

TEWKSBURY SCHOOL COMMITTEE AGENDA - WEDNESDAY, MAY 20, 2020



TEWKSBURY PUBLIC SCHOOLS
CHRISTOPHER J. MALONE
SUPERINTENDENT OF SCHOOLS

Meeting Date: Wednesday, May 20, 2020 - Virtual Regular Meeting #8

Meeting Type/Time: Virtual Regular Meeting #8 (6:00 PM)

Meeting Location: *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 with call in 978-771-0819; to view live through televised cable channels, Comcast Channel 22 and Verizon Channel 34 or www.youtube.com/tewksburytv

A. CALL TO ORDER - 6:00PM

B. ANNOUNCEMENT

The May 20, 2020 School Committee meeting will be televised and recorded. *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 978-771-0819, and view live through televised cable channels, Comcast Channel 22 and Verizon Channel 34 or www.youtube.com/tewksburytv

C. RECOGNITION

Tewksbury Memorial High School NHS Recognition & Academic Excellence

1. National Honor Society Seniors
2. *cum laude* Graduates
3. *magna cum laude* Graduates
4. *summa cum laude* Graduates
5. Top Ranking 5% Academic Excellence Students
6. Class Marshal, Salutatorian, and Valedictorian

D. STUDENT REPRESENTATIVE REPORT

None

E. PRESENTATIONS

None

F. 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.*)

G. APPROVAL OF MINUTES

1. April 14, 2020 Virtual Special Meeting (File)
2. April 15, 2020 Virtual Regular Meeting (File)

H. SUBMISSION AND PAYMENT OF BILL

1. Payroll Period Ending April 16, 2020 (\$1,306,080.63) (File)
2. Payroll Period Ending April 30, 2020 (\$1,302,416.85) (File)
3. Payroll Period Ending May 14, 2020 (\$1,304,855.38) (File)

I. SUPERINTENDENT & STAFF REPORT

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

K. COMMITTEE REPORTS

Elementary School Building Committee
Tewksbury Education Foundation
Tewksbury SEPAC

L. POLICY CHANGES, PROPOSALS, and ADOPTION

Policies to Rescind - MASC found policy to be Redundant or Unnecessary on Second & Final Reading (File)

IHA -Basic Instruction Program; **IHBG-E** -Home Schooling; **JLA** -Student Insurance Program; **JLD** -Guidance Program; **JP** - Student Gifts and Solicitations

Policies Recommended for Revision to TPS Policy or Adopt MASC Policy on Second & Final Reading (File)

JB -Equal Educational Opportunities; **JBB** -Educational Equity; **JFABD** -Homeless Students: Enrollment Rights and Services; **JFABE** -Educational Opportunities for Military Children; **JFABF** -Educational Opportunities for Children in Foster Care

M. OLD BUSINESS

1. FY21 Budget Review Approval (File)
2. Remote Learning Plan Update and Parent Survey Feedback (File)

N. NEW BUSINESS

1. 2020-20201 Student Handbook Change Memos (Files)
 - a. K-4 Elementary Schools ([2019-2020 Student Handbook](#))
 - b. John Ryan Elementary School ([2019-2020 Student Handbook](#))
 - c. John Wynn Middle School ([2019-2020 Student Handbook](#))
 - d. Tewksbury Memorial High School ([2019-2020 Student Handbook](#))
2. Acceptable Use Policy (File)
3. 2020-2021 SY Register Periods (File)

O. SCHOOL COMMITTEE MATTERS OF INTEREST

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

June 10, 2020 SC Regular Meeting; June 22, 2020 Annual Town Meeting / June 24, 2020 Special Town Meeting;
July 22, 2020 Regular SC Meeting

Q. FUTURE AGENDA ITEMS

R. ADJOURNMENT

TEWKSBURY SCHOOL COMMITTEE CONSENT AGENDA

Superintendent of Schools

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

TEWKSBURY SCHOOL COMMITTEE

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

J. CONSENT AGENDA

1. **Correspondence**

- a. Senior Recognition Events and 9th Grade Transition
- b. Chain of Communication
- c. Quarter 3 Report Cards & Special Education Progress Reports

2. **Enrollment Update**

None

3. **Personnel Items**

New Hires:

Reappointments: Aides, Food Services, Nurses, Secretaries, Misc Staff (List included in packet)

Athletics: None

Retirements/Resignations/Terminations: Heather Ware, Music Teacher at Tewksbury Memorial High School, effective the last day of the 2019-2020 school year; Kristen Vogel, Principal of Tewksbury Memorial High School, effective June 30, 2020; Cheryl Porcaro, Case Manager at the John Ryan Elementary School, effective June 30, 2020; MaryAnn Deshler, Classroom Instructional Aide, John Wynn Middle School, effective November 5, 2020; Roberta Waldrip, Food & Nutrition Services, Heath Brook School, effective June 30, 2020; Patricia Martel, DLC teacher at the Dewing Elementary School, effective June 30, 2020

1-Year Leave of Absence:

Melissa Barbato, Grade 4 Teacher at the North Street School, effective for the 2020-2021 school year

4. **Acceptance of Donations/Gifts:** Donation of \$10,000 from the Ryan PAC to the John Ryan Elementary School for the Courtyard Project.

5. **Fundraisers/Raffles:** None

RECOGNITIONS

Tewksbury School Committee - May 20, 2020

RECOGNITIONS

Tewksbury Memorial High School NHS Recognition & Academic Excellence

- **National Honor Society Seniors**
- ***cum laude* Graduates**
- ***magna cum laude* Graduates**
- ***summa cum laude* Graduates**
- **Top 5% Academic Excellence Students**
- **Class Marshal, Salutatorian, Valedictorian**

Tewksbury Memorial High School
Class of 2020
Academic Excellence Awards

cum laude
(GPA of 3.6 – 3.8)

William Andella	Rebecca	Robert Kimtis
Riley Auth	DeAndrade	Alex Lacerda
Danielle Bain	Julia Devlin	Richard Markwarth
Dominic Bird	Jared Doyle	Kyle Palomo
Joseph Branchaud	Noah Fleming	Lydia Pendleton
Liam Cafferty	Katelyn Frontain	Alexus Talavera
Brian Carta	Samantha Galante	Brodie Tirrell
Robert Chisholm	Owen Gilligan	Adam Trudeau
Shayna Crowley	Alexa Harrington	Caitlin Wahl
	Zachary Hines	
	Madison Itri	

Tewksbury Memorial High School
Class of 2020
Academic Excellence Awards

magna cum laude

(GPA of 3.81 – 4.0)

Shane Aylward	Matthew Ferreira	John O’Neill
Thomas Barbati	Caitlyn Fiore	Lexi Palmisano
Andrew Bielecki	Michael Fowler	Victoria Post
Sara Boucher	Julia Garland	Ryan Quinn
Alex Boudreau	Harrison Graczyk	Katelyn Rose
Matthew Brennan	Marissa Heinze	Kyle Scrooc
Julia Cafferty	Caitlyn Hickey	Gregory Sencabaugh
Rebecca Cardia	Garrett Kingston	Nicole Stephens
Lyndsey Cokkinos	James Kochakian	Casey Stevenson
Melanie Crepeau	Jessica Lisiecki	Rachael Strangie
Emma Demos	Faith Mazzapica	Ian Tacey
Anthony DiSanto	Arya Mehrabani	Kylee Teixeira Araujo
Emely Estevez Hilario	Kyle Morris	Gustavo Tizotti
Idalisse Fernandez	Jacob Nordstrom	Allison Wild

Tewksbury Memorial High School
Class of 2020
Academic Excellence Awards

summa cum laude

(GPA of 4.01 or higher)

Amaya Allen	Rebecca DeFrancesco	Alex Orsula
Emma Allen	Tyler Demers	Meghan Ostertag
Thomas Barinelli	Gianna DiGiorgio	Sara Patriarca
Mitt Bhalani	Mikaela Enax	Campbell Pierce
Bricen Boudreault	Sophie Eskenas	Sarah Polimeno
Colby Brown	Alex Gieng	Gianna Ragucci
Emily Butler	Jake Gustin	Arianna Raso
Angelina Carew	Emily Hankins	Victoria Schille
Diego Carneiro Monteiro	Matthew Houghton	Jessica Smith
Connor Charron	Michael Kelleher	Christina Spezzaferro
Alexia Chesbrough	Patrick Killion	Zachary Spiegel
Erin Ciampa	Andrew Laperriere	Garrett Starr
Shannon Crowley	Rhiannon Leslie	Kaitlyn Staskywicz
Sydney Crowley	Kate Lowry	Elizabeth Taggart
Megan Cunningham	Maia Medina	Kiley Tibbetts
Rebecca Deck	Christopher Nguyen	Jasmine Won
		Morgan Woodman

Tewksbury Memorial High School
Class of 2020
Academic Excellence Awards

Top Ranking 5% of the Graduating Class

Emily Butler

Megan Cunningham

Mikaela Enax

Christopher Nguyen

Meghan Ostertag

Gianna Ragucci

Victoria Schille

Zachary Spiegel

Elizabeth Taggart

Kiley Tibbetts

Jasmine Won

Tewksbury Memorial High School
Class of 2020
Academic Excellence Awards

Top Ranking Graduates:

Class Marshal: Elizabeth Taggart

Salutatorian: Megan Cunningham

Valedictorian: Victoria Schille

MINUTES

PAYROLL

TEWKSBURY PUBLIC SCHOOLS
Tewksbury, Massachusetts

Date 4/16/20

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 **\$1,306,080.63**

GRANTS

\$25,188.69	2019-2020	Special Ed 240 Grant
\$11,154.16	2019-2020	Title I Grant
	2019-2020	Title II Grant
	2019-2020	Title IV Grant
\$65.00	2019-2020	21st Century Grant
	2019-2020	Innovation Pathways Grant

REVOLVING ACCOUNTS

\$4,184.38	2019-2020	Community Services
\$15,823.54	2019-2020	Community Services Preschool Program
	2019-2020	Community Services Recreation
\$464.92	2019-2020	Adult Education Program
\$24,377.71	2019-2020	Lunch Program
\$643.14	2019-2020	Facilities
	2019-2020	Recreation
\$643.14	2019-2020	Parking Fees
\$3,098.92	2019-2020	Preschool
\$811.00	2019-2020	TMHS Athletic Intramural
	2019-2020	NPEN

\$86,454.60 SUB TOTAL - NON LEA FUNDS

LEA FUNDS

\$1,219,626.03	2019-2020	School Department Account
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\$1,306,080.63 TOTAL

