

## **TEWKSBURY PUBLIC SCHOOLS**

School Committee Meeting  
Remote Meeting *via* WebEx

**Regular (Remote) Meeting #8**  
**Wednesday, February 10, 2021 - 5:00 PM**

**1. REGULAR SCHOOL COMMITTEE MEETING - 5:00 PM**

**2. EXECUTIVE SESSION (File) (Non-Public Session) - 5:00 PM**

**3. PUBLIC HEARING on the BUDGET (File) (Public Session) - 6:00 PM**

**4. RECONVENE REGULAR SCHOOL COMMITTEE MEETING (Public Session) - 6:30 PM**

**5. ANNOUNCEMENT**

The February 10, 2021 School Committee meeting will be televised and recorded. This is a Virtual Meeting *via* WebEx. Due to the recent Open Meeting Law policy set forth by the Governor during the current State of Emergency the meeting will be held as a virtual meeting. To participate, call in 781-565-8134 and view live through televised cable channels, Comcast Channel 22 and Verizon Channel 34 or YouTube.com/TewksburyTV.

**6. RECOGNITION**

TPS Nurses (File)

**7. STUDENT REPRESENTATIVE REPORT**

Notes from Tewksbury Memorial High School: Jack Stadtman, Student Council Rep to the School Committee

**8. PRESENTATIONS**

**9. CITIZEN'S FORUM** (*Citizens are asked to limit comments related to items on the agenda to three (3) minutes or ten (10) if spokesperson is representing a group concern.*)

**10. APPROVAL OF MINUTES**

January 13, 2021, Regular Meeting (File)

**11. SUBMISSION AND PAYMENT OF BILL**

Payroll Period Ending January 21, 2021 (\$1,358,270.14) (File)

Payroll Period Ending February 4, 2021 (\$1,366,251.35 ) (File)

**12. SUPERINTENDENT & STAFF REPORT**

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

**14. COMMITTEE REPORTS**

Elementary School Building Committee

Tewksbury SEPAC

Wellness Advisory Committee

### **SCHOOL COMMITTEE MEMBERS**

Keith M. Sullivan, Chairperson, [ksullivan@teewksbury.k12.ma.us](mailto:ksullivan@teewksbury.k12.ma.us)

James A. Cutelis, Vice-Chairman, [jcutelis@teewksbury.k12.ma.us](mailto:jcutelis@teewksbury.k12.ma.us) ~ Shannon M. Demos, Clerk, [sdemos@teewksbury.k12.ma.us](mailto:sdemos@teewksbury.k12.ma.us)

John R. Stadtman, Member, [jstadtman@teewksbury.k12.ma.us](mailto:jstadtman@teewksbury.k12.ma.us) ~ Scott D. Wilson, Member, [swilson@teewksbury.k12.ma.us](mailto:swilson@teewksbury.k12.ma.us)

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

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

None

**16. OLD BUSINESS**

- a. TPS MCAS Testing Dates Memo (File)
- b. Recommendation to Approve 2021-2022 School Calendar Draft #2 (File)

**17. NEW BUSINESS**

- a. Recommendation to Accept TMHS 2020-2021 Program of Studies (File)
- b. Discussion of More In-Person Time
- c. 2021 Superintendent Evaluation Timeline (File)

**18. SCHOOL COMMITTEE MATTERS OF INTEREST**

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

March 10, 2021 (Public Hearing on Budget/Regular Meeting); April 14, 2021: Reorganization Meeting & Regular Meeting

**20. FUTURE AGENDA ITEMS**

**21. ADJOURNMENT**

## **CONSENT AGENDA**

### **Correspondence**

- a. School & District Report Card: Learn more about Massachusetts schools! (File)
- b. District & School Report Card Release (File)
- c. Pilot Student Survey: Social and Emotional Learning Indicator System (SELIS)
- d. *Welcome to Kindergarten!* - (File)

### **Enrollment Update**

February 1, 2021 Enrollment Broken Down by Cohorts (File)

## **PERSONNEL ITEMS** (File)

**New Hire:** Ann Gerry, Classroom Instructional Aide at the John Ryan Elementary School, effective January 19, 2021; Stephen DeFrancesco, Classroom Instructional Aide at the John Wynn Middle School, effective January 19, 2021; Stephanie Toupin, Classroom Instructional Aide (1-yr only) at the North Street School, effective February 22, 2021 through June 16, 2021.

### **Appendix B Co-Curricular:**

#### **Tewksbury Memorial High School**

Interact Club Adviser - Emma Sweetapple

**Resignation/Retirements/Terminations:** June Fagan, Moderate Special Needs Teacher at the John Ryan Elementary School, effective June 30, 2021; Luigi Gisetto, Senior Building Custodian at the John Wynn Middle School, effective June 30, 2021; Karen Bancroft, Grade 2 Teacher, Heath Brook School, effective June 30, 2023; Donna Bowden, Grade 2 Teacher, Heath Brook School, effective June 30, 2023; Pamela Shirkoff, Grade 5 Math/Science teacher at the John Ryan Elementary School, effective June 30, 2024; Robert Shirkoff, Grade 5 Math/Science teacher at the John Ryan Elementary School, effective June 30, 2024

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

**Fundraisers/Raffles:** Ryan PAC Raffle Nights, every Thursday, from March 4, 2021 through March 25, 2021; Dewing/North Street PAC Dewing School Spirit Wear fundraiser, March 2021 through May 2021; TMHS Student Council musical fundraiser: Staff/students may make donations to make the music stop playing during passing periods, March 15th through March 19th, or until goal of \$1,000 is raised.

# Executive Session

**TEWKSBURY PUBLIC SCHOOLS**  
**School Committee Meeting**

**Wednesday, February 10, 2021 - 5:00 PM**  
**Executive Session #7 - Non-Public Session**  
***Remote via GoToMeeting***

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- 1. CALL TO ORDER (5:00PM)**
- 2. EXECUTIVE SESSION - Non-Public Session**  
To discuss strategy with respect to collective bargaining with employee groups and/or personnel matters. The School Committee will reconvene the School Committee meeting in Open Session following the Executive Session.
- 3. ADJOURN the EXECUTIVE SESSION and RECONVENE SCHOOL COMMITTEE MEETING**

# Public Budget Hearing

**FY22**  
**Tewksbury**  
**Public Schools**  
**Budget**  
**Hearing**

**T**

**February 10, 2021**

## FY22 School Department Budget

### 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.*



## FY22 School Department Budget

### Theory of Action

*If Tewksbury Public Schools prioritizes a growth mindset amongst all stakeholders while providing quality professional development and a professional culture grounded in collaboration, then all students will experience innovative, student centered instruction prioritizing positive outcomes.*

# FY22 School Department Budget Hearing

## School Budget Consists of 4 Major Parts

- **Managed by the Schools**
  - Salary
  - Operating
  - Capital Outlay
- **Managed/Shared with the Town**
  - Fixed Costs

# FY22 School Department Budget Hearing

School Budget Consists  
of 4 Major Parts

- Managed by the  
Schools

- Salary
- Operating
- Capital Outlay

- Managed by the  
Town

- Fixed Costs

# FY22 School Department Budget Hearing

## Challenges Faced In Formulating FY22 Budget

Typical		FY22
State Budget known and predictable		State Budget tentative
Local Revenues develop predictable pattern		Due to COVID, much less predictable
Traditional School model followed		School model unclear at this time
Use prior years ACTUALS to determine needs and/or budget opportunities		School Year 2019-2020 shut down for 1/3 of the school year. Operations not normal, so spending trends and patterns atypical
Use payroll records to “roll forward” staff		High number of LOA and 1 year hires
Meetings with Principals and Dept. Heads to discuss new initiatives/programs		Operational uncertainty made it impossible to plan for new initiatives /programs

# FY22 School Department Budget Hearing

## POTENTIAL

Below are some recurring costs that may be necessary to fund depending on Operational Model for School Year 2021-2022

- ✓ Pool Testing?
- ✓ Remote Learning continued?
- ✓ Additional transportation costs?
- ✓ LOA costs?

# FY22 School Department Budget

## Areas of FOCUS

<u>EXPENSE</u>	<u>COVID IMPACT</u>		<u>DIFF</u>
	<u>THRU NOV</u>	<u>THRU JAN</u>	
Custodial Overtime	\$53,032	\$71,932	\$18,901
Nurse OT	\$11,311	\$24,257	\$12,946
IT Overtime	\$6,888	\$8,548	\$1,660
Cleaning Supplies/Equipment/PPE	\$178,313	\$188,055	\$9,742
Contracted Cleaning	\$130,270	\$130,270	\$0
HVAC/Maintenance	\$142,618	\$154,137	\$11,519
Instructional Supplies	\$47,525	\$49,236	\$1,711
Instructional Technology	\$11,670	\$11,847	\$177
Maintenance of Equipment	\$17,596	\$17,596	\$0
Student Transportation	\$6,644	\$7,618	\$974
<b>TOTAL FY21</b>	<b>\$605,866</b>	<b>\$663,496</b>	<b>\$57,630</b>

# FY22 School Department Budget

## Areas of FOCUS

- Personnel

- Collective Bargaining
- Assuring accurate accounting/tracking of COVID related LOA's and 1 year replacements/hires
- Funding Student Services adequately to recover from COVID related progress reduction
- School collaboration to insure maximum utilization of resources
- New elementary school on the horizon for FY23. FY22 is last under current model

- Technology

- Security – FERPA compliance
- Device Maintenance/Replacement
- Monitoring systems
- Printing solutions (less paper)
- Building Improvements
  - Upkeep of older buildings
  - Security
  - Building Systems
  - STEM/Maker Spaces

# FY22 School Department Budget Hearing

2.58% increase Requested

## Tewksbury Public Schools School Budget Recommendation - FY22

	<u>School</u> <u>Expended FY20</u>	<u>School</u> <u>Budget FY20</u>	<u>School</u> <u>Budget FY21</u>	<u>School</u> <u>REQUEST FY22</u>	<u>Town Manager</u> <u>Recommend FY22</u>	<u>\$\$ Change</u>	<u>% Change</u>
Salaries	32,796,166	34,269,582	35,245,995	36,272,549	36,272,549	1,026,554	3.00%
Operating	16,445,152	15,102,781	14,537,730	14,816,386	14,816,386	278,656	1.85%
Capital Outlay	1,254,120	1,258,514	850,000	850,000	850,000	-	0.00%
<b>School Budget</b>	<b>50,495,438</b>	<b>50,630,877</b>	<b>50,633,725</b>	<b>51,938,935</b>	<b>51,938,935</b>	<b>1,305,210</b>	<b>2.58%</b>
Offsets	-	-	-	-	-	-	
<b>School Budget Net Offsets</b>	<b>50,495,438</b>	<b>50,630,877</b>	<b>50,633,725</b>	<b>51,938,935</b>	<b>51,938,935</b>	<b>1,305,210</b>	<b>2.58%</b>



# FY22 School Department Budget Hearing

## If considering Fixed Costs 1.3% increase Requested

### Tewksbury Public Schools

#### School Budget Recommendation - FY22

	<u>School</u> <u>Expended FY20</u>	<u>School</u> <u>Budget FY20</u>	<u>School</u> <u>Budget FY21</u>	<u>School</u> <u>REQUEST FY22</u>	<u>Town Manager</u> <u>Recommend FY22</u>	<u>\$\$ Change</u>	<u>% Change</u>
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Offsets	-	-	-	-	-	-	-
<b>School Budget Net Offsets</b>	<b>50,495,438</b>	<b>50,630,877</b>	<b>50,633,725</b>	<b>51,938,935</b>	<b>51,938,935</b>	<b>1,305,210</b>	<b>2.58%</b>
<b>Total Fixed Costs</b>	<b>10,022,989</b>	<b>10,520,068</b>	<b>10,628,341</b>	<b>10,678,921</b>	<b>10,678,921</b>	<b>50,580</b>	<b>0.48%</b>
<b>Total Debt</b>	<b>7,597,042</b>	<b>7,597,042</b>	<b>7,484,957</b>	<b>7,041,688</b>	<b>7,041,688</b>	<b>(443,269)</b>	<b>-5.83%</b>
<b>Grand Total</b>	<b>68,115,469</b>	<b>68,747,987</b>	<b>68,747,023</b>	<b>69,659,544</b>	<b>69,659,544</b>	<b>912,521</b>	<b>1.33%</b>

# FY22 School Department Budget Hearing

## SALARY – 70% of School Budget

- Assumes level staffing for FY22 (to start)
- Accounts for Contractual, STEP & Longevity Increases

Group	Base \$		Step Increase		Longevity Increase		TOTALS
	Increase		Increase		Increase		
Admin Group	\$ 19,045		\$		2,600	\$	21,645
Aides	\$ 35,655	\$ 41,436	\$		6,700	\$	83,791
Custodians	\$ 33,172	\$ 14,971	\$		1,800	\$	49,943
Food Services	\$ 6,183	\$ 4,519	\$		-	\$	10,702
Non-Union	\$ 86,640	\$ -	\$		-	\$	86,640
Nurses	\$ 14,051	\$ 10,878	\$		-	\$	24,929
Secretaries	\$ 18,146	\$ 9,756	\$		500	\$	28,402
Teachers	\$ 613,678	\$ 355,019	\$		16,000	\$	984,697
TOTALS	\$ 826,570	\$ 436,579	\$		27,600	\$	1,290,749

# FY22 School Department Budget Hearing

## SALARY – 70% of School Budget

Group	HeadCount	LEA Budget	
		Amount	% of Salary
Aides	62.60	\$ 1,499,892	4%
Cust/Maintenance	31.00	\$ 1,601,801	4%
Non Union	39.00	\$ 3,409,455	9%
Nurses	9.00	\$ 597,231	2%
Secretaries	17.00	\$ 743,968	2%
Teachers	284.10	\$24,674,835	68%
Union Admin	6.00	\$ 723,277	2%
Part Time/Overtime/Hourly	~500~	\$ 3,021,489	8%
Totals	948.70	\$36,271,948	

# FY22 School Department Budget Hearing

## OPERATING – 28% of School Budget

<u>Category</u>	<u>Amount</u>	<u>%</u>
Maintenance	\$ 1,060,700	7%
Misc & Prof Development	\$ 738,024	5%
Special Education Services	\$ 2,168,000	15%
Supplies/Textbooks & Materials	\$ 1,519,975	10%
Tech Contracts	\$ 414,603	3%
Transportation	\$ 3,507,695	24%
Tuition	\$ 4,080,889	28%
Utilities	\$ 1,326,500	9%
Total	<b>\$14,816,386</b>	

# FY22 School Department Budget

## CAPITAL OUTLAY – 2% of School Budget

### Priority: Ryan Roof

Solution: Roof Coating Process similar to project completed at Heath Brook recently. HB has netted successful results, reporting no leaks since installation (2-3 years)

Rationale:

- Roof is close to end of life
- Experiencing leaking
- Improvements in this roof repair method
  - 20 year warranty vs 10 years on HB project
  - This is close to what is offered on a brand new roof

School	10 Year Fix		20 Year Fix		30 Year Fix	
	Total	Cost/YR	Total	Cost/YR	Total	Cost/YR
Dewing	\$ 735,000	\$ 73,500	\$ 1,131,500	\$ 56,575	\$ 2,900,000	\$ 96,667
Ryan	\$ 595,000	\$ 59,500	\$ 895,000	\$ 44,750	\$ 2,250,000	\$ 75,000

# Capital Projects List

## FY22-

## FY23

<u>School Name</u>	<u>Category</u>	<u>Projects and Equipment</u>	<u>Comment</u>	<u>Progress</u>
<i>Dewling</i>	Bldg & Maint	Vestibule	DAI Architects working on concept	Consultant has scope
<i>Dewling</i>	Bldg & Maint	Cooling/Circulation Improvements	DAI Architects working on concept	Consultant has scope
<i>Dewling</i>	Bldg & Maint	Flooring Tiles in 2 Classrooms	Tiles curling due to previous water leaks	Need Estimate
<i>Dewling</i>	Bldg & Maint	Paving	Gym side used for recess; curbing deteriorated, student safety	PARTIALLY COMPLETE
<i>Dewling</i>	Bldg & Maint	Sign	Message Board; improve school/community communication	Have design; need power
<i>Dewling</i>	Bldg & Maint	Playground for Pre-School	Using courtyard; can't maintain; PAC working with Principal	PARTIALLY COMPLETE
<i>Districtwide</i>		Moving Costs associated with new school move	FY22 - 23 likely Impact	NA
<i>Districtwide</i>	Technology	Central Technology Hub Relocation	Must be moved from Center School - demolition	IN PROGRESS - February Vaca
<i>Heath Brook</i>	Bldg & Maint	Window Replace	DAI Architects working on concept	OUT TO BID FOR 20 CLASSROOMS
<i>Heath Brook</i>	Bldg & Maint	Vestibule	DAI Architects working on concept	Consultant has scope
<i>Heath Brook</i>	Bldg & Maint	Playground re-landscape (paved hill)	DAI Architects working on concept	Consultant has scope
<i>Heath Brook</i>	Bldg & Maint	Redesign Greenhouse rooms	DAI Architects working on concept	Consultant has scope
<i>Heath Brook</i>	Bldg & Maint	Electrical Upgrade	DAI Architects working on concept	Consultant has scope
<i>Heath Brook</i>	Bldg & Maint	Lighting Project	Convert to LED	20% of building not completed in previous project
<i>Heath Brook</i>	Bldg & Maint	Cooling/Circulation Improvements	DAI Architects working on concept	Consultant has scope
<i>Heath Brook</i>	Bldg & Maint	Sign	Message Board; improve school/community communication	Assess Power needs, need design
<i>Heath Brook</i>	Bldg & Maint	Replace Terracotta Tile floor in main hallway	Tiles loose deteriorating - expensive to replace with same - LVT?	Meeting Contractor to develop scope (LVT vs VCT) (ABATEMENT?) (with vestibule?)
<i>North Street</i>	Technology	Additional Chromebook Cart	For Tech Specialist to use in Library	Can buy from State contract
<i>North Street</i>	Bldg & Maint	Paint for Gym, Classrooms, Tech/Library area	Improve student/Staff experience	Need estimate
<i>Ryan</i>	Bldg & Maint	New Split AC Unit for MDF room	Needs new compressor	Waiting for contractor
<i>Ryan</i>	Bldg & Maint	Roof Coating	Like Heath Brook - 20 year warranty	AIMING FOR SUMMER 2021
<i>Ryan</i>	Bldg & Maint	Replace Bleachers with powered	Safety concern with manual procedure	Need Site visit
<i>Ryan</i>	Bldg & Maint	Courtyard - finish 2 corners	Space for recess during construction; educational space long term	Manual work due to location
<i>Ryan</i>	Bldg & Maint	Intrusion Alarm	Update to version similar to Wynn	
<i>Ryan</i>	Bldg & Maint	Remove and dispose Old TV's	Working with Republic Services	
<i>TMHS</i>	Technology	Additional Cameras in Parking Lot	Added Security; current Parking lot cameras missing some areas	Have estimate
<i>Trahan</i>	Bldg & Maint	Paving/Curbing Repairs	Sidewalk areas deteriorating, pedestrian/student safety	Need Site visit
<i>Wynn</i>	Bldg & Maint	Dispose Old TV's	Working with Republic Services	
<i>Wynn</i>	Bldg & Maint	Bathroom Partitions/Countertops	Laminate/particle board deteriorating; replace with more resilient material	Need Site visit
<i>Wynn</i>	Bldg & Maint	Occupancy Sensors	Classrooms & Offices	Grant
<i>Wynn</i>	Bldg & Maint	Convert fluorescent lights to LED	Classrooms & Offices	Grant
<i>Wynn</i>	Bldg & Maint	Roof Coating or Replace	Original sections are 1991; some 2003	Need assessment from expert
<i>Wynn</i>	Bldg & Maint	Paving	Potholes; deterioration	Working on Bid Spec

