

## TEWKSBURY SCHOOL COMMITTEE AGENDA



TEWKSBURY PUBLIC SCHOOLS  
CHRISTOPHER J. MALONE  
SUPERINTENDENT OF SCHOOLS

Meeting Date: Wednesday, April 11, 2018

Meeting Type/Time: Executive Session #11 (6:30PM)

Meeting Type/Time: Organizational Meeting #12 (7:00PM)

Meeting Type/Time: Regular Meeting #13 (7:15PM)

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

**A. CALL TO ORDER (6:30PM)**

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

Move to convene an Executive Session to continue discussion relative to strategy with respect to contract bargaining or litigation. The School Committee will reconvene in Open Session following the Executive Session.

**C. ADJOURN**

**ORGANIZATIONAL MEETING #12**

**A. ANNOUNCEMENT**

The April 11, 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.

**B. CALL TO ORDER by SUPERINTENDENT (7:00PM)**

**C. PLEDGE OF ALLEGIANCE**

**D. PRIMARY ELECTION OF OFFICERS**

- a. Chairperson
- b. Vice-Chairperson
- c. Clerk

**E. ADJOURN**

**REGULAR MEETING #13**

**A. CALL TO ORDER (7:15PM)**

**B. RECOGNITION**

District-wide Volunteers/Senior Tax Program Participants (See attached list)

Tewksbury Memorial High School - Athletics (See attached list)

1. Methuen-Tewksbury Girls Ice Hockey Team
2. Boston Globe and Boston Herald All Scholastic
3. Girls Indoor Track- Division 3 State Champions

John F. Ryan Elementary School (See attached list)

1. School-wide Book Drive & Donation to House of Hope
2. School Mural Design

**C. STUDENT REPRESENTATIVE REPORT**

Grace Morris, Student Council Representative to the School Committee

**D. PRESENTATIONS**

Tewksbury Teachers Association (TTA) - "What Teachers Love About Working in Tewksbury"

**E. 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.)

**F. APPROVAL OF MINUTES**

1. March 14, 2018 Regular Meeting Minutes (File)
2. March 21, 2018 Regular Meeting Minutes (File)

**G. SUBMISSION AND PAYMENT OF BILL**

1. Payroll Period Ending, March 22, 2018 (\$1,308,215.00) (File)
2. Payroll Period Ending, April 5, 2018 (1,321,659.17) (File)

**H. SUPERINTENDENT & STAFF REPORT**

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

**J. COMMITTEE REPORTS**

Elementary School Building Committee  
Tewksbury Education Foundation  
Wellness Advisory Committee

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

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 Informational Reading: IK - Student Progress Reports; IKF - Graduation Requirements; IMG - Animals in School; JCA - Assignment of Students to School; JEB - Entrance Age; JFBB - School Choice; JHD - Exclusions and Exemptions from School; JICH - Alcohol Drugs and Tobacco; JII - Student Complaints and Grievances; JJH-R - Travel Regulations; JRA - Student Records; KBBA - Non-Custodial Parents' Rights; KCD - Public Gifts to School; KDB - Public's Right to Know; KDD - News Media/News Releases; KE - Public Complaints; KHB - Advertising in Schools; KI - Visitors to School; LDA - Student Teaching and Internships

**L. OLD BUSINESS**

1. Next-Generation MCAS Update (File)
2. Recommendation -TMHS French Textbook Series *D'accord* (File)

**M. NEW BUSINESS**

1. 2019 Wynn Middle School 8th Grade Washington, D.C. Overnight Field Trip Request (File)
2. 2018-2019 Register Periods (File)
3. School Choice (File)
4. FY19 Budget Review Approval (File)
5. 2017-2018 Superintendent Timeline (File)

**N. SCHOOL COMMITTEE MATTERS OF INTEREST**

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

May 16, 2018; June 13, 2018

**P. FUTURE AGENDA ITEMS**

**Q. ADJOURNMENT**

## TEWKSBURY SCHOOL COMMITTEE CONSENT AGENDA

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

**TEWKSBURY SCHOOL COMMITTEE**  
Krissy M. Polimeno, Chairperson, [kpolimeno@tewbksbury.k12.ma.us](mailto:kpolimeno@tewbksbury.k12.ma.us)  
Jamey A. Cutellis, Vice-Chairman, [jcutellis@tewbksbury.k12.ma.us](mailto:jcutellis@tewbksbury.k12.ma.us)  
Keith M. Sullivan, Clerk, [ksullivan@tewbksbury.k12.ma.us](mailto:ksullivan@tewbksbury.k12.ma.us)  
Arthy S. Bennett, Member, [abennett@tewbksbury.k12.ma.us](mailto:abennett@tewbksbury.k12.ma.us); Dennis G. Francis, [dfrancis@tewbksbury.k12.ma.us](mailto:dfrancis@tewbksbury.k12.ma.us)

### I. CONSENT AGENDA

#### **Correspondence**

a. Mosquito Control Project (File)

#### **Enrollment Update**

None

#### **Monthly Expenditure Report**

None

#### **Personnel Items**

**New Hires:** None

**Appendix B:** None

**Transfer:** None

**Retirements/Resignations/Terminations:** None

**Acceptance of Donation/Gift:** John Wynn Middle School donation of \$6,000 from the Wynn PAC for the purpose of purchasing technology items and a variety of teacher curriculum support materials.

**Fundraiser/Raffle:** Wynn Middle School selling bracelets proceeds to be donated to Angels for Autism/Ashley's Angels, April 2nd through April 13th, 2018; Wynn Middle School, HealthCare Without Walls, school-wide competition/raffle to collect money to be used to purchase boxes for homeless newborns, April 26th through May 9, 2018; TMHS Dance Team Clinic (April 29th) proceeds to be used for costumes for their Spring Dance Team Show

# Executive Session

<p><b>TEWKSBURY PUBLIC SCHOOLS</b></p> <p>CHRISTOPHER J. MALONE SUPERINTENDENT OF SCHOOLS</p>	<b>TEWKSBURY SCHOOL COMMITTEE AGENDA</b>	
	Meeting Type/Time:	Executive Session #11 – Non-Public Session at 6:30 p.m.
	Meeting Date:	Wednesday, April 11, 2018
	Meeting Location:	Tewksbury Memorial High School, Guidance Conference Room 320 Pleasant Street, Tewksbury, MA 01876

**A. CALL TO ORDER**

**B. EXECUTIVE SESSION**

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

**C. ADJOURNMENT**

# Recognition and/or Presentations

**Tewksbury School Committee - April 11, 2018**

**RECOGNITIONS**

**SENIOR TAX PROGRAM PARTICIPANTS**

**Loella F. Dewing School**

Harriet Cohen

Pat Doucette

Sharon Milburn

**Heath Brook School**

Mary Ann Barnes

Carole Friedman

Marguerite Hurley

Dorothy Sampson

**North Street School**

Sue Fiamma

Marilyn Mallett

**Louise Davy Trahan Elementary School**

David Barletta      Carolyn Comfort

**John Ryan Elementary School**

Tom McNaught

**OUTSTANDING VOLUNTEERS**

**Loella F. Dewing Elementary School**

Kyla Curley      Stephanie Kinnon

Stacey Gugliuzza      Jen Lentini

Monica Johnson

**Heath Brook School**

Maureen Castiglione

**North Street School**

Erin Anderson

Shannon Cardoso      Debbie Johnson

Jessica Coppi      Melissa Kelleher

Jeannie Dunn      Stephanie Kinnon

Jeanne Hogan      Lindsey Long

Paige Impink      Christine Paquette

**Louise Davy Trahan Elementary School**

Judy Boyson

Beth Cashman

Lisa Driscoll

Christine Flynn

Stephanie Frick

Jane Garabedian

Julie Naughton

Sue Panfiliatis

Loren Stewart

**John Ryan Elementary School**

Kathleen Bardsley      Paige Impink

Amy Cason      Smita Late

Carolyn Gaglione      Lynette Montejo

Jamie Galanis      Julie Naughton

Kerry Gibson      Marli Piccolo

Jenn Griffin      Melissa Thompson

Stephanie Kinnon      Carolyn Watkins

**John Wynn Middle School**

Lori Carriere      Laetitia Won

**Tewksbury Memorial High School**

Cathy Burgoyne      Amy Cafferty      Sharon Pierce

**Tewksbury Memorial High School - Outstanding Athletes****Massachusetts Division 1 State Finalist - Methuen-Tewksbury Girls Ice Hockey Team**

<b>Players</b>	<b>Year</b>	<b>Position</b>
Ryan Quinn	Sophomore	Forward
Kelly Golini (C)	Senior	Forward
Cassidy Gruning	Junior	Forward
Lydia Pendleton	Sophomore	Defense
Katelyn DiMambro	Sophomore	Forward
Brenna Greene	Sophomore	Defense
Amanda Downing	Senior	Forward
Riley Cote (C)	Senior	Forward
Julia Stanizzi	Freshman	Forward
Jessica Driscoll	8th Grade	Forward
Tori Schille	Sophomore	Defense
Tory Sweeney	Freshman	Defense
Megan Forbes (A)	Junior	Defense
Abby O'Keefe	Sophomore	Forward
Kaylen Taddia	Freshman	Forward
Carolyn Curley (A)	Junior	Forward
Madi Sjostedt	Sophomore	Defense
Jessica Marchand	Senior	Defense
Madison Robillard	Freshman	Defense
Alexis Raymond	Freshman	Defense
Kaia Hollingsworth	Sophomore	Goalie
Michelle Kusmaul	8th Grade	Goalie

**Head Coach:** Sarah Oteri    **Assistants:** Dave O'Hearn, Jessica Greenwood

**Boston Globe All-Scholastic & Boston Herald All-Scholastic**

Kelly Golini - Girls Ice Hockey

Carolyn Curley - Girls Ice Hockey

**Boston Globe Coach of the Year**

Sarah Oteri - Ice Hockey Coach of the Year

**Boston Globe All-Scholastic & Boston Herald All-Scholastic**

Rachel Sessa - Indoor Track

**Boston Herald All-Scholastic**

Makayla Paige - Indoor Track

**Division 3 State Champions Indoor Track**

Rachel Sessa - Mile

Makayla Paige - 600 Meter

Krista Stracqualursi - Shot Put

**Division 3 State Champion 4x800 Relay Team**

Rachel Sessa

Makayla Paige

Holly O'Leary

McKenzie Clark

**John F. Ryan Elementary School****School-wide Book Drive & Donation to House of Hope**

Sarah Johansen

Jasmine Johansen

**School Mural**

Melissa Lane

Kristin Romano

**PRESENTATIONS**

**TEWKSBURY TEACHERS ASSOCIATION - "What Teachers Love About Working in Tewksbury"**



---

# Minutes

# Payroll

TEWKSBURY PUBLIC SCHOOLS  
Tewksbury, Massachusetts

Date 3/22/2018

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 \$1,308,215.00

**GRANTS**

\$25,701.66 2017-2018 Special Ed 240 Grant  
\$5,209.90 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 Early Childhood

**REVOLVING ACCOUNTS**

\$22,611.02 2017-2018 Ext Day Program  
\$11,952.58 2017-2018 Ext Day Preschool Program  
\$2,981.98 2017-2018 Adult Education Program  
2017-2018 Community Services Rec  
\$19,651.63 2017-2018 Lunch Program  
\$273.32 2017-2018 Hanover Funds  
\$16,301.18 2017-2018 Facilities  
\$4,284.47 2017-2018 Recreation  
\$622.50 2017-2018 Parking Fees  
\$795.00 2017-2018 TMHS Intramural Clubs  
\$2,835.31 2017-2018 Preschool