TEWKSBURY PUBLIC SCHOOLS
Tewksbury, Massachusetts

Date **4/30/20**

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 **\$1,302,416.85**

GRANTS

\$25,188.69	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
\$14,299.79	2019-2020	Community Services Preschool Program
	2019-2020	Community Services Recreation
\$445.92	2019-2020	Adult Education Program
\$23,842.15	2019-2020	Lunch Program
\$643.14	2019-2020	Facilities
	2019-2020	Recreation
\$643.14	2019-2020	Parking Fees
\$3,098.92	2019-2020	Preschool
\$811.00	2019-2020	TMHS Athletic Intramurals
	2019-2020	NPEN

\$83,850.91 SUB TOTAL - NON LEA FUNDS

LEA FUNDS

\$1,218,565.94	2019-2020	School Department Account
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\$1,302,416.85 TOTAL

TEWKSBURY PUBLIC SCHOOLS
Tewksbury, Massachusetts

Date 5/14/20

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 **\$1,304,855.38**

GRANTS

\$26,308.69	2019-2020	Special Ed 240 Grant
\$10,864.78	2019-2020	Title I Grant
	2019-2020	Title II Grant
\$245.10	2019-2020	Title IV Grant
	2019-2020	21st Century Grant
	2019-2020	Innovation Pathways Grant

REVOLVING ACCOUNTS

\$6,084.38	2019-2020	Community Services
\$12,242.34	2019-2020	Community Services Preschool Program
	2019-2020	Community Services Recreation
\$445.92	2019-2020	Adult Education Program
\$24,249.90	2019-2020	Lunch Program
\$643.14	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

\$84,826.31 SUB TOTAL - NON LEA FUNDS

LEA FUNDS

\$1,220,029.07	2019-2020	School Department Account
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\$1,304,855.38 TOTAL

SUPT / STAFF REPORTS

CONSENT AGENDA

Senior Recognition Events and 9th Grade Transition

- May 21st -**Scholarship Night**- Virtual ceremony and presentation of scholarships to seniors. Link will be sent out to seniors and families of recipients.
- Week of May 25th- **Cap and Gowns and Yard Signs** sent to seniors homes
- May 29th -**Last Day of Remote Learning for Seniors!**
- May 29th-**Senior Athlete Celebratory Signing Video** Video created to honor our athletes moving on to play at the collegiate level
- May 31st- **Spring Senior Athletes Recognition**- slide show of our spring senior athletes- (Would have been the last day of the spring 2020 season)
- Digital Yearbook-Every senior will receive a digital copy of the yearbook for free. They will all be able to digitally sign each other's yearbook! A link will be sent to each senior.
- June 2nd-4th- **Presentation of Diplomas** to seniors. Appointment time sent to seniors and families to come to TMHS to receive diploma, yearbook and regalia. Professional photographer will take pictures of graduates and families. Each senior will receive a 5x7 free of cost.
- June 5th, 2020 6:30pm. **Commencement Ceremony** link sent to seniors and families. The link will be shared with the entire Tewksbury community the following day.
- Summer 2020- Tentative plan for a time for seniors and families to gather at TMHS during the summer. If regulations allow for large group gatherings, the class officers and class council along with their advisors will plan a cookout where students can physically, sign each others' yearbooks and take pictures on campus. Students can wear their caps and gowns and parents will be invited.
- June 10th- **Fall Sports Sign Up Email** Email will be sent to all incoming 9th Grade Students and present TMHS Students with information on Fall Athletics and Impact Testing
- Week of June 11th- Welcome video sent to all incoming 9th graders.

CHAIN OF COMMUNICATION

WHOM DO I CALL WITH A QUESTION OR SUGGESTION?

The Tewksbury Public School District has developed communication protocols to promote direct, open and respectful interactions so that problems and concerns can be worked out quickly and efficiently. The communication protocol starts with the staff member closest to the situation, as that person will usually have the most information. Appropriate communication channels for a variety of topics are listed below. Please refer to individual school and department websites for contact information. **Start at Step 1 if not resolved move to next Step.**

Classroom Issues Involving an Individual Child

Classroom procedures, grades, schedule, behavior, social emotional needs, etc. - OR -

Curriculum and Instruction Subject matter being taught, strategies, textbooks and materials used, etc.

For Preschool:

STEP 1 – Classroom Teacher, Special Education Teacher or Related Service Provider; If not resolved...

STEP 2 – Building Administrator; if not resolved...

STEP 3 – Assistant Superintendent; if not resolved...

STEP 4 – Superintendent of Schools

For Grades K-4:

STEP 1a – Classroom Teachers, Special Education Teacher or Related Service Provider; if not resolved...

STEP 1b – If appropriate – School

Psychologist/School Adjustment Counselor; if not resolved...

STEP 2 – Building Administrator; if not resolved...

STEP 3 – Assistant Superintendent; if not resolved...

STEP 4 – Superintendent of Schools

For Grades 5-6:

STEP 1a – Classroom Teacher, Special Education Teacher or Related Service Provider; if not resolved...

STEP 1b – If appropriate – Team Leader, School Psychologist; if not resolved...

STEP 2 – Building Administrator; if not resolved...

STEP 3 – Assistant Superintendent; if not resolved...

STEP 4 – Superintendent of Schools

For Grades 7-12:

STEP 1a – Classroom Teacher, Special Education Teacher or Related Service Provider; if not resolved...

STEP 1b – If appropriate – Department Head, Team Leader, School Psychologist or Guidance Counselor; if not resolved...

STEP 2 – Building Administrator, if not resolved...

STEP 3 – Curriculum Director or Assistant Superintendent; if not resolved...

STEP 4 – Superintendent of Schools

504 Plans

For Grades PreK-8:

STEP 1 – Classroom Teacher; if not resolved...

STEP 2 – Designated Building 504 Coordinator; if not resolved...

STEP 3 – Building Administrator; if not resolved...

STEP 4 – District 504 Coordinator/Assistant Superintendent; if not resolved...

STEP 5 – Superintendent of Schools

For Grades 9-12:

STEP 1 – Guidance Counselor; if not resolved...

STEP 2 – Guidance Dept. Head; if not resolved...

STEP 3 – Assistant Principal (Student Last Name A-K); Assistant Principal (Student Last Name L-Z); if not resolved...

STEP 4 – Principal; if not resolved...

STEP 5 – Dir. of S/F Suppor.; if not resolved...

STEP 6 – District 504 Coordinator/Assistant Superintendent; if not resolved...

STEP 7 – Superintendent of Schools

Special Education

Classroom procedures, grades, schedule, behavior, social emotional needs, etc.

Preschool:

STEP 1 – Teacher, Special Education Teacher, Case Manager, Related Service Provider; if not resolved...

STEP 2 – Building Administrator; if not resolved...

STEP 3 – Assistant Director/Director of Student Services; if not resolved...

STEP 4 – Assistant Superintendent; if not resolved...

STEP 5 – Superintendent of Schools

For Grades K-4:

STEP 1 – Teacher, Special Education Teacher, Case Manager, Related Service Provider; if not resolved...

STEP 2 – Building Administrator; if not resolved...

STEP 3 – Assistant Director/Director of Student Services; if not resolved...

STEP 4 – Assistant Superintendent; if not resolved...

STEP 5 – Superintendent of Schools

For Grades 5-6:

STEP 1 – Teacher, Special Education Teacher, Case Manager, Related Service Provider; if not resolved...

STEP 2 – Building Administrator; if not resolved...

STEP 3 – Assistant Director/Director of Student Services; if not resolved...

STEP 4 – Assistant Superintendent; if not resolved...

STEP 5 – Superintendent of Schools

For Grades 7-8:

STEP 1 – Teacher, Special Education Teacher, Related Service Provider; if not resolved...

STEP 2 – Case Manager; if not resolved...

STEP 3 – Building Administrator; if not resolved...

STEP 4 – Assistant Director/Director of Student Services; if not resolved...

STEP 5 – Assistant Superintendent; if not resolved...

STEP 6 – Superintendent of Schools

For Grades 9-12:

STEP 1 – Special Education teacher; if not resolved...

STEP 2 – High School Special Education Liaison; if not resolved...

STEP 3 – Case Manager; if not resolved...

STEP 4 – Assistant Principal (Student Last Name A-K),

Assistant Principal (Student Last Name L-Z); if not resolved...

STEP 5 – Principal; if not resolved...

STEP 6 – Assistant Director/Director of Student Services; if not resolved...

STEP 7 – Assistant Superintendent; if not resolved...

STEP 8 – Superintendent of Schools

Medical Concerns

For Grades PreK-8:

STEP 1 – School Nurse; if not resolved...

STEP 2 – Nurse Leader; if not resolved...

STEP 3 – Building Administrator; if not resolved...

STEP 4 – Assistant Superintendent; if not resolved...

STEP 5 – Superintendent of Schools

For Grades 9-12:

STEP 1 – School Nurse, if not resolved...

STEP 2 – Nurse Leader; if not resolved...

STEP 3 – Assistant Principal (Student Last Name A-K), Assistant Principal (Student Last Name L-Z); if not resolved...

STEP 4 – Principal; if not resolved...

STEP 5 – Assistant Superintendent; if not resolved...

STEP 6 – Superintendent of Schools

Guidance Department

Classroom, college, career, course needs, social emotional needs, school counseling needs, etc.

For Grades 7-8:

STEP 1 – Guidance Counselor; if not resolved...

STEP 2 – Assistant Principal; if not resolved...

STEP 3 – Building Administrator; if not resolved...

STEP 4 – Director of Student & Family Support; if not resolved...

STEP 5 – Assistant Superintendent; if not resolved...

STEP 6 – Superintendent of Schools

For Grades 9-12:

STEP 1 – Guidance Counselor; if not resolved...

STEP 2 – Guidance Department Head; if not resolved...

STEP 3 – Assistant Principal (Student Last Name A-K),

Assistant Principal (Student Last Name L-Z); if not resolved...

STEP 4 – Director of Student & Family Support; if not resolved...

STEP 5 – Assistant Superintendent; if not resolved...

STEP 6 – Superintendent of Schools

Transportation

Bus Safety, Pick Up, Drop Off Questions, and Bus Incidents.

For Grades PreK-8:

STEP 1 – Building Administrator; if not resolved...

STEP 2 – Assistant Business Manager; if not resolved...

STEP 3 – Business Manager; if not resolved...

STEP 4 – Superintendent of Schools

For Grades 9-12:

STEP 1 – Assistant Principal (Student Last Name A-K), Assistant Principal (Student Last Name L-Z); if not resolved...

STEP 2 – Principal; if not resolved...

STEP 3 – Transportation: Assistant Business Manager; if not resolved...

STEP 4 – Business Manager, if not resolved...

STEP 5 – Superintendent of Schools

Athletics

Issues of any nature during athletics...

