

## TEWKSBURY SCHOOL COMMITTEE AGENDA - WEDNESDAY, FEBRUARY 27, 2019



TEWKSBURY PUBLIC SCHOOLS  
CHRISTOPHER J. MALONE  
SUPERINTENDENT OF SCHOOLS

**REVISED**

**Regular Meeting #9 - Public Session**  
**Discussion with State Legislatures (5:00 PM) - Public Session**  
**Executive Session #9 (6:00 PM) - Non-Public Session**  
**Budget Hearing (6:30 PM) - Public Session**  
**Reconvene Regular Meeting (7:00 PM) - Public Session**

Meeting Location: Tewksbury Memorial High School  
Large Group Instruction Room 1 (LGI 1 - First Floor)  
320 Pleasant Street, Tewksbury, Massachusetts

**A. CALL TO ORDER**

**B. DISCUSSION WITH STATE LEGISLATURES (Public Session) - 5:00 PM**

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

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.

**D. ADJOURN EXECUTIVE SESSION**

**E. BUDGET HEARING (Public Session) - 6:30 PM**

**F. RECONVENE REGULAR MEETING (Public Session) - 7:00 PM**

**G. ANNOUNCEMENT**

The February 27, 2019 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.

**H. PLEDGE OF ALLEGIANCE**

**I. RECOGNITION**

None

**J. STUDENT REPRESENTATIVE REPORT**

Grace Morris, Student Council Representative to the School Committee: Notes From Tewksbury Memorial High School

**K. PRESENTATIONS**

1. TMHS 2019-2020 Program of Studies
2. Guidance Highlights - Karen Baker O'Brien, TMHS Head Guidance Counselor (File)
3. Special Education Update - Rick Pelletier, Director of Student Services (File)

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

**M. APPROVAL OF MINUTES**

1. January 16, 2019 Regular Meeting (File)

**N. SUBMISSION AND PAYMENT OF BILL**

1. Payroll Period Ending January 10, 2019 (\$1,290,764.24 ) (File)
2. Payroll Period Ending January 24, 2019 (\$1, 323,277.58) (File)
3. Payroll Period Ending February 7, 2019 (\$1,323,172.43) (File)
4. Payroll Period Ending February 21, 2019 (\$1,709,768.78) (File)

**O. SUPERINTENDENT & STAFF REPORT**

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

**Q. COMMITTEE REPORTS**

Elementary School Building Committee  
Tewksbury Education Foundation  
Wellness Advisory Committee

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

Recommended Revisions to Tewksbury Public Schools' Policy on Second & Final Reading (File)  
JEB-Entrance Age For Kindergarten and Elementary Grades

Recommended Revisions to Tewksbury Public Schools' Policies on First Reading (File)

AC- Non-discrimination; BEDG- Minutes; GBA- Equal Employment Opportunity; GBEBD- (GBEBA) Appropriate Language;  
GCF- Professional Staff Hiring; JB- Equal Educational Opportunities; JFBB-1- School Choice

Recommend to Adopt Policy - Informational Reading (File)

Upper End Age Admission

**S. OLD BUSINESS**

1. 2019-2020 School Calendar Draft (File)

**T. NEW BUSINESS**

1. Recommendation to Accept TMHS 2019-2020 Program of Studies (File)
2. Recommendation to Approve Wynn Middle School Out-of-State Field Trip to New York City (File)
3. Endorsement of the Elementary Building Project
4. Recommendation to Approve Temporary & Permanent Easement (File)
5. 2019 Superintendent Evaluation Timeline (File)

**U. SCHOOL COMMITTEE MATTERS OF INTEREST**

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

March 20, 2019 (Public Budget Hearing); April 10, 2019 Organizational Meeting/April 10, 2019 Regular Meeting

**W. FUTURE AGENDA ITEMS**

**X. ADJOURNMENT**

## TEWKSBURY SCHOOL COMMITTEE CONSENT AGENDA

### Superintendent of Schools

Christopher J. Malone  
[cmalone@tewbury.k12.ma.us](mailto:cmalone@tewbury.k12.ma.us)

### TEWKSBURY SCHOOL COMMITTEE

Krissy M. Polimeno, Chairperson, [kpolimeno@tewbury.k12.ma.us](mailto:kpolimeno@tewbury.k12.ma.us)  
Arthy S. Bennett, Vice-Chairperson, [abennett@tewbury.k12.ma.us](mailto:abennett@tewbury.k12.ma.us)  
James A. Cutelis, Clerk, [jcutelis@tewbury.k12.ma.us](mailto:jcutelis@tewbury.k12.ma.us)  
Dennis G. Francis, [dfrancis@tewbury.k12.ma.us](mailto:dfrancis@tewbury.k12.ma.us) ♦ Keith M. Sullivan, [ksullivan@tewbury.k12.ma.us](mailto:ksullivan@tewbury.k12.ma.us)

### **P. CONSENT AGENDA**

#### **1. Correspondence**

- a. School & District Report Card - Learn More About Massachusetts Schools! - MA Dept. of Elementary & Secondary Education (File)
- b. Next-Generation MCAS 2019 TPS Testing Dates (File)
- c. TMHS Participation in 2019 MA Youth Risk Behavior Survey and 2019 MA Youth Health Survey (File)
- d. Merrimack College - Supervising Practitioners and Students for the Fall 2018 Semester / Supervising Practitioner Course Voucher (File)
- e. MEFA - Why We Honor School Counselors (File)
- f. Valley Collaborative 2018 Annual Report (File)

#### **2. Enrollment Update: February 22, 2019 (File)**

#### **3. Personnel Items**

**New Hires:** Carley Basteri (\$51,601/*prorated*), Kindergarten Teacher, Dewing Elementary School, effective January 17, 2019; Sean Waldron (\$56,562/*prorated*), School Adjustment Counselor, effective March 4, 2019

**TMHS Appendix B - Athletics:** Zachary Jacobs (5,661), Boys Varsity Lacrosse Coach, Tewksbury Memorial High School, effective March 18, 2019

**Transfers** - None

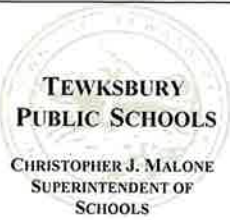
**Retirements/Resignations/Terminations:** Laurie Angelo, Classroom Instructional Aide, John Wynn Middle School, effective September 4, 2019; Maureen Bedard, Food Service Assistant, John Wynn Middle School, effective December 31, 2018; David Bernstein, Mathematics Teacher, John Wynn Middle School, effective January 16, 2019; LeAnn Lewis, World Language Teacher, Tewksbury Memorial High School, effective the end of the 2018-2019 school year; Tara Quinn, Special Education Teacher, Dewing Elementary School, effective March 29, 2019; Ginger Scott, Classroom Instructional Aide, Tewksbury Memorial High School, effective February 15, 2019;

#### **4. Policy Review - None**

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

#### **6. Fundraisers/Raffles: Class of 2019 t-shirt sales from February 28, 2019 through May 1, 2019, proceeds to be used for prom and senior week activities; Class of 2022 St. Patrick day candy sales, March 15, 2019.**

# Executive Session



## TEWKSBURY SCHOOL COMMITTEE AGENDA

Meeting Type/Time: Executive Session #9 – Non-Public Session at 6:00 p.m.

Meeting Date: Wednesday, February 27, 2019

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

# Public Budget Hearing

## Tewksbury Public Schools School Budget Request - FY20

	<u>School</u>	<u>School</u>	<u>School</u>	<u>February 21</u> <u>School Dept.</u>	<u>Town Manager</u>		
	<u>Budget FY18</u>	<u>Expended FY18</u>	<u>Budget FY19</u>	<u>FY20 Request</u>	<u>Recommend FY20</u>	<u>\$\$ Change</u>	<u>% Change</u>
Salaries	32,169,542	31,377,842	33,769,423	34,501,227	34,501,227	731,804	2.17%
Operating	13,749,373	14,373,871	13,403,690	13,738,382	13,738,382	334,692	2.50%
Capital Outlay	561,955	561,955	659,500	948,877	948,877	289,377	43.88%
<b>School Budget</b>	<b>46,480,870</b>	<b>46,313,668</b>	<b>47,832,613</b>	<b>49,188,486</b>	<b>49,188,486</b>	<b>1,355,873</b>	<b>2.83%</b>
Offsets	-	-	-	-	-	-	
<b>School Budget Net Offsets</b>	<b>46,480,870</b>	<b>46,313,668</b>	<b>47,832,613</b>	<b>49,188,486</b>	<b>49,188,486</b>	<b>1,355,873</b>	<b>2.83%</b>
Fixed Costs							
Health	8,038,513	7,819,660	8,304,083	8,219,178	8,219,178	(84,905)	-1.02%
Retirement	1,309,767	1,309,767	1,391,282	1,480,098	1,480,098	88,816	6.38%
Medicare	463,311	463,191	492,289	506,000	506,000	13,711	2.79%
Unemployment	75,000	32,993	75,000	75,000	75,000	-	0.00%
Insurance	197,341	197,341	223,671	239,792	239,792	16,121	7.21%
Debt Non-Exempt Principal	5,895	5,895	830	-	-	(830)	-100.00%
Debt Non-Exempt Interest	109	110	17	-	-	(17)	-100.00%
Short Term Interest	-	-	-	-	-	-	
<b>Total Fixed Costs</b>	<b>10,089,936</b>	<b>9,828,957</b>	<b>10,487,172</b>	<b>10,520,068</b>	<b>10,520,068</b>	<b>32,896</b>	<b>0.31%</b>
<b>Total</b>	<b>56,570,806</b>	<b>56,142,624</b>	<b>58,319,785</b>	<b>59,708,555</b>	<b>59,708,555</b>	<b>1,388,770</b>	<b>2.38%</b>
Debt Exempt Principal	2,115,000	2,115,000	2,106,185	1,972,375	1,972,375	(133,810)	-6.35%
Debt Exempt Interest	956,245	956,245	876,517.00	798,840	798,840	(77,677)	-8.86%
<b>Total</b>	<b>3,071,245</b>	<b>3,071,245</b>	<b>2,982,702</b>	<b>2,771,215</b>	<b>2,771,215</b>	<b>(211,487)</b>	<b>-7.09%</b>
<b>Grand Total School Budget</b>	<b>59,642,051</b>	<b>59,213,870</b>	<b>61,302,487.00</b>	<b>62,479,769</b>	<b>62,479,769</b>	<b>1,177,282</b>	<b>1.92%</b>

**TEWKSBURY PUBLIC SCHOOLS**  
**FY20 Budget Detail by Function Code**

2/22/2019

Regular Day Programs	FY2018 ACTUAL	FY2019 REV BUDGET	FY2020 PROPOSED	% CHANGE
<u>ADMINISTRATION (1000)</u>				
<b>School Committee (1110)</b>				
School Committee Secretary	\$ 6,406	\$ 9,000	\$ 9,000	0.00%
School Committee Salaries	\$ 13,000	\$ 13,000	\$ 13,000	0.00%
Legal Fees	\$ 92,983	\$ 95,000	\$ 95,000	0.00%
Advertising	\$ 11,439	\$ 15,000	\$ 15,000	0.00%
Medicaid Processing	\$ 5,105	\$ 14,000	\$ 14,000	0.00%
Supplies/Dues/Conferences	\$ 13,116	\$ 16,600	\$ 16,600	0.00%
Medical Expenses	\$ 13,235	\$ 17,000	\$ 17,000	0.00%
TOTALS	\$ 155,284	\$ 179,600	\$ 179,600	0.00%
<b>Superintendent's Office (1210)</b>				
Salaries Superintendent	\$ 174,250	\$ 178,806	\$ 182,625	2.14%
Salaries Superintendent Secretaries	\$ 61,017	\$ 62,522	\$ 63,911	2.22%
Copier Lease	\$ 5,652	\$ 7,878	\$ 9,428	19.68%
Printing	\$ 95	\$ 2,600	\$ 2,600	0.00%
Contracted Services	\$ 7,728	\$ 15,000	\$ 15,000	0.00%
Supplies/Dues/Conferences	\$ 21,511	\$ 30,500	\$ 30,500	0.00%
TOTALS	\$ 270,253	\$ 297,306	\$ 304,064	2.27%
<b>Assistant Superintendent (1220)</b>				
Salary Assistant Superintendent	\$ 141,976	\$ 145,525	\$ 148,799	2.25%
Salary Assistant Superintendent Secretary	\$ 61,945	\$ 63,449	\$ 64,836	2.19%
Supplies/Dues/Conferences	\$ 9,297	\$ 7,000	\$ 7,000	0.00%
TOTALS	\$ 213,218	\$ 215,974	\$ 220,635	2.16%
<b>District Wide Administration (1230)</b>				
TMHS Facilities Manager	\$ 84,417	\$ 21,566	\$ 22,257	3.20% 1
Facilities Administrator	\$ 38,781	\$ 1,050	\$ -	-100.00% 2
Grants Management	\$ 4,863	\$ 10,000	\$ 10,000	0.00%
TOTALS	\$ 128,061	\$ 32,616	\$ 32,257	-1.10%
1 - AD POSITION 80/20 SPLIT WAS REVERSED				
2 - RESTRUCTURED POSITION				
<b>Administrative Support (1410)</b>				
Salary Business & Asst Manager	\$ 128,516	\$ 180,486	\$ 178,620	-1.03%
Salaries Business Office Secretaries	\$ 62,445	\$ 63,949	\$ 77,449	21.11%
Salaries Payroll	\$ 46,461	\$ 47,623	\$ 49,495	3.93%
Salaries Accounts Payable	\$ 49,141	\$ 50,340	\$ 51,446	2.20%
Contracted Services	\$ 9,535	\$ 12,000	\$ 12,000	0.00%
Copier Lease	\$ 7,279	\$ 6,570	\$ 6,570	0.00%
Mileage/Travel	\$ 12,883	\$ 12,500	\$ 8,600	-31.20%
Postage	\$ 30,472	\$ 30,000	\$ 30,000	0.00%
Supplies/Dues/Conferences	\$ 14,343	\$ 21,700	\$ 21,700	0.00%
TOTALS	\$ 361,075	\$ 425,168	\$ 435,880	2.52%
<b>Personnel Department (1420)</b>				
Salaries Personnel Department	\$ 55,440	\$ 56,806	\$ 65,856	15.93%
Benefits Administration	\$ 8,900	\$ 12,250	\$ 11,700	-4.49%
TOTAL	\$ 64,340	\$ 69,056	\$ 77,556	12.31%
<b>Legal Services (1435)</b>				
Legal Settlements	\$ -	\$ -	\$ -	0.00%
TOTAL	\$ -	\$ -	\$ -	0.00%
<b>Administrative Technology (1450)</b>				
Technology Salaries	\$ 510,077	\$ 759,329	\$ 58,811	-92.25% 3
Technology Contracted Services	\$ 172,968	\$ 179,250	\$ 88,820	-50.45% 3
Information Systems Training	\$ 21,363	\$ 25,000	\$ 17,200	-31.20% 3
Internet Connections	\$ 55,751	\$ 64,720	\$ -	-100.00% 3
Network and Equipment Maintenance	\$ 4,745	\$ 40,650	\$ -	-100.00% 3
Webpage	\$ 7,500	\$ 15,000	\$ -	-100.00% 3
Email	\$ 3,620	\$ 3,620	\$ -	-100.00% 3
TSS and SMS	\$ 2,365	\$ 3,000	\$ -	-100.00% 3
Supplies/Dues/Conferences	\$ 66,419	\$ 37,800	\$ 55,567	47.00%
TOTALS	\$ 844,808	\$ 1,128,369	\$ 220,398	-80.47%
3 - RESTRUCTURE TECH ACCOUNTS				
<b>Subtotal 1000 series</b>	<b>\$ 2,037,039</b>	<b>\$ 2,348,089</b>	<b>\$ 1,470,390</b>	<b>-37.38%</b>



**TEWKSBURY PUBLIC SCHOOLS**  
**FY20 Budget Detail by Function Code**

2/22/2019

Regular Day Programs	FY2018 ACTUAL	FY2019 REV BUDGET	FY2020 PROPOSED	% CHANGE
<u>INSTRUCTION (2000)</u>				
<b>Curriculum Directors (2120)</b>				
Curriculum Directors	\$ 114,244	\$ 241,100	\$ 243,735	1.09%
TOTAL	\$ 114,244	\$ 241,100	\$ 243,735	1.09%
<b>Principals (2210)</b>				
Salaries Principals/Asst Principals	\$ 1,344,497	\$ 1,364,671	\$ 1,396,952	2.37%
Salaries Secretaries	\$ 421,949	\$ 451,188	\$ 486,189	7.76%
Supplies	\$ 55,908	\$ 45,000	\$ 45,000	0.00%
Dues/Conferences	\$ 20,607	\$ 23,750	\$ 23,850	0.42%
Postage	\$ -	\$ 2,000	\$ -	-100.00%
TOTALS	\$ 1,842,961	\$ 1,886,609	\$ 1,951,991	3.47%
<b>Curriculum Leaders (2352)</b>				
Curriculum Coordinators/Coaches	\$ 292,489	\$ 326,078	\$ 492,747	51.11% 4
Curriculum Coach Supplies	\$ 47,461	\$ -	\$ 20,000	100.00%
TOTALS	\$ 339,950	\$ 326,078	\$ 512,747	57.25%
4 - moved Tech Coaches here as they are instructional				
<b>School Admin Tech (2250)</b>				
School Admin Technology CS	\$ -	\$ -	\$ 7,500	100.00% 3
School Admin Technology Supplies	\$ -	\$ -	\$ 44,800	100.00% 3
TOTALS	\$ -	\$ -	\$ 52,300	100.00% 3
<b>Teachers Salaries (2305)</b>				
Salaries, Contracted	\$ 15,986,395	\$ 16,953,760	\$ 17,311,143	2.11% 5
TOTAL	\$ 15,986,395	\$ 16,953,760	\$ 17,311,143	2.11% 5
<b>Teacher Specialists (2310)</b>				
Specialists	\$ -	\$ -	\$ -	0.00% 5
TOTALS	\$ -	\$ -	\$ -	0.00% 5
5 - all teaching moved to 2305				
<b>Long Term Subs (2324)</b>				
Long Term Subs	\$ 83,352	\$ 78,428	\$ 78,428	0.00%
TOTAL	\$ 83,352	\$ 78,428	\$ 78,428	0.00%
<b>Substitutes (2325)</b>				
Substitute Teacher & Aide	\$ 258,172	\$ 274,100	\$ 274,100	0.00%
TOTAL	\$ 258,172	\$ 274,100	\$ 274,100	0.00%
<b>Salary Instructional Aides (2330)</b>				
Salary Instructional Aides	\$ 431,400	\$ 440,092	\$ 487,697	10.82%
TOTAL	\$ 431,400	\$ 440,092	\$ 487,697	10.82%
<b>Librarians/Media Center (2340)</b>				
Salary Library/Media Specialists	\$ 93,669	\$ 56,562	\$ 60,494	6.95%
TOTAL	\$ 93,669	\$ 56,562	\$ 60,494	6.95%
<b>Professional Development Stipends (2354)</b>				
Mentors - Mentees Salaries	\$ 43,437	\$ 41,953	\$ 41,953	0.00%
Professional Development Stipends	\$ 33,885	\$ 43,000	\$ 43,000	0.00%
TOTALS	\$ 77,322	\$ 84,953	\$ 84,953	0.00%
<b>Professional Development (2356)</b>				
Conferences	\$ 4,984	\$ 8,100	\$ 11,100	37.04%
Course Reimbursment	\$ 53,056	\$ 66,000	\$ 67,000	1.52%
TOTAL	\$ 58,040	\$ 74,100	\$ 78,100	5.40%
<b>Professional Development Presenter (2358)</b>				
PD Presenters	\$ 96,491	\$ 122,400	\$ 122,400	0.00%
TOTAL	\$ 96,491	\$ 122,400	\$ 122,400	0.00%
<b>Textbooks (2410)</b>				
Textbooks, All Schools	\$ 130,523	\$ 99,938	\$ 115,938	16.01%
TOTAL	\$ 130,523	\$ 99,938	\$ 115,938	16.01%
<b>Other Instructional Materials (2415)</b>				
Other Instructional Materials, All Schools	\$ 45,390	\$ 51,750	\$ 51,150	-1.16%
TOTAL	\$ 45,390	\$ 51,750	\$ 51,150	-1.16%
<b>Instructional Equipment (2420)</b>				
Rent/Lease Copiers, All Schools	\$ 104,243	\$ 101,183	\$ -	-100.00% 6
Copy Center Contracted Services	\$ 95,367	\$ 100,000	\$ 100,000	0.00%
Copier Supplies	\$ 106,871	\$ 133,000	\$ 135,000	1.50%
TOTALS	\$ 306,481	\$ 334,183	\$ 235,000	-29.68%
6 - instructional copiers moved under TECH				