# Capital Projects Completed List FY18-FY21

## 2017-2018

<b>Center School</b>	Technology	Computer Upgrades
<i>Dewing</i>	Technology	Visitor Security System
<i>Dewing</i>	Bldg & Maint	Classroom Abatement - B-9
<i>Dewing</i>	Bldg & Maint	Blinds/Curtains for all classrooms
<i>Dewing</i>	Bldg & Maint	Fix Parking Lot
<i>Dewing</i>	Bldg & Maint	New Fire Alarm System
<i>Dewing</i>	Technology	New Telephone System
<i>Districtwide</i>	Bldg & Maint	Maintenance Lit
<i>Districtwide</i>	Bldg & Maint	Bobcat for District
<i>Districtwide</i>	Bldg & Maint	2 Maintenance Utility Vans
<i>Districtwide</i>	Bldg & Maint	New Dump Truck
<i>Districtwide</i>	Cafeteria	Refrigerated Van
<i>Districtwide</i>	Grounds	Roof Repair on Maintenance Garage
<i>Districtwide</i>	Technology	Security Audit
<i>Districtwide</i>	Technology	Server Upgrades
<i>Districtwide</i>	Technology	Network Switches
<i>Heath Brook</i>	Bldg & Maint	Visitor Security System
<i>Heath Brook</i>	Bldg & Maint	New Fire Alarm Panel
<i>Heath Brook</i>	Bldg & Maint	Scope and Paint Soffit and Facia
<i>North Street</i>	Bldg & Maint	Visitor Security System
<i>North Street</i>	Bldg & Maint	Heat Exchanger
<i>North Street</i>	Bldg & Maint	Replace Tile Flooring in Main Hallway
<i>North Street</i>	Bldg & Maint	Boiler
<i>Ryan</i>	Cafeteria	Digital Menu Board
<i>Ryan</i>	Technology	Replace Computer Lab computers
<i>Ryan</i>	Technology	Laptops for Teachers
<i>Ryan</i>	Technology	Complete 1 to 1 devices
<i>TMHS</i>	Technology	Virtual High Cart - 15" Chromebooks
<i>TMHS</i>	Technology	LG1 Multi-Screen Functionality
<i>TMHS</i>	Technology	Mobile Devices
<i>TMHS</i>	Technology	Presentation Computers in Classrooms
<i>TMHS</i>	Technology	Upgrade Mac Cart Laptop
<i>TMHS</i>	Technology	Teacher Laptops (MacBook Pros)
<i>Trahan</i>	Bldg & Maint	Sewer Pipe Repair
<i>Trahan</i>	Bldg & Maint	Visitor Security System
<i>Wynn</i>	Bldg & Maint	Replace Existing Clocks
<i>Wynn</i>	Bldg & Maint	New Curtains in Gymnasium
<i>Wynn</i>	Cafeteria	Digital Menu Board
<i>Wynn</i>	Technology	Replace Computer Lab computers
<i>Wynn</i>	Technology	Complete 1 to 1 devices

## 2018-2019

<b>Center School</b>	Bldg & Maint	Carpet replace
<i>Dewing</i>	Bldg & Maint	New Heating Controls
<i>Dewing</i>	Bldg & Maint	Replace rug in Tchr Room
<i>Dewing</i>	Bldg & Maint	Replace Exterior Doors
<i>Dewing</i>	Technology	AV System Upgrade Caf
<i>Districtwide</i>	Technology	Cleartouch Install for STEAM Labs
<i>Districtwide</i>	Cafeteria	Cres-Cure Insulated Holding Cabinet
<i>Districtwide</i>	Cafeteria	Dual Sided Milk Chests (5)
<i>Districtwide</i>	Security	A-Phone monitor upgrade
<i>Districtwide</i>	Technology	100-200 Chromebooks
<i>Districtwide</i>	Technology	Upgrades to Switches
<i>Districtwide</i>	Technology	App to support website
<i>Heath Brook</i>	Bldg & Maint	Upgrade Heating Controls
<i>Heath Brook</i>	Bldg & Maint	Roof Coating
<i>Heath Brook</i>	Bldg & Maint	Landscape Update
<i>Heath Brook</i>	Bldg & Maint	Cafeteria Shades
<i>Heath Brook</i>	Bldg & Maint	Replace Exterior Doors
<i>Heath Brook</i>	Bldg & Maint	Boiler Replace
<i>Heath Brook</i>	Bldg & Maint	Heat Pump Replace
<i>Heath Brook</i>	Bldg & Maint	Domestic Hot Water NEW
<i>Heath Brook</i>	Bldg & Maint	Boiler room plumbing
<i>Heath Brook</i>	Technology	AV System Upgrade Caf
<i>Heath Brook</i>	Technology	Cleartouch install for STEAM Labs
<i>North Street</i>	Bldg & Maint	New Fire Alarm System
<i>North Street</i>	Bldg & Maint	Paint & New lights in Hallways
<i>North Street</i>	Security	Update vestibule
<i>North Street</i>	Technology	TV for office
<i>North Street</i>	Technology	Cart of Chromebooks
<i>North Street</i>	Technology	AV System Upgrade Caf
<i>North Street</i>	Technology	Cleartouch install for STEAM Labs
<i>Ryan</i>	Bldg & Maint	Carpeting in Main Office
<i>Ryan</i>	Bldg & Maint	Lights for Parking Lot
<i>Ryan</i>	Bldg & Maint	Replace clocks
<i>Ryan</i>	Technology	BMS Server
<i>Ryan</i>	Technology	AV System Upgrade Caf
<i>TMHS</i>	Bldg & Maint	Security Vestibule
<i>TMHS</i>	Bldg & Maint	Storage shed at Strong Field
<i>TMHS</i>	Bldg & Maint	Tennis Courts added seating
<i>TMHS</i>	Bldg & Maint	Drainage Basin Repair
<i>TMHS</i>	Bldg & Maint	Water Bottle Refill Stations
<i>Trahan</i>	Bldg & Maint	Ceiling Fans in Cafe
<i>Trahan</i>	Technology	Cleartouch install for STEAM Labs
<i>Wynn</i>	Bldg & Maint	New Heating Controls
<i>Wynn</i>	Bldg & Maint	Update Intruder Alarm
<i>Wynn</i>	Bldg & Maint	Roof Repairs
<i>Wynn</i>	Security	New Upgraded Security System
<i>Wynn</i>	Technology	Laptops for Teachers
<i>Wynn</i>	Technology	MacBook PROs

## 2019-2020

<i>Dewing</i>	Bldg & Maint	Landscape Update
<i>Dewing</i>	Bldg & Maint	Upgrade Electrical System
<i>Dewing</i>	Bldg & Maint	Replace exterior stair railings
<i>Dewing</i>	FF & E	Create STEM/Maker Space
<i>Dewing</i>	Technology	Upgrades to Security & Access
<i>Dewing</i>	Bldg & Maint	Stand Alone Water Heater
<i>Districtwide</i>	Technology	Upgrades to technology Infrastructure
<i>Heath Brook</i>	Bldg & Maint	New Cafeteria Floor
<i>Heath Brook</i>	FF & E	Create STEM/Maker Space
<i>Heath Brook</i>	Technology	Upgrades to Security & Access
<i>Heath Brook</i>	Technology	Upgraded Classroom Computers
<i>Ryan</i>	Bldg & Maint	Paint Hallways
<i>Ryan</i>	Bldg & Maint	Replace Glycol in heating syst
<i>TMHS</i>	Technology	Upgrades to Security & Access
<i>TMHS</i>	Bldg & Maint	Added storage container
<i>TMHS</i>	Bldg & Maint	Upgraded TV Studio
<i>TMHS</i>	Bldg & Maint	Protective netting at Track
<i>TMHS</i>	Bldg & Maint	Replaced Stage Floor
<i>TMHS</i>	Bldg & Maint	Upgraded Auditorium Lighting to LED
<i>TMHS</i>	Bldg & Maint	Project Adventure Course
<i>TMHS</i>	Bldg & Maint	Created overflow parking area (GRAD)
<i>Trahan</i>	Bldg & Maint	Update Vestibule
<i>Trahan</i>	Bldg & Maint	Restaurant Fans
<i>Wynn</i>	Bldg & Maint	Water Bottle Refill Stations
<i>Wynn</i>	Bldg & Maint	Heating system upgrade
<i>Wynn</i>	Bldg & Maint	STEAM Lab
<i>Wynn</i>	Technology	Upgrades to Security & Access
<i>Wynn</i>	Technology	Replace ALL Chromebooks

## 2020-2021

<i>Dewing</i>	Bldg & Maint	Repaired paving near Kindergarten Area
<i>Dewing</i>	Bldg & Maint	Installed Water Bottle Filling Stations
<i>Districtwide</i>	Bldg & Maint	Maintenance Dept Transition Space
<i>Districtwide</i>	Technology	Weather Bug Upgrade
<i>Districtwide</i>	Technology	Replace remaining old cable (erate eligible)
<i>Districtwide</i>	Bldg & Maint	Air purifiers for all classroom spaces K-8
<i>Districtwide</i>	Bldg & Maint	Redesigned Nurses Rooms to meet COVID requirements
<i>Districtwide</i>	Bldg & Maint	Enhanced cleaning on univents & AHS
<i>Districtwide</i>	Bldg & Maint	LED lighting upgrade - 80% of building
<i>Heath Brook</i>	Bldg & Maint	Installed Water Bottle Filling Stations
<i>North Street</i>	Bldg & Maint	Vestibule
<i>Ryan</i>	Bldg & Maint	Upgrade filters to MERV - 13
<i>TMHS</i>	Technology	Replace intrusion alarm
<i>Wynn</i>	Bldg & Maint	Vestibule
<i>Wynn</i>	Bldg & Maint	First floor - LVT??
<i>Wynn</i>	Bldg & Maint	Installed Water Bottle Filling Stations



# FY22 School Department Budget Hearing

## Grants/Revolving Accounts

- 58 Separate Funds currently ACTIVE
  - Reduced from 62 last year.
  - Continue to assess and clean up.
- All have a specific purpose and must be used appropriately. Use MUST be related to the purpose of the fund...whether a GRANT or Revolving type account driven by fees.

4114	INSURANCE DISTRICTWIDE	4230	ENH HEALTH
4131	FACILITY RENT	4252	K12 LIT PARTNER
4133	HS PARKING	4253	CRISIS TRAINING
4134	HS CLUBS	4266	PROJ CHARUE
4135	HS ATHLETICS	4273	TITLE I
4136	WMS ATHLETICS	4274	TITLE IIA
4137	WMS CLUBS	4275	TITLE IV
4138	RYAN CLUBS	4302	FUEL UP 2 PLAY
4139	ADVANCED PLACEMENT TESTING	4303	SPECIAL ED 240 GRANT
4141	SCHOOL RECEIPTS	4305	YELLOW BUS
4150	FOOD SERVICES	4308	SPEC ED PROGRAM IMPROVEMENT
4160	ATHLETICS REVOLVING	4312	CAMP POHELO SUMMER
4161	ADULT EDUCATION	4318	AFTER SCH & OUT OF SCH TIME 530C
4162	EXTENDED DAY	4320	INNOVATIONS PATHWAYS GRANT
4163	COMMUNITY EDUCATION/RECREATION	4321	HIGH QUALITY INSTRUCTIONS GRANT
4164	PRE SCHOOL	4322	CORNING GIFT
4165	FULL DAY KINDERGARTEN	4323	21ST CENTURY LEARNING GRANT
4166	RECREATION BASKETBALL FEES	4324	FEDERAL EMERGENCY AIDE
4167	TEXT BOOKS LOST FEE	4647	HB VERIZON
4168	NEW START	4655	DARE GIFT
4170	CIRCUIT BREAKER	4658	SCHOOL GIFT
4171	INS >\$150K	4659	SCHOLARSHIPS
4172	COPY CENTER	4667	SCHOLARSHIP FUND
4173	HALL OF FAME	4668	EDUCATION FUND
4174	PS EXT DAY	4674	TMHS GIFTS
4175	NPEN	4678	ESSER
4176	ALPHABEST	4679	CVRF GRANT
4212	REMEDIAL READING	4804	LONG RANGE SCH SPACE PLAN COMM
4213	EARLY CHILDHOOD GRANT 262	4805	SPEC ED RESERVE



# FY22 School Department Budget Hearing

## Grant Funding Available FY21

<u>Code</u>	<u>Grant</u>	<u>FY</u>	<u>Purpose</u>	<u>Grant Total</u>	<u>Amount Used</u>	<u>Balance</u>
102	CvRF School Reopening	2021	COVID Related Expenses	\$ 742,950	\$ 382,382	\$ 360,568
113	ESSER	2021	COVID Related Expenses	\$ 280,897	\$ -	\$ 280,897
115	ESSER II	2023	COVID Related Expenses	\$ 1,198,356	\$ -	\$ 1,198,356
114/133	Summer and Vacation Program Learning Grant	2021	Wynn and High School Summer School Credit Recovery	\$ 12,000	\$ 12,000	\$ -
140	Title IIA	2019	Educator Improvement	\$ 74,369	\$ 74,369	\$ -
140	Title IIA	2020	Educator Improvement	\$ 78,007	\$ 19,341	\$ 58,666
140	Title IIA	2021	Educator Improvement	\$ 80,799	\$ -	\$ 80,799
151	Integrating SEL	2021	Integrating SEL into Learning	\$ 20,000	\$ 1,225	\$ 18,775
195	Special Support Earmark	2021	COVID Related Expenses	\$ 25,000	\$ -	\$ 25,000
240	IDEA Spec Ed	2020	Special Ed Improvement	\$ 837,836	\$ 777,346	\$ 60,490
240	IDEA Spec Ed	2021	Special Ed Improvement	\$ 862,942	\$ 392,934	\$ 470,008
262	Early Childhood	2020	Pre School Spec Ed Quality	\$ 25,197	\$ 9,094	\$ 16,103
262	Early Childhood	2021	Pre School Spec Ed Quality	\$ 25,362	\$ 150	\$ 25,212
274	Spec Ed Program Imp	2021	Spec Ed Program Imp	\$ 22,710	\$ -	\$ 22,710
298	EC Spec Ed Program Imp	2021	EC Special Ed Improvement	\$ 3,484	\$ -	\$ 3,484
305	Title I	2020	Student Support	\$ 341,489	\$ 305,635	\$ 35,854
305	Title I	2021	Student Support	\$ 375,543	\$ 129,743	\$ 245,800
309	Title IV	2020	Wynn and HS Summer School Credit Recovery and After School academic support	\$ 10,000	\$ 9,694	\$ 306
309	Title IV	2021	Wynn and HS Summer School Credit Recovery and After School academic support	\$ 24,871	\$ 108	\$ 24,763
645	21st CCLC	2020	Dewing Out of School Time	\$ 175,000	\$ 118,403	\$ 63,636
645	21st CCLC	2021	Dewing Out of School Time	\$ 175,000	\$ 9,576	\$ 165,424

# FY22 School Department Budget Hearing

## Tewksbury Public Schools School Budget Recommendation - FY22

	<u>School Expended FY20</u>	<u>School Budget FY20</u>	<u>School Budget FY21</u>	<u>School REQUEST FY22</u>	<u>Town Manager Recommend FY22</u>	<u>\$\$ Change</u>	<u>% Change</u>
Salaries	32,796,166	34,269,582	35,245,995	36,272,549	36,272,549	1,026,554	3.00%
Operating	16,445,152	15,102,781	14,537,730	14,816,386	14,816,386	278,656	1.85%
Capital Outlay	1,254,120	1,258,514	850,000	850,000	850,000	-	0.00%
<b>School Budget</b>	<b>50,495,438</b>	<b>50,630,877</b>	<b>50,633,725</b>	<b>51,938,935</b>	<b>51,938,935</b>	<b>1,305,210</b>	<b>2.58%</b>
Offsets	-	-	-	-	-	-	-
<b>School Budget Net Offsets</b>	<b>50,495,438</b>	<b>50,630,877</b>	<b>50,633,725</b>	<b>51,938,935</b>	<b>51,938,935</b>	<b>1,305,210</b>	<b>2.58%</b>
<u>Fixed Costs</u>							
Health	7,821,344	8,219,178	8,173,438	8,074,076	8,074,076	(99,362)	-1.21%
Retirement	1,480,098	1,480,098	1,533,339	1,619,695	1,619,695	86,356	5.83%
Medicare	478,240	506,000	517,385	538,080	538,080	20,695	4.09%
Unemployment	3,515	75,000	150,000	150,000	150,000	-	0.00%
Insurance	239,792	239,792	254,179	297,070	297,070	42,891	17.89%
Debt Non-Exempt Principal	-	-	-	-	-	-	-
Debt Non-Exempt Interest	-	-	-	-	-	-	-
Short Term Interest	-	-	-	-	-	-	-
<b>Total Fixed Costs</b>	<b>10,022,989</b>	<b>10,520,068</b>	<b>10,628,341</b>	<b>10,678,921</b>	<b>10,678,921</b>	<b>50,580</b>	<b>0.48%</b>
<b>Total</b>	<b>60,518,427</b>	<b>61,150,945</b>	<b>61,262,066</b>	<b>62,617,856</b>	<b>62,617,856</b>	<b>1,355,790</b>	<b>2.22%</b>
Debt Exempt Principal	4,697,375	4,697,375	4,692,965	4,419,155	4,419,155	(273,810)	-5.84%
Debt Exempt Interest	2,899,667	2,899,667	2,791,992	2,622,533	2,622,533	(169,459)	-5.83%
<b>Total Debt</b>	<b>7,597,042</b>	<b>7,597,042</b>	<b>7,484,957</b>	<b>7,041,688</b>	<b>7,041,688</b>	<b>(443,269)</b>	<b>-5.83%</b>
<b>Grand Total</b>	<b>68,115,469</b>	<b>68,747,987</b>	<b>68,747,023</b>	<b>69,659,544</b>	<b>69,659,544</b>	<b>912,521</b>	<b>1.33%</b>

# FY22 School Department Budget Hearing

## NEXT STEPS

Continued Discussions with Building Principals, Department Heads, Elected Officials, Town Officials, teachers, parents, students and community members, to refine and react to ever changing needs.

As needs and/or resources change, the School Department will be refining our PROJECT LIST, which represents a snapshot in time of the current needs in the district. This list is constantly being updated and analyzed for the best use of available and appropriate resources.