For Grades 9-12:

- STEP 1 – Coach; if not resolved...
- STEP 2 – Athletic Director, if not resolved...
- STEP 3 – Assistant Principal (Student Last Name A-K), Assistant Principal (Student Last Name L-Z); if not resolved...
- STEP 4 – Principal; if not resolved...
- STEP 5 – Assistant Superintendent; if not resolved...
- STEP 6 – Superintendent of Schools

AlphaBEST**Extended Day Programs & Summer Camp**

<https://www.alphabest.org/tewksburyma>

Community Services - Adult Ed. & Enrichment

Heath Brook/Dewing Summer Program, High School Academic Remediation

- STEP 1 – Instructor, if not resolved...
- STEP 2 – Site Director, if not resolved
- STEP 3 – Community Services Interim Director; if not resolved...
- STEP 4 – Assistant Superintendent; if not resolved...
- STEP 5 – Superintendent of Schools

Community Services PK (Dewing and Heath Brook)

- STEP 1 – Site Coordinator; if not resolved...
- STEP 2 – Community Services Interim Director; if not resolved...
- STEP 3 – Assistant Superintendent; if not resolved...
- STEP 4 – Superintendent of Schools

Food Service

STEP 1 – School-based Food Service Manager or Site Manager; if not resolved...

- STEP 2 – Director of Food Services; if not resolved...
- STEP 3 – Business Manager; if not resolved...
- STEP 4 – Superintendent of Schools

Online Lunch Payment (PayPams)

- STEP 1 – Director of Food Services; if not resolved...
- STEP 2 – Business Manager; if not resolved...
- STEP 3 – Superintendent of Schools

DISTRICT CONTACTS CENTRAL OFFICE PHONE 978-640-7800

Superintendent of Schools – Christopher J. Malone

Assistant Superintendent – Brenda Theriault-Regan

Business Manager – David A. Libby

Assistant Business Manager - Jeanne R. Irwin

Directors of Curriculum and/or Student Support Services

Director of Student Services – Richard T. Pelletier

Interim Assistant Director of Student Services – Lynn B. Noyes

Director of STEM – Jason R. Stamp

Director of Student & Family Support - Karen Baker O'Brien

Director of Literacy - TBD

Community Services – Preschool, Enrichment & Adult Ed – Interim Director

Food Services and Nutrition – Director of Food Services – DebraLee Mugford

Human Resources Administrator – Michele Rivera

Information Technology (IT) Services – Network Administrator – Jason R. Stamp

Transportation – Assistant Business Manager - Jeanne R. Irwin

Nurse Leader – Kelly Constantino

Principals/Building Administrators (Grades PreK-8)

John W. Wynn Middle School – John S. Weir, Principal 978-640-7846

Andrew J. Long, Assistant Principal 978-640-7846

John F. Ryan Elementary School – Judi K. McInnes, Principal 978-640-7880

William J. Hart, Assistant Principal 978-640-7880

Heath Brook School – Felicia J. Cenanovic, Principal 978-640-7865

Loella F. Dewing School – M. Terry Gerrish, Principal 978-640-7858

Alexis J. Bosworth, Assistant Principal & Preschool Coordinator 978-640-7858

Louise Davy Trahan School – Jay S. Harding, Principal 978-640-7870

North Street School – Karen R. Cronin, Principal 978-640-7875

Principals/Building Administrators (Grades 9-12) PHONE 978-640-7825

Tewksbury Memorial High School – TBD, Principal

Eileen Taylor Osborne, Assistant Principal - (Student Last Name A-K)

Sean E. O'Leary, Assistant Principal - (Student Last Name L-Z)

Department Heads (Grades 9-12):

Guidance – Kennan Daniel

English – Lynne Hardacre Mathematics – Shelli-An Ryan

Science – Susan Barnett Social Studies – Brian Aylward

Athletics & Facilities Coordinator

Athletic Director – Ronald Drouin

Please contact your child's school for a directory of Lead Teachers and Team Leaders.

Quarter 3 Report Cards (RC) and Special Ed. Progress Reports (PR)

**K-12 Quarter 3 RC's and Sp. Ed. PR's will be posted in Aspen
on May 8th by 4:00pm.**

[\(Click here for a video tutorial to access these reports\)](#)

We have developed a system to provide feedback for this unique time. A traditional report card for K-8 students was not feasible or equitable in light of the abrupt ending of in-person teaching and learning. Please see the chart below for Q3 RC details and new achievement codes for K-8.

Grade	Q3 Report Card Codes & Grades	How does Q3 count in the Final Grade?
PK	Individual PR's shared to parents via email	N/A
K-8	ME: Meeting Grade-Level Expectations AE: Approaching Grade-Level Expectations NA: If Not Applicable at this time	Final grades will include Q3 progress through March 12.
9-12	Traditional Grades for Q3 Please click here for more Q3 grading details at TMHS.	High school courses are all credit bearing. Q3 grades will be averaged into the final grade.
Sp.Ed	Grade K-12+ will receive PR's appropriate to progress made through March 12.	N/A



MEMORANDUM

Christine Paquette
[REDACTED]
[REDACTED]

TO: Tewksbury School Committee
CC: Judi McInnes
FROM: Christine Paquette Ryan School PAC
DATE: April 22, 2020
SUBJECT: PAC Donation Acceptance Request

The Ryan PAC would like to donate \$10,000 to the Ryan School. These funds were raised by PAC event efforts. This money will be designated to aide in the courtyard project underway. The courtyard is intended to provide an outdoor recess area and learning space for the Ryan School community. On behalf of the Ryan PAC and the Ryan School families, I request your acceptance for the donation of these items.

If you have any questions or require additional information, please let me know. Thank you.

Christine Paquette PAC Chair
Erin Claycomb Vice Chair
Bridget Garabedian Secretary
Debra Contardi Treasurer

CC: Principal Judi McInnes

POLICY

File: HHA - 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.~~

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

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

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

~~The court concluded that this grant of authority to the superintendent or School Committee to approve an alternative manner of instruction for a child (specifically, home instruction) is not~~

~~unconstitutionally vague, because the school officials may draw approval criteria from three sources. First, the legislatures established a general framework for public education, by mandating the subjects that must be taught in public schools and qualifications public school teachers must meet. (See General Laws Chapter 71, Sections 1, 2, 3 and 38G.) Second, the court stated that proposed home education programs are subject to the same standard of approval as private schools under General Laws Chapter 76, Section 1:~~

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

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

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

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

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

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

~~**A. Procedures.**~~

- ~~1. Parent/guardians must obtain approval **prior** to removing the children from the public school and beginning the home education program.~~

~~2. The superintendent or School Committee must provide the parent/guardians with an opportunity to explain their proposed plan and present witnesses on their behalf. A hearing during a School Committee meeting is sufficient to meet this requirement.~~

~~3. In obtaining approval from the superintendent or School Committee, the parent/guardians must demonstrate that the home education proposal meets the requirements of General Laws Chapter 76, Section 1, in that the instruction will equal "in thoroughness and efficiency, and in the progress made therein, that in the public schools in the same town."~~

~~4. If the home education plan is rejected, the superintendent or School Committee must detail the reasons for the decision, and allow the parent/guardians to revise their proposal to remedy its inadequacies. If they begin the home education program without the necessary approval, the School Committee may initiate a truancy proceeding or a care and protection petition, in which it would have to show that the instruction in the home does not meet the statutory standard for thoroughness, efficiency and educational progress.~~

~~**B. Approval factors:**~~

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

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

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

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

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

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

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

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

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

~~V. Conclusion.~~

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

~~{Approval date}~~

~~Revised: January 18, 1996~~

~~SOURCE: MASC Policy~~

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

SECOND AND FINAL READING - MAY 20, 2020

RESCIND – Changes in Federal or State law rendered policy obsolete or invalid: Policy may no longer be relevant or needed.

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 or 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>

SECOND AND FINAL READING - MAY 20, 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 Public Schools

MEMORANDUM

To: School Committee Members
From: Christopher J. Malone
Superintendent of Schools
Date: May 14, 2020
Re: Approval of FY 21 Tewksbury Public Schools' Budget

This Requires A Vote of the School Committee

At the request of Business Manager, Dave Libby, and keeping in-line with the Town Manager's recommended budget for the Tewksbury Public Schools, I recommend the Tewksbury School Committee approve the FY 21 Budget of \$61,187,066.

Tewksbury Public Schools
School Budget Recommendation - FY21

	<u>School</u>	<u>School</u>	<u>School</u>	<u>School</u>	<u>Town Manager</u>		
	<u>Budget FY19</u>	<u>Expended FY19</u>	<u>Budget FY20</u>	<u>REQUEST FY21</u>	<u>Recommend FY21</u>	<u>\$\$ Change</u>	<u>% Change</u>
Salaries	33,769,423	32,224,455	34,501,227	35,205,417	35,245,995	744,768	2.16%
Operating	14,128,795	15,608,135	13,738,382	14,578,308	14,537,730	799,348	5.82%
Capital Outlay	738,350	660,074	948,877	850,000	850,000	(98,877)	-10.42%
School Budget	48,636,568	48,492,664	49,188,486	50,633,725	50,633,725	1,445,239	2.94%
Offsets	-	-	-	-	-	-	-
School Budget Net Offsets	48,636,568	48,492,664	49,188,486	50,633,725	50,633,725	1,445,239	2.94%
Fixed Costs							
Health	8,236,892	7,577,198	8,219,178	8,173,438	8,173,438	(45,740)	-0.56%
Retirement	1,391,282	1,391,282	1,480,098	1,533,339	1,533,339	53,241	3.60%
Medicare	492,289	479,398	506,000	517,385	517,385	11,385	2.25%
Unemployment	75,000	56,362	75,000	75,000	75,000	-	0.00%
Insurance	223,671	223,671	239,792	254,179	254,179	14,387	6.00%
Debt Non-Exempt Principal	830	830	-	-	-	-	-
Debt Non-Exempt Interest	17	17	-	-	-	-	-
Short Term Interest	-	-	-	-	-	-	-
Total Fixed Costs	10,419,981	9,728,758	10,520,068	10,553,341	10,553,341	33,273	0.32%
Total	59,056,549	58,221,422	59,708,554	61,187,066	61,187,066	1,478,512	2.48%
Debt Exempt Principal	2,106,185	2,106,185	4,697,375	4,692,965	4,692,965	(4,410)	-
Debt Exempt Interest	876,517	876,517	2,899,667	2,791,992	2,791,992	(107,675)	-3.71%
Total	2,982,702	2,982,702	7,597,042	7,484,957	7,484,957	(112,085)	-1.48%
Grand Total School Budget	62,039,251	61,204,124	67,305,596	68,672,023	68,672,023	1,366,427	2.03%