**TEWKSBURY PUBLIC SCHOOLS**  
**FY20 Budget Detail by Function Code**

2/22/2019

Regular Day Programs	FY2018 ACTUAL	FY2019 REV BUDGET	FY2020 PROPOSED	% CHANGE
<b>General Supplies (2430)</b>				
Supplies, All Schools	\$ 360,869	\$ 202,554	\$ 212,000	4.66%
TOTAL	\$ 360,869	\$ 202,554	\$ 212,000	4.66%
<b>Other Instructional Services (2440)</b>				
Other Instructional Services	\$ 99,518	\$ 118,270	\$ 118,270	0.00%
TOTAL	\$ 99,518	\$ 118,270	\$ 118,270	0.00%
<b>Classroom Instructional Hardware (2451)</b>				
Instr. Technology Equipment, All Schools	\$ 1,085,932	\$ 142,825	\$ 269,900	88.97%
TOTAL	\$ 1,085,932	\$ 142,825	\$ 269,900	88.97%
<b>Other Instructional Hardware (2453)</b>				
Other Inst Hdwe Supplies	\$ -	\$ -	\$ 25,000	100.00%
Copier Leases	\$ -	\$ -	\$ 100,713	100.00%
TOTAL	\$ -	\$ -	\$ 125,713	100.00%
<b>Classroom Instructional Software (2455)</b>				
Stud/Staff Inst Software	\$ -	\$ -	\$ 10,000	100.00%
TOTAL	\$ -	\$ -	\$ 10,000	100.00%
<b>Guidance Services (2710)</b>				
Counselor Salaries	\$ 552,677	\$ 649,031	\$ 668,988	3.07%
Guidance Secretary	\$ 38,114	\$ 38,694	\$ 39,383	1.78%
Supplies	\$ 3,037	\$ 5,000	\$ 5,000	0.00%
TOTALS	\$ 593,828	\$ 692,725	\$ 713,371	2.98%
<b>Testing and Assessments (2720)</b>				
Testing and Assessments	\$ 31,061	\$ 78,660	\$ 78,660	0.00%
TOTAL	\$ 31,061	\$ 78,660	\$ 78,660	0.00%
<b>Subtotal 2000 series</b>	<b>\$ 22,035,598</b>	<b>\$ 22,259,087</b>	<b>\$ 23,188,090</b>	<b>4.17%</b>

**TEWKSBURY PUBLIC SCHOOLS**  
**FY20 Budget Detail by Function Code**

2/22/2019

Regular Day Programs	FY2018 ACTUAL	FY2019 REV BUDGET	FY2020 PROPOSED	% CHANGE
<u><b>OTHER STUDENT SERVICES (3000)</b></u>				
<b>Personnel Services (3100)</b>				
Attendance Officer	\$ 5,488	\$ 5,625	\$ 5,598	-0.48%
TOTALS	\$ 5,488	\$ 5,625	\$ 5,598	-0.48%
<b>Health Services (3200)</b>				
Nurse Salaries	\$ 495,825	\$ 583,816	\$ 610,867	4.63%
Nurse Substitutes	\$ 9,638	\$ 8,500	\$ 8,500	0.00%
Physician, Contracted Services	\$ 5,650	\$ 5,650	\$ 5,650	0.00%
Supplies	\$ 11,172	\$ 14,000	\$ 14,000	0.00%
TOTALS	\$ 522,285	\$ 611,966	\$ 639,017	4.42%
<b>Transportation (3300)</b>				
Admin Transportation Salary	\$ 38,781	\$ 46,050	\$ 52,341	13.66%
Transportation Monitors	\$ 9,150	\$ 10,800	\$ 10,800	0.00%
Contracted Services	\$ 1,539,353	\$ 1,604,620	\$ 1,692,020	5.45%
Transportation Dues	\$ 225	\$ 450	\$ 450	0.00%
TOTALS	\$ 1,587,509	\$ 1,661,920	\$ 1,755,611	5.64%
<b>Student Body Activities (3500)</b>				
Athletics	\$ 600,456	\$ 697,477	\$ 705,106	1.09%
Student Activities	\$ 114,532	\$ 112,888	\$ 116,834	3.50%
TOTALS	\$ 714,988	\$ 810,365	\$ 821,940	1.43%
<b>School Security (3600)</b>				
TMHS Security Monitor	\$ 9,448	\$ 15,000	\$ 41,756	178.37%
Resource Officers	\$ 132,286	\$ 136,255	\$ 140,789	3.33%
TOTALS	\$ 141,734	\$ 151,255	\$ 182,545	20.69%
<b>Subtotal 3000 series</b>	<b>\$ 2,972,004</b>	<b>\$ 3,241,131</b>	<b>\$ 3,404,711</b>	<b>5.05%</b>
<u><b>OPERATION AND MAINTENANCE OF BUILDINGS (4000)</b></u>				
<b>Operation of Buildings (4100)</b>				
Custodial Salaries	\$ 1,115,855	\$ 1,189,397	\$ 1,175,728	-1.15%
Custodial Overtime & Building Checks	\$ 187,403	\$ 160,800	\$ 161,200	0.25%
Interoffice Mail	\$ 11,202	\$ 11,275	\$ 11,275	0.00%
Contracted Services	\$ 43,881	\$ 43,500	\$ 43,500	0.00%
Supplies	\$ 135,653	\$ 130,000	\$ 130,000	0.00%
Heating	\$ 650,034	\$ 712,000	\$ 712,000	0.00%
Electricity	\$ 716,113	\$ 742,000	\$ 742,000	0.00%
Telephones	\$ 57,930	\$ 59,000	\$ 59,000	0.00%
Sewer/Septic	\$ 10,000	\$ 12,000	\$ 12,000	0.00%
Other Operation Costs	\$ 2,884	\$ 3,500	\$ 3,500	0.00%
TOTALS	\$ 2,930,955	\$ 3,063,472	\$ 3,050,203	-0.43%
<b>Maintenance of Buildings (4200)</b>				
Grounds (4210)	\$ 113,949	\$ 105,500	\$ 105,500	0.00%
Buildings (4220)	\$ 1,278,988	\$ 1,028,030	\$ 1,043,753	1.53%
Building Security (4225)	\$ 1,287	\$ 17,000	\$ 23,000	35.29%
Equipment (4230)	\$ 650	\$ 1,000	\$ 1,000	0.00%
TOTALS	\$ 1,394,874	\$ 1,151,530	\$ 1,173,253	1.89%
<b>Tech Maintenance (4400)</b>				
Tech Maint Salaries	\$ -	\$ -	\$ 543,843	100.00% 3
Tech Maint Operating	\$ -	\$ -	\$ 94,500	100.00% 3
TOTALS	\$ -	\$ -	\$ 638,343	100.00% 3
<b>Subtotal 4000 series</b>	<b>\$ 4,325,829</b>	<b>\$ 4,215,002</b>	<b>\$ 4,861,799</b>	<b>15.35%</b>

**TEWKSBURY PUBLIC SCHOOLS**  
**FY20 Budget Detail by Function Code**

2/22/2019

Regular Day Programs	FY2018 ACTUAL	FY2019 REV BUDGET	FY2020 PROPOSED	% CHANGE
<u><b>FIXED CHARGES (5000)</b></u>				
<b>Employee Retirement (5100)</b>				
Sick Leave Buy Back	\$ 159,252	\$ 60,000	\$ 60,000	0.00%
Retirement Incentive	\$ 22,410	\$ 16,000	\$ 10,000	-37.50%
<b>TOTALS</b>	\$ 181,662	\$ 76,000	\$ 70,000	-7.89%
<b>Subtotal 5000 series</b>	\$ 181,662	\$ 76,000	\$ 70,000	-7.89%
<u><b>EQUIPMENT REPLACEMENT (7000)</b></u>				
<b>Equipment Replacement (7400)</b>				
Equipment Replacement	\$ 175,873	\$ 10,000	\$ 10,000	0.00%
<b>TOTALS</b>	\$ 175,873	\$ 10,000	\$ 10,000	0.00%
<b>Subtotal 7000 series</b>	\$ 175,873	\$ 10,000	\$ 10,000	0.00%
 <b>TOTAL REGULAR DAY PROGRAMS</b>	 \$ 31,728,004	 \$ 32,149,309	 \$ 33,004,990	 2.66%

# FY20 School Department Budget

## Information Technology Budget Restructure

DESE driven - separates costs for:

- Instructional Tech for Students/Staff
- Instructional Tech in labs, media
- Instructional Software
- Building Admin TECH
- Districtwide TECH
- TECH Support

	DESE Func	FY20 Account Name	FY19 Total	FY20 Total
CATCH ALL	1450	Administrative Technology - Salaries (Districtwide)		\$ 58,811
	1450	Administrative Technology - Contracted Services (Districtwide)		\$ 88,820
	1450	Administrative Technology - Supplies and Materials (Districtwide)	\$1,128,369	\$ 55,567
	1450	Administrative Technology - Other Expenses (Districtwide)		\$ 17,200
NEW FY19	2250	Administrative Technology - Contracted Services (Schools)		\$ 7,500
NEW FY19	2250	Administrative Technology - Supplies and Materials (Schools)		\$ 44,800
NEW FY19	2451	Student/Staff Instructional Hardware - Contracted Services		\$ 19,900
	2451	Student/Staff Instructional Hardware - Supplies and Materials	\$ 142,825	\$ 250,000
	2453	Instructional Hardware - All other contracted Services (Copiers)	\$ 102,986	\$ 100,713
NEW FY19	2453	Instructional Hardware - All Other Supplies and Materials		\$ 25,000
	4225	Building Security Systems	\$ 17,000	\$ 23,000
NEW FY19	4450	Technology Infrastructure, Maintenance & Support - All Other		\$ 94,500
NEW FY19	4400	Technology Infrastructure, Maintenance & Support - Salaries		\$ 543,843
	2352	Technology Coaches - Academic...MOVED OUT OF I.T.		\$ 156,115
			\$ 1,391,180	\$ 1,485,769

**TEWKSBURY PUBLIC SCHOOLS**  
**FY20 Budget Detail by Function Code**

2/22/2019

Special Education Programs	FY2018 ACTUAL	FY2019 REV BUDGET	FY2020 PROPOSED	% CHANGE	
<u>INSTRUCTION (2000)</u>					
<b>Director (2110)</b>					
Salary Dir/Asst Director & OOD Coord	\$ 306,951	\$ 313,125	\$ 274,053	-12.48%	7
Salaries Special Ed Secretaries	\$ 246,356	\$ 263,991	\$ 282,323	6.94%	
Dues	\$ -	\$ 800	\$ 800	0.00%	
Postage	\$ 968	\$ 2,600	\$ 2,600	0.00%	
Mileage Reimbursement	\$ 7,389	\$ 13,000	\$ 11,000	-15.38%	
<b>TOTALS</b>	<b>\$ 561,664</b>	<b>\$ 593,516</b>	<b>\$ 570,776</b>	<b>-3.83%</b>	
7 - restructure central Special Education office					
<b>Instructional (2000 series)</b>					
Salaries, Contracted (2305)	\$ 2,990,671	\$ 3,305,832	\$ 3,309,684	0.12%	
Substitutes (2325)	\$ 24,382	\$ 27,953	\$ 24,953	-10.73%	
Aides' Salaries (2330)	\$ 1,041,822	\$ 1,159,220	\$ 1,220,134	5.25%	
Contracted Aides (2330)	\$ 1,000,756	\$ 1,177,116	\$ 1,236,716	5.06%	
Supplies (2430)	\$ 51,553	\$ 43,709	\$ 43,909	0.46%	
Pupil Services (2440)	\$ 564,607	\$ 755,000	\$ 555,000	-26.49%	8
<b>TOTALS</b>	<b>\$ 5,673,790</b>	<b>\$ 6,468,830</b>	<b>\$ 6,390,397</b>	<b>-1.21%</b>	
8 - more services being provided in house. Less outsourced to contractors					
<b>Medical/Therapeutic Services (2320)</b>					
Systemwide Therapists	\$ 899,125	\$ 831,818	\$ 857,537	3.09%	
Behavior Mod Salaries	\$ 417,965	\$ 546,581	\$ 586,865	7.37%	
Behavior Mod Cont Services	\$ 42,318	\$ 70,000	\$ 70,000	0.00%	
Case Managers	\$ 339,305	\$ 347,241	\$ 394,998	13.75%	
Assistive Technology Salaries	\$ 13,305	\$ 80,000	\$ 80,000	0.00%	
Summer Services	\$ 26,686	\$ 77,020	\$ 77,020	0.00%	
Audio/Hearing Services	\$ 6,529	\$ 14,000	\$ 14,000	0.00%	
OT/PT/SP Sped Supplies	\$ 6,322	\$ 10,000	\$ 10,000	0.00%	
<b>TOTALS</b>	<b>\$ 1,751,554</b>	<b>\$ 1,976,660</b>	<b>\$ 2,090,420</b>	<b>5.76%</b>	
<b>Instructional Equipment SPED (2420)</b>					
Copier Lease	\$ 2,478	\$ 1,803	\$ 1,803	0.00%	
Assistive Technology - Sped	\$ 6,523	\$ 19,000	\$ 19,000	0.00%	
<b>TOTALS</b>	<b>\$ 9,001</b>	<b>\$ 20,803</b>	<b>\$ 20,803</b>	<b>0.00%</b>	
<b>Assessments/Evals, SPED (2720)</b>					
Sped Evaluations	\$ 6,149	\$ 60,000	\$ 60,000	0.00%	
<b>TOTALS</b>	<b>\$ 6,149</b>	<b>\$ 60,000</b>	<b>\$ 60,000</b>	<b>0.00%</b>	
<b>Psychological Services (2800)</b>					
Consultants, Staff	\$ 596,736	\$ 776,081	\$ 740,997	-4.52%	
<b>TOTALS</b>	<b>\$ 596,736</b>	<b>\$ 776,081</b>	<b>\$ 740,997</b>	<b>-4.52%</b>	
<b>Subtotal 2000 series</b>	<b>\$ 8,598,894</b>	<b>\$ 9,895,890</b>	<b>\$ 9,873,392</b>	<b>-0.23%</b>	
<u>OTHER STUDENT SERVICES (3000)</u>					
<b>Transportation (3300)</b>					
Transportation, Contracted	\$ 1,389,508	\$ 1,391,344	\$ 1,545,336	11.07%	9
<b>TOTALS</b>	<b>\$ 1,389,508</b>	<b>\$ 1,391,344</b>	<b>\$ 1,545,336</b>	<b>11.07%</b>	
9 - increased medical needs of students during transport					
<b>Subtotal 3000 series</b>	<b>\$ 1,389,508</b>	<b>\$ 1,391,344</b>	<b>\$ 1,545,336</b>	<b>11.07%</b>	

**TEWKSBURY PUBLIC SCHOOLS**  
**FY20 Budget Detail by Function Code**

2/22/2019

<b>Special Education Programs</b>	<b>FY2018 ACTUAL</b>	<b>FY2019 REV BUDGET</b>	<b>FY2020 PROPOSED</b>	<b>% CHANGE</b>	
<u><b>TIUITION PROGRAMS ( 9000)</b></u>					
<b>Tuition to Mass Public (9100)</b>					
Vocational Tuition	\$ 33,456	\$ 34,300	\$ 34,500	0.58%	10
Mass Public Schools Tuition	<u>\$ 785,258</u>	<u>\$ 1,063,614</u>	<u>\$ 1,136,249</u>	6.83%	10
TOTALS	\$ 818,714	\$ 1,097,914	\$ 1,170,749	6.63%	
<b>Tuition to Private Schools (9300)</b>					
Private Day Tuition	\$ 243,518	\$ 353,950	\$ 746,949	111.03%	10
Private Preschool Tuition	\$ 165,949	\$ 174,108	\$ -	-100.00%	10
Private Residential Tuition	<u>\$ 1,222,359</u>	<u>\$ 1,118,452</u>	<u>\$ 1,010,230</u>	-9.68%	10
TOTALS	\$ 1,631,825	\$ 1,646,510	\$ 1,757,179	6.72%	
<b>Tuition to Collaborative (9400)</b>					
Collaborative Tuition	<u>\$ 762,635</u>	<u>\$ 992,099</u>	<u>\$ 887,962</u>	-10.50%	10
TOTALS	\$ 762,635	\$ 992,099	\$ 887,962	-10.50%	
<b>Subtotal 9000 series</b>	<b>\$ 3,213,175</b>	<b>\$ 3,736,523</b>	<b>\$ 3,815,890</b>	<b>2.12%</b>	
<b>TOTAL SPECIAL ED</b>	<b>\$ 13,201,576</b>	<b>\$ 15,023,757</b>	<b>\$ 15,234,619</b>	<b>1.40%</b>	

10 Based on actual placements as of today

**SUMMARY**

	<b>FY2018 ACTUAL</b>	<b>FY2019 ADJ BUDGET</b>	<b>FY2020 PROPOSED</b>	<b>PERCENT CHANGE</b>
CAPITAL OUTLAY	\$ 483,105	\$ 659,500	\$ 948,877	43.88%
REGULAR DAY PROGRAMS	\$ 31,728,004	\$ 32,149,309	\$ 33,004,990	2.66%
SPECIAL EDUCATION	<u>\$ 13,201,576</u>	<u>\$ 15,023,757</u>	<u>\$ 15,234,619</u>	1.40%
<b>GRAND TOTAL</b>	<b>\$ 45,412,686</b>	<b>\$ 47,832,566</b>	<b>\$ 49,188,486</b>	<b>2.83%</b>

# FY20 School Department Budget

CAPITAL OUTLAY – 2% of School Budget

\$948,877- Technology Infrastructure Upgrades – 100%

- RFP's in process for NEEDED upgrades to infrastructure, which includes a redesign of our entire network and replacement of our current wireless access points.
- 40% Reimbursable via E-RATE program
- **Tewksbury Public Schools eligible for \$384K in FY20**

E-Rate by School			
Dewing	\$44,863.12	Ryan	\$61,579.95
HB	\$36,582.83	Wynn	\$72,516.18
North Street	\$25,021.67	TMHS	\$125,166.35
Trahan	\$18,803.69		
<b>TOTAL</b>		<b>\$384,533.79</b>	

- Projects must be fully budgeted to qualify



Tewksbury Public Schools - Capital Plan FY2017 - FY2021

Capital Plan FY17 - FY22

School Name	Category	Projects and Equipment	FY2018	FY2019	FY2020	FY2021	FY2022	Notes
<b>Dewing</b>	Bldg & Maint	Classroom Abatement - B-9	\$15,000					Complete
<b>Dewing</b>	Bldg & Maint	Build Security Vestibule		\$100,000				vestibule \$\$\$
<b>Dewing</b>	Bldg & Maint	Stand Alone Water Heater	\$100,000					in Process
<b>Dewing</b>	Bldg & Maint	Blinds/Curtains for all classrooms	\$15,000					Complete
<b>Dewing</b>	Bldg & Maint	New Heating Controls		\$150,000				
<b>Dewing</b>	Bldg & Maint	Visitor Security System	\$6,250					Complete
<b>Dewing</b>	Bldg & Maint	New Fire Alarm System	\$50,000					Complete
<b>Dewing</b>	Bldg & Maint	New Mechanical System			\$200,000			
<b>Dewing</b>	Bldg & Maint	Upgrade Electrical System			\$250,000			
<b>Dewing</b>	Bldg & Maint	New Boilers			\$300,000			
<b>Dewing</b>	Technology	New Telephone System	\$12,000					complete
<b>Dewing</b>	Bldg & Maint	New Roof			\$1,950,000			
<b>Dewing</b>	Bldg & Maint	Replace Exterior Doors	\$200,000					
<b>Dewing</b>	Bldg & Maint	Fix Parking Lot	\$35,000					complete
<b>Dewing</b>	Bldg & Maint	Landscape Update			\$5,000			
<b>Dewing</b>	F F & E	New Student Desks				?		
<b>Dewing</b>	Bldg & Maint	New Sign			\$10,000			
<b>Dewing</b>	Bldg & Maint	Increase Parking capacity				?		Price depends on the solution
<b>Dewing</b>	Bldg & Maint	Courtyard surfacing				?		Price depends on the solution
<b>Dewing</b>	Bldg & Maint	Replace rug in Tchr Room		\$2,000				get quote
<b>Dewing</b>	Bldg & Maint	Weather stripping exterior doors		\$1,000				Summer - can't do too cold
<b>Dewing</b>	Bldg & Maint	Urinals A & B wing (too High)			?			Price depends on the solution
<b>Dewing</b>	Bldg & Maint	Old Classroom furniture in attic in disrepair - JUNK		?				get quote
<b>Dewing</b>	Bldg & Maint	Cafeteria Ceiling Fans			?			electrical needs? could escalate cost
<b>Dewing</b>	Bldg & Maint	Replace Lightposts on front walkway			?			Assess for costs
<b>Dewing</b>	F F & E	Create STEM/Maker Space			\$10,000			Maker Space Materials