**\$113,220.55 SUB TOTAL - NON LEA FUNDS**

**LEA FUNDS**

**\$1,194,994.45 2017-2018 School Department Account**

**\$1,194,994.45 SUB TOTAL - LEA FUNDS**

**\$1,308,215.00 TOTAL**

TEWKSBURY PUBLIC SCHOOLS  
Tewksbury, Massachusetts

Date 4/5/2018

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 **\$1,321,659.17**

**GRANTS**

\$26,005.98 2017-2018 Special Ed 240 Grant  
\$7,044.19 2017-2018 Title I Grant  
2017-2018 Title II Grant  
\$256.32 2017-2018 Title IV Grant  
2017-2018 Special Ed Improvement  
\$208.26 2017-2018 After School Out of School Time  
2017-2018 Early Childhood

**REVOLVING ACCOUNTS**

\$26,280.34 2017-2018 Ext Day Program  
\$13,759.41 2017-2018 Ext Day Preschool Program  
\$3,714.68 2017-2018 Adult Education Program  
2017-2018 Community Services Rec  
\$22,957.93 2017-2018 Lunch Program  
\$601.73 2017-2018 Hanover Funds  
\$13,925.58 2017-2018 Facilities  
\$1,794.43 2017-2018 Recreation  
\$622.50 2017-2018 Parking Fees  
\$795.00 2017-2018 TMHS Intramural Clubs  
\$795.00 2017-2018 Wynn Intramural Clubs  
\$2,835.31 2017-2018 Preschool

**\$121,596.66 SUB TOTAL - NON LEA FUNDS**

**LEA FUNDS**

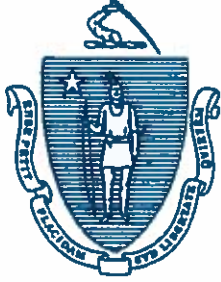
**\$1,200,062.51 2017-2018 School Department Account**

**\$1,200,062.51 SUB TOTAL - LEA FUNDS**

**\$1,321,659.17 TOTAL**

# Superintendent/ Staff /School Committee Reports

# Consent Agenda



THE COMMONWEALTH OF MASSACHUSETTS  
STATE RECLAMATION & MOSQUITO CONTROL BOARD  
**CENTRAL MASSACHUSETTS  
MOSQUITO CONTROL PROJECT**

111 Olis Street, Northborough, MA 01532 - 2414  
Telephone (508) 393-3055 • Fax (508) 393-8492  
[www.cmmcp.org](http://www.cmmcp.org)



COMMISSION CHAIRMAN  
RICHARD DAY

EXECUTIVE DIRECTOR  
TIMOTHY D. DESCHAMPS

March 23, 2018

Tewksbury School System  
c/o Superintendent's Office  
139 Pleasant St.  
Tewksbury, MA 01876

MAR 23 '18 AM8:

Dear Superintendent:

The Central Massachusetts Mosquito Control Project, which serves forty-one communities throughout Middlesex and Worcester Counties, is once again offering our Mosquito Education Program in the months of April and May to pupils in kindergarten through grade four in the elementary schools within our member cities and towns.

This program familiarizes the students with the biology and habitat of mosquitoes, as well as providing suggestions as to what can be done to reduce mosquito populations in and around their homes.

A Power Point presentation, coloring books, pamphlets, video tapes, as well as live mosquito larvae samples are utilized by our staff to make these presentations appropriate for different age levels.

Many teachers have found that our program fits in nicely with their study of insects. We try to conclude each presentation with a question and answer session.

If you would like to have your school system participate in this program, please forward the information to the appropriate principals and/or teachers so they may contact us for additional information or to schedule a presentation.

*Due to time constraints, this program will be offered in April and May of this year. Our surveillance program starts in late spring and will take precedence over the Mosquito Awareness Program.*

Please feel free to contact me if you have any questions.

Sincerely,

*Curtis R. Best*

Curtis R. Best  
Staff Entomologist  
[best@cmmcp.org](mailto:best@cmmcp.org)

# *Tewksbury Public Schools*

**John S. Weir**  
Principal

**John W. Wynn Middle School**

One Griffin Way  
Tewksbury, Massachusetts 01876  
Phone: 978-640-7846  
Fax: 978-640-7853

**Andrew J. Long**  
Assistant Principal

To: Christopher Malone

From: John Weir

Date: April, 3 2018

RE: PAC donation to the Wynn

The Wynn Middle School PAC is seeking approval to donate \$6000 to the Wynn Middle School for the purpose of purchasing technology items and a variety of teacher curriculum support materials.

Thank you,

  
John Weir  
Principal



TEWKSBURY PUBLIC SCHOOLS  
Request for Fundraising

File: JJE-E

Date: 3/15/18

1. Name of Organization Angels for Autism / Ashley's Angels = Student
2. Describe in detail the method of the fundraising activity. Attach additional information necessary. Selling bracelets + online donations, promoted during lunches
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.)  
100% donated to Ashley's Angels
5. Proposed dates of fund raising activity From 4/2 To 4/13
6. Describe student involvement in the fund raising activity. Students will sell bracelets during lunches + are promoting autism awareness during assembly in April
7. Type of identifying credential to be used during Fund Raising Activity. \_\_\_\_\_

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

9. Name of responsible individual Maura Dearing

Address \_\_\_\_\_

Telephone No. \_\_\_\_\_ Signature of Applicant Maura Dearing

(To be completed by the School Principal)

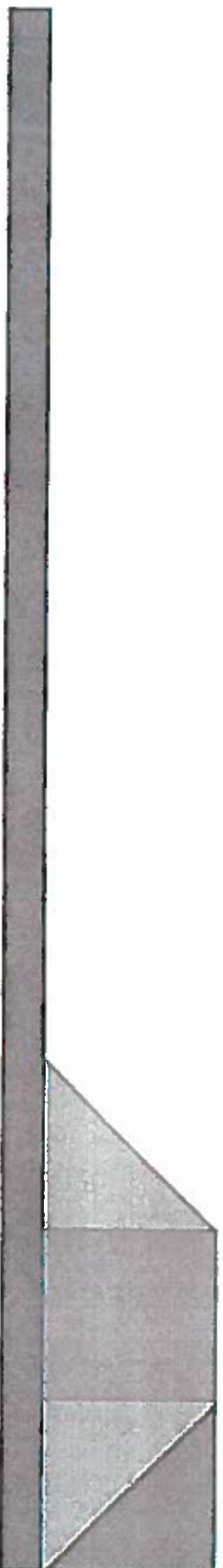
Date 4/1/18

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 First week of April
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 [Signature] Date 4/3/18

# Our Mission

- With your help we raised over \$10,000. All proceeds went to Autism Speaks.
- This year we are donating to Ashley's Autism Heros.  
[ashleysautismheroes.org](http://ashleysautismheroes.org)



# Ashleys Autism Heroes

---

- Ashley's Autism Heroes was started by a group of individuals with a mission to provide financial assistance to families raising a child with autism.
- Funds are awarded to families in the form of direct pay grants to cover expenses related to the care of a child with autism.
- Grant applications will be available at [ashleysautismheroes.org](http://ashleysautismheroes.org) on May 1st, 2018.

TEWKSBURY PUBLIC SCHOOLS  
Request for Fundraising

File: JJE-E

Date: 3/30/18

1. Name of Organization Healthcare without walls

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

Schoolwide competition/raffle between teams to collect the most tickets (money)

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.)

Raising money towards boxes <sup>newborn</sup> for homeless babies (provided by organization)

5. Proposed dates of fund raising activity From 4/26 To 5/9

6. Describe student involvement in the fund raising activity. Students will bring in \$15 in exchange for

a raffle ticket towards the team total. The team with the most tickets at the end of the two week period will win. team prize e.g. whistle ball game,

7. Type of identifying credential to be used during Fund Raising Activity. Happening in school. homework pass, movie period

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

9. Name of responsible individual Joshua Bilodeau and Maggie Perkins

Address [REDACTED]

Telephone No. [REDACTED] Signature of Applicant [Signature]

(To be completed by the School Principal)

Date 4/4

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

2. Reason for disapproval \_\_\_\_\_

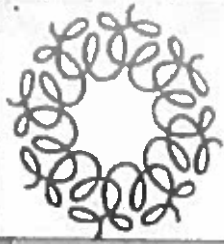
3. You are authorized to begin the activity on 4/26

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 [Signature] Date 4/4/18



# Health Care Without Walls

Compassionate care for women and families in need

## Organizational Overview



Health Care Without Walls (HCWW) was founded in order to address the unmet health care needs of women experiencing homelessness, domestic violence, and dire poverty. Since 1999, HCWW has grown from one physician volunteering in two shelters to the largest volunteer physician organization in Massachusetts.

*Our mission is to improve the lives of women and children  
who are homeless or marginally housed through  
compassionate, high quality health care, education and advocacy.*

Women experiencing homelessness, domestic violence or dire poverty are most vulnerable to developing chronic illnesses including diabetes, hypertension, heart disease, major neurological and mental illness, and their risk of premature death is more than 10 times greater than that of housed, insured and secure women. Nearly all HCWW clients report having been physically or sexually assaulted. Many are increasingly aging in the shelter system. Among the nearly 5000 homeless women in Boston, over 15% are over age 65. Despite abundant hospital, health center and government backed homeless resources, homeless women fall through Boston's health care safety net. Without HCWW, these women would die or remain untreated.

Guided by a determination to address and improve health disparities experienced by women who suffer severe and complex socio-economic and health conditions, the organization sends volunteer physicians and paid nurse care managers into Boston area shelters and transitional family housing sites. Community Health Workers support discrete segments of our population to provide care coordination and support to overcome obstacles to improved health and wellbeing. HCWW provides patients with free health care, diagnostics, health education, and health advocacy while connecting them to primary care and other existing resources. HCWW also provides specialty services including psychiatry, dermatology, and ob/gyn.

HCWW's unique, relational approach to medicine allows these women to visit our walk-in, shelter-based clinics, receive immediate medical care, build trust, gain skills to manage their health, and then reconnect with the healthcare system.

### **Our Guiding Principles**

- All people deserve to be treated with **respect and dignity**.
- Optimal health care is delivered when providers take into account the **context of people's lives** and **prioritize their need to feel safe and respected**. This approach facilitates **trust-based relationships** between patients and providers.

**Clients who are motivated to improve their health** need to be recognized. It is important to value, respect and support all intentional self-healing behaviors, no matter how small.

"I have been coming to Women of Color for 5 years. I was diagnosed with diabetes and hospitalized. If I didn't have Women of Color Means' instruction and support, I wouldn't be here. Medical care is one thing but support—it's the tenderness."

*Client*

"My health has progressed. It's been good. I take my medicine every day. My pressure is good. My sugar. My cholesterol. My outlook on life everything has changed. And it's a wonderful feeling to know you have a friend you can go to if you need anything and they're there for you."

*Client*



# Programs

## Core Adult Programs

Adult women account for the lion's share of our clients. In 2015 HCWW served 1,863 women at shelter-based clinics in Boston, and over 600 of these women were over the age of 60. This is double the number of elderly women that were served compared to 2014.

Adult women who are homeless or marginally housed visit our clinics at Rosie's Place or Women's Lunch Place for free walk-in medical care. Guests receive immediate medical care for acute and chronic conditions, diagnostic tests, chronic disease and case management, referrals, education and counseling.

