



TEWKSBURY PUBLIC
SCHOOLS
CHRISTOPHER J. MALONE
SUPERINTENDENT OF SCHOOLS

Meeting Date: Wednesday, April 15, 2020 - Regular Meeting #7 - Remote Participation

Public Budget Hearing #2 - 5:30 PM

Location: The Tewksbury School Committee intends to conduct a virtual remote meeting using the Google Meet electronic platform. All participation will take place remotely, not in-person. The meeting will be recorded and posted for interested community members to access and watch. Interested community members may submit comments through either the School Committee Chair, Mr. Keith Sullivan, via e-mail to ksullivan@tewksbury.k12.ma.us, or Superintendent of Schools, Mr. Chris Malone via e-mail to cmalone@tewksbury.k12.ma.us, up to 4:00 p.m. on April 15, 2020. Comments submitted will be read under the Citizen's Forum portion(s) of the agenda.

- A. **CALL TO ORDER (5:30PM)**
- B. **ANNOUNCEMENT:** The April 15, 2020 School Committee meeting is being held remotely in accordance with the Governor of Massachusetts Order on March 12, 2020 Suspending certain provisions of the Open Meeting Law, G.L. c. 30A sec. 20, the public will not be allowed to physically access this School Committee meeting.
- C. **PUBLIC BUDGET HEARING (5:30PM)**
- D. **RECONVENE REGULAR MEETING (6:00PM)**
- E. **PLEDGE OF ALLEGIANCE**
- F. **RECOGNITION**
None
- G. **STUDENT REPRESENTATIVE REPORT**
None
- H. **PRESENTATIONS**
None
- I. **CITIZEN'S FORUM**
Citizens may submit comments through either the School Committee Chair, Mr. Keith Sullivan, via e-mail to ksullivan@tewksbury.k12.ma.us, or Superintendent of Schools, Mr. Chris Malone, via e-mail to cmalone@tewksbury.k12.ma.us, Emailed comments will be accepted up to 4:00 p.m. on April 15, 2020. Comments submitted will be read under the public participation portion(s) of the agenda. Citizens are asked to please identify themselves providing their name and address and limit comments related to items on the agenda to three (3) minutes or ten (10) if spokesperson is representing a group concern.
- J. **APPROVAL OF MINUTES**
February 12, 2020 Regular Meeting
- K. **SUBMISSION AND PAYMENT OF BILL**
 - 1. Payroll Period Ending February 20, 2020 (\$1,376,686.58) (File)
 - 2. Payroll Period Ending March 5, 2020 (\$1,423,701.85) (File)
 - 3. Payroll Period Ending March 19, 2020 (\$1,380,892.06) (File)
 - 4. Payroll Period Ending April 2, 2020 (1,318,409.71) (File)
- L. **SUPERINTENDENT & STAFF REPORT**
- M. **CONSENT AGENDA (itemized on page 3)**

TEWKSBURY SCHOOL COMMITTEE CONSENT AGENDA

Superintendent of Schools

Christopher J. Malone
cmalone@tewksbury.k12.ma.us

TEWKSBURY SCHOOL COMMITTEE

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

M. CONSENT AGENDA

1. Correspondence

- a. Merrimack College - Supervising Practitioners for the Fall 2019 Semester (File)
- b. Merrimack College - Course Vouchers (File)
- c. District Newsletters (File)

2. Enrollment Update: - None

None

3. Personnel Items

New Hires: Brett McCoy (\$35,907/*prorated*), Building Custodian, Tewksbury Memorial High School, effective March 23, 2020; John Rufo (\$35,907/*prorated*), Building Custodian, Tewksbury Memorial High School, effective March 30, 2020; Rachel Casey (\$20,339.00/*prorated*), Classroom Instructional Aide/DLC, Heath Brook School, effective February 24, 2020

Athletics: None

Retirements/Resignations/Terminations: Joseph Frank, Technology Education Teacher at the John Wynn Middle School, effective June 17, 2020; Dan Poirier, district-wide IT Support Technician, effective March 16, 2020; Gary Blonigen, School Custodian at Tewksbury Memorial High School, effective March 9, 2020; Adrian Deno, School Custodian at Tewksbury Memorial High School, effective March 6, 2020

1-Year Leave of Absence: Amanda Martel, Math Teacher, Wynn Middle School for the 2020-2021 school year

4. Acceptance of Donations/Gifts: None

5. Fundraisers/Raffles: None

Public Budget Hearing

FY21
Tewksbury
Public Schools
Budget
HEARING

T

April 15, 2020

FY21 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.

FY21 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.