<b>Heath Brook</b>	Bldg & Maint	New Fire Alarm Panel	\$25,000					Complete
<b>Heath Brook</b>	Bldg & Maint	Build Security Vestibule		\$80,000				vestibule \$\$\$
<b>Heath Brook</b>	Bldg & Maint	Stand Alone Water Heater	\$100,000					in process
<b>Heath Brook</b>	Bldg & Maint	Upgrade Electrical System			\$250,000			
<b>Heath Brook</b>	Bldg & Maint	Upgrade Heating Controls		\$150,000				In Progress
<b>Heath Brook</b>	Bldg & Maint	Visitor Security System	\$6,250					complete
<b>Heath Brook</b>	Bldg & Maint	New Mechanical System			\$200,000			
<b>Heath Brook</b>	Bldg & Maint	Scape and Paint Soffit and Facia around school	\$75,000					Complete
<b>Heath Brook</b>	Bldg & Maint	Replace Exterior Doors	\$400,000					Tyngsboro Project - Valley
<b>Heath Brook</b>	Bldg & Maint	Replace Interior Metal Doors and Frames			\$200,000			Tyngsboro Project - Valley
<b>Heath Brook</b>	Bldg & Maint	New Roof / New Repairs		\$125,000	\$1,400,000			Tyngsboro Project - Valley
<b>Heath Brook</b>	Bldg & Maint	Resurface Parking Lot and Sidewalks				\$175,000		
<b>Heath Brook</b>	Bldg & Maint	Retile Bathrooms and Boys Locker Rooms			\$30,000			

School Name	Category	Projects and Equipment	FY2018	FY2019	FY2020	FY2021	FY2022	Notes
Heath Brook	Bldg & Maint	Landscape Update		\$5,000				
Heath Brook	Bldg & Maint	Screens for Cafeteria, Library and Greenhouse Rooms			\$8,000			Tyngsboro Project - Valley
Heath Brook	Technology	Classroom Computers			\$60,000			
Heath Brook	F F & E	New Student Desks				?		
Heath Brook	Bldg & Maint	New Sign			\$10,000			
Heath Brook	Bldg & Maint	Exterior Windows			\$250,000			Tyngsboro Project - Valley
Heath Brook	F F & E	Create STEM/Maker Space			\$10,000			Maker Space Materials
Heath Brook	Bldg & Maint	Weather stripping exterior doors		\$1,000				get quote - do internally; spring
Heath Brook	Bldg & Maint	Window shades & blinds		??				Assess to help with cooling
Heath Brook	Bldg & Maint	Cafeteria Shades		\$5,400				In Progress
Heath Brook	Bldg & Maint	Fix fogged plexiglass		??				Assess with American Door & Window
Heath Brook	Bldg & Maint	Fix cracked windows						Assess with American Door & Window
Heath Brook	Bldg & Maint	Short sidewalk outside of Rms 21 & 22				?		Crushed pavement material - Paul...spring???
Heath Brook	Bldg & Maint	Redesign playground area - fix "steep paved slope"				?		Capital Project -
Ryan	Bldg & Maint	New Heating Controls			\$200,000			In Progress
Ryan	Bldg & Maint	Update Vestibule		\$100,000				Vestibule \$\$
Ryan	Bldg & Maint	Update Cameras and entry security		\$150,000				Getting Pricing
Ryan	Bldg & Maint	New Roof			\$1,600,000			Capital Project
Ryan	Bldg & Maint	Re-Tile Hallways and some Classrooms			\$80,000			
Ryan	Bldg & Maint	Carpeting in Main Office		\$5,500				Timing
Ryan	Technology	Complete 1 to 1 devices (7 carts x 25 devices per cart)	\$48,000					Complete
Ryan	Technology	Replace Computer Lab computers (60 x \$500)	\$30,000					Complete
Ryan	Technology	Laptops for Teachers (50 x \$650)	\$32,500					Complete
Ryan	Cafeteria	Digital Menu Board	\$1,250					Complete
Ryan	Bldg & Maint	Update Intruder Alarm to American Alarm System			???			Consider doing with vestibule?
Ryan	Bldg & Maint	Lights for Parking Lot		\$9,250				on One time funds list - in progress
Ryan	Bldg & Maint	Replace Glycol in heating system (prevents freezing)			\$35,000			replaced Wynn in 2015, checking price. RYAN HASN'T BEEN REPLACED SINCE INCEPTOIN
Ryan	Bldg & Maint	Replace clocks - return to system clocks from individual battery operated clocks		\$17,000				Battery clocks failing; inconsistent
Ryan	F F & E	Teacher Desks		???				Price depends on scope - original equipment disrepair
Ryan	F F & E	Student Desks		???				Price depends on scope - goal is 3 seating options per class
North Street	Bldg & Maint	New Fire Alarm System		\$8,500				complete
North Street	Bldg & Maint	Visitor Security System	\$6,250					complete
North Street	Bldg & Maint	Boiler	\$161,739					complete
North Street	Bldg & Maint	Exterior Windows		\$200,000				
North Street	Bldg & Maint	New Mechanical System		\$200,000				
North Street	Bldg & Maint	Resurface Parking Lot			\$150,000			

## Tewksbury Public Schools - Capital Plan FY2017 - FY2021

## Capital Plan FY17 - FY22

School Name	Category	Projects and Equipment	FY2018	FY2019	FY2020	FY2021	FY2022	Notes
North Street	Bldg & Maint	Heat Exchanger	\$13,225					complete
North Street	Bldg & Maint	New Heating Controls			\$150,000			
North Street	Bldg & Maint	Exterior Classroom Doors			\$200,000			
North Street	Bldg & Maint	Upgrade Electrical System			\$250,000			
North Street	Bldg & Maint	Security Camera's in Parking Lot			\$50,000			In Progress
North Street	Bldg & Maint	New Roof			\$1,300,000			
North Street	Bldg & Maint	Replace Tile Flooring in Main Hallway	\$40,500					complete
North Street	Bldg & Maint	Paint & New lights in Hallways		\$13,000				complete
North Street	Technology	Classroom Computers			\$60,000			
North Street	Security	Update vestibule		\$25,000				
North Street	Bldg & Maint	Paint interior, gym, classrooms, library			???			assess
North Street	Technology	Cart of Chromebooks		\$25,000				replace malfunctioning machines
North Street	Technology	TV for office - projector not working (size of room)		\$1,500				complete

Trahan	Bldg & Maint	Visitor Security System	\$6,250					complete
Trahan	Bldg & Maint	Sewer Pipe Repair	\$2,500					complete
Trahan	Bldg & Maint	Update Vestibule			\$25,000			Like North Street
Trahan	Bldg & Maint	Restaurant Fans		\$5,000				Cooling areas - order 10 now. Install spring
Trahan	Bldg & Maint	Celing Fans in Cafe		??				complete PAC bought materials
Wynn	Technology	Complete 1 to 1 devices (14 carts x 25 devices per cart)	\$93,000					complete
Wynn	Bldg & Maint	Build Vestibule		\$100,000				vestibule \$\$\$
Wynn	Bldg & Maint	New Roof / Roof Repairs		\$75,000	\$1,100,000			repairs complete - new roof not complete
Wynn	Bldg & Maint	New Heating Controls (Wynn/Ryan)	\$200,000					in process
Wynn	Bldg & Maint	New Curtains in Gymnasium	\$15,000					complete
Wynn	Bldg & Maint	Replace Existing Clocks	\$2,000					
Wynn	Grounds	Renovate Conlon Field			\$75,000			
Wynn	Technology	Replace Computer Lab computers (60 x \$500)	\$30,000					
Wynn	Security	New Upgraded Security System		\$107,000				vestibule \$\$\$
Wynn	Cafeteria	Digital Menu Board	\$1,250					complete
Wynn	Bldg & Maint	New Sign			\$10,000			
Wynn	Bldg & Maint	Update Intruder Alarm to American Alarm System		\$0				Included in \$107K above
Wynn	Bldg & Maint	Floor tiles on first floor			???			Glue issue - assessed
Wynn	Bldg & Maint	Auditorium broken seats, floor moldings			???			Facility rental money??
Wynn	Bldg & Maint	Auditorium lighting, sound			???			Facility rental money??
Wynn	Bldg & Maint	Heating system upgrade			???			Funded w One time funds - in progress
Wynn	Bldg & Maint	STEAM Lab			???			Depends on scope
TMHS	Bldg & Maint	Lights at Turf Field			\$400,000			

## Tewksbury Public Schools - Capital Plan FY2017 - FY2021

## Capital Plan FY17 - FY22

School Name	Category	Projects and Equipment	FY2018	FY2019	FY2020	FY2021	FY2022	Notes
TMHS	Bldg & Maint	Lift	\$25,000					
TMHS	Bldg & Maint	Security Vestibule		\$18,194				
TMHS	Technology	Teacher Laptops (MacBook Pros) (90 x \$2000)	\$180,000					
TMHS	Technology	Upgrade Mac Cart Laptop (66 x \$2000)	\$132,000					Math classroom devices
TMHS	Technology	LG1 Multi-Screen Functionality	\$10,000					
TMHS	Technology	Presentation Computers in Classrooms (100 x \$400)	\$57,000					
TMHS	Technology	Virtual High Cart (20 x \$450) - 15" Chromebooks	\$9,000					
TMHS	Technology	Mobile Devices (60 x \$300)	\$40,000					
Center School	Bldg & Maint	Restructure Central Office						
Center School	Bldg & Maint	New VCT on 3rd Floor		\$20,000				New positions - conf room???
Center School	Bldg & Maint	Carpet replace		\$5,000				complete
Center School	Technology	Computer Upgrades	\$36,000					complete
Center School	Bldg & Maint	Complete Renovation			\$0			
Districtwide	Bldg & Maint	2 Maintenance Utility Vans * use leftover from above	\$39,100					complete
Districtwide	Bldg & Maint	Maintenance Lift	\$25,000					complete
Districtwide	Bldg & Maint	New Dump Truck	\$52,320					complete
Districtwide	Bldg & Maint	Maintenance Building/Garage (related to New School Project)					???	assess for solution
Districtwide	Bldg & Maint	Bobcat for District	\$38,971					complete
Districtwide	Grounds	Roof Repair on Maintenance Garage	\$10,000					complete
Districtwide	Grounds	Doucette Field Renovations	\$850,000					Back to GF
Districtwide	Cafeteria	Refrigerated Van	\$36,000					complete
Districtwide	Security	District Wide Security Update for Vestibules study		\$75,000				
Districtwide	Security	District Wide Security Update for Vestibules construction		\$0				included in each school
Districtwide	Technology	Paper File Conversion to Digital		\$50,000				in process
Districtwide	Technology	Network Switches	\$157,900					complete
Districtwide	Technology	Security Phase 2 (Replace broken camera and add new)	\$42,200					complete
Districtwide	Technology	Security Audit	\$7,800					complete
Districtwide	Technology	11" Chromebooks (Backup)						
Districtwide	Technology	iPads for Students	\$25,000					complete
Districtwide	Technology	100-200 Chromebooks		\$57,200				Replacing failing Streams
Districtwide	Technology	Server Upgrades	\$40,000					complete
Districtwide	Technology	Upgrades to Switches (10)		\$60,000				complete
Districtwide	Cafeteria	Dual Sided Milk Chests (5)		\$17,500				complete
Districtwide	Cafeteria	Cres-Cure Insulated Holding Cabinet		\$8,500				complete
Districtwide	Security	A-Phone monitor upgrade		\$20,000				complete
Districtwide	Technology	AP to support website			\$10,000			complete
Districtwide	Trans	Additional passenger van student transport			\$70,000			Further assessment of need
		<b>Total Projects and Equipment (Gross)</b>	<b>\$3,536,255</b>	<b>\$1,992,544</b>	<b>\$10,828,000</b>	<b>\$175,000</b>	<b>\$0</b>	

Updated 1/18/2019

# Recognition and/or Presentations

# Preparing our students for College and Career Readiness

2018-2019 Program highlights





**START**



**FINISH**

**TMHS Prepares students and families  
from the start of high school until graduation**

- Guidance support services for students and families
- Test Data
- TMHS update on Enrollment Data
- Community Partners, programs, and new initiatives
  - Middlesex Community College
  - UMass Lowell
  - MassHire
  - Thermo Fisher Scientific
  - DESE
  - Rotary Club
- Graduation update and 5 year review

# Where we begin

8th Grade Parent Presentation / Move up day



Freshman, junior and senior parent breakfast presentations



Guidance Webpage: Important Information, links, and the College Corner



College and career exploration through Guidance classroom visits and Naviance



College fairs, Careers in Health Day, ASVAB testing, Job Skills Workshop and Job Fair



College Admissions Representatives and Military site visits



Online course selection → Individual student / guidance meetings







## 2018 Testing Information

**219** Total students participated in AP testing

**123** senior students (class of 2018)

**96** junior students (class of 2019)

**322** Total exams were administered

**181 (68%)** exams had scores of 3 or above

**45 (19%)** exams = 5

**57 (21%)** exams = 4

**79 (28%)** exams = 3

**68% of students earned scores between 3-5**

**78** students participate in 2 exams

**15** students participate in 3 exams

**1** student participated in 4 exams

Subject Totals	5	4	3	2	1	Total Exams
Art History			1	1		2
Biology	3	7	12	4		26
Calculus AB	14	3	1	2	1	21
Chemistry	5	9	10	3		27
English Literature	1	4	5	5		15
Microeconomics		4	5	7	12	28
Psychology	13	13	10	11	6	53
Statistics	4	11	17	15	4	51
Spanish Language	1	4	1			6
US Gov't & Politics	5	6	12	10	11	44
US History	15	7	17	8	1	48



## **AP Programmatic Changes beginning August 2019**

### **August: New Online AP system goes live**

- **Teachers activate their AP class and receive student codes**
  - New online system is designed to supplement the classroom with online learning course content
- **New registration and ordering procedures**
  - Teachers and the AP Coordinator will ensure that all students are listed in the course roster
  - Students will need to register in Guidance and pay the entire exam fee (\$94) on Community Pass by October 15th. As of November 1st, students who failed to pay the exam fees will be charged an additional \$40, payable on Community Pass
  - Students who register and pay for the exam, but later decide to drop the course will be charged a fee of \$40 per exam
- **All students will receive a page of preprinted label** which will eliminate the student packs and the need for pre-administration sessions.



### SAT Past Performance Data

Year	2013	2014	2015	2016	2017
<b>TMHS-EWR</b>	<b>495</b>	<b>507</b>	<b>495</b>	<b>547</b>	<b>574</b>
Nation-EWR	496	497	495	494	549
<b>TMHS-Math</b>	<b>511</b>	<b>523</b>	<b>512</b>	<b>541</b>	<b>572</b>
Nation-Math	514	513	511	508	546

Race / Ethnicity	Mean Scores			
	Test takers	Total	EWR	Math
Hispanic/ Latino	16	1061	541	521
White	158	1119	558	561
Gender	Mean Scores			
	Test takers	Total	EWR	Math
Female	97	1110	559	552
Male	90	1121	554	567
First Language learned	Mean Scores			
	Test takers	Total	EWR	Math
English only	166	1122	560	562
English and Another Language	16	1064	533	531
Level of Parent Education	Mean Scores			
	Test takers	Total	EWR	Math
High School Diploma	48	1094	545	549
Associates Degree	20	1091	541	551
Bachelor's Degree	68	1143	570	572
Graduate Degree	45	1138	570	568

Total number of students tested = **447**

Juniors (2020) = **228**

Sophomore (2021) = **219**



Fall 2018 PSAT/NMSQT

### 2018 PSAT Results

	Total	EBRW	Math
<b>Current Juniors</b>			
<b>Class of 2020:</b>	<b>1036</b>	<b>516</b>	<b>519</b>
<b>State:</b>	<b>1021</b>	<b>512</b>	<b>509</b>
<b>Current Sophomores</b>			
<b>Class of 2021:</b>	<b>968</b>	<b>481</b>	<b>486</b>
<b>State:</b>	<b>957</b>	<b>480</b>	<b>477</b>

## TMHS 2018-2019 New Enrollment Data as of 2/14/2019

*Enrollment Data from June 2018- February 14, 2019*

### New Enrollments by grade

12th:	8 students
11th:	6 students
10th:	12 students
9th:	25 students
<b>Total:</b>	<b>51 students</b>

### Where did they come from?

MA high school:	19 students
Charter School:	3 students
Online HS:	6 students
Technical HS:	10 students
Private Schools:	5 students
Out of State:	8 students

### New Enrollment in need of services

ELL:	4 students
504 Plan:	1 student
IEP:	8 students
<b>Total:</b>	<b>13 students</b>



# Increasing opportunities for students through our community partnership





## **Middlesex Community College**

Cost Per Course = \$276

*Tuition costs are subject to change and are paid directly to the institution*

### Current Courses

United States History (11)  
Biotechnology (11, 12)  
Senior English (12)

### Proposed Courses for 2019 -2020

Biology (11,12)  
Statistics (11, 12)  
Calculus (12)

- All courses are offered during the school day
- All courses provide students with 3 college credits

## **UMass Lowell**

Cost Per Course = \$ 1,050

*Tuition costs are subject to change and are paid directly to the institution*

New Initiative for 2019 -2020 school year

### 4 Courses - 12 College Credits

Engineering Design & Graphics (11, 12)  
Computer Aided Drafting (11, 12)

Introduction to Automated Control Programming (11,12)  
Applied Computer Aided Manufacturing with  
Manufacturing Technology Lab (11,12)

- All courses will be offered after the school day
- Classes will meet once a week for 10 weeks
- All courses will provide students with 3 college credits
- UMass Lowell also provides a certificate to students who complete all 4 courses



## TMHS Innovation Pathways Engineering Program

- The program is designed to connect students to a broadly-defined industry sector that is in demand in both the regional and state economy.
- All participating students will meet the MassCore standards, which are embedded in our graduation requirements
- Interested students are required to take Engineering I & II, which can be taken during the sophomore and junior years
- Beginning in the 2019-2020 school year, participating students would take a total of 2 IP Skills and Strategies courses
  - IP Skills and Strategies 1 is a DE - Career Exploration course
  - IP Skills and Strategies 2 is a DE- First Year Experience

***Both courses are 1 college credit***
- Students will participate in summer internships between the junior and senior year





### Colleges onsite decision days:

- SNHU 99% acceptance of participating students (13 students)  
814,000 dollars award in scholarship
- Rivier University 100% acceptance of participating students (5 students)
- In April MCC and SNHU Advantage Program will visit TMHS to meet with seniors still in need of a post-graduate placement

### College Update

- **76%** of graduating class has applied to college as of 2/1/2019
  - Over **56%** of the college applications were submitted to meet Early Action Deadlines
- Students have applied to **251** Colleges
  - Students have applied to colleges in **34** states and **4 foreign countries** (Canada, Lebanon, Netherlands and Scotland)