---

## Bridges Programs

### *Bridges to Elders and Bridges to Moms*

*Bridges* programs provide care coordination by HCWW Community Health Workers (CHW). Our CHWs provide assistance with phone calls, transportation, accompaniment to specialist and laboratory appointments, and overall moral and emotional support as needed to promote self care.

*Bridges to Elders* provides care in coordination with dedicated staff and volunteers at the Women's Lunch Place for women who are 60 or older. These women benefit from a higher level of care coordination and monitoring to enable and encourage them to take steps to find housing and improve their situations through improved health.

*Bridges to Moms*, a partnership with Brigham and Women's Hospital, targets women who are homeless and either pregnant or have recently given birth. We meet with the mom during prenatal, peripartum, and postpartum periods to assess not only her medical needs but any other barriers to a healthy birth and a nurturing relationship between mother and child.

---

## Family Shelter Services

Family Shelter Services provide on-site care for residents of family shelters in and around Boston. We provide walk-in care, care coordination, referrals, developmental assessments and parenting education at participating family shelters.

Our partner, Casa Myrna, operates multiple safe havens in the Boston area that house families escaping domestic violence. Our clinicians visit these shelters regularly to provide on-site medical care and support to the women and their children sheltered in these undisclosed locations.

We have recently opened clinics at the Southern Middlesex Opportunity Council (SMOC) network of family shelters in Framingham. Previous family shelters served by HCWW located in motels in Waltham and Danvers have closed as part of the state's goal to eliminate motel-based shelter. Above all, we recognize that the need has not gone away in spite of the motel shelter closures.

## Programs (continued)

### Medical Education and Mentoring Program

HCWW is a host site for community service electives for medical and nursing students, pre-meds, medical residents, and students of other allied health professions using a curriculum created and published to address the unique challenges and medical needs of homeless women. This interdisciplinary training program is a popular elective for students, and is held collaboratively with Regis College Center for Health Sciences, Harvard Medical School, and MGH Institute for Health Professions.

Each trainee receives a copy of "Medical Care for Homeless Women: A Curriculum for Novice Providers," written by Health Care Without Walls. Through this program HCWW prepares clinicians to be compassionate caregivers who are skilled at meeting the needs of the underserved, emphasizing the important role of volunteerism as a way to effect social change.

---

### Other Areas of Focus

HCWW has recently upgraded its clinical database to expand tracking and reporting of client outcomes and milestone events. This data is important to evaluate client health benefits, program impact, and health policy implications of our model of care. This data is presented to funders as well as medical and policy professionals at conferences in the U.S. and abroad.

HCWW also assists medical facilities with discharge planning for patients who are facing homelessness, advising on the additional factors to be considered in their follow up care.

---

### The Bottom Line — Return on Investment

It takes just one story, one smile, to know that HCWW makes a difference in the lives of those who need help as they struggle to care for themselves without a place to call home. But the benefits of compassionate care for those in need extend to the bottom line, saving the Commonwealth of Massachusetts millions of dollars every year by eliminating costly and unnecessary Emergency Room visits to area hospitals, and curbing the need for expensive Inpatient Admissions through better preventive care.

*"Every dollar donated to Health Care Without Walls results in \$20 in savings to the Commonwealth"*

*— Dr. Betsy Nabel, President, Brigham & Women's Hospital*

*"I knew from the first two years of medical school that our current medical system is complicated, confusing, and easy to get lost in, but I had not thought through every step at which someone without a permanent home must fight against more difficult odds in order to get appropriate medical care."*





TEWKSBURY PUBLIC SCHOOLS  
Request for Fundraising

File: JJE-E

Date: 4/4/18

1. Name of Organization TMHS Dance Team

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

TMHS Dance Team Clinic APR 6 '18 AM 11:1  
\$25-\$30/dance

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

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.)

Costumes for Spring Dance Team Show

5. Proposed dates of fund raising activity From 9am To 12pm on April 29th

6. Describe student involvement in the fund raising activity. Dance Team members  
will lead classes for dancers.

7. Type of identifying credential to be used during Fund Raising Activity. Dance Team  
warm up outfits.

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

9. Name of responsible individual Kayla McLaughlin

Address [Redacted]

Telephone No. ( [Redacted] ) Signature of Applicant Kayla McLaughlin

.....  
(To be completed by the School Principal)

Date 4/5/18

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 [Signature] Date 4/5/18

# Policy

**File: IK - ~~ACADEMIC ACHIEVEMENT~~ STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS**

The philosophy of the Tewksbury School Committee concerning academic achievement, as well as children's social growth and development, is based on the premise that children have diverse capabilities and individual patterns of growth and learning.

Therefore, the Committee feels it is important that teachers have as much and as accurate knowledge of each student as possible in order to assess his/her needs, his/her growth, and make instructional plans for him/her. A sharing of information among parent/guardian, teacher, and student is essential.

The Committee supports staff efforts to find better ways to measure and report student progress. It will require that:

1. Parent/guardians be informed regularly, and at least four times a year, of the progress their children are making in school through a Tewksbury Public Schools Report Card.
2. Parent/guardians will be alerted and conferred with as soon as possible when a child's performance or attitude ~~becomes unsatisfactory or shows marked or sudden deterioration~~ warrants attention.
3. Insofar as possible, distinctions will be made between a student's attitude and his/her academic performance.
4. At comparable levels, the school system will strive for consistency in grading and reporting except as this is inappropriate for certain classes or certain students.
5. When no grades are given but the student is evaluated informally in terms of his/her own progress, the school staff will also provide a realistic appraisal of the student's standing in relation to his/her peers.
6. When grades are given, the school staff will take particular care to explain the meaning of marks and symbols to parent/guardians.
7. Periodic progress reports may be sent by mail or sent home to parent/guardians of those students who are experiencing academic difficulty. Schedules will be published in the school handbook.
8. Grading and promotion will be based on improvement, achievement, capability of the student, and the professional judgment of the teacher and Principal.

Adoption date: January 1996  
Reviewed and Adopted February 12, 2014

Revised:

## **File: IKF - GRADUATION REQUIREMENTS**

Graduation requirements are established by the Tewksbury School Committee. Any changes are subject to review and approval by the Committee. In order to receive a Tewksbury Memorial High School diploma all students must meet state mandates (Physical Education, US History, and competency determination (MCAS) as well as the following requirements:

### **Graduation Requirements - For the Classes of 2017 and 2018**

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 semesters/years	20 credits
Social Studies	3 semesters/years (Must include US History)	15 credits
Science	Freshman take two semesters of Biology	15 credits
Mathematics	4 courses including 1 course during senior year	20 credits
World Languages	2 years of the same language	10 credits
Health/Physical Education	2 courses required for PE Junior & Senior year	10 credits
Fine Arts & Performing Arts	1 course	2.5 credits
Applied Arts	1 course	2.5 credits
Computer Technology	1 course	2.5 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 Applied Arts, Fine Arts and Computer Technology 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.

### **Graduation Requirements - Beginning with the Class of 2019**

All students must **earn** a minimum of minimum of 120 credits 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 10th)	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.

**Promotion Requirements**  
Grade 9 to Grade 10 -- 30 credits  
Grade 10 to Grade 11 -- 60 credits  
Grade 11 to Grade 12 -- 90 credits

REVISED: January 25, 2017

Revised:

**File: IMG - ANIMALS IN SCHOOL**

No animal shall be brought to school without prior permission of the building Principal.

The Tewksbury Public Schools is committed to providing a high quality educational program to all students in a safe and healthy environment.

School Principals, in consultation with the Health Services Providers in each building, shall utilize the Department of Public Health publication "Guidelines for Animals in Schools or on School Grounds" and review student health records to determine which animals may be allowed in the school building. The decision of the Principal shall be final.

**Educational Program**

Use of animals to achieve specific curriculum objectives may be allowed by the building Principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to the "Guidelines for Animals in Schools or on School Grounds" and any other conditions established by the Principal to protect the health and well-being of students.

**Student Health**

The health and well-being of students is the District's **Tewksbury Public Schools'** highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have his/her health impaired and each student shall have full access to available educational opportunities.

**Animals Prohibited from School**

Rabies is a growing problem and any fur-bearing animal is susceptible to this very serious fatal disease. Infected animals can transmit this disease to students and staff. Based on the Massachusetts Departments of Health and Education recommendations the following animals are prohibited from schools within the Tewksbury Public Schools.

**Wild Animals and Domestic Stray Animals** - Because of the high incidence of rabies in bats, raccoons, skunks, foxes and other wild carnivores, these animals should not be permitted in school buildings under any circumstances (including dead animals).

**Fur-Bearing Animals** (pet dogs, \* cats, wolf-hybrids, ferrets, etc.,) - These animals may pose a risk for transmitting rabies, as well as parasites, fleas, other diseases and injuries.

**Bats** - Bats pose a high risk for transmitting rabies. Bat houses should not be installed on school grounds and bats should not be brought into the school building.

**Poisonous Animals** -Spiders, venomous insects and poisonous snakes, reptiles and lizards are prohibited for safety reasons.

**\*Exception: Guide, Hearing and Other Service Dogs or Law Enforcement Dogs** - These animals may be allowed in school or on school grounds with proof of current rabies vaccination.

Exceptions may be made with the prior approval of the Superintendent of Schools.

### **Service Animals (Guide or Assistance Dogs)**

The Tewksbury School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The ~~District~~ **Tewksbury Public Schools** will comply with Massachusetts law concerning the rights of persons with guide or assistance dogs and with federal law and will permit such animals on school premises and on school transportation.

For purposes of this policy, a “service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability.” The regulations further state that “a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability.”

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- assist individuals who are blind or have severe sight impairments as “seeing eye dogs” or “guide dogs;”

- alert individuals with hearing impairments to sounds;

- pull wheelchairs or carry and pick-up items for individuals with mobility impairments; and

- assist mobility-impaired individuals with balance.

The ~~District~~ **Tewksbury Public Schools** shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the School Principal or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. The service animal can also be excluded if it presents a direct and immediate



threat to others in the school. The parent or guardian of the student having custody and control of the animal will be required to remove the service animal from ~~District~~ **Tewksbury Public Schools** premises immediately.

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the Building Principal or designee and an alternative plan will be developed with appropriate ~~District~~ **Tewksbury Public Schools** staff. Such plan could include the reassignment of the person having custody and control of the animal to a different classroom. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, ~~District~~ **Tewksbury Public Schools**, and transportation staff including the involvement of the parents/guardian of the student.

When a student will be accompanied by a service animal at school or in other ~~District~~ **Tewksbury Public Schools** facilities on a regular basis, such staff member or such student's parent or guardian, as well as the animal's owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

The Superintendent of Schools or his/her designee shall be responsible for developing procedures to accommodate a student's use of an assistance animal in ~~District~~ **Tewksbury Public Schools** facilities and on school transportation vehicles.

ADOPTED: March 26, 2014

Revised:

LEGAL REF: 238 CFR, Part 35



## **File: JCA - ASSIGNMENT OF STUDENTS TO SCHOOLS**

Generally, students will be required to attend school in the attendance area in which they reside, unless special permission has been granted by the Superintendent. The geographic areas are approved by the Tewksbury School Committee. The Tewksbury School Committee reserves the right to change the boundaries of these given areas to meet the changing needs of the school system.

