

TEWKSBURY SCHOOL COMMITTEE AGENDA - WEDNESDAY, FEBRUARY 12, 2020



TEWKSBURY PUBLIC SCHOOLS
CHRISTOPHER J. MALONE
SUPERINTENDENT OF SCHOOLS

Meeting Date: Wednesday, February 12, 2020 - Regular Meeting #6

Executive Session #6 (6:00PM)

Public Budget Hearing (6:30PM)

Reconvene Regular Meeting (7:00PM)

Meeting Location: Tewksbury Memorial High School, Large Group Instruction Rm 1
320 Pleasant Street, Tewksbury, MA 01876

A. CALL TO ORDER - 6:00PM

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

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

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

D. RECONVENE REGULAR SCHOOL COMMITTEE MEETING - 7:00 PM

E. ANNOUNCEMENT

The February 12, 2020 School Committee meeting will be televised and recorded. Under the Open Meeting Law, the public is permitted to make an audio or video recording of an open session at a public meeting. At this time, I would ask if anyone is recording tonight's meeting to please identify himself/herself.

F. PLEDGE OF ALLEGIANCE

G. RECOGNITION

None

H. STUDENT REPRESENTATIVE REPORT

I. PRESENTATION

None

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

K. APPROVAL OF MINUTES

1. January 15, 2020 Regular Meeting (File)

L. SUBMISSION AND PAYMENT OF BILL

1. Payroll Period Ending January 23, 2020 (\$1,356,164.55) (File)

2. Payroll Period Ending February 6, 2020 (\$1,378,958.91) (File)

M. SUPERINTENDENT & STAFF REPORT

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

O. COMMITTEE REPORTS

Elementary School Building Committee

Tewksbury Education Foundation

Tewksbury SEPAC

Wellness Advisory Committee

P. POLICY CHANGES, PROPOSALS, and ADOPTION

Policies to Rescind - MASC found policy to be Redundant or Unnecessary: Informational Reading (Files)

IHA -Basic Instruction; IHGB-E -Homeschooling; JLA -Student Insurance Program; JLD -Guidance Program; JP - Student Gifts and Solicitations

Policies Recommended for Revision to TPS Policy or Adopt MASC Policy: Informational Reading (Files)
JB -Equal Educational Opportunities; **JBB** -Educational Equity; **JFBD** -Homeless Students: Enrollment Rights and Services;
JFABE -Educational Opportunities for Military; **JFABF** -Educational Opportunities for Children in Foster Care

Q. OLD BUSINESS

1. Recommendation to Approve 2020-2021 School Calendar (File)

R. NEW BUSINESS

1. Recommendation to Accept TMHS 2020-2021 Program of Studies (File)
2. 2020 Superintendent Evaluation Timeline (File)
3. Student Opportunity Act [SOA] (File)

S. SCHOOL COMMITTEE MATTERS OF INTEREST

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

March 18, 2020 (Public Budget Hearing 6:30PM / Regular Meeting 7:00PM); April 15, 2020 (Reorganization Meeting 7:00PM / Regular Meeting 7:15PM)

U. FUTURE AGENDA ITEMS

V. ADJOURNMENT

Superintendent of Schools

Christopher J. Malone
cmalone@tewbury.k12.ma.us
 S

TEWKSBURY SCHOOL COMMITTEE

Keith M. Sullivan, Chairperson, ksullivan@tewbury.k12.ma.us
 James A. Cutelis, Vice-Chairman, jcutelis@tewbury.k12.ma.us
 Shannon M. Demos, Clerk, sdemos@tewbury.k12.ma.us
 John R. Stadtman, Member, jstadtman@tewbury.k12.ma.us
 Scott D. Wilson, Member, swilson@tewbury.k12.ma.us

N. CONSENT AGENDA**1. Correspondence**

- a. School & District Report Card: Learn more about Massachusetts schools! - MA Dept of Elementary & Secondary Education (File)
- b. District & School Report Card Release (File)
- c. *Welcome to Kindergarten!* - (File)
- d. Civics Teaching and Learning Grant (File)
- e. Website Analytics (File)
- f. Unified Hoop at Wynn Middle School (File)

2. Enrollment Update

None

3. Personnel Items

New Hires: Paige Winn (\$20,339.00 *prorated*), Classroom Instructional Aide, Tewksbury Memorial High School, effective February 3, 2020; Carly Cattoggio-Nelson (\$15,545.00 *prorated*), Classroom Aide, Wynn Middle School, effective January 13, 2020; Maria Campo (\$15,545.00 *prorated*), Classroom Aide, Heath Brook School, effective February 10, 2020

Retirements/Resignations/Terminations: James Pringle, Science Teacher, Wynn Middle School, effective June 30, 2022; Robin Adams, Food and Nutrition Services Manager, Wynn Middle School, effective June 30, 2020; Donna Sacramone-Greene, Kindergarten Teacher at the Heath Brook School, effective June 30, 2022

1-Year Leave of Absence: Ashley Peterson, Health Teacher, Wynn Middle School for the 2020-2021 school year

- 4. **Acceptance of Donations/Gifts:** Tewksbury Memorial High School's Robotics Club awarded two \$500 grants from local Exxon/Mobil stations: ELKS Fuel, Inc. and Life's Too Short, Inc., through the Exxon Mobil Educational Alliance program.
- 5. **Fundraisers/Raffles:** TMHS Student Council fundraiser selling *Hershey Kisses* to students March 23rd through March 27th; Class of 2022 fundraiser selling green candy on March 17th; TMHS Theatre Co. Calendar Raffle, April 1st, through May 2nd

Executive Session

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

Meeting Date: Wednesday, February 12, 2020

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 or individual employees and the strategy to be followed, and/or continued ongoing litigation. The School Committee will reconvene in an Open Session following the Executive Session.

C. ADJOURNMENT

Public Budget Hearing

Minutes

Payroll

TEWKSBURY PUBLIC SCHOOLS
Tewksbury, Massachusetts

Date **1/23/2020**

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 **\$1,356,164.55**

GRANTS

\$26,234.45	2018-2019	Special Ed 240 Grant
\$11,104.32	2017-2018	Title I Grant
	2018-2019	Title II Grant
	2018-2019	Title IV Grant
\$6,391.58	2018-2019	21st Century Grant
	2018-2019	Innovation Pathways Grant

REVOLVING ACCOUNTS

\$4,231.87	2019-2020	Community Services
\$11,964.78	2019-2020	Community Services Preschool Program
	2019-2020	Community Services Recreation
\$2,105.17	2019-2020	Adult Education Program
\$25,801.76	2019-2020	Lunch Program
\$643.14	2019-2020	Facilities
\$3,857.62	2019-2020	Recreation
\$643.14	2019-2020	Parking Fees
\$3,098.92	2019-2020	Preschool
	2019-2020	Wynn Intramural Clubs
	2019-2020	NPEN

\$96,076.75 SUB TOTAL - NON LEA FUNDS

LEA FUNDS

\$1,260,087.80	2019-2020	School Department Account
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\$1,356,164.55 TOTAL

TEWKSBURY PUBLIC SCHOOLS
Tewksbury, Massachusetts

Date **2/6/2020**

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 **\$1,378,958.91**

GRANTS

\$25,188.69	2018-2019	Special Ed 240 Grant
\$11,692.24	2017-2018	Title I Grant
\$3,000.00	2018-2019	Title II Grant
	2018-2019	Title IV Grant
\$6,240.34	2018-2019	21st Century Grant
	2018-2019	Innovation Pathways Grant

REVOLVING ACCOUNTS

\$2,861.38	2019-2020	Community Services
\$15,514.90	2019-2020	Community Services Preschool Program
	2019-2020	Community Services Recreation
\$687.92	2019-2020	Adult Education Program
\$25,772.51	2019-2020	Lunch Program
\$1,443.03	2019-2020	Facilities
\$4,678.81	2019-2020	Recreation
\$643.14	2019-2020	Parking Fees
\$3,098.92	2019-2020	Preschool
\$1,622.00	2019-2020	TMHS Intramural Clubs
	2019-2020	NPEN

\$102,443.88 SUB TOTAL - NON LEA FUNDS

LEA FUNDS

\$1,276,515.03	2019-2020	School Department Account
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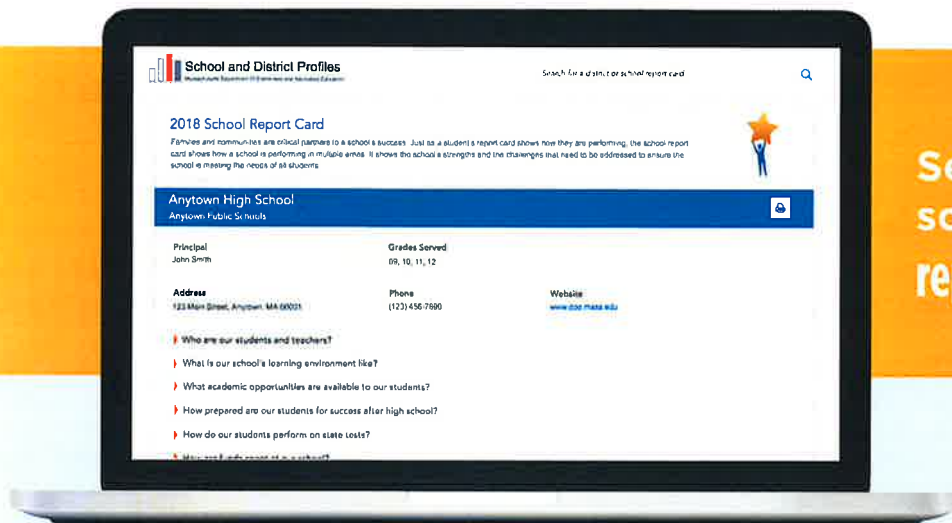
\$1,378,958.91 TOTAL

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

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 to find the school report card for every public school in the state.



Report Card Glossary

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."

2019 District Report Card

Families and communities are critical partners to a district's success. Just as a student's report card shows how they are performing, the district report card shows how a district is performing in multiple areas. It shows the district's strengths and the challenges that need to be addressed to ensure the district is meeting the needs of all students.

Tewksbury

Superintendent

Christopher Malone

Grades Served

PK,K,01,02,03,04,05,06,07,08,09,10,11,12

Website

www.tewksbury.k12.ma.us

Address

139 Pleasant Street,
Tewksbury, MA 01876

Phone

978-640-7800

Title I Status

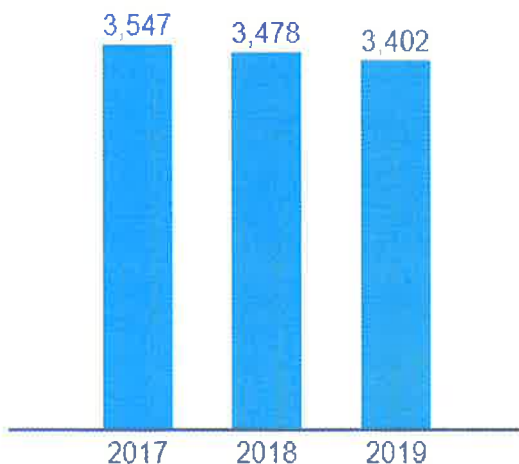
Title I District

► Who are our students and teachers?