### Recommendations

**58** teachers wrote recommendations

1 teacher = 25 letters

1 teacher = 24 letters

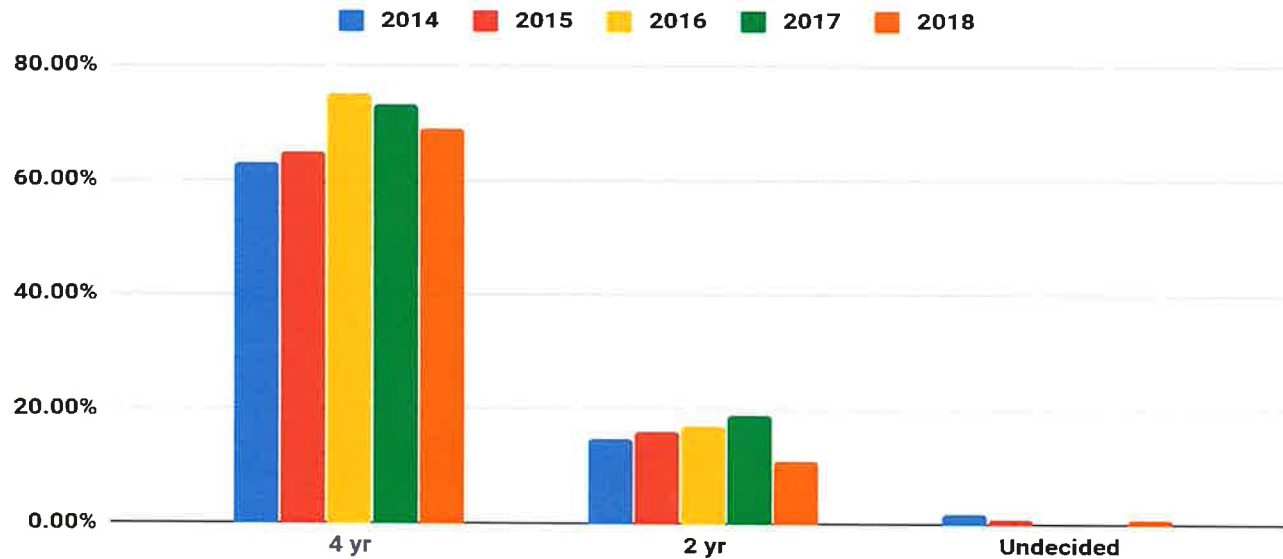
1 teacher = 20 letters

1 teacher = 19 letters

1 teacher = 17 letters

## Ensuring all students have a pathway to the future!

### Post-graduate tracking for college bound and undecided students



*\*Undecided = students without identified plans:*

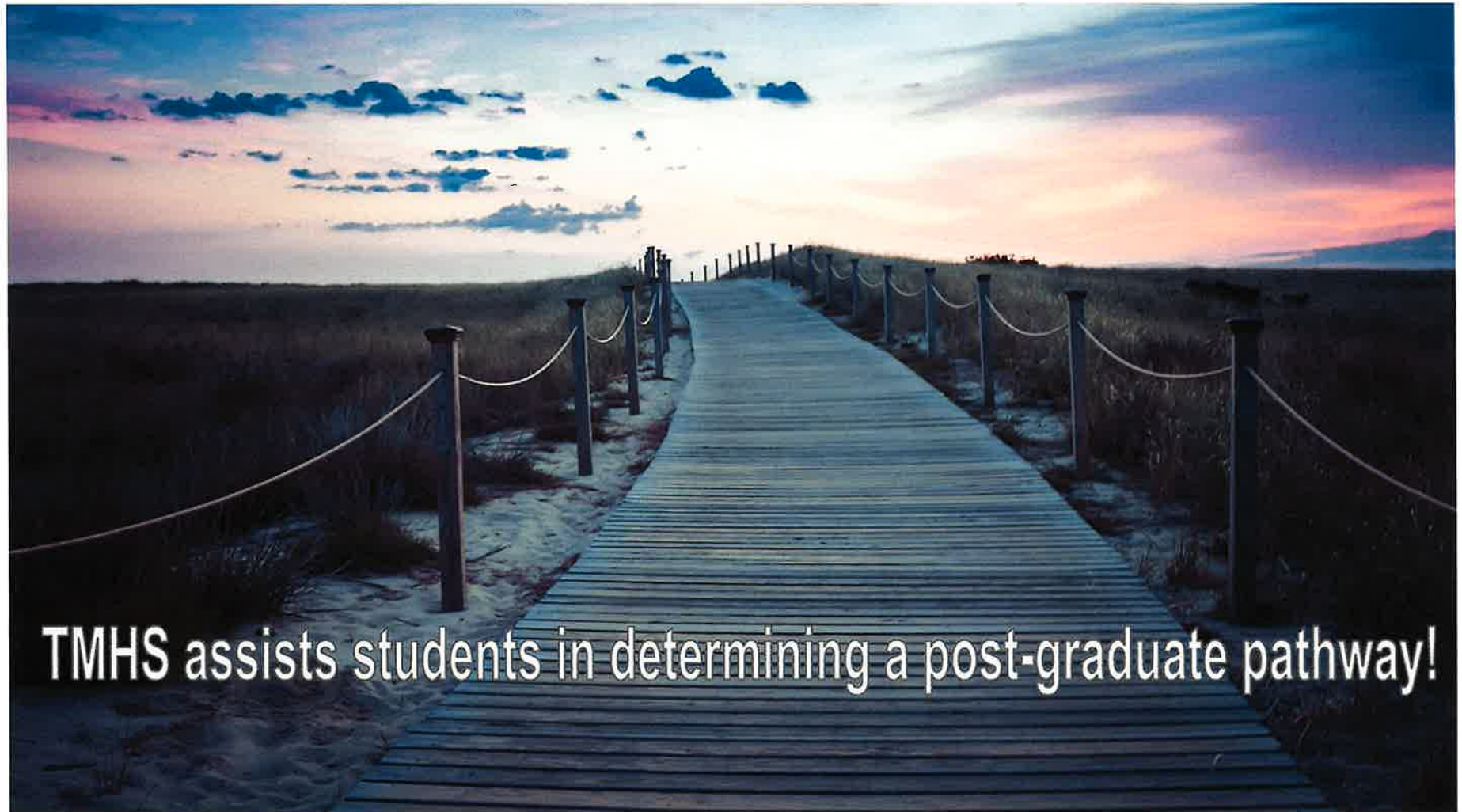
2014= 2%

2015= 1%

2016= 0%

2017= 0%

2018= 1%



**TMHS assists students in determining a post-graduate pathway!**

## **Tewksbury Public Schools: Interim IEP Accuracy Report**

### **Introduction**

In June 2018, WestEd staff conducted a four-day Individualized Education Program (IEP) audit at the request of the special education director of Tewksbury Public Schools. The purpose of the audit was to review IEPs and assessment reports for accuracy of content. The IEPs for review were randomly selected from the paper files in the central office. Every fifth IEP was selected during days one through three. On day four, reviewers considered the relative numbers of IEPs from each school and across each Massachusetts disability category to determine types of IEPs that were not represented and/or sampled as well as others. Given this information, Tewksbury support staff assisted the WestEd team to find two IEPs for students with Emotional Disturbance, two for students with Sensory Impairments, and three for students with Intellectual Disabilities. All schools were well represented. The team reviewed a total of 58 IEPs during the visit. Each IEP was reviewed for completeness and accuracy, including correct student name, accurate spelling, grammar, and punctuation throughout. The following areas of each IEP file were examined:

- Demographic data;
- Administrative data sheet;
- Evaluation Form
- IEP
  - IEP amendments;
  - Present levels of performance;
  - Measurable annual goals;
  - Service Delivery;
  - Nonparticipation justification;
  - Transition plans for ages 14-22; and
  - Additional information and responses.

WestEd separated the data by elementary (PreK - 6<sup>th</sup> grade) and secondary (7<sup>th</sup> - 12<sup>th</sup> grade) for analysis.

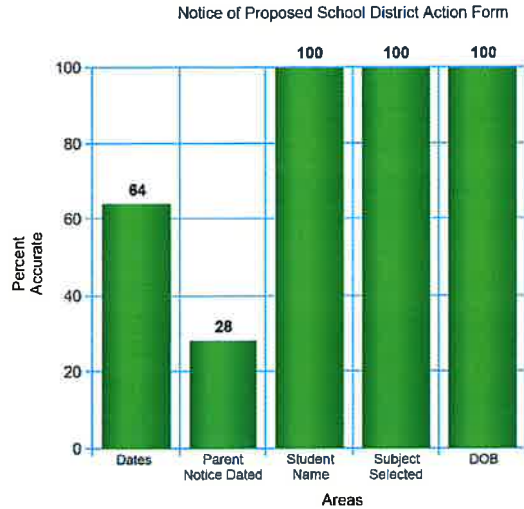
### **Elementary IEP Accuracy**

Of the 58 IEPs reviewed, 36 were for students at the elementary level.

#### **Notice of Proposed School District Action**

Accuracy of demographics across the "Notice of Proposed School District Action" form was 100% other than for "Dates", which was 64% accurate, and "Parent Notice was Dated and/or Enclosed" which was 28% accurate. One-hundred percent accurate demographics were:

- The subject was selected;
- Student name;
- Date of birth; and
- Other demographics.

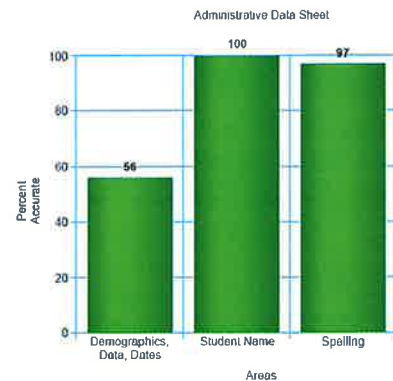


The "Notice of Proposed School District Action" form contains a blank space to add the date for which the "Parent Notice" was previously provided to the parent and a box to select indicating that the "Parent Notice" was enclosed with the form. The reviewers found that, most of the time, neither of these options were used.

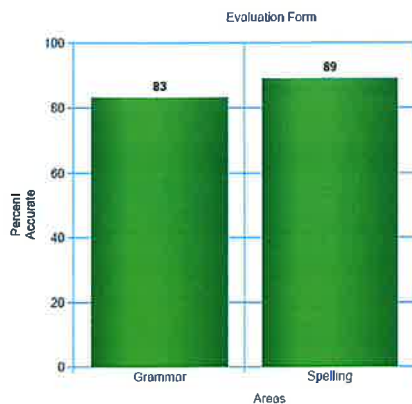
The accuracy of student name and date of birth throughout all forms reviewed in each student's file was one hundred percent.

## Administrative Data Sheet

Reviewers found that on the "Administrative Data Sheet", the demographics, data, and dates were complete for 56% of the reviewed elementary files. On those with errors (n=14), the most typical error on demographics were that the primary language of the parent was missing (n=14). Reviewers did not locate this sheet for one file. Student names and date of birth were correctly entered on 100% of the sheets. Of the sheets reviewed, 97% had no spelling errors.



## Evaluation Form

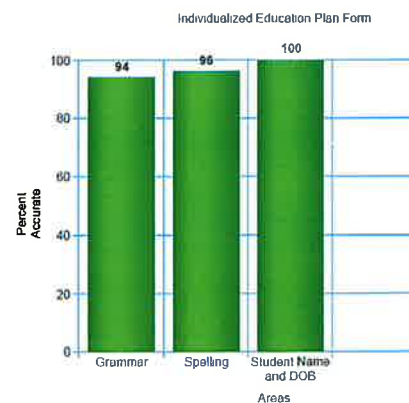


Most evaluation forms contain long explanatory text. Because of this, the reviewers only noted glaring errors in grammar such as problems with noun/verb agreement, confusing sentence structure, and spelling errors. Of the forms reviewed, 83% were considered to have used accurate grammar and punctuation, and 89% had accurate spelling.

## Form

Spelling and grammar were more rigorously reviewed on the IEP form since typically shorter and more narrative text is included. Across all sections of the IEP, spelling accuracy was

## Individualized Education Plan





96%, and grammar/punctuation accuracy was 94%. Again, student name and date of birth accuracy was 100%.

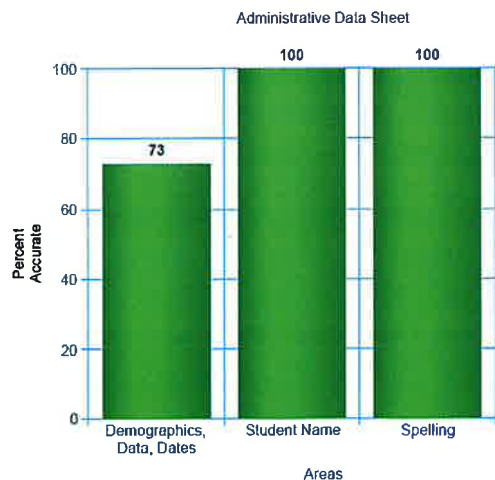
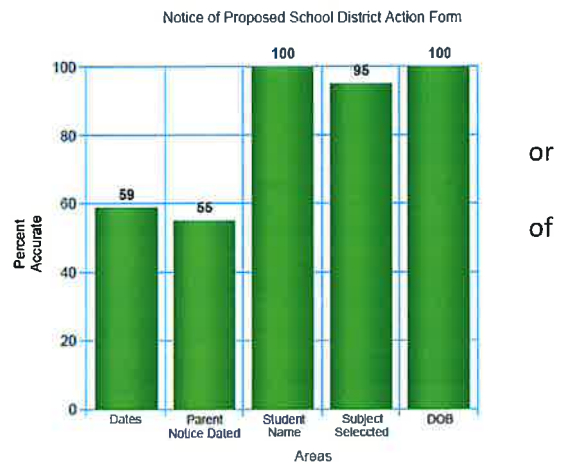
## Secondary Level IEP Accuracy

Of the 58 IEPs reviewed, 22 of them were at the middle and high school levels (secondary level).

### Notice of Proposed School District Action

On the “Notice of Proposed School District Action” form, student name and date of birth was 100% accurate. At the secondary level, accuracy of the other demographic data across the form was 95%. Dates were only accurate included on 59% of the forms. The date that the Parent Notice was provided or enclosed was completed on 55% the forms.

The accuracy of student name and date of birth continued throughout all forms reviewed in each student's file was 100%.

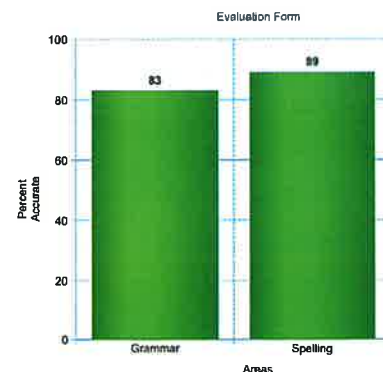


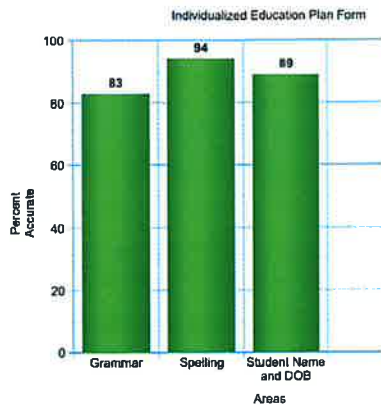
### Administrative Data Sheet

Reviewers found on the “Administrative Data Sheet”, that the demographics, data, and dates were complete for 73% of the reviewed secondary files. On those with errors (n=6), the most typical error on with demographics were that the primary language of the parent was missing (n=6). This form had meeting information completed and accurate spelling 100% of the time.

### Evaluation Form

Most evaluation forms contain long explanatory text. Because of this, the reviewers only noted glaring errors in grammar such as problems with noun/verb agreement, confusing sentence structure, and spelling errors. Of the forms reviewed, 100% were considered to have used accurate grammar, punctuation, and spelling.





## Individualized Education Plan Form

Spelling and grammar were more rigorously reviewed on the IEP form since typically shorter and more narrative text is included. Across all sections of the IEP, spelling accuracy was 83%, and grammar/punctuation accuracy was 94%. Again, student name and date of birth accuracy was 89%.

## Conclusion

Given the review of major forms included in all IEPs, the review of the 58 randomly selected IEPs finds that the accuracy of including the correct demographic information of student name and date of birth, correct spelling, and accurate grammar/punctuation is quite high, nearing 100% in each of these areas across all IEPs. The errors most frequently seen were missing information of parent primary language and miscalculating the date for the next reevaluation by one to three days on the "Administrative Data Sheet." Note that this miscalculation should not be interpreted as late reevaluations. The other error seen was spelling and grammar/punctuation on the "Evaluation Form."

# Tewksbury Public Schools: Individual Education Program Interim Alignment Report

## Introduction

In June 2018, WestEd staff conducted a four-day Individualized Education Program (IEP) review at the request of Tewksbury Public Schools. The purpose of the review was to determine the comprehensive interconnection and alignment between 1) evaluation data, 2) Present Levels of Educational Performance (PLEPs), 3) Goal areas/objectives, 4) service delivery, and 5) transition plans as appropriate. The IEPs reviewed were randomly selected from the paper files in the central office. Every fifth IEP was selected during days one through three. On day four, reviewers considered the numbers of IEPs from each school and the numbers across each Massachusetts disability category to determine schools and/or disability categories that were not represented and/or sampled as well as others. Given this information, Tewksbury support staff assisted the WestEd team to find two IEPs for students with Emotional Disturbance, two for students with Sensory Impairments, and three for students with Intellectual Disabilities. All schools were represented. The team reviewed a total of 58 paper copies of the IEPs during the visit; 36 from the elementary schools and 22 from the middle and high schools. Specific breakdown of files reviewed are listed below.

Table 1: Breakdown by Age

Age of student	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	No age listed
# of files reviewed	2	3	1	4	2	6	4	2	8	7	3	6	1	3	2	3	1

Table 2: Breakdown by Grade

Grade	PK-2	K-F	1	2	3	4	5	6	7	8	9	10	11	12
# of files reviewed	6	3	2	6	6	1	2	10	6	4	4	2	3	3

Table 3: Breakdown by School

School	Heath Brook Elementary	Louise Davy Trahan Elementary	Loella F. Dewing Elementary	North Street Elementary	John F. Ryan Middle School	John W. Wynn Middle School	Tewksbury High School	Out of District Placement
# of files reviewed	7	2	10	6	11	9	11	2

Table 4: Breakdown by Disability

Disability Category	Neurological	Intellectual Disability	Emotional Disability	Sensory	Communication	Specific Learning Disability	Developmental Delay	Autism	Health	Physical	No disability listed
# of files reviewed	9	3	3	2	6	14	3	6	10	1	1



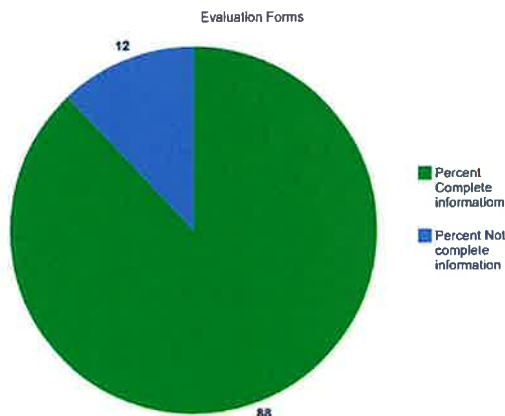
Tewksbury utilizes an electronic IEP template with prompts for information in specific places in the IEP document. Many of the sections have drop down, pre-populated menus designed to choose a statement that most closely aligns to the information needed in the student's IEP. In other sections, which are narrative, there are prompting questions designed to guide the documentation of relevant and meaningful information about the student. Evaluators reviewed six main sections of the IEPs in the order listed below. Each section had several components. While each section is designed to contain specific information based on a prompt, the entire document was reviewed to assess cohesion and completeness of the information. Sometimes the information needed for one prompt was found in another section of the IEP. The main sections reviewed are:

- Evaluation Forms
- Individualized Education Program
- Present Levels of Educational Performance
- Goal Areas and Objectives
- Specially Designed Instruction
- Transition Plans

The results of the review for each of the sections are listed below.

## Evaluation Forms

WestEd reviewed the most recent evaluation for each student with an IEP to check if they were comprehensive and identified a need for special education services. The majority, 88% (43) of the evaluations were considered to have complete diagnostic evaluation information.



In the 12% (15) remaining, either reviewers were not able to locate evaluation reports or only some of the eligibility evaluation reports were in the file. While there is no specific evaluation report document, there was a comprehensive series of evaluation reports. Each of the individual evaluation reports (i.e. academic, psychological, etc.) were comprehensive in evaluating a student in all areas of suspected disability. While the actual evaluation reports were comprehensive and well written, the second part of the evaluation process, the synthesis of the information and evidence of a meeting to declare eligibility, was not present in some files. The student files contained the individual evaluation reports, and sometimes meeting notes, but the review team found limited documentation that a meeting took place and that eligibility was declared by a team. Many times, the student's disability category was not apparent or documented in the evaluation report. In most of these cases the eligibility category was found in the IEP. The exception to the lack of documentation to declare eligibility was when a child was

made eligible for Specific Learning Disability. For these students, there is a specific form used for the eligibility, which consistently appeared in the file. In one file reviewed there was no statement either in the evaluation or the IEP as to the student's disability category.

## Individualized Education Program

The Individualized Education Program (IEP) section addresses Parents Concerns, Student Strengths and Key Evaluation Results Summary and Vision Statement. The Parent Concerns component prompts with the questions:

- "What concern(s) does the parent and/or student want to see addressed in this IEP to enhance the student's education?"

The Student Strengths and Key Evaluation Findings component prompts with the questions:

- "What are the student's educational strengths, interest areas, significant personal attributes and personal accomplishments?"
- What is the student's type of disability(ies), general education performance including MCAS/district test results, achievement towards goals and lack of expected progress, if any?"

The Vision Statement component asks the questions:

- "What is the vision for this student? Consider the next 1 to 5-year period when developing this statement. Beginning no later than age 14, the statement should be based on the student's preferences and interest, and should include desired outcomes in adult living, post-secondary and working environments."