This process will continue from now through May Town Meeting and may (in fact is likely to) produce some movement within our overall budget

# FY22 School Department Budget Hearing

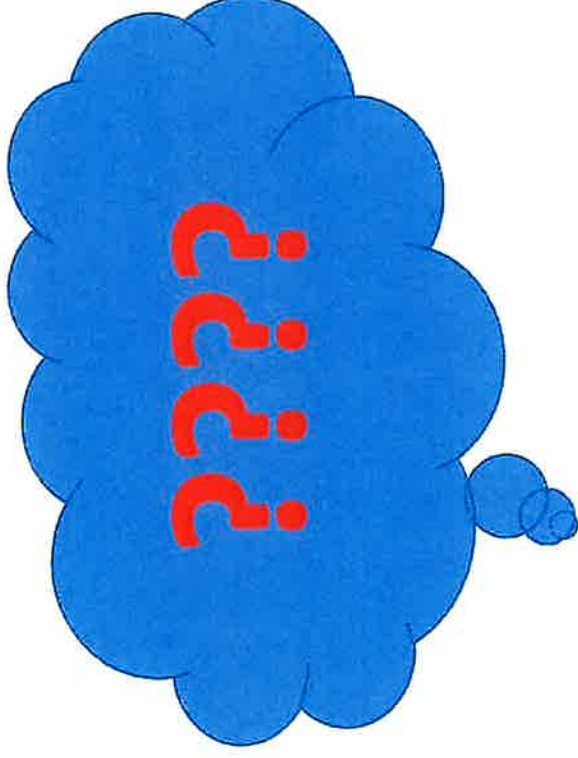
## Tewksbury Public Schools

### School Budget Recommendation - FY22

	<u>School</u> <u>Expended FY20</u>	<u>School</u> <u>Budget FY20</u>	<u>School</u> <u>Budget FY21</u>	<u>School</u> <u>REQUEST FY22</u>	<u>Town Manager</u> <u>Recommend FY22</u>	<u>\$S Change</u>	<u>% Change</u>
Salaries	32,796,166	34,269,582	35,245,995	36,249,306	36,249,306	1,003,311	2.93%
Operating	16,445,152	15,102,781	14,537,730	14,816,386	14,816,386	278,656	1.85%
Capital Outlay	1,254,120	1,258,514	850,000	850,000	850,000	-	0.00%
<b>School Budget</b>	<b>50,495,438</b>	<b>50,630,877</b>	<b>50,633,725</b>	<b>51,915,693</b>	<b>51,915,693</b>	<b>1,281,968</b>	<b>2.53%</b>
<u>Fixed Costs</u>							
Health	7,821,344	8,219,178	8,173,438	8,074,076	8,074,076	(99,362)	-1.21%
Retirement	1,480,098	1,480,098	1,533,339	1,598,722	1,598,722	65,383	4.42%
Medicare	478,240	506,000	517,385	538,080	538,080	20,695	4.09%
Unemployment	3,515	75,000	150,000	150,000	150,000	-	0.00%
Insurance	239,792	239,792	254,179	319,712	319,712	65,533	27.33%
Debt Non-Exempt Principal	-	-	-	-	-	-	-
Debt Non-Exempt Interest	-	-	-	-	-	-	-
Short Term Interest	-	-	-	-	-	-	-
<b>Total Fixed Costs</b>	<b>10,022,989</b>	<b>10,520,068</b>	<b>10,628,341</b>	<b>10,680,590</b>	<b>10,680,590</b>	<b>52,249</b>	<b>0.50%</b>
<b>Total</b>	<b>60,518,427</b>	<b>61,150,945</b>	<b>61,262,066</b>	<b>62,596,283</b>	<b>62,596,283</b>	<b>1,334,217</b>	<b>2.18%</b>
Debt Exempt Principal	4,697,375	4,697,375	4,692,965	4,419,155	4,419,155	(273,810)	-5.84%
Debt Exempt Interest	2,899,667	2,899,667	2,791,992	2,622,533	2,622,533	(169,459)	-5.83%
<b>Total Debt</b>	<b>7,597,042</b>	<b>7,597,042</b>	<b>7,484,957</b>	<b>7,041,688</b>	<b>7,041,688</b>	<b>(443,269)</b>	<b>-5.83%</b>
<b>Grand Total</b>	<b>68,115,469</b>	<b>68,747,987</b>	<b>68,747,023</b>	<b>69,637,971</b>	<b>69,637,971</b>	<b>890,948</b>	<b>1.30%</b>

# FY22 School Department Budget Hearing

## *Questions or Comments*



# Recognition and/or Presentations



**Tewksbury School Committee - February 10, 2021**

**RECOGNITIONS**

**Tewksbury Public Schools Building Nurses**

***Kelly Constantino, Lead Nurse, TMHS***

***Mackenzie Coneeny, TMHS***

***Amy Connell, John Wynn Middle School***

***Kathy Korslund, Louise Davy Trahan School***

***Deb Kraytenberg, John Ryan Elementary School***

***Sandra Miller, District-wide***

***Angela Reaney, North Street School***

***Jill Robinson, Dewing Elementary School***

***Karen Rossi, Heath Brook School***

# Minutes



# Payroll

TEWKSBURY PUBLIC SCHOOLS  
Tewksbury, Massachusetts

Date **1/21/2021**

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 **\$1,358,270.14**

**GRANTS**

\$26,122.27	2020-2021	Special Ed 240 Grant
\$9,788.58	2019-2020	Title I Grant
	2019-2020	Title II Grant
	2019-2020	Title IV Grant
\$150.03	2020-2021	Early Childhood Grant
\$275.00	2019-2020	21st Century Grant
\$400.00	2020-2021	SEL Learning Grant

**REVOLVING ACCOUNTS**

\$3,338.27	2020-2021	Community Services
\$870.99	2020-2021	Community Services Preschool Program
\$370.91	2020-2021	Adult Education Program
\$23,341.31	2020-2021	Lunch Program
\$657.59	2020-2021	Facilities
	2020-2021	Recreation
\$657.59	2020-2021	Parking Fees
\$2,045.54	2020-2021	Preschool
	2020-2021	WMS Athletic Intramural
	2020-2021	NPEN

**\$68,018.08 SUB TOTAL - NON LEA FUNDS**

**LEA FUNDS**

\$1,290,252.06	2020-2021	School Department Account
----------------	-----------	---------------------------

**\$1,290,252.06 SUB TOTAL - LEA FUNDS**

**\$1,358,270.14 TOTAL**

TEWKSBURY PUBLIC SCHOOLS  
Tewksbury, Massachusetts

Date **2/4/2021**

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 **\$1,366,251.35**

**GRANTS**

\$27,085.37	2019-2020 Special Ed 240 Grant
\$10,321.59	2019-2020 Title I Grant
\$132.04	2019-2020 Title II Grant
\$1,292.63	2019-2020 Title IV Grant
	2019-2020 Early Childhood Grant
\$1,233.76	2020-2021 21st Century Grant
\$360.00	2020-2021 SEL Learning Grant

**REVOLVING ACCOUNTS**

\$3,923.27	2020-2021 Community Services
\$1,625.07	2020-2021 Community Services Preschool Program
\$435.91	2020-2021 Adult Education Program
\$22,638.07	2020-2021 Lunch Program
\$657.59	2020-2021 Facilities
	2020-2021 Recreation
\$657.59	2020-2021 Parking Fees
\$2,045.54	2020-2021 Preschool
	2020-2021 WMS Athletic Intramural
	2020-2021 NPEN

**\$72,408.43 SUB TOTAL - NON LEA FUNDS**

**LEA FUNDS**

\$1,293,842.92	2020-2021 School Department Account
----------------	-------------------------------------

**\$1,293,842.92 SUB TOTAL - LEA FUNDS**

**\$1,366,251.35 TOTAL**

# Superintendent/ Staff /School Committee Reports

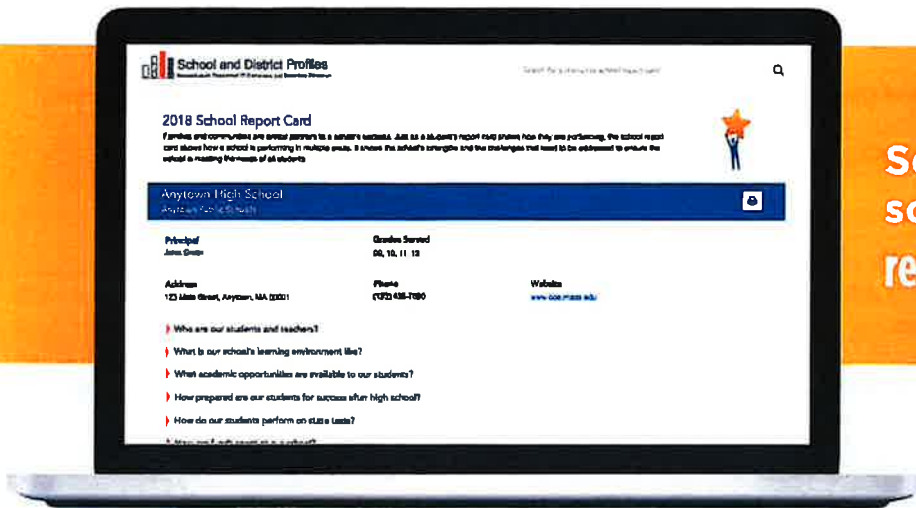
# Consent Agenda

# LEARN MORE ABOUT MASSACHUSETTS SCHOOLS!

## Report Card



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



## 5 Quick Facts

### ABOUT THE SCHOOL REPORT CARD

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

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

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



# 2020 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](http://www.tewksbury.k12.ma.us)

### Address

139 Pleasant Street,  
Tewksbury, MA 01876

### Phone

978-640-7800

### Title I Status

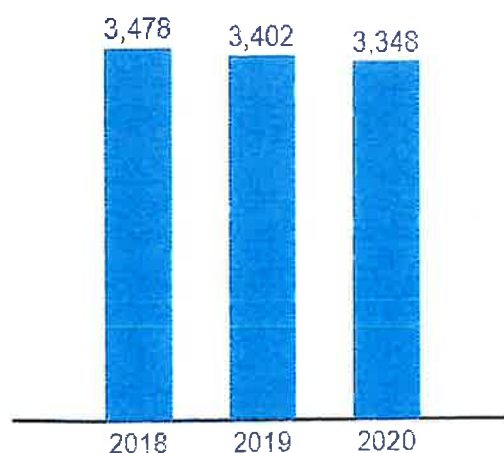
Title I District

## Who are our students and teachers?

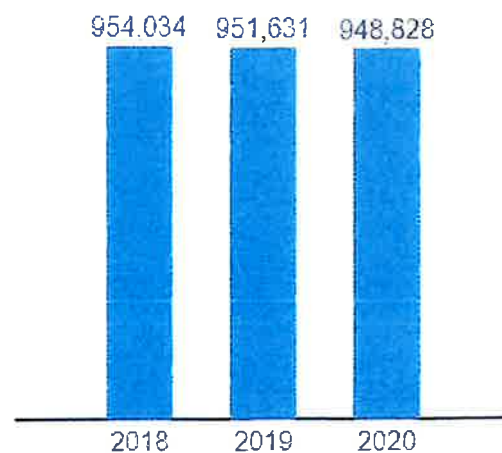
## Students

### Student Enrollment

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



Our District

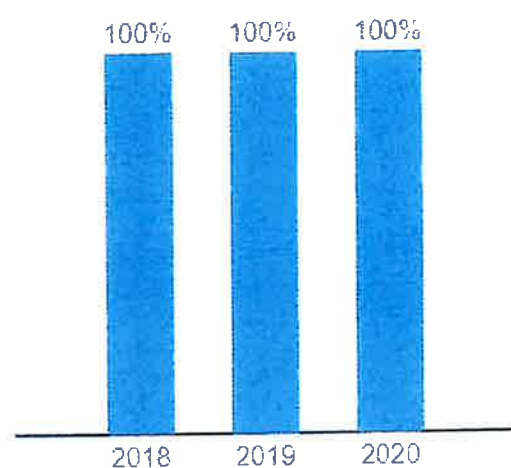


Massachusetts

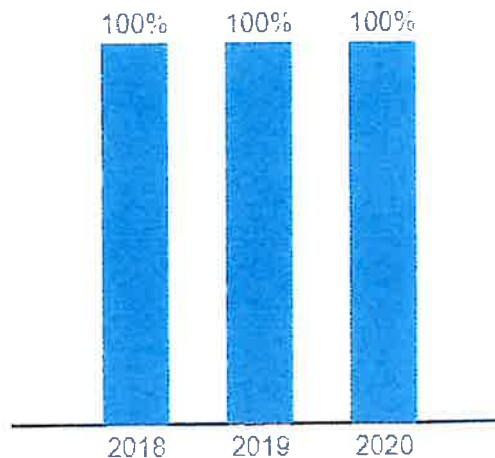
## Student Demographics

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).

All Students



Our District



Massachusetts

[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.

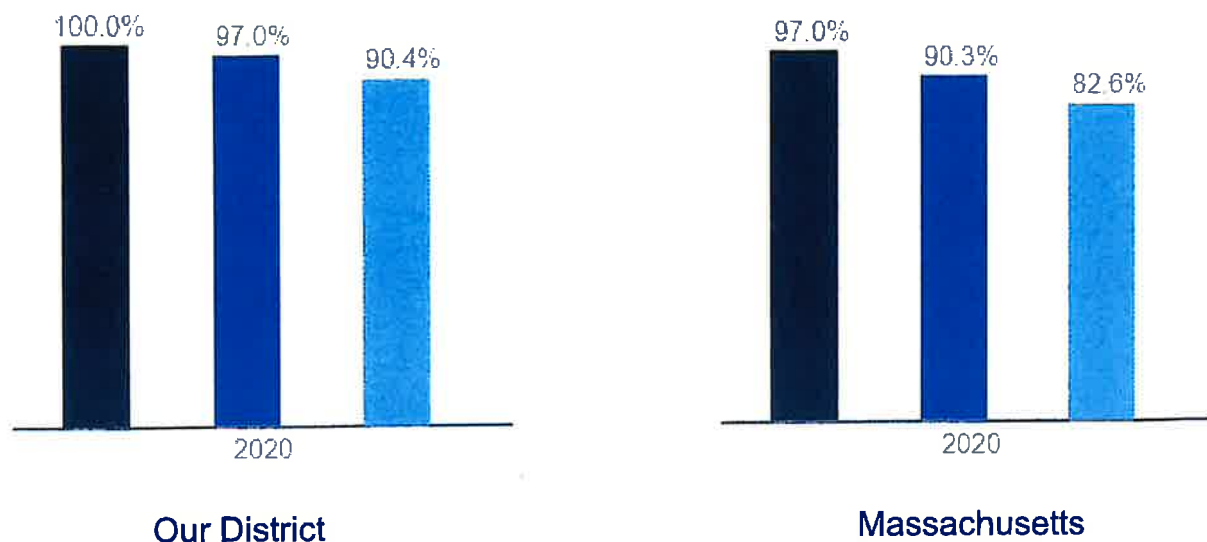
Our District : 261.3

Massachusetts : 75,152.1

### 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.



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

[View more detailed teacher data](#)

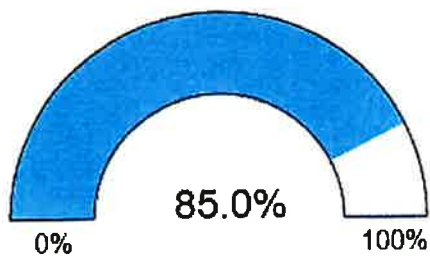
► What academic opportunities are available to our students?

## Access to Broad and Challenging Coursework

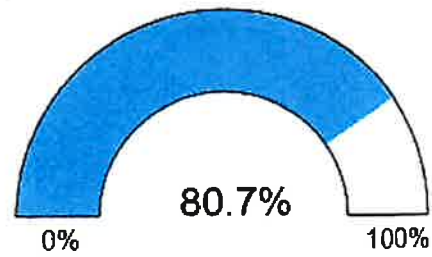
All Students ▼

### 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.



Our District



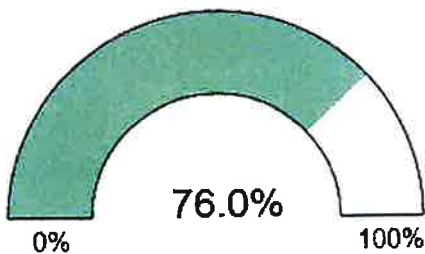
Massachusetts

[View more detailed arts data](#)

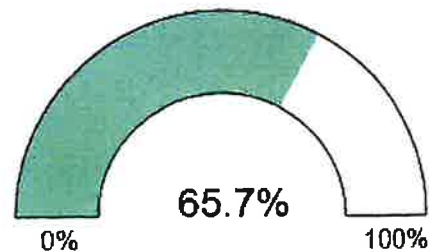
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### Advanced Coursework Completion

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



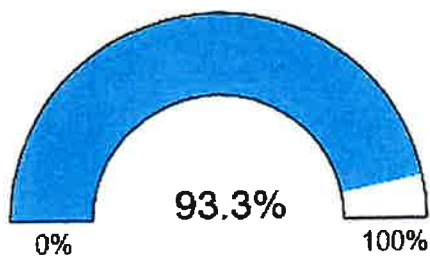
Massachusetts

[View more detailed advanced coursework data](#)

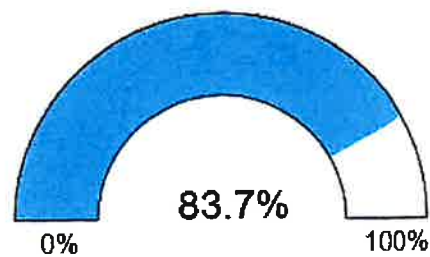
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### Grade 9 Course-Passing

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

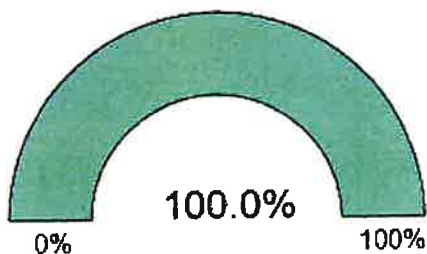


Massachusetts

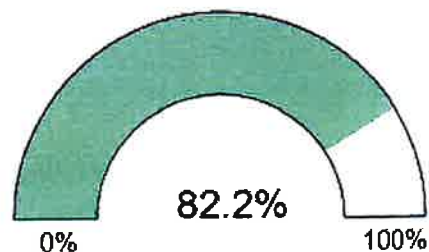
[View more detailed grade 9 course-passing data](#)

## 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

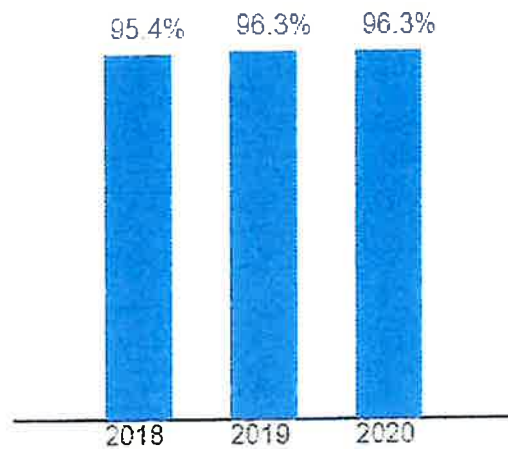
All Students



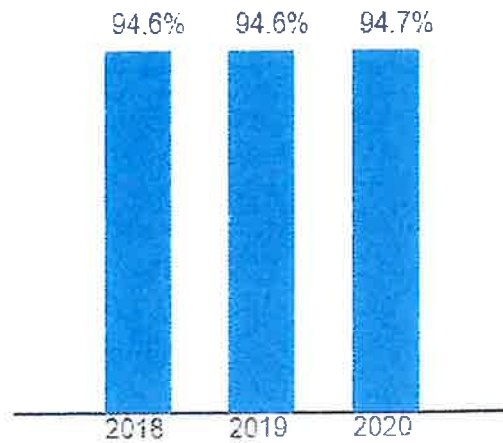
Attendance

## 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.



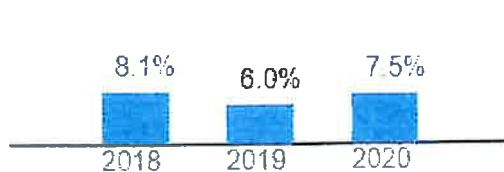
Our District



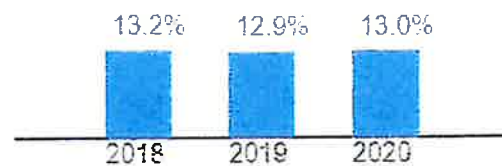
Massachusetts

## 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.



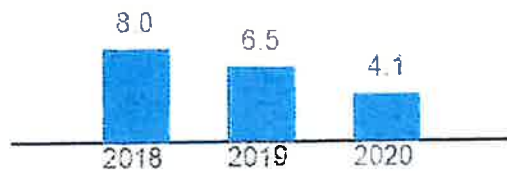
Our District



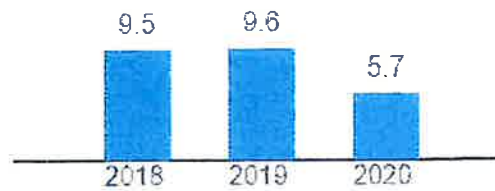
Massachusetts

## 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](#)

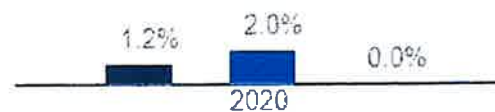
## Student Discipline

### Reported Incidents

The percentage of students who are suspended (in and out of school) or expelled.