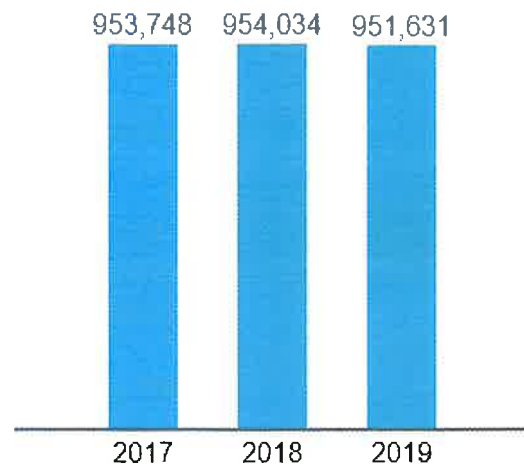
Students

Student Enrollment

The total number of students enrolled, including pre-kindergarten (PK), kindergarten (K), and students who attend beyond grade 12.



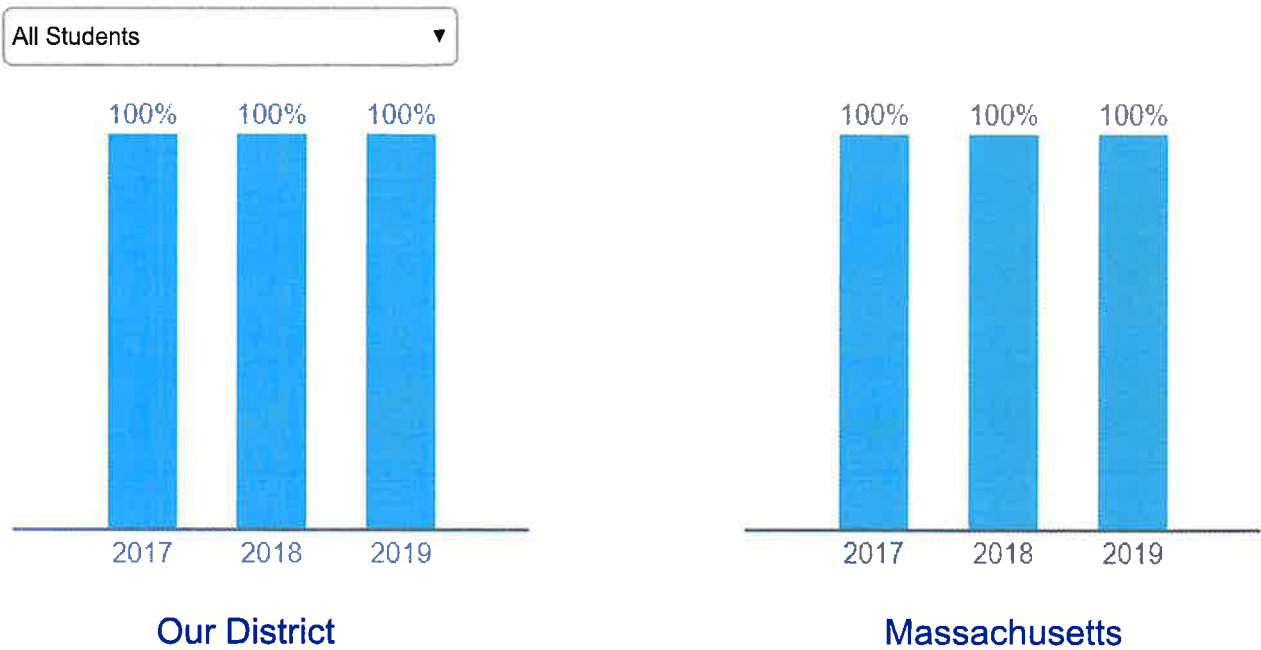
Our District



Massachusetts

Student Demographics

The percentage of students enrolled, by race/ethnicity and by selected population. Selected populations include students with disabilities, current and former English learners, students who are economically disadvantaged, and high needs students (students who belong to one or more of the other selected population groups).



[View more detailed enrollment data](#)

Teachers

Teacher Workforce

The number of teachers in a school or district is reported by full-time equivalency. This number represents the number of full-time positions filled by teachers.

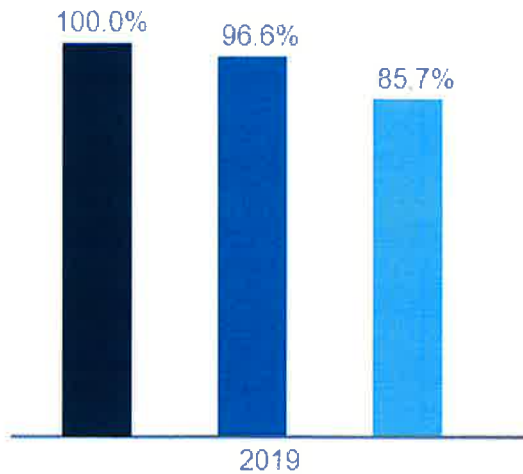
Our District : 261.1

Massachusetts : 73,878.0

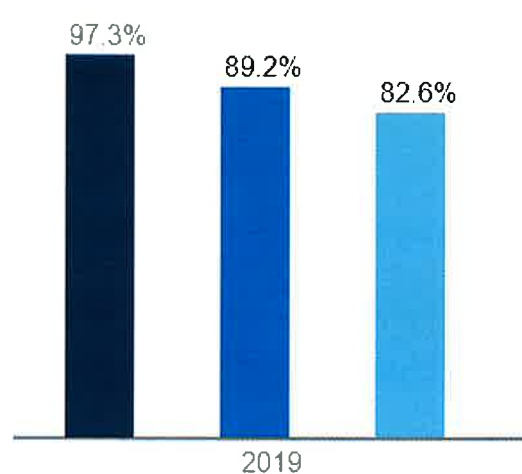
Teacher Qualifications

The percentage of teachers who are licensed, the percentage of teachers who are licensed in the subject(s) they teach, and the percentage of teachers who are considered experienced, meaning

they have been teaching in a Massachusetts public school for at least 3 years. In some schools, like charter schools, teachers are not required to have a teacher's license.



Our District



Massachusetts

- Licensed Teachers
- Teachers Licensed in the Subject They Teach
- Experienced Teachers

[View more detailed teacher data](#)

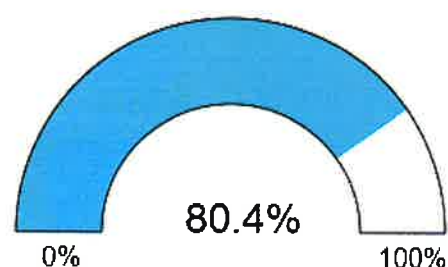
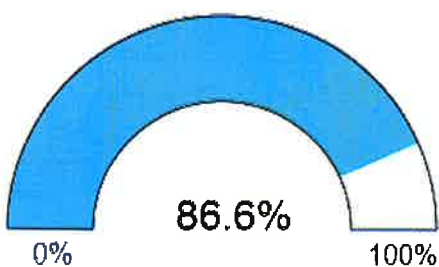
► What academic opportunities are available to our students?

Access to Broad and Challenging Coursework

All Students ▼

Access to the Arts

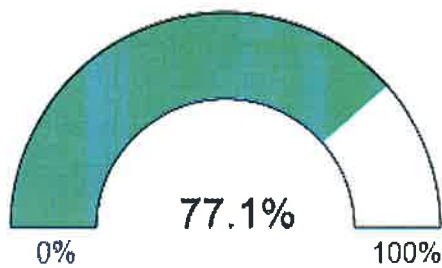
The percentage of students who participate in an arts course. Arts courses include visual art, music, theater, dance, and general arts.



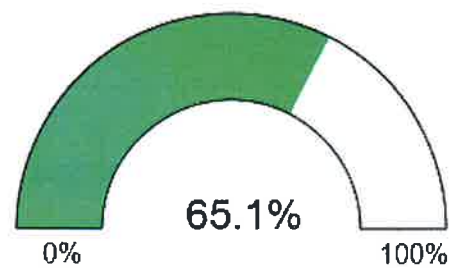
[View more detailed arts data](#)

Advanced Coursework Completion

The percentage of 11th and 12th grade students completing at least one advanced course. Advanced courses include: Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment for credit, approved vocational/technical cooperative programs, and other rigorous courses.



Our District

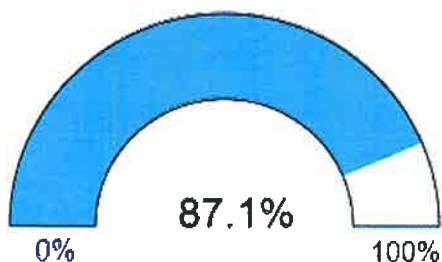


Massachusetts

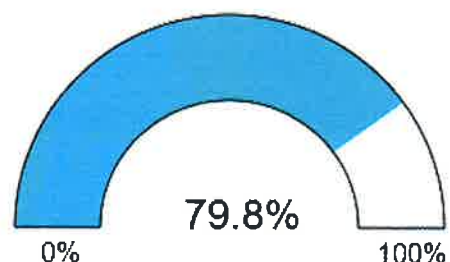
[View more detailed advanced coursework data](#)

Grade 9 Course-Passing

The percentage of students who pass all of their courses in grade 9. In Massachusetts, a student is four times more likely to finish high school if they pass all of their classes in 9th grade.



Our District

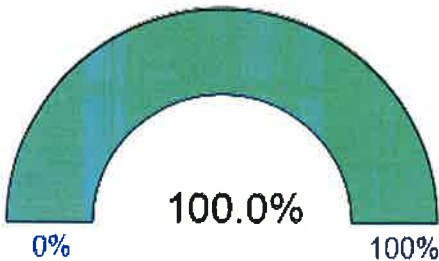


Massachusetts

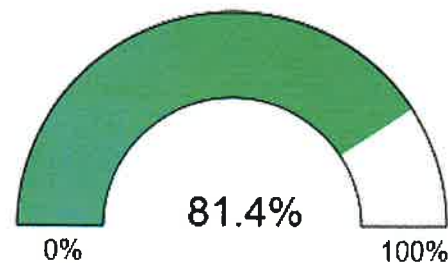
[View more detailed grade 9 course-passing data](#)

MassCore Completion

The percentage of high school graduates completing MassCore. The MassCore program of studies includes: four years of english, four years of math, three years of a lab-based science, three years of history, two years of the same foreign language, one year of an arts program and five additional "core" courses.



Our District



Massachusetts

[View more detailed MassCore data](#)

- What do student attendance and discipline look like in our district?