Special permission may be granted for the following reasons:

1. If the change involves an exceptional child, a hardship case, or if there are medical considerations.
2. If the change appears to be in the interests of the child, of the schools, and for disciplinary and administrative reasons.
3. If the legal residence of a child changes from one attendance area to another during the school year and the parent/guardians wish the child to remain in his/her former school; permission will not extend beyond the current school year.
4. To permit secondary school students to take courses not offered in their assigned schools.

School bus transportation will not be provided for students attending schools outside their attendance area unless they can be accommodated on existing bus routes and schedules; or an exceptional child a hardship is involved; or unless specific permission is granted by the Tewksbury School Committee.

{Adoption date}

Revised: January 18, 1996

Reviewed and Adopted May 14, 2014

**Revised:**

LEGAL REFS.: M.G.L. [71:37C](#); [71:37D](#); [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 Educational Programs, adopted 2/25/75~~

~~Board of Education Regulations Pursuant to Chapter 636 of the Acts of 1974, adopted 9/10/74~~

~~Board of Education Regulations Pertaining to the Preparation of Racial Balance Plans which Involve Redistricting, adopted 4/24/73~~

**File: JEB - ENTRANCE AGE FOR KINDERGARTEN AND ELEMENTARY GRADES**

- I. A child must who will be 5 years old as of August 31st of the year entering of age prior to the first day of the school year during which they wish to enroll will be eligible to enter Kindergarten for that school year. A child must who will be 6 years old as of August 31st of age prior to the first day of the school year during which they wish to enroll will be eligible to enter of the year entering the 1st Grade.

II. Underage children who seek to transfer to our first grade from another school public or private school outside of Tewksbury prior to the first day of school September 1st, will be allowed to do so provided:

- the parents or legal guardians did not reside in Tewksbury during the time the child was enrolled in kindergarten in another public or private school
- the child has been recommended for promotion from kindergarten by the public or private school
- the public school in which the private school kindergarten is located accepts children into their first grade.

III. Tewksbury Public Schools does not have a waiver policy regarding the Kindergarten and first grade entrance age requirements.

IV. Any underage child who requests to enter the 2nd grade or above will be allowed to do so provided he or she has attended a bonafide previous grade and is recommended for promotion.

SOURCE: Tewksbury

Revised: May 14, 2014

Revised:

LEGAL REFS.: M.G.L. [15:1G](#)

~~Board of Education Regulations for Entrance to First Grade and Kindergarten,  
adopted 7/20/71~~

603 CMR 8.00

**File: JFBB-1 - SCHOOL CHOICE**

It is the policy of the Tewksbury Public Schools **not** to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law (M.G.L. [76:12B](#).) This decision must be reaffirmed annually prior to June 1st by a vote of the School Committee following a public hearing. In the event the Tewksbury School Committee votes to participate, the following local conditions would apply:

1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to choice students.
2. That by June 1 of every school year, a public hearing will be held to review participation in the school choice program.
3. That resident students be given priority placement in any classes or programs within the district.
4. That the selection of non-resident students for admission when the number of requests exceeds the number of available spaces be in the form of a random drawing. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings.
5. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the district until graduation from high school except if there is a lack of funding of the program.
6. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race, color, religious creed, national origin, sex, gender identity, age, sexual orientation, **homelessness**, ancestry, athletic performance, physical handicap, special need, academic performance or proficiency in the English language.

ADOPTED: March 26, 2014

UPDATED: June 2012

**Revised:**

LEGAL REFS.: M.G.L. [71:6](#); [71:6A](#); [76:6](#); [76:12](#); [76:12B](#)

BESE Regulations 603 CMR [26.00](#)

**File: JHD - EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE**

**Denial of Admission**

Denial of admission means the withholding of the privilege of enrolling in a school of the District.

The following shall be the grounds for denial of admission to school or diversion to an appropriate alternative program:

Graduation from the twelfth grade of any school or receipt of any document evidencing completion of the equivalent of a secondary curriculum;

Failure to meet the requirements of age, by a student who has reached the age of six years at a time after the beginning of the school year, as fixed by the Tewksbury School Committee as provided in Massachusetts General Laws;

~~Having been expelled during the same school year from this district or any district in the Commonwealth;~~

Not being a resident of the District;

Failure to comply with the provisions of the Massachusetts School Entry Immunization Law.

Revised: January 18, 1996

Revised: May 14, 2014

Revised:

LEGAL REFS.: M.G.L. [71:37H](#); [76:12](#); [76:12A](#); [76:12B](#)

603 CM [26:00](#)

**File: JICH - ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED**

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property, or at any school function, or at any school sponsored event.

Additionally, any student who is under the influence of drugs or alcoholic beverages prior to or during, attendance at, or participation in, a school sponsored activity, will be barred from that activity and subject to disciplinary action.

This policy shall be posted on the district's website and notice shall be provided to all students and parents of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

LEGAL REF.: M.G.L. [71:2A](#); [71:96](#); [272:40A](#)

CROSS REF.: [IHAMB](#), Teaching About Alcohol, Tobacco, and Drugs

[GBEC](#), Drug Free Work Place Policy

Reviewed and Adopted May 14, 2014

Revised: September 21, 2016

Revised:

### **File: JII - STUDENT COMPLAINTS AND GRIEVANCES**

The Tewksbury School Committee recognizes that there may be conditions in the school system that are in need of improvement and that students should have some means by which their concerns may be effectively expressed, considered, and dealt with fairly. Such means, if well-conceived and understood in advance, can do much to maintain harmonious relationships among the schools and the students and community. Every attempt will be made to seek a satisfactory solution to any concerns in a friendly and informal manner.

The traditional "open door" policy in the public school system will be continued. Students and their parents and/or guardians, who believe that the students have received unfair treatment may bring forward their grievance through the appropriate channels using the Tewksbury Public Schools Chain of Communication procedures. Appeals of individual disciplinary cases will be required to follow the district's policy on student discipline. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances. In general, appeals procedures will begin with the authority imposing the penalty (for example, principal or teacher) and may ultimately be referred to the superintendent and on to the Tewksbury School Committee, if a policy needs to be approved or changed.

~~Every attempt will be made to seek a satisfactory solution to any legitimate grievance in a friendly and informal manner.~~

Adoption date: January 1996

REVISED: July 16, 2014

Revised: April 14, 2015

**Revised:**

CROSS REF: JIC, Student Discipline



## **File: JJH-R - STUDENT TRAVEL REGULATIONS**

All overnight and out-of-state trips should be submitted and approved by the School Committee.

### **1. Transportation**

The use of vans or private automobiles for trips planned to include late night or overnight student travel is prohibited. Late night or overnight trips will use commercial motor coaches.

Trips planned to include late night or overnight student travel will include a pre-trip check of companies, drivers, and vehicles. CORI and/or background checks will be conducted in accordance with Massachusetts General Laws Chapter ~~71, section 38R~~ and School Committee Policy.

The Superintendent or designee will ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The district will not contract with any carrier that has a safety rating of "conditional" or "unsatisfactory". FMCSA ratings are available at <http://www.saferys.org/>.

The contract with the carrier will prohibit the use of subcontractors unless sufficient notice is given to the district that allows verification of the subcontractor's qualifications.

### **2. Trip Scheduling**

Overnight accommodations should be made in advance with student safety and security in mind. Whenever possible, trip schedulers should avoid planning student travel between the hours of midnight and 6:00 a.m., due to the increased risk of vehicular accidents during this time period.

Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered "optional school programs" and do not count toward meeting structured learning time requirements. (Refer to the Massachusetts Dept. of Elementary and Secondary Education publication Student Learning Time Regulations Guide)

Trip itineraries must leave enough time for drivers to rest in conformity with federal hour-of-service requirements and common sense.

Trip scheduling should take into account the likelihood of delays due to weather, traffic, stragglers, and other unanticipated factors.

If substantially all members of a class are participating in a trip, the school should provide appropriate substitute activities for any students not participating.

### **3. Fundraising**

The amount of time to be devoted to fundraising should be reasonable and commensurate with students' obligations for homework, after-school activities, and jobs.

~~Group fundraising activities are preferred. Students should not be assigned individual fundraising targets.~~

~~If students are charged individual fees for participation, every effort should be made to provide scholarships where needed.~~

Hardship cases will be evaluated by sponsoring advisors.

### Additional Resources

Federal Motor Carrier Safety Administration (FMCSA)

<http://www.fmcsa.gov>

United Motorcoach Association – Student Motorcoach Travel Safety Guide (includes “Motorcoach Safety Checklist”)

<http://www.uma.org/consumerhelp/studentguide.asp>

Department of Defense’s approved list of motor carriers

<http://www.mtmc.army.mil/content/504/approvedlist.pdf>

APPROVED: March 10, 2004

REVISED: July 16, 2014

Revised:

LEGAL REFS.: ~~Chapter 346 of the Acts of 2002 (et al) approved on October 9, 2002~~

M.G.L. [69:1B](#); [71:37N](#); [71:38R](#)

603 CMR [27.00](#)

CROSS REF.: [IJOA](#), Field Trips  
[ADDA Background Checks](#)



**File: JRA - STUDENT RECORDS**

In order to provide students with appropriate instruction and educational services, it is necessary for the Tewksbury Public Schools to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements. The temporary record of each student enrolled on or after June 2002 will be destroyed no later than five seven years after the student transfers, graduates or withdraws from the school district Tewksbury Public Schools. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. Former students desiring information from their records may obtain it by requesting such information from the principal before the date of destruction. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

The Tewksbury School Committee wishes to make clear that all individual student records of the school system are confidential. This extends to giving out individual addresses and telephone numbers.

{Adoption date}

Revised: October 8, 1996

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

P.L. 93-380, Amended P.L. 103-382, 1994

M.G.L. [66:10 71:34A,B,D,E, H](#)

~~Board of Education Student Record Regulations adopted 2/1077 and June 1995~~

~~603 CMR: Dept. Of Education 23:00 through 23:12 also~~

~~Mass. Dept. Of Education publication Student Records: Questions, Answers and Guidelines, Sept. 1995~~

[603 CMR 23.00](#)

CROSS REF.: [KDB](#), Public's Right to Know

Revised:

**File: KBBA - NON-CUSTODIAL PARENTS' RIGHTS**

As required by Massachusetts General Law Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Dept. of Elementary and Secondary Education Regulations. The school district Tewksbury Public Schools will follow the law and the regulations developed by the Massachusetts Dept. of Elementary and Secondary Education to standardize the process by which public schools provide student records to parents who do not have physical custody of their children ("non-custodial parents").

As required by M.G.L. c. 71, § 34H law, a non-custodial parent may have access to the student record in accordance with the following provisions.

(a) A non-custodial parent is eligible to obtain access to the student record unless the school or district Tewksbury Public Schools has been given documentation that:

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

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

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

(ec) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary

language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the Principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in ~~603 CMR 23.07 (5)(a)~~ regulation.

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

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

LEGAL REF.: M.G.L. [71:34D](#); [71:34H](#)

603 CMR [23.07](#) (5) Access Procedures for Non-Custodial Parents

20 U.S.C. §1232g Family Education Rights and Privacy Act (FERPA)

ADOPTED: February 11, 2015

Revised:

**File: KCD – PUBLIC GIFTS TO THE SCHOOLS ACCEPTANCE OF GIFTS**

The Tewksbury School Committee appreciates the offering of gifts that will enhance the educational opportunities offered to our students.