TEWKSBURY PUBLIC SCHOOLS
FY21 BUDGET - REGULAR EDUCATION AND UNCLASSIFIED BY FUNCTION CODE

DESCRIPTION	FY19 ACTUAL	FY20 BUDGET	FY21 BUDGET	DIFF FY21-FY20	% DIFF FY21-FY20	
1450-ADMINISTRATIVE TECHNOLOGY						
STUDENT DATA	\$ 57,534	\$ 58,811	\$ 60,516	\$ 1,705	3%	
SW ADMIN TECH CONT SERV	\$ 93,642	\$ 88,820	\$ 73,820	\$ (15,000)	-17%	
INFO SYS SUPPLIES	\$ 45,792	\$ 55,567	\$ 55,567	\$ -	0%	
SW ADMIN TECH OTH EXP	\$ 15,697	\$ 17,200	\$ 17,200	\$ -	0%	
TOTALS	\$ 212,665	\$ 220,398	\$ 207,103	\$ (13,295)	-6%	
2000 SERIES - INSTRUCTION						
2110-DIRECTORS						
CURRICULUM DIRECTORS	\$ 117,224	\$ 194,625	\$ 236,429	\$ 41,804	21%	2
CURR & DATA CONT SERV	\$ 30,970	\$ 35,000	\$ 35,000	\$ -	0%	
TOTALS	\$ 148,194	\$ 229,625	\$ 271,429	\$ 41,804	18%	
2-HUMANITIES CURRICULUM COORDINATOR POSITION NOT FILLED IN FY20						
2210-SCHOOL LEADERSHIP						
PRINCIPAL/ASST PRINC SAL	\$ 1,371,545	\$ 1,402,045	\$ 1,437,697	\$ 35,652	3%	
CLERICAL SALARIES	\$ 441,310	\$ 517,589	\$ 526,021	\$ 8,432	2%	
OFFICE SUPPLIES	\$ 44,018	\$ 45,000	\$ 46,500	\$ 1,500	3%	
PRINC DUES/CONF	\$ 14,730	\$ 23,850	\$ 24,980	\$ 1,130	5%	
TOTALS	\$ 1,871,603	\$ 1,988,484	\$ 2,035,198	\$ 46,714	2%	
2250-ADMINISTRATIVE TECHNOLOGY						
SCH ADMIN TECH CONT SERV	\$ 7,902	\$ 7,500	\$ -	\$ (7,500)	0%	
SCH ADMIN TECH SUPPLIES	\$ 42,926	\$ 79,700	\$ 87,200	\$ 7,500	0%	
TOTALS	\$ 50,828	\$ 87,200	\$ 87,200	\$ -	0%	
2305-TEACHERS						
TEACHERS SALARY	\$ -	\$ 17,282,908	\$ 17,615,301	\$ 332,393	2%	
TOTALS	\$ 16,308,412	\$ 17,282,908	\$ 17,615,301	\$ 332,393	2%	
2324-SUBS LONG TERM						
TOTALS	\$ 97,405	\$ 121,000	\$ 121,000	\$ -	0%	
2325-SUBS DAILY						
TOTALS	\$ 256,900	\$ 299,600	\$ 298,000	\$ (1,600)	-1%	
2330-PARAPROFESSIONALS						
TOTALS	\$ 395,634	\$ 412,272	\$ 398,900	\$ (13,372)	-3%	
2340-LIBRARIANS						
TOTALS	\$ 56,562	\$ 60,494	\$ 65,244	\$ 4,750	8%	

TEWKSBURY PUBLIC SCHOOLS
 FY21 BUDGET - REGULAR EDUCATION AND UNCLASSIFIED BY FUNCTION CODE

DESCRIPTION	FY19 ACTUAL	FY20 BUDGET	FY21 BUDGET	DIFF FY21-FY20	% DIFF FY21-FY20	
SICK LEAVE BUY BACK	\$ 84,407	\$ 60,000	\$ 60,000	\$ -	-33%	
RETIREMENT INCENT	\$ 8,310	\$ 16,000	\$ 16,000	\$ -	-38%	
TOTALS	\$ 92,717	\$ 76,000	\$ 76,000	\$ -	0%	
7400-EQUIPMENT REPLACE	\$ -	\$ 10,000	\$ 10,000	\$ -	0%	
TOTALS	\$ -	\$ 10,000	\$ 10,000	\$ -	0%	
REGULAR ED TOTALS	\$ 32,558,023	\$ 32,979,036	\$ 33,929,585	\$ 950,549	3%	

FY21 SCHOOL DEPARTMENT LEA BUDGET BY LOCATION/DEPARTMENT

ORG	OBJ	DESCRIPTION	FY19 Actual	FY20 Orig Budget	FY20 Trans	FY20 Rev Budget	FY21 Budget Request	DIFF FY21-FY20	% DIFF FY21-FY20
13073140	601148	TMHS NHS CEREMONY	\$ 3,462	\$ 4,000	\$ -	\$ 4,000	\$ 4,000	\$ -	0%
13443152	601201	TMHS INSTR TECH	\$ 46,690	\$ -	\$ -	\$ -	\$ -	\$ -	0%
13163151	601000	TMHS GUID SUPPLIES	\$ 1,645	\$ 5,000	\$ -	\$ 5,000	\$ 5,000	\$ -	0%
13163150	601209	TMHS TEST & ASSESS SUPP	\$ 12,211	\$ 12,660	\$ -	\$ 12,660	\$ 12,660	\$ -	0%
13523161	601007	TMHS STUDENT DUES	\$ 990	\$ 4,000	\$ -	\$ 4,000	\$ 4,000	\$ -	0%
13603140	601191	TMHS ELEVATOR MAINT	\$ 7,512	\$ 7,512	\$ -	\$ 7,512	\$ 7,800	\$ 288	4%
		TMHS SALARY	\$ 6,820,616	\$ 7,186,319	\$ 13,705	\$ 7,200,024	\$ 7,416,247	\$ 216,223	3%
		TMHS OPERATING	\$ 481,152	\$ 458,177	\$ -	\$ 458,177	\$ 523,719	\$ 65,542	14%
		TMHS TOTAL	\$ 7,301,768	\$ 7,644,496	\$ 13,705	\$ 7,658,201	\$ 7,939,966	\$ 281,765	4%
SCHOOL COMMITTEE									
13058430	600000	SCHOOL COMM SAL	\$ 13,000	\$ 13,000	\$ -	\$ 13,000	\$ 13,000	\$ (0)	0%
13058420	600029	SCHOOL COMM SECY	\$ 5,873	\$ 9,000	\$ -	\$ 9,000	\$ 7,000	\$ (2,000)	-22%
13058440	601006	LEGAL FEES	\$ 112,537	\$ 95,000	\$ -	\$ 95,000	\$ 95,000	\$ -	0%
13058460	601007	SCHOOL COMM DUES	\$ 5,883	\$ 9,300	\$ -	\$ 9,300	\$ 9,300	\$ -	0%
13058460	601009	SCHOOL COMM CONF	\$ 576	\$ 2,300	\$ -	\$ 2,300	\$ 2,300	\$ -	0%
13058440	601010	ADVERTISING	\$ 11,632	\$ 15,000	\$ -	\$ 15,000	\$ 15,000	\$ -	0%
13058460	601024	MEDICAL EXPENSES	\$ 14,962	\$ 17,000	\$ -	\$ 17,000	\$ 17,000	\$ -	0%
13058450	601027	SCHOOL COMM SUPP	\$ 2,437	\$ 5,000	\$ -	\$ 5,000	\$ 5,000	\$ -	0%
13058440	601190	MEDICAIDE PROCESSING	\$ 5,997	\$ 14,000	\$ -	\$ 14,000	\$ 7,000	\$ (7,000)	-50%
		SCHOOL COMM SALARY	\$ 18,873	\$ 22,000	\$ -	\$ 22,000	\$ 20,000	\$ (2,000)	-9%
		SCHOOL COMM OPERATING	\$ 154,024	\$ 157,600	\$ -	\$ 157,600	\$ 150,600	\$ (7,000)	-4%
		SCHOOL COMM TOTAL	\$ 172,897	\$ 179,600	\$ -	\$ 179,600	\$ 170,600	\$ (9,000)	-5%

DESE: School Closure Phases

Phase 3: “Further the Learning”

Remote Learning May 4, 2020 through June 15, 2020

As you know, we will not physically reopen the schools through June 29, 2020. As a result, Remote Learning (RL) will continue through the TPS last school day, which is June 15, 2020. DESE has outlined 4 phases of planning during this school closure and recommends moving forward with priority curriculum standards that are essential for the core content areas at each grade level. Our teachers and administrative team are building RL lessons that address those learning standards.

DESE Phases	Dates	Recommendations
1. Enrichment	Mar. 13 - Apr. 3	<p>“Safety First”</p> <p>In this phase, optional enrichment activities were delivered to families to assist them in the shift to stay at home and continue educational activities.</p>
2. Remote Learning	Apr. 6 - May 1	<p>“Deepen the Learning”</p> <p>The goal here was also to maintain connections between students and teachers and to strengthen previously taught MA Standards.</p>
3. Remote Learning	May 4 -June 15	<p>“Further the Learning” ~</p> <p>In this phase, <i>DESE has identified MA Curriculum Standards for new learning for the remainder of the school year.</i></p>
4. Re-entry	Unknown	<p>It still remains unclear as to when and how re-entry will look in the summer and start of school year 20-21. We will continue to update you as we collaborate with the State and fellow districts as to what re-entry looks like.</p>

Remote Learning Parent & Guardian Feedback

Dear Parents and Guardians,

Now that we have been at home for some time and adapting to remote learning as a new way to deliver school, we would like to hear from you. Your feedback can help us keep what's going well, while also adjusting to improve if needed.

Thank you for partnering with us in this process.

*** Required**

1. Your Child *

Please let us know the age range of the child you are filling this form out for.

Mark only one oval.

- PK
- K-4
- 5-8
- 9-12

2. Schedule *

Please choose the schedule below that best matches your child's remote learning at home.

Mark only one oval.

- Routine daily schedule
- Flexible daily schedule
- Scattered throughout the week
- My child is not regularly participating

3. Time on Remote Learning *

Approximately, how many hours per day is your child(ren) able to participate in remote learning activities?

Mark only one oval.

- 0 - 1 hour
- 1-2 hours
- 2-3 hours
- 3-4 hours
- More than 4 hours

4. Technology *

During Remote Learning, have you had regular use of technology or Internet service to access the lessons?

Mark only one oval per row.

	Yes	No
Device Access	<input type="radio"/>	<input type="radio"/>
Internet Access	<input type="radio"/>	<input type="radio"/>

5. Online Remote Learning Tools *

Which online tools and/or supports have been most helpful for your child and for you? Select all that apply.