FY21 School Department Budget

School Budget Consists of 4 Major Parts

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

FY21 School Department Budget

School Budget Consists of 4 Major Parts

- Managed by the Schools

- Salary
- Operating
- Capital Outlay

- Managed by the Town

- Fixed Costs

FY21 School Department Budget

Areas of FOCUS

- Personnel
 - Class Size (watch; assess)
 - Equitable
 - Special Education Service Delivery
 - Specialists
 - Art, Music, PE, Tech, STEM
 - Restructured FY20
 - Clerical
 - Summer K-4
 - Piloted FY20
 - Resource Officer for Elementary
- Technology
 - Device Maintenance/Replacement
 - Monitoring systems
 - Printing solutions (less paper)
 - Building Improvements
 - Upkeep of older buildings
 - Security
 - Building Systems
 - STEM/Maker Spaces
 - **ERATE Update - NEW**

FY21 School Department Budget

Overall 2.94% increase Requested

Tewksbury Public Schools

School Budget Recommendation - FY21

	School Expended FY19	School Budget FY20	Jan 10 School REQUEST FY21	Apr 15 School REQUEST FY21	CHANGE	Town Manager Recommend FY21	\$\$ Change	% Change
Salaries	32,224,455	34,501,227	35,245,995	35,205,417	40,578	35,245,995	744,768	2.16%
Operating	15,608,135	13,738,382	14,537,730	14,578,308	(40,578)	14,537,730	799,348	5.82%
Capital Outlay	660,074	948,877	850,000	850,000	-	850,000	(98,877)	-10.42%
School Budget	48,492,664	49,188,486	50,633,725	50,633,725	-	50,633,725	1,445,239	2.94%

What has changed:

- Salary Reduction taken for new retiree/resignations
- Operating increase in Regular Transportation – BID Opening 2/5/20
- Operating increase for Collaborative Tuition increase. Valley Collaborative published FY21 Rates

FY21 School Department Budget

If considering Fixed Costs 2.03% increase Requested

	School Budget FY20	Jan 10 School REQUEST FY21	Apr 15 School REQUEST FY21	Change	Town Manager Recommend FY21	\$\$ Change	% Change
Salaries	34,501,227	35,245,995	35,205,417	(40,578)	35,245,995	744,768	2.16%
Operating	13,738,382	14,537,730	14,578,308	40,578	14,537,730	799,348	5.82%
Capital Outlay	948,877	850,000	850,000	-	850,000	(98,877)	-10.42%
School Budget	49,188,486	50,633,725	50,633,725	-	50,633,725	1,445,239	2.94%
School Fixed Costs	18,117,110	18,038,298	18,038,298	-	18,038,298	(78,812)	-0.44%
Grand Total School Budget	67,305,596	68,672,023	68,672,023	-	68,672,023	1,366,427	2.03%

FY21 School Department Budget

SALARY – 70% of School Budget

- Assumes level staffing for FY21 (to start)
- Accounts for Contractual, STEP & Longevity Increases

Group	% Increase	Base \$ Increase	Step Increase	Longevity Increase	TOTALS
Admin Group	2.25%	\$ 28,646	\$ 15,025	\$ -	\$ 43,671
Aides	2.00%	\$ 28,646	\$ 43,397	\$ 1,800	\$ 73,843
Custodians	2.25%	\$ 28,338	\$ 13,803	\$ 500	\$ 42,641
Food Services	2.25%	\$ 6,302	\$ 3,514	\$ -	\$ 9,816
Non-Union	2.25%	\$ 75,513	\$ -	\$ 400	\$ 75,913
Nurses	2.25%	\$ 10,813	\$ 3,008	\$ -	\$ 13,821
Secretaries	2.25%	\$ 15,193	\$ 8,313	\$ -	\$ 23,506
Teachers	2.25%	\$ 528,527	\$ 355,776	\$ 16,500	\$ 900,803
TOTALS		\$ 721,978	\$ 442,836	\$ 19,200	\$ 1,184,014

FY21 School Department Budget

SALARY – 70% of School Budget

January 10, 2020

Group	HeadCount	LEA Budget Amount	% of Salary
Aides	63.90	\$ 1,497,392	4%
Cust/Maintenance	32.00	\$ 1,602,550	5%
Non Union	46.50	\$ 3,438,543	10%
Nurses	9.00	\$ 561,376	2%
Secretaries	17.00	\$ 722,290	2%
Teachers	285.80	\$ 23,796,709	68%
Union Admin	7.00	\$ 814,938	2%
Part Time/Overtime/Hourly	~500~	\$ 2,812,197	8%
Totals	961.20	\$ 35,245,995	



