations, performance assessments, quizzes, and pre- and post-tests	x				
Students are provided opportunities to self-assess and reflect in their progress	x				
VI. Program Development and Implementation					
Have field test data showing positive effects on student learning	x				
Chapter layout is consistent and chapters are arranged logically	x				
Offer training and long-term follow-up for teachers	x				
VII. Representation of all Groups					
Pronouns, descriptors and illustrations of both sexes are used equally	x				
Is sensitive to all members of the protected classes; i.e., race, color, sexual orientation, color, national origin, religion, disability, sex, gender identity, age, etc.	x				
Subject matter covers a spectrum of accomplishments and contributions by all genders, races and physical conditions	x				
Nouns, adjectives, terms and illustrations are non-stereotypical and non-prejudicial	x				

Please provide other resources used to help guide you in the selection of the recommended textbook (i.e., polling of teachers from other districts, contacts with sales representatives, etc.).

see attached documents

Melanie Ryan
French teacher, French 2 - 4
Form completed on January 12, 2018

*DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
TEWKSBURY PUBLIC SCHOOLS
CRITERIA FOR EVALUATING TEXTBOOKS*

The purpose of this checklist is to provide a guide to the considerations and concerns in evaluating textbooks. It serves the purpose of directing the attention of teachers, administrators and the School Committee to the essential features that a textbook should possess.

Rating Scale:

After each point has been carefully studied, record your judgment in the space provided using the following scale:

- Strongly Agree
- Agree
- Cannot Judge
- Disagree
- Strongly Disagree

Textbooks Reviewed:

- A. D'accord! published by Vista Higher Learning
(pilot during 2017 - 2018 school year)
- B. Discovering French Nouveau! by Valette and Valette
published by McDougal Littell
(textbook used through 2016 - 2017 school year)

I also previewed a copy of T'es branché by EMS.

PLEASE SEE ADDITIONAL SUPPORTING DOCUMENTS.

Criteria for Evaluating Instructional Materials and Programs

	STRONGLY AGREE	AGREE	CANNOT JUDGE	DISAGREE	STRONGLY DISAGREE
I. Contents					
Reflect the learning standards in the <i>DESE Common Core and Curriculum Frameworks</i>	X				
II. Features					
Contain illustrations of contemporary figures that reflect the diversity of our society	X				
Illustrations are well constructed and clear	X				
Include a master source of materials and resources	X				
Provide student texts, online materials, or printed material and accompanying teacher manuals	X				
Provide coherent units that is accurate and build conceptual understanding	X				
Essential vocabulary is clearly identified for students	X				
Illustrations support student understanding of content standards	X				
Do the materials have historical reference, address current issues, and equally represent all cultural groups	X				
Current issues are presented in a way that engages students and promotes social responsibility	X				
III. Learning Activities					
Involve students in active learning and inquiry	X				
Clarify appropriate use of instructional technology	X				
Show how instructional technology can help students visualize complex concepts, analyze and refine information, and communicate solutions	X				
Provide multiple ways for students to explore concepts and communicate ideas and solutions		X			
Are developmentally appropriate and provide for different abilities and learning paces	X				
Encourage discussion and reflection	X				
IV. Teacher Support Materials					
Provide a clear conceptual framework for the concepts and skills taught	X				
Offer ideas for involving parents and community, and keeping them informed about the programs		X			
Give suggestions for a variety of pedagogical strategies, such as open-ended questioning, direct instruction, practice, discussion, and cooperative learning	X				
Reference resource materials, such as appropriate videos, file clips, reference books, software, video laser discs, long-distance learning, CD-ROMs, and electronic bulletin boards	X				

Suggests ways to differentiate instruction: specific strategies are provided to adapt or modify instruction for various subgroups, including English language learners, special education, gifted and talented	X				
Suggest how to adapt materials for students with differing levels of achievement	X				
Suggest enrichment and skill reinforcement activities for extended learning	X				
Include suggestions for a variety of assessment approaches such as portfolios, journals, projects, and informal and formal tests	X				
V. Student Assessment Materials					
Are free of inappropriate or derogatory material	X				
Assessments occur throughout the unit, not just at the end	X				
Incorporate multiple forms of assessment, such as oral presentations, written reports, teacher observations, performance assessments, quizzes, and pre- and post-tests	X				
Students are provided opportunities to self-assess and reflect in their progress	X				
VI. Program Development and Implementation					
Have field test data showing positive effects on student learning	X				
Chapter layout is consistent and chapters are arranged logically	X				
Offer training and long-term follow-up for teachers	X				
VII. Representation of all Groups					
Pronouns, descriptors and illustrations of both sexes are used equally	X				
Is sensitive to all members of the protected classes; i.e., race, color, sexual orientation, color, national origin, religion, disability, sex, gender identity, age, etc.	X				
Subject matter covers a spectrum of accomplishments and contributions by all genders, races and physical conditions	X				
Nouns, adjectives, terms and illustrations are non-stereotypical and non-prejudicial	X				

Please provide other resources used to help guide you in the selection of the recommended textbook (i.e., polling of teachers from other districts, contacts with sales representatives, etc.).