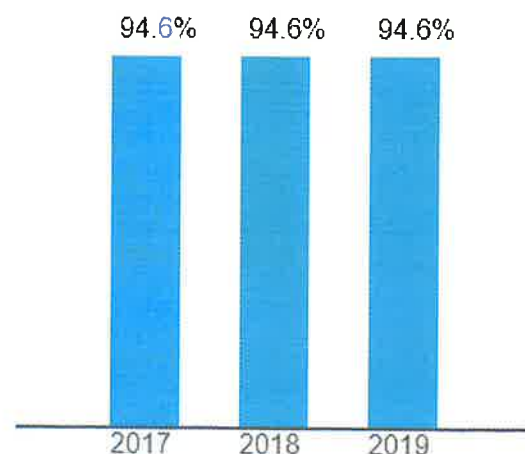
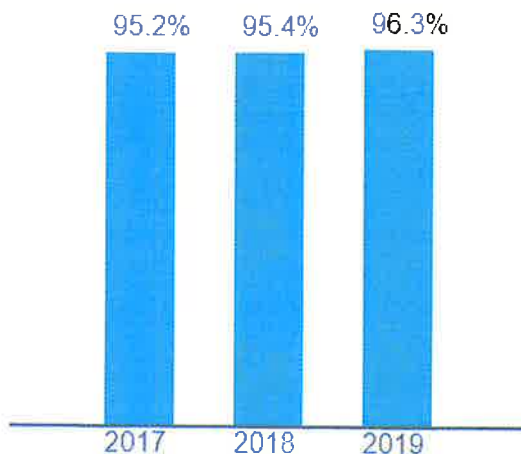
Student Attendance and Discipline

All Students ▼

Attendance

ATTENDANCE RATE

The percentage of days that students are in attendance. To be in attendance, students must be taught for at least half the school day.

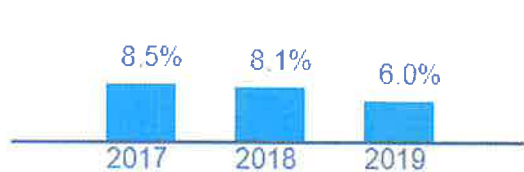


Our District

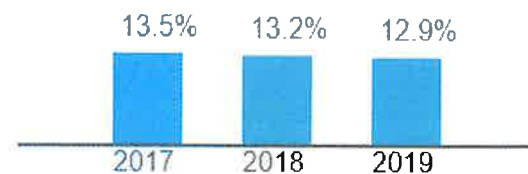
Massachusetts

CHRONIC ABSENTEEISM RATE

The percentage of students who miss more than 10 percent of the school year. In a typical 180-day school year, this represents the percentage of students who miss 18 or more days of school.



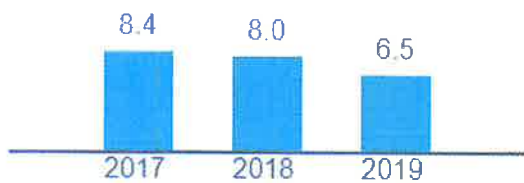
Our District



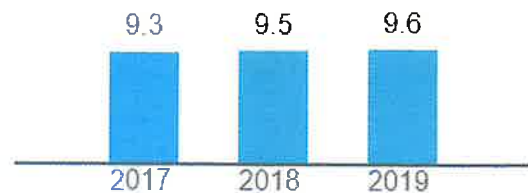
Massachusetts

Average Number of Days Absent

The average number of days of school that a student misses in a school year.



Our District



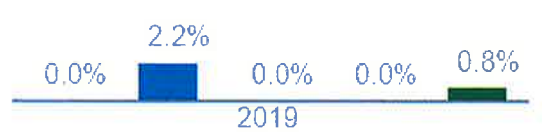
Massachusetts

[View more detailed attendance data](#)

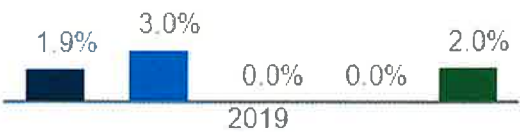
Student Discipline

Reported Incidents

The percentage of students who are suspended (in and out of school), expelled, arrested at school or during off-campus school activities, or removed from regular classroom activities due to violence. Incidences of violence include harassment, bullying, and other behavior.



Our District



Massachusetts

- In-School Suspensions
- Out-of-School Suspensions
- Expulsions
- School-Based Arrests
- Incidences of Violence

[View more detailed discipline data](#) | [View Federal Civil Rights Data Collection data](#)

► How prepared are our students for success after high school?

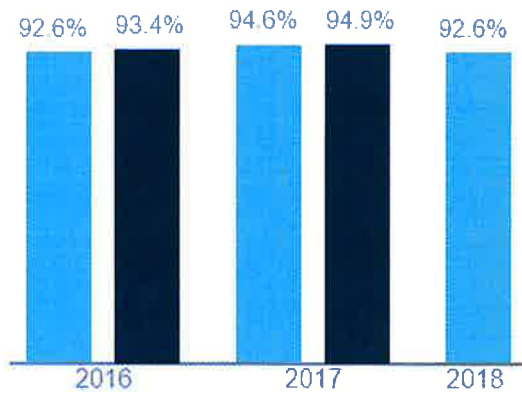
High School Outcomes

All Students ▼

High School Completion

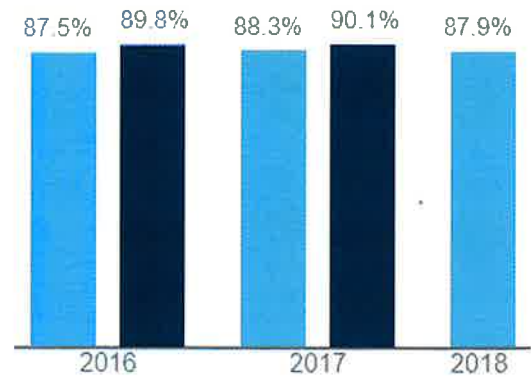
Graduation Rates

The graduation rate is the percentage of students who graduate from high school within 4 or 5 years.



Our District

- 4-Year Graduation Rate
- 5-Year Graduation Rate



Massachusetts

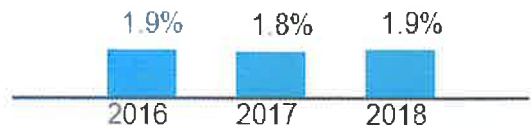
[View more detailed graduation data](#)

Annual Dropout Rate

The annual dropout rate is the percentage of students in grades 9 through 12 who leave school in a given year without graduating or transferring to another school.



Our District



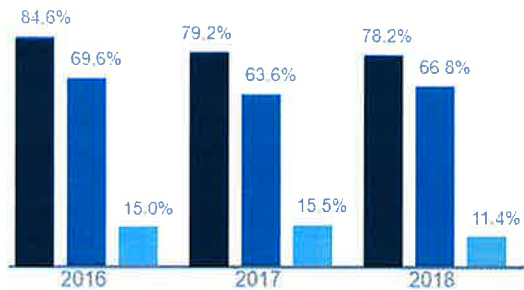
Massachusetts

[View more detailed dropout data](#)

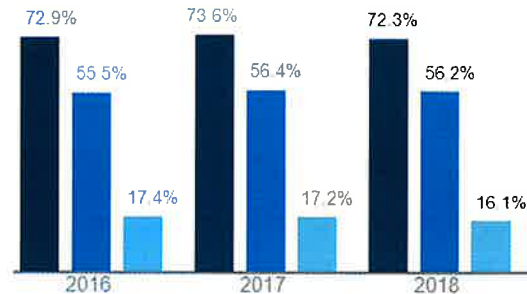
Post-Secondary Enrollment

College-Going Rates

The college-going rate is the percentage of high school graduates who enroll in postsecondary education by March 1 of the year after high school graduation. Postsecondary education includes community colleges, colleges, and universities; public and private institutions; 2-year and 4-year institutions; and institutions both in and outside of Massachusetts.



Our District



Massachusetts

■ Any Post-Secondary

Institution

■ 4-Year Institution

■ 2-Year Institution

[View more detailed post-secondary enrollment data](#)

► How do our students perform on state tests?

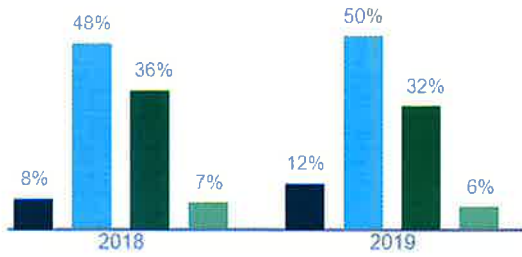
Student Performance on MCAS

Student Achievement

The percentage of students scoring at each achievement level on the English language arts, mathematics, and science MCAS tests.

All Students ▼

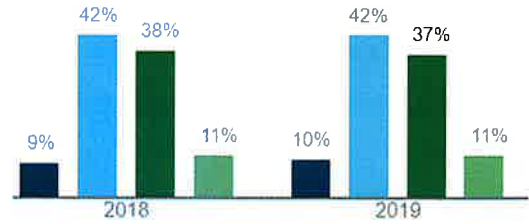
ENGLISH LANGUAGE ARTS (GRADES 03-08)



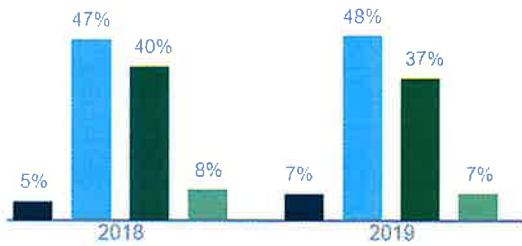
Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

MATHEMATICS (GRADES 03-08)



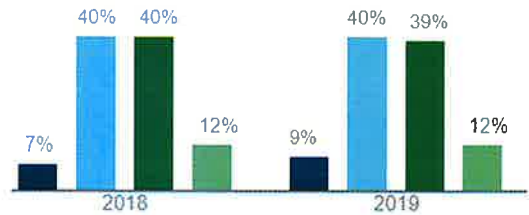
Massachusetts



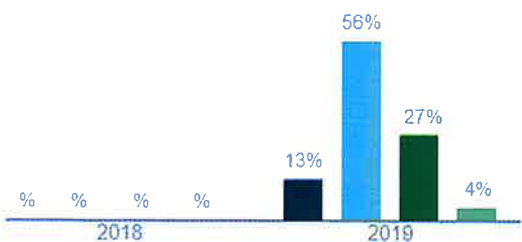
Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

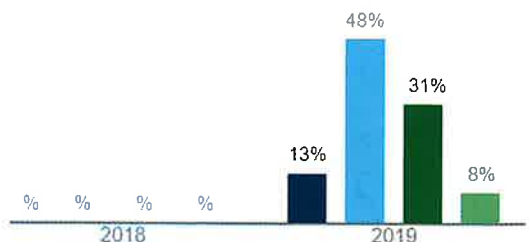
ENGLISH LANGUAGE ARTS (GRADES 10)



Massachusetts



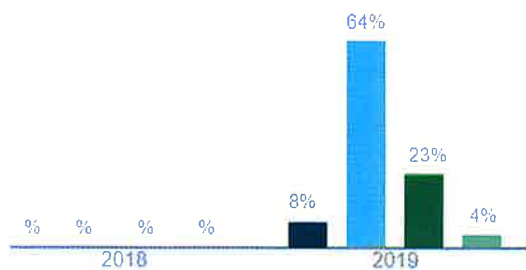
Our District



Massachusetts

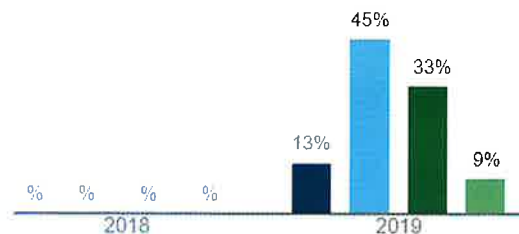
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