April 9, 2020

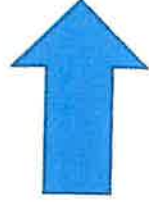
Group	HeadCount	LEA Budget Amount	% of Salary
Aides	63.90	\$ 1,492,435	4%
Cust/Maintenance	32.00	\$ 1,602,550	5%
Non Union	46.50	\$ 3,438,543	10%
Nurses	9.00	\$ 561,376	2%
Secretaries	17.00	\$ 722,290	2%
Teachers	285.80	\$ 23,761,088	67%
Union Admin	7.00	\$ 814,938	2%
Part Time/Overtime/Hourly	~500~	\$ 2,812,197	8%
Totals	961.20	\$ 35,205,417	

FY21 School Department Budget

OPERATING – 28% of School Budget

January 10, 2020

<u>Category</u>	<u>Amount</u>	<u>%</u>
Maintenance	\$ 1,055,400	7%
Misc & Prof Development	\$ 724,674	5%
Special Ed Services	\$ 2,175,000	15%
Supplies/Textbooks & Materials	\$ 1,301,475	9%
Tech Contracts	\$ 608,603	4%
Transportation	\$ 3,415,376	23%
Tuition	\$ 3,930,702	27%
Utilities	\$ 1,326,500	9%
TOTAL	\$14,537,730	



April 9, 2020

<u>Category</u>	<u>Amount</u>	<u>%</u>
Maintenance	\$ 1,055,400	7%
Misc & Prof Development	\$ 724,674	5%
Special Ed Services	\$ 2,175,000	15%
Supplies/Textbooks & Materials	\$ 1,301,475	9%
Tech Contracts	\$ 608,603	4%
Transportation	\$ 3,426,136	24%
Tuition	\$ 3,960,520	27%
Utilities	\$ 1,326,500	9%
TOTAL	\$14,578,308	

FY21 School Department Budget

CAPITAL OUTLAY – 2% of School Budget

The School Department recognizes the need to maintain our buildings and continue to advance our technology to improve students' educational experience. In this section of the budget, the School

Department plans to prioritize and accomplish items on the PROJECTS LIST section of the budget. This list is ever changing and being adapted as needs arise. Also included in this section of the budget is a listing of projects completed over the past 4 years. This list is extensive and could NOT have been accomplished without the thorough cooperation of town and school boards, committees and resources.

<u>Item</u>	<u>Estimate</u>	<u>Comment</u>
Textbooks/Software Replace/Upgrade	\$ 250,000	Annual Textbook upgrade program
Building Maintenance/Tech Projects	\$ 600,000	Specific Projects TBD based on prioritization of PROJECTS LIST
TOTAL	\$ 850,000	

Recognition and/or Presentations

Minutes

TEWKSBURY PUBLIC SCHOOLS
Tewksbury, Massachusetts

Date **2/20/2020**

I move the School Department Payroll for the period ending
to be approved and certified in the amounts and categories as shown for
a total amount of **\$1,376,686.58**

GRANTS

\$26,178.69	2019-2020	Special Ed 240 Grant
\$11,831.45	2019-2020	Title I Grant
	2018-2019	Title II Grant
\$1,617.66	2019-2020	Title IV Grant
\$5,150.43	2019-2020	21st Century Grant
	2019-2020	Innovation Pathways Grant

REVOLVING ACCOUNTS

\$4,256.38	2019-2020	Community Services
\$16,702.15	2019-2020	Community Services Preschool Program
	2019-2020	Community Services Recreation
\$2,011.67	2019-2020	Adult Education Program
\$25,699.57	2019-2020	Lunch Program
\$1,269.17	2019-2020	Facilities
\$4,042.64	2019-2020	Recreation
\$643.14	2019-2020	Parking Fees
\$3,098.92	2019-2020	Preschool
\$2,433.00	2019-2020	Wynn Intramural Clubs
	2019-2020	NPEN

\$104,934.87 SUB TOTAL - NON LEA FUNDS

LEA FUNDS

\$1,271,751.71	2019-2020	School Department Account
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\$1,376,686.58 TOTAL

TEWKSBURY PUBLIC SCHOOLS
Tewksbury, Massachusetts

Date **3/5/2020**

I move the School Department Payroll for the period ending
to be approved and certified in the amounts and categories as shown for
a total amount of **\$1,423,701.85**

GRANTS

\$25,519.41	2019-2020	Special Ed 240 Grant
\$11,335.70	2019-2020	Title I Grant
	2019-2020	Title II Grant
	2019-2020	Title IV Grant
\$3,248.54	2019-2020	21st Century Grant
	2019-2020	Innovation Pathways Grant

REVOLVING ACCOUNTS

\$4,057.52	2019-2020	Community Services
\$8,142.52	2019-2020	Community Services Preschool Program
	2019-2020	Community Services Recreation
\$667.17	2019-2020	Adult Education Program
\$23,277.51	2019-2020	Lunch Program
\$8,748.30	2019-2020	Facilities
\$2,642.46	2019-2020	Recreation
\$643.14	2019-2020	Parking Fees
\$3,098.92	2019-2020	Preschool
\$5,674.00	2019-2020	TMHS Athletic Intramural
	2019-2020	NPEN