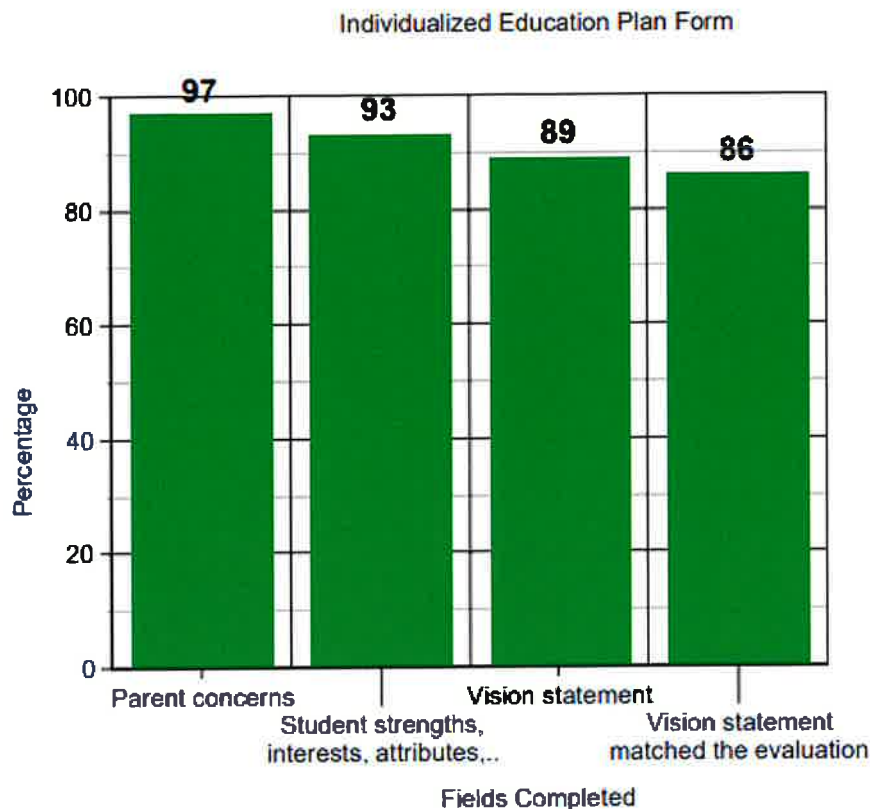
The IEP form is designed to paint a wholistic portrait of the child. The information is child specific and is goes beyond academics. It is about the child as an individual. Areas for review in this section included:

- Parent concerns are included.
- Student strengths, interests, personal attributes, and disability areas are listed.
- Vision statement has all components.
- Vision statement matches evaluation (include transition by 14).

Documenting parent concerns is a strength for Tewksbury Public Schools. In 97% (55) of the files reviewed there is documentation of a parent concerns. In the remaining three files parent concerns were not documented or it was unclear if the concerns listed were parent concerns or team concerns because the statement read: "Team concerns." Most of the IEP documents clearly and concisely documented parent concerns. Only a few IEPs documented parent concerns as one-word bullet points without any further explanation. For example, "reading" was bulleted as a parent concern. While the parent concern is about reading is documented, it is unclear what aspect of reading drives the parent's concern.

Another strength is that in 93% (53) of the files reviewed, student strengths, interests and personal attributes and disability area are included. Overall, the IEP documented what the student can do as well as what the student is interested in. This information gave a clear picture of the child from a wholistic perspective. This is an important area that shows that the IEP team knew their student's strengths, interests, and personal attributes. This information was relevant to support the design of the IEP.

The vision statement or description of what the student should be doing in 1 to 5 years was present in most, 89% (51) of the files reviewed. While vision statements were documented, they were sometimes general in nature, for instance: "The student will make progress." The vision statements tended to be succinct. In 86% (49) of the files reviewed, the vision statement matched the evaluation.



## Present Levels of Educational Performance (PLEP)

The design of the IEP document separates Present Levels of Educational Performance into two areas:

A: General Curriculum; and B: Other Educational Needs. The Present Levels are designed to describe a student's current levels of strengths and needs to access the general curriculum. All of the other components of the IEP are driven from the information written in the Present Levels. The two sections, each with several specific components to address, have their own guiding questions (prompts) designed to help the writer develop a comprehensive picture of the student. The final section of each of these Present Levels sections prompts a description of the specially designed instruction needed related to the information described in the Present Levels. The prompts for Present Levels of Educational Performance are described below.

### Present Levels of Educational Performance A: General Curriculum

This section is designed for prompts to guide the documentation the student's current performance in English Language Arts, History, Social Sciences Science and Technology, Mathematics and Other Curriculum Areas. This section prompts several considerations:

- Consider the language, composition, literature (including reading) and media strands.
- Consider the history, geography, economics, and civics and government strands.
- Consider the inquiry, domains of science, technology and science, technology and human affairs strand.

- Consider the number sense, patterns, relations and functions, geometry, measurements, and statistics and probability strands.

Finally, the *Present Levels of Educational Performance A: General Curriculum* section of the *Present Levels* documents specifically:

- How does the disability(ies) affect progress in the curriculum area(s)?
- What type(s) of accommodation, if any, is necessary for the student to make effective progress?

WestEd reviewed the *Present Levels of Performance A: General Curriculum* for these specific areas:

- Present Levels data include multiple data sources including Curriculum Based Measurements, progress monitoring data, individualized assessments, classroom, district and state assessments.
- Present Levels contain current progress information.
- Curricular areas selected link to evaluation and IEP goals.
- Present Levels explain how the disability affects progress, links to evaluation needs (as appropriate), and are complete.
- Accommodations are listed and link to needs (as appropriate).
- Specially designed instruction includes description of content, method of delivery, and/or performance
- Specially designed instruction links to tests, general education performance, and goals.

In 81 % (44) of the files the *Present Levels A: General Curriculum* section, included multiple sources of data. This section contained evaluation information, classroom information and assessment information. In 14 files, information was left blank, or classroom information was not documented. In one file, it was documented that there were no academic concerns, so no academic data was included.

Current Progress information was documented in 85% (46) of the files reviewed. In the 46 files that contained comprehensive information, current progress was documented both in this section and in the current levels on the Goals page. This shows the alignment of assessment data to the goals. The information was current, relevant, and it clearly described the student, providing good information for goal development. Missing from the remaining 12 files was classroom information or information relevant to the disability.

In 78% (42) of the files reviewed, the curricular areas selected linked to the evaluation and the IEP goals. In these files, the curricular areas checked off were aligned to the information in the evaluation and the types of goals that were written.

How disability affects progress was complete and links to evaluation needs (as appropriate) was clearly documented in 91% (49) of the files reviewed. These 49 files provided strong justification as to how the disability affects the student's ability to access the general curriculum. The statement aligned with the evaluation and addressed each area of need.

In 91% (49) of the files reviewed, appropriate accommodations were listed and linked to the needs of the student. In the remaining files, several options from the dropdown menu were selected but did not always align to the student's needs.

In the IEP, after the description of the educational needs and current progress of the student, specially designed instruction needed to access the general curriculum is described. The IEP document asks the guiding question (prompt):

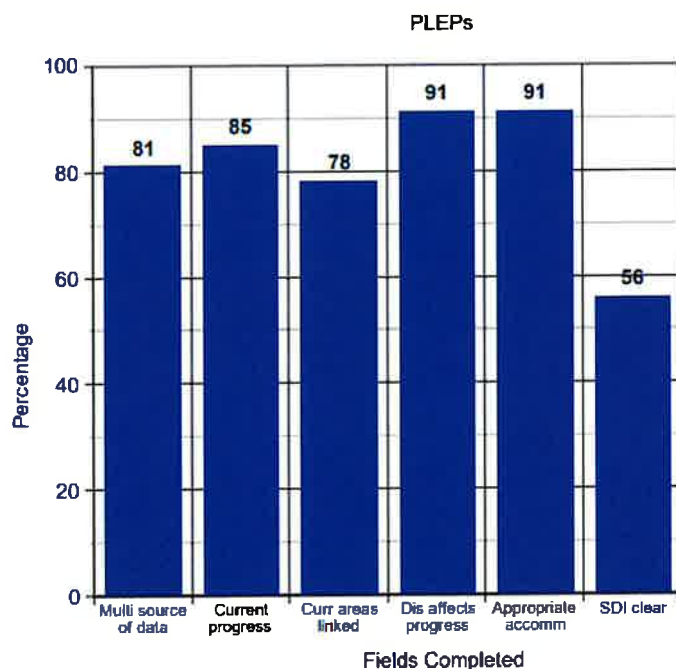
- “What type(s) of specially designed instruction, if any, is necessary for the student to make effective progress?”

In addition, the IEP document requires the specifics of the specially designed instruction with this prompt:

Check the necessary instructional modification(s) and describe how such modification(s) will be made to:

- Content;
- Methodology/Delivery of Instruction; and
- Performance Criteria.

In 56% (30) files reviewed, the specially designed instruction was clear and met the needs of the student. In the remaining 28 files, the specially designed instruction (SDI) was not clearly explained as to what Content and/or Methodology/Delivery of Instruction would be provided for the student. There was not a clear description of what the student is receiving and/or what the teacher is providing. Reviewers were sometimes able to determine what specially designed instruction the student will receive by reviewing other sections of the IEP. Reviewers noted the Methodology/Delivery of Instruction, a drop-down item, was the same for most students. In most IEPs, the Performance Criteria did not clearly describe how the student will demonstrate what they know and can do. It appeared to the reviewers that some of this lack of information could be an outcome of the forms format. The form does not seem to provide enough room for this information.



## Present Levels of Educational Performance B: Other Educational Needs

The next section of the Present Levels is *Present Levels of Educational Performance B: Other Educational Needs*. This section is utilized to document any *General Considerations* or *Age-Specific Considerations*



that may preclude the child from gaining access to the general curriculum. Specifically, the section prompts:

General Considerations:

- Adapted physical education
- Braille needs (blind/visually impaired)
- Extra curriculum activities
- Social/emotional needs
- Other
- Assistive tech devices/services
- Communication (all students)
- Language needs (LEP students)
- Travel training

Age Specific Considerations

- Behavior
- Communication (deaf/hard of hearing students) Nonacademic activities
- Skill development related to vocational preparation or experience
- For children ages 3 to 5 -- participation in appropriate activities
- For children ages 14\* (or younger if appropriate) -- student's course of study
- For children ages 16 (or younger if appropriate) to 22 -- transition to post-school activities including community experiences, employment
- Objectives, other post school adult living and, if appropriate, daily living skills

Listed below are the areas that the reviewers looked at in the *Present Levels B: Other Educational Needs*:

- General Considerations link to needs and evaluation;
- Age-specific considerations are selected as appropriate;
- Present levels describe how the disability affects progress, is accurate and complete and, links to the evaluation.
- Accommodations are listed and link to needs.
- Specially designed instruction includes a description of content, method of delivery, and performance.
- Specially designed instruction describes links to tests, general education performance, and goals.
- Present Levels are current and link to goals and objectives.

Not all students need consideration for Other Educational Needs to be addressed in their IEP. For 28% (15) files, *Present Levels for Other Educational Needs* was checked as not needed for the student, so the section did not need to be completed. In the remaining 39 files that the general considerations needed to be addressed, the general considerations were documented and were linked to needs and the evaluation 95% (37 files) of the time. Eighty-two percent (32) of the files selected appropriate, age-specific considerations needed. Ninety-two percent (36) of the IEPs accurately described and completed the description of how the disability affects progress and demonstrated a link to the information in the evaluation. In 88% (35), appropriate accommodations were listed and linked to the student's needs. Specially designed instruction for *Other Educational Needs* included a description of content, method of delivery, and performance. This was documented and accurate 64% (25) of the time. This section appeared to use drop-down menus and was the same for most students.

## Goal Areas and Objectives

WestEd reviewed a maximum of three goals for each IEP. Each individual goal was reviewed and scored separately. While many of the IEPs that were reviewed contained three goals, several IEPs had less than three goals and many had more. All but one IEP had at least one IEP goal, 46 IEPs had two or more goals and 31 IEPs had three or more goals. Reviewers examined 57 first goals, 46 second goals and 31 third goals. WestEd reviewed a total of 134 goals.

The structure of the IEP document allows for the student's current performance for each goal area to be described above each individual goal. The current performance section is designed to describe where the student is currently performing (baseline) information related to a goal. For each goal page there are three parts to the goal, *Current Performance*, *Measurable Annual Goal*, and *Objectives*. Each of these sections has guiding questions (prompts) designed as guidance for developing the goal.

The *Current Performance Level* section prompts with the question:

- "What can the student currently do?"

Below this section there is an area to write a *Measurable Annual Goal*.

This section of the document prompts with the questions:

- "What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period?"
- How will we know that the student as reached the goal?"

Below this goal section is where the objectives to achieve that goal are documented.

The *Benchmark/Objective* section prompts the question:

- "What will the student need to do to complete the goal?"

Reviewers looked for alignment between the information in the present levels with the goals and objectives. Specifically reviewed were:

- The current performance level describes current classroom and/or functional performance.
- Goal is measurable and describes what the student will do by the end of the IEP period.
- Goal focus areas is linked to evaluation, present levels, and needs.
- There is a link between the evaluation, present levels, goals, and objectives.
- Objectives are measurable and describe what the student will need to do to complete the goal.
- There is a link between the goals and the student making progress in the general curriculum.

The presence of alignment for each of these areas is described below. These informational boxes provide additional data on each indicator reviewed. Overall there were not significant differences between goals, 1, 2 and for each quality indicator.

The current performance level describes current classroom and/or functional performance percentage for each goal page reviewed where there is a well described current level of performance.

All IEPs reviewed summary of Goal #1 91.23% (52)

All IEPs reviewed summary of Goal #2 86.96% (40)

All IEPs reviewed summary of Goal #3 90.32% (28)

In the current performance area that provides the baseline information to inform the goal, there is an overall strength in documentation of the student's current progress. In 90% (average of the scores for all goals reviewed) of the files reviewed there was documentation that described the current classroom performance of the student. While the description of the current performance was in most cases comprehensive, the performance level described often was a broad

curriculum-based description rather than a skill-based description. In a few instances, the description did not link to the goal. There was an overall description of how the student was performing in Math, for example, but not in the specific skills that would need to be developed to progress in the general curriculum. Baseline information for some of the goals was not given.

Goal is measurable and describes what the student will do by the end of the IEP period:

Goal #1 44% (25)

Goal #2 41% (19)

Goal #3 42% (13)

In general, student goals were curriculum and standards aligned. These replicated the language from the curriculum frameworks. They were not always specific regarding the sub-skills within the standard that would help a student access the curriculum. For example, a goal read “Student will read different genres of literature.” The goals and objectives did not describe the skills needed to be able to read different genres of literature.

In the first goal, 44% (25 IEPs) had measurable goals. In the goals that were not measurable, most contained more than one skill (e.g., decoding, phonics, fluency, and comprehension). Each of these areas was then moved into an objective. However, since they are different skills they should be different goals because the baseline on the goals would not be the same across these areas. In other words, goals were too broad and did not describe what the student will do by the annual review. Also, many times there was no measurement tool or information to describe how the student would show mastery of the goal, and no timeline or criteria were listed.

In the second goal, 19 of the 46 (41%) goals were measurable. Issues in the second goal were identical to those for the first goal.

In the third goal, 13 of the 32 (42%) of the goals were measurable. The same set of issues was identified.

Goal focus areas linked to evaluation, present levels and needs.

Goal #1 74% (42)

Goal #2 63% (29)

Goal #3 61% (19)

In some goals there was a disconnect between the evaluation, present levels and needs. Goals did not address what a student needs to access the general curriculum due to their disability as identified in the evaluation. For example, a student had a specific learning disability in reading, but was given a math, organization paragraph writing, and point of view identification goals. There was no goal on the specific

skills needed to address the reading deficit. The evaluation or the present levels did not describe the need for writing, organization and math goals.

While aligning goals to the standards is commendable, within those standards, the subskills that needed development based on the student’s evaluation were not always identified. Reviewers noted some specific examples:

- “Reading comprehension does not appear (based on any evidence in the file) to be an area of difficulty or an area affected by student’s disfluency in speech or processing speed, but the student was given a reading comprehension goal.”
- “The focus of the goal is on the completion of math work, however how to address ADHD and what the student needs to do to focus to complete the work was not documented.”
- “The current performance says the student can demonstrate an understanding of fractions and decimals. The goal is about developing ‘skills based on the MA Curriculum Frameworks while



following the curriculum map.' It does not specifically describe the skills needed to access the math curriculum."

There is a link between the evaluation, present levels, goals and objectives.

Goal #1 66% (38)

Goal #2 56% (26)

Goal #3 61% (20)

The objectives are designed to support the goal. They are the specific skills the student will attain in order to meet the goal. Sometimes, the objectives (28% average across all goals) did not match the goal, which also did not align with the evaluation or present levels of performance. Other times, since the goals were taken broadly from the framework language the objectives were also very broad.

These broad objectives also did not include sufficient specificity about the circumstances under which the student would work on these goals, the time frame, or the criteria for measurement.

Objectives are measurable and describe what the student will need to do to complete the goal percentage of measurable objectives.

#1 68% (39)

#2 63% (29)

#3 77% (24)

In several IEPs (31 % average), the objectives aligned with the goals, contained a baseline, measurement tool and were written to support the goal. However, when a goal had too many skills, the objectives were a division of the skills listed in the goal. For example:

Goal: Student will improve fluency, comprehension, phonics and vocabulary.

Quarter 1- Improve fluency

Quarter 2-Improve comprehension

Quarter 3-Improve phonics

Quarter 4- Improve vocabulary

In 72% (41) of the IEPs there is a link between the goals and the student making progress in the general curriculum. While the goal may not have been measurable, the intent of the goal showed a link between the goals and the student making progress in the general curriculum. Goals were written from a curriculum/standards framework perspective rather than the sub-skills the student needs to access the curriculum. Many times, students were given goals in areas that they did not have as a weakness without a justification as to why they needed that particular goal. For example, a student was given a goal in math when the present levels stated they were doing average work in math. Another student was given a goal for study skills and organization but there is no information in the present levels or evaluation to describe why the student needed this goal. Goals should be based on what a student needs to access and progress in the general curriculum.

## Service Delivery

The *Service Delivery* section of the IEP prompts the question:

- "What are the total service delivery needs of this student?"

The section reminds writers to include services, related services, program modifications and supports (including positive behavioral supports, school personnel and/or parent training supports). Services should assist the student in reaching their IEP goals, to be involved and progress in the general curriculum, to participate in extracurricular/nonacademic activities, and to allow the student to participate with nondisabled students while working towards IEP goals.

The *Service Delivery* section is divided into three possible settings:

- Consultation
- Special and Related Services in General Education
- Services in Other Settings

In the IEP document, each of the three areas, *Consultation*, *Special and Related Services in General Education*, and *Service in Other Settings* is to be considered. If one type of service delivery is deemed appropriate for the student, then the following information needs to be documented in the IEP for that particular type of service delivery model identified.

- Type of Service
- Type of Personnel
- Frequency and Duration/Per Cycle
- Supplemental Aids and Services

Reviewers looked for:

- School District Cycle to be selected
- Clear link between service delivery listed and needs listed in the Present Levels of Performance
- The service delivery model described completely, aligns with needs and appropriate as necessary
- The frequency and duration of the service provided listed
- Supplementary aids, services, and program modifications listed
- Services provided align with goals

Results of each of the three areas are described below:

## **Service Delivery Consultation**

In 28% (16) IEPs, the IEP documents stated that no consultation was needed. In the remaining 42 IEPs, 7% (3) described consultation service delivery needs and aligned the need for consultation services with the IEP. 70% (40) of the IEPs with consultation as a service delivery model listed the frequency and duration of the services provided. In some IEPs there was a strong connection between the services provided and the goals.

## **Service Delivery Special Education and Related Services**

Twenty-four percent (14) of the total of 58 IEPs reviewed, stated that services in general education were not needed. In 7% (3) of the remaining IEPs, the service delivery model was described and the alignment with the needs was clear. None of the files reviewed listed supplementary aids, services or program modifications as being needed. In three IEPs (7%), there was documentation that showed the alignment between goals and services.

Many times, the service delivery was listed as Collaborative Reading or Collaborative Math. In most cases, what was meant by collaborative as a service delivery model was not described in the IEP. Because the specially designed instruction and service delivery method were not clearly described in the IEP the clear link between service delivery and the needs listed in the present levels was not evident.