MATHEMATICS (GRADES 10)



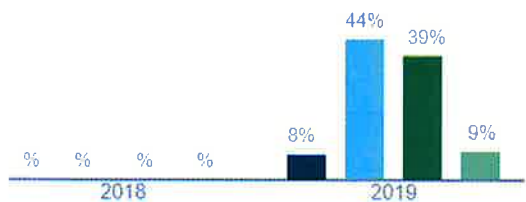
Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations



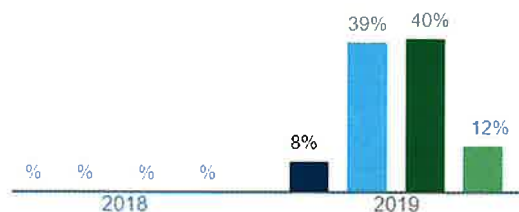
Massachusetts

SCIENCE (GRADES 05 AND 08)



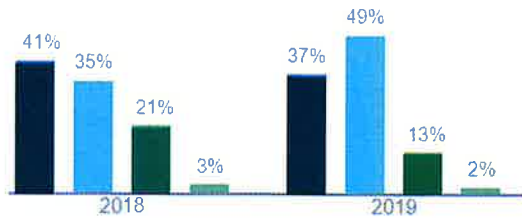
Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

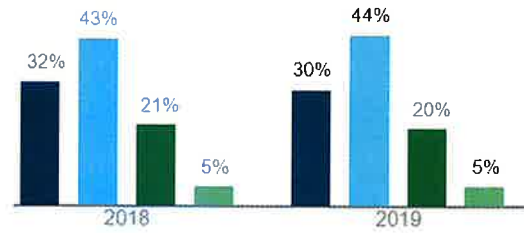


Massachusetts

SCIENCE (GRADE 10)



Our District



Massachusetts

- Advanced
- Proficient
- Needs Improvement
- Failing

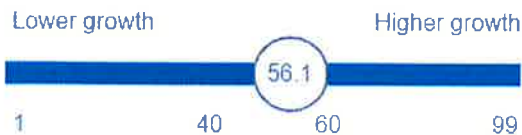
[View more detailed achievement data](#) | [View Massachusetts NAEP data](#) | [View ACCESS for ELLs data](#)

Student Progress

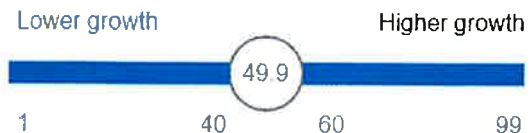
Student growth measures the amount of academic progress a student made over the year, based on MCAS. It compares a student's MCAS performance to other students with similar past MCAS scores. Growth is reported on a scale from 1 to 99, with lower numbers representing lower progress and higher numbers representing higher progress. An average growth score between 40 and 60 means that the district or school is making typical progress.

All Students ▼

ENGLISH LANGUAGE ARTS (GRADES 03-08)

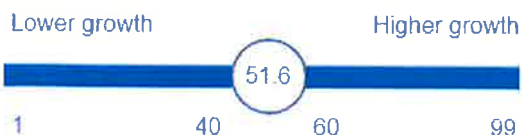


Our District

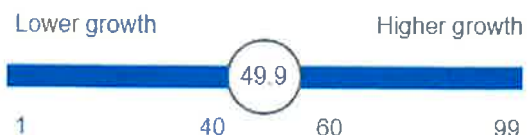


Massachusetts

MATHEMATICS (GRADES 03-08)

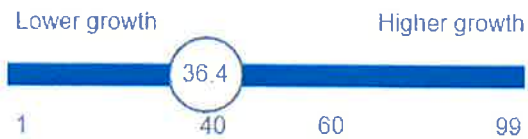


Our District

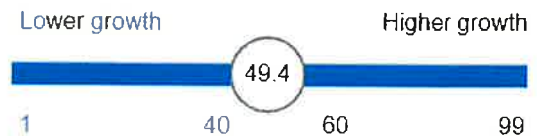


Massachusetts

ENGLISH LANGUAGE ARTS (GRADES 10)

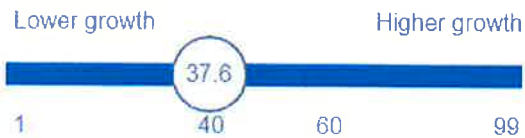


Our District

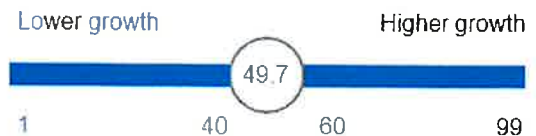


Massachusetts

MATHEMATICS (GRADES 10)



Our District



Massachusetts

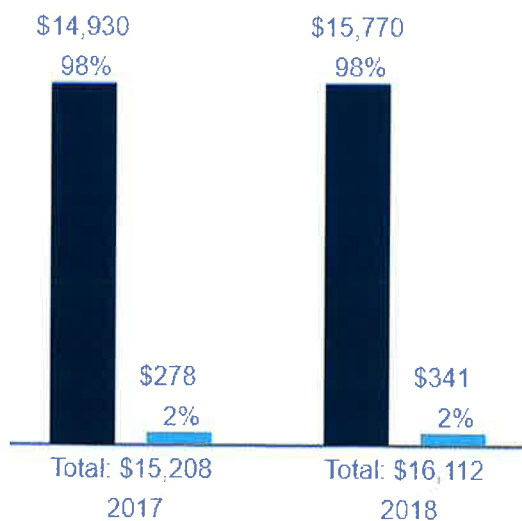
[View more detailed student growth data](#)

► How much does our district spend per student?

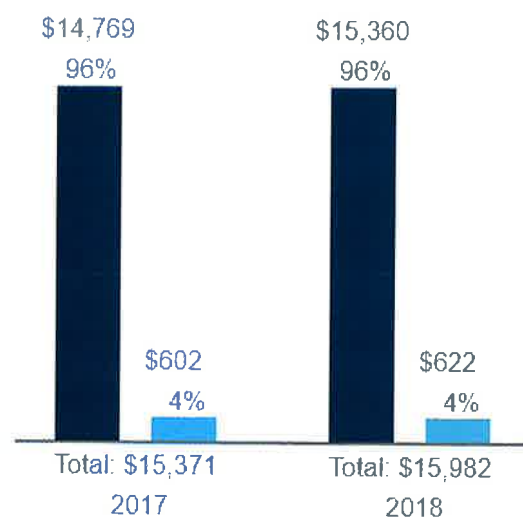
Finance

Dollars Spent per Student

The total dollars spent per student, broken down by the source of funds. Funding comes from federal, state, and local sources. The amount of money spent per student depends on many factors, including student enrollment, staffing, special programs, and whether the school receives state or federal grant funds.



Our District



Massachusetts

- State & Local Funds
- Federal Funds

[View more detailed school per pupil spending data](#) | [View more detailed district per pupil spending data](#)

► How is our district doing in the state's accountability system?

Accountability

An accountability system brings together a set of measures in order to provide clear, actionable information about district and school performance. In Massachusetts, accountability results are calculated using information related to student performance on state tests, chronic absenteeism, high school completion, and advanced coursework completion.

Progress Toward Improvement Targets

Massachusetts sets annual improvement targets for every district and school. Targets are set for achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Districts and schools with a target percentage of 75% or higher are considered to be meeting or exceeding targets.



Our district is making substantial progress toward targets for most accountability measures.

Overall Classification

Massachusetts uses information related to progress toward improvement targets, accountability percentiles, graduation rates, and MCAS participation rates to determine each district and school's overall classification. Most districts and schools are placed into two categories: those that require assistance or intervention from the state, and those that do not require assistance or intervention. Districts and schools that are new or very small are classified as having "insufficient data."



[View more detailed accountability data](#) |
[View accountability lists](#) | [Learn more about
the accountability system](#)

[View our 2018 report card](#)

Christopher J. Malone, C.A.G.S.
Superintendent (978) 640-7880
cmalone@tewksbury.k12.ma.us

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



February 4, 2020

Dear Parents and/or Guardians:

Every year, each public school and school district in Massachusetts receives a report card. Just as your child's report card shows how they are doing in different subjects, the Tewksbury Public Schools' report card is designed to show families how our schools are doing in different areas. The Tewksbury Public Schools' report card is available at [School and District Report Cards - Massachusetts Department of Elementary and Secondary Education](#).

The report card includes multiple measures of a school's performance – more than just MCAS scores. It represents a new way of looking at school performance, by providing information on student achievement, teacher qualifications, student learning opportunities, and more.

Report cards are designed to be useful tools for everyone connected to our schools. Families can use the information to have meaningful conversations with us about what the schools are doing well and where there is room for improvement. Community and education leaders can use the information to better understand how to support students and our schools.

You will notice on the district's report card that Tewksbury Public Schools grades 3 through 8 out-performed the state in exceeding or meeting expectations on the 2019 MCAS in the areas of English Language Arts (ELA), Mathematics, and Science (grades 5 and 8). Tewksbury Memorial High School outperformed the state on the 2019 MCAS in the areas of English Language Arts (ELA), Mathematics, and Science. The district will continue to address the educational needs of our at risk students (low income, students with disabilities, and ESL students). The Tewksbury Public Schools' priorities are focused on providing additional support to these high needs students. The district will strive to prepare all of our students with the necessary 21st century skills they will need to compete in today's world market along with becoming valued contributors to our community. We encourage you to become involved in helping us improve our schools. We see parents as critical partners in the success of our students and schools, and we are grateful for your continued support.

Finally, if your child attends a school that receives federal Title I funds, you also have the right to request the following information about the qualifications of your child's classroom teachers:

- Whether your child's teacher is licensed in the grade levels and subject areas they teach,
- Whether your child's teacher is teaching under an emergency license or waiver,
- The college degree and major of your child's teacher, and
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

If you have questions about the district or a school report card, would like to become involved in school improvement activities, or would like to request information about the qualifications of your child's classroom teacher, please contact the school principal or the Superintendent's office. To see the district report card or to search for a school report card, visit the Massachusetts Department of Elementary and Secondary Education website at <http://reportcards.doe.mass.edu>.

Sincerely,

Chris Malone

Mr. Christopher J. Malone
Superintendent of Schools

TPS District Strategy

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

Welcome to KINDERGARTEN!

The Commonwealth of Massachusetts sets expectations, or standards, for what every student will know and be able to do in school. This guide is designed to help you understand those standards and partner with teachers to support your child's learning during kindergarten. If you have questions about this information or your child needs extra help, please talk to your child's teacher.

To talk to your child about school, you can ask:

- ▶ Can you tell me about something you **read** today?
- ▶ How could you use the **math** you learned today?
- ▶ What **scientific ideas** did you talk about today?
- ▶ How did you contribute to your **community** today?
- ▶ How did someone help you learn today?