The Superintendent will have authority to accept gifts and offers of equipment for the schools in the name of the Tewksbury School Committee when the gift is of educational value. In the case of gifts from industry, business, or special interest groups, no extensive advertising or promotion may be involved in any donation to the schools.

Gifts will automatically become the property of the school system. Any gift of cash, whether or not intended by the donor for a specific purpose, will be accepted by vote of the Tewksbury School Committee, handled as a separate account and expended at the discretion of the Tewksbury School Committee, as provided by law.

~~When the Tewksbury School Committee votes to accept a gift, it becomes the property of the Tewksbury Public Schools and its status is the same as if it had been purchased from regular public school funds.~~

Such gift property shall be put to use in whatever manner the Superintendent determines is in the best interest of the ~~School Department~~ Tewksbury Public Schools and fosters the express intent of the Tewksbury School Committee to establish parity in the educational equipment and assets among the individual Tewksbury Public Schools.

**Procedure**

1. Any person or entity who proposes to make a gift to the Tewksbury Public Schools must direct a written offer to the Superintendent of Schools.
2. The Superintendent shall present the written offer to the Tewksbury School Committee for its review.
3. The Tewksbury School Committee will vote to accept or reject the gift on behalf of the Tewksbury Public Schools.
4. To qualify for acceptance a gift must enhance a current program of the ~~School Department~~ Tewksbury Public Schools.

The Tewksbury School Committee directs the Superintendent to assure that an appropriate expression of thanks is given all donors.

REVISED: February 11, 2015

Revised:

LEGAL REFS.: M.G.L. [71:37A](#)

**File: KDB - PUBLIC'S RIGHT TO KNOW**

Each building administrator is authorized by the Tewksbury School Committee to use all means available to keep parent/guardians and others in the particular school's community informed about the school's program and activities.

The Tewksbury School Committee will provide, upon request, minutes of its meetings and records except as such meetings and records pertain to individual personnel and other classified matters.

The Tewksbury School Committee supports the right of the people to know about the programs and services offered within the Tewksbury Public Schools. All requests for information will be acted on fairly, completely and expeditiously.

All commonly available public record documents of the School District shall be posted on the district's website. The length of time such records shall remain posted on the district website shall be in accordance with the Municipal Record Retention Manual. In addition,

The official minutes of the Committee,

its written policies and regulations,

and its financial records will be open for inspection at the office of the Superintendent and/or Director of Business Manager Services by any citizen desiring to examine them during hours when the office is open.

No records pertaining to individual students or staff members will be released for inspection by the public or any unauthorized persons by the Superintendent or other persons responsible for the custody of confidential files. The exception to this will be information about an individual employee (or student) that has been authorized in writing for release by the employee (or student, or student's parent/guardian).

Adoption date: January 1996

LEGAL REFS.: M.G.L. 4:7; 66:10; 30A:18-25; 39:23B

CROSS REFS.: BEDG, Minutes

GBJ, Personnel Records

JRA, Student Records

Reviewed and Adopted January 14, 2015

Revised:

**File: KDD - NEWS MEDIA RELATIONS/NEWS RELEASES**

The Tewksbury School Committee and administration will make every effort to assist the press and other communications media to obtain complete and adequate coverage of the challenges, programs, planning, and activities of the school system. Every possible effort should be made to obtain coverage of school activities that will create and maintain a dignified and professionally responsible image for the school system.

All representatives of the media will be given equal access to information about the schools. General releases of interest to the entire community will be made available to all the media simultaneously.

There will be no exclusive releases except as media representatives request information on particular programs, plans or problems.

**Procedure**

In order that school system publicity is given wide coverage and is coordinated into a common effort and purpose, the following procedures will be followed in giving official information to the news media:

The Tewksbury School Committee chairperson Chair will be the official spokesman for the Committee, ~~except as this duty is delegated to the Superintendent.~~

News releases that are of a system-wide or a sensitive nature or pertain to established School Committee policy are the responsibility of the Superintendent.

News releases that are of concern to only one school, or to an organization of one school, are the responsibility of the Principal of that particular school or his/her designee. All statements made to the press by other staff members of the particular school must be cleared with the Principal.

Adoption date: January 1996

Reviewed and Adopted January 14, 2015

Revised:



**File: KE - PUBLIC COMPLAINTS: INSTRUCTION, LEARNING MATERIALS AND DISCIPLINE**

Although no member of the community will be denied the right to bring their complaints to the Tewksbury School Committee, they will be referred through the proper administrative channels for solution before investigation or action by the Tewksbury School Committee. Exceptions will be made when the complaints concern Tewksbury School Committee actions or Tewksbury School Committee operations only.

~~The Tewksbury School Committee believes that complaints are best handled and resolved as close to their origin as possible, and that the professional staff should be given every opportunity to consider the issues and attempt to resolve the problem prior to involvement by the Tewksbury School Committee. Therefore, the proper channeling of complaints involving instruction, discipline or learning materials will be as follows:~~

- ~~1. Teacher~~
- ~~2. School building administrator~~
- ~~3. Superintendent~~
- ~~4. Tewksbury School Committee~~

~~If a complaint, which was presented to the Tewksbury School Committee and referred back through the proper channels, is adjusted before it comes back to the Tewksbury School Committee, a report of the disposition of the matter will be made to the Tewksbury School Committee and then placed in the official files.~~

Please reference Tewksbury Chain of Communication.

Matters referred to the Superintendent and/or the Tewksbury School Committee must be in writing and should be specific in terms of the action desired.

The Tewksbury School Committee expects the professional staff to receive complaints courteously and to make a proper reply to the complainant.

REVISED: February 11, 2015

Revised:

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

603 CMR [26.00](#)

**File: KHB - ADVERTISING IN THE SCHOOLS**

The Tewksbury School Committee may grant permission for advertising of commercial products or services in school buildings or on school property under guidelines or regulations it may approve. ~~No advertising of commercial products or services will be permitted in school buildings or on school grounds or properties without permission of the Tewksbury School Committee.~~ Publications of the school system will not contain any advertising. However, this will not prevent advertising in student publications that are published by student organizations, subject to administration controls, or the use of commercially-sponsored, free teaching aids if the content is approved by the administration.

Solicitation of sales or use of the name of the school system to promote any product will not be permitted by the Tewksbury School Committee.

Adopted: January 1996

REVISED: February 11, 2015

Revised:

CROSS REF.: [JP](#), Student Gifts and Solicitations

[KHA](#), Public Solicitations In the Schools



## **File: KI - VISITORS TO THE SCHOOLS**

The Tewksbury School Committee **encourages welcomes** parent/guardians and guests to visit classrooms to observe and learn about the instructional programs taking place in our schools. Such visits can prove most beneficial in promotion of greater school-home cooperation and community understanding of how we carry out the school system's mission and goals.

Visits by parent/guardians to several classrooms in a given grade for the purposes of comparing teaching styles to provide a basis for a request for student assignment to a particular teacher are strongly discouraged. The assignment a student to a particular class/teacher is the sole responsibility of the building Principal in consultation with the staff of that school.

The following guidelines for classroom and school visits should be followed:

1. Parental requests for classroom visitations will be welcomed as long as the educational process is not disrupted. To this end we request that such requests be made at least forty-eight hours in advance to allow for proper arrangements to be made.
2. The building Principal has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff members so as to give adequate notice to the staff members of the impending visits.
3. ~~For security purposes it all visitors must report to the principal's office upon entering and leaving the building and sign a visitor log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office.~~ **Follow all security procedures at the school.**
4. Under ordinary circumstances classroom observations will be strongly discouraged during the first three weeks of school in September and during the month of June.
5. Only students contemplating attendance at Tewksbury Memorial High School are welcome to tour the building and attend classes. Students must receive prior approval of the Principal and schedule an appointment with the guidance office.
6. Request by parent/guardian to observe their child will be approved by the building Principal within 72 hours. Issues of confidentiality will be strictly observed. Request must be made in writing, identifying the reason for the observation.

Adoption date: January 1996

REVISED: February 11, 2015

**Revised:**

CROSS REFS.: [IHBAA](#), Observations of Special Education Programs

**File: LDA - STUDENT TEACHING AND INTERNSHIPS**

The Tewksbury School Committee encourages the administration to cooperate with teacher training institutions in the placement of student teachers in the school system. All initial arrangements with the colleges and universities will be subject to Superintendent approval.

The **Tewksbury School** Committee authorizes the administration to honor the reasonable rules and training guidelines of the sending institution.

In all arrangements made with colleges and universities, the school system will be given the privilege of interviewing and accepting or rejecting individual candidates for student teaching and internships.

The school administration will **devise ensure there are** procedures for evaluating the performance of student teachers that meet requirements of the sending institution and fit with the **Tewksbury School** Committee's policies.

Adoption date: January 1996

Revised: April 14, 2015


**Revised:**

# Old Business

# Tewksbury Public Schools

139 Pleasant Street  
Tewksbury, MA 01876

## MEMORANDUM

To: Tewksbury School Committee  
From: Brenda T. Regan, Assistant Superintendent   
Date: April 5, 2018  
Re: TMHS French Textbook Proposal

---

### This Requires a Roll Call Vote

I am requesting the School Committee support the purchase and implementation of a new French textbook series, *D'accord!* (Levels I-IV), by Higher Vista Learning, for Tewksbury Memorial High School, in the amount of \$25,315.68 (incl. S/H). This requires a Roll Call Vote.

LeAnn Lewis  
Melanie Ryan  
Textbook pilot  
Support documents  
January 14, 2018

## OVERVIEW

Our goal is to create a comprehensive program that meets our students where they are and uses best practice to build an approach focused on proficiency. In an effort to meet this goal, we searched for a textbook that reflects modern pedagogy defined by the American Council on the Teaching of Foreign Languages (ACTFL).

Our proposed book purchase is the D'accord series published by Vista Higher Learning for all levels: French 1, French 2, French 3 and French 4. The French 1 and French 2 students would work from the D'accord 1 book and the French 3 and French 4 students would work from the D'accord 2 book. Our proposal purchase includes:

- two classroom sets of D'accord 1 textbooks, one for LeAnn's classroom and one for Melanie's classroom
- one classroom set of D'accord 2 textbooks
- electronic "seats" for each student in the program

Cost and pricing options are included in a separate document.

Please note: The pilot was in the last edition of D'accord. The proposed purchase would be in the 2019 brand new edition. The scope and sequence of both editions is unchanged. The video content as well as some photos are updated. All images and photos are 100% up-to-date and show diversity in the francophone world.

## WHAT WE HAD

Discovering French Nouveau! by Valette and Valette published by McDougal Little

- The book is "all over the place" Language is presented in disconnected segments throughout the book that do not follow a logical sequence. Teaching with this book involves jumping around.
- There is a focus on the skills of reading, writing, speaking, listening as separate components. The book and the support materials are not grounded in best practice that includes integrated modes of communication. There is very little in the series to allow students to gain consistent practice in all the modes of communication.
- The video content is stereotypical and extremely outdated. Students can't identify with the images.
- There is no on-line component that allows students to practice outside of class, unlike our Spanish program. This created an inequity of access in the programs. The extra support and practice is important for meeting all students – those on IEPs and those who need a challenge.
- We do not have enough textbooks to assign a book per student. In our opinion, it would not be a good allocation of resources to purchase additional Discovering French Nouveau textbooks.
- There are not enough support materials for the program such as a lack of IPAs and a lack of material for the language lab.
- Aside from the listening CD and some very outdated video, there are no materials in the program to use the language lab.
- There are very few authentic resources included in the book.