Our District



Massachusetts

In-School Suspensions
  Out-of-School Suspensions
  Expulsions

The percentage of students who are referred to law enforcement, arrested at school or during off-

campus school activities, or removed from regular classroom activities due to violence. School-based arrests are also considered referrals to law enforcement.



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

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

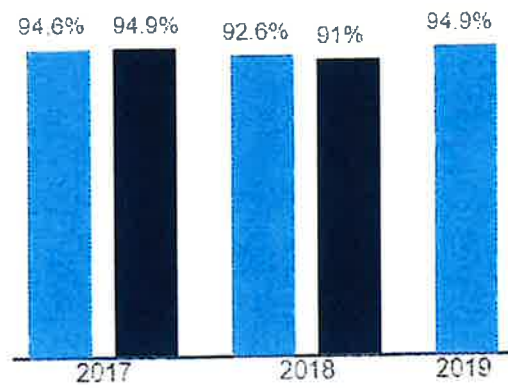
## High School Outcomes

All Students ▼

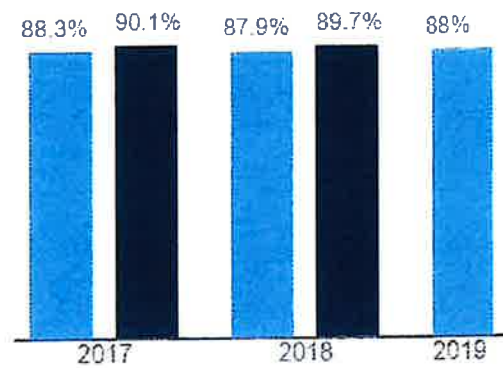
### High School Completion

#### Graduation Rates

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



Our District



Massachusetts

■ 4-Year Graduation Rate

■ 5-Year Graduation Rate

[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



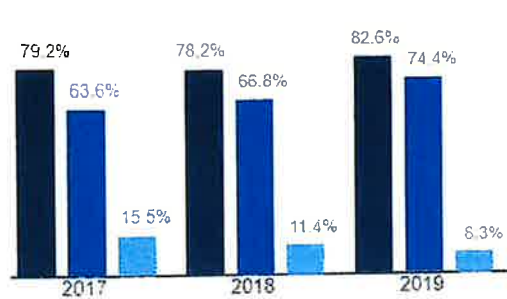
Massachusetts

[View more detailed dropout data](#)

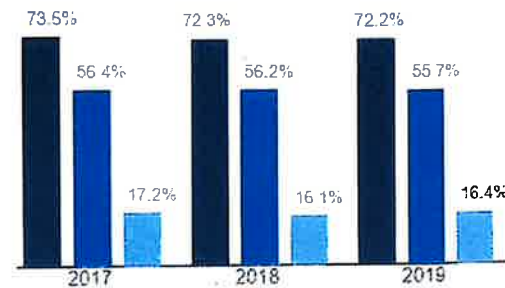
## Post-Secondary Enrollment

## 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.

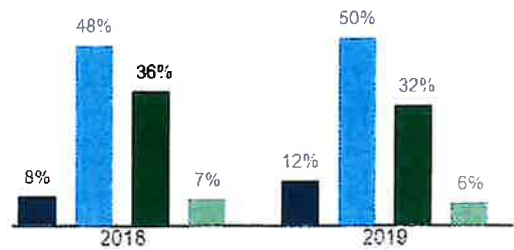
**Note:** The Massachusetts Department of Elementary and Secondary Education did not administer spring 2020 MCAS for the 2019-2020 school year due to cancellation of state assessments and school closures related to COVID-19. The student achievement information below represents results from 2018 and 2019.

All Students

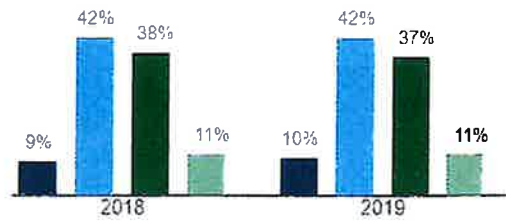




ENGLISH LANGUAGE ARTS (GRADES 03-08)



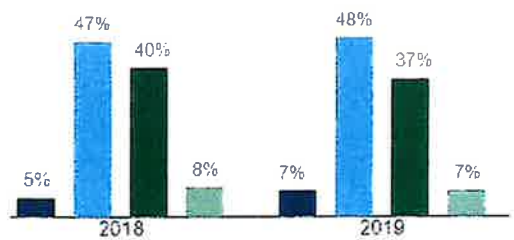
Our District



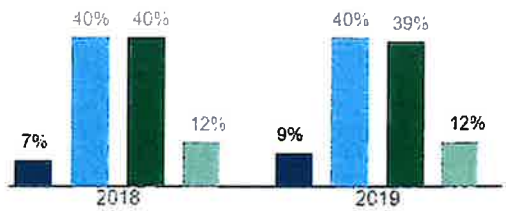
Massachusetts

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

MATHEMATICS (GRADES 03-08)



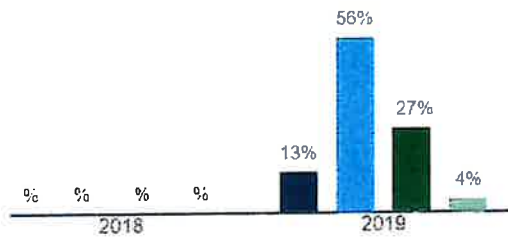
Our District



Massachusetts

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

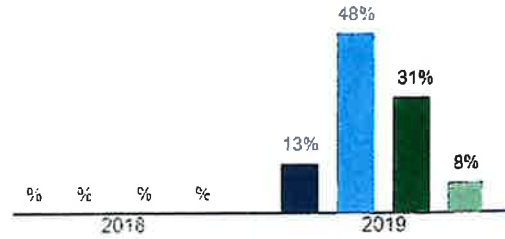
ENGLISH LANGUAGE ARTS (GRADES 10)



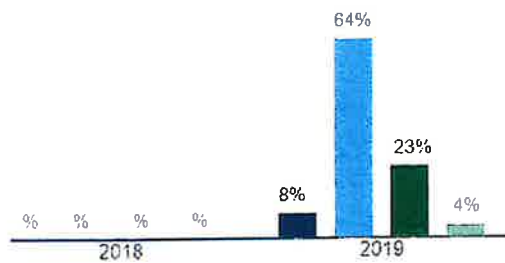
**Our District**

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

### MATHEMATICS (GRADES 10)



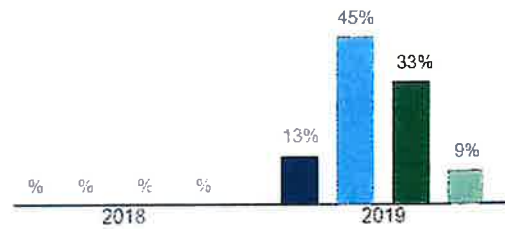
**Massachusetts**



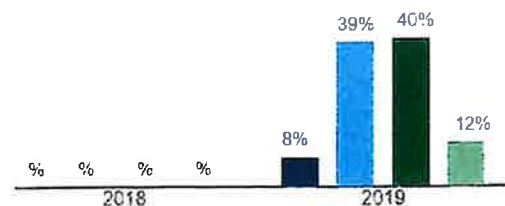
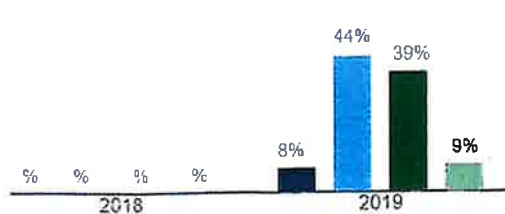
**Our District**

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

### SCIENCE (GRADES 05 AND 08)



**Massachusetts**

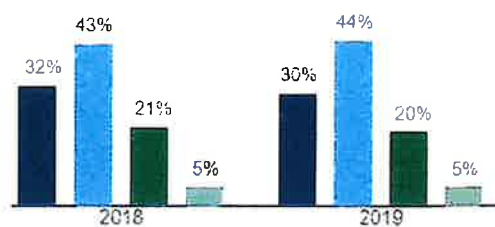
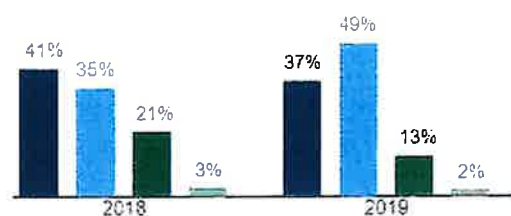


## Our District

## Massachusetts

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

### 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

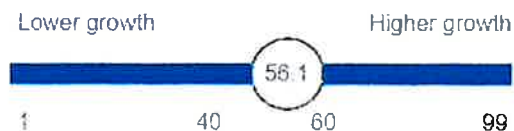
Student growth measures the amount of academic progress a student made over the year, based on MCAS. It compares a student's MCAS performance to other students with similar past MCAS scores. Growth is reported on a scale from 1 to 99, with lower numbers representing lower progress and higher numbers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

**Note:** The Massachusetts Department of Elementary and Secondary Education did not administer spring 2020 MCAS for the 2019-2020 school year due to cancellation of state assessments and school closures related to COVID-19. The student growth information below represents results from 2019.

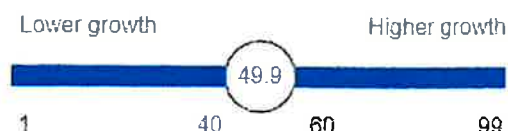
All Students



## ENGLISH LANGUAGE ARTS (GRADES 03-08)

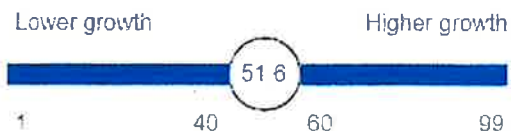


**Our District**

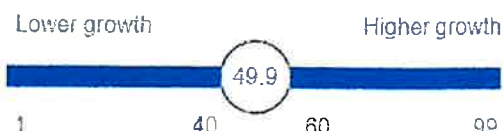


**Massachusetts**

## MATHEMATICS (GRADES 03-08)

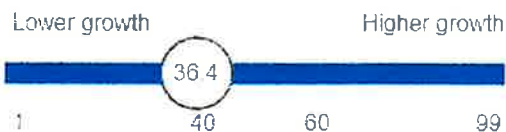


**Our District**

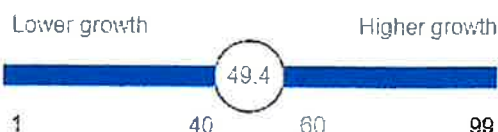


**Massachusetts**

## ENGLISH LANGUAGE ARTS (GRADES 10)

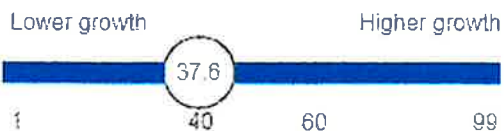


**Our District**

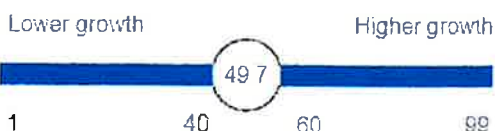


**Massachusetts**

## MATHEMATICS (GRADES 10)



**Our District**



**Massachusetts**

[View more detailed student growth data](#)

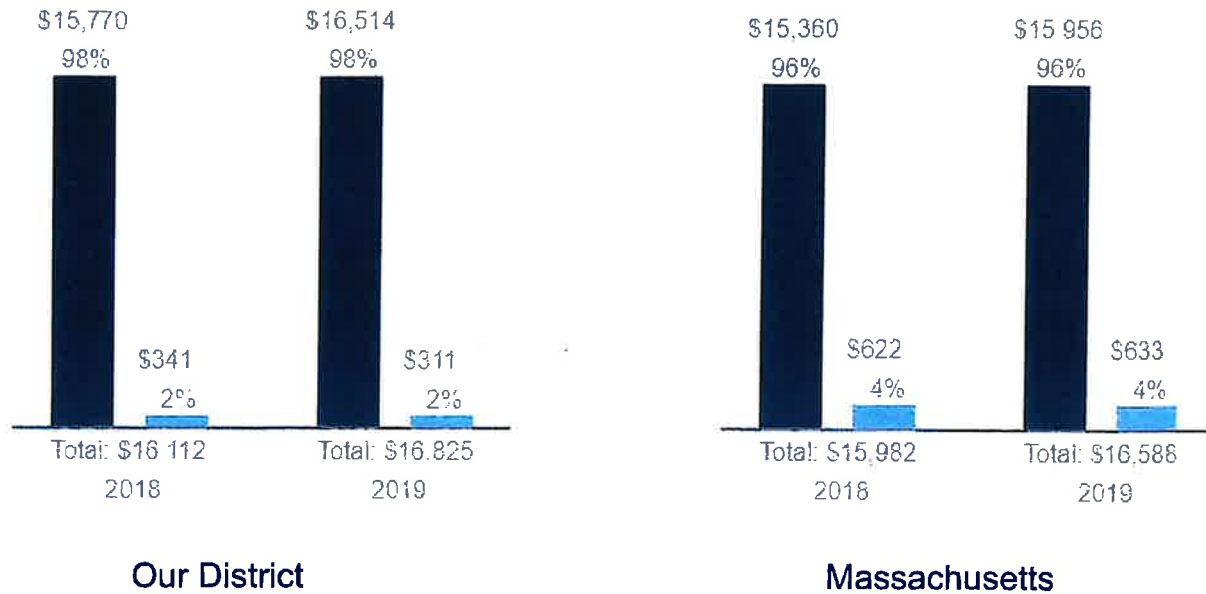
► **How much does our district spend per student?**

## 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.



- 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.

**Note:** The Massachusetts Department of Elementary and Secondary Education did not issue school, district, or state accountability determinations for the 2019-20 school year due to the cancellation of state assessments and school closures related to COVID-19. The accountability information below represents results from 2019.

### Progress Toward Improvement Targets

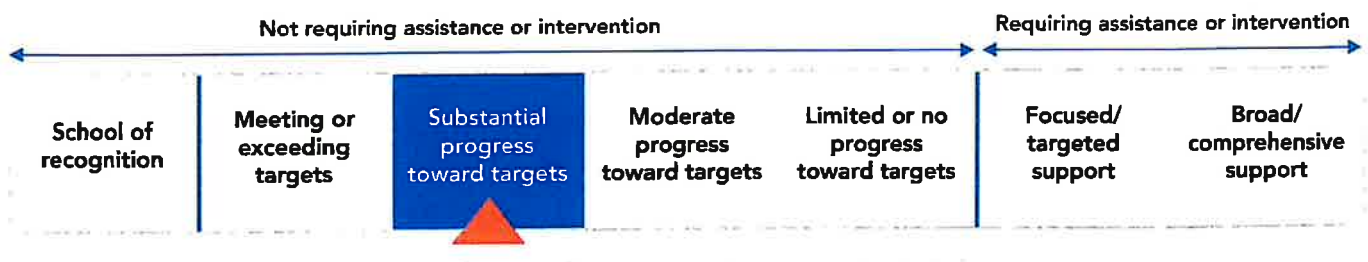
Massachusetts sets annual improvement targets for every district and school. Targets are set for achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Districts and schools with a target percentage of 75% or higher are considered 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 2019 report card](#)

# *Tewksbury Public Schools*

*139 Pleasant Street  
Tewksbury, Massachusetts 01876*

Office of Community Services  
139 Pleasant Street  
Tewksbury, MA 01876

Cynthia A. Basteri, Ed.D.  
Director

OFFICE  
(978) 640-7831 Ex. 219

FAX  
(978) 640-7815

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

February 4, 2021

## **Pilot Student Survey: Social and Emotional Learning Indicator System (SELIS)**

Dear Parent or Guardian:

*Tewksbury Public Schools* is collaborating with the Massachusetts Department of Elementary and Secondary Education (DESE) to pilot a social and emotional learning survey for students in grades 4, 5, 8, and 10. This survey measures students' self-awareness, self-management, social awareness, interpersonal relationship, and responsible decision-making skills. The survey is designed to help understand and improve social and emotional and academic support for students. The survey and its pilot analyses are being performed by DESE's psychometric coordinator. Student responses and aggregate results will be provided to our school and district in Year 1 of the project (2020-2021). In Year 2 (2021-2022 school year), DESE will train districts to administer and analyze the data on their own.

### **What Are We Asking Your Permission to Do?**

We would like your permission to administer a 15 to 20 minute pilot survey to your child during the school day on March 3, 2021. The pilot survey will provide student response data which will be analyzed by DESE to ensure the survey is valid and reliable and that it collects information in ways that are relevant and supportive of students from all backgrounds and grades. We are also asking your permission to administer the SELIS survey in the 2022 school year so our district can learn how to administer the survey and analyze students' responses.