### **Service Delivery in Other Settings**

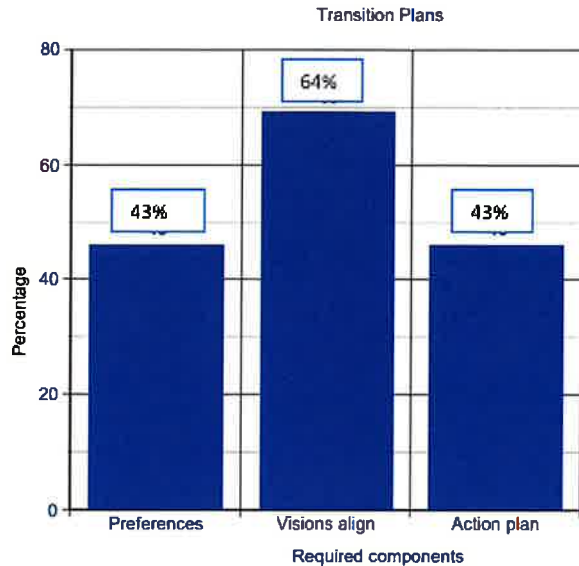
Twenty-four percent (14) of the IEPs documented that no services were needed in other settings. In 14% (8) the service delivery model was described completely and aligned with the needs. The frequency and duration of the service provided was described in 74% (42) of the files reviewed. Only one file described supplementary aids, services and program modifications needed. Seventy percent (40) of the files showed a strong connection between the services and the goals.

### **Transition Plans**

Transition plans are required of students beginning no later than the first IEP developed when the student with an IEP is 14 years old. The transition plan is separate from the IEP and is designed to guide the student with an IEP in gaining the skills and support needed to meet their chosen goal or career path after high school. Reviewers looked at the transition vision and its alignment to the student's interests, preferences and outcomes for education/training, employment and adult living. Specifically reviewed was:

- Post-secondary vision includes preferences, interests, and desired outcomes for education/training, employment and adult living
- Post-secondary vision corresponds with the vision statement on the IEP
- Action plan outlines the development of self-determination skills, both academically and functionally and includes instruction, employment and community experiences/adult living

Seventy-five percent (44) of the files reviewed were for student who were too young for transition plans. In the 14 transition plans reviewed, six (43%) included a post-secondary vision that included preferences, interest and desired outcomes for education/training, employment and adult living. Nine (64%) of the transition plans has a post-secondary vision that corresponds with the vision statement on the IEP. Six (43%) had an action plan that outlines the development of self-determination skills and included instruction, employment, and community experiences.



## Conclusion

Teachers and staff in the district have a strong foundational knowledge of their students and their needs. This is evident in the reports and documentation from the present levels of performance and current progress data in the IEP. In the paperwork, there is often a disconnect between this strong knowledge base and the documentation of specially designed instruction, method of service delivery, and alignment of the goals. While the present levels data shows the results of the special education services, the IEP does not describe well how the services are delivered.

Overall, based on the wholistic overview of the IEPs and the knowledge that the staff have of their students, it can be ascertained that the IEPs do not reflect the good practices that are occurring in the special education programs.

## Strengths and Recommendations

### Strengths:

The information written in the IEP present levels and current performance shows that the staff truly know their students as individuals. Overall present levels describe what the student knows and is able to do using a variety of data sources. This includes the information from the current performance levels for goal development. In general, the strongest part of the IEP is the both the quantitative and anecdotal data in the present levels of performance. This data provides current information from multiple sources including testing, class work, and observations and provides a strong foundation for the development of goals and services. Another strength is that students are evaluated in all areas of suspected disabilities and the evaluators write comprehensive reports documenting their findings.

Staff include convincing statements in the IEP to describe how the disability affects the student ability to progress in the general curriculum. Statements are linked to the needs that arise from the disability and align with the evaluation.

Staff write strong statements describing the extent to which a student will not participate with non-disabled peers. The statements justify the intended service delivery model.

**Recommendations:**

The district would benefit from professional development and coaching on the development of measurable goals and objectives that focus on the development of the sub-skills within the standards. These goals should focus on skills that will support the independent learning of the student across content areas. When goals focus on the skills, it provides access for the student to succeed in the general curriculum across content areas. With properly written goals and objectives, any teacher who receives a Tewksbury IEP would be able to implement it.

While teachers clearly know their students and can document their needs, the district would benefit from professional development in the Educational Benefit Process. The Educational Benefit Process demonstrates how to write an IEP that aligns the evaluation, present levels, goals and objectives, specially designed instruction, and service delivery. The process shows the link between all of these and supports a comprehensive, cohesive IEP that allows for maximum benefit for the student to access and progress in the general curriculum.

The district would benefit from a process guide for the evaluation process. While there is some evidence in the files that a meeting took place to synthesize the evaluation information, and subsequently declare that eligibility was determined, a standardized process would ensure that the paperwork reflects the decision-making process. A district-developed IEP process guide would benefit the consistency of IEP development across all schools in the district.

# Minutes

# Payroll

TEWKSBURY PUBLIC SCHOOLS  
Tewksbury, Massachusetts

Date **1/10/2019**

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 **\$1,290,764.24**

**GRANTS**

\$24,880.77	2018-2019	Special Ed 240 Grant
\$4,622.62	2017-2018	Title I Grant
\$640.80	2018-2019	Title IV Grant
\$5,418.26	2018-2019	21st Century Grant
	2018-2019	After School Out of School Time

**REVOLVING ACCOUNTS**

\$20,261.19	2018-2019	Ext Day Program
\$8,328.85	2018-2019	Ext Day Preschool Program
\$840.78	2018-2019	Adult Education Program
	2018-2019	Wynn Intramurals
\$20,455.47	2018-2019	Lunch Program
	2018-2019	Athletic Circuit Breaker
\$88.72	2018-2019	Facilities
\$3,939.92	2018-2019	Recreation
\$628.98	2018-2019	Parking Fees
	2018-2019	NPEN
\$2,893.54	2018-2019	Preschool

**\$92,999.90 SUB TOTAL - NON LEA FUNDS**

**LEA FUNDS**

\$1,197,764.34	2018-2019	School Department Account
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**\$1,290,764.24 TOTAL**



TEWKSBURY PUBLIC SCHOOLS  
Tewksbury, Massachusetts

Date **1/24/2019**

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 **\$1,323,277.58**

**GRANTS**

\$23,800.77	2018-2019	Special Ed 240 Grant
\$4,967.05	2017-2018	Title I Grant
	2018-2019	Title IV Grant
\$6,551.25	2018-2019	21st Century Grant
	2018-2019	After School Out of School Time

**REVOLVING ACCOUNTS**

\$26,890.54	2018-2019	Ext Day Program
\$12,696.35	2018-2019	Ext Day Preschool Program
\$1,073.70	2018-2019	Adult Education Program
	2018-2019	Wynn Intramurals
\$25,686.20	2018-2019	Lunch Program
	2018-2019	Athletic Circuit Breaker
\$456.83	2018-2019	Facilities
\$4,732.69	2018-2019	Recreation
\$628.98	2018-2019	Parking Fees
	2018-2019	NPEN
\$2,893.54	2018-2019	Preschool

**\$110,377.90 SUB TOTAL - NON LEA FUNDS**

**LEA FUNDS**

\$1,212,899.68	2018-2019	School Department Account
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**\$1,323,277.58 TOTAL**

TEWKSBURY PUBLIC SCHOOLS  
Tewksbury, Massachusetts

Date **2/7/2019**

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 **\$1,323,172.43**

**GRANTS**

\$23,800.77	2018-2019	Special Ed 240 Grant
\$6,721.24	2017-2018	Title I Grant
	2018-2019	Title IV Grant
\$4,691.98	2018-2019	21st Century Grant
	2018-2019	After School Out of School Time

**REVOLVING ACCOUNTS**

\$28,833.42	2018-2019	Ext Day Program
\$13,817.00	2018-2019	Ext Day Preschool Program
\$1,488.77	2018-2019	Adult Education Program
	2018-2019	Wynn Intramurals
\$24,806.01	2018-2019	Lunch Program
	2018-2019	Athletic Circuit Breaker
\$814.39	2018-2019	Facilities
\$3,779.62	2018-2019	Recreation
\$628.98	2018-2019	Parking Fees
	2018-2019	NPEN
\$2,893.54	2018-2019	Preschool

**\$112,275.72 SUB TOTAL - NON LEA FUNDS**

**LEA FUNDS**

\$1,210,896.71	2018-2019	School Department Account
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**\$1,323,172.43 TOTAL**

TEWKSBURY PUBLIC SCHOOLS  
Tewksbury, Massachusetts

Date **2/21/2019**

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 **\$1,709,768.78**

**GRANTS**

\$31,535.76	2018-2019	Special Ed 240 Grant
\$7,272.62	2017-2018	Title I Grant
\$576.72	2018-2019	Title II Grant
\$3,411.12	2018-2019	21st Century Grant
\$15.00	2018-2019	Innovation Pathways Grant

**REVOLVING ACCOUNTS**

\$29,153.58	2018-2019	Ext Day Program
\$14,211.27	2018-2019	Ext Day Preschool Program
\$1,847.12	2018-2019	Adult Education Program
\$3,212.00	2018-2019	Wynn Athletic Intramurals
\$25,476.14	2018-2019	Lunch Program
\$71.25	2018-2019	Ryan Clubs
\$1,597.78	2018-2019	Facilities
\$3,624.69	2018-2019	Recreation
\$628.98	2018-2019	Parking Fees
\$3,227.90	2018-2019	TMHS Athletic Intramurals
\$3,834.02	2018-2019	Preschool

**\$129,695.95 SUB TOTAL - NON LEA FUNDS**

**LEA FUNDS**

\$1,580,072.83	2018-2019	School Department Account
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**\$1,709,768.78 TOTAL**

# Superintendent/ Staff /School Committee Reports

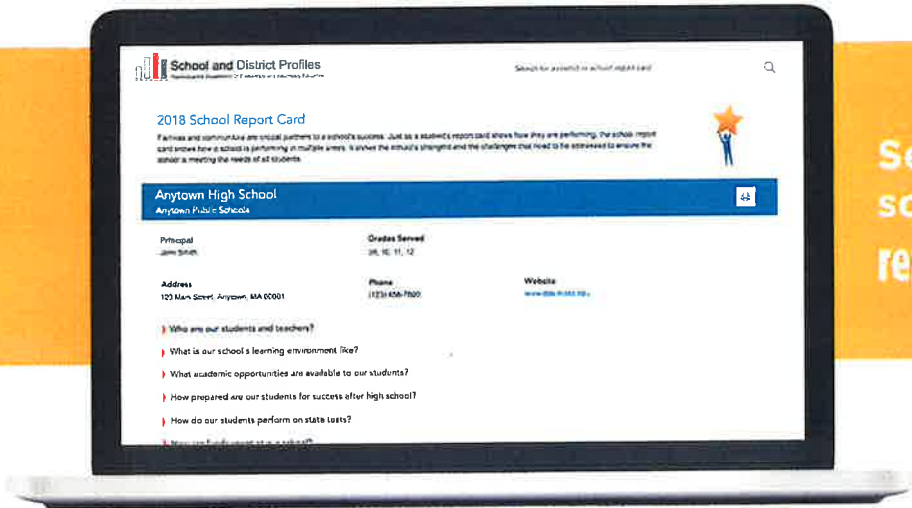
# Consent Agenda

# LEARN MORE ABOUT MASSACHUSETTS SCHOOLS!

## Report Card



Search for your  
school's report card at  
[reportcards.doe.mass.edu](http://reportcards.doe.mass.edu)



## 5 Quick Facts

### ABOUT THE SCHOOL REPORT CARD

1. Just as a student's report card shows how they are doing in different subjects, the school's report card shows how a school or district is doing in different areas.
2. The report cards include a variety of information, more than just MCAS scores.
3. School report cards reflect the information that is most valuable to Massachusetts families.
4. School report cards identify where a school is doing well and where it needs to improve to ensure that all students' needs are met.
5. District leaders and principals can use report cards to support schools and students and to identify ways to help schools continue improving over time.

Families are critical partners in the success of Massachusetts students. The Massachusetts Department of Elementary and Secondary Education is committed to providing detailed information for families, so they have a better understanding of their child's education.

Visit [reportcards.doe.mass.edu](http://reportcards.doe.mass.edu) to find the school report card for every public school in the state.



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# Report Card Glossary

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## GENERAL INFORMATION

*Basic information about the school or district.*

**Title I Status:** Whether the school or district receives Title I funds. Schools and districts with large populations of students from low income families receive federal Title I grant money to help ensure that all children meet challenging state academic standards.

## STUDENTS AND TEACHERS

*Information about student enrollment and teacher qualifications.*

**Students with Disabilities:** Students with special needs who have an Individualized Education Program (IEP).

**Economically Disadvantaged:** Students who receive assistance through the Supplemental Nutrition Assistance Program (SNAP), Transitional Assistance for Families with Dependent Children (TAFDC), the Department of Children and Families' (DCF) foster care program, or MassHealth.

**High Needs:** Students who belong to one or more of the following groups: students with disabilities, current or former English learners, and/or economically disadvantaged students.

**Full-Time Equivalency:** The number of full-time teaching positions in the school or district. Some teaching positions are part time and therefore are reported as a decimal (for example, 0.8).

## ACADEMIC OPPORTUNITIES

*Information about student participation in broad and challenging courses.*

**Advanced Coursework:** Courses that are considered advanced include Advanced Placement, International Baccalaureate, dual enrollment, and other challenging classes in a variety of subjects.

**MassCore:** MassCore is a state-recommended program of study that outlines the minimum core courses needed to meet four-year college and workforce expectations. MassCore includes four units of English, four units of mathematics, three units of a lab-based science, three units of history, two units of the same foreign language, one unit of the arts, and five additional core courses.

## STUDENT ATTENDANCE AND DISCIPLINE

*Information about student attendance and discipline.*

**Chronic Absenteeism:** The percentage of students who miss 10 percent or more of the school year (for example, 18 or more days in a typical 180-day school year).

**Student Discipline:** The percentage of students who are suspended, expelled, or removed from regular classroom activities as a result of negative behavior.

## SUCCESS AFTER HIGH SCHOOL

*Information about graduation, dropout, and college-going rates.*

**High School Outcomes:** Graduation, dropout, and college-going information is reported for schools and districts that serve grades 9 through 12.

## STUDENT PERFORMANCE ON STATE TESTS

*Information about student performance on the Massachusetts Comprehensive Assessment System (MCAS) tests. Each year, students in grades 3 through 8 and 10 take MCAS tests in English language arts (ELA) and mathematics, and students in grades 5, 8, and 10 take science MCAS tests.*

**Achievement:** Students' MCAS scores.

**Student Growth:** The student growth percentile (SGP) shows how one student's MCAS score compares with other students with similar prior MCAS scores. A school or district's SGP represents the average growth for the school or district.

## SPENDING

*Information about how much money is spent per student.*

**Dollars Spent per Student:** Amounts vary based on enrollment, staffing, special programming, and the needs of the students in the school.

## ACCOUNTABILITY

*Information about the school or district's most recent accountability results. The accountability system brings together a set of measures in order to provide clear, actionable information about district and school performance that can be used to help schools improve.*

**Progress Toward Improvement Targets:** The Massachusetts Department of Elementary and Secondary Education (DESE) sets annual improvement targets, or goals, for every district and school. Targets are set for achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Schools and districts are expected to make annual progress toward these targets in order to improve student performance, and DESE reports on each school's and district's progress each year.

**Accountability Percentile:** Accountability percentiles indicate how a school is performing overall compared with other schools. A school's percentile is calculated by combining information related to achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Schools with higher percentiles are generally higher performing, and schools with lower percentiles are generally lower performing. Districts do not receive an accountability percentile.

**Overall Classification:** Schools and districts are placed into two categories: those that require assistance or intervention from the state, and those that do not. A small number of schools and districts, including those that are new or very small, are classified as having "insufficient data."



Security Portal (<https://gateway.edu.state.ma.us/>) | A-Z Index (</resources/A-Zindex.aspx>) |  Powered by Google Translate (<https://translate.google.com>)

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## District and School Accountability ([accountability/](/accountability/))

[Accountability Lists, Materials, and Tools \(/accountability/lists-tools.html\)](/accountability/lists-tools.html)

[District Review Reports \(/accountability/district-review/\)](/accountability/district-review/)

[District Review Documentation \(/accountability/district-review/documentation.html\)](/accountability/district-review/documentation.html)

[Report Cards \(/accountability/report-cards/\)](/accountability/report-cards/)

[Federal Reports \(/accountability/federal/\)](/accountability/federal/)

[Leadership and Governance \(/accountability/toolkit/\)](/accountability/toolkit/)

The Massachusetts Department of Elementary and Secondary Education (DESE) recently released new, redesigned school and district report cards. Massachusetts sees families and the community as important partners in a school's success and spent time listening to parents to make sure the new report cards were designed as easy-to-use tools that provide meaningful information.

### What is the purpose of the school report cards?

Massachusetts is required by federal law to annually produce information about school performance for families and communities. Just as a student's report card shows how they are doing in different classes, school and district report cards are designed to show parents and community members how a school or district is doing in different areas. Report cards highlight a school or district's strengths as well as any challenges that need to be addressed in order to make sure the needs of all students are being met.

### What type of information can be found on the new school report cards?

The report cards provide a new way of looking at information related to overall school performance. They include information in a variety of areas that we heard from parents are important:

- Student Enrollment and Teacher Information
- Student Attendance and Discipline
- Academic Opportunities
- College and Career Readiness
- MCAS Performance
- School Spending
- Accountability Information

### How were families involved in the development of the school report card?

We posted online surveys during the initial and final phases of the report card design process. In addition, we worked with parent advocacy groups across the state to host feedback sessions with parents, to see where we needed to make improvements before the report cards were released.

### Why are the school report cards important to families?

The school report card is one of many pieces of information parents receive about their child's education. When looked at alongside other measures like the child's report card, MCAS scores, and classroom work and tests, it gives parents a more complete picture of their child's education.

### How can the report cards be used by schools and districts?

Report cards are just one of many tools that principals and district leaders can use to identify which schools are doing well and which schools need more help. This will help to understand the strategies that are most effective in improving student performance and allow leaders to provide support to the students and schools that need it most.

### Will the report cards change over time?

Yes! This is just the start. We will work with parents, educators, and community members to improve the report cards over time so they continue to meet the needs of Massachusetts families.

Visit [reportcards.doe.mass.edu](http://reportcards.doe.mass.edu) (<http://reportcards.doe.mass.edu/>) to search for a school or district report card.



# Tewksbury Public Schools

Christopher J. Malone, C.A.G.S.  
Superintendent (978) 640-7800  
[cmalone@teewksbury.k12.ma.us](mailto:cmalone@teewksbury.k12.ma.us)

Brenda Theriault-Regan, C.A.G.S.  
Assistant Superintendent (978) 640-7800  
[bregan@teewksbury.k12.ma.us](mailto:bregan@teewksbury.k12.ma.us)



**To: Parents, Guardians, and Students of TPS**  
**Re: Next Generation (NG) MCAS 2018-2019 Testing Window (Grades 3-10)**  
**Date: November 14, 2018**

The Massachusetts Department of Elementary and Secondary Education (DESE) has been transitioning away from the 20 year old *Legacy MCAS* towards a new updated *Next Generation MCAS* test for grades 3-10. As a convenience to our community, we have created the table below to clarify which test and which testing mode (paper or computer) our students will participate in. We have also identified the planned testing dates at each grade level with some helpful links.

Grade	ELA Literacy & Reading Comprehension	Math	(S.T.E.) Science, Technology, & Engineering	Assessment Dates <i>The dates listed below reflect the planned testing schedule per grade level and test. TPS reserves the right to alter this schedule if needed, and within the MA DESE testing approved window.</i>
3 & 4	Computer Based Test NG MCAS	Computer Based Test NG MCAS	N/A	NG MCAS <b>ELA</b> : Trahan- week of 4/22 No. St- week of 4/29  NG MCAS <b>Math</b> : Trahan- week of 5/6 No. St- week of 5/13
5	Computer Based Test NG MCAS	Computer Based Test NG MCAS	Computer Based Test NG MCAS	NG MCAS <b>ELA</b> : 4/30 & 5/1 NG MCAS <b>Math</b> : 5/7 & 5/8 <b>S.T.E.</b> MCAS: 5/13 & 5/14
6	Computer Based Test NG MCAS	Computer Based Test NG MCAS	N/A	NG MCAS <b>ELA</b> : 4/30 & 5/1 NG MCAS <b>Math</b> : 5/7 & 5/8
7	Computer Based Test NG MCAS	Computer Based Test NG MCAS	N/A	NG MCAS <b>ELA</b> : 4/24 & 4/25 NG MCAS <b>Math</b> : 5/8 & 5/9
8	Computer Based Test NG MCAS	Computer Based Test NG MCAS	Computer Based Test NG MCAS	NG MCAS <b>ELA</b> : 4/24 & 4/25 NG MCAS <b>Math</b> : 5/8 & 5/9 <b>S.T.E.</b> MCAS: 5/15 & 5/16
9*	N/A	N/A	Computer Based NG MCAS Field Test  Paper Based Test Legacy MCAS*-	NG MCAS <b>BIO Field Test</b> (6/3)  MCAS <b>BIOLOGY*</b> - 6/4 & 6/5
10*	Computer Based Test NG MCAS*	Computer Based Test Legacy MCAS*	N/A	NG MCAS <b>ELA*</b> - 3/26 - 3/27 NG MCAS <b>MATH*</b> - 5/21 & 5/22

**Notes:** Please see the District Events Calendar at <https://www.teewksbury.k12.ma.us/calendar/>

- To support your child at home and prepare further for the NG MCAS testing, click on the links below:
  - Sample released NG MCAS questions: <http://www.doe.mass.edu/mcas/release.html>
  - For more information on [Sample NG Practice Tests](#), [Tutorials](#), [Test-Taking Tools](#), and [Reference Sheets](#)
- \*Passing the 9th and 10th Grade NG MCAS tests are still mandatory graduation requirements.
- The full MA DESE testing schedule can be found at: <http://www.doe.mass.edu/mcas/cal.html>



# Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906  
3000

Telephone: (781) 338-  
TTY: N.E.T. Relay 1-800-439-  
2370

Jeffrey C. Riley  
Commissioner

January 11, 2019

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

Dear Superintendent Malone:

We are writing to inform you that *Tewksbury Memorial High* has been selected to participate in the 2019 Massachusetts Youth Risk Behavior Survey (MYRBS) and 2019 Massachusetts Youth Health Survey (MYHS). Each school's participation will benefit the Commonwealth by contributing to valid statewide information about trends in adolescent health risks.