If your child is also learning English, you can ask:

- ▶ How does your teacher help you understand and participate in class?
- ▶ How do you work on your English while you learn academic material?



TO LEARN ENGLISH LANGUAGE ARTS AND LITERACY at every grade, your child will:

- ▶ Read various texts, like books, poems, letters, news articles, and Internet pages.
- ▶ Speak and listen in formal and informal ways, like presentations and conversations.
- ▶ Communicate opinions, information, and experiences in writing for various readers.
- ▶ Use knowledge of English grammar and vocabulary in both speech and writing.

123



TO LEARN MATHEMATICS at every grade, your child will:

- ▶ Use math to represent and solve real-world problems.
- ▶ Use math to make arguments about why something is true or false.
- ▶ Use tools, like rulers and calculators, to show mathematical relationships.
- ▶ Use patterns and the structures of numbers to think about math.

TO LEARN SCIENCE AND TECHNOLOGY/ENGINEERING at every grade, your child will:

- ▶ Ask scientific questions about the natural world and things humans design.
- ▶ Learn through various experiences, like observations and experiments.
- ▶ Solve problems using the skills and tools of engineers and scientists.
- ▶ Share solutions and communicate explanations of how the world works.

TO LEARN HISTORY AND SOCIAL SCIENCE at every grade, your child will:

- ▶ Learn about their local community and about the state, country, and world.
- ▶ Discover how people and events from the past relate to the present.
- ▶ Work to understand how different people see the world differently.
- ▶ Use various sources of information in research, discussion, and inquiry.



NEW EXPECTATIONS FOR KINDERGARTEN:

- ▶ Understand how stories and poems are the same and different. For example, read a story and a poem with the teacher, then explain how to tell that only the second one was a poem.
- ▶ Separate the first, middle, and last sounds of simple words: for example, cat (c-a-t), map (m-a-p), hit (h-i-t).
- ▶ Continue a conversation by listening to other people's ideas and asking questions to learn more about what they think.
- ▶ With help from an adult, use written words and drawings to express an opinion or give information about something.



BY THE END OF KINDERGARTEN, STUDENTS CAN:



- ▶ Listen to a story read aloud. Understand where and when the story takes place.
- ▶ Compare what the same characters (like Henry and Mudge) do in different stories.
- ▶ Explain how to find out who wrote a book (the author) or drew its pictures (the illustrator).
- ▶ Talk about the main idea of a text. Tell facts they learned from a text.
- ▶ Recognize all uppercase (capital) and lowercase letters in the alphabet.
- ▶ Recognize and understand some very common words: for example, *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, and *does*.
- ▶ Write uppercase (capital) and lowercase letters. Capitalize the first word in a sentence.
- ▶ Recognize punctuation marks used at the end of sentences: for example, period (.), question mark (?).

QUESTIONS YOU CAN ASK YOUR CHILD:

- ▶ Who is the story about? What happened in the story?
- ▶ Can you use the pictures to "read" this book to me (tell me what happens in the book)?
- ▶ Would you rather have ____ or ____? Why?



TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- ▶ Books and authors to look for at the library
- ▶ Experiences that can help build your child's vocabulary



FOCUS AREAS FOR KINDERGARTEN:

- ▶ Use numbers to count and group objects, compare how many objects are in different groups, and add and subtract. For example, use subtraction to find out how many carrot sticks are left after some are eaten.
- ▶ Use language to describe, sort, name, and compare two-dimensional and three-dimensional shapes. For example, sort cups or plates by shape, count how many are in each group, and explain which group has the most.



BY THE END OF KINDERGARTEN, STUDENTS CAN:

123

- ▶ Count to 100 by ones or tens, starting from any number.
- ▶ Recognize, name, and write numerals 0-20.
- ▶ Count up to 20 objects, saying a number aloud for each object.
- ▶ Compare up to 10 items in different groups using objects or written numerals. For example, tell whether a package of three pens or a package of five pens has more pens.
- ▶ Fluently (quickly and correctly) add and subtract with numbers up to five.
- ▶ Use objects, drawings, or numerals to add and subtract with numbers up to 10.
- ▶ Break numbers into smaller numbers: for example, 5 is made of 2 and 3 or 4 and 1.
- ▶ Find the number that makes 10 for any number 1-9. For example, 6 needs 4 to make 10.
- ▶ Explain that numbers in the “teens” (11-19) are made of a ten and some ones.
- ▶ Describe and compare objects by measuring their length, weight, or capacity (how much they can hold).
- ▶ Name, describe, analyze, and compare shapes like squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.

QUESTIONS YOU CAN ASK YOUR CHILD:



- ▶ You have 5 stickers and I have 2. How many stickers do we have together?
- ▶ We made 3 pancakes. How many more should we make to have 10?
- ▶ What do we have in the house that is shaped like a cylinder?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:



- ▶ Which addition and subtraction strategies work best for your child?
- ▶ Games that can help your child practice math at home.





FOCUS AREAS FOR KINDERGARTEN:

- ▶ Observe the world by counting and measuring. For example, describe weather patterns by counting the sunny, cloudy, and rainy days in a month.
- ▶ Think about the reasons things change. For example, notice that liquid water turns to solid ice when it gets cold.
- ▶ Explain how plants and animals are the same and different. For example, all plants and animals need food, water, and air, but only plants can make their own food.
- ▶ Explore how objects move when pushed or pulled: for example, how a ball rolls down a ramp when it is pushed and when it is not pushed.



BY THE END OF KINDERGARTEN, STUDENTS CAN:



- ▶ Understand that all plants and animals grow and change over time.
- ▶ Explain how plants and animals can change their environments: for example, how tree roots grow and break sidewalks.
- ▶ Understand that the sun warms the Earth. Observe differences between warmer and cooler materials like rocks, sand, and water.
- ▶ Describe how people can build things to protect themselves and their homes from the sun's heat.
- ▶ Get information from weather forecasts and use it to prepare for local weather (like rain coming the next day).
- ▶ Explain how people can use fewer natural resources: for example, by recycling cans or reusing pieces of paper instead of throwing them away.
- ▶ Study how things change depending on temperature: for example, how a crayon or glue stick melts in heat.
- ▶ Compare what happens when objects are pushed or pulled in different ways: for example, when a book is pushed straight down on a table and when it is pushed sideways.

QUESTIONS YOU CAN ASK YOUR CHILD:



- ▶ How can we prepare for the weather tomorrow?
- ▶ How can we stay cool outside on a hot, sunny day?
- ▶ What are natural resources we use at home?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:



- ▶ How science relates to everyday situations in your child's life
- ▶ Places in the community that can help your child learn science

FOCUS AREAS FOR KINDERGARTEN:

- ▶ Show respect to classmates and participate in the classroom community.
- ▶ Use maps, globes, photographs, and other tools to describe places nearby.
- ▶ Explore how people keep national, state, and local (community) traditions.
- ▶ Understand the difference between goods (things) and services in an economy.



BY THE END OF KINDERGARTEN, STUDENTS CAN:



- ▶ Understand and follow rules, limits, and expectations. Help and respect other people.
- ▶ Give examples from texts of people acting responsibly and groups creating and following rules.
- ▶ Recognize major symbols, songs, and texts of the United States (like the flag, bald eagle, Star-Spangled Banner, and Pledge of Allegiance).
- ▶ Explain how various peoples and cultures in the United States celebrate their histories (like with holidays).
- ▶ Use words and phrases like *before*, *afternoon*, *next week*, and *long ago* to explain when events happened or will happen.
- ▶ Use words and phrases like *left*, *far*, *in front of*, and *between* to explain where people, animals, and things are.
- ▶ Explain how maps and globes are similar and different. Make maps, drawings, or models to show how familiar places (like the school) look.
- ▶ Explain the parts of a physical address: street name and number, city or town, state, country.
- ▶ Participate in group research projects on history and social science topics.

QUESTIONS YOU CAN ASK YOUR CHILD:



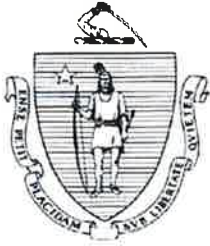
- ▶ What does it mean to be responsible?
- ▶ How do maps, globes, and photographs show different things about a place?
- ▶ What are different kinds of work people do?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:



- ▶ Biographies, autobiographies, and historical fiction to look for at the library
- ▶ Celebrations and traditions that are important to local communities





OFFICE OF THE GOVERNOR
COMMONWEALTH OF MASSACHUSETTS
STATE HOUSE • BOSTON, MA 02133
(617) 725-4000

CHARLES D. BAKER
GOVERNOR

KARYN E. POLITO
LIEUTENANT GOVERNOR

January 29, 2020

Dear Nancy Milligan,

Congratulations! We are pleased to notify you that North Middlesex in partnership with North Reading, Melrose, Woburn, Haverhill, Lynnfield, Lunenburg, Tewksbury, Watertown, Winchester, and Danvers has been awarded a Civics Teaching and Learning Grant of \$38,250.

We want to thank you for your commitment to strengthening civics teaching and learning as part of the statewide renewed mission to prepare students, morally and intellectually, for the duties of citizenship and participation in a democratic society. Through this funding and your continued support, we hope to expand access to great educational opportunities in the Commonwealth.

You will be receiving further instructions from the Department of Elementary and Secondary Education on next steps, and please feel free to contact Cecelia Spencer at Cecelia.Spencer@doe.mass.edu if you have any questions.

Sincerely,

A handwritten signature in blue ink that reads "Charles Baker".

Governor Charles D. Baker

A handwritten signature in blue ink that reads "Karyn Polito".

Lt. Governor Karyn E. Polito

Tewksbury Public Schools

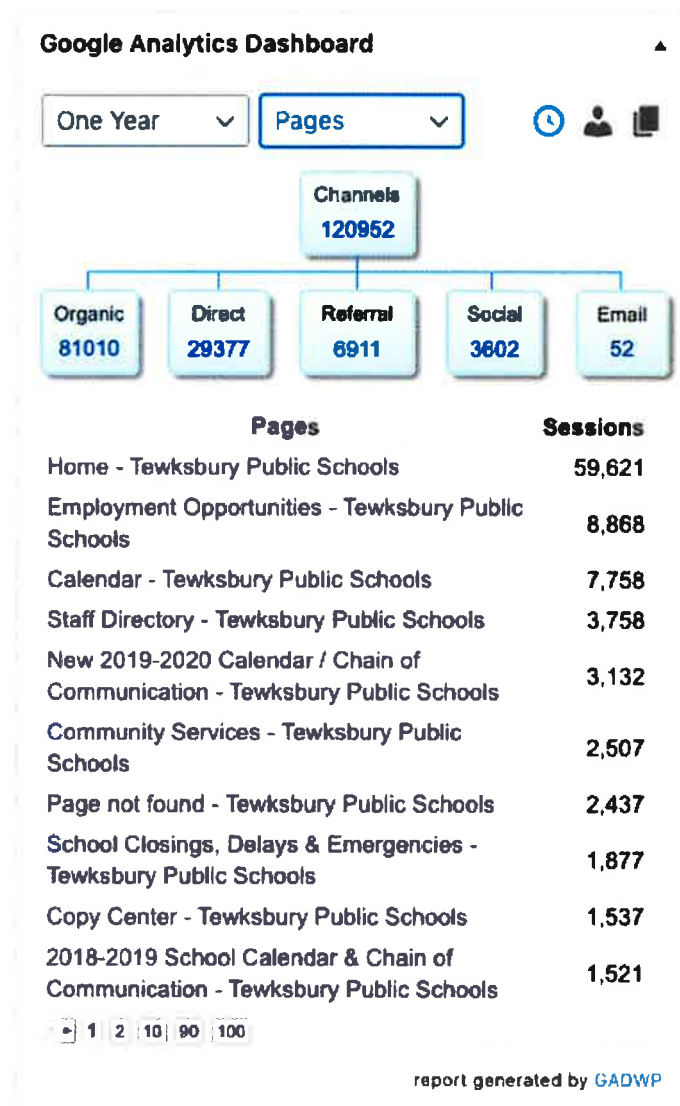
139 Pleasant Street
Tewksbury, MA 01876

MEMORANDUM

To: Tewksbury School Committee
From: Brenda Theriault-Regan
Assistant Superintendent of Schools
Date: February 6, 2020
Re: Tewksbury Public Schools Website - Google Analytics

This is Information Only - No Vote Required

The following is an analytical review of the Tewksbury Public Schools website. The report filtered the analytics to show data over the past year, by page. This gives us some good information on the most popular pages on our website.