Mark only one oval per row.

	Yes- Helpful	No-Not Helpful	Not Applicable to my child
Aspen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SeeSaw	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google Class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google Meet or Hangouts (Virtual Live Meetings)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TPS Remote Learning Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prerecorded video lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher supplied website and online links	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student & Family Support Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Teacher Feedback *

Please describe how helpful the teacher feedback has been regarding your child's learning.

Mark only one oval.

	1	2	3	4	
Not at all Helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Helpful

7. Early Start *

Typically, we begin the start of the school year in late August to acclimate back to school. Due to a later than usual Labor Day this year, we will not be starting school until September 2, 2020. While there is no plan at this time, would you be interested in starting the 2020-2021 school year 1 week earlier in late August? This would also allow us to end earlier in June of 2021.

Mark only one oval.

Yes

No

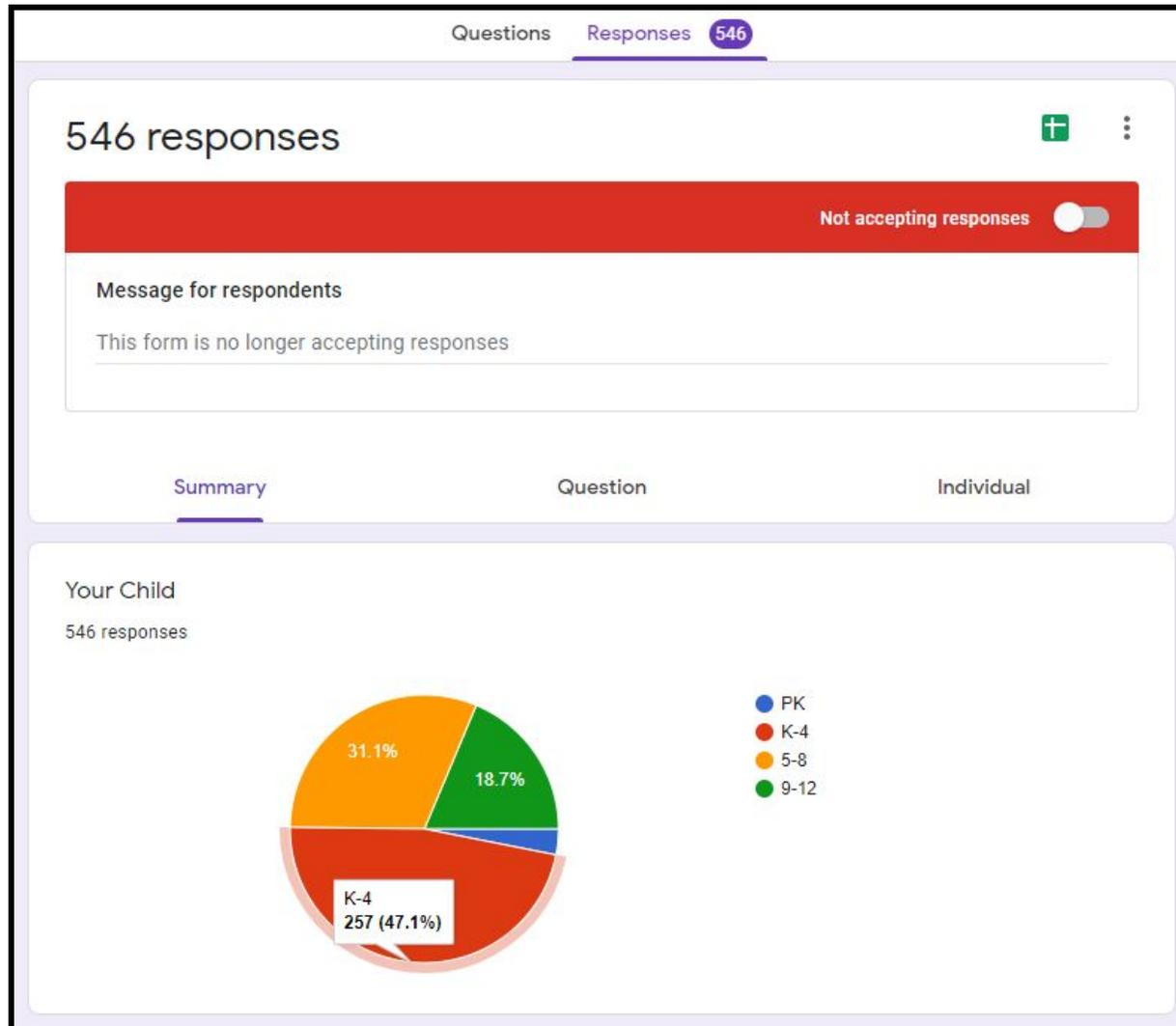
8. Your Comments

This question is optional. If you want to, please take a moment to offer us any kudos, questions or concerns that may help us continue to make improvements to our Remote Learning Plan through June 15, 2020.

This content is neither created nor endorsed by Google.

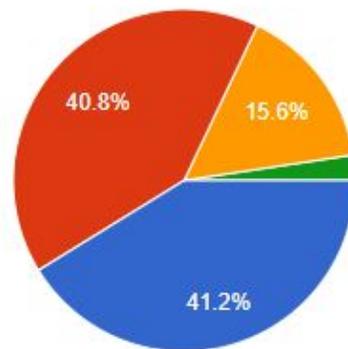
Google Forms

Phase 2. "Deepen the Learning" Parent Survey Feedback



Schedule

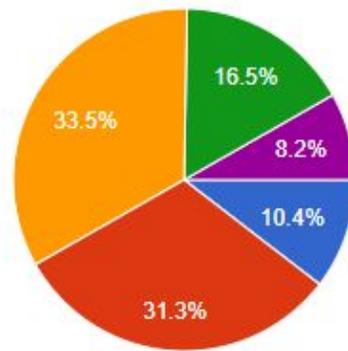
546 responses



- Routine daily schedule
- Flexible daily schedule
- Scattered throughout the week
- My child is not regularly participating

