

TEWKSBURY SCHOOL COMMITTEE AGENDA - WEDNESDAY, JUNE 10, 2020



TEWKSBURY PUBLIC SCHOOLS
CHRISTOPHER J. MALONE
SUPERINTENDENT OF SCHOOLS

Meeting Date: Wednesday, June 10, 2020 - Virtual Regular Meeting #9

Meeting Type/Time: Virtual Regular Meeting #9 (6:00PM)

Meeting Location: *Virtual Meeting - *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 YouTube

A. CALL TO ORDER (Public Session) - 6:00PM

B. ANNOUNCEMENT

The June 10, 2020 School Committee meeting will be televised and recorded. Meeting Location: *Virtual Meeting - *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 YouTube

C. RECOGNITION

Tewksbury Public Schools 2020 Retirees

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. May 19, 2020 Virtual Special Meeting (File)
2. May 20, 2020 Virtual Regular Meeting (File)

H. SUBMISSION AND PAYMENT OF BILL

1. Payroll Period Ending May 28, 2020 (\$1,305,310.32) (File)

I. SUPERINTENDENT & STAFF REPORT

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

K. COMMITTEE REPORTS

Elementary School Building Committee
Tewksbury Education Foundation
Tewksbury SEPAC
Wellness Advisory Committee

L. POLICY CHANGES, PROPOSALS, and ADOPTION

Vote to Approve Policies to Rescind, Revise and/or Adopt: IHA, Basic Instruction Program; IHBG-E, Home Schooling;

JLA, Student Insurance Program; JLD, Guidance Program; JP, Student Gifts and Solicitations; 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 (File)

M. OLD BUSINESS

1. MCAS Update & Update on Competency Determination Requirements for Classes of 2021-23 (File)
2. FY 21 Budget Approval (File)
3. 2020-2021 Revised School Calendar (File)
4. 2020-2021 Register Periods (File)
5. 2020 Superintendent's Evaluation

N. NEW BUSINESS

1. TMHS Spanish Textbook, *Asi Se Dece* (File)
2. 2020 Summer Reading Program (File)
3. Student Opportunity Act (SOA) (File)
4. FY 21 Valley Collaborative Board Member Appointment (File)

O. SCHOOL COMMITTEE MATTERS OF INTEREST

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

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@tewksbury.k12.ma.us

TEWKSBURY SCHOOL COMMITTEE

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

CONSENT AGENDA

Correspondence

- a. [Art Now - A Virtual Art Show](#) (File)
- b. TMHS 85th Commencement Program - June 5, 2020 (File)

Enrollment Update

None

Personnel Items

Appendix B 2020-2021 School Year

Co-Curricular & Athletics (File)

New Hires

Athletics

Steven Kasprzak, Varsity Wrestling Coach for the 2020-2021 School Year, effective May 26, 2020

Reappointments

Food & Nutrition Services for the 2020-2021 School Year

Andrea Graziano
Elizabeth Marquez
Julie Naughton

Retirements/Resignations/Terminations

Danielle Richard, Behavior Specialist from Tewksbury Public Schools, effective June 18, 2020; Sandra Ryan, Building Custodian at the Dewing Elementary School, effective July 15, 2020

Transfers: Edward Finneran from the position of Integrated Preschool Teacher to the position of DLC K-2 Teacher at the Dewing School, effective August 26, 2020

Acceptance of Donation: Acceptance of donation from Mike Saccone, of Dargoonian Farms, Andover, MA, of 450 hanging plants for the 2020 TMHS graduation

Fundraisers/Raffles: None

Recognition and/or Presentations

Tewksbury School Committee June 10, 2020
Recognitions

"A truly special teacher is very wise and sees tomorrow in every child's eyes."