Unified Hoop at Wynn Middle School

IT'S GAME TIME



Please join us for a 7 week program of Unified Basketball. Beginning Monday, March 2, 2020 and running through Monday, April 13, 2020. 2:15pm - 3:15pm afterschool in the gym.

CONTACT MR. CAMIRE AT
RCAMIRE@TEWKSBURY.K12.MA.US



Tewksbury Public Schools

MEMORANDUM

To: School Committee Members
From: David Libby, Business Manager
Date: February 6, 2020
Re: Exxon/Mobil Donations

Per the attached email, Tewksbury High School has been awarded two \$500 grants from local ExxonMobil gasoline stations. Specifically, ELKS Fuel Inc. at 2 Main Street, Tewksbury and LIFE'S TOO SHORT, INC. at 1785 Andover Street, Tewksbury both participated in the program through Alliance Energy LLC. These local stations nominated Tewksbury High School to receive a \$500 grant from Alliance Energy to support Math and Science at the school.

After consulting with our Curriculum Administrators and the Building Principal, it was decided that an ideal use of the funds would be through the TMHS Robotics Program. Robotics is consistently in need of supplies and materials for their activities and has been very active in the past, soliciting private donations on their own, so the group felt that they are deserving of the donation. Furthermore, their work is consistent with the stated purpose of the grant supporting Math and Science.

cc: Jason Stamp
Scott Morris

This Requires A Roll Call Vote

ExxonMobil

Educational Alliance Program
P.O. Box 7288
Princeton, NJ 08543-7288



Congratulations!

Support materials for your 2019
Educational Alliance Grant are enclosed.

Exxon Mobil

ExxonMobil Brands

All trademarks used herein are trademarks or registered trademarks of Exxon Mobil Corporation or one of its subsidiaries.



Global Companies LLC.
800 South Street, Suite 500
Waltham, MA 02453

Tewksbury High School
Reference ID: 10141589

Congratulations! Your 2019 Educational Alliance application for the school noted above has been approved. To recognize the achievement, please display the enclosed sign at your station to communicate your participation in this year's Educational Alliance program.

In addition, please contact the school representative as soon as possible to make arrangements to present or mail them your donation of \$500 with the included certification letter. You will not be credited that \$500 unless the completed certification letter is received at our office before February 14, 2020.

Please ensure the school receives this poster and displays it in a visible location (i.e.: bulletin board, office window, etc.). Exxon Mobil has a long history of supporting educational programs, like Educational Alliance, that focus on improvements in math and science from pre-school to higher education. We believe it is fundamentally important to encourage the next generation to pursue studies and careers involved in these fields.

Furthermore, a demonstration of community awareness is required from all retailers who receive Educational Alliance grants. Customers should retain this information locally to be furnished upon request. Failure to do so may render a retailer ineligible to receive a grant the following year:

Examples include (but are not limited to):

- a school/PTA newsletter reporting on the grant
- a community newspaper/newsletter article
- letters of appreciation from community, school, students, etc.

Congratulations again and thank you for your support!

Sincerely,

Exxon Mobil Educational Alliance Program

Customer ID:110915
Store #: 304556
Store Name: LIFE'S TOO SHORT, INC.
Address: 1785 ANDOVER STREET TEWKSBURY, MA 1876

Exxon Mobil Corporation
Educational Alliance Program
P.O. Box 7288
Princeton, New Jersey 08543-7288
855 282 4541 Toll Free
exxonmobil@easymatch.com



November 25, 2019

Tewksbury High School
320 Pleasant Street Tewksbury, MA 01876

The Exxon Mobil Educational Alliance program has received a nomination for your school to receive a \$500 grant from the local Exxon/Mobil location. Please review the information below to ensure the request meets program guidelines, make corrections if necessary, and sign in the area indicated. If, for any reason, the gift is not acceptable, please supply an explanation on the line provided.

We are not able to complete the processing of this request until this confirmation is returned. The deadline to do so is February 14, 2020. Any certification letters received after that date will not be processed.

Please complete the request after you receive the grant by either:

1. Mail completed form to:
Tyler Cole
800 South Street, Suite 500
Waltham, MA 02454-9161
2. Faxing completed form to: (781) 529-1398
3. Emailing as an attachment to: tyler.cole@globalp.com

Your confirmation below is needed for our Branded Wholesaler to receive credit for issuing your school the grant of \$500. Payments for the Exxon Mobil Educational Alliance program are made annually as outlined in our guidelines. Please call at 1-855-282-4541 if you have any questions. Thanks for your participation in the 2019 Educational Alliance program.

Sincerely,
Exxon Mobil Educational Alliance Program

_____ I certify that the gift described below has been received by this situation. I also certify that this gift will be used for the maintenance and support of this institution in the area of Math and/or Science and that this institution has not provided and will not provide any benefit of more than nominal value to the donor, to any member of the donor's family, or to any individual designated by the donor in return for, or as a result, this gift.

Gift Amount: \$500

_____ If gift is **NOT** acceptable, please check and indicate the reason:

Signed: _____

Date: ____/____/____

Printed Name: _____

Title: _____

Customer ID: 110915
Store #: 304556
Store Name: LIFE'S TOO SHORT, INC.
Address: 1785 ANDOVER STREET TEWKSBURY, MA 1876

Reference ID: 10141589

Alliance Energy LLC

15 Northeast Industrial Road
Branford, CT 06405

0028034

Date	Location	Reference	Gross Amount	Discount	Net Amount
11/19/19	9900	10141589	500.00	0.00	500.00
Check Date 11/20/19	Vendor: Number - Name 8665 - TEWKSBURY HIGH SCHOOL		500.00	0.00	500.00

Alliance Energy LLC
15 Northeast Industrial Road
Branford, CT 06405

52-153
112
Bank of America
, MA

Check Date
11/20/19

Check No.
0028034

Check Amount
*****500.00

Five Hundred Dollars

To The TEWKSBURY HIGH SCHOOL
Order Of 320 PLEASANT STREET
TEWKSBURY, MA 01876

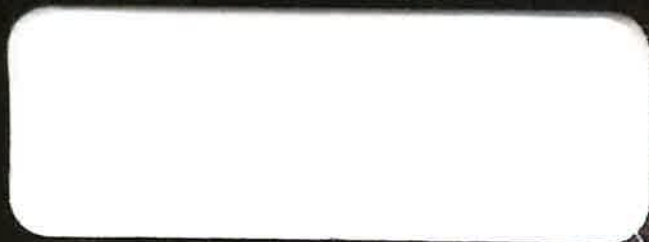

Authorized Signature

VOID AFTER 180 DAYS

⑈0028034⑈ ⑆011201539⑆ 0022 2007 6594⑈

ExxonMobil

Educational Alliance Program
P.O. Box 7288
Princeton, NJ 08543-7288



Congratulations!

Support materials for your 2019
Educational Alliance Grant are enclosed.

Exxon™ Mobil™

ExxonMobil Brands

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Global Companies LLC.
800 South Street, Suite 500
Waltham, MA 02453

Tewksbury Memorial High School
Reference ID: 10141287

Congratulations! Your 2019 Educational Alliance application for the school noted above has been approved. To recognize the achievement, please display the enclosed sign at your station to communicate your participation in this year's Educational Alliance program.

In addition, please contact the school representative as soon as possible to make arrangements to present or mail them your donation of \$500 with the included certification letter. You will not be credited that \$500 unless the completed certification letter is received at our office before February 14, 2020.

Please ensure the school receives this poster and displays it in a visible location (i.e.: bulletin board, office window, etc.). Exxon Mobil has a long history of supporting educational programs, like Educational Alliance, that focus on improvements in math and science from pre-school to higher education. We believe it is fundamentally important to encourage the next generation to pursue studies and careers involved in these fields.

Furthermore, a demonstration of community awareness is required from all retailers who receive Educational Alliance grants. Customers should retain this information locally to be furnished upon request. Failure to do so may render a retailer ineligible to receive a grant the following year:

Examples include (but are not limited to):

- a school/PTA newsletter reporting on the grant
- a community newspaper/newsletter article
- letters of appreciation from community, school, students, etc.

Congratulations again and thank you for your support!

Sincerely,

Exxon Mobil Educational Alliance Program

Customer ID:110962

Store #: 304436

Store Name: ELKS FUEL INC

Address: 2 MAIN ST TEWKSBURY, MA 18761637

e Energy LLC 15 Northeast Industrial Road Branford CT 06405

0028035

ite	Location	Reference	Gross Amount	Discount	Net Amount
11/19/19	9900	10141287	500.00	0.00	500.00

Check Date	Vendor: Number - Name				
10/19	6075 - TEWKSBURY MEMORIAL HIGH SCHOOL	500.00	0.00		500.00

52-153
112
Bank of America
, MA

Alliance Energy LLC
15 Northeast Industrial Road
Branford, CT 06405

Check Date	Check No.	Check Amount
11/20/19	0028035	*****500.00

Five Hundred Dollars

To The TEWKSBURY MEMORIAL HIGH SCHOOL
Order Of 320 PLEASANT STREET
TEWKSBURY, MA 01876


Authorized Signature

VOID AFTER 180 DAYS

Exxon Mobil Corporation
Educational Alliance Program
P.O. Box 7288
Princeton, New Jersey 08543-7288
855 282 4541 Toll Free
exxonmobil@easymatch.com



November 25, 2019

Tewksbury Memorial High School
320 Pleasant Street Tewksbury, MA 01876

The Exxon Mobil Educational Alliance program has received a nomination for your school to receive a \$500 grant from the local Exxon/Mobil location. Please review the information below to ensure the request meets program guidelines, make corrections if necessary, and sign in the area indicated. If, for any reason, the gift is not acceptable, please supply an explanation on the line provided.