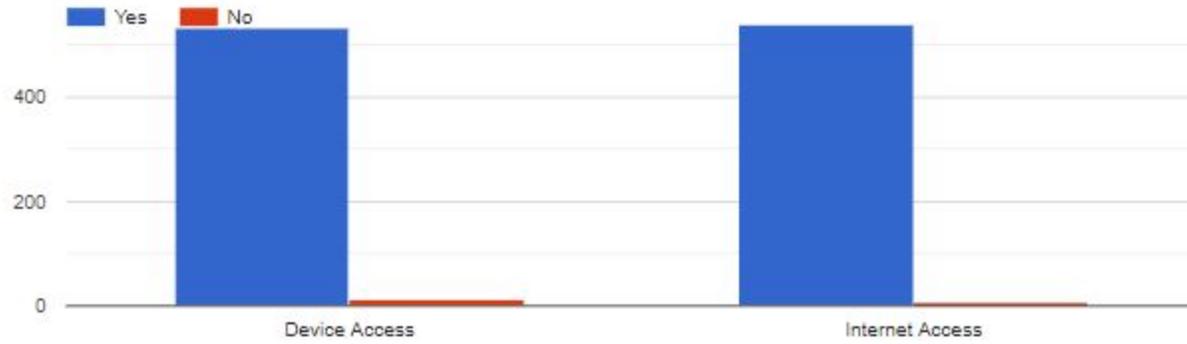
Time on Remote Learning

546 responses

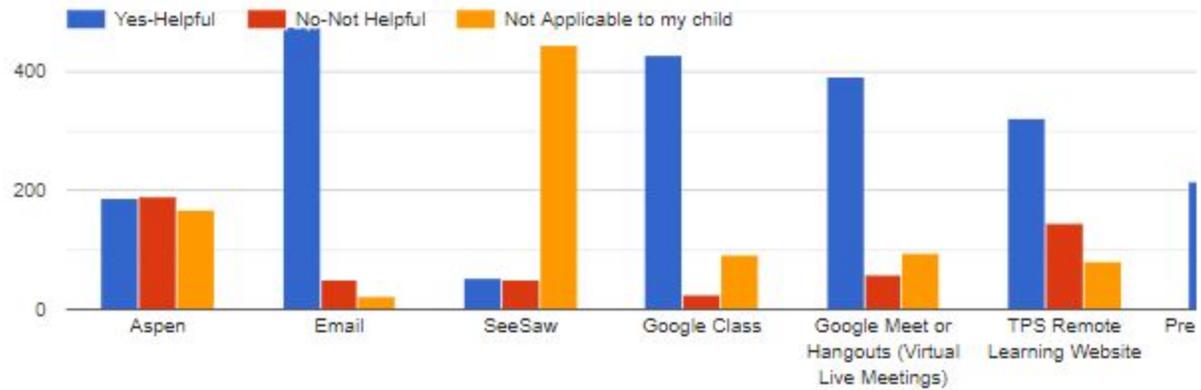


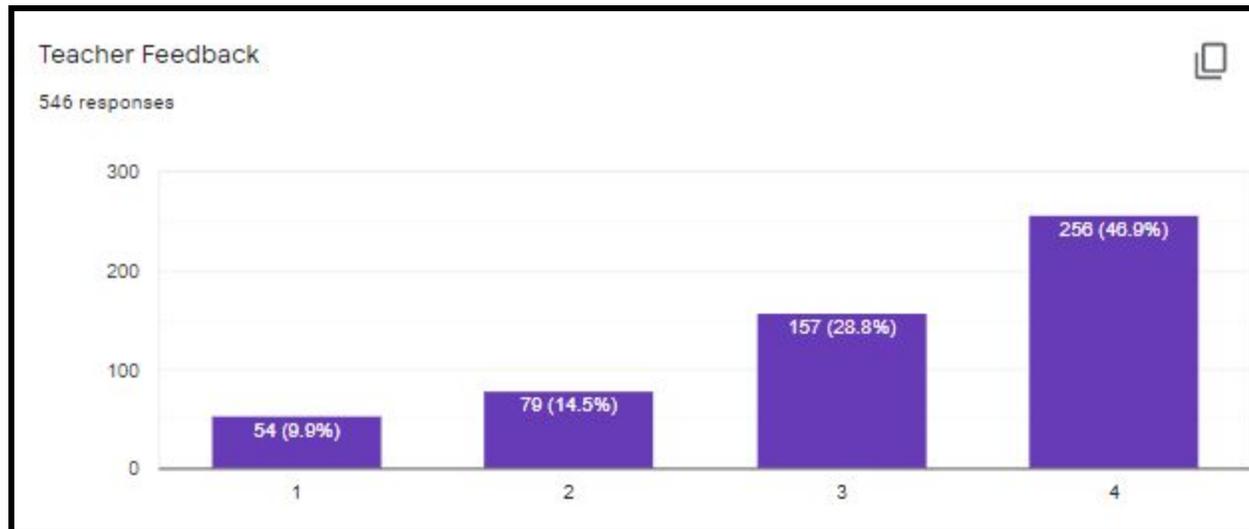
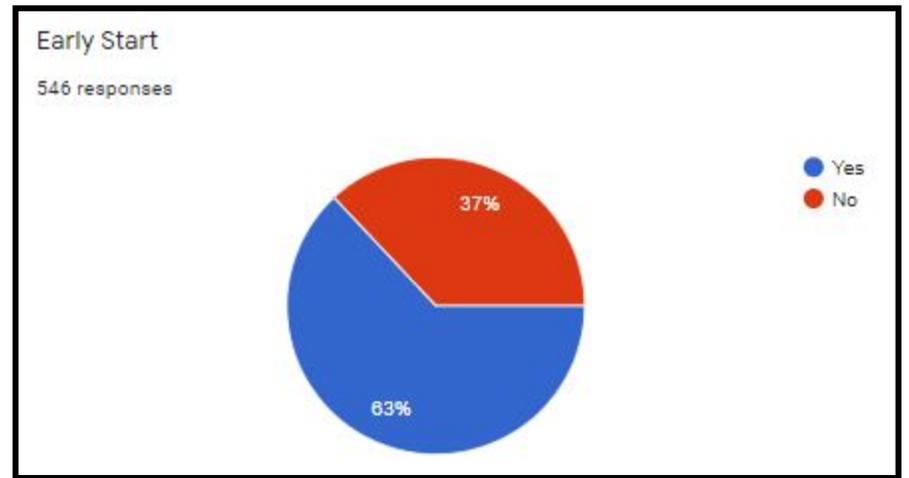
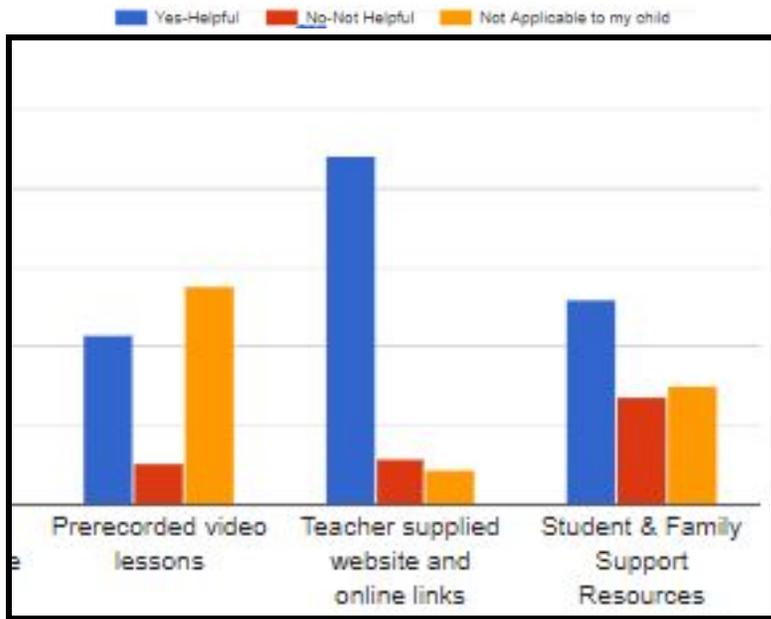
- 0 - 1 hour
- 1-2 hours
- 2-3 hours
- 3-4 hours
- More than 4 hours

Technology



Online Remote Learning Tools





Parent/Guardian Comment Themes:

- 1. Expressed desire for more virtual meetings and virtual instruction with the teacher.**
- 2. Pre-recorded instructional videos are very helpful from the teacher. Parents expressed the need for more of these.**
- 3. Regular communication and feedback from the teacher is necessary.**

Praise was given by several parents to the teachers and administration when regular help, communication, feedback on the work submitted, and social connections to their children was occurring. A desire for more teacher feedback and help was expressed where it was not happening.
- 4. Parents working essential jobs, and/or working full-time from home were having difficulty managing school work with their own children.**
- 5. Too much work...Not enough work.**
- 6. Has been a challenge for students to stay engaged...especially older students.**
- 7. MANY comments of appreciation and thank you's for the difficult lift Remote Learning has been for teachers, admin., and schools.**

NEW BUSINESS



Tewksbury Public Schools
Heath Brook Elementary, Dewing Elementary,
Trahan Elementary, North Street Elementary



Date: May 12, 2020
To: Christopher Malone, Superintendent
Re: 2020-2021 PK-4 Elementary Handbook

The proposed 2020-2021 handbook have few changes from the 2019-2020 handbook. They are

- cover page - date and picture, update Principal Cenanovic's name
- page 5 - Principal Cenanovic's name
- page 14 - correct dismissal time (Cell Phones/Electronic Devices)
- page 16 - correct dismissal time (Dismissals), replace the word "prohibited" with "discouraged" (Dress Code)
- page 17 - new Food Services information, received from Director Deb Mugford
- page 25 - Principal Cenanovic's name
- page 29 - dates, and addition of sentence at bottom, "Schools will also provide families with link to an online signature page."

We submit this Elementary School Handbook, and are available to answer any questions, comments or concerns that the Committee feels we need to address at this time.

Respectfully,

Jay Harding, Trahan Principal

Terry Gerrish, Dewing Principal

Karen Cronin, North Street Principal

Felicia Cenanovic, Heath Brook Principal

John F. Ryan School

To: Christopher Malone, Superintendent

From: Judi McInnes, Principal
William Hart, Assistant Principal

Re: Student Handbook Changes 2020-2021

The following are proposed changes to the Ryan School Student Handbook for the 2020-2021 school year:

The following will be updated to include:

- Approved School/District Calendar
- Updated Acceptable Use Policy (pg. 32)
- Chain of Command
- Fix typos

John W. Wynn Middle School

To: Christopher Malone, Superintendent

From: John Weir, Principal
Andrew Long, Assistant Principal

Re: Student Handbook Changes 2020-2021

The following are proposed changes to the Wynn Middle School Student Handbook for the 2020-2021 school year:

The following will be updated to include:

- Approved School/District Calendar
- Update name of new faculty/staff
- Updated Acceptable Use Policy (pg. 36)
- Title Page and Signature Page Date

Tewksbury Memorial High School

To: Christopher Malone, Superintendent

From: Kristen Vogel, Principal
Sean O'Leary, Assistant Principal
Eileen Osborne, Assistant Principal

Re: Student Handbook Changes 2020-2021

The following are proposed changes to the TMHS Student Handbook for the 2020-2021 school year:

The following will be updated to include:

- Approved School/District Calendar
- Update name of new faculty/staff
- Updated Acceptable Use Policy
- Signature Page Date
- Letter from Principal
- Fix typos

TPS IT Services

To: Christopher Malone, Superintendent

From: Jason Stamp, IT Director

Re: Technology Acceptable Use Policy Changes 2020-2021

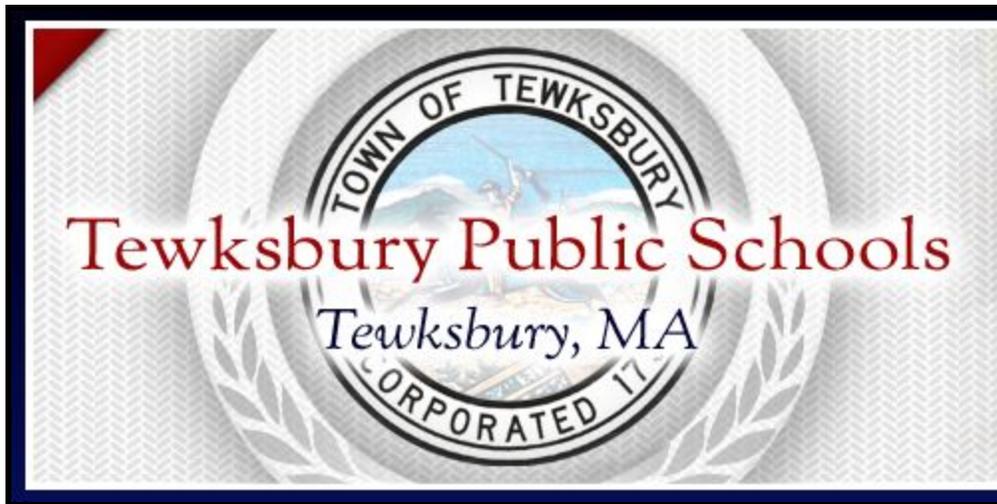
The following are proposed changes to the Technology Acceptable Use Policy for the 2020-2021 school year:

The following will be updated to include:

- Updated the introduction
- Reorganized all headers
- Added examples of Acceptable Use
- Added a reference to Remote Learning (page 1 last paragraph)
- Added language on virtual meetings (page 7)

Here is the link to the draft of the Technology Acceptable Use Policy:

<https://docs.google.com/document/d/16GXcXFpo06o52NSQVjAydWjgOdR8cReNvYK2YznVJDw/edit?ts=5eb9994e#>



Technology Acceptable Use Procedures

(Pertaining to [IJNDB – Acceptable Use Policy – Technology](#))

Tewksbury Public Schools
139 Pleasant Street
Tewksbury, Massachusetts 01876
T (978) 640-7800
www.tewksbury.k12.ma.us

Introduction

The Tewksbury Public Schools (TPS) recognizes that access to technology in school gives students greater opportunities to learn, engage, communicate, collaborate, and develop skills that will prepare them for work, life, and citizenship. Our goal is to promote educational excellence by encouraging and facilitating resource sharing, innovation, and communication. We are committed to helping students develop innovative/future-ready and communication skills. To that end, we provide the privilege of access to technologies for student and staff use.

Internet use that is integrated into the school curriculum fosters the development of research and information skills, encourages critical and higher level thinking, and provides expanded educational opportunities for both students and staff. While supporting the rights of students and staff to use all available tools, the Tewksbury Public Schools recognize that there is material on the internet that is objectionable or devoid of educational value within the context of a school setting. The Tewksbury Public Schools have taken steps to restrict access to inappropriate or controversial material as it relates to the educational goals of TPS. In addition to utilizing an internet content filter, TPS staff will closely supervise students' use of the internet.

Although guidelines cannot totally eliminate the possibility of inadvertent or intentional access to such information, we believe that they can significantly limit such possibilities. The Tewksbury Public Schools believe that the access to valuable resources on the Internet far outweighs the concerns that the users may procure material that is not consistent with the educational goals of the Tewksbury Public Schools, and we intend to maximize the Internet's educational value.