Author Unknown

Tewksbury Public Schools 2020 Retirees

Celebrating Your Contributions to the Tewksbury Public Schools

Patricia Meuse - Purchasing Coordinator (25 Years of Service)

Business Office - David Libby, Business Manager

Robin Adams - Manager, Food & Nutrition Services (17 years of Service)

Anna Gaudette - Food & Nutrition Services (19 Years of Service)

Roberta Waldrip - Food & Nutrition Services (18 Years of Service)

Food & Nutrition Services - DebraLee Mugford, Director of FNS

Nancy Torname - Administrative Assistant (21 Years of Service)

Special Education & Student Services - Richard Pelletier, Director Student Services

Kathleen MacLeod - Grade 2 Teacher (20 Years of Service)

Patricia Martel - Developmental Learning Center K-2 Teacher (20 Years of Service)

Sandra Ryan - Building Custodians (26 Years of Service)

Loella F. Dewing Elementary School

Terry Gerrish, Principal • Alexis Bosworth, Assistant Principal

Patricia Gale - Kindergarten Classroom Aide (16 Years of Service)

Heath Brook School - Felcia Cenanovic, Principal

Cheryl Porcaro - Case Manager (26 Years of Service)

John F Ryan Elementary School

Judi McInnes, Principal • Bill Hart, Assistant Principal

Joseph Frank - Technology Education Teacher (21 Years of Service)

John W. Wynn Middle School

John Weir, Principal • Andy Long, Assistant Principal

Tewksbury Public Schools, Tewksbury, Massachusetts

Christopher J. Malone, Superintendent of Schools

Brenda Theriault-Regan, Assistant Superintendent of Schools

Minutes

Payroll

TEWKSBURY PUBLIC SCHOOLS
Tewksbury, Massachusetts

Date **5/28/20**

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 **\$1,305,310.32**

GRANTS

\$25,388.69	2019-2020	Special Ed 240 Grant
\$10,864.78	2019-2020	Title I Grant
	2019-2020	Title II Grant
\$784.32	2019-2020	Title IV Grant
\$85.00	2019-2020	21st Century Grant
	2019-2020	Innovation Pathways Grant

REVOLVING ACCOUNTS

\$19,329.06	2019-2020	Community Services
	2019-2020	Community Services Preschool Program
	2019-2020	Community Services Recreation
\$3,414.67	2019-2020	Adult Education Program
\$24,176.50	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

\$88,428.22 SUB TOTAL - NON LEA FUNDS

LEA FUNDS

\$1,216,882.10	2019-2020	School Department Account
----------------	-----------	---------------------------

\$1,305,310.32 TOTAL

Superintendent/ Staff /School Committee Reports

Consent Agenda

ART NOW: A Virtual Art Show

The Tewksbury Public Schools K-12 students and staff have contributed to a collection of art made during the time of quarantine and remote learning.

Art can be a powerful tool that can help us pass the time, process, heal, connect, and express ourselves. Some beautiful and poignant things were made during this period that serve as a statement to our resilience and will remain as evidence of the history we have lived.



Thank you to all of our contributing artists!



TEWKSBURY MEMORIAL HIGH SCHOOL



EIGHTY-FIFTH COMMENCEMENT

JUNE 5, 2020

PROGRAM

Processional — Faculty and Students

Pomp and Circumstance By Sir Edward Elgar TMHS Band

Welcome Remarks

Elizabeth Taggart

Star Spangled Banner

By Francis Scott Key TMHS Band

Superintendent's Remarks

Christopher J. Malone

Principal's Remarks and Awards

Kristen S. Vogel

Student Addresses

Megan Cunningham

Victoria Schille

Faculty Speaker

Conner Bourgoin

Musical Performance

"The Future We Foresee (Tewksbury Memorial High School Alma Mater)"
by Connor J. Mangan (Class of 2019) TMHS Chorus

Presentation of Diplomas

Graduate Last Names A-K

Class Song

Graduate Last Names L-Z

Recessional

Fanfare and Recessional By James D. Ployhar TMHS Band

2020 Class Officers

Victoria Schille, Valedictorian and Class President

Megan Cunningham, Salutatorian

Elizabeth Taggart, Class Marshal

Colby Brown, Vice President

Jasmine Won, Secretary

Casey Stevenson, Treasurer

Gold tassel indicates membership in the National Honor Society.

s Denotes *summa cum laude*, *m* Denotes *magna cum laude*, *c* Denotes *cum laude*,
n Denotes National Honor Society, *** Denotes Top Five Percent of Class