### **Protecting Your Child's Privacy**

Your child's responses will be confidential. Your child's results will be secured in our student data information system and only accessible to educators, student support staff professionals, and administrators. It will also be linked to your child's SASID. Confidentiality of your child's responses will be maintained during the administration of the survey conducted in the 2022 school year, when DESE staff will teach our district how to perform the survey administration and analyses.

**Benefits and Risks to Being in This Study.** This pilot student study will help our district to better understand and support the social and emotional needs of our students and sustain an emotionally secure and safe environment for all our students. There are no known risks to

participating in this study. The survey is *voluntary*; if your child, for example, does not want to take the survey, there are no penalties or consequences for your child not participating. If you do not want your child to participate, you may opt out by clicking on the link below to fill out the OPT OUT form by February 8, 2021.

If you have any questions about the survey, you can contact Dr. Cynthia Basteri, Tewksbury Public Schools' Grants Coordinator, at [basteric@tewksbury.k12.ma.us](mailto:basteric@tewksbury.k12.ma.us), or Karen Baker-O'Brien, Director of Student and Family Support at [kbobrien@tewksbury.k12.ma.us](mailto:kbobrien@tewksbury.k12.ma.us).

Thank you,

*Dr. Cynthia Basteri  
Grants Coordinator  
Tewksbury Public Schools*

### **SELIS Survey Opt Out Form**

If you DO NOT want your child to participate in the Social and Emotional Learning Indicator System (SELIS) pilot survey, kindly click on the link below to fill out the OPT OUT form.

<https://forms.gle/P4DUZsXMUj6E56hT9>



# The Tewksbury Public Schools

cordially invite you to view a

## Virtual Kindergarten Information Presentation

Beginning Thursday, February 4, 2021

our presentation will be available on Tewksbury Cable Education Channels

(Comcast 22, Verizon 34)

as well as <https://www.youtube.com/tewksburytv>

Do you have questions? If so, please complete this survey <https://forms.gle/jfcmKNpNhfmHniS26>

*We will make every attempt to answer questions either in our presentation or on our website:*  
<https://sites.google.com/tewksbury.k12.ma.us/student-family/home>



Health Brook School virtual registrations will be held February 22 – March 5, 2021

Loella Dewing School virtual registrations will be held March 8 – March 22, 2021 (no appts on 3/10)

Please visit the Office of Student and Family Support website - <https://sites.google.com/tewksbury.k12.ma.us/student-family/home> for information regarding making an appointment, required registration documentation, and more.

Questions? Email Maura at [mauseo@tewksbury.k12.ma.us](mailto:mauseo@tewksbury.k12.ma.us) or 978-640-7800 x218

### *TPS Mission Statement*

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

SCHOOL	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	PG	TOTALS
<b>NORTH ST</b>					119	146										<b>265</b>
A					37	51										88
B					39	49										88
C					10	14										24
RLA					33	32										<b>65</b>
<b>TRAHAN</b>					116	128										<b>244</b>
A					51	50										101
B					48	64										112
C					0	0										0
RLA					17	14										<b>31</b>
<b>DEWING</b>	87	163	128	139												<b>517</b>
A	15	56	43	57												171
B	14	58	54	46												172
C	42	6	6	7												61
RLA	16	43	25	29												<b>113</b>
<b>HEATH BROOK</b>	29	91	114	104												<b>338</b>
A	14	41	43	35												133
B	15	30	40	43												128
C	2	13	12	12												27
RLA		18	18	14												<b>50</b>
<b>RYAN</b>						234	246									<b>480</b>
A						84	97									181
B						98	87									185
C						13	7									20
RLA						39	55									<b>94</b>
<b>WYNN MIDDLE</b>						263	251									<b>514</b>
A						122	87									209
B						89	109									198
C						0	5									5
RLA						52	50									<b>102</b>
<b>HIGH SCHOOL (HS)</b>						193	193	230	209	10						<b>835</b>
A						92	63	80	87	0						322
B						69	78	82	75	0						304
C						3	5	3	1	9						21
RLA						29	47	65	46	1						<b>188</b>
<b>Preschool @ HS</b>	12															<b>12</b>
A	7															7
B	5															5
<b>TOTALS</b>	128	254	242	243	235	274	234	246	263	251	193	193	230	209	10	<b>3205</b>
ABC	112	193	199	200	185	228	195	191	211	201	164	146	165	163	9	<b>2562</b>
RLA	16	61	43	43	50	46	39	55	52	50	29	47	65	46	1	<b>643</b>

TEWKSBURY PUBLIC SCHOOLS  
Request for Fundraising

Date: 1/27/2021

File JFE-E

1. Name of Organization The Ryan School PAC
2. Describe in detail the method of the fundraising activity. Attach additional information necessary  
RYAN PAC Raffle Nights
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.)  
All funds will go towards upcoming PAC events/A+E
5. Proposed dates of fund raising activity From 3/4/21 To 3/25/21
6. Describe student involvement in the fund raising activity.  
\* Please see attached form \*
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 Tracy Torra

Address 135 Pleasant ST

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

(To be completed by the School Principal)

Date 2-3-21

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 3/4-3/25/2021
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 Judi McLure

Date 2-31-21

**Ryan School PAC Raffle Night**

**March 4<sup>th</sup>-March 25<sup>th</sup>**

Fundraising is very different this year due to the challenges with covid restrictions. We had to think outside the box. For all families to participate we would like to hold a live online raffle every Thursday in March.

Raffles will be purchased online and winners will be chosen live on social media. Winners will be notified and prizes will be mailed or contact free drop off or pick up as necessary will be arranged. The PAC is hoping to have items that both kids and adults will be excited to win.

If you have any questions please let us know.

Thank you,

The Ryan School PAC

Ryanschoolpac@gmail.com

Tracy Torra; Chair

Katie Anderson; Vice Chair

Julie Naughton; Treasurer

Bridget Garabedian; Secretary

# Dewing Spirit Wear

## TEWKSBURY PUBLIC SCHOOLS Request for Fundraising

Form JFS-E

Date: 1/27/2021

1. Name of Organization Dewing/North ST PAC
2. Describe in detail the method of the fundraising activity. Attach additional information necessary  
Dewing School Spirit Wear
3. School location and facilities desired (cafeteria, cafeteria, classroom, gymnasium).

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

4. Purpose of anticipated funds (To be approved by the building principal.)  
All funds will go towards PAC events. + possibly playground fund.
5. Proposed dates of fund raising activity From 3/2021 To 5/2021
6. Describe student involvement in the fund raising activity. Students will sell Dewing School/Tewksbury gear to their friends + family also staff
7. Type of identifying credential to be used during Fund Raising Activity. N/A

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

9. Name of responsible individual Tracy Torra

Address \_\_\_\_\_

Telephone No. \_\_\_\_\_

Signature of Applicant [Signature]

(To be completed by the School Principal)

Date 2/1/21

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 as indicated

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: Sale is not to conflict w/other PAC sales.

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

Principal's Signature [Signature]

Date 2/1/21

TEWKSBURY PUBLIC SCHOOLS  
Request for Fundraising

File: JJE-E

Date: 2/3/2021

1. Name of Organization Student Council

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

In between blocks during the passing period the song "Barbie Girl"...

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.)

Donate all funds to the Covid Relief Fund

5. Proposed dates of fund raising activity From March 15th To March 19th

6. Describe student involvement in the fund raising activity. This will be a primarily student run "event", but all money/donations will be managed by the Student Council Advisor, Mrs. Brass.

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 Julie Higgins

Address \_\_\_\_\_

Telephone No. (1) \_\_\_\_\_

Signature of Applicant Julie Higgins

\*\*\*\*\*  
(To be completed by the School Principal)

Date 2/4/21

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 3/15/21

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: This is my all-time favorite song " "

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

Principal's Signature Jon J. Leonard Date 2/4/21

# Old Business



# Tewksbury Public Schools

Christopher J. Malone, C.A.G.S.  
Superintendent (978) 610-7600  
[cmalone@tewbury.k12.ma.us](mailto:cmalone@tewbury.k12.ma.us)

Brenda Theriault-Regan, C.A.G.S.  
Assistant Superintendent (978) 641-7600  
[bregan@tewbury.k12.ma.us](mailto:bregan@tewbury.k12.ma.us)



**To: Parents, Guardians, and Students of TPS**  
**From: Brenda Theriault-Regan, Assistant Superintendent**  
**Re: Next Generation (NG) MCAS 2020-2021 Testing Window (Grades 3-11)**  
**Date: February 4, 2021**

The Massachusetts Department of Elementary and Secondary Education (DESE) is planning to administer the MCAS Test for all students in grades 3-11 this Spring. As a convenience to our community, we have created the table below to clarify which test and which testing mode our students will participate in with the current information we have available through DESE. We have also identified the planned testing weeks at each grade level with some helpful links (see below). With health and safety protocols in mind, we will continue to determine specific testing dates and details for all Cohorts of students (Cohorts A, B, C, & RLA), as all students are required to take the MCAS test in person at the school.

Grades	ELA Literacy & Reading Comprehension	Math	(S.T.E.) Science, Technology, & Engineering	Assessment Dates <i>The dates listed below reflect the planned testing schedule per grade level and test. TPS reserves the right to alter this schedule if needed, and within the MA DESE testing approved window.</i>
3-8	Grades 3-8 Computer Based NG MCAS	Grades 3-8 Computer Based NG MCAS	Grades 5 & 8 Only  See below	ELA MCAS: week of 4/26 - 4/30  MATH MCAS: week of 5/18 - 5/21
5 & 8	See above	See above	Computer Based NG MCAS	S.T.E. MCAS: 5/21 & 5/24
9*	N/A	N/A	Computer Based NG MCAS* *CD for Graduation	S.T.E. BIOLOGY MCAS * - June TBA
10*	Computer Based NG MCAS* *CD for graduation	Computer Based NG MCAS* *CD for Graduation	N/A	ELA MCAS: week of 5/18 - 5/21  MATH MCAS: week of 5/24 - 5/28
11*	Computer Based NG MCAS* 2020 Make-Up for *CD for Graduation	Computer Based NG MCAS* 2020 Make-Up for *CD for Graduation	N/A	ELA MCAS: week of 5/18 - 5/21  MATH MCAS: week of 5/24 - 5/28

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

- To support your child at home and prepare further for the NG MCAS testing, click on the links below:
  - Sample released NG MCAS questions: <http://www.doe.mass.edu/mcas/release.html>
  - For more information on [Sample NG Practice Tests, Tutorials, Test-Taking Tools, and Reference Sheets](#)
- \*Passing the Grades 9 and 10 (and 11th this year) NG MCAS tests are still required Competency Determinations (CD) for graduation.
- The full MA DESE testing schedule can be found at: <http://www.doe.mass.edu/mcas/cal.html>





DRAFT 2/5/2021 v 2

## 2021-2022 School Calendar

August 2021						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

(0 day) Student Days

September 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

(20 Student days)

(20 days)

October 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

(20 Student days)

(40 days)

November 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

(18 Student days)

(58 days)

December 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

(17 Student days)

(75 days)

January 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

(20 Student days)

(95 days)

February 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

(15 Student days)

(110 days)

March 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

(22 Student days)

(132 days)

April 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

(15 Student days)

(147 days)

May 2022						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

(21 Student days)

(168 days)

June 2022						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

(17 Student days)

(185 to date)

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

Aug 30 - Aug 31	Professional Development Days	Feb 21 - 25	February Recess
Sep 1	First Day of School for Students	Apr 18 - 22	April Recess
Dec 24-Dec 31	December Recess	Jun 24	*Last Day of School (Early Dismissal) *Inc. 5 snow/emergency days

Jun 10 Half-day (\*As outlined in TTA contract)

\*If Good Friday falls on the Friday prior to said school vacation, the make-up day will be scheduled on the last full Friday of that school year.

### TEWKSBURY SCHOOL COMMITTEE MEMBERS

Keith M. Sullivan, Chairman  
James A. Cutelis, Vice-Chair  
Shannon M. Demos, Clerk

• [ksullivan@tewbury.k12.ma.us](mailto:ksullivan@tewbury.k12.ma.us)  
• [jcutelis@tewbury.k12.ma.us](mailto:jcutelis@tewbury.k12.ma.us)  
• [sdemos@tewbury.k12.ma.us](mailto:sdemos@tewbury.k12.ma.us)

John R. Stadtman, Member  
Scott D. Wilson, Member

• [jstadtman@tewbury.k12.ma.us](mailto:jstadtman@tewbury.k12.ma.us)  
• [swilson@tewbury.k12.ma.us](mailto:swilson@tewbury.k12.ma.us)

Aug 30-31	Professional Development Day	Jan 17	No School – Martin Luther King, Jr. Day
Sep 1	All Schools Open	Feb 18	Early Release*
Sep 3	No School	Feb 21-25	No School – February Recess
Sep 6	Holiday – Labor Day	Mar 16	No School – Professional Development Day
Oct 8	Teacher Workshop – Early Release Students*	Apr 14	Teacher Workshop – Early Release for Students*
Oct 11	No School – Columbus Day	Apr 15	No School – Good Friday
Nov 2	No School – Professional Development Day	Apr 18-22	No School – April Recess
Nov 11	No School – Veterans Day	May 27	Early Release*
Nov 24	Early Release*	May 30	No School – Memorial Day
Nov 25-26	No School – Thanksgiving Recess	Jun 10	TMHS Graduation
Dec 23	Teacher Workshop – Early Release Students*	Jun 10	Early Release*
Dec 24-Dec 31	No School – December Recess	Jun 20	Holiday – Juneteenth Observed
Jan 3	School Reopens	Jun 24	Last Day of School – Early Release**
Jan 14	Teacher Workshop – Early Release for Students*		**(Includes 5 Snow/Emergency Days)

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

**Oct 8<sup>th</sup>, November 24<sup>th</sup>, December 23<sup>rd</sup>, January 14<sup>th</sup>, February 18<sup>th</sup>, Apr 14<sup>th</sup>, May 27<sup>th</sup>, Jun 10<sup>th</sup>, and June 24<sup>th</sup>**

### **NO SCHOOL ANNOUNCEMENTS**

Schools will be closed only in the case of severe, inclement weather.

Announcements relative to closing schools for inclement weather will be carried by TV stations,

Twitter@tpsdistrict, and through the district's telephone notification system "One Call Now."

Delayed Openings: Superintendent will notify the public by the same procedure as "no school" announcements.

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

### **Preschool Programs and Community Services Preschool Delay and No School Schedule –**

Please contact your child's school or visit their website.

[www.tewksbury.k12.ma.us/dewing](http://www.tewksbury.k12.ma.us/dewing) [www.tewksbury.k12.ma.us/heath-brook](http://www.tewksbury.k12.ma.us/heath-brook)

[www.tewksbury.k12.ma.us/departments-programs/community-services/](http://www.tewksbury.k12.ma.us/departments-programs/community-services/)

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

### **SCHOOL HOURS**

High School	7:30 am – 1:50 pm
Middle School	7:40 am – 2:00 pm
Ryan School	8:15 am – 2:35 pm
Elementary Schools	8:45 am – 3:05 pm

### **EARLY RELEASE HOURS**

High School	7:30 am – 10:40 am
Middle School	7:40 am – 10:50 am
Ryan School	8:15 am – 11:25 am
Elementary Schools	8:45 am – 12:10 pm

### **OPEN HOUSE SCHEDULE DRAFT**

#### **ELEMENTARY**

#### **Preschool – Grade 2**

September 14

#### **ELEMENTARY**

#### **Grades 3 & 4**

September 20

#### **RYAN SCHOOL**

#### **Grades 5 & 6**

September 9 Gr. 5  
September 13 Gr. 6

#### **MIDDLE SCHOOL**

#### **Grades 7 & 8**

September 21 Gr. 7  
September 28 Gr. 8

#### **HIGH SCHOOL**

#### **Grades 9-12**

September 23

### **PARENT/TEACHER CONFERENCES DRAFT**

#### **ELEMENTARY**

#### **Preschool – Grade 2**

November 9  
April 5

#### **ELEMENTARY**

#### **Grades 3 & 4**

November 15  
April 7

#### **RYAN SCHOOL**

November 16  
March 22

#### **MIDDLE SCHOOL**

November 4  
March 3

#### **HIGH SCHOOL**

November 18  
March 24

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

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

# New Business

## MEMORANDUM

**TO:** Mr. Chris Malone, Superintendent  
Ms. Brenda Theriault-Regan, Assistant Superintendent

**FROM:** Tewksbury Memorial High School Administration  
Jon C. Bernard, Principal  
Sean O’Leary, Assistant Principal  
Eileen Osborne, Assistant Principal

**DATE:** January 19, 2021

**RE:** Proposed Changes to the TMHS Program of Studies for 2021-2022

The following items summarize the proposed changes to the *TMHS Program of Studies for 2021-2022*. A draft copy of the updated, draft document accompanies this memo.

- Updated the dates to reflect the 2021-2022 school year (selection of cover art in progress)
- Added a multidisciplinary course, *Global Thought*, that will help fulfill the requirements for the Global Competency Certificate
- Added a section on the Course List to indicate Global/Interdisciplinary courses
- Added information about making guidance appointments online through *Calendy*
- Clarified the CTBE courses that satisfy the computer science graduation requirement
- Removed two courses in the Performing Arts Department (Music History and Music in *America*) and added a new course entitled *Popular Music: History and Styles*. The rationale is to create a Performing Arts class that is more relevant and accessible to a wider range of students.
- Added an additional Advanced Placement level course: *Advanced Placement World History: Modern*. This is an introductory, college-level, modern world history course. This course would be open to sophomore students.
- Added a new course: *Math Lab*. This course is designed to assist those students in making effective progress on their mathematical content knowledge.
- Added additional videos to course descriptions (on-going)
- Made several minor changes to course names and descriptions to better describe course content
- Corrected grammatical errors and typos

Thank you for your kind consideration of these proposed changes.



# Tewksbury Memorial High School Program of Studies 2021-2022



Madison Pierce (2021)

# Tewksbury High School

## Mission Statement

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

## Civil Rights Notification

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

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

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## **HOW TO USE THE PROGRAM OF STUDIES**

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

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

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

## **Expectations for Student Learning**

### **We RISE at TMHS**

All members of the TMHS community will RISE and demonstrate:

RESPECT for self, others, property, and the community

INTEGRITY by being honest, ethical, and responsible

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

ENGAGEMENT in academic and co-curricular activities

TMHS Students will:

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



# **GRADUATION REQUIREMENTS**

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

<a href="#">English</a>	4 courses* (one each year)	20 credits
<a href="#">Mathematics</a>	4 courses* (one each year)	20 credits
<a href="#">Science</a>	3 years of a lab science	15 credits
<a href="#">Social Studies</a>	3 years (World History I & II and US History I/II)	15 credits
<a href="#">World Languages</a>	2 years of the same language	10 credits
<a href="#">Physical Education</a>	4 semesters (one each year)	10 credits
<a href="#">Health</a>	2 semesters (9th and 11th)	5 credits
<a href="#">Fine Arts</a>	1 course	2.5 credits
<a href="#">Performing Arts</a>	1 course	2.5 credits
<a href="#">Career, Technology and Business Education (CTBE)</a>	2 courses* (Beginning with the Class of 2022, one course must be a computer class)	5.0 credits*

## **\*NOTES**

- All students must pass certain MCAS tests in order to graduate from any public high school in Massachusetts.
- Electives can include a variety of courses. However, please be aware that all students at Tewksbury Memorial High school must take courses to fulfill the Fine Arts, the Performing Arts and the Career, Technology and Business Education requirements.
- Pursuant to MA Gen Law Chapter 71 Section 3, all students at Tewksbury Memorial High School must take at least one semester of physical education each year.
- TMHS Graduation Requirements meets or exceeds all [MassCore Requirements](#).
- English and math courses must be full-year 5-credit courses.
- Students must take a minimum of two courses to fulfill the CTBE requirement. Beginning with the Class of 2022 one of these courses must be a computer class. The courses can be either 2.5 or 5.0 credits.