The Massachusetts Departments of Elementary and Secondary Education (DESE) and Public Health (DPH), in cooperation with the Centers for Disease Control and Prevention (CDC), are concerned about youth behaviors that endanger health and academic achievement, including:

- Tobacco, alcohol, and other drug use;
- Behaviors leading to injuries, such as drunk driving, fighting, weapon-carrying, and suicide attempts;
- Poor dietary behaviors and physical inactivity; and
- Sexual behaviors that result in sexually transmitted infections (including HIV infection) and unintended pregnancy.

The two Departments (DESE and DPH) are coordinating our 2019 surveys, as we have been for years, in order to collect better information. This coordinated effort will put no additional burden on schools, as it requires no more of their time than if only one survey was being administered. The Departments have contracted with the University of Massachusetts Center for Survey Research (Center), which will be making arrangements with schools and implementing the surveys.

School participation in the surveys will be relatively simple. On average, six to eight classrooms will be randomly selected to take the surveys. One-half of the selected classes will receive the MYRBS, and the other half will get the MYHS. Center staff will work directly with the school's principal and/or designated contact person to schedule a date for the surveys, which will be administered by specially trained staff from the Center at a convenient date in early 2019.

Both the MYRBS and MYHS are anonymous and voluntary. No student names are ever used and all responses are kept strictly confidential. Schools are required by federal law to notify parents of the surveys and allow them the opportunity to opt their child out of the project. However, we recognize that some districts have enacted policies which require active (opt-in) parental consent to participate in surveys and we will abide by those protocols.

Included with this letter are the following documents for your information:

- (1) Copies of the 2019 MYRBS and 2019 MYHS questionnaires.
- (2) A one-page fact sheet for the MYRBS and MYHS for quick reference, and
- (3) A sample parent notification letter

*\*Please note reports and data from the 2017 surveys will post shortly and can be found here:*  
<http://www.doe.mass.edu/sfs/yrbs/>

A staff member from the Center will be contacting the school's principal soon to begin making arrangements for survey implementation. In the meantime, if you have any questions or concerns about either survey, please contact:

MYRBS: Chiniqua N. Milligan (Department of Elementary and Secondary Education) by email at [cmilligan@doe.mass.edu](mailto:cmilligan@doe.mass.edu) or via telephone at (781) 338-6307.

MYHS: Maria McKenna (Department of Public Health) by email at [maria.mckenna@massmail.state.ma.us](mailto:maria.mckenna@massmail.state.ma.us) or via telephone at (617) 624-5643.

As only a small number of schools are scientifically selected for the 2019 MYRBS and MYHS, the participation of every selected school is extremely important. We realize that some schools also choose to conduct their own youth surveys, but we are unable to use such locally-collected survey data to create the statewide estimates that we need. Where such cases overlap in administration timeframe, our intent will be to collaborate with your school or district in a manner that promotes mutual support among state and local surveys. We recognize that there are many demands on instructional time and have developed procedures to have a minimal impact on students' time on learning. We are committed to working with every selected school to administer the surveys in the timeliest and most convenient manner possible. Please help us continue with the successful gathering of important state-level data on the risk behaviors and experiences of Massachusetts youth.

Thank you in advance for your cooperation with this important effort.

Sincerely,



Jeffrey C. Riley  
Commissioner  
Department of Elementary and Secondary Education



Monica Bharel, MD, MPH  
Commissioner  
Department of Public Health



# MERRIMACK COLLEGE

Superintendent Christopher J. Malone  
Tewksbury Public Schools  
139 Pleasant Street  
Tewksbury, MA 03752

JAN 29 '19 AM 9:06

January 7, 2019

Dear Superintendent Christopher J. Malone,

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


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

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

Below are the supervising practitioners and Merrimack students for the **Fall 2018** semester:

DISTRICT	SCHOOL	SUPERISING PRACTITIONER	MERRIMACK STUDENT
Tewksbury Public Schools	John F. Ryan	Kimberly Bruff	Marissa Martell
Tewksbury Public Schools	L F Dewing	Shannon Miranda	Briana C Roldan

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

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



**MERRIMACK COLLEGE**  
SCHOOL OF EDUCATION & SOCIAL POLICY

**SUPERVISING PRACTITIONER COURSE VOUCHER**

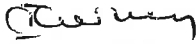
School/District: Tewksbury Public Schools  
Reason for Voucher: Teacher Education Supervision  
Term: Fall 2018

Date: January 7, 2019

In recognition of your teacher(s) serving as a supervising practitioner during the 2018-2019 Teacher Education program, your school/district is hereby granted one (1) course in the School of Education & Social Policy per Merrimack student in the **Fall 2018** semester. Course vouchers may be used toward any course in the **graduate education (M.Ed.)** catalog or a course in the **Child, Family and Community Studies bachelor's program**. *The vouchers are valid for up to two years from date of issue.*

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

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

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

Name of Supervising Practitioner: \_\_\_\_\_

Name of Designee (if any): \_\_\_\_\_

Signature of Supervising Practitioner  
authorizing transfer of voucher: \_\_\_\_\_

Please provide full contact information for individual using this voucher:

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address City State Zip

\_\_\_\_\_  
Phone Email

**VOUCHER # 2018-033**

If you are a MEFA Loan borrower experiencing a hardship due to the federal government shutdown, please call MEFA at (800) 233-0557 to speak to a team member.



MASSACHUSETTS EDUCATIONAL FINANCING AUTHORITY

## **Planning**

### Why We Honor School Counselors

*Jennifer Bento-Pinyoun*



As we round out the end of National School Counseling Week, I am reminded of the abundance of support our school counselors offer to students and parents across the Commonwealth. I have the pleasure of working with high school guidance departments throughout Massachusetts, and it never ceases to amaze me how diligent, determined, and tirelessly these educators work. Whether it's helping a student choose high school coursework aimed towards a nursing program, or offering up options to the student who wants to pursue a vocational career, our counselors are there to provide direction and support.

For many families in Massachusetts, the students are first-generation college candidates, so it's essential that assistance is available and families have opportunities to receive guidance and ask questions. Great examples of this support are the events hosted by school counselors and their high schools for grade 11 students and their parents that provide the details of the college admissions process. I recently co-presented at an event of this type with school

counselor Karen Baker O'Brien at Tewksbury Memorial High School. Karen hosted a breakfast symposium for grade 11 parents to discuss the importance of staying organized, keeping the steps of the application process in mind, alleviating fears, and remembering that there is a path for everyone. At the start of the event, I could see numerous faces looking overwhelmed, but by the end, there was a sense of calm and a notion of, "we can do this." What became obvious to all attendees was that the guidance department is always available to answer questions and help each student with post-secondary planning no matter their path.

If you're a parent of a high school student, I encourage you to take a few moments to thank your school counselors. Even a short thank you note with an acknowledgement of their hard work and support can mean a lot. And certainly a quick drop-by with your son or daughter to say thank you also makes an impact. Let's give a round of applause as best we can for those individuals working tirelessly to support the well-being and success of all of our students.

Tagged with: **Counselors**, **National School Counseling Week**



## Tewksbury Public Schools

### MEMORANDUM

**To:** School Committee Members  
**From:** Christopher J. Malone  
Superintendent of Schools  
**Date:** February 27, 2019  
**Re:** Valley Collaborative 2018 Annual Report

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#### **This Is For Information Only**

A copy of the Valley Collaborative 2018 Annual Report can be found at the Valley Collaborative website or by using the link below:

<http://bit.ly/2EpJcH>



# Valley Collaborative 2018 Annual Report





SCHOOL	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	PG	TOTALS
NORTH ST					139	146										285
TRAHAN					100	104										204
DEWING	115	146	117	159												537
HEATH BROOK	51	103	115	128												397
RYAN							258	257								515
WYNN MIDDLE									281	275						556
HIGH SCHOOL (HS)											229	218	228	240	10	925
PreSchool @ HS	16															16
TOTALS	182	249	232	287	239	250	258	257	281	275	229	218	228	240	10	3435
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	PG	

# TEWKSBURY PUBLIC SCHOOLS

## Request for Fund Raising

Date:

2/14/19

FEB 14 '19 AM 11:22

1. Name of Organization: Class of 2019

2. Describe in detail the method of the fund raising activity. Attach additional information if necessary:

Senior Class T-shirts Class specific  
"2019" shirts will be sold for \$20-ea  
\* Extending current sale of these shirts  
that was previously submitted & ends 2/28

3. School location and facilities desired: (cafetorium, cafeteria, classroom, gymnasium).  
Please attach an approved Use of Facilities form!!

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

Funds for Prom & senior week  
activities

5. Proposed dates of fund raising activity: from: 2/28/19 to: 5/1/19

6. Describe student involvement in the fund raising activity:

Students will help distribute T-shirts  
before/after school & during lunches.

7. Type of identifying credential to be used during fund raising activity.

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

9. Name of responsible individual: Julia Fabiano

Signature of applicant: Julia Fabiano

Address: TMHS

Telephone No. [REDACTED]

Date:

2/14/19

1. Your request for permission to raise funds is approved/disapproved. (Circle)

2. Reason for disapproval:

3. You are authorized to begin the activity of this date:

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

5. Comments by the principal:

6. Copy sent to the office of the Athletic Director.

Signature: Julia Fabiano Date: 2/14/19

TEWKSBURY PUBLIC SCHOOLS  
Request for Fund Raising

FEB 14 '19 AM 11:22

Date: 2/13/19

1. Name of Organization: Class of 2022

2. Describe in detail the method of the fund raising activity. Attach additional information if necessary:

The class officers propose a St Patrick's day Fundraiser to raise money for the class by selling candy which would be green themed as well as gold coin.

3. School location and facilities desired: (cafetorium, cafeteria, classroom, gymnasium).  
Please attach an approved Use of Facilities form!!

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

Fundraising  
Class of 2022

5. Proposed dates of fund raising activity: from: 3/15/19 to: morning and lunch blocks

6. Describe student involvement in the fund raising activity:

Students will sell candy at a meal and lunch to other students to raise money for the class.

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:

Signature of applicant:

Address:

Telephone No.:

Maura Pilote / Christine Smith Class Advisor  
T.M.H.S.

Date:

1. Your request for permission to raise funds is approved/disapproved. (Circle)

2. Reason for disapproval:

3. You are authorized to begin the activity of this date:

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

5. Comments by the principal:

6. Copy sent to the office of the Athletic Director.

Signature:

Date:

[Signature]

2/14/19

# Policy

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

I. A child who will be 5 years of age ~~prior to the first day of the school year during which they wish to enroll~~ **on or before August 31<sup>st</sup>**, will be eligible to enter Kindergarten for that school year. A child who will be 6 years of age ~~prior to the first day of the school year during which they wish to enroll~~ **on or before August 31<sup>st</sup>**, will be eligible to enter the 1st Grade.

II. Underage children who seek to transfer to our first grade from another public or private school outside of Tewksbury prior to the first day of school, 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.

Revised: May 14, 2014

Revised: June 13, 2018

**Revised:**

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

603 CMR 8.00

## AC - NONDISCRIMINATION

Tewksbury Public Schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed in the following statements of Tewksbury School Committee intent to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, ~~or~~ disability, pregnancy, or pregnancy related conditions. If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation, ~~or~~ disability, pregnancy, or pregnancy related conditions, their complaint should be registered with the Title IX compliance officer.

Revised: November 20, 1996

Revised: April 14, 2015

Revised:

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972

Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education For All Handicapped Children Act of 1975

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

M.G.L. [76:5](#); Amended 1993

M.G.L. [76:16](#) (Chapter 622 of the Acts of 1971)

Board of Education regulations 603 [26:00](#) Amended 2012

Board of Education regulations 603 CMR [28:00](#)

CROSS REFS.: [ACA](#)- [ACE](#) Subcategories for Nondiscrimination

[GBA](#), Equal Opportunity Employment

[JB](#), Equal Educational Opportunities

**File: BEDG - MINUTES**

The minutes of a Tewksbury School Committee meeting constitute the written record of committee actions; they are legal evidence of what the action was. Therefore, the secretary of the Tewksbury School Committee will be responsible for reporting in the minutes all actions taken by the committee.

Minutes will include:

1. A statement on the nature of the meeting (regular or special), the time, the place, and the approval of the last regular and each subsequent special meeting.
2. Names of the members present or absent, annotated as to arrival and departure times, if during the meeting.
3. A complete record of official actions taken by the committee relative to the superintendent's recommendations, to communications, and to all business transacted. Resolutions and motions will be given in their exact wording, accompanied by the names of members moving and seconding and a record of the results of the vote. Reports and documents relating to a formal motion may be omitted if they are referred to and identified by title and date.
4. Notation of formal adjournment.

Copies of the minutes will be sent to all committee members at least 48 hours in advance of the meeting at which the minutes are to be approved.

The approved minutes will become permanent records of the committee. Minutes of public meetings and minutes of executive sessions that have been declassified will be in the custody of the superintendent who will make them available to interested citizens upon request.

{Adoption date}

Revised: January 18, 1996

Revised and Adopted: September 11, 2013

Revised:

LEGAL REFS.: M.G.L. [30A:22](#); [66:10](#)

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

**NOTE: Specific comments and/or discussion should only be included in the minutes as a result of a vote of the Committee. The minutes are not a transcript of the meeting. Documents used during a School Committee meeting become part of the official record and must be maintained, based upon their content, in accordance with the Commonwealth's Municipal Public Records Retention Schedule.**



## **GBA - EQUAL EMPLOYMENT OPPORTUNITY**

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

{Adoption date}

Revised: January 18, 1996

Revised: November 14, 2012

Reviewed and Adopted October 23, 2013

Revised: December 6, 2017

**Revised:**

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

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

**File: ~~GBEBD~~ GBEBB- APPROPRIATE LANGUAGE**

It is the Tewksbury School Committee's policy that all staff members are expected to use appropriate language when addressing students, parent/guardians or other staff members. Inappropriate language, such as vulgarity, sexual harassment, derogatory statements, or sarcastic remarks that may demean an individual, is not permitted. It is the intention of the Tewksbury School Committee that the Superintendent monitor this policy and take appropriate action if any staff member violates the policy.

Adopted: July 13, 1988

Reviewed and Adopted October 23, 2013

Revised:

## **GCF - PROFESSIONAL STAFF HIRING**

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

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

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

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

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

Revised: January 18, 1996  
November 14, 2012

Revised and Adopted October 23, 2013

Revised: February 14, 2018

**Revised:**

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

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

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

**File: JB - EQUAL EDUCATIONAL OPPORTUNITIES**

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the school committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, creed, sex, gender identity, religion, nationality, ~~and~~ physical and intellectual differences, pregnancy, or pregnancy related conditions.

To accomplish this, the committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law, which prohibits discrimination in public school admissions and programs. The law reads as follows:

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

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Education in compliance with this law will be followed.

{Adoption date}

Revised: January 18, 1996

Revised: November 14, 2012

Reviewed and Adopted May 14, 2014

Revised:

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal

Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Title IX, Education Amendments of 1972

M.G.L. [76:5](#); [76:16](#) (Chapter 622 of the Acts of 1971)

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

**BESE regulations 603 CMR 28:00**

**CROSS REF.: AC, Nondiscrimination**

## 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 Inter-district 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, pregnancy, or pregnancy related conditions.

ADOPTED: March 26, 2014

UPDATED: June 2012

Revised: June 13, 2018

Revised:

LEGAL REFS.: M.G.L. [71:6](#); [71:6A](#); [76:6](#); [76:12](#); Error! Hyperlink reference not valid.

BESE Regulations 603 CMR [26.00](#)

**DRAFT**

**DRAFT**

**File CODE: UPPER END AGE ADMISSION**

Any student who is 19 years of age or older seeking admission to Tewksbury Public Schools, with inadequate or no prior academic credits, will be referred to programs offered locally or at Massachusetts' Community Colleges. Special education students between the ages of 19 and 21 will be assigned on a case-by-case basis in accordance with their Individual Education Plans.

**Adopted:**



# Old Business

**DRAFT**  
**2-27-2019**



**DRAFT**  
**2-27-2019**

## 2019-2020 School Calendar

August 2019						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

(2 days)

(2 to date)

September 2019						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

(20 days)

(22 to date)

October 2019						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

(21 days)

(43 to date)

November 2019						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

(17 days)

(60 to date)

December 2019						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

(16 days)

(76 to date)

January 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

(21 days)

(97 to date)

February 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

(15 days)

(112 to date)

March 2020						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

(22 days)

(134 to date)

April 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

(16 days)

(150 to date)

May 2020						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

(20 days)

(170 to date)

June 2020						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

(15 days)

(185 to date)

FIRST & LAST DAY OF SCHOOL (Includes 5 snow/emergency days)

SCHOOLS CLOSED

NO SCHOOL / PROFESSIONAL DEVELOPMENT DAY

EARLY DISMISSAL DAY / TEACHER WORKSHOP DAY

EARLY DISMISSAL DAY

TMHS GRADUATION - JUNE 5, 2020

Aug 26-Aug 27	Professional Development Days	Feb 17-21	February Recess
Aug 28	First Day of School for Students	Apr 20-24	April Recess
Dec 24-Jan 1	December Recess	Jun 19	*Last Day of School (Early Dismissal Day) *Includes 5

### Tewksbury Public Schools - School Committee Members

Krissy M. Polimeno, Chairperson, [kpolimeno@tewksbury.k12.ma.us](mailto:kpolimeno@tewksbury.k12.ma.us)

Arthy S. Bennett, Vice-Chair, [abennett@tewksbury.k12.ma.us](mailto:abennett@tewksbury.k12.ma.us) ♦ James A. Cutelis, Clerk, [jcutelis@tewksbury.k12.ma.us](mailto:jcutelis@tewksbury.k12.ma.us)

Dennis G. Francis, [dfrancis@tewksbury.k12.ma.us](mailto:dfrancis@tewksbury.k12.ma.us) ♦ Keith M. Sullivan, [ksullivan@tewksbury.k12.ma.us](mailto:ksullivan@tewksbury.k12.ma.us)

# New Business



## Tewksbury Public Schools

### MEMORANDUM

**To:** School Committee Members  
**From:** Christopher J. Malone  
Superintendent of Schools  
**Date:** February 27, 2019  
**Re:** TMHS 2019-2020 Program of Studies

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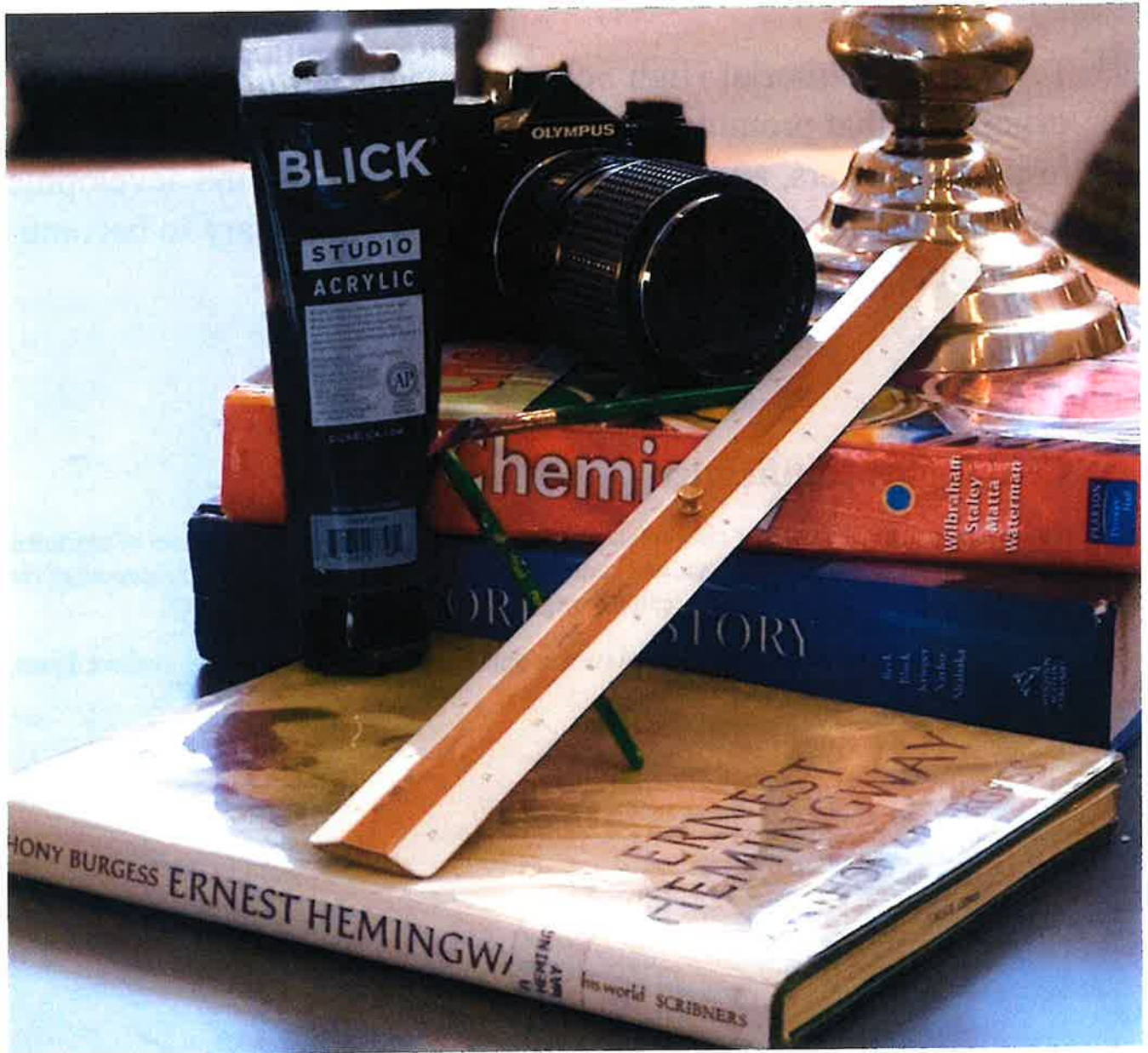
#### **This Requires A Vote of the School Committee**

I recommend the Tewksbury School Committee accept the Tewksbury Memorial High School 2019-2020 Program of Studies as presented.