The Tewksbury Public Schools will insure that it adheres to the most recent Children's Internet Protection Act (CIPA) requirements of 2001 by:

- implementing an Internet filter for the purpose of blocking access to visual depictions deemed obscene, child pornography, or harmful to minors. It may be disabled for adults engaged in bona fide research or other lawful purposes.
- providing for educating minors (in this case 'minors' refer to school aged children up to the age of 17) about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

This Acceptable Use Policy outlines the guidelines and behaviors that all users are expected to follow when using school technologies or when using personally owned devices on the school campus, or in **Remote Learning** from home including the following articulations of usage:

- The TPS network is intended for educational purposes.
- All activity over the network or using district technologies may be monitored and retained.
- Access to online content via the network may be restricted in accordance with our policies and federal regulations, such as the Children’s Internet Protection Act (CIPA).
- Users are expected to follow the same rules for good behavior and respectful conduct online as offline.
- Misuse of school resources can result in disciplinary action.
- TPS makes a reasonable effort to ensure users’ safety and security online, but will not be held accountable for any harm or damages that result from use of school technologies.
- Users of TPS network or other technologies are expected to alert IT staff immediately of any concerns for safety or security.

Technologies Covered

TPS may provide the privilege of Internet access, desktop computers, mobile computers or devices, videoconferencing capabilities, online collaboration capabilities, message boards, email, and more. This Acceptable Use Policy applies to both school owned technology equipment utilizing the TPS network, the TPS Internet connection, and/or private networks/Internet connections accessed from school owned devices at any time. This Acceptable Use Policy also applies to privately owned devices accessing the TPS network, the TPS Internet connection, and/or private networks/Internet connections while on school property. As new technologies emerge, TPS will seek to provide access to them. The policies outlined in this document cover all available technologies now and into the future, not just those specifically listed or currently available.

Usage Policies

All technologies provided by TPS are intended for education purposes. All users are expected to use good judgment and to follow the specifics as well as the spirit of this document: be safe, appropriate, careful and kind; don’t try to get around technological protection measures; use good common sense; and ask if you don’t know.

Web Access

TPS provides its users the privilege of access to the Internet, including web sites, resources, content, and online tools. Access to the Internet will be restricted as required to comply with CIPA regulations and school policies. Web browsing may be monitored and web activity records may be retained indefinitely.

Users are expected to respect the web filter as a safety precaution and shall not attempt to circumvent the web filter when browsing the Internet. The determination of whether Internet based material is appropriate or inappropriate is based on the content of the material, the materials rating/reputation, and the intended use of the material, not on whether a website has been filtered or not. If a user believes a site is unnecessarily filtered, the user should submit a request for website review to their building principal.

Computer and Email Accounts

An “account” typically consists of a username and password and is used to gain access to computer and cloud based resources, but isn’t limited to this format. Using another individual’s account or password is prohibited. Giving your username and password to others is prohibited. Tewksbury Public School Staff should not attempt to login to any system or resource as another user. Violation will result in disciplinary action up to and including termination. Tewksbury Public School System Students should not attempt to login to any system or resource as another user, doing so may result in cancellation of user privileges.

Email

TPS may provide users with the privilege of email accounts for the purpose of school related communication and should not be used for personal or business activities. Availability and use may be restricted based on school policies. If users are provided with email accounts, the account(s) should be used with care. Users should not send personal information; should not attempt to open files or follow links from unknown or untrusted origins; should use appropriate language; and should only communicate with other people as allowed by TPS policy or the teacher. Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Email usage may be monitored and as a school department, all email communications are archived for seven (7) years.

Technology Specialists who operate the system have access to all mail, including deleted messages. Messages relating to or in support of illegal activities may be reported to the authorities. All communications and information accessible via the network should be considered public property; however, the use of another person’s intellectual property without that individual’s prior written approval or authorization is prohibited. The school district will completely and periodically delete information from the system.

Legal Implications of Electronic Mail (Email)

For the purpose of this policy email is defined as messages created and received on an electronic mail system. The email message may be text or word processing documents, spreadsheets or other data compilations transmitted through such a system.

Email created or received by an employee of a government unit is a public record. In Massachusetts, the term “public record” is broadly defined to include all documentary materials or data created or received by any officer or employee of any governmental unit, regardless of physical form or characteristics. G.L. c. 4, sec. 7(26). Email is therefore a public record and subject to the requirements of the Public Records Law G. L. C. 66. Email messages are subject to public access through the Public Records Law G. L. C. 66. Sec.10. A determination as to whether an email message is exempt from disclosure depends upon the content of the message. G. L.C. 4. Sec. 7(26)(a-m).

Email messages may be sought through the discovery process in litigation and may be admissible in

evidence. Like all electronically created and stored records, email is subject to the rules of evidence and a judge will rule on its admissibility. Refer to the Commonwealth of Massachusetts Public Records Division SPR- Bulletin No. 1-99 dated February 16, 1999 for additional information.

Network Use Limitations

TPS's computer networks may not be used to disseminate commercial or personal advertisements, solicitations, promotions, destructive code (e.g., viruses, self-replicating programs, etc.), or any other unauthorized materials. Staff and students may not use the school system's Internet connection to download games or other entertainment software or to play non-educational games over the Internet. Additionally, you may not use the computer network to display, store or send (by email or any other form of electronic communication such as bulletin boards, chat rooms, Usenet groups, etc.) material that is fraudulent, harassing, embarrassing, sexually explicit, profane, obscene, intimidating, unlawful, defamatory or otherwise inappropriate.

Computer resources are not unlimited. Network bandwidth and storage capacity have finite limits, and all users connected to the network have a responsibility to conserve these resources. As such, the user must not deliberately perform acts that waste computer resources or unfairly monopolize resources to the exclusion of others. These acts include but are not limited to, streaming music or videos for non-educational purposes, sending chain letters, spending, playing online games, or otherwise creating unnecessary loads on network traffic associated with nonbusiness-related uses of the Internet.

Wireless "Guest" network access is provided for non-Tewksbury School district devices throughout district buildings. Access to this network is monitored, any violations of the above mentioned statuses can result in the offending device from being excluded from the network.

Social/Web 2.0 / Collaborative Content

Recognizing the benefits that collaboration brings to education, TPS may provide users with access to web sites or tools that allow communication, collaboration, sharing, and messaging among TPS users and the global user community. Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Posts, chats, sharing, and messaging may be monitored. Users should be careful not to share personally-identifying information online.

Mobile Devices Policy

TPS may provide users with mobile computers or other devices to promote learning outside of the classroom. Users should abide by the same acceptable use policies when using school devices off the school network as on the school network. Users are expected to treat these devices with extreme care and caution; these are expensive devices that the school is entrusting to your care. Users should immediately report any loss, damage, or malfunction to IT staff. Users may be financially accountable for any damage resulting from negligence or misuse. Use of school issued mobile devices off the school network may be monitored.

Personally-Owned Devices Policy

Students should keep personally-owned devices (including laptops, tablets, smart phones, cell phones, e-readers, iPod touch) turned off and put away during school hours—unless in the event of an emergency or as instructed by a teacher or staff for educational purposes. Devices are to be used as part of classroom lessons upon teacher approval, and they should not be used in between classes or in the hallways or other common areas. Because of security concerns, when personally-owned mobile devices are used on campus, they must be used over the school network.

All devices are on a use at your own risk policy. The School District is not accountable for loss, damage, theft, etc.

Please remember, this Acceptable Use Policy applies to privately-owned devices accessing the TPS network, the TPS Internet connection, and private networks/ Internet connections while on school property. Virus protection for PC's is required.

Users who cannot access the TPS network or who may have technical issues with their technology tool need to take care of this issue by working with the user's manual that came with the device outside of the classroom. These are not TPS devices and TPS is not allocating resources at this time to troubleshoot issues.

Security

Users are expected to take reasonable safeguards against the transmission of security threats over the school network. This applies to all TPS and personally owned devices. Do not open or distribute files or programs of unknown or untrusted origin. If you believe a computer or mobile device you are using might be infected with a virus, do not attempt to remove the virus yourself or attempt to download any programs to help remove the virus. Please shut the device down and alert TPS IT Services.

TPS IT Services has installed anti virus on all district computers. It is prohibited to attempt to disable or remove such software. Periodic computer reboots are required so computer anti-virus software functions properly, this is the responsibility of the user of the device.

You are responsible for any misuse of your account (network, email, or otherwise), even if the inappropriate activity was committed by another person. Therefore, you must take steps to ensure that others do not gain unauthorized access to your account. In addition, you may not use your account to breach security of another account or attempt to gain unauthorized access to another network or server.

Your password provides access to your account. Sharing your password and account access with unauthorized users is prohibited. You should take care to prevent others from using your account by keeping your password secure since you will be held responsible for such use. Do not leave an

unsupervised computer logged on to the network, lock all devices when not in use.

Software Downloads/Installations

The TPS district computing devices have been configured by the IT Services Staff. TPS users should not download, attempt to download, run or install any programs onto school computing devices without express permission from the IT Services Director. Only software purchased by TPS should be installed on TPS computing devices, free, pirated, or self purchased software should not be installed on TPS computing devices.

Net Etiquette

Users should always use the Internet, network resources, and online sites in a courteous and respectful manner. Users should recognize that among the valuable content online there is also unverified, incorrect, or inappropriate content. Users should only use trusted sources when conducting research via the Internet. Users should remember not to post anything online that they wouldn't want students, parents, teachers, or future colleges or employers to see. Once something is online, it's out there—and can sometimes be shared and spread in ways you never intended.

Plagiarism

Users should not plagiarize (or use as their own without citing the original creator) content, including words or images, from the Internet. Users should not take credit for things they didn't create themselves, or misrepresent themselves as an author or creator of something found online. Research conducted via the Internet should be appropriately cited, giving credit to the original author.

Personal Safety

Users should never share theirs or anyone else's personal information, including phone number, address, social security number, birthday, or financial information, over the Internet or other means of communications without adult permission. Users should recognize that communicating over the Internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others. Users should never agree to meet in real life someone they meet online without parental permission. If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher or staff if you're at school; parent if you're using the device at home) immediately.

TPS makes an attempt to protect private information but users who submit personal information online do so at their own risk.

Cyber-bullying

Cyber-bullying will not be tolerated. Harassing, denigrating, impersonating, outing, tricking, excluding, and cyber-stalking are all examples of cyber-bullying. Don't be mean. Don't send emails or post comments with the intent of scaring, hurting, or intimidating someone else. Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyber-bullying can be a

crime. Remember that your activities are monitored and retained.

Cyber-bullying is covered under [Massachusetts state law Chapter 71 sec. 37o](#)

Virtual Meetings

The Tewksbury Public School community expects that all students will be good digital citizens who practice safe, and legal use of technology in a positive way.