\$97,055.19 SUB TOTAL - NON LEA FUNDS

LEA FUNDS

\$1,326,646.66	2019-2020	School Department Account
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\$1,423,701.85 TOTAL

TEWKSBURY PUBLIC SCHOOLS
Tewksbury, Massachusetts

Date 3/19/20

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 **\$1,380,892.06**

GRANTS

\$26,266.17	2019-2020	Special Ed 240 Grant
\$12,656.62	2019-2020	Title I Grant
	2019-2020	Title II Grant
	2019-2020	Title IV Grant
\$8,546.60	2019-2020	21st Century Grant
	2019-2020	Innovation Pathways Grant

REVOLVING ACCOUNTS

\$4,259.62	2019-2020	Community Services
\$16,694.48	2019-2020	Community Services Preschool Program
\$3,913.29	2019-2020	Community Services Recreation
\$1,077.85	2019-2020	Adult Education Program
\$27,175.26	2019-2020	Lunch Program
\$10,174.89	2019-2020	Facilities
	2019-2020	Recreation
\$643.14	2019-2020	Parking Fees
\$3,098.92	2019-2020	Preschool
	2019-2020	TMHS Athletic Intramural
	2019-2020	NPEN

\$114,506.84 SUB TOTAL - NON LEA FUNDS

LEA FUNDS

\$1,266,385.22	2019-2020	School Department Account
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\$1,380,892.06 TOTAL

TEWKSBURY PUBLIC SCHOOLS
Tewksbury, Massachusetts

Date **4/2/20**

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 **\$1,318,409.71**

GRANTS

\$26,463.21	2019-2020	Special Ed 240 Grant
\$10,864.78	2019-2020	Title I Grant
	2019-2020	Title II Grant
	2019-2020	Title IV Grant
	2019-2020	21st Century Grant
	2019-2020	Innovation Pathways Grant

REVOLVING ACCOUNTS

\$4,013.38	2019-2020	Community Services
\$14,916.28	2019-2020	Community Services Preschool Program
	2019-2020	Community Services Recreation
\$1,982.42	2019-2020	Adult Education Program
\$24,616.90	2019-2020	Lunch Program
\$643.14	2019-2020	Facilities
\$71.86	2019-2020	Recreation
\$643.14	2019-2020	Parking Fees
\$3,098.92	2019-2020	Preschool
	2019-2020	TMHS Athletic Intramural
	2019-2020	NPEN

\$87,314.03 SUB TOTAL - NON LEA FUNDS

LEA FUNDS

\$1,231,095.68	2019-2020	School Department Account
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\$1,318,409.71 TOTAL

Superintendent/ Staff /School Committee Reports

Consent Agenda

RECEIVED BY TPS
EB 27 2020 AM8:03



MERRIMACK COLLEGE

SCHOOL OF EDUCATION & SOCIAL POLICY

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

February 2020


Dear Superintendent Christopher J. Malone,

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

As a token of our appreciation, enclosed is a graduate course voucher that is valid for one (1) course in the School of Education & Social Policy. Course vouchers may be used toward any course in the graduate education (M.Ed.) catalog. Instructions for redeeming a voucher are printed on the back of each voucher. Organizations supporting our students receive one (1) course voucher per student teacher. *The vouchers are valid for up to two years from the date of issue.*

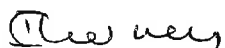
In addition, each supervising practitioner has earned professional development points (PDP) which are recognized by the MA Department of Elementary and Secondary Education (ESE) and may be used in accordance with relicensure regulations and guidelines. PDP Certificates have been emailed to the teachers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

Below are the supervising practitioners and Merrimack students for the Fall 2019 semester:

Supervising Practitioner (s)	Student Name	School	Voucher #
Karen Hodgson	Jessica Bridle	North Street School	

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

Regards,



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



MERRIMACK COLLEGE

SCHOOL OF EDUCATION & SOCIAL POLICY

SUPERVISING PRACTITIONER COURSE VOUCHER

Organization: Tewksbury Public Schools

Program: Teacher Education Program

Term: Fall 2019

Date of Issue: March 1, 2020

In recognition of your participation in the **2019-2020 Teacher Education** program, your organization is hereby granted one (1) course in the School of Education & Social Policy per Merrimack student in the **Fall 2019** semester. Course vouchers may be used toward any course in the graduate catalog for the School of Education & Social Policy. *The vouchers are valid for up to two years from the date of issue.*

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

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

Regards,

Isabelle D Cherney, Ph.D.