## **PROMOTION REQUIREMENTS**

Grade 9 to Grade 10 -- 30 Credits

Grade 10 to Grade 11 -- 60 Credits

Grade 11 to Grade 12 -- 90 Credits

# **COURSE OFFERINGS**

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

## **COURSE LEVEL DESCRIPTION**

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

**Honors (H)** Courses at this level indicate a great degree of challenge and are taught in great depth for college bound students with highly developed study and subject skills. Course content demands critical, relative, and analytical thinking. Course requirements may include any or all of the following: a major research project, formal oral presentations, and frequent substantive, critical written responses to material studied. It is recommended that students desiring to remain in this sequence should be earning grades of B or better and 90% attendance.

**Advanced Placement (AP)** The designation “Advanced Placement” indicates the greatest degree of difficulty. These courses are taught in compliance with the AP curriculum recommended in each subject area by the [CollegeBoard™](#). All AP courses require extensive summer work that will be assessed at the beginning of the school year. Courses are rigorous and taught at an accelerated pace and in greater depth. Students work independently on inquiry, problem solving, critical thinking, and reading and writing within each content area. Teacher recommendations and/or a signed AP contract may be required prior to enrollment. Students enrolled in the AP program must pay for and take the [CollegeBoard™](#) AP Exam. The AP exam fee can be found at the [CollegeBoard™ website](#). It is recommended that students choosing these courses should be achieving grades of at least a B or better in the Honors sequence and 95% attendance. Students with financial hardship may apply for scholarships to cover the fees associated with AP exams. ([AP expectations agreement](#))

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

### **Senior Project**

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

### **Global Competency Certificate**

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

### **Seal of Biliteracy (SoBL)**

The Seal of Biliteracy is an award that recognizes students who have achieved proficiency in English as well as one more additional language, whether it be a native language, a heritage language, or an additional language learned in school or in another setting.

To qualify for the Seal of Biliteracy, students must meet all graduation requirements, and achieve proficiency in English and another language in standardized tests. For detailed information on the application process and requirements, visit the following website: [TPS Seal of Biliteracy](#)

### **Innovation Pathways Program**

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

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

### **English Language Learners**

The district ensures that all English Language Learners are taught to the same academic standards and curriculum as all students, and provides the same opportunities to master such standards as other students, including the opportunity to enter academically advanced classes, receive credit for work done, and have access to the full range of programs.

The district uses grade appropriate content objectives for English Language Learners that are based on the district curricular in English language arts, history, social studies, mathematics, science, and technology / engineering, taught by qualified staff members.

## **COURSE PATHWAYS**

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

### **Art and Technology Pathway**

---

#### **3D Art**

Ceramics 1  
Design

Ceramics 2  
Foundations of Art

Sculpture

#### **2D Art**

Photography 1  
Drawing 2  
Foundation of Arts

Photography 2  
Painting 1  
Design

Drawing 1  
Painting 2

#### **Digital Art/Computers**

Digital Media 1  
Digital Imaging  
Web Design & Visual Com.

Digital Media 2  
Intro to Computer Science  
Game Design

Film Appreciation  
Digital Literacy  
Intro to Computer Programming

### **STEM Pathway**

---

#### **Applied Sciences**

Forensic Science  
Introduction to Health Careers

Robotics/Lab

Astronomy

#### **Engineering**

Intro to Computer Programming  
Engineering and Design 3

Engineering and Design 1  
Robotics/Lab

Engineering and Design 2  
Biotechnology

#### **Applied Mathematics**

Personal Finance

Economics

### **Humanities Pathway**

---

#### **Law**

Criminal and Civil Law

Psychology and the Law

Forensic Science

#### **Writing**

Creative Nonfiction  
Media Communications

Creative Writing  
Journalism

Sports and Society

**Social Sciences**

Psychology  
Economics

Psychology and the Law

Criminal and Civil Law

**US & World Relations**

International Relations  
Hispanic Culture and History

US History III  
Global Thought

Economics

**Careers Pathway**

---

**Education**

Child Care 1

Child Care 2

Child Care 3

**Business**

Accounting 1  
Marketing 1  
Marketing 2  
Sports & Ent. Mktg

Intro to Computer Programming  
Intro to Computer Science  
Media Communications  
Web Design & Visual Comm.

Personal Finance  
Digital Literacy  
Intro. to Health Careers  
Business Mgt & Marketing

**Performing Arts/Music Pathway**

---

Band  
Chorus  
Introduction to Guitar  
Popular Music: History & Styles

Music History  
Theater Arts  
Musical Theater Production  
Technical Theater

Digital Media 1  
Digital Media 2  
Media Communications



# **TMHS COURSE LIST**

## **English**

[ENGLISH 9](#)  
[ENGLISH 10](#)

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

## **Social Studies**

[WORLD HISTORY I](#)  
[WORLD HISTORY II](#)  
[US HISTORY I AND II](#)  
[AP ECONOMICS](#)  
[AP PSYCHOLOGY](#)  
[AP U.S. GOV & POL](#)  
[AP US HISTORY](#)  
[AP WORLD HISTORY](#)  
[CRIMINAL/CIVIL LAW](#)  
[ECONOMICS](#)  
[INTRNATL REL](#)  
[PSYCHOLOGY & LAW](#)  
[US HISTORY III](#)  
[PSYCHOLOGY](#)

## **Mathematics**

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

## **Science**

[ASTRONOMY](#)  
[BIOLOGY](#)  
  
[AP BIOLOGY/LAB](#)  
[CHEMISTRY/LAB](#)  
[AP CHEMISTRY](#)  
[PHYSICS with LAB](#)  
[BIOTECHNOLOGY](#)  
[AP PHYSICS/LAB](#)  
[INTRO to PHYS/CHEM](#)  
[ANATOMY & PHYS](#)  
[FORENSIC SCIENCE](#)  
[ENG & DES TECH 1](#)  
[ENG & DES TECH 2](#)  
[ENG & DES TECH 3](#)  
[ROBOTICS/LAB](#)  
[ENVIRONMENTAL](#)

## **World Language**

[AMERICAN SIGN LANG](#)  
[FRENCH 1](#)  
[FRENCH 2](#)  
[FRENCH 3](#)  
[H FRENCH 4](#)  
[AP FRENCH](#)  
[LATIN 1](#)  
[LATIN 2](#)  
[LATIN 3](#)  
[H LATIN 4](#)

[AP LATIN](#)

[SPANISH 1](#)

[SPANISH 2](#)

[SPANISH 3](#)

[H SPANISH 4](#)

[AP SPANISH](#)

[HISPANIC CULTURE/HIST](#)

[HISTORY OF LANGUAGE](#)

## **Special Education**

[DL I](#)

[DL II](#)

[Other](#)

## **Fine Arts**

[DRAWING I](#)  
[DRAWING II](#)  
  
[FOUNDATIONS IN ART](#)  
[PAINTING 1](#)  
[PAINTING 2](#)  
[CERAMICS I](#)  
[CERAMICS II](#)  
[DESIGN](#)  
[SCULPTURE](#)  
[PHOTOGRAPHY I](#)  
[PHOTOGRAPHY II](#)  
[DIGITAL IMAGING](#)  
[HSR ART STUDIO](#)  
[AP ART HISTORY](#)

## **Performing Arts**

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

## **Wellness**

[HEALTH 1](#)

[HEALTH 2](#)

[PHYSICAL EDUCATION](#)

## **Global/Interdisciplinary**

[ECONOMICS](#)

[INTRNATL REL](#)

[GLOBAL THOUGHT](#)

[US HISTORY III](#)

[HISPANIC CULTURE/HIST](#)

## **CTBE**

[WEB DESIGN & COMM \\*](#)

[GAME DESIGN \\*](#)

[INTRO TO COMP PROGRAMMING \\*](#)

[INTRO TO COMP SCIENCE \\*](#)

[DIGITAL LITERACY \\*](#)

[AP COMP SCI PRINCIPLES \\*](#)

*\*satisfies computer requirement*

[CHILD CARE 1](#)

[CHILD CARE 2](#)

[CHILD CARE 3](#)

[ENG & DES TECH 1](#)

[ENG & DES TECH 2](#)

[ENG & DES TECH 3](#)

[ROBOTICS/LAB](#)

[ACCOUNTING](#)

[PERSONAL FINANCE](#)

[BUS MGT & MARKETING](#)

[SPORTS & ENT MARKETING](#)

[MARKETING 1](#)

[MARKETING 2](#)

[DIGITAL MEDIA I](#)

[DIGITAL MEDIA II](#)

[TECHNICAL THEATER](#)

[MEDIA COMMUNICATIONS](#)

[INTRO to HEALTH CAREERS](#)

[HEALTH CAREERS 2 - NAT/HHA](#)

## **Additional Course Offerings**

[GLOBAL THOUGHT](#)

[EDGENUITY](#)

[EXPERIENTIAL LEARNING](#)

[ACADEMIC SKILLS/STRAT](#)

[WRITING LAB](#)

[MATH LAB](#)

## **ESL**

[ELL SUPPORT](#)

# **GUIDANCE AND COUNSELING**

## **PROGRAM AND SERVICES**

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

### **Freshmen**

#### **Orientation/Transition**

- September
  - Introduction to Naviance and completion of Learning Styles Inventory and Strengths Explorer
  - High school informational meeting for freshman parents
- March
  - Individual student/counselor meeting to review course selections, transcripts, and post-graduate interests

### **Sophomores**

#### **Career Guidance/Exploration**

- October
  - PSAT exam
- December
  - Counselors will distribute PSAT results to students
  - Naviance career exploration assessments
- March
  - Individual student/counselor meeting to review course selections, transcripts, and post-graduate interests

### **Juniors**

#### **Career Guidance/Post-secondary Planning**

- October
  - PSAT exam
  - Financial Aid Presentation - MEFA
- December
  - Distribute PSAT results to students
- February
  - Begin individual post-graduate planning meetings with students
  - Post-graduate planning presentation and assembly for junior parents and students
- March
  - Individual student/counselor meeting to review course selections, transcripts, and postgraduate interest
  - Armed Services Vocational Aptitude Battery (ASVAB) Exam
  - SAT exam at TMHS
- April
  - Resume Writing Workshop
  - ASVAB results presentation
  - Greater Lowell Workshop - Job skills presentation



- May
  - College and Career Fair
  - AP exam testing

## Seniors

## Transition Planning/Decision Making

- August
  - Common Application presentation and assistance
- September
  - College informational presentation for students and parents
  - Individual student/counselor post-graduate planning meetings
- October
  - Resume Writing Workshop
  - College Essay Writing Workshop
  - Vocational School Training presentations
  - Individual student/counselor post-graduate planning meetings
  - Financial Aid Presentation - MEFA
- November
  - Individual student/counselor post-graduate planning meetings
- February
  - AFL CIO Scholarship Exam
  - Community Scholarship available to students
- April
  - Financial Literacy Workshop
  - Middlesex Community College- on-site applications and interviews
  - SNHU Advantage - on-site applications and interviews
- May
  - AP exam testing
  - Award & Scholarship Night

- ★ *Counselors will meet with students who are struggling within the academic setting.*
- ★ *Counselors will make appropriate referrals to school and outside resources.*
- ★ *Students may make an appointment to meet with their counselor at any time. Counselors make their available appointment times viewable online through Calendly. Each counselor's calendar link is posted on the door leading into the Counseling Office.*

# COUNSELING STAFF

Kennan Daniel	Counselor, Chair	<a href="mailto:kdaniel@tewksbury.k12.ma.us">kdaniel@tewksbury.k12.ma.us</a>
David Harne	Counselor	<a href="mailto:dharne@tewksbury.k12.ma.us">dharne@tewksbury.k12.ma.us</a>
Kayla Schutte	Counselor	<a href="mailto:kschutte@tewksbury.k12.ma.us">kschutte@tewksbury.k12.ma.us</a>
Tina Sheahan	Counselor	<a href="mailto:tsheahan@tewksbury.k12.ma.us">tsheahan@tewksbury.k12.ma.us</a>
Patricia Whitehouse	Administrative Assistant	<a href="mailto:pwhitehouse@tewksbury.k12.ma.us">pwhitehouse@tewksbury.k12.ma.us</a>

## **COURSE SELECTION PROCESS**

### **GENERAL GUIDELINES**

- With the help of their teachers and guidance counselors, students may select any of the courses described in this booklet in order to satisfy graduation requirements as well as college and career interests. [Click here](#) to view college/career pathways.
- Students should be especially alert to recommendations as stated after each course description before making a selection.
- Students planning to attend and to participate in a National Collegiate Athletic Association (NCAA) Division I or Division II college or university athletic program must see their guidance counselor in order to determine NCAA approved courses.

### **COURSE SELECTION PROCEDURE**

1. In February, teachers recommend courses, and counselors go into classrooms to give students scheduling information and explain the scheduling process.
2. Before the end of February break, students should carefully review teacher recommendations with their teachers and parents/guardians and enter their requests online. Students should review the Program of Studies for information on elective courses, as teachers typically do not make recommendations for these classes.
3. Throughout February and March, students meet with counselors to help finalize selection of appropriate courses for the next school year.
4. Between April 1 and May 1, department heads review completed Course Recommendation Override Forms and make decisions on whether to allow students to take a course they were not recommended for.
5. Between May 1 and the last day of school, counselors ensure that student schedules are balanced and include all the necessary courses for graduation.
6. After the last day of school, no changes to course requests will be made.

## **SCHEDULE CHANGE PROCESS**

Changes in course requests may be made anytime in the months between the scheduling meeting with the counselor in February/March through the last day of school. It is expected that students and parents have reviewed and corrected any course selections during this time. After the last day of school, the only course changes that will be made will be those necessitated by schedule conflicts, level changes, failure of a course, or data entry errors.

Students must make informed decisions about courses requiring summer assignments for Advanced Placement courses because these courses will not be dropped at the beginning of the school year due to incompleteness of the work.

## **REASONS THAT MAY JUSTIFY SCHEDULE CHANGES**

1. Semester imbalances
2. Replacement of summer school course(s) successfully completed
3. Inappropriate course level as dictated by the prerequisite course final grade and/or teacher/counselor recommendation
4. Obvious program error such as omission of required subject or selected subject
5. Course failures
6. Scheduled for a class a student didn't request during the course selection process

## **COURSE RECOMMENDATION OVERRIDE and COURSE LEVEL CHANGE FORMS**

Course recommendations are made by teachers each spring for the following school year based on classroom performance and other objective measures. On occasion the student and family may decide to override this recommendation by submitting a Course Recommendation Override Form (available on the school website or in the Guidance Office). This form must be turned in to the appropriate department head before April 1. Course Recommendation Override forms will not be available to students after April 1.

During the year, occasionally students need to move to a different level of a course. A Course Level Change Form (available on the school website or in the Guidance Office) must be completed prior to consideration of the requested change. The following criteria will be considered in making a course level change:

1. Course level changes will only be permitted if an obvious placement error has been made as determined by the teacher, department supervisor, counselor, and administration.
2. If a student is failing in a course after every effort has been made to do the required work and seek out extra help, a course level change may be considered.

When a course level change is made, the grades earned will be transferred to the new class. Course level changes will be processed at progress reports and at the end of Q1 and Q2.

**Mrs. Lynne Hardacre, English Department Chair Ext. 5038**  
**English Graduation Requirement: 4 Years / 20 Credits**

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

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

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

**140-H      American Literature                      Grade 11      Honors                      Credits 5**  
**(Recommendation : C or better in 110-H English 10 or A- or better in 110-CP English 10)**

**140-CP      American Literature                      Grade 11      CP                      Credits 5**

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

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

**140-AP      AP English Language and Composition      Grade 11      CP                      Credits 5**

Advanced Placement English Language and Composition is a course for students with a consistent work ethic both inside and outside of the classroom who demonstrate a genuine interest in reading and composition. By studying works that are primarily nonfiction, students will be able to identify and analyze various rhetorical strategies and evaluate how to incorporate these strategies within their own writing and discourse. This course will be a writing intensive course, in which students will be writing analyses and conducting independent research frequently. Students will also be expected to present often in class presentations and projects, as this course will also explore oral presentation and discourse skills. This course is a preparation course for the Advanced Placement English Language and Composition exam in May.

**150-H      Senior English\*                                      Grade 12      Honors                      Credits 5**

**(Recommendation: a grade of “C” or better in 140-H American Literature or “A-” or better in 140-CP American Literature)**

**150-DE      Senior English\*                                      Grade 12      DE/Honors                      Credits 5**

**150-CP      Senior English                                      Grade 12      CP                      Credits 5**

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

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

**150-AP      AP English Literature and Composition      Grade 12      AP                      Credits 5**

**(Recommendation: A grade of “B” or better in course 140-H or a grade of “A” or better in course 140-CP.) Students signing up for Course 150-AP must attend a meeting with the course 150-AP teacher at which time the course expectations will be described and the summer assignment will be outlined.**

This course is centered around five basic objectives: the student is expected to demonstrate a knowledge of the techniques of analytical reading; he/she is expected to demonstrate in writing an awareness of the elements of effective prose expression; he/she is expected to demonstrate in writing his/her awareness of the major historical, cultural and intellectual trends present in English literary history; he/she is expected to demonstrate in a number of critical essays an ability to do independent reading and analysis; he/she is expected to demonstrate by successfully passing the A.P. Exam, his/her mastery of the principles of



literary analysis, criticism and expression. A term paper is required. *Students who complete the requirements for this course are expected to take the advanced placement exam.*

**170-CP Creative Writing**

**Grades 11,12 CP**

**Credits 2.5**

**(Recommendation: Must have a love of writing!)**

Beyond studying literary genres and authors in traditional English classes, students in this course will synthesize what they have learned about writing styles and forms to create works of their own. Writing exercises are designed to improve students' powers of self-analysis and abstract thought through the writing and sharing of their works. An emphasis is placed on the essay, novel, short story and the poem. Goals will be set for formal submission and publication of work. The course is an intensive and diverse approach to creative writing. ([Informational Video Link](#))

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

**180-CP Journalism**

**Grades 9-12 CP**

**Credits 2.5**

Students will evaluate newsworthiness, ethics, world & school culture, and their own writing through article composition, class-wide discussion, and collaborative research. A main objective of this writing-intensive course will be to write for the school news website, *The Tewksbury Tribune*. While writing news articles, students will also explore writing opinion pieces, news features, movie/music reviews, and expanded interviews. Students will also explore how this region of the world, Massachusetts, has contributed to the world of journalism. ([Informational Video Link](#))

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

**181-CP Creative Nonfiction**

**Grades 11,12 CP**

**Credits 2.5**

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

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

**185-CP Film Appreciation/Analysis**

**Grades 11,12 CP**

**Credits 2.5**

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

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

**196-CP Sports and Society**

**Grades 11,12 CP**

**Credits 2.5**

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

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

# **Social Studies Department**

**Mr. Brian Aylward, Department Chair Ext. 5001**

**Social Studies Graduation Requirement: 3 Years / 15 Credits**

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

**200-H**      **World History I**

**Grade 9**

**Honors**

**Credits 5**

**200-CP**      **World History I**

**Grade 9**

**CP**

**Credits 5**

This course examines world history from 1500 to the present. Students will examine such trends as social, political and economic revolution, the development of democracy, the growth of nationalism, imperialism, the search for stability and peace in the western and non-western world and the role of the individual in society. This course will also investigate the connections between the past and present by examining the causes and results of historical events. There is an expectation that the student will be able to work both independently and within a group setting in these courses.