WHERE WE WOULD LIKE TO GO  
D'accord by Vista Higher Learning

- Vista Higher Learning's entire focus is World Language books. That's all they do and they do it well.
- The program uses UDL. Backward design begins with the end goal in mind.
- The set-up of the program is well designed. Vista consulted psychologists to create an ideal layout. For example, the same consistent structure for each unit has color-coded sections. The color coding is the same in the textbook and in the on-line component. Every on-line activity gives students resources and has links to click on them. For example, if a student is working on an on-line exercise, he or she could click on a link to bring up the presentation from the book, a link to bring up a video tutorial for grammar, vocabulary lists or vocabulary flashcards.
- This highly interactive, integrated and thematic series is a performance-based program. Students are learning in a meaningful context with the goal of doing something, or "performing" in the language.
- The series embraces modern pedagogy which looks at building proficiency.
  - The emphasis is on the 3 modes of communication: presentational, interpersonal and interpretive.
    - The modes of communication are best practice in World Language education as set by ACTFL (American Council on the Teaching of Foreign Language).
  - The Can-Do Statements are integrated into learning.
    - The Can-Do Statements, also best practice defined by ACTFL, are integrated in the program materials.
    - The Can-Do Statements and the reflection on the Can-Do Statements allow for metacognition and reflection on learning.
    - The Can-do Statements tie into the standards and tie in with Mastery Connect. They also are a useful tool in curriculum writing.
  - IPAs (Integrated Performance Assessments) accompany the text.
    - Each unit has an IPA.
    - This gives purposeful reason for learning.
    - There are sample rubrics that can be used or tweaked by the teacher.
- The program has a strong technology component. Each student is assigned a "seat" in the classroom on the Super Site. Teachers assign homework and language lab work on the site. Students also have a virtual textbook that they can access for study at home. Teachers have their own Supersite that includes classes of the students, the textbook and all support documentation. Some of the strengths include:
  - instant feedback for practice – Why practice if you are practicing wrong? Students receive feedback and can easily access resources through links.
  - flashcards
  - abundant resources that allow for meaningful practice in the language lab - Partner Chats and many activities that naturally lend themselves to differentiation. Because of this, we are able to use the language lab more fully as there is a better connection with what we are working on in class and in independent practice.
  - high-quality and current video content for the *roman photo* (soap opera) and cultural segments that are 100% modern and diverse
- There is training and support for educators. Highlights include:
  - Vista gave us a high-quality free 6 hour training just for the pilot. Our consultant, a respected World Language teacher, was flown to Massachusetts from Florida. She presented a tailor-made presentation specific to our school's needs.
  - Vista offers free webinars every Tuesday at 4 pm and 7 pm.
  - There is a call center as well as on-line help for technology support and questions.

- The instructional sequence is strong. Some highlights of the instructional sequence include:
  - Culture is included from the beginning.
  - Each unit is thematic.
  - Each unit starts with “*Contextes*” where vocabulary is presented in a 2 page-spread to get students into the theme
  - Pronunciation – full page of pronunciation with a dictée
  - Media – Roman-photo (like soap opera)
  - Grammar - Teaches how to function in a language rather than teaching language functions. Grammar is taught as a TOOL.
  - Culture – embedded and integrated
  - Flash Culture – great for interpretive
  - Synthesis – pull it all together to use/perform in a language: These meaningful and scaffolded learning activities allow for mastery of the language and build up to an IPA. There are word banks/steps/sentence STEMS that support students with IEPs.
  - Le Zapping – authentic media piece – always a commercial – allows students to gain insight into practice and perspective in another culture
  - Panorama – monde francophone
- There is a variety of engaging learning activities that build. The structure is consistent and comfortable and pushes students to build their proficiency.
- There are so many support materials. The materials are engaging and high-quality. Furthermore, all of the materials are easy for the teacher to access from the Super Site. Examples of a few additional activities include:
  - Info Gap – Partner A/Partner B activities where students have to discuss to fill in the gap.
  - Hands-on, manipulative activities
- There are authentic resources right from the beginning.

#### OTHER CONSIDERATIONS

- The Spanish program has a series that has electronic “seats” with an on-line textbook.
- The Spanish program has support materials for the language lab.
- AP Spanish uses Vista Higher Learning’s AP level book called Temas. D’accord is the perfect pre-AP series for a possible French AP class down the road. Suggestions, activities and recommendations are included to challenge students who might eventually take AP French. AP French themes and vocabulary are introduced from the beginning or D’accord. Then, the Vista Higher Learning French AP book Thèmes could be used for an AP class.

	2017-2018 school year	2018-2019 school year (assumes adoption of piloted book – This plan might have to change.)	2019-2010 school year (assumes adoption of piloted book – This plan might have to change.)	2010-2011 school year (assumes adoption of piloted book – This plan might have to change.)
French 1, CP	D'Accord level 1 book Preliminary - unit 4	D'Accord level 1 book Preliminary/unit - unit 4	D'Accord level 1 book Preliminary unit - unit 4	D'Accord level 1 book Preliminary unit - unit 4
French 2, CP	D'Accord level 1 book Unit 3 – Unit 6/Unit 7A* (*The target is to complete unit 7A. As D'Accord is a new program, I am unsure of the pacing.)	D'Accord level 1 book Unit 5 – Unit 8	D'Accord level 1 book Unit 5 – Unit 8	D'Accord level 1 book Unit 5 – Unit 8
French 3, CP	D'Accord level 1 book Unit 6 – Unit 8 D'Accord level 2 book Unit 1 – Unit 2A* (*The target is to complete unit 2A. As D'Accord is a new program, I am unsure of the pacing.)	D'Accord level 1 book Unit 7B* - 8 D'Accord level 2 book Unit 1 – Unit 3	D'Accord level 2 Review unit (P) – Unit 4	D'Accord level 2 Review unit (P) – Unit 4
French 4, Honors	D'Accord, level 2, will most likely begin in Unit 3 or 4  Curriculum also focuses on: <u>Le Petit Prince</u> Impressionism Film unit: <i>Les Choristes</i>	D'Accord level 2 book Unit 2B – Unit 6 D'Accord level 3 book  Curriculum also focuses on: <u>Le Petit Prince</u> Impressionism Film unit: <i>Les Choristes</i>	D'Accord level 2 book Unit 4 – 7  Curriculum also focuses on: <u>Le Petit Prince</u> Impressionism Film unit: <i>Les Choristes</i>	D'Accord level 2 Unit 5 – Unit 7  D'Accord level 3 Unit 1  Curriculum also focuses on: <u>Le Petit Prince</u> Impressionism Film unit: <i>Les Choristes</i>

Please see additional notes on the next page...



#### Additional Notes:

- The units in the D'Accord series are very "dense." Each unit is divided into two lessons. Each lesson is like a chapter/unit. It is very common that a French 1 class would complete the first half of D'accord 1 and that French 2 would complete the 2<sup>nd</sup> half of the 1<sup>st</sup> D'accord 1 book.
- The French 2 and 3 classes might need some extra time and targeted instruction if they need to review some of the concepts that were previously taught in the D'Accord series as were not included in previous instruction and curriculum.
- If we move in the direction of adopting the D'Accord series, the curriculum will not need to be re-written/re-invented. It will need to be shifted from levels as we settle into the new series.
- If we decide to adopt the D'Accord series, we would purchase the latest edition that is coming out later this fall. We are doing the pilot in the current edition. (The newer edition is not yet available.) The structure of the book will not change. The biggest changes will come with updated video content. The new series will also have a news/current event feature.
- If we do not adopt the new series, the curriculum will have to re-written as the Discovering French program is dramatically different. Teachers would need time to create a curriculum that mostly does not include a textbook.

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.

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
<b>I. Contents</b>					
Reflect the learning standards in the <i>DESE Common Core and Curriculum Frameworks</i>	X				
<b>II. Features</b>					
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				
<b>III. Learning Activities</b>					
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				
<b>IV. Teacher Support Materials</b>					
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				
<b>V. Student Assessment Materials</b>					
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				
<b>VI. Program Development and Implementation</b>					
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				
<b>VII. Representation of all Groups</b>					
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.

*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.

C.

---

---

## *Criteria for Evaluating Instructional Materials and Programs*

	STRONGLY AGREE	AGREE	CANNOT JUDGE	DISAGREE	STRONGLY DISAGREE
<b>I. Contents</b>					
Reflect the learning standards in the <i>DESE Common Core and Curriculum Frameworks</i>	X				
<b>II. Features</b>					
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				
<b>III. Learning Activities</b>					
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				
<b>IV. Teacher Support Materials</b>					
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				
<b>V. Student Assessment Materials</b>					
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				
<b>VI. Program Development and Implementation</b>					
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				
<b>VII. Representation of all Groups</b>					
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

## 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

*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](mailto:sales@vistahigherlearning.com)

Vista Higher Learning

500 Boylston St. Suite 620 Boston, MA 02116

Thank you for your business!

*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. Discovering French Nouveau!
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

## *Criteria for Evaluating Instructional Materials and Programs*

	STRONGLY AGREE	AGREE	CANNOT JUDGE	DISAGREE	STRONGLY DISAGREE
<b>I. Contents</b>					
Reflect the learning standards in the <i>DESE Common Core and Curriculum Frameworks</i>				X	
<b>II. Features</b>					
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
<b>III. Learning Activities</b>					
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	
<b>IV. Teacher Support Materials</b>					
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,				X	

long-distance learning, CD-ROMs, and electronic bulletin boards					
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					
Include suggestions for a variety of assessment approaches such as portfolios, journals, projects, and informal and formal tests				X	
<b>V. Student Assessment Materials</b>					
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	
<b>VI. Program Development and Implementation</b>					
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
<b>VII. Representation of all Groups</b>					
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.).

Please see support documentation.

*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. Discovering French
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

## *Criteria for Evaluating Instructional Materials and Programs*

	STRONGLY AGREE	AGREE	CANNOT JUDGE	DISAGREE	STRONGLY DISAGREE
<b>I. Contents</b>					
Reflect the learning standards in the <i>DESE Common Core and Curriculum Frameworks</i>				X	
<b>II. Features</b>					
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
<b>III. Learning Activities</b>					
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	
<b>IV. Teacher Support Materials</b>					
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.				X	

long-distance learning, CD-ROMs, and electronic bulletin boards					
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	
<b>V. Student Assessment Materials</b>					
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	
<b>VI. Program Development and Implementation</b>					
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
<b>VII. Representation of all Groups</b>					
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.).