CLASS OF 2020

Amaya Elise Allen <i>ns</i>	Dylan Charles Chandler
Emma Allen <i>s</i>	Connor Brian Charron <i>ns</i>
William Anthony Andella <i>c</i>	William Matthew Chase
Alexander Jorge Andrade	Alexia Nicole Chesbrough <i>ns</i>
Christopher James Antonelli	Robert Arthur Chisholm <i>c</i>
Riley Patrick Auth <i>c</i>	Erin Catherine Ciampa <i>ns</i>
Shane Thomas Aylward <i>nm</i>	Rodrigo Santos Coelho
Danielle Suzanne Bain <i>c</i>	Dominic Christopher Cohen
Jack Louis Balboni	Lyndsey Marion Cokkinos <i>m</i>
Thomas Michael Barbati <i>m</i>	Heather Marie Connelly
Thomas Lucio Barinelli <i>ns</i>	Evan Layne Corson
Collin Patrick Barrett	Tracey Pinheiro Costa
Mitt Krish Mukesh Bhalani <i>ns</i>	Lauren Elizabeth Countie
Andrew Justin Bielecki <i>m</i>	Xavier Stephen Cram
Dominic Alexander Bird <i>c</i>	Melanie Barbara Crepeau <i>m</i>
Michael Charles Bono	Shannon Leigh Crowley <i>ns</i>
Olivia Honoria Borges	Shayna Helaine Crowley <i>c</i>
Sara Isabella Ann Boucher <i>nm</i>	Sydney Marie Crowley <i>ns</i>
Alex Joseph Boudreau <i>m</i>	Maxwell Thomas Cummings
Bricen Gomes Boudreault <i>ns</i>	Megan Lucille Cunningham <i>ns *</i>
Gianna Angelica Bourassa	Zachary Daniel Daigle
Jared Stephen Bova	Ryan Michael Day
Kiara Marcella Bradley	Brenda Fagundes De Miranda
Thomas Joseph Bradley	Rebecca Ramos DeAndrade <i>c</i>
Zachary Wayne Bradley	Mikayla Marie Dec
Jacob Arthur Bragg	Rebecca Ann Deck <i>ns</i>
Joseph Robert Branchaud <i>c</i>	Rebecca Anne DeFrancesco <i>ns</i>
Matthew Joseph Brennan <i>nm</i>	Michael Robert Dell'Orfano
Ryan George Briley	Tyler John Demers <i>ns</i>
Colby Ryan Brooks	Emma Catherine Demos <i>nm</i>
Colby Hollis Brown <i>ns</i>	Anthony Paul DeSisto
Emily Rachel Butler <i>ns *</i>	Nicole Elizabeth Desmond
Julia Ann Cafferty <i>nm</i>	Julia Alexis Devlin <i>c</i>
Liam George Cafferty <i>c</i>	Gianna Marie DiGiorgio <i>ns</i>
Andrew Nicholas Camelio	Anthony Paul DiMinico
Bryan Joseph Campbell	Anthony Joseph DiSanto <i>nm</i>
Antonio Joseph Capelo	Sadie Rose Doherty
Noah Douglas Capen	Jared Thomas Doyle <i>c</i>
Rebecca Mariah Cardia <i>nm</i>	Taily Eat
Angelina Mary Carew <i>ns</i>	Mikaela Elizabeth Enax <i>ns *</i>
Diego Antonio Carneiro Monteiro <i>ns</i>	Sophie Helen Eskenas <i>ns</i>
Brian Alexander Carta <i>c</i>	Emely Magdalis Estevez Hilario <i>m</i>
Leah Nicole Cary	Robert James Evangelista
Julia Rene Cavanaugh	Idalisse Marie Fernandez <i>m</i>