<b><u>210-H</u></b>	<b><u>World History II</u></b>	<b><u>Grade 10</u></b>	<b><u>Honors</u></b>	<b><u>Credits 5</u></b>
<b><u>210-CP</u></b>	<b><u>World History II</u></b>	<b><u>Grade 10</u></b>	<b><u>CP</u></b>	<b><u>Credits 5</u></b>

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

<b><u>210-AP</u></b>	<b><u>AP World History: Modern</u></b>	<b><u>Grades 10</u></b>	<b><u>AP</u></b>	<b><u>Credits 5</u></b>
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**(Recommendation: A grade of “B+” in World History I or teacher recommendation. Students contemplating taking this course must attend a meeting with the teacher at which time the course expectations will be described and the summer assignment will be outlined. Completion of the summer assignment is a requirement.)**

This is an advanced placement, introductory, college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. This course will explore world history chronologically and thematically and will meet the standards of the AP World History: Modern curriculum. *Students who complete the requirements for this course are expected to take the advanced placement exam.*

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

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

<b><u>220-CP</u></b>	<b><u>U.S. History I &amp; II</u></b>	<b><u>Grade 11</u></b>	<b><u>CP</u></b>	<b><u>Credits 5</u></b>
<b><u>220-H/DE*</u></b>	<b><u>U.S. History I &amp; II</u></b>	<b><u>Grade 11</u></b>	<b><u>Honors</u></b>	<b><u>Credits 5</u></b>

This full-year course is a study of major events in U.S. History from the Revolution to the present. The first semester will cover the time period from the Revolution to Reconstruction including the development of our government. The second semester will continue a survey of U.S. history from 1877 to the present including the growth of our government. The course emphasizes analysis of factual information, historical research and relevant geographic, political and economic principles. Through



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

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

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

Economics is the study of choices. In this rigorous course, students will become entrepreneurs, start their own businesses, and invest in the stock market. Students will analyze concepts ranging from the demand

for car stereos to the value of treasury bonds. Consistent effort and participation are essential to success in this challenging class. All students, particularly those interested in pursuing careers in business, the law, or government should seriously consider taking this course. By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

**280-CP**      **International Relations**      **Grades 10 - 12**      **CP**      **Credits 2.5**

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

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

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

**295-AP**      **AP US Government and Politics**      **Grade 12**      **AP**      **Credits 5**

**(Recommendation: A grade of “B” in AP US History 220-AP or a grade of “A” in Honors/CP US History 220-H/CP)**

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

**Mrs. Shelli-An Ryan, Department Chair Ext. 5061**  
**Mathematics Graduation Requirement: 4 Years / 20 Credits**

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

**\*This course does not help fulfill the 20 credit requirement in English for graduation.**

**300-H**      **Algebra 1**                      **Grade 9**                      **Honors**                      **Credits 5**  
(Recommendation: A grade of B or higher in Math 8)

<b>300-CP</b>	<b>Algebra 1</b>	<b><u>Grade 9</u></b>	<b><u>CP</u></b>	<b><u>Credits 5</u></b>
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This course is a college preparatory course that stresses equations, radicals, polynomials, graphing, probability and statistics, functions, and factoring. Real-world applications are utilized throughout the courses to make mathematics relevant. This will be accomplished through the use of manipulatives, activities, interactive technology, and an exploratory approach to learning.

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

<b>310-CP</b>	<b>Geometry</b>	<b>Grade 10</b>	<b>CP</b>	<b>Credits 5</b>
<b>(Recommendation: Successful completion of 300-H/CP)</b>				

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

**320-H Algebra II** **Grades 9-11** **Honors** **Credits 5**  
**(Recommendation: A grade of B or higher in 310-H)**

**320-CP Algebra II** **Grades 9-11** **CP** **Credits 5**  
**(Recommendation: Successful completion of 310-H/CP)**

Algebra II is designed for college preparatory students. Major units of the course include the function concept, rational algebraic expressions, linear and quadratic equations and inequalities, systems of equations, irrational numbers, trigonometry, sequences and series, logarithms, statistics, and applications of algebra to real world situations. **Students may dual enroll in Geometry and Algebra II.**

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

**350-CP Pre-Calculus** **Grades 10-12** **CP** **Credits 5**  
**(Recommendation: A grade of B or higher in 320-H/CP)**

This course is designed for the student who intends to take Calculus. Advanced topics in Algebra will be covered, with an emphasis on trigonometric functions and their inverses, conic sections, as well as exponential and logarithmic functions. Some advanced topics in sequences, series and an introduction to limits will also be covered. The application of the functions in applied and theoretical problems will be explored through the use of graphing calculators. A graphing calculator is strongly recommended for the course.

**360-AP AP Calculus** **Grade 11, 12** **AP** **Credits 5**  
**(Recommendation: A grade of B or higher in course 350-H)**

**Students contemplating taking 360-AP must attend a meeting with the teacher of the course at which time the course expectations will be described and the summer assignment will be outlined. Completion of the summer assignment is a requirement.**

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

**360-H/DE\* Calculus** **Grade 11, 12** **Honors** **Credits 5**  
**(Recommendation: A grade of B or higher in 350-H/CP)**

This course is intended for capable math students who are planning careers in mathematics, science or engineering fields. It is a rigorous course which includes the study of limits, derivatives, integrals and their applications. A graphing calculator is strongly recommended for the course.

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

**370-AP/DE\* AP Statistics** **Grades 10-12** **AP** **Credits 5**  
**(Recommendation: A grade of "B" or higher in 320-H/CP. Sophomores must have completed Algebra II prior to enrolling in this class.)**

**Students contemplating taking 370-AP must attend a meeting with the teacher of the course at which time the course expectations will be described and the summer assignment will be outlined. Completion of the summer assignment is a requirement.**

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

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

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

**370-CP      Introduction to Statistics                      Grades 11, 12      CP                      Credits 5**

**(Recommendation: Successful completion of or taken in conjunction with 320-H/CP)**

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

**372-CP      Math Problem Solving                      Grade 12              CP                      Credits 5**

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

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

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

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



# Science Department

Mrs. Susan Barnett, Department Chair Ext. 5004

**Science Graduation Requirement: 3 Years lab science / 15 Credits**

<u>Course Title</u>	<u>Level</u>	<u>Course #</u>	<u>Grade</u>	<u>Course Length</u>	<u>Credits</u>
Biology/Lab	H/CP	400-H/CP	9	Full Year	5
Chemistry/Lab	H/CP	410-H/CP	10, 11, 12	Full Year	5
Physics/Lab	H/CP	420-H/CP	10, 11, 12	Full Year	5
Intro to Physics & Chemistry/Lab	CP	431-CP	10, 11, 12	Full Year	5
Environmental Science/Lab	CP	433-CP	11, 12	Full Year	5
Anatomy & Physiology/Lab	CP	447-CP	10, 11, 12	Full Year	5
Astronomy	CP	443-CP	11, 12	Semester	2.5
Biotechnology	H/DE	445-H/DE	11, 12	Semester	2.5
Forensic Science/Lab	CP	449-CP	11,12	Semester	2.5
Robotics/Lab	CP	690-CP	11,12	Semester	2.5
Engineering & Design Tech /Lab	CP	684-CP	11,12	Semester	2.5
AP Biology/Lab	AP/DE	452-AP/DE	11, 12	Full Year	5
AP Physics/Lab	AP	454-AP	11, 12	Full Year	5
AP Chemistry/Lab	AP	456-AP	11, 12	Full Year	5

**400-H      Biology/Lab**

**Grade 9**

**Honors**

**Credits 5**

**400-CP      Biology/Lab**

**Grade 9**

**CP**

**Credits 5**

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

<b><u>410-H</u></b>	<b><u>Chemistry/Lab</u></b>	<b><u>Grade 10-12</u></b>	<b><u>Honors*</u></b>	<b><u>Credits 5</u></b>
<b><u>410-CP</u></b>	<b><u>Chemistry/Lab</u></b>	<b><u>Grade 10-12</u></b>	<b><u>CP</u></b>	<b><u>Credits 5</u></b>

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

**(\*Honors Chemistry Recommendation: concurrently enrolled in Algebra II or teacher approval)**

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

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

**(\*Honors Physics Recommendation: A grade of “B-“ in Algebra II or teacher recommendation)**

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

<b><u>433-CP</u></b>	<b><u>Environmental Science/Lab</u></b>	<b><u>Grade 11, 12</u></b>	<b><u>CP</u></b>	<b><u>Credits 5</u></b>
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This college preparatory course deals with the environmental issues that are challenging our community, society, and world. After a review of relationships that exist between living things and the environment, students will examine the causes, effects and potential solutions to the major environmental concerns of today. These issues include the effects of human actions on the environment, such as pollution of air, land and water, depletion of natural resources and the impact of continued human population growth. Students will also look at solutions to these problems and methods that can be used to achieve environmental sustainability on a global, local, and personal scale.

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

of the goals of this course is to prepare students with the skills necessary to be successful in future science classes in college.

**443-CP    Astronomy /Lab**

**Grades 11, 12   CP**

**Credits 2.5**

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

**445-H    Biotechnology/Lab**

**Grade 11, 12   Honors**

**Credits 2.5**

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

**449-CP    Forensic Science/Lab**

**Grades 11, 12   CP**

**Credits 2.5**

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

**690-CP    Robotics /Lab**

**Grades 11-12   CP**

**Credits 2.5**

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

**684-CP    Engineering & Design Tech I/Lab**

**Grades 10-12   CP**

**Credits 2.5**

This is a survey course in engineering and exposes students to some of the major concepts and disciplines in engineering. Students will have the opportunity to investigate engineering as a high tech career and will develop skills and understanding of course concepts through activity, project, and problem-based learning. This course will also allow students to develop strategies to enable and direct their own learning. **This course is recommended for students thinking of a career in any area of engineering, such as: aerospace, architectural, civil, electrical, industrial, mechanical, and materials.**



**452-AP    AP Biology/Lab \*****Grades 11, 12 AP****Credits 5****(Recommendation: A grade of “B” or better in 400 H/CP or teacher recommendation.)**

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

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

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

**\*DE when available**

**454-AP    AP Physics/Lab****Grades 11, 12 AP****Credits 5****(Recommendation: A grade of “B” or better in PreCalculus and currently enrolled in Calculus)**

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

**Students contemplating taking AP Physics must attend a meeting with the teacher of those courses at which time the course expectations will be described and the summer assignment will be outlined.**

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

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

The Advanced Placement Chemistry course is designed to be the equivalent of the general Chemistry course usually taken during the first year of college. Parents and students should be aware that this course would require students to work on a mathematical and conceptual level far above that of a regular Chemistry course. Only students who are ready to work at the college level should consider this course. The summer assignment should serve as a guide as to whether the student is ready to do this work. Topics such as structure of matter, kinetic theory of gases, chemical equilibrium, and chemical kinetics will be covered in depth. Recommended laboratory experiments will be performed.

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

# World Language Department

Ms. Beth Beauchesne, Lead Teacher Ext. 5007

World Language Graduation Requirement: 2 Years / 10 Credits

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

*\*This course runs alternate years, it will not run during the 2021-2022 school year.*

## **501-CP    American Sign Language I                      Special Arrangement                      CP    Credits 5**

This course will focus on visual and expressive use of language, such as facial expression, mime, and gesture. It will also focus on being able to sign letters of the alphabet, numbers from 1 to 100, formal and informal introductions, asking basic questions, physical characteristics, reactions and opinions, telling time, and giving directions. Participants develop their skills through videotapes, classroom participation, and readings that cover issues important to the Deaf community. Heavy emphasis on culture. ***American Sign Language fulfills the foreign language graduation requirement at Tewksbury Memorial High School. Although, American Sign Language also meets the foreign language requirement for admission into many colleges, some do not accept American Sign Language. Students and parents are encouraged to contact a particular College Admissions Office to see if American Sign Language is accepted as an entrance requirement.***

**502-CP      American Sign Language II      Special Arrangement      CP      Credits 5**

**(Recommendation: Successful completion of course 501-CP)**

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

***American Sign Language fulfills the foreign language graduation requirement at Tewksbury Memorial High School. Although American Sign Language also meets the foreign language requirement for admission into many colleges, some do not accept American Sign Language. Students and parents are encouraged to contact a particular College Admissions Office to see if American Sign Language is accepted as an entrance requirement.***

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

Over the course of the year, students build basic communicative proficiency to communicate about themselves, their daily life, their past-times, their family, and eating at a café. Students develop cultural understanding through the study of the French speaking world. ([Informational Video Link](#))

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

**(Recommendation: Successful completion of Course 511-CP)**

In this class, students polish the skills they begin in French 1 and expand on them. Your proficiency journey continues as you use more complex language to explore technology, leisure time, fashion, celebrations, food and housing, and travel. Students will interact with authentic resources to delve deeper into the cultures of the French-speaking world.

**513-H      French III      Grades 11-12      Honors      Credits 5**

**(Recommendation: 85% or better in Course 512-CP and intermediate low proficiency level.)**

**513-CP      French III      Grades 11-12      CP      Credits 5**

**(Recommendation: A grade of “B” or better in Course 512-CP or Department Chairperson approval.)**

In this class, you will enhance your proficiency in the ability to address a French-speaking audience. Proficiency will progress through the development of skills across the interpersonal, interpretive and presentational modes of communication. You will develop your cross-cultural understanding and language skills through various themes and contexts including stories of art, legends and film. Highlights include units about the black and white photography of Robert Doisneau, storytelling including legends, a French film, and health and wellness.. Class is conducted in French. ([Informational Video Link](#))

**514-H      French IV      Grades 12      Honors      Credits 5**

**(Recommendation: A grade of “B” or better in Course 513-CP or Department Chairperson approval.)**

The French IV honors course is a proficiency-based program which thematically explores many aspects of the richness of life and culture in the French-speaking world. Proficiency will progress through the development of skills across the interpersonal, interpretive and presentational modes of communication. Students hone their ability to use the language in various time frames. They develop a cross-cultural understanding through various themes and contexts. The class is conducted in French.







**536-AP AP Spanish****Grade 12****AP****Credits 5****(Recommendation: A grade of “A” in Course 535-H or Course 534-H or teacher recommendation)**

The content of the course is structured around six specific themes to promote exploration of the language in context and develop students’ understanding of the target culture. The themes are: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students will demonstrate the ability to perform in the target language within three modes of communication: Interpersonal Mode, Interpretive Mode, and Presentational Mode. Students will also demonstrate an understanding of the culture(s), incorporate interdisciplinary topics, make comparisons between cultures, and use the target language in real-life settings. ([Informational Video Link](#))

*Students who complete the requirements for this course are expected to take the advanced placement exam.*

**550-CP Hispanic Culture and History****Grade 10-12****CP****Credits 2.5**

This semester course will study the history and culture of various Hispanic countries, focusing on those with ties to the United States. Through film, digital and print materials students will learn about Latin American music, the Cuban and Mexican revolutions, immigration, and Spanish colonization of Latin America. Each unit will be introduced with a brief study on food, geography, and other cultural aspects essential to that country. This class will be taught in English. ([Informational Video Link](#))

**551-CP History of Language****Grade 10-12****CP****Credits 2.5**

This semester-long course will teach students how language develops. We will begin with the road to vulgar Latin. Then we will discuss how Latin helped with the creation of Medieval French and Spanish. From there, students will explore the transition and influences that shaped Modern French and Spanish that is spoken today. Finally, we will examine how dialects and the current events of today affect language and hypothesize language change. ([Informational Video Link](#))



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

This course explores basic techniques using watercolor, tempera, and acrylic paint. Color theory, composition, and design will be reinforced. Students will create and critique original paintings and will participate in student exhibits. ([Informational Video Link](#))

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

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

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

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

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

**(Recommendation: Successful completion of Ceramics I)**

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

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

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

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

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

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

The first term of this course will cover traditional black and white chemical photography. The techniques of developing and printing photographs, and printing and exhibiting final prints will be taught. Projects will emphasize concepts of available light photography, portrait, experimental, and documentary photography. Emphasis will be placed on work which depicts strong narrative content and sound basic technical skills. Each student should have his/her own 35mm manual film camera and digital camera.



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

**(Recommendation: Successful completion of Photography I)**

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

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

Digital Imaging is a course that provides an introduction to virtual photographic darkroom editing processes and digital design, including web and graphic design. The course will provide students with a fundamental knowledge of digital image manipulation and design using Adobe Photoshop, Illustrator, and InDesign. Students will explore all aspects of digital design including typography and the relationship between type and image. This class will serve students interested in an art class using a digital medium.

**592-H      Senior Art Studio                      Grade 12                      Honors      Credits 5**

**(Recommendation: Two art courses & teacher recommendation or Dept. Chairperson approval.)**

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

**593-AP      AP Art History                      Grade 11, 12                      AP                      Credits 5**

This full year course will explore major forms of artistic expression including architecture, sculpture, painting and other media from across a variety of cultures. Learn about the purpose and function of art as you develop your ability to articulate visual and art historical concepts in verbal and written form.

***Students who complete the requirements for this course are expected to take the advanced placement exam.***

# Performing Arts Department

Ms. Nicole LaPierre, Lead Teacher Ext. 5043

## **Performing Arts Graduation Requirement: 1 Semester / 2.5 Credits**

<u>Course Title</u>	<u>Level</u>	<u>Course #</u>	<u>Grade</u>	<u>Course Length</u>	<u>Credits</u>
Concert Band	H	600-H	9-12	Full Year	5
Concert Band	CP	600A-CP	9-12	Semester	2.5
Chorus	CP	602-CP	9-12	Full Year	5
Chorus	CP	602A-CP	9-12	Semester	2.5
Intro To Guitar	CP	610-CP	9-12	Semester	2.5
Music Theory	CP	612-CP	10-12	Semester	2.5
Popular Music: History & Styles	CP	618-CP	9-12	Semester	2.5
Theater Arts	CP	620-CP	9-12	Semester	2.5
Musical Theater Production	CP	622-CP	10-12	Semester	2.5
Technical Theater	CP	623-CP	9-12	Semester	2.5
Digital Media I	CP	630-CP	9-12	Semester	2.5
Digital Media II	CP	631-CP	10-12	Semester	2.5
Media Communications	CP	632-CP	9-12	Semester	2.5

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

**Grade 9-12**  
**Grade 9-12**

**H**      **Credits 5**  
**CP**     **Credits 2.5**

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

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

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

**602-CP**      **Chorus (full-year)**  
**602A-CP**   **Chorus (semester)**

**Grades 9-12**  
**Grades 9-12**

**CP**      **Credits 5**  
**CP**      **Credits 2.5**

This course is open to all students in grades 9-12, regardless of any previous experience. The chorus sings music from a variety of genres, languages, and time periods. Students will learn techniques for singing in an ensemble setting. The chorus performs at several concerts during the school year, participates in contests, and performs for various community functions. Students are required to

participate in after school rehearsals and attend all performances and participation will be reflected in the student's grade. This course can be taken as a semester or full-year course.