The 2019-2020 DRAFT Program Of Studies can be found at the TMHS Webpage under [Resources for Students](#) or by using the link below:

<https://goo.gl/GSd6Ne>

# Tewksbury Memorial High School Program of Studies 2019-2020



Henry Pestana (2021)



## MEMORANDUM

**TO:** Chris Malone, Superintendent; Brenda Theriault-Regan, Assistant Superintendent;  
TPS Tewksbury School Committee  
**FROM:** Kristen Vogel, Sean O'Leary, Eileen Osborne, TMHS Administration  
**DATE:** January 23, 2019  
**RE:** Changes for the TMHS 2019-2020 Program of Study

The following bullets summarize the changes made to the 2019-2020 TMHS Program of Studies. A draft copy of that document accompanies this memo.

- Updated the dates and cover photo (Henry Pestana - Class of 2021)
- Modified Drop/Add timeline and clarified procedure
- Modified due date of AP Full Payment (per new College Board requirements)
- Included attendance recommendations for AP and Honors courses
- Updated the Guidance and Counseling Programs and Services to include additional services provided and to modify the months in which the services are provided to students
- Specify CTBE graduation requirement as including a computer science course beginning with the class of 2022
- Removed Journalism from Performing Arts/Music Pathway
- Made the following changes to History/Social Studies:
  - Added World History I and removed World History (grade 9)
  - Added World History II and removed Facing History (grade 10)
  - Added US History I (first semester grade 11) and US History II (second semester grade 11). These classes are linked (US History I/II) so that the students have the same teacher for the entire school year.
  - Added US History III (grade 12) and removed Modern US History
  - AP Psychology and International Relations offered to grade 10 students.
  - The required history courses are World History I & II and US History I & II
- Submitted proposal to MCC to offer Dual Enrollment Biology, Statistics, and Calculus
- Added Honors and College Prep levels for the 3rd year of a world language
- Removed French 5, Latin 5 and Spanish 5
- Added ninth grade to Child Care I (now includes grades 9-12)
- Removed the following CTBE courses:
  - Web 2.0
  - Microsoft Office
  - Desktop Publishing
- Added the following new classes in CBTE:
  - Introduction to Computer Science (2.5)
  - Digital Literacy (2.5)
  - AP Computer Science Principles (5.0)
- Several changes were made to course names and descriptions to better describe course content.
- Various typos/omissions from the previous edition were corrected.

Rec'd 2/8/19  
Si

# Tewksbury Public Schools

John W. Wynn Middle School  
One Griffin Way  
Tewksbury, MA 01876

**John S Weir, Principal**

Telephone: (978) 640-7846

Fax: (978) 640-7853

[jweir@tewksbury.k12.ma.us](mailto:jweir@tewksbury.k12.ma.us)

**Andrew J Long, Assistant Principal**

Telephone: (978) 640-7846

Fax: (978) 640-7853

[along@tewksbury.k12.ma.us](mailto:along@tewksbury.k12.ma.us)

To: Superintendent Malone

From: John Weir

Date: February 7, 2019

Re: Request for out of state field trip

This memo is in support of the attached request submitted by Mr. Jon DiPrima. I support this trip as a way of building community connections and an appreciation for the arts. A similar and successful field trip was conducted last year. Thank you for your consideration.

**TPS Mission Statement:**

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

In order to strengthen the bridge between the Ryan and Wynn schools, the Wynn Middle School is looking to host an annual day trip to see a show on Broadway in New York City. This event will be open to families of students to help encourage the community to participate in educational endeavors.

This year, we would like to see *The Prom*. Before seeing the show, we will participate in a workshop- Broadway 101 (potentially run by a cast member depending on availability).

**Trip Details:**

- **What: *The Prom* on Broadway**
  - Tickets (student group rate): \$59
    - Same for adult chaperones
  - Broadway 101
    - This is the perfect introduction to Broadway, basic theatre, and creativity skills for students recently introduced to Broadway and theatre in general. Explore Broadway's historical significance as well as the training process of a Broadway actor. The group starts with physical and vocal warm-ups, followed by interactive focus/listening exercises, and theatre games. Content in this workshop is not show-specific.
    - GROUP RATE: \$26 per person
- **When: May 18th, 2019**
  - Leave Wynn by 6am
  - Stop for lunch (rest stop/food court)
  - Workshop @ 12ish (90 Min)
  - Show @ 2pm is 2hrs 15 minutes (1 intermission)
  - Stop for dinner- Ellen's Stardust Diner?
    - 5pm ish
  - Return to Tewksbury around 11 pm
- **Who**
  - Open to Wynn and Ryan Students and Families
    - First come, first served
    - Sign up through Community Pass
  - 1 chaperone and 1 adult for every 25 students (closed field trip)
- **Bus (based on last year's rates through MBT Worldwide)**
  - \$1,900.00 plus \$380 gratuity
  - Per person\*: 38
  - Gratuity per person\*: \$7.60
  - Total: \$45.60 per person
- **Total cost per person\*: \$130.60 (w/ student workshop)**
  - \$104.60 (adults only- no workshop)
- **Total (potential max) cost for trip: \$6426**

\*Per person cost based on sale of 50 tickets.



# Tewksbury Public Schools

139 Pleasant Street  
Tewksbury, MA 01876

## MEMORANDUM

**To:** Tewksbury School Committee  
**Date:** February 27, 2019  
**From:** Christopher J. Malone, Superintendent  
**Re:** Request of Easement

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### **This Requires A Vote of the School Committee**

The Town of Tewksbury will be making improvements at the intersection of Main Street, South Street, and Salem Road. In order to move utility poles and construct sidewalks in front of the Trahan School, the Town is requesting temporary and permanent easements on the Trahan property. It is my recommendation, the School Committee vote to approve a donation of the easements requested to the Town of Tewksbury. This requires a vote of the School Committee.

# CERTIFICATE OF DONATION

Owner(s) of Record: Town of Tewksbury c/o School Committee

City/Town: Tewksbury Fed Aid Number: Pending

Project: Intersection Improvements at Main Street, Salem Road and South Street

Parcel Number (ROW Plans) & Square Footage(s):

In Fee: N/A Permanent Easement(s): 2-T, PUE-8-T 2,320 Sq. Ft.

Temporary Easement(s): TE-2 = 735 Sq. Ft.; TE-3 = 3,875 Sq. Ft.; TE-4 = 145 Sq. Ft.

Temporary Easement Term(s): (Term must be approved by DOT Right of Way Compliance Administrator and is not to be less than three years from the date of recording at the Registry of Deeds): Three Years

This is to certify that the above referenced parcel(s) were donated by the owner(s) as provided for in the provisions of Title III, Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, as amended.

The conveyance of these parcels will be accomplished by deed or Order of Taking and recorded in the Registry of Deeds.

**This donation is made of my/our free will. I/we waive my/our right(s) to an appraisal and compensation. I/we have been given the Federal Aid Acquisition Guide for Property Owners and have reviewed it.**

\_\_\_\_\_

\_\_\_\_\_

Owner(s)/ Authorized Representative

\_\_\_\_\_

Date

**\*\*All Owners of Records must sign\*\***

\_\_\_\_\_

Authorized City/Town Official - Title

\_\_\_\_\_

Date

**Note:** If the subject parcel(s) is/are owned by a corporation, estate, trust, etc., then an appropriate document, authorizing this donation must be attached to this document.

**Note:** An executed Affidavit from the municipality must be attached for this document to be valid for ROW Certification.

**Tewksbury  
South St, Salem Rd, & RTE 38 (Main St)**

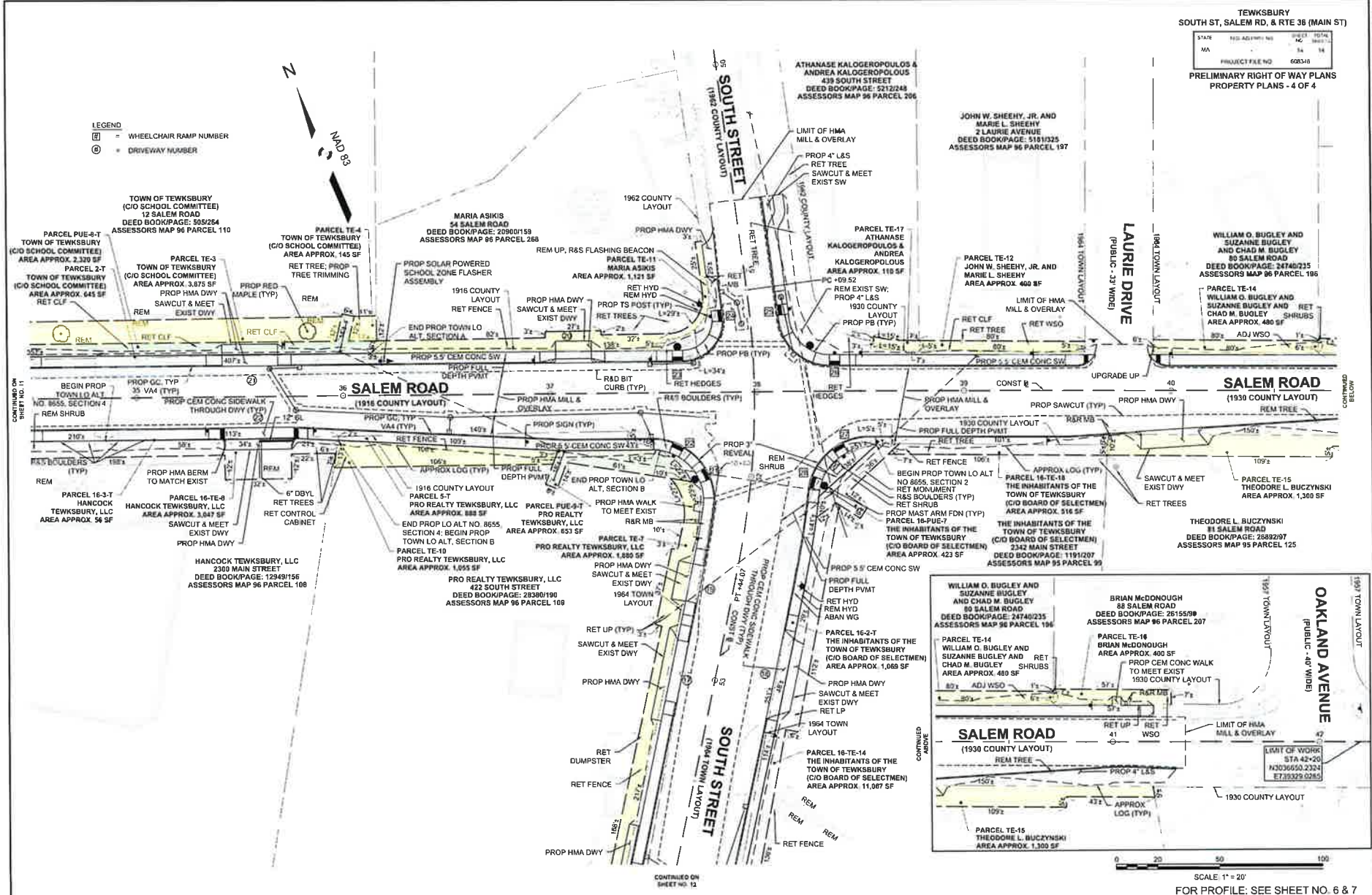
STATE	FED AID PROJ NO	SHEET TOTAL
MA	-	8 54
PROJECT FILE NO		000348

**PRELIMINARY RIGHT OF WAY PLANS  
PARCEL SUMMARY SHEET - 1 OF 2**

PARCEL NO.	SHEET NO.	TITLEHOLDER	TITLE REFERENCE				AREA (S F, +/-)						TOTAL PROPERTY AREA (S F.)	REMARKS
			DEED BOOK	PAGE NO.	LCC NO	CERT NO.	TAKEN		EASEMENT		TOTAL TAKEN	REMAINING		
							TOWN	STATE	TYPE	AREA				
16-1	13	TWIN CITY REAL ESTATE, LLC	12715	164				760						
16-7-T	13	TWIN CITY REAL ESTATE, LLC	12715	164			76				838	89,331	90,169	
16-TE-15	12,13	TWIN CITY REAL ESTATE, LLC	12715	164					TEMP	4,389				FOR SITE GRADING, PROP LOAM & SEED, PROP TREE PROTECTION FENCE, REMOVE EXIST SIDEWALK, REMOVE & RESET GRANITE CURB, REMOVE & STACK FENCE
16-4	13	ANDOVER BANK	10540	6				406			406	143,340	143,746	
16-TE-22	13	ANDOVER BANK	10540	6					TEMP	232				FOR SITE GRADING, PROP LOAM & SEED
16-2-T	12,14	THE INHABITANTS OF THE TOWN OF TEWKSBURY (C/O BOARD OF SELECTMEN)	1191	207			1,069				1,069	141,808	142,877	
16-D-1	12,13	THE INHABITANTS OF THE TOWN OF TEWKSBURY (C/O BOARD OF SELECTMEN)	1191	207					PERM	3,094				
16-PUE-7	14	THE INHABITANTS OF THE TOWN OF TEWKSBURY (C/O BOARD OF SELECTMEN)	1191	207					PERM	423				
16-TE-14	12,13,14	THE INHABITANTS OF THE TOWN OF TEWKSBURY (C/O BOARD OF SELECTMEN)	1191	207					TEMP	11,067				FOR SITE GRADING, DRIVEWAY RECONSTRUCTION, WALKWAY RECONSTRUCTION, PROP LOAM & SEED, REMOVE & RESET MAILBOX, PROP COMPOST FILTER TUBE (TEMP. EROSION CONTROL)
16-TE-18	14	THE INHABITANTS OF THE TOWN OF TEWKSBURY (C/O BOARD OF SELECTMEN)	1191	207					TEMP	516				FOR SITE GRADING, PROP LOAM & SEED
16-1-T	11	JOHN F. GORMAN AND MARGARET V. GORMAN	1238	451			62				62	20,898	20,960	
16-PUE-3	11	JOHN F. GORMAN AND MARGARET V. GORMAN	1238	451					PERM	135				
16-TE-6	11	JOHN F. GORMAN AND MARGARET V. GORMAN	1238	451					TEMP	1,460				FOR SITE GRADING, DRIVEWAY RECONSTRUCTION, PROP LOAM & SEED
16-3-T	11,14	HANCOCK TEWKSBURY, LLC	12949	156			56				56	64,413	64,469	
16-TE-8	11,14	HANCOCK TEWKSBURY, LLC	12949	156					TEMP	3,047				FOR SITE GRADING, DRIVEWAY RECONSTRUCTION, REMOVING & STACKING BOULDERS, PROP LOAM & SEED, IRRIGATION SYSTEM REMOVAL IF REQUIRED, PROP STRIPING, REMOVE & REPLACE HMA BERM
16-TE-19	12	HANCOCK TEWKSBURY, LLC	12949	156					TEMP	562				FOR SITE GRADING, DRIVEWAY RECONSTRUCTION, PROP LOAM & SEED
2-T	11,14	TOWN OF TEWKSBURY (C/O SCHOOL COMMITTEE)	505	264			645				645	282,495	283,140	
PUE-8-T	11,14	TOWN OF TEWKSBURY (C/O SCHOOL COMMITTEE)	505	264					PERM	2,320				
TE-2	11	TOWN OF TEWKSBURY (C/O SCHOOL COMMITTEE)	505	264					TEMP	735				FOR SITE GRADING, TREE REMOVAL, TREE PLANTING, PROP LOAM & SEED, REMOVE FENCE, PROP CHAIN LINK FENCE
TE-3	11,14	TOWN OF TEWKSBURY (C/O SCHOOL COMMITTEE)	505	264					TEMP	3,875				FOR SITE GRADING, TREE PLANTING, DRIVEWAY RECONSTRUCTION, PROP GRAN CURB, REMOVE SIGNS, PROP LOAM & SEED, REMOVE FENCE, PROP CHAIN LINK FENCE
TE-4	14	TOWN OF TEWKSBURY (C/O SCHOOL COMMITTEE)	505	264					TEMP	145				FOR SITE GRADING, PROP LOAM & SEED, TREE TRIMMING
5-T	14	PRO REALTY TEWKSBURY, LLC	28380	190			888				888	38,699	39,587	
PUE-9-T	14	PRO REALTY TEWKSBURY, LLC	28380	190					PERM	653				
TE-7	12,14	PRO REALTY TEWKSBURY, LLC	28380	190					TEMP	1,880				FOR SITE GRADING, DRIVEWAY RECONSTRUCTION, WALKWAY RECONSTRUCTION, PROP LOAM & SEED, REMOVE & RESET DONATION BIN
TE-10	14	PRO REALTY TEWKSBURY, LLC	28380	190					TEMP	1,055				FOR SITE GRADING, TREE/BUSH CLEARING, PROP LOAM & SEED
16-TE-23	13	THE LIPP FAMILY TRUST	29950	45					TEMP	269				FOR PIPE REMOVAL
16-PUE-1	11	2230 MAIN STREET REALTY TRUST	12324	307					PERM	16			72,670	
16-TE-2	11	2230 MAIN STREET REALTY TRUST	12324	307					TEMP	465				FOR SITE GRADING, PROP LOAM & SEED, REMOVE BOULDERS







## **SUPERINTENDENT EVALUATION TIMELINE**

### **2018-2019 School Year**

- May 3** Distribute Superintendent Evaluation documents to School Committee members.
- May 10** Superintendent to distribute and review progress of goals and self-assessment.
- May 13-  
May 31** Individual School Committee members will consult with Superintendent to review goals and self-assessment data during the time period of May 13<sup>th</sup> through May 31<sup>st</sup>.
- June 3** 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.
- June 12** School Committee Chairperson to deliver both oral and written summary of the Superintendent Evaluation Report in Public Session.