CLASS OF 2020

Matthew George Ferreira <i>n m</i>	William Kratman
Jacob Anthony Figueroa	Ryan Roman Kwiatkowski
Caitlyn Elise Fiore <i>n m</i>	Alex Albano Lacerda <i>c</i>
Noah William Fleming <i>c</i>	Zachary Ryan LaLonde
Patrick David Fleming	Brendan Michael Lamothe
Brendan John Flynn	Andrew Tyler Laperriere <i>n s</i>
Michael Anthony Fowler <i>n m</i>	Caitlin Anne Legvold
Katelyn Marie Frontain <i>c</i>	Rhiannon Nicole Leslie <i>n s</i>
Samantha Ann Galante <i>c</i>	Patrick James Letourneau
Julia Elizabeth Garland <i>n m</i>	Elizabeth Christine Lewis
Angelina Lynn Gennetti	Jessica Lynn Lisiecki <i>m</i>
Alex Gieng <i>s</i>	Kate Elizabeth Lowry <i>n s</i>
Owen Michael Gilligan <i>c</i>	Sean Paul Mackenzie
Jayce Tate Gonsalves	Nicholas Paul MacNeil
Harrison Shane Graczyk <i>m</i>	Shawn William Manson
Zachary Anthony Graczyk	Evan John Mantel
Jake William Graham	Richard Hans Markwarth <i>c</i>
Alanna Rose Grimes	Courtney Mary Marotta
Jake Douglas Gustin <i>s</i>	Jason David Martineau
Emily Jane Hankins <i>s</i>	Faith Anne Mazzapica <i>n m</i>
Cheyenne Marie Harasen	Maia Abigail Medina <i>s</i>
Alexa Lyn Harrington <i>c</i>	Arya Michael Mehrabani <i>n m</i>
Peter Steve Harris	Kayla Marie Moran
Marissa Marie Heinze <i>n m</i>	Kyle Patrick Morris <i>n m</i>
Caitlyn Irene Hickey <i>n m</i>	Christopher Huan Nguyen <i>n s *</i>
Zachary Joseph Hines <i>c</i>	Steven Joseph Nickerson
Cameron John Hodgson	Jacob Charles Nordstrom <i>n m</i>
Matthew David Houghton <i>s</i>	Autumn Lea O'Brien
Tyler David Hoyt-Paulding	Liam Joseph O'Brien
Ryan Thomas Hunt	Abigail Rose O'Keefe
Dominic Joseph Iannacci	John Daniel O'Neill <i>m</i>
Madison Annemarie Itri <i>c</i>	Molly Terese O'Neill
Kristina Lynne Johnson	Sean James Oliveira
Nathan Richard Jones	Alex John Orsula <i>s</i>
Jake Matthew Kaiser	Meghan Francis Ostertag <i>n s *</i>
Jeremiah Lule Kakeeto	Lexi Tayla Palmisano <i>n m</i>
Ryan Andrew Keane	Kyle Bryant Palomo <i>c</i>
Michael John Kelleher <i>n s</i>	Janitsa Marie Parisi
Tyler Brian Keough	Sara Patriarca <i>s</i>
Patrick Arthur Killion <i>s</i>	Lydia Diane Pendleton <i>c</i>
Robert Joseph Kintis <i>c</i>	Sabrina Ann Pendola
Garrett Richard Kingston <i>n m</i>	Cassidy Nicole Pereira
James Robert Kochakian <i>m</i>	Sean Matthew Phaneuf
Riyah Dar Kozloski	Campbell Kevin Pierce <i>n s</i>

CLASS OF 2020

Sarah Elysia Polimeno **ns**
Victoria Elizabeth Post **m**
Ryan Silk Quinn **nm**
Gianna Mia Ragucci **ns ***
Alyssa Helen Raso
Arianna May Raso **ns**
Eric Carl Romano
Katelyn Mary Rose **nm**
Matthew Paul Rosemond
Patrick Joseph Rosemond
Courtney Alexis Santiago
Riann Taylor Savoia
Rachel Nicole Scaringi
Victoria Rose Schille **ns ***
Adam Richard Scholl
Kyle Patrick Scrooc **nm**
Gregory Stephen Sencabaugh **nm**
Madison Elizabeth Sjostedt
Hannah Noren Slattery
Jessica Marie Smith **ns**
Christina Lee Spezzaferro **ns**
Zachary Ryan Spiegel **ns ***
Thomas Joseph Stanieich
Garrett James Starr **ns**
Kaitlyn Ann Staskywicz **ns**
Nicole Mary Stephens **m**

Casey Jeanette Stevenson **nm**
Rachael Ann Strangie **nm**
Tyler Joshua Strong
Ian Robert-Harrington Tacey **m**
Elizabeth Lorraine Taggart **ns ***
Alexus Lillian Talavera **c**
Clayton Richard Taylor
Kylee M Teixeira Araujo **m**
Drew Faith Theroux
Kiley Dorothy Tibbetts **ns ***
Jay Nolan Timmons
Brodie Nickulas Tirrell **c**
Gustavo Tizotti **m**
Adam John Fusedale Trudeau **c**
Evan Michael Turczyn
Tammy Leann Varnum
Caitlin Rose Wahl **c**
Colin Patrick Walsh
Colby Kenneth Ward
Lauren Michelle Ward
Isabella Therese Whealan
Allison Nicole Wild **nm**
Jasmine Meeju Won **ns ***
Michael Joseph Woodford
Morgan Taylor Woodman **ns**
Lily Emma Wyatt