It is expected that everyone in each household engaged in a session will respect student confidentiality at all times. As such, no other individual other than the student or guardian should be present during live sessions. It is recommended that participants should present themselves in a space that is as private as possible, and/or with their backs to a solid surface.

In order to ensure that every student in the class can participate and/or view a live virtual session, whole class sessions may be recorded by the teacher so that it can be accessed at a later time. Or, teachers may record their presentation in advance to provide it to students who cannot attend a live session. Recording of any portion of any session by any party other than the teacher running the session is not permitted. This includes posting excerpts of, or about a session on any form of social media.

TPS staff reserves the right to end any student's participation in a live session if their presence, that of a parent/guardian, or any third party or activity, causes a disruption of the educational process during the distance learning session. If live session rights are terminated, TPS can determine alternative means to provide the learning opportunity.

Vandalism

Any verified acts of vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy the data of another user, the TPS network, computing devices, or other networks that are connected to our system through the Internet. This includes, but is not limited to, the uploading or creation of computer viruses, physical damage, and rogue devices on the network or otherwise.

Privacy

Staff and students are given access to computers and the Internet to assist them in furthering the educational process. Users should have no expectation of privacy in anything they create, store, send or receive using TPS's computer equipment. In addition TPS, through its designees, reserves the right to monitor, examine, evaluate and disclose all aspects of the technology resources and their use.

Tewksbury Public Schools is committed to protecting private information of staff and students contained within emails or other online transmissions.

While we cannot guarantee the privacy or confidentiality of information within electronic documents, which is public information, the following procedure will help to protect the privacy and

confidentiality of such information.

1. Remember when sending emails regarding students to use ONLY the student identification numbers and the first initial of both their first and last name eg: John Smith would be J.S.#12345.
2. Remember when sending emails regarding staff to use ONLY the staff member's initials and job eg: John Smith teacher would be J.S. teacher.

Examples of Acceptable Use

I will:

- Use Technology for School Related activities
- Follow the same guidelines for respectful, responsible behavior online that I am expected to follow offline.
- Treat school resources carefully, and alert staff if there is any problem with their operation.
- Encourage positive, constructive discussion if allowed to use communicative or collaborative Technologies.
- Alert a teacher or other staff member if I see threatening, inappropriate, or harmful content (images, messages, posts) online.
- Use school technologies at appropriate times, in approved places, for educational pursuits.
- Cite sources when using online sites and resources for research.
- Recognize that use of school technologies is a privilege and treat it as such.
- Be cautious to protect the safety of myself and others.
- Help to protect the security of school resources.

This is not intended to be an exhaustive list. Users should use their own good judgment when using school technologies

Examples of Unacceptable Use

I will not:

- Use school technologies in a way that could be personally or physically harmful.
- Attempt to find inappropriate images or content; intent to seek inappropriate images or content is a violation of this Acceptable Use Policy.
- Create a personal mobile “hot-spot” or use a “proxy site” for the purpose of circumventing network safety measures and filtering tools.
- Create, distribute or deploy multi-user servers or gaming software on or within the TPS network.
- Use proxy avoidance software, tools, and websites.
- Use remote management software, tools, and websites.
- Use VPN software, tools, and websites.
- Engage in cyber-bullying, harassment, or disrespectful conduct toward others.
- Use obscene, inflammatory, harassing, threatening, or abusive language or images
- Try to find ways to circumvent the school's safety measures and filtering tools; intent to

circumvent safety measures and filtering tools is a violation of this Acceptable Use Policy.

- Use school technologies to send spam or chain mail.
- Plagiarize content I find online.
- Post or otherwise disclose personally-identifying information, about myself or others.
- Agree to meet someone I meet online in real life.
- Use language online that would be unacceptable in the classroom.
- Use school technologies for illegal activities or to pursue information on such activities.
- Attempt to hack or access sites, servers, or content that isn't intended for my use.
- Access materials or use email for nonacademic purposes or for purposes that are not approved by the staff member in charge
- Tamper with data and files being used by others.
- Use school accounts for personal messages, political lobbying, union messages, gambling, or business transactions, advertising, or commercial (offering or providing products or services) activities.
- Use or transmit materials that violates copyright laws

This is not intended to be an exhaustive list. Users should use their own good judgment when using school technologies.

Limitation of Liability

TPS will not be responsible for damage or harm to persons, files, data, or hardware.

While TPS employs filtering and other safety and security mechanisms, and attempts to ensure their proper function, it makes no guarantees as to their effectiveness. TPS will not be responsible, financially or otherwise, for unauthorized transactions conducted over the school network.

Violations of this Acceptable Use Policy

Violations of this policy may have disciplinary repercussions, including:

- Suspension or termination of network, technology, or computer privileges;
- Notification to parents;
- Detention or suspension from school and school-related activities;
- Employment disciplinary action, up to and including termination of employment;
- Legal action and/or prosecution.

The Tewksbury Public Schools will provide staff with Internet guidelines and training and support in the appropriate and effective use of the internet. The school system will inform parents about Internet guidelines through the use of letters, school newsletters, and handbooks. Additionally, the Tewksbury Public Schools will continually evaluate tools and software which can potentially assist staff in implementing guidelines, effectiveness, manageability, and any cost for initial purchase and upgrades will be considered.

**TEWKSBURY PUBLIC SCHOOLS
STATEMENT OF RESPONSIBILITIES**

Staff, students and parents are to read the [Tewksbury Public Schools Technology Acceptable Use Procedures \(Pertaining to IJNDB – Acceptable Use Policy – Technology - click here to access procedures and policy\)](#). These documents can also be found on the TPS District Webpage: <http://www.tewksbury.k12.ma.us/>

User Expectations

I have read, understand and will follow the Tewksbury Acceptable Use Procedure, pertaining to the [IJNDB – Acceptable Use Policy – Technology - click here to access procedures and policy](#). My commitment to responsible digital citizenship is a critical component in mastering 21st century skills. If I break this agreement, the consequences could include suspension of computer privileges and/or disciplinary action. I also understand the school network and email accounts are owned by Tewksbury Public School and that Tewksbury Public Schools has the right to access any of the information used through the mediums provided through the school at any time. I understand that technology is provided for educational purposes in keeping with the academic goals of Tewksbury Public Schools, and that use for any other purpose is inappropriate. I recognize it is impossible for the school to restrict access to all controversial materials, and I will not hold the school responsible for materials acquired on the school network. I understand that computer activities at home should be supervised as they can affect the academic environment at school.

Parents/Guardians should read this Acceptable Use Procedure. Parents/guardians should discuss the technology use responsibilities with their children. Questions and concerns can be forwarded to the Tewksbury Public Schools and appropriate offices.

Parents/ guardians and Staff agree to accept financial responsibility for any expenses or damages incurred as a result of their or their student’s inappropriate or illegal activities on the Tewksbury Public Schools network. Parents/Guardians and staff agree to reimburse Tewksbury Public Schools for any expenses or damages incurred in the use of district owned technology devices.

By signing this document below, I acknowledge that I have read and understand the Tewksbury Public Schools Technology Acceptable Use Procedures (Pertaining to IJNDB – Acceptable Use Policy – Technology) and know I can contact my school principal if I have further questions.

User Name (please print)	Parent/Guardian if under 18 years old (please print)
User Signature	Parent/Guardian Signature
Date	Date

File: IJNDB

ACCEPTABLE USE POLICY - TECHNOLOGY

Purpose

The Tewksbury Public Schools shall provide access for employees and students to the system/network, including access to external networks, for limited educational purposes. Educational purposes shall be defined as classroom activities, career and professional development, and high quality self-discovery activities of an educational nature. The purpose of the system/network is to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. The system/network will be used to increase communication (staff, parent, and student), enhance productivity, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information. The system/network will also be utilized to provide information to the community, including parents, governmental agencies, and businesses.

Availability

The Superintendent or designee shall implement, monitor, and evaluate the District's system/network for instructional and administrative purposes.

Access to the system/network, including external networks, shall be made available to employees and students for instructional and administrative purposes and in accordance with administrative regulations and procedures.

Access to the system/network is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of the system and shall agree in writing to comply with such regulations and procedures. Noncompliance with applicable regulations and procedures may result in suspension or termination of user privileges and other disciplinary actions consistent with the policies of the Tewksbury Public Schools. Violations of law may result in criminal prosecution as well as disciplinary action by the Tewksbury Public Schools.

Acceptable Use

The Superintendent or designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Tewksbury Public Schools as well as with law and policy governing copyright.

Monitored Use

Electronic mail transmissions and other use of electronic resources by students and employees shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes.

Liability

The Tewksbury Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users.

The Tewksbury Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

SOURCE: MASC Adopted: April 14, 2015 <https://www.tewksbury.k12.ma.us/>

Tewksbury Public Schools

DRAFT v1

139 Pleasant Street
Tewksbury, Massachusetts
01876



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

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

2020-2021 REGISTER PERIODS v1

Term 1: September 2 – November 10, 2020 (45 Days)		Term 2: November 12 – January 26, 2021 (44 Days)	
Significant Dates	Function	Significant Dates	Function
October 02, 2020	Midterm	December 15, 2020	Midterm
October 09, 2020	Progress Report Information due by close of school day	December 22, 2020	Progress Report Information due by close of school day
October 13, 2020	Progress Reports Posted on Aspen	December 23, 2020	Progress Reports Posted on Aspen
November 10, 2020	Attendance and marking period end	January 26, 2021	Attendance and marking period end
November 23, 2020	Report card information sent to Data Processing	February 05, 2021	Report card information sent to Data Processing
November 25, 2020	Report cards will be issued	February 09, 2021	Report cards will be issued
November 25, 2020	Special Education Progress Reports issued	February 09, 2021	Special Education Progress Reports issued
Term 3: January 27– April 9, 2021 (47 Days)		Term 4: April 12 – June 25, 2021 (44+5*Days)	
Significant Dates	Function	Significant Dates	Function
March 05, 2021	Midterm	May 14, 2021	Midterm
March 15, 2021	Progress Report Information due by close of school day	May 21, 2021	Progress Report Information due by close of school day
March 16, 2021	Progress Reports Posted on Aspen	May 24, 2021	Progress Reports Posted on Aspen
April 09, 2021	Attendance and marking period end	TBD	Attendance and marking period end
April 28, 2021	Report card information sent to Data Processing	TBD	Report card information sent to Data Processing
April 30, 2021	Report cards will be issued	K-6 Last day	Report cards will be issued
April 30, 2021	Special Education Progress Reports issued	GR 7-12 July 02, 2021	Report cards will be mailed
		TBD	All Special Education Progress issued last day of school

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