Please see support documentation

---



---



---



---



# Houghton Mifflin Harcourt

Proposal  
Prepared For

## Tewksbury Memorial High School

320 Pleasant St  
Tewksbury MA 01876

For the Purchase of:

## ML Discovering French Nouveau 2007 Levels 1-3 Online

Prepared By  
Art Germano  
arthur.germano@hmhco.com

*ATTN: This Proposal is not approved and is not valid*



Houghton Mifflin Harcourt

Attention

Customer Experience  
9205 South Park Center Loop  
Orlando FL 32819  
FAX 800-259-3232  
k12orders@hmhco.com

HMH Confidential and Proprietary



Proposal Date: 3/21/2018

Proposal for

Expiration Date: 5/5/2018

**ATTN: This Proposal is not approved and is not valid**

ISBN	Title	Price	Quantity	Value of all Materials
<b>Grade 9</b>				
<b>Student</b>				
293059	<b>DRAFT</b> 1 Discovering French, Nouvelle Edition Online (1-year subscription) Level 1	\$24.85	60	\$1,491.00
293060	<b>DRAFT</b> 1 Discovering French, Nouvelle Edition Online (1-year subscription) Level 2	\$24.85	60	\$1,491.00
293061	<b>DRAFT</b> 1 Discovering French, Nouvelle Edition Online (1-year subscription) Level 3	\$24.85	60	\$1,491.00
<b>Total for Student</b>				<b>\$4,473.00</b>
<b>Total for Grade 9</b>				<b>\$4,473.00</b>

**Proposal  
Summary**

<b>Subtotal Purchase Amount:</b>	<b>\$4,473.00</b>
<b>Shipping &amp; Handling (10.50%):</b>	<b>\$0.00</b>
<b>Total Cost of Proposal (PO Amount):</b>	<b>\$4,473.00</b>



**Houghton Mifflin Harcourt**

Attention

Customer Experience  
9205 South Park Center Loop  
Orlando FL 32819  
FAX 800-255-5232  
kt2orders@hmcq.com

HMH Confidential and Proprietary

3/21/2018

006660961

Sold 0000127791 Ship 0000100997

Page 2 of 3

Please submit this form with your purchase order.

Proposal Date: 3/21/2018

Proposal for

Expiration Date: 5/5/2018

**ATTN: This Proposal is not approved and is not valid**

Total Cost of Proposal (PO Amount): \$ 4,473.00

This is a proposal only.

This proposal is subject to HMH's Standard Terms and Conditions ("Ts & Cs") below:

<http://www.hmhco.com/common/terms-conditions>

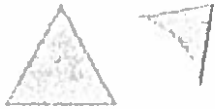
Ts & Cs are also found on HMH invoices.

HMH reserves the right to modify its Ts & Cs from time to time and agrees to notify you prior to such modifications becoming effective.

Unless otherwise agreed in writing, orders for Professional Services shall expire upon the earlier of (i) expiration of customer's funding or (ii) 24 months from receipt of the order.

Date of Proposal: 3/21/2018

Proposal Expiration Date: 5/5/2018



# Houghton Mifflin Harcourt



Houghton Mifflin Harcourt

Attention

Customer Experience  
9205 South Park Center Loop  
Orlando, FL 32819  
FAX: 800-269-5232  
[k12orders@hmhco.com](mailto:k12orders@hmhco.com)

HMH Confidential and Proprietary

3/21/2018 006660961 Sold 0000127791 Ship 0000100997

Page 3 of 3

Please submit this form with your purchase order.

Langue

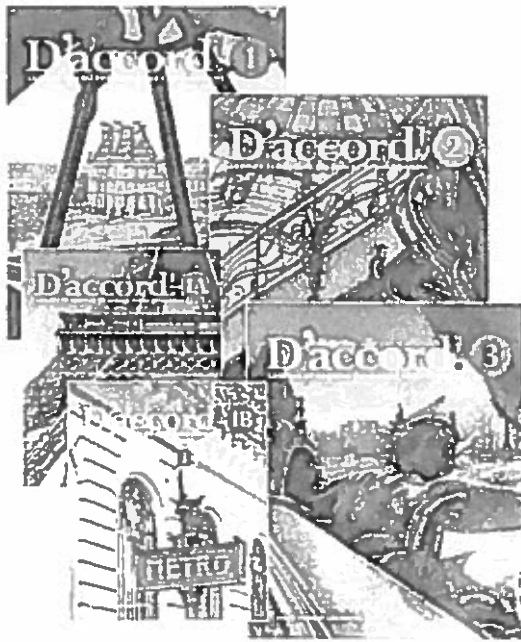
6-

Prime:  
pricing

Prime

SE:

wSAM:  
the



# D'accord 2019

et culture du monde francophone

## Pricing and Packaging Options – year digital access

Includes additional features listed at end of document

Supersite: Includes all digital features excluding Features at end of price document

Print Student Edition

Web Student Activity Manual™ –activities from Practice Workbook, online.

### D'accord 1:

Textbook + Digital License options

978-1-68005-800-0	D'accord 2019 L1 SE + SSPlus(6Y)	\$119.00
978-1-68005-803-1	D'accord 2019 L1 SE + SSPlus + eCahier(6Y)	\$159.00
978-1-54330-033-8	D'accord 2019 L1 SE + PRIME(6Y)	\$179.00

Digital License only

978-1-68005-791-1	D'accord 2019 L1 SSPlus(6Y)	\$109.00
978-1-68005-794-2	D'accord 2019 L1 SSPlus + eCahier(6Y)	\$149.00
978-1-54330-026-0	D'accord 2019 L1 PRIME(6Y)	\$169.00

### D'accord 2:

Textbook + Digital License options

978-1-68005-822-2	D'accord 2019 L2 SE + SSPlus(6Y)	\$119.00
978-1-68005-825-3	D'accord 2019 L2 SE + SSPlus + eCahier(6Y)	\$159.00
978-1-54330-046-8	D'accord 2019 L2 SE + PRIME(6Y)	\$179.00

### Digital License only

978-1-68005-813-0	Daccord 2019 L2 SSPlus(6Y)	\$109.00
978-1-68005-816-1	Daccord 2019 L2 SSPlus + eCahier(6Y)	\$149.00
978-1-54330-039-0	Daccord 2019 L2 PRIME(6Y)	\$169.00

### D'accord 3

#### Textbook + Digital License options

978-1-68005-844-4	Daccord 2019 L3 SE + SSPlus(6Y)	\$119.00
978-1-68005-847-5	Daccord 2019 L3 SE + SSPlus + eCahier(6Y)	\$159.00
978-1-54330-059-8	Daccord 2019 L3 SE + PRIME(6Y)	\$179.00

### Digital License only

978-1-68005-835-2	Daccord 2019 L3 SSPlus(6Y)	\$109.00
978-1-68005-838-3	Daccord 2019 L3 SSPlus + eCahier(6Y)	\$149.00
978-1-54330-052-9	Daccord 2019 L3 PRIME(6Y)	\$169.00

### D'accord 1A

#### Textbook + Digital License options

978-1-68005-756-0	Daccord 2019 L1A SE + SSPlus(6Y)	\$100.00
978-1-68005-759-1	Daccord 2019 L1A SE + SSPlus + eCahier(6Y)	\$125.00
978-1-54330-007-9	Daccord 2019 L1A SE + PRIME(6Y)	\$150.00

### Digital License only

978-1-68005-747-8	Daccord 2019 L1A SSPlus(6Y)	\$90.00
978-1-68005-750-8	Daccord 2019 L1A SSPlus + eCahier(6Y)	\$115.00
978-1-54330-000-0	Daccord 2019 L1A PRIME(6Y)	\$140.00

## **D'accord 1B**

### **Textbook + Digital License options**

978-1-68005-778-2	Daccord 2019 L1B SE + SSPlus(6Y)	\$100.00
978-1-68005-781-2	Daccord 2019 L1B SE + SSPlus + eCahier(6Y)	\$125.00
978-1-54330-020-8	Daccord 2019 L1B SE + PRIME(6Y)	\$150.00

### **Digital License only**

978-1-68005-769-0	Daccord 2019 L1B SSPlus(6Y)	\$90.00
978-1-68005-772-0	Daccord 2019 L1B SSPlus + eCahier(6Y)	\$115.00
978-1-54330-013-0	Daccord 2019 L1B PRIME(6Y)	\$140.00

### **Print Workbooks**

978-1-68005-239-8	Daccord 2019 L1 Cahier de l'eleve	\$35.00
978-1-68005-240-4	Daccord 2019 L2 Cahier de l'eleve	\$35.00
978-1-68004-489-8	Daccord 2019 L3 Cahier de l'eleve	\$35.00
978-1-68004-490-4	Daccord 2019 L1A Cahier de l'eleve	\$28.00
978-1-68005-308-1	Daccord 2019 L1B Cahier de l'eleve	\$28.00

### **Teacher Materials**

978-1-68005-805-5	Daccord 2019 L1 National Teacher Resource Box	(\$511.70 value)
978-1-68005-827-7	Daccord 2019 L2 National Teacher Resource Box	(\$511.70 value)
978-1-68005-849-9	Daccord 2019 L3 National Teacher Resource Box	(\$511.70 value)
978-1-68005-761-4	Daccord 2019 L1A/L1B National Teacher Resource Box	(\$663.00 value)
978-1-68005-761-4	Daccord 2019 L1A/L1B National Teacher Resource Box	(\$663.00 value)

# New Business

March 23, 2018

Dear Dr. Malone and members of the School Committee,

The Wynn Middle School is looking for approval for our 2019 8<sup>th</sup> grade trip to Washington, D.C. with the tour company EF Explore America. I know it is early in the year to start thinking about a trip for 2019, but I feel it is in the best interest of the parents if we can start thinking about it now and give parents more time to be able to afford this tremendous opportunity for their children.

The date we would prefer for the 2019 tour is May 29 – June 1. Students would be leaving early in the morning of Wednesday the 29<sup>th</sup>, and we would return on Saturday June 1<sup>st</sup>. There would be no overnight busing on this trip and coming back on a Saturday allows for a day of recovery for both staff and students.

I have already looked into the calendar for 2019 and the biggest obstacle with the June trip has been the date of High School graduation. The graduation has always been the first Friday of June which does not fall until the following week. The sooner we are able to get the plan approved, the sooner we can start to enroll students and allow for smaller payments to make things more manageable. That is why I am looking to book the trip now. With EF's monthly payment option, parents can make much smaller payments now rather than much larger payments in the fall of 2018. We would also be looking for another fundraiser to help lower costs as well.

I have attached a tentative itinerary from EF Explore America so you can see all of the wonderful sights our students can experience. The time spent out of the class is well worth it. Thanks in advance for your consideration.

Sincerely,  
Michael Gillespie  
Wynn Middle School



Education First

*Explore America*

# WASHINGTON, D.C.: THE CAPITAL TOUR

4 Days | Washington, D.C.





## Your itinerary

### Day 1

#### Welcome to Washington, D.C.!

##### Lunch Included

Tour Director distributes \$10 each

##### The Smithsonian Museums

Explore all that the Smithsonian's museums have to offer during a self-guided visit. The Smithsonian Institution is the world's largest museum and research complex, endowed by James Smithson and created by an act of Congress in 1846. The Smithsonian Institution houses more than 136.5 million objects and comprises 17 museums and the National Zoo in Washington, D.C., two museums in New York City and nine research centers around the world.

##### Dinner in Washington, D.C.

Enjoy your evening meal, provided by EF Explore America.

##### Guided Evening Sightseeing of Washington, D.C.

Experience the magic of seeing Washington's most impressive sights illuminated during your evening scenic tour downtown. Points of interest on your tour include the Lincoln Memorial, the Vietnam Veterans Memorial, and the Korean War Memorial.

##### Hotel in Washington, D.C. Area

Arrive and check into your hotel.

*Overnight in Washington DC area*

### Day 2

#### Breakfast in Washington, D.C.

##### Guided Sightseeing of Washington, D.C.

Your Tour Director, a licensed Washington, D.C. guide, introduces you to the sites where national policies and political reputations are formed and reformed daily. Take a photo in front of the White House, home of every U.S. president except George Washington. View the iconic Washington Monument from the grassy National Mall, and look for your home state at the National WWII Memorial, the first national memorial dedicated to all who served during World War II. Finally, walk around the Tidal Basin to explore some of the most impressive memorials in D.C.: the Jefferson Memorial, the Franklin Delano Roosevelt Memorial, and the Martin Luther King, Jr. National Memorial.