Alma Mater

The Future We Foresee

by Connor J. Mangan '19

*The noble men and women,
ancestry brave and true,
their courage and their attitude,
we praise with utmost gratitude.*

*In times of war and peace,
established and complete,
we render honor to their name,
with full compassion in it's frame.*

*The future we foresee,
our town of Tewksbury.*

*The sacrifices bountiful,
All hailed with loyalty,
Through land and sea we praise,
Tewksbury Alma Mater raise,*

*Us to a high degree,
With crucial sovereignty.
With register our town is known,
To all its pride we can condone.*

*The future hear our plea,
Our town of Tewksbury.*

Superintendent of Schools
Christopher J. Malone

Assistant Superintendent
Brenda Theriault-Regan

Director of Business Services
David A. Libby

Director of Student Services
Richard T. Pelletier

Director of Student and Family Support
Karen Baker O'Brien

Principal
Kristen S. Vogel

Assistant Principals
Eileen Taylor Osborne, Ed.D. Sean E. O'Leary

Athletic Director & Facilities Coordinator
Ronald Drouin

Senior Class Advisors
Bailey Mahoney and Kelsey Ring

Band Director
Heather Ware

Tewksbury School Committee
Keith M. Sullivan, Chairperson
James A. Cutelis Esq. Shannon M. Demos
John R. Stadtman Scott D. Wilson

Tewksbury Selectmen
Jay J. Kelly, Chairperson
Brian H. Dick Mark Kratman
Jayne Elizabeth Wellman Anne Marie Stronach

Massachusetts Legislators
Senator Barry Finegold
Representative Tram Nguyen Representative David Robertson

Congratulations to the Class of 2020! We wish you continued success.

2020-2021 Appendix B Athletics

Season	Sport	Coaches	Title
Fall	Cross Country Boys	Peter Fortunato	Head Coach
Fall	Cross Country Girls	Francis Cusick	Head Coach
Fall	Cheerleading	Paige Winn	Head Coach
Fall	Cheerleading	Corrine Doyle	JV Coach
Fall	Field Hockey Varsity	Jordan Russell	Head Coach
Fall	Field Hockey JV	Brooke Pacheco	JV Coach
Fall	Football Varsity	Brian Aylward	Head Coach
Fall	Football JV (FB Assistant)	Steven Kasprzak (JV & FB Asst.)	FB Assistant
Fall	Football FROS	Paul Saunders (FROS)	FROS FB
Fall	Football Varsity (1st Asst.)	Thomas Bradley (V. 1st. Asst. FB)	V. 1st Asst. FB
Fall	Football Assistant	Paul Norton (FB Asst.)	FB Assistant
Fall	Football Assistant	Brian Hickey (FB Asst.)	FB Assistant
Fall	Football Assistant	Mark Bradley (FB Asst.)	FB Assistant
Fall	Football Freshmen Asst.	Derek Tarpey	FROS FB Asst.
Fall	Golf Varsity	James Sullivan	Head Coach
Fall	Golf JV	Kirk Monbleau	JV Coach
Fall	Soccer Varsity Boys	Chris Burns	Head Coach
Fall	Soccer JV Boys	Michael Gariepy	JV Coach
Fall	Soccer Varsity Girls	Samatha Tavantzis	Head Coach
Fall	Soccer JV Girls	Kelsey Ring	JV Coach
Fall	Soccer JV "B" Girls	Jamie Newell Bruno	JV "B" Coach
Fall	Volleyball Varsity	Allison Luppi	Head Coach
Fall	Volleyball JV	Kaitlyn Stokes	JV Coach
Fall	Swim & Dive	Jason Smith	Head Coach
Fall	Weight Lifting	John Saunder	
Fall	Weight Lifting	Robert Aylward	
Winter	Basketball Varsity Boys	Thomas Bradley	Head Coach
Winter	Basketball JV Boys	Robert Briggs	JV Coach
Winter	Basketball FROS Boys	Daniel Kassner	FROS Coach
Winter	Basketball Varsity Girls	Mark Bradley	Head Coach
Winter	Basketball JV Girls	Joel Mignault	JV Coach
Winter	Basketball FROS Girls	Jamie Newell Bruno	FROS Coach
Winter	Cheerleading	Paige Winn	Head Coach
Winter	Gymnastics	Jess Wilkey	Head Coach
Winter	Ice Hockey Varsity Boys	Derek Doherty	Head Coach
Winter	Ice Hockey Varsity Asst. Boys	William Gosse	Ice V. Asst. (B)
Winter	Ice Hockey JV Boys	Shawn Scott	JV Coach
Winter	Ice Hockey Varsity Girls	Sara Oteri	Head Coach
Winter	Ice Hockey Varsity Asst. Girls	Brianna McCarthy	Ice. V. Asst. (G)
Winter	Indoor Track Boys	TBD	Head Coach
Winter	Indoor Track Girls	Francis Cusick	Head Coach
Winter	Indoor Track Asst.	Michael Davis	Track Asst.