Dean, School of Education & Social Policy

Name of Supervising Practitioner: _____

Name of Designee (if any): _____

Signature of Supervising Practitioner
authorizing transfer of voucher: _____

Please provide full contact information for individual using this voucher:

Name _____

Address, City, State, Zip _____

Phone _____ Email _____

VOUCHER #

CURRICULUM ENRICHMENT & SUPPORT

TEWKSBURY PUBLIC SCHOOLS

Supporting Students and Families Through the Extended School Closure (as of 3-27-2020)

Dear TPS Community,

WOW!...what a difference a week can make!

With the new announcement of extending the closing of our schools, now through May 4, 2020, we can imagine the mixed emotion this news brings to you and your children; as we are all feeling the same. While we all know that this is a health crisis and not an education crisis, the impact this pandemic is taking on families and school communities everywhere is immense.

In planning for this extended closure, we are taking guidance from DESE related to a new remote learning shift. This shift cannot happen overnight for schools and for families. You, in fact, have seen how difficult it is to organize a schedule of rich learning activities at home while juggling your own work and other family needs and responsibilities. Our plan in this shift is to provide equity and opportunities for success for **all** (students, families, and staff) as we try to do this remotely. To make our thinking transparent to everyone, please see below for the list of tasks we plan to undertake next week and beyond. Details and logistics for each of the planned tasks will be thought out and communicated with the related groups as we get there.

As you look at this week's District Newsletter, you will see some relevant updates to the Enrichment Docs, the Student & Family Supports, and the FAQ's, as some of those details have changed. Once again, if you are having difficulty accessing the resources in this newsletter, please contact your building principal or me at bregan@tewbksbury.k12.ma.us. And....as we have repeated often, this plan may change as this situation is ever so fluid, so thank you again and again for your patience and resiliency.

Be well,
Brenda Theriault-Regan, Assistant Superintendent

Together with all the dedicated members of the TPS District Leadership Team

1. COMPREHENSIVE PLANNING: March 27 - April 6, 2020

- Continue the enrichment learning mode
- Communicate and clarify the new DESE guidelines regarding remote learning
- Continue to provide teachers with appropriate technology devices for remote learning
- Assess student device needs and a safe process for acquiring the limited District devices
- Continue to provide teachers with remote learning training as needed (i.e. Google Class)
- Develop (draft) schedules and structures that flexibly meet both teachers and families abilities to access instructional resources together and that can provide students with appropriate feedback
- Develop focus areas and lessons for all grade-levels' remote student learning

2. BEGIN the SHIFT: April 7 - April 10, 2020

- Communicate remote learning structures to all
- Begin implementation of remote learning structures to maintain and enrich standards-based learning goals
- Consider practicing teacher/student virtual sessions as appropriate

3. ONGOING IMPLEMENTATION of REMOTE LEARNING: through May 4, 2020

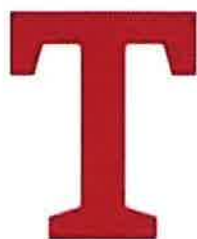
- Adapt and assess as needed
- Rinse & Repeat... :)

[DESE's REMOTE LEARNING GUIDELINES & RECOMMENDATIONS](#)



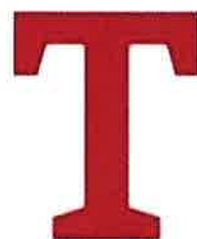
Grades PK-4

[PK-4 Suggested Curriculum
Enrichment](#)



Grades 5-8

[5-8 Suggested Curriculum
Enrichment](#)



Grades 9-12

[9-12 Suggested Curriculum
Enrichment](#)



Student & Family Supports

Please [click here](#) to access a variety of local, state and federal agency support resources.



TPS Food & Nutrition Services

Please [click here](#) for details on our Grab & Go Lunch.



FAQ's

Please [click here](#) for answers to some general FAQ's.

Coronavirus (COVID-19) Resources & Contacts

Please visit the links below for up to date information concerning the Coronavirus.

CDC - CENTER FOR DISEASE CONTROL AND PREVENTION

CDC - PRINT RESOURCES & POSTERS

DPH - MASSACHUSETTS DEPARTMENT OF PUBLIC HEALTH

BOH - TEWKSBURY BOARD OF HEALTH



Tewksbury Public Schools

@tpsdistrict

Please visit our website www.tewksbury.k12.ma.us for up to date announcements, resources, and cancelations.