We are not able to complete the processing of this request until this confirmation is returned. The deadline to do so is February 14, 2020. Any certification letters received after that date will not be processed.

Please complete the request after you receive the grant by either:

1. Mail completed form to:
Tyler Cole
800 South Street, Suite 500
Waltham, MA 02454-9161
2. Faxing completed form to: (781) 529-1398
3. Emailing as an attachment to: tyler.cole@globalp.com

Your confirmation below is needed for our Branded Wholesaler to receive credit for issuing your school the grant of \$500. Payments for the Exxon Mobil Educational Alliance program are made annually as outlined in our guidelines. Please call at 1-855-282-4541 if you have any questions. Thanks for your participation in the 2019 Educational Alliance program.

Sincerely,
Exxon Mobil Educational Alliance Program

_____ I certify that the gift described below has been received by this situation. I also certify that this gift will be used for the maintenance and support of this institution in the area of Math and/or Science and that this institution has not provided and will not provide any benefit of more than nominal value to the donor, to any member of the donor's family, or to any individual designated by the donor in return for, or as a result, this gift.

Gift Amount: \$500

_____ If gift is **NOT** acceptable, please check and indicate the reason:

Signed: _____

Date: ____/____/____

Printed Name: _____

Title: _____

Customer ID: 110962
Store #: 304436
Store Name: ELKS FUEL INC
Address: 2 MAIN ST TEWKSBURY, MA 18761637

Reference ID: 10141287

TEWKSBURY PUBLIC SCHOOLS
Request for Fundraising

File: JJE-E

Date: January 24th, 2020

1. Name of Organization Student Council

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

Members of Student Council will sell Hershey's Kisses bags

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

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

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

to promote the welfare of student council / raise money for future student council field trips

5. Proposed dates of fund raising activity From 23 of March To 27 of March

6. Describe student involvement in the fund raising activity. Students of the school will

receive the opportunity to purchase Hershey's kisses for seniors the week before their departure as a good-bye. Members of student council will be in the cafeteria where students can talk

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

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

9. Name of responsible individual Deb Glass

Address 320 Pleasant St.

Telephone No. (978) 640-7825 Signature of Applicant Deb Glass

(To be completed by the School Principal)

Date 1/27/20

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

2. Reason for disapproval _____

3. You are authorized to begin the activity on _____

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

5. Comments by the principal: _____

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

Principal's Signature [Signature] Date 1/27/20

TEWKSBURY PUBLIC SCHOOLS

Request for Fund Raising

RECEIVED BY TPS
JAN 14 2020 AM 11:16

Date: 1/10/20

1. Name of Organization: Class of 2022

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

Class of 2022 plans to sell green candy on 3/17/20 in the Cafeteria ~~and~~ at lunch and before school.

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 funds for Class of 2022 activities

5. Proposed dates of fund raising activity: from: 3/17/20 to: 7-7:30

lunch time

6. Describe student involvement in the fund raising activity:

Students will sell candy.

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

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

9. Name of responsible individual: Maura Pilate / Christine Smith

Signature of applicant: Class Advisor

Address: _____

Telephone No.: _____

Date: 1/14/20

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

2. Reason for disapproval: _____

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

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

5. Comments by the principal: _____

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

Signature: [Signature] Date: 1/14/20

TEWKSBURY PUBLIC SCHOOLS
Request for Fundraising

File: JJE-E

Date: 1/22/2020

1. Name of Organization TMHS Theatre Co.

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

Calendar Raffle - \$10 per calendar
\$25 for 3 calendars

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

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

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

Support the TMHS Theatre Company

5. Proposed dates of fund raising activity From April 1st To May 2nd

6. Describe student involvement in the fund raising activity. Selling Raffle Calendars
to be raffled off daily during May

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 Jade Scarpa

Address _____

Telephone No. (____) _____ Signature of Applicant Jade Scarpa

(To be completed by the School Principal)

Date 1/30/20

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

2. Reason for disapproval _____

3. You are authorized to begin the activity on _____

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

5. Comments by the principal: _____

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

Principal's Signature Dr. Anne S. Vogel Date 1/30/20

Policy

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, **color** ~~creed~~, sex, gender identity, religion, ~~nationality~~ **national origin, sexual orientation, homeless status,** and physical and intellectual differences, **pregnancy or pregnancy related condition.**

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.~~

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

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

{Adoption date}

Revised: January 18, 1996

Revised: November 14, 2012

Revised:

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

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

The McKinney-Vento Act and Title I Part A, as Amended by the Every Student Succeeds Act of 2015

CROSS REF.: AC, Nondiscrimination

EDUCATIONAL EQUITY

The Tewksbury School Committee's goal is to strive to address the needs of every student in each of our schools, subject to budgetary, space and other limitations.

Educational equity for the purpose of this policy is defined as providing all students, as reasonably practical, the high quality instruction and support they need to reach and exceed a common standard.

To achieve educational equity the district will commit to:

1. Systematically, when appropriate, use district-wide and individual school level data, disaggregated by race/ethnicity, gender/gender identity, national origin, language, special education, socioeconomic status and mobility to inform district decision making.
2. Raise the achievement of all students.
3. Graduate all students ready to succeed in a diverse local, national and global community.

In order to reach the goal of educational equity, as reasonably practical, for each and every student, the district shall:

1. Provide every student with access to high quality curriculum, support, and other educational resources.
2. Seek to promote educational equity as a priority in professional development.
3. Endeavor to create schools with a welcoming and inclusive culture and environment.
4. Provide multiple pathways to success in order to meet the needs of the diverse student body and actively encourage, support and expect high academic achievement for each student.

The Superintendent shall include equity practices in the district's strategic plan and goal strategies to implement this policy. The Superintendent, upon request, will periodically report to the Committee the progress of the implementation of this policy.

ADOPTED:

File: JFABD

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

~~To the extent practical and as~~ required by law, the district will work with homeless ~~students~~ **children and youth and unaccompanied youth (collectively, “homeless students”)** ~~and as well as~~ their families **or legal guardians** to provide stability in school attendance **and** other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, ~~and~~ school nutrition programs, **summer programming, and extracurricular activities.**

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing or economic hardship, **or similar reason;**
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Awaiting foster care placement;
6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; **and**
8. Migratory children living in conditions described in the previous examples.

Students Remaining in Schools of Origin

~~The superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families. (~~

It is presumed to be in the best interest of homeless students to remain in their schools of origin, i.e., the school that the student was attending at the time he or she became homeless, or the last

school the student attended prior to becoming homeless. Homeless students may continue to attend their school of origin for as long as they remain homeless or until the end of the academic year in which they obtain permanent housing. For homeless students who complete the final grade level served by the school of origin, the term “school of origin” shall also include the receiving school in the same school district educating students at the next grade level.

~~Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary of the student, or will divide the costs equally.~~

Homeless students are entitled to transportation comparable to that provided for all other students attending school in the district. The district will transport students who are sheltered or temporarily residing within the district to the students’ school of origin. For homeless students attending a school of origin located outside the district in which the student is sheltered or temporarily residing, the district in which the school of origin is located will coordinate with the district in which the student is sheltered or temporarily residing to provide the transportation services necessary for the student, and these districts will divide the cost equally. Formerly homeless students who find permanent housing mid-school year will continue to receive transportation services until the end of the school year.

Students Enrolling in District Where Sheltered or Temporarily Residing

Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Once the enrollment decision is made, the school shall immediately enroll the student, pursuant of district policies.

If homeless students are unable to provide written proof of their shelter or temporary residence in the district, the homeless liaison will work with the family seeking enrollment to determine homelessness. Information regarding a homeless student’s living arrangement shall be considered a student education record, and not directory information. Records containing information about the homeless student’s living arrangement may not be disclosed without the consent of the parent or satisfaction of another student-privacy related exemption.

If the student does not have immediate access to immunization records, the student shall be admitted under personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. **After enrollment**, records from the student's previous school shall be requested from the previous school pursuant to district policies.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families

~~resident who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.~~

Dispute Resolution

~~If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.~~

~~Once the enrollment decision is made, the school shall immediately enroll the student, pursuant of district policies. If the student does not have immediate access to immunization records, the student shall be admitted under personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. (moved to another place in document)~~

If the district disagrees with a parent or guardian's decision to keep a student enrolled in the school of origin and considers enrollment in the district where the student is sheltered or temporarily residing to be in the student's best interest, the district will explain to the parent, in writing and in a language the parent can understand,¹ the rationale for its determination and provide parent with written notice of their rights to appeal the district's determination to the Massachusetts Department of Elementary and Secondary Education². During the pendency of any such appeal, the student should remain enrolled in the school selected by the parent or guardian, receiving transportation to school and access to other available services and programs.

The Massachusetts Department of Elementary and Secondary Education's Advisory on Homeless Education Assistance contains additional information about educating homeless students and the appeal process. This advisory is available at the following link:

<http://www.doe.mass.edu/mv/haa/mckinney-vento.docx>

Homeless Liaison

The superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families. The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing

¹ Translation of communications of this type is required by Title I, among other laws. See, e.g. 20 USC § 6312.

² Information about the dispute resolution process managed by the Department of Elementary and Secondary Education can be located here: <http://www.doe.mass.edu/mv/haa/03-7.html>

Informational Reading - February 12, 2020

Revise and/or Adopt MASC Policy - Policies recommended for revision to TPS or adoption of MASC policy.

affordability strategies. This coordination includes providing public notice of the educational rights ~~and~~ **of** homeless students **in locations such as** schools, family shelters and soup kitchens.

The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students. **The liaison shall ensure district staff receive professional development and other support on issues involving homeless s**

LEGAL REFS.: Title I, Part C

No Child Left Behind Act, 2002

ADOPTED: May 14, 2014

Revised:

File: JFABE

EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents or guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The district believes it is appropriate to remove barriers to educational success imposed on children of military families resulting from frequent moves required by parents' or guardians' military deployment.

Definitions

Children of military families: School aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment: The period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Education(al) records: Official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

Eligible students are children of military families as well as the children of veterans who have been severely injured and medically discharged, and children of active duty personnel who died on active duty. Children of retired active duty personnel are also eligible to receive services for one year following the discharge due to severe injury, or the retirement or death of an active military parent. The Compact does not apply to children of inactive Guard or Reserves, veterans and retired personnel not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible students include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Upon enrollment of an eligible student, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses

are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.

- In compliance with federal law, the district will assume financial and programmatic responsibility for the special education programs of students with existing IEPs drafted in other states.
- As appropriate, the District will exercise the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, also as deemed appropriate.
- Students of active duty personnel shall have additional excused absences, as necessary, for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to continue to attend the school in which he or she was enrolled while living with the custodial parent or guardian, without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: M.G. L. 15E; Interstate Compact on Educational Opportunity for Military Children

Adopted:

EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

The purpose of this policy is to ensure the educational stability of students in foster care. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting all efforts to ensure that students in foster care have equal access to high-quality, stable educational experiences from preschool (if offered) through high school graduation.

Irrespective of the location of a foster care placement, students in foster care will continue to attend their school of origin, unless after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster care. Enrollment of students in the district where they reside in foster care will take place immediately upon such a determination.