See attached documents.

cost Textbook proposal for French

The following are the details for consideration of purchasing the D'accord series.

Name of new text: D'accord 1

Level: French 1

Number of textbooks: 50

Number of online seats: 50

Cost for 2018/2019: \$26.50/ student per year = \$7,950.00 (for six year contract)

Years on the contract: 6

Name of new text: D'accord 1

Level: French 2

Number of textbooks: 0 (will be same as French 1 text)

Number of online seats: 37

Cost for 2018/2019: \$24.83/ student per year = \$5,513.00 (for six year contract)

Years on the contract: 6

Name of new text: D'accord 2

Level: French 3

Number of textbooks: 30

Number of online seats: 25

Cost for 2018/2019: \$26.50/ student per year = \$4,720.00 (for six year contract)

Years on the contract: 6

Name of new text: D'accord 2

Level: French 4

Number of textbooks: 0 (will be same as French 3 text)

Number of online seats: 41

Cost for 2018/2019: \$24.83/ student per year = \$6,109.00 (for six year contract)

Years on the contract: 6

Total initial investment: \$24, 292

not to exceed

With purchase, teachers get access to all of the online activities as well as one hard copy of the teacher materials per teacher free of charge. The SuperSite Plus (SSPlus) includes access the the virtual textbook, all online activities, practice and listening exercises, flashcards, current events and more. There is an option to purchase the book and SuperSite Plus without the online workbook. The Spanish program currently has an online textbook and workbook, therefore including the workbook for French would provide for more parity between languages.



COST PROPOSAL

Quote Prepared On February 5, 2018

Quote Valid Through May 6, 2018

Payment Terms Net 30 Days

Quote No. 180218182

Prepared For

Melanie Ryan
Tewksbury Memorial High School
320 Pleasant Street
Tewksbury, MA 01876-2789

Prepared By

Shannon DiStefano
sdistefano@vistahigherlearning.com
(800) 618-7375 ext. 9356
Vista Higher Learning
500 Boylston St, Suite 620
Boston, MA 02116-3736

Daccord 2019

Qty	Item Number	Description	Unit Price	Total Value	Total Cost
50	978-1-68005-803-1	Daccord 2019 Level 1 Student Edition + Supersite Plus + eCahier(6 year license)	\$159.00	\$7,950.00	\$7,950.00
37	978-1-68005-794-2	Daccord 2019 Level 1 Supersite Plus + eCahier(6 year license)	\$149.00	\$5,513.00	\$5,513.00
41	978-1-68005-816-1	Daccord 2019 Level 2 Supersite Plus + eCahier(6 year license)	\$149.00	\$6,109.00	\$6,109.00
30	978-1-68005-825-3	Daccord 2019 Level 2 Student Edition + Supersite Plus + eCahier(6 year license)	\$159.00	\$4,770.00	\$4,770.00

Est. Shipping (4%)	\$973.68
Est. Grand Total Cost	\$25,315.68

Special Instructions

- Please include a copy of your signed and dated tax exemption certificate when sending in your purchase order.
- Shipping rates shown here are only estimates and may be different than the actual charges invoiced for your shipment.

To Order Contact Customer Service

Phone (800) 269-6311 ext. 1 | Fax (617) 426-5215

Email sales@vistahigherlearning.com

Vista Higher Learning

500 Boylston St. Suite 620 Boston, MA 02116

Thank you for your business!



Tewksbury Public Schools

139 Pleasant Street
Tewksbury, MA 01876

MEMORANDUM

To: Tewksbury School Committee
From: Chris Malone, Superintendent
Date: March 2, 2018
Re: Autism Curriculum Encyclopedia (ACE)

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

Through the Tewksbury Special Education and Student Services Department the Developmental Learning Center (DLC) at the Dewing School began piloting the Autism Curriculum Encyclopedia (ACE) program in December 2017. An invitation has been extended to the School Committee to attend an information meeting on March 14, 2018. A recommendation to adopt the ACE program will be on the March 21st School Committee meeting agenda. No vote is required at this time.

Tewksbury Public Schools

Office of Student Services

139 Pleasant Street
Tewksbury, MA 01876

Richard T. Pelletier, M.S., C.A.G.S.
Director of Student Services
Tel.: (978) 640-7800 Ext. 206
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rpelletier@tewksbury.k12.ma.us

Alexis Bosworth, M.Ed., C.A.G.S.
Assistant Director of Student Services
Tel.: (978) 640-7800 Ext. 235
Fax: (978) 640-7820
abosworth@tewksbury.k12.ma.us

Celebrating Excellence



Tewksbury Public Schools
Tewksbury School Committee
139 Pleasant Street
Tewksbury, MA 01876

February 26, 2018

Dear Members,

Beginning December 2017, the Developmental Learning Center (DLC) at the Dewing School Preschool began a pilot of the Autism Curriculum Encyclopedia (ACE). The ACE is a specifically targeted ABA curriculum for students whose disabilities significantly impact their ability to access the general education curriculum. Decisions to utilize this program for students are made on an individual basis. For this reason, we offered additional teachers of students in the DLC's an opportunity to pilot this program to determine if it would meet their instructional needs at their grade levels.