Winter	Indoor Track Asst.	Jill Paige	Track Asst.
Winter	Indoor Track Boys V. Asst.	Peter Fortundo	Track Asst. (B)
Winter	Wrestling Varsity	Steven Kasprzak	Head Coach
Winter	Wrestling JV	Stephen O'Keefe	JV Coach
Spring	Baseball Varsity	Kirk Monbleau	Head Coach
Spring	Baseball JV	Michael Gariepy	JV Coach
Spring	Baseball FROS	Greg Marshall	FROS Coach
Spring	Baseball Asst.	Scott Callanan	B. Ball Asst.
Spring	Baseball Asst.	Joel Mignault	B. Ball Asst.
Spring	Lacrosse Varsity Boys	Zachary Jacobs	Head Coach
Spring	Lacrosse JV Boys	Keifer Heckman	JV Coach
Spring	Lacrosse Varsity Girls	Erin Murphy	Head Coach
Spring	Lacrosse JV Girls	Brooke Pacheco	JV Coach
Spring	Softball Varsity	Brittney Souza	Head Coach
Spring	Softball JV	Tama Spencer	JV Coach
Spring	Softball FROS	Tania Palumbo	Softball Asst.
Spring	Tennis Boys	Rick Keene	Head Coach
Spring	Tennis Girls	Mary MacDonald	Head Coach
Spring	Tennis Assistant	April McDermott	Tennis Asst.
Spring	Track and Field Boys	Francis Cusick	Head Coach
Spring	Track and Field Girls	Francis Cusick	Head Coach
Spring	Track and Field V. Boys Asst.		T&F Asst.
Spring	Track and Field V. Girls Asst.		T&F Asst.
Spring	Track and Field Asst.		T&F Asst.
Intramural Stipends	Sport		
Fall	Cheerleading (Fall)		
Fall	Field Hockey		
Winter	Basketball Boys(2)		
Winter	Cheerleading (Winter) (?)		
Winter	Indoor Track (1)		
Winter	Indoor Track (2)		
Winter	Weightlifting (2)		
Spring	Baseball (2)		
Spring	Lacrosse Boys (1)		
Spring	Track & Field		



Tewksbury Public Schools

MEMORANDUM

To: School Committee Members
From: Brenda Theriault-Regan *BS-R*
Assistant Superintendent of Schools
Date: June 5, 2020
Re: Appendix B Recommendations
2020-2021 School Year

I am recommending the School Committee vote to appoint the following faculty members for the 2020-2021 school year Appendix B positions:

Co-Mentor Leaders

Jennifer Mrozowski
Robert Rogers

ELE Head Teacher

Karen Hodgson

ELE PLC Leader

Karen Hodgson

Loella F. Dewing School
1469 Andover Street
Tewksbury, MA 01876
(978) 640-7858

Celebrating Excellence



Mrs. Terry Gerrish
Principal

tgerrish@tewksbury.k12.ma.us

Mrs. Alexis Bosworth
Asst. Principal/Preschool Coordinator
abosworth@tewksbury.k12.ma.us

Appendix B recommendations for the 20-21 School Year

Special Education Case Manager	Kara Murray
Art Show (Dewing & Trahan)	Kristen Kosiba
PLC Facilitator - Preschool	Alexis Bosworth
PLC Facilitator - Kindergarten	Heather Grace
PLC Facilitator - Grade 1	Lisa Tramonte
PLC Facilitator - Grade 2	Shelley Wrobel
Mentors:	
Grade 1 new hire (MacLeod retirement)	to be decided
K-2 DLC new hire (Martel retirement)	to be decided