139 Pleasant Street, Tewksbury...

bregan@tewksbury.k12.ma.us

(978) 640-7800

tewksbury.k12.ma.us/

Newsletter Archive

Please click on the links below to access all the District Newsletters:

[District Enrichment & Support Newsletter #1 \(3-20-2020\)](#)

[District Enrichment & Support Newsletter #2 \(3-27-2020\)](#)

CURRICULUM ENRICHMENT & SUPPORT

TEWKSBURY PUBLIC SCHOOLS

Supporting Students and Families Through the Extended School Closure (as of 3-20-2020)

Dear TPS Community,

With the extended closing of our schools and related school-community resources, TPS would like to first take the opportunity to acknowledge the emotional impact this poses on students, families, and staff. People are digesting the reality of a long-term disconnect to regular school routines and to each other. We acknowledge the sense of loneliness and anxiety that has set in for many but know we are all Tewksbury Tough when needed.

Therefore, we have created a District-wide Curriculum Enrichment and Family Support Newsletter to provide suggestions to get through this change in our day-to-day lives. This newsletter will include ideas for curriculum-related enrichment and other support families may need. The enrichment resources below are not meant to be a replacement for instruction; they are not required and will not be graded upon return to school. Rather, they are a combination of digital and non-digital resources to help families create an environment at home where thinking, creativity, and a sense of routine can be achieved. Please know that after a phone conference with DESE today, major changes are likely, and we will communicate those changes to you as we move forward.

Many of the digital resources made available are already familiar to our students. You will also see that we grouped the activities by grade band to not overwhelm families as they search out enriching things to do. You may have already found your own enrichment activities that meet the needs and interests of your family.

Major decisions that impact the TPS district will continue to be communicated through Superintendent Malone's official district letter and will continue to be posted on our website: www.tewksbury.k12.ma.us.

Please know that all of us at TPS are committed to helping families through this time. We will continue to provide updates to this newsletter for Enrichment, Family Support & FAQ's on a weekly basis or as needed in this ever-changing time. If you need further information or are having trouble connecting to the documents contained in this newsletter, please reach out to your building principal or me at bregan@tewksbury.k12.ma.us.

With an abundance of **hope**,

Brenda Theriault-Regan, Assistant Superintendent

Together with all the dedicated members of the TPS District Leadership Team



Grades PK-4

[PK-4 Suggested Curriculum
Enrichment](#)



Grades 5-8

[5-8 Suggested Curriculum
Enrichment](#)



Grades 9-12

[9-12 Suggested Curriculum
Enrichment](#)



Student & Family
Supports

Please [click here](#) to access a variety of local, state and federal agency support resources.



TPS Food &
Nutrition Services

Please [click here](#) for details on our Grab & Go Lunch.



FAQ's

Please [click here](#) for answers to some general FAQ's.

Coronavirus (COVID-19) Resources & Contacts

Please visit the links below for up to date information concerning the Coronavirus.

CDC - CENTER FOR DISEASE CONTROL AND PREVENTION

CDC - PRINT RESOURCES & POSTERS

DPH - MASSACHUSETTS DEPARTMENT OF PUBLIC HEALTH

BOH - TEWKSBURY BOARD OF HEALTH



Tewksbury Public Schools

@tpsdistrict

Please visit our website www.tewksbury.k12.ma.us for up to date announcements, resources, and cancelations.