**610-CP**      **Introduction to Guitar**      **Grades 9-12**      **CP**      **Credits 2.5**

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

**612-CP**      **Music Theory: Fundamentals of Music**      **Grade 10-12**      **CP**      **Credits 2.5**

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

**618-CP**      **Popular Music: History & Styles**      **Grades 9-12**      **CP**      **Credits 2.5**

In *Popular Music*, you will study the music in the United States focusing on the 20th and 21st century. The course will study musical styles including: Jazz, Musical Theater, Pop, Rock, and Folk Music. Students will listen to and react to music based on discussions of the styles and their importance within the context of American history in addition to learning the basics of music performance using the guitar.

**620-CP**      **Theater Arts**      **Grades 9-12**      **CP**      **Credits 2.5**

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

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

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

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

This course is an introduction and exploration of theatrical design and technical theater. Technical theatre is a semester course designed for the student interested in the non-performance side of theatre. Topics covered are: The theater and its parts, the history of theatre, types of theaters, in-depth study of a script, set design, lighting design, sound design, prop design and construction, costume and make-up considerations, theatre safety, and jobs in technical theatre. Technical theatre will incorporate academic study and hands-on application of skills. Students will learn the ins and outs of what goes into producing a show from the perspective of the technical crew, the designers, and the director. To achieve

this, students will work on hands-on projects where they design sets, build props, and learn about how to market a theatrical show. Each student will be required to attend one school production during the semester.

**630-CP     Digital Media I**

**Grades 9-12**

**CP**

**Credits 2.5**

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

**631-CP     Digital Media II**

**Grades 10-12**

**CP**

**Credits 2.5**

Through producing original videos, students will gain a deeper understanding of video editing and story writing from conception to exhibition. Students will develop videography skills by completing projects during the semester that require formulation of original ideas that carry through the production process with an added focus on audio production and sound design. Students will exhibit digital literacy skills in learning editing techniques on Final Cut Pro X, and aesthetic valuing by engaging in critiques in all stages of the production process. This course is project based, and picks up where students would have left off in Digital Media I with an introduction to animation and the Adobe After Effects program.

**Open to students in grades 10, 11, and 12 with a passing grade in Digital Media I (or can display a quality product equivalent to be approved by the course instructor.)**

**632-CP     Media Communications**

**Grades 9-12**

**CP**

**Credits 2.5**

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

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

# **CTBE Department**

**Ms. Mary Kelleher, Lead Teacher**

## **CTBE Graduation Requirement: 2 Courses / 5 Credits**

<u><b>Course Title</b></u>	<u><b>Level</b></u>	<u><b>Course #</b></u>	<u><b>Grade</b></u>	<u><b>Course Length</b></u>	<u><b>Credits</b></u>
Child Care 1	CP	641-CP	9-12	Semester	2.5
Child Care 2	CP	642-CP	10-12	Semester	2.5
Child Care 3	CP	643-CP	11, 12	Semester	2.5
Web Design & Visual Communication *	CP	651-CP	9-12	Semester	2.5
Introduction to Computer Programming *	CP	654-CP	10-12	Semester	2.5
Digital Literacy *	CP	655-CP	9-12	Semester	2.5
Introduction to Computer Science *	CP	656-CP	10-12	Semester	2.5
Game Design *	CP	657-CP	9-12	Semester	2.5
AP Computer Science Principles *	AP	659-AP	10-12	Full Year	5
Accounting	CP	661-CP	10-12	Full Year	5
Personal Finance	CP	663-CP	11, 12	Semester	2.5
Marketing 1	CP	664-CP	9-12	Semester	2.5
Marketing 2	CP	665-CP	10-12	Semester	2.5
Business Management & Marketing	CP	667-CP	10-12	Semester	2.5
Sports & Entertainment Marketing	CP	668-CP	10-12	Semester	2.5
Engineering & Design Tech 1	CP	684-CP	10-12	Semester	2.5
Engineering & Design Tech 2	CP	685-CP	10-12	Semester	2.5
Engineering & Design Tech 3	CP	686-CP	11, 12	Semester	2.5
Robotics	CP	690-CP	11, 12	Semester	2.5
Introduction to Health Careers	CP	710-CP	11, 12	Semester	2.5
Health Careers 2-NAT/HHA	CP	720-CP	12	Full Year	5

\*satisfies graduation requirement for computer course

### **641-CP    Child Care I**

**Grades 9-12    CP**

**Credits 2.5**

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



**642-CP Child Care II****Grades 10-12 CP****Credits 2.5****(Recommendation: Successful completion of course Child Care I)**

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

*(Informational Video Link)*

**643-CP Child Care III****Grades 11, 12 CP****Credits 2.5****(Recommendation: Successful completion of course Child Care II )**

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

**651-CP Web Design & Visual Communication Grades 9-12 CP Credits 2.5**

Students will understand the elements that make an effective website and the factors that influence a user experience (UX). Students will use this knowledge to assess the effectiveness of websites and make recommendations for improving user experience. Students will create websites using website builders (such as Google Sites). Students will learn HTML, CSS and JavaScript and use the knowledge of those tools to customize their websites. *(Informational Video Link)*

*\*satisfies computer graduation requirement*

**654-CP Intro to Computer Programming Grades 10-12 CP Credits 2.5**

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

**655-CP Digital Literacy Grades 9-12 CP Credits 2.5**

This course provides students a foundational understanding of the technological building blocks to critically interpret digital media, and to author powerful and effective digital documents. Students have the opportunity to practice and develop a working knowledge of the key digital concepts and 21st century skills critical to becoming lifelong learners. *\*satisfies computer graduation requirement*

**651-CP Web Design & Visual Communication Grades 9-12 CP Credits 2.5**

Students will understand the elements that make an effective website and the factors that influence a user experience (UX). Students will use this knowledge to assess the effectiveness of websites and make recommendations for improving user experience. Students will create websites using website builders (such as Weebly, Wix or Wordpress). Students will learn HTML, XHTML and CSS and use the knowledge of those tools to customize their websites. *(Informational Video Link)*

*\*satisfies computer graduation requirement*

**654-CP     Intro to Computer Programming     Grades 10-12     CP     Credits 2.5**

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

**655-CP     Digital Literacy     Grades 9-12     CP     Credits 2.5**

This course provides students a foundational understanding of the technological building blocks to critically interpret digital media, and to author powerful and effective digital documents. Students have the opportunity to practice and develop a working knowledge of the key digital concepts and 21st century skills critical to becoming lifelong learners. *\*satisfies computer graduation requirement*

**656-CP     Intro. to Computer Science     Grades 10-12     CP     Credits 2.5**

Students will understand how computing devices work. Students will learn how the major components of a computer system interact with each other and use troubleshooting strategies to solve routine hardware problems. Students will learn how to write and debug algorithms in a structured language. The course will cover how different data representation affects storage and quality. Students will understand how networks communicate, and vulnerabilities and issues that may impact their functionality. Students will analyze the impact and intent of the new technology laws, understand safety and security concepts, and security and recovery strategies. Students will also examine the impact of technology, assistive technology, technology proficiencies and cybercrime in people's lives, commerce and society. ([Informational Video Link](#)) *\*satisfies computer graduation requirement*

**657-CP     Game Design     Grades 10-12     CP     Credits 2.5**

Game Design is a first semester course designed that introduces programming to high school students. Students learn how to code by working in a real software development environment to design, program, and publish mobile apps and games. Working in the same ways that professional programmers do and creating real games or apps, students learn how to make amazing things and to have a real world impact. *\*satisfies computer graduation requirement*

**659-AP     AP Computer Science Principles     Grades 10-12     CP     Credits 5.0**

Students will develop computational thinking skills vital for success across all disciplines such as using computational tools to analyze and study data, and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems. ([Informational Video Link](#)) *\*satisfies computer graduation requirement*

**Prerequisite - Completion of freshman algebra and currently taking Algebra II.** Students should also be able to use a Cartesian (x, y) coordinate system to represent points in a plane.

**661-CP     Accounting     Grades 10-12     CP     Credits 5**

Students will first learn the accounting cycle with emphasis on theory and application. Topics will include principles of beginning accounting, financial statements, journals, ledgers, adjustments and payroll. Projects involving the computer will enhance the student's ability to solve problems. Forensic Accounting is a specialized form of accounting that uses auditing and investigation to determine if fraud



has taken place within a company. This course is recommended for students thinking of a career in general accounting, auditing, federal law enforcement, banking, and actuarial science. By enrolling in this course, you will be eligible to participate in the TMHS DECA program. ([Informational Video Link](#))

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

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

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

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

**665-CP      Marketing II      Grade 10-12      CP      Credits 2.5**  
**(Recommendation: Grade of “C” or better in Marketing I)**

Marketing II is an advanced course for retailing and marketing students who will focus on the problems and procedures in management. Students involved in this course will plan productions such as semi-formals and the annual DECA Fashion Show. DECA participation is highly recommended. This course is recommended for students thinking of a career in business marketing, retail marketing, financial management, financial planning, insurance, actuarial work, marketing research analysis, travel and tourism, and sports and entertainment. By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

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

Business Management and Marketing is a highly intensive course concentrating on the analysis, planning and control of marketing problems. Topics will include analyzing business opportunities, planning a market program, international marketing and marketing in the contemporary environment. Students in this course have the opportunity to participate in DECA, an association of marketing students. This course is recommended for students thinking of a career in business management, marketing, or management analysis, as well as being a management consultant, or owning your own business. By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

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

The course will focus around the operations, management and marketing of both fields. Some topics will include, but are not limited to Entertainment marketing, Marketing Information Management for Sports and Entertainment, Sports and Entertainment Economics, Sports and Entertainment Risk Management, The Sales Process, Marketing Basics of Sports and Entertainment, Entertainment Distribution, The Marketing Research Process, Demographics of Market Segmentation, The Product

Mix, Promotional Planning and Sponsorships. Students will obtain a knowledge and understanding of the field and how it works, along with obtaining 21st Century Skills. By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

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

This is a survey course in engineering and exposes students to some of the major concepts and disciplines in engineering. Students will have the opportunity to investigate engineering as a high tech career and will develop skills and understanding of course concepts through activity, project, and problem-based learning. This course will also allow students to develop strategies to enable and direct their own learning. **This course is recommended for students thinking of a career in any area of engineering, such as: aerospace, architectural, civil, electrical, industrial, mechanical, and materials.**

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

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

This is an accelerated course, which allows the student to continue building on experiences attained while taking Engineering and Design Tech I. Math and science concepts are emphasized as the student uses the computer and their creativity to design and solve problems using the latest CAD software. Topics will include a review of commands used in operating AUTOCAD LT2000, single and multi-view drawings, applied geometric construction, auxiliary views, revolutions and sectional views. A more extensive study of commands as they relate to the software will comprise the remaining areas of study. **This course is recommended for students thinking of a career in any area of engineering, such as: aerospace, architectural, civil, electrical, industrial, mechanical, and materials.**

**686-CP      Engineering and Design Tech III      Grades 11-12   CP      Credits 2.5**

**(Recommendation: Successful completion of Engineering & Design Tech II)**

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

**690-CP      Robotics/Lab      Grades 11-12   CP      Credits 2.5**

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

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

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

Students will have the opportunity to observe and interact with healthcare professionals from local facilities.

**720-CP**     **Home Health Aide (HHA)**

**Grade 12**

**CP**

**Credits 5**

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

## Wellness Department

**Mrs. Julia Fabiano, Lead Teacher 640-7800 ext. 5053**

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

<u>Course Title</u>	<u>Level</u>	<u>Course #</u>	<u>Grade</u>	<u>Course Length</u>	<u>Credits</u>
Health 1	CP	812-CP	9	Semester	2.5
Health 2	CP	822-CP	11	Semester	2.5
Physical Education	CP	831-CP	9-12	Semester	2.5

## 812-CP Health I

## Grade 9

CP

**Credits 2.5**

This course focuses on personal health issues and healthy life choices. Classroom topics covered address dimensions of wellness that include but are not limited to emotional, intellectual, physical, and social wellness. Course content is revised yearly to maintain currency with critical topics that align with TMHS student needs. Throughout the study of health topics, students will engage in development of skills such as communication, self-management, decision making, and goal setting.

## 822-CP Health II

## Grade 11

CP

**Credits 2.5**

This course is designed to prepare students to navigate future health topics on a more mature level, and will include current health issues, personal health issues, and community & global health. Classroom topics covered address dimensions of wellness that include but are not limited to emotional, multicultural, intellectual, physical, financial, and environmental wellness. Course content is revised yearly to maintain currency with critical topics that align with TMHS student needs. Throughout the study of health topics, students will engage in development of skills such as communication, self-management, decision making, and advocacy.

**831-CP Physical Education**

## Grade 9-12

CP

**Credits 2.5**

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

# Additional Course Offerings

## Global Studies

**9007-GT    Global Thought    Grade 11-12    CP    Credits 2.5**

Global Thought uses various genres of cross-cultural literature as a foundation for understanding global issues, while challenging students to think critically and empathetically about their role as an American and global citizen. This course specifically uses a variety of literary works, including novels, graphic novels, memoirs, short stories, personal essays and speeches to navigate topics of cultural identity, public health, equality and human rights, and the American subconscious.

## Edgenuity

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

Please note:

- Juniors and seniors in good standing will be eligible to take one Edgenuity course per year.
- Students must have good attendance, grades, and behavior records.
- This is a supplemental program to TMHS course offerings.
- Students successfully completing full year Edgenuity courses will earn 5 credits and half-year, elective courses will earn 2.5 credits.
- Exceptions per approval of the Principal.
- Edgenuity courses may be taken for enrichment purposes over the summer with prior approval of the Principal.
- Students will receive a grade of Pass/Fail and will not be factored into GPA calculations.

**9008-CP    Edgenuity    Special Arrangement    CP    Credits 2.5/5**

Students enrolled in standard level Net Courses are expected to participate with the same level of dedication and intensity as in traditional face to face classrooms. These students are required to be actively engaged in their coursework for approximately 10-12 hours per week. **This course is graded on a Pass/Fail basis and will not count into the student's GPA.**



## **Experiential Learning**

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

### **9000      Pathways Internship      Grade 11 by Special Arrangement      Credits 2.5**

The Innovation Pathways Internship Program allows students the option to work with or shadow a person or persons to explore career opportunities. Internships will be counted as an elective and will be taken during the summer between junior and senior years. Students must complete an appropriate application **before** completing course requests with their guidance counselor. Students will be required to complete weekly time cards and journals. They are also expected to complete assignments related to their internship. **This course is graded on a Pass/Fail basis and will not count into the student's GPA.**

### **9020      IP Skills & Strategies      Grade 10-11 by Special Arrangement      Credits 2.5**

This course is a requirement for students enrolled in the Innovation Pathways program at TMHS. It must be taken during either the student's 10th or 11th grade year. The course is designed to prepare students for their future career goals and their Innovation Pathways summer internships. This is done through various assignments that require reflective journaling and self-exploration. Some of the lessons include preparing for job interviews, building a resume, developing strong communication skills, workplace etiquette, and putting together a work portfolio. **This course is graded on a Pass/Fail basis and will not count into the student's GPA.**

### **9011      Experiential Learning      Special Arrangement      Credits 1**

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

## **MTSS and Additional Supports**

### **901-CP      Academic Skills and Strategies 9-10      Special Arrangement      Credits 2.5**

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

### **902-CP      Academic Skills and Strategies 11-12      Special Arrangement      Credits 2.5**

This course can be taken for one or more semesters. This class is designed to prepare students for their future goals and assist them in learning how to achieve their goals. This is done through various assignments that include class discussions, partner work, reflective journaling, class presentations, written work and creative exploration. Some of the topics that will be discussed will include learning

styles, organizational skills, and study skills. Students will also improve their learning effectiveness through critical thinking skills, test taking strategies (PSAT, SAT, ACT, etc.), note taking skills and other study methods. The course will also introduce students to career and other job options through interest inventories and research projects. These skills will be introduced, practiced and reinforced throughout the course and will enhance student preparedness across all academic areas while also helping to prepare them with the expectations of post secondary careers and/or education. **This course is graded on a Pass/Fail basis and will not count into the student's GPA.**

**906-CP    Writing Lab**

**Special Arrangement    Credits 2.5**

This class is designed to help students make effective progress with their writing based upon recommendation of their English classroom teacher or guidance staff. This course uses several specialized methodologies to engage students in the writing process. High emphasis on explanatory writing, argumentative writing, and narrative writing. Students will utilize different graphic organizers and direct instruction on thesis/claims, sentence structure, paragraph development, organization, and transitions. Students will also be provided with study strategies for vocabulary and test preparation. Students can apply these skills in all of their academic courses. Some reading material is assigned to facilitate discussion and writing assignments. **This course is graded on a Pass/Fail basis and will not count into the student's GPA.**

**960-CP    Math Lab**

**Special Arrangement    Credits 2.5**

This class is designed to help students make effective progress with their mathematics content knowledge. Students will be placed in this course based upon recommendation of their math teacher or guidance counselor. The teacher of this course will work closely with the student's current math teacher to provide individualized support.

**This course is graded on a Pass/Fail basis and will not count into the student's GPA.**

**900-ELL    ELL Support**

**Special Arrangement    Credits 2.5**

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



# **Special Education Department**

**Mr. Marco Basiliere, Lead Teacher 640-7856**

**Mr. Chuck Zucco, Case Manager 640-7856**

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

## **Specialized Instruction**

## **Special Arrangement**

**Credits 5.0**

The special education department offers small group core courses that follow subject course curriculum with specialized instruction in several core content areas.

### **904-CP Directed Learning I**

### **Special Arrangement**

**Credits 2.5**

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

### **905-CP Directed Learning II**

### **Special Arrangement**

**Credits 2.5**

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

### **Life Skills Grades 9-12**

### **Special Arrangement**

**Credits 5**

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

## **Special Education Teachers/Student Liaisons**

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

**SUPERINTENDENT EVALUATION TIMELINE**

**2020-2021 School Year**

*On or about*  
**Apr 30**

Distribute Superintendent Evaluation documents to School Committee members.

*On or about*  
**May 7**

Superintendent to distribute and review progress of goals and self-assessment.

*On or about*  
**May 10-28**

Individual School Committee members will consult with Superintendent to review goals and self-assessment data during the time period of May 11<sup>th</sup> through May 29<sup>th</sup>.

*On or about*  
**June 1**

School Committee members will submit their individual evaluations of the Superintendent to the Chairperson for analysis. Chairperson to synthesize data and summarize for the final Superintendent Evaluation Report.

*On or about*  
**June 9**

School Committee Chairperson to deliver both oral and written summary of the Superintendent Evaluation Report in Public Session.