TPS Mission Statement:

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

Heath Brook School
Felicia Cenanovic, Principal
165 Shawsheen Street
Tewksbury, MA 01876
Telephone: (978) 640-7865
fcenanovic@tewksbury.k12.ma.us



Celebrating Excellence



To: Christopher Malone, Superintendent of Schools
From: Felicia Cenanovic, Heath Brook Principal
Date: 5/26/2020
Re: Appendix B Nominations

After careful consideration, I would like to recommend the following faculty members for the listed Appendix B positions for the 2020-2021 school year:

Head Teacher	Mariellen Nastasi
Special Education Case Manager	Rosemary Coughlan
District Art Show	Jennifer Barbati
PLC Facilitator - KDG	Kristi Rodgers
PLC Facilitator - Gr. 1	Emily Niles
PLC Facilitator - Gr. 2	Sheri Mulloy

If you have any additional questions, please do not hesitate to contact me.

Sincerely,

Felicia Cenanovic
Principal
Heath Brook School

TPS District Strategy:

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



Karen Cronin
Principal
133 North Street
Tewksbury, MA 01876
(978) 640-7875
kcronin@tewksbury.k12.ma.us

To: Christopher Malone, Superintendent of Schools

cc: Gail Johnson, Administrative Assistant

From: Karen Cronin, Principal

Date: June 3, 2020

Re: North Street Recommendations for Appendix B positions, SY 2020-2021

Special Education Case Manager: Sue Drum

Art Show (Heath Brook & North Street): Jen Barbati

PLC Facilitator - Grade 3: Nicoletta DeVincentis

PLC Facilitator - Grade 4: Danielle Ruderman

Head Teacher - job share: Christine Strickler & Katharine Trahan

TPS Mission Statement:

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

Mr. Jay Harding
Principal
jharding@tewksbury.k12.ma.us
Telephone: 978-640-7870
Fax: 978-640-7874

Louise Davy Trahan School
12 Salem Road
Tewksbury, MA 01876
(978) 640-7870

Celebrating Excellence



To: Christopher Malone
From: Jay Harding
Date: 5/26/2020
Re: Appendix B Nominations

After careful consideration, I would like to recommend the following faculty members for the listed Appendix B positions for the 2020-2021 school year:

Head Teacher	Jaime Lane
Special Education Case Manager	Rosemary Coughlan
District Art Show	Kristen Kosiba
PLC Facilitator - Gr 3	Kristina Valcourt
PLC Facilitator - Gr. 4	Elizabeth Fagan

If you have any additional questions, please do not hesitate to contact me.

Sincerely,

Jay S. Harding
Principal
Trahan Elementary School

TPS Mission Statement:

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

Tewksbury Public Schools

Judi McInnes
Principal

Tewksbury, Massachusetts 01876

John F. Ryan Elementary School
135 Pleasant Street
Tewksbury, Massachusetts 01876
Principal 978-640-7880
Fax 978-640-7888

William Hart
Assistant Principal

To: Christopher Malone, Superintendent of Tewksbury Public Schools

From: Judi McInnes

Date: June 3, 2020

Re: John F. Ryan Elementary School Appendix B Positions

After careful consideration and interviews when necessary, I would like to recommend the following faculty members for the listed Appendix B positions:

Fifth Grade Team Leaders:

Brianna Tuccinardi

Madison Rosa

Brittany Roberts

Robert Shirkoff

Sixth Grade Team Leaders:

Kathleen Anderson

Charlaine Melly

Jennifer Mrozowski

PLC Facilitators:

English Language Arts-

Kaitlin Magsarili

Mathematics-

Nicole Zwirek

Social Studies-

Kimberly Bruff

Science-

Robert Rogers

Specialists-

Lisa Richard

Town Wide Art Show:

Melissa Lane

Elementary Music:

Timothy Olevsky

Ryan Bell Ringers:

Marguerite Weidknecht

If you have any additional questions, please do not hesitate to contact me.