139 Pleasant Street, Tewksbury...

(978) 640-7800

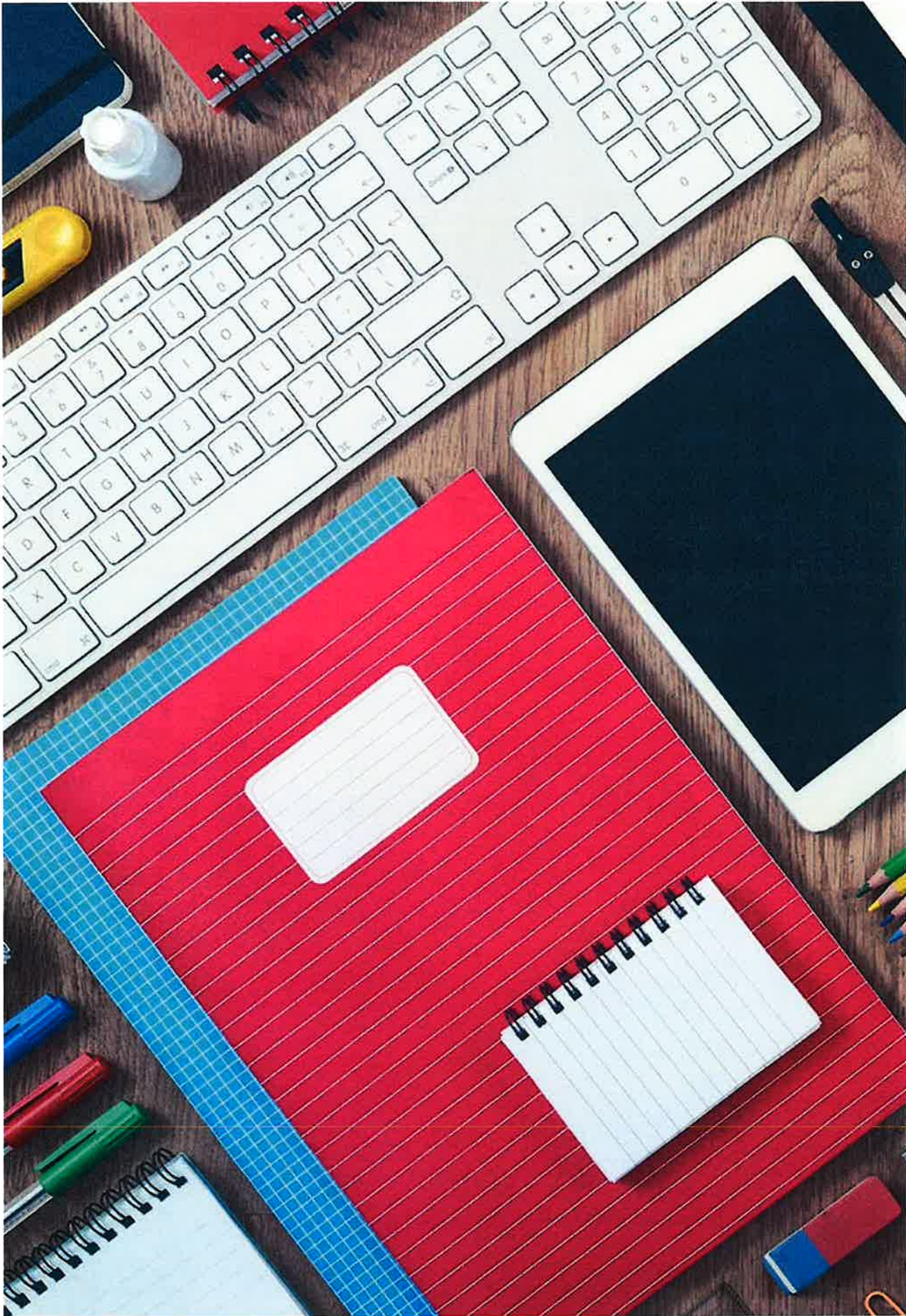
bregan@tewksbury.k12.ma.us

tewksbury.k12.ma.us/

Newsletter Archive

Please click on the links below to access all the District Newsletters:

[District Enrichment & Support Newsletter #1 \(3-20-2020\)](#)



Policy

File: IHA - BASIC INSTRUCTIONAL PROGRAM

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

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

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

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

~~{Adoption date}~~

~~Revised: January 18, 1996~~

~~Reviewed and Adopted December 11, 2013~~

~~Revised: February 14, 2018~~

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

603 CMR [26:05](#)

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

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

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

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

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

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

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

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

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

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

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

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

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

~~IV. Guidelines for approval of home education plans.~~

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

~~A. Procedures.~~

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

~~B. Approval factors:~~

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

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

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

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

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

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

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

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

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

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

~~V. Conclusion:~~

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

~~{Approval date}~~

~~Revised: January 18, 1996~~

~~SOURCE: MASC Policy~~

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

File: JLA -- STUDENT INSURANCE PROGRAM

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

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

~~Adoption date: January 1996~~

~~SOURCE: MASC Policy~~

~~Reviewed and Adopted May 14, 2014~~

File: JLD – GUIDANCE PROGRAM

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

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

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

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

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

~~{Adoption date}~~

~~Revised: January 18, 1996~~

~~Revised: August 20, 2014~~

~~SOURCE: MASC Policy~~

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

~~603-CMR [26:04](#)~~

File: JP - STUDENT GIFTS AND SOLICITATIONS

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

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

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

~~{Adoption date}~~

~~Revised: January 18, 1996~~

~~SOURCE: MASC Policy~~

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

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

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

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

File: JB - EQUAL EDUCATIONAL OPPORTUNITIES

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, ~~color~~ **creed**, sex, gender identity, religion, ~~nationality~~ **national origin**, **sexual orientation**, **homeless status**, ~~and~~ physical and intellectual differences, **pregnancy or pregnancy related condition**.

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

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

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

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

{Adoption date}

Revised: January 18, 1996

Revised: November 14, 2012

Revised:

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

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

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

Title IX, Education Amendments of 1972

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

BESE regulations 603 CMR 26:00

BESE regulations 603 CMR 28.00

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

CROSS REF.: AC, Nondiscrimination

File: JBB - EDUCATIONAL EQUITY

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

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

To achieve educational equity the district will commit to:

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

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

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

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

ADOPTED:

File: JFABD - HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

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

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

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

Students Remaining in Schools of Origin

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

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

Homeless students may continue to attend their school of origin for as long as they remain homeless or until the end of the academic year in which they obtain permanent housing. For homeless students who complete the final grade level served by the school of origin, the term

“school of origin” shall also include the receiving school in the same school district educating students at the next grade level.