Throughout this pilot, teachers and students also continued to access Teachtown, which is an online ABA based curriculum for students. The DLC programs have been utilizing Teachtown as a supplemental curriculum for approximately three years. The funding source for this program has been through Special Education Grant 240. During this pilot, teachers were asked to analyze both Teachtown and ACE to determine which program best met their instructional demands. Overall consensus has been for the adoption of the ACE. Some of the key ACE features include: comprehensive lesson plans, ongoing data collection tools, alignment with the Massachusetts Curriculum Standards, alignment with individual student IEP goals, behavior management tracking and comprehensive growth tracking over multiple instructional years.

The cost of the ACE program is a monthly subscription rate of \$39.95 for each student per month; this equates to approximately \$480 yearly per student. We anticipate that approximately 40 students will require access to the ACE. Total annual cost for this program is approximately \$19,200. This number will fluxuate depending on enrollment in the DLC's. The software product has been budgeted through each school. The initial pilot program was funded through the fund code 240.

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.

We have scheduled an information session for families whose children are participating in the pilot. We invite you to attend this information session. It is scheduled for March 14, 2018 at 6:00 pm at the Center School Lower Conference Room. Though the ACE is primarily an online program, we will have various materials available for view at the Center School from March 14, 2018 through March 28, 2018.

We kindly request that the School Committee considers our recommendation to adopt the ACE program to further support students who are placed in the Developmental Learning Center.

Thank you for your consideration,



Richard Pelletier
Director of Student Services



Alexis Bosworth
Assistant Director of Student Services

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.



Tewksbury Public Schools

139 Pleasant Street
Tewksbury, MA 01876

MEMORANDUM

To: Tewksbury School Committee
From: Brenda Regan, Assistant Superintendent
Date: March 2, 2018
Re: March 6, 2018 Professional Development & Workshop Schedule

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

The outline of the March 6, 2018 Professional Development and Workshop schedule.

School	Group	Title	Where	When	Hours	Aides Optional
TMHS	All Dept.s	AM: WestEd Lesson Alignment & Tuning Protocols MID: Facilitators with own Dept's: Utilizing Protocols PM: Dept. & School-based Activity	AM: LG11 MID: Facilitator's Classroom PM: TBD	8:00-3:00	6	No
Wynn	All Dept.s	Dept. Curriculum Alignment	Wynn Classrooms TBD	8:00-3:00	6	No
Wynn Math	Grade 7 & 8 Math & MSNT's	AM: Mathematical Mindset & Number Talks PM: Dept. Curriculum Alignment	AM: Wynn LIB PM: Wynn Classroom TBD	8:00-3:00	6	No
Ryan	ALL (not math)	Dept. Curriculum Alignment	AM: Ryan LIB & classrooms TBD	8:00-3:00	6	No
Ryan Math	Grade 5 & 6 Math & MSNT's	AM: Mathematical Mindset & Number Talks PM: Dept. Curriculum Alignment	AM: Wynn LIB PM: Ryan	8:00-3:00	6	No
PK-4	Classroom Teachers & MSNT's	AM: Digging Deeper with Think Central Math Data PM: Using the NEW MA Frameworks for Improved Math Lesson Planning PK: Curriculum Alignment ongoing @ own school (DLC see below)	HB Cafe	8:00-3:00	6	Yes
All DLC Teachers	Grades PK-12	AM: Dept./Grade Level Curriculum Alignment @ own school PM: ACE & AFFLS Assessment & Alignment	AM: At own school PM: TMHS Classroom TBD	12:00-3:00	3	No
All	SLP's, OT, PT	Rehab Updates and Instructional Implications	TMHS Classroom TBD	8:00-3:00	6	No
All	Psych/SAC, BCBA, & CM's	Tiered Levels of Support & Needs Assessment	TMHS Classroom TBD	8:00-3:00	6	No
K-8 Specialists Delta T. & TPS Aides (optional)	Spec.'s: K-8 Aides: All Grades	Disability Specific Training (Sp. Ed. PDP's)	TMHS Aud	8:00-3:00	6	Yes
ELL	ESL Teachers	Program Alignment & Scheduling	TMHS A101	8:00-3:00	6	No
K-12 CDSM	From previous invite	Review & Revise CDSM Units	TMHS: LG12 & Asstd. Classrooms TBD	8:00-3:00	6	No