To: Christopher Malone
From: John Weir
Re: Appendix B Positions
Date: 6/3/20

John W. Wynn Middle School
Appendix B Positions
2020- 2021

I recommend the following people for Team Leader positions:

TBD--Team Leader 7A
Cathy Bilodeau - Team 7B
Fran Rouff - Team 7C
Carol Navetta - Team 8A
Christopher Gagnon – Team 8B
Kate Deveau - Team 8C
Holly Germain - Specialist Team

I recommend the following people for PLC positions:

Carol Navetta--Science
Cathy Bilodeau--Math
Kim Johnston—English
Christopher Gagnon—Social Studies
Catherine Himmel--Specialists

I recommend the following people for Appendix "B" positions:

Joshua Bilodeau--Student Council
Lauren Nastari—Detention Supervisor
Dan Shao--Math League Advisor Gr. 8
Natasha MacFarlane--Math League Advisor Gr. 7
Jon DiPrima – Drama Coach Gr. 7 & 8
TBD--Assistant Drama Coach
Jaclyn Murphy—Newspaper Adviser
Jaime Noberini/ Jodi Sponzo– Yearbook Advisors (Split Stipend)
TBD--Literary Magazine
Tim Olevsky-Band Director
Tom Morrill-Intramural Director
Elaine Sinclair--Case Manager
Eric Donaldson--Art Show

2020-2021 Co-Curricular Appendix B Positions
TMHS

Position	Appointee	Position	Appointee
Freshman Class Advisor		Math Team Advisor	Mary Beth McGinn
Sophomore Class Advisor	Brooke Pacheco/Joel Mignault	Choral Director	
		Concert Band and Jazz Ensemble	
Junior Class Advisor	Maura Pilotte/Christine Smith	Marching Band Director	Matthew Pantanella- ?
Senior Class Advisor(s)	Lindsey Bowden/Conner Bourgoin	Marching Band Drill Instructor	Matthew Pantanella
Fall/Spring Artistic Director		Color Guard	Erin Higgins/Maura Somerville
Drama Tech Positions- Fall//Spring	David Kulesza	Mock Trial Advisor	Brian Aylward
			Donna Beaudreau-Hill/MaryJo Kelleher
Drama Tech Position-Winter	David Kulesza	Detention Teacher(s)	
Winter Artistic Director		Special Education Lead Teacher	Marco Basiliere
Best Buddies Advisor(s)	Brian Aylward/Lindsey Bowden	Case Manager	Chuck Zucco
International Club	Maria da Graca Lealdini-Dudley	English Department Head	Lynne Hardacre
Junior Classical League		Social Studies Department Head	Brian Aylward
Renaissance Program Advisor	Shelli-An Ryan	Science Department Head	Susan Barnett
Anime Club	Marc Demers	Mathematics Department Head	Shelli-An Ryan
DECA Advisor	James Sullivan	Foreign Language Lead Teacher	Bethany Beauchesne
Nursing Clinical Advisor	not needed due to restructuring	Business/Technology Lead Teacher	MaryJo Kelleher
Art Show	Nicole Lapierre/Ashley Sullivan/Jen Arnold/David Moffatt/Emma Sweetapple	Fine and Performing Arts Lead Teacher	Nicole Lapierre
Robotics	Scott Morris	Wellness Lead Teacher	Julia Fabiano
Interact Club	Kelly Constantino/Mackenzie Conee	Guidance Department Head	Kennan Daniel
NHS Advisor	Dustine Puma	Percussion Instructor	Matthew Pantanella
GSA	Kennan Daniel	Mentor	Nicole Lapierre
Peer Leadership Advisor	Deb Glass	PLC Facilitator	Lynne Hardacre
Yearbook Advisor	Ashley Sullivan	PLC Facilitator	Brian Aylward
Dance Team	Kayla McLaughlin	PLC Facilitator	Susan Barnett
Student Council Advisor	Debra Glass	PLC Facilitator	Shelli-An Ryan
AcaDec Advisor	Kelsey Ring	PLC Facilitator	Bethany Beauchesne
SADD Advisor	Andrew Bellistri	PLC Facilitator	MaryJo Kelleher
Student Activity Treasurer	Eileen Osborne	PLC Facilitator	Julia Fabiano
		PLC Facilitator	Kennan Daniel
		PLC Facilitator	Nicole Lapierre



Tewksbury Public Schools

MEMORANDUM

To: Christopher J. Malone, Superintendent