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

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

Students Enrolling in District Where Sheltered or Temporarily Residing

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

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

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

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

Dispute Resolution

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

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

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

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

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

Homeless Liaison

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

The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination

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

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

First Reading - March 18, 2020

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

includes providing public notice of the educational rights ~~and~~ of homeless students in **locations such as** schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students. **The liaison shall ensure district staff receive professional development and other support on issues involving homeless students.**

~~LEGAL REFS.: Title I, Part C~~

~~No Child Left Behind Act, 2002~~

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

ADOPTED: May 14, 2014

Revised:

File: JFABE - EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

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

Definitions

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

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

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

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

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

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

including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.

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

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

Adopted:

File: JFABF - EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

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

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

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

Best Interest Determination

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

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

Transportation

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

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

Immediate Enrollment

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

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

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

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

Adopt:

Old Business

TEWKSBURY SCHOOL COMMITTEE 2020 MEETING SCHEDULE

Meetings are held at 7:00 PM on Wednesday Evenings

**Location: Tewksbury Memorial High School – Large Group Instruction Room 1 (LGI 1)
320 Pleasant Street, Tewksbury (Unless indicated below.)**

January 15, 2020	Regular Meeting/Budget Workshop	Budget Workshop: 6:30 / Regular Meeting: 7:00 PM
February 12, 2020	Regular Meeting	PUBLIC HEARING (BUDGET) – 6:30 PM
TBD	FinCom Meeting	7:00PM at Town Hall – School Committee will attend.
March 18, 2020	Regular Meeting	PUBLIC HEARING (BUDGET) – 6:30 PM
April 15, 2020*	7:00 PM – Reorganization Meeting 7:15 PM – Regular Meeting	*Reorganization Meeting (7:00PM) will precede the Regular Meeting on April 15, 2020, at 7:15 pm
May 4, 2020	Annual Town Meeting	School Committee will attend Annual Town Meeting (7:30PM)
May 6, 2020	Special Town Meeting / Annual Town Meeting (Reconvened)	School Committee will attend Special Town Meeting (7PM) and Annual Town Meeting (Reconvened) (7:30PM)
May 13, 2020	Regular Meeting	
June 10, 2020	Regular Meeting	
July 22, 2020	Regular Meeting	
August 12, 2020	August 19, 2020	School Committee/Admin Retreat 3:00PM – 7:00PM TMHS (LG1)
August 12, 2020	August 19, 2020	Regular Meeting
September 16, 2020	Regular Meeting	
October 6, 2020*	Special Town Meeting	*School Committee will attend Special Town Meeting (7:00PM)
October 14, 2020	Regular Meeting	
November 18, 2020	Regular Meeting	
December 2, 2020	December 9, 2020 Regular Meeting	

TPS District Strategy

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

*Tentative dates subject to vote by Board of Selectmen.

New Business



Tewksbury Public Schools

MEMORANDUM

To: School Committee Members
From: Christopher J. Malone
Superintendent of Schools
Date: April 13, 2020
Re: Last Day of School for the 2019-2020 School Year

This Requires a Roll Call Vote

The Tewksbury Public Schools 2019-2020 School Calendar included five snow days with an anticipated last day of school on June 19, 2020. It is the recommendation of the Superintendent for the last day of school to be June 19, 2020.

This does require a Roll Call vote by the School Committee.

Tewksbury Public Schools

139 Pleasant Street
Tewksbury, MA 01876

MEMORANDUM

To: Tewksbury School Committee
From: Christopher J. Malone, Superintendent
Date: April 7, 2020
Re: 2020-2021 School Choice

This Requires a Roll Call Vote

The Inter-district School Choice Law (G.L. c.76, s.12B) requires all districts to accept incoming school choice students unless the School Committee votes not to participate. The School Committee is required to take an annual vote. The Superintendent is required to notify the Massachusetts Department of Elementary and Secondary Education (DESE) of the action taken by the School Committee. This notification must be electronically submitted prior to June 1st.

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

- The work associated with the construction at the elementary school building project
- The uncertainty of continued operation of our schools

Thank you for your consideration. This requires a Roll Call vote by the School Committee.

The Tewksbury Public School System is an Equal Opportunity Employer

Reasonable accommodations will be made for individuals with disabilities. Tewksbury Public Schools does not discriminate on the account of race, color, sex, gender identity, religion, national origin, sexual orientation or disability.

REMOTE LEARNING PLAN WEBSITE

<https://sites.google.com/tewksbury.k12.ma.us/tps-remote-learning/home>