##### Arlington National Cemetery

Observe the quiet dignity of Arlington National Cemetery, the final resting place of more than 200,000 veterans and their families. At JFK's gravesite, you'll see the eternal flame that was originally lit by Jacqueline Kennedy at her husband's funeral. You'll also witness the changing of the guard at the Tomb of the Unknowns.

##### Wreath for Wreath Laying Ceremony at Tomb of the Unknown Soldier

EF will provide a wreath with your school's name and colors for a wreath laying ceremony at the Tomb of the Unknown Soldier in Arlington Cemetery. Pending scheduling.

##### The United States Marine Corps Memorial

The cast bronze depiction of Marines raising the flag at Iwo Jima honors all those who have served in the Marine Corps since its inception in 1775.

##### Lunch Included

Tour Director distributes \$10 each.

##### Excursion to Mount Vernon

Travel through the Virginia countryside to Mount Vernon, the lovely retreat overlooking the Potomac River, where George and Martha Washington lived from 1754 to 1799. As you tour the restored Georgian mansion, you'll see many symbols of the owner's eminence, including Washington's presidential chair. You'll also see the reconstructed slave quarters and Washington's tomb, as well as the elegant estate's 500 acres of grounds and gardens. Be sure to explore the comprehensive Ford Orientation Center and Donald W. Reynolds Museum and Education Center. The interactive displays, short films and high-tech immersive experiences featured in the center depict Washington at three significant stages in his life.

##### Dinner in Alexandria

Enjoy your evening meal, provided by EF Explore America.

##### Legends of Alexandria Tour

Take a one hour Legends of Alexandria tour in Old Town, where an 18th-century costumed guide shows you the way through the streets by lantern and shares ghost stories, legends and folklore about the area!

*Overnight in Washington DC area*

### Day 3

#### Breakfast in Washington, D.C.

##### The US Capitol Building Tour & Visitor's Center

Visit the U.S. Capitol, the city's epicenter and the heart of the American legislature. George Washington laid the first cornerstone for the building in 1793, but the edifice was set on fire in 1814 when British troops marched through the city. Much of the structure was salvaged, thanks to heavy rains that quelled the flames, and the Capitol remains the symbol of American government today. You'll also explore the Visitor Center. This underground facility features an exhibition gallery, orientation theaters, a 550-seat cafeteria and gift shops.

##### Photo stop at the Library of Congress and U.S. Supreme Court

Make a photo stop at the green-domed Library of Congress and the imposing white-marble Supreme Court building.

##### Group Photo in Washington, D.C.

Get a professional photograph of your entire group for long lasting memories of your trip to Washington, D.C.

##### Lunch Included

Tour Director distributes \$10 each.

##### United States Holocaust Memorial Museum Permanent Exhibit

The Permanent Exhibition presents a narrative history using more than 900 artifacts, 70 video monitors, and four theaters that include historic film footage and eyewitness testimonies. Subject to availability.

##### Dinner Cruise on the Potomac River

Dine and dance the evening away on a boat cruise down the historic Potomac River, a waterway that was explored by Captain John Smith in 1608.

*Overnight in Washington DC area*

#### **Day 4**

##### **Breakfast in Washington, D.C.**

##### **Newseum**

The 250,000-square-foot Newseum is one of the world's most technologically advanced museums, offering a hands-on experience that lets you explore five centuries of news history and go behind the scenes to see how news is made. The modern facility features an interactive newsroom and seven levels of galleries, theaters, retail spaces and visitor services.

##### **National Archives (Time Permitting)**

This important landmark holds priceless documents that have shaped the history and politics of the United States. Interactive components will give you an appreciation for the role records

and archivists play in linking the past to the future. View all four pages of the Constitution simultaneously in the Charters of Freedom Rotunda. The Public Vaults also store important records from the earliest treaties with Native tribes to presidential websites.

##### **Lunch Included**

Tour Director distributes \$10 each

##### **\$10 Cash Included**

Tour Director distributes \$10 each.

##### **Depart for Home**

# TOUR PRICE QUOTE

## WASHINGTON, D.C.: THE CAPITAL TOUR

PREPARED FOR Michael Gillespie	PREPARED ON January 26, 2018
YOUR TOUR NUMBER 2097041ZA	YOUR TOUR WEBSITE efexploreamerica.com/2097041ZA

### Your travel details

**TOUR LENGTH**  
4 days

**DEPARTING FROM**  
Tewksbury, MA

**REQUESTED TRAVEL DATES**  
Wednesday, May 29, 2019 – Saturday, June 1, 2019

Based on a private tour with 140 - 159 paying travelers  
Price valid for travelers enrolled by June 30, 2018

Student \$920	Adult \$1,170
------------------	------------------

NUMBER OF PAYING TRAVELERS	PRICE PER STUDENT	PRICE PER ADULT
120 – 134 (3 busses)	\$925	\$1,180
135 – 139 (3 busses)	\$910	\$1,160
140 – 159 (4 busses)	\$905	\$1,170
160 – 179 (4 busses)	\$885	\$1,135

Protect your travelers with the Anytime Protection Plan for \$79.  
Ask your Tour Consultant for details.

For every 7 paying travelers, 1 chaperone travels **FREE**

Adult supplement required for age 20 and older at the time of travel. Change and cancellation fees of up to the total price will apply. All prices subject to verification by an EA tour consultant. To view EA's Booking Conditions, visit [EFExploreAmerica.com/BC](http://EFExploreAmerica.com/BC).

Breakfast excluded on day of arrival; dinner excluded on day of departure (unless otherwise noted)

### Your experience includes

**MOTORCOACH TRANSPORTATION**

**HOTEL ACCOMMODATIONS**

**OVERNIGHT SECURITY**

**MEALS AS SPECIFIED**

**ALL GRATUITIES**

**GUIDED TOURS AND ACTIVITIES**

**FULL-TIME TOUR DIRECTOR**

Your Tour Director stays with your group 24/7, providing local insight and knowledge, while handling every on-tour detail.

**TRAINING AND SUPPORT**

We prepare new Group Leaders on a free Training Tour, and provide personal support every step of the way.

**TRAVELER RESOURCES**

We offer travelers flexible payment options as well as a dedicated support team to manage finances and answer tour questions.

**24-HOUR EMERGENCY SUPPORT**

Travelers and families can count on EF's dedicated emergency service team while on tour.

**EXPERT TOUR PLANNING**

Your dedicated EF team provides expertise every step of the way – from recruiting and enrolling travelers to planning and managing your tour.

**WESHARE – ACCREDITED LEARNING**

Our online learning platform engages students in activities before, during and after tour, with the option to create a final project for academic credit.

**ILLNESS AND ACCIDENT COVERAGE**

Rest easier knowing your travelers are covered on tour with EF's comprehensive coverage plan.

**\$50 MILLION LIABILITY POLICY**

Group Leaders and schools are protected while on tour.

# Tewksbury Public Schools

139 Pleasant Street  
Tewksbury, Massachusetts 01876

DRAFT



TO: All Staff  
FROM: Christopher J. Malone  
Superintendent of Schools  
RE: Register Periods

The following register periods will be adhered to by all schools. Thank you for your cooperation.

## 2018-2019 REGISTER PERIODS

Term 1: August 29 – November 2, 2018 (45 Days)		Term 2: November 5 – January 18, 2019 (44 Days)	
Significant Dates	Function	Significant Dates	Function
October 01, 2018	Midterm	December 07, 2018	Midterm
October 09, 2018	Progress Report Information due by close of school day	December 14, 2018	Progress Report Information due by close of school day
October 10, 2018	Progress Reports Posted on Aspen	December 15, 2018	Progress Reports Posted on Aspen
November 02, 2018	Attendance and marking period end	January 18, 2019	Attendance and marking period end
November 13, 2018	Report card information sent to Data Processing	January 30, 2019	Report card information sent to Data Processing
November 16, 2018	Report cards will be issued	February 02, 2019	Report cards will be issued
November 16, 2018	Special Education Progress Reports issued	February 02, 2019	Special Education Progress Reports issued

Term 3: January 22– April 3, 2019 (46 Days)		Term 4: April 4 – June 20, 2019 (45+5*Days)	
Significant Dates	Function	Significant Dates	Function
March 01, 2019	Midterm	May 10, 2019	Midterm (Seniors: May 3, 2019)
March 07, 2019	Progress Report Information due by close of school day	May 17, 2019	Progress Report Information due by close of school day
March 08, 2019	Progress Reports Posted on Aspen	May 20, 2019	Progress Reports Posted on Aspen
April 03, 2019	Attendance and marking period end	TBD	Attendance and marking period end
April 10, 2019	Report card information sent to Data Processing	TBD	Report card information sent to Data Processing
April 12, 2019	Report cards will be issued	K-6 Last day	Report cards will be issued
April 12, 2019	Special Education Progress Reports issued	GR 7-12 June 30, 2019	Report cards will be mailed
		TBD	All Special Education Progress issued last day of school

\*SUBJECT TO CHANGE PENDING DAYS MISSED DUE TO INCLEMENT WEATHER.

# **Tewksbury Public Schools**

139 Pleasant Street  
Tewksbury, MA 01876

## **MEMORANDUM**

**To:** Tewksbury School Committee  
**From:** Christopher J. Malone, Superintendent  
**Date:** April 5, 2018  
**Re:** 2018-2019 School Choice

---

### **This Requires a Roll Call Vote**

The Educational Reform Act of 1993 requires the School Committee to take an annual vote relative to participation in the School Choice Program. The Act also requires the Superintendent to notify the Massachusetts Department of Elementary and Secondary Education (DESE) of the action taken by the School Committee. This notification must be sent prior to June 1st.

I am recommending the School Committee vote not to participate in the School Choice Program. I am offering this recommendation in consideration of the following reasons:

- Declining enrollment and the uncertainty of continued operation of our schools
- Increased enrollment at Tewksbury Memorial High School

Thank you for your consideration.

# **Tewksbury Public Schools**

139 Pleasant Street  
Tewksbury, MA 01876

## **MEMORANDUM**

**To:** Tewksbury School Committee  
**From:** Christopher J. Malone, Superintendent  
**Date:** April 11, 2018  
**Re:** Approval of FY19 Tewksbury Public Schools' Budget

---

### **This Requires a Roll Call Vote**

At the request of the Director of Business Services and keeping in-line with the Town Manager's recommended budget for the Tewksbury Public Schools, I recommend the Tewksbury School Committee approve the FY19 Budget of \$57,344,864.

## **SUPERINTENDENT EVALUATION TIMELINE**

**2017-2018 School Year**

- |                           |   |
|---------------------------|---|
| <b>May 4</b>              | Distribute Superintendent Evaluation documents to School Committee members.   |
| <b>May 11</b>             | Superintendent to distribute and review progress of goals and self-assessment.  |
| <b>May 14-<br/>May 31</b> | Individual School Committee members will consult with Superintendent to review goals and self-assessment data during the time period of May 14 <sup>th</sup> through May 31 <sup>st</sup> .                           |
| <b>June 4</b>             | School Committee members will submit their individual evaluations of the Superintendent to the Chairperson for analysis. Chairperson to synthesize data and summarize for the final Superintendent Evaluation Report. |
| <b>June 13</b>            | School Committee Chairperson to deliver both oral and written summary of the Superintendent Evaluation Report in Public Session.  |