The district has designated a point of contact for students in foster care. The district and the point of contact will collaborate with DCF to ensure that students can access transportation and the other services to which they may be entitled.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (or, if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when appropriate) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and account for unique factors about the student and his or her foster care placement. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care; however, DCF will finalize the best interest determination if the relevant parties cannot agree on the best school for the student to attend.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. To the extent feasible and appropriate, the district will ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

Transportation

The district of origin must collaborate with DCF on how transportation will be arranged and provided to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be immediately enrolled in the district in which he or she resides in foster care. During enrollment of students in foster care, DCF representatives will present the district with a form indicating that the student is in foster care, along with a state-agency identification badge.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to students in foster care (homeless families) on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

LEGAL REFS: Every Student Succeeds Act (ESSA); Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)

Adopt:

File: IHA - BASIC INSTRUCTIONAL PROGRAM

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

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

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

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

~~{Adoption date}~~

~~Revised: January 18, 1996~~

~~Reviewed and Adopted December 11, 2013~~

~~Revised: February 14, 2018~~

~~LEGAL REFS.: M.G.L. [71:1](#); [71:2](#); [71:3](#); [71:13](#)~~

603 CMR [26:05](#)

File: JLA - STUDENT INSURANCE PROGRAM

~~A noncompulsory accident insurance plan totally administered by an insurance company may be made available to students. The Tewksbury Public Schools does not assume any responsibility regarding service, claims, or other matters relating to the insurance program.~~

~~All students participating in competitive athletics shall be required to be covered by a medical insurance plan.~~

~~Adoption date: January 1996~~

~~SOURCE: MASC Policy~~

~~Reviewed and Adopted May 14, 2014~~

File: JLD – GUIDANCE PROGRAM

~~Guidance is defined as helping individuals understand themselves in the light of their abilities, aptitudes, interests, attitudes, strengths and limitations. This process should assist students in the development of their potential; their decisions relating to personal, educational, and vocational matters, and also in becoming capable of mature self-guidance.~~

~~The school system's guidance program will be based on this definition and developed from these broad fundamental principles:~~

- ~~1. Individuals are different from one another in their capabilities, aptitudes, interests, needs, goals, desires and values.~~
- ~~2. Conditions may be improved. Equality of educational opportunity will benefit the individual and society.~~
- ~~3. Guidance is a continuous and developmental process. Every experience of the individual influences his/her performance in some way.~~
- ~~4. Guidance does not propose to program an individual's course of action but rather tries to assist him/her in arriving at his/her own satisfactory solutions.~~

~~Guidance services will include: educational guidance; testing programs; occupational, career, and higher education assistance and information; study aids; consultation services; and personal developmental guidance as needed. These services will be available to all students.~~

~~While some of the problems of the individual may relate to behavior and consequently entail guidance on behavior, student discipline will not be a regular function of guidance personnel.~~

~~{Adoption date}~~

~~Revised: January 18, 1996~~

~~Revised: August 20, 2014~~

~~SOURCE: MASC Policy~~

~~LEGAL REFS.: M.G.L. [71:38A](#) through [71:38F](#); [71:46G](#); [76:5](#)~~

~~603 CMR [26.04](#)~~

File: JP - STUDENT GIFTS AND SOLICITATIONS

~~Because of the embarrassment that might result among children, students will be discouraged from giving gifts to classroom teachers and other school personnel. For the same reason, there will be no formal exchange of gifts between students in the classroom.~~

~~Solicitation of funds for charitable purposes from students of the school system will be made only as approved by the superintendent.~~

~~Any organization desiring to distribute flyers or other materials to students in connection with fund drives may do so only with the approval of the superintendent.~~

~~{Adoption date}~~

~~Revised: January 18, 1996~~

~~SOURCE: MASC Policy~~

~~CROSS REFS.: [GBEBC](#), Staff Gifts and Solicitations~~

~~[JJE](#), Student Fund-Raising Activities~~

~~[KHA](#), Public Solicitations in the Schools~~

~~[KHB](#), Advertising in the Schools~~

File: ~~IHBG-E - HOME SCHOOLING~~

~~In March 1987, the Massachusetts Supreme Judicial Court decided the case entitled Care and Protection of Charles, 399 Mass. 324 (1987). The decision sets forth the legal standards for approval of home education programs for children of compulsory school age in Massachusetts. This advisory opinion, prepared by Rhoda E. Schneider, General Counsel of the Department of Education, is intended to inform public school officials and other interested parties of the standards set forth in the decision. It supersedes the department's January 4, 1980 Advisory Opinion on Home Education, although the approval guidelines established by the court are very similar to those in the 1980 advisory.~~

~~There are four main components to the decision, which may be summarized as follows:~~

~~I. The School Committee may enforce the compulsory school attendance law through a care and protection proceeding.~~

~~The court held that the Canton School Committee had authority to file a petition for care and protection (pursuant to General Laws Chapter 119, Section 24) with respect to three school-age children whose parent/guardians had not enrolled them in public school or an approved private school, and who had not been granted permission to educate them at home. The court noted that the compulsory school attendance law (General Laws Chapter 76, Section 1) states that "the School Committee of each town shall provide for and enforce the school attendance of all children (ages 6-16) actually residing therein in accordance here-with," and concluded that one appropriate way for the School Committee to do so is a petition to find the children in need of care and protection with respect to their educational care.~~

~~H. The compulsory school attendance law provides adequate standards to determine a child's need for educational care and to withstand constitutional challenge.~~

~~The court held that General Laws Chapter 76, Section 1, the compulsory school attendance law, provides the standards by which a judge may determine that a child is in need of educational care, and is neither void for vagueness nor an unlawful delegation of legislative authority. In pertinent part, the statute provides:~~

~~Every child between the minimum and maximum ages established for school attendance by the board of education (6-16) . . . shall . . . attend a public day school . . . or some other day school approved by the School Committee . . . unless the child attends school in another town . . . but such attendance shall not be required of a child . . . who is being otherwise instructed in a~~

~~manner approved in advance by the superintendent or the School Committee. (Emphasis added.)~~

The court concluded that this grant of authority to the superintendent or School Committee to approve an alternative manner of instruction for a child (specifically, home instruction) is not unconstitutionally vague, because the school officials may draw approval criteria from three sources. First, the legislatures established a general framework for public education, by mandating the subjects that must be taught in public schools and qualifications public school teachers must meet. (See General Laws Chapter 71, Sections 1, 2, 3 and 38G.) Second, the court stated that proposed home education programs are subject to the same standard of approval as private schools under General Laws Chapter 76, Section 1:

For the purposes of this section, School Committees shall approve a private school when satisfied that the instruction in all the studies required by law equals in thoroughness and efficiency, and in the progress made therein, that in the public schools in the same town; but shall not withhold such approval on account of religious teaching.

Third, the court set forth specific procedures and approval guidelines for home education programs, which are discussed in section IV of this advisory. In light of all these factors, the court concluded that the law provides reasonable standards for reviewing and approving home education programs, and therefore meets constitutional requirements.

III. Parent/guardians have a basic right to direct their children's education, but that right is subject to reasonable regulation to promote the state's substantial interest in the education of its citizens.

Several United States Supreme Court decisions, cited by the court, have affirmed substantial state interest in the education of its citizenry, with which parent/guardians' basic right to direct children's education must be reconciled. The court agreed with the parent/guardians that "the state interest in this regard lies in ensuring that the children residing within the state receive an education, not that the educational process be dictated in its minutest detail." However, the court concluded that the approval process required under General Laws Chapter 76, Section 1 "is necessary to promote effectively the state's substantial interest," and that the School Committee may use that statutory approval process to impose on home education programs "certain reasonable educational requirements similar to those required for public and private schools."

IV. Guidelines for approval of home education plans:

Having concluded that the approval process under General Laws Chapter 76, Section 1 is constitutionally permissible the court set forth guidelines for parent/guardians and school officials to follow in considering home education plans. They may be summarized as follows:

~~A. Procedures.~~

- ~~1. Parent/guardians must obtain approval prior to removing the children from the public school and beginning the home education program.~~
- ~~2. The superintendent or School Committee must provide the parent/guardians with an opportunity to explain their proposed plan and present witnesses on their behalf. A hearing during a School Committee meeting is sufficient to meet this requirement.~~
- ~~3. In obtaining approval from the superintendent or School Committee, the parent/guardians must demonstrate that the home education proposal meets the requirements of General Laws Chapter 76, Section 1, in that the instruction will equal "in thoroughness and efficiency, and in the progress made therein, that in the public schools in the same town."~~
- ~~4. If the home education plan is rejected, the superintendent or School Committee must detail the reasons for the decision, and allow the parent/guardians to revise their proposal to remedy its inadequacies. If they begin the home education program without the necessary approval, the School Committee may initiate a truancy proceeding or a care and protection petition, in which it would have to show that the instruction in the home does not meet the statutory standard for thoroughness, efficiency and educational progress.~~

~~B. Approval factors.~~

~~The court listed the following factors that may be considered by the superintendent or School Committee in deciding whether or not to approve a home education proposal:~~

~~1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.~~

~~General Laws Chapter 71, Section 1, 2 and 3 list the subjects of instruction that must be taught in the public schools. Section 1 allows the School Committee also to require such other subjects as it may deem expedient. In addition, the superintendent or School Committee "may properly consider the length of the proposed home school year and the hours of instruction in each subject," noting that state law requires public schools to operate for a minimum of 180 days.~~

~~2. The competency of the parent/guardians to teach the children.~~

~~General Laws Chapter 71, Section 1 provides that teachers shall be "of competent ability and good morals." The court noted that parent/guardians providing education at home need not be certified, nor must they have college or advanced academic degrees. However, "the superintendent or School Committee may properly inquire~~

~~as to the academic credentials or other qualifications of the parent/guardian or parent/guardians who will be instructing the children."~~

~~3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parent/guardians.~~

~~The superintendent or School Committee need access to this material "to determine the type of subjects to be taught and the grade level of instruction for comparison purposes with the curriculum of the public schools," but they "may not use this access to dictate the manner in which the subjects will be taught."~~

~~4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.~~

~~The superintendent or School Committee may properly require such testing, and in consultation with the parent/guardians may decide where the testing will occur and the type of testing instrument to be used. The court noted that "where practical, a neutral party should administer the test," and that the school authorities and parent/guardians may agree to other means of measuring the children's progress, such as periodic progress reports or dated work samples. In addition, if suggested that on-site visits by public school representatives may be included, although "with appropriate testing procedures or progress reports, there may be no need for periodic on-site visits or observations of the learning environment by school authority personnel."~~

~~V. Conclusion.~~

~~The Supreme Judicial Court's decision provides both a legal framework and useful guidance for public school officials and parent/guardians with respect to proposals to educate a school-age child at home. We recommend that superintendents and School Committees review their procedures and approval criteria for home education plans, to assure that they are consistent with the court's decision. As long as the school officials making the decision to approve or disapprove a home education program do so reasonably and in good faith, using the standards and procedures discussed above, it is likely that a court will uphold their educational judgments.~~

~~{Approval date}~~

~~Revised: January 18, 1996~~

~~SOURCE: MASC Policy~~

~~LEGAL REF.: M.G.L. [69:1D](#); [76:1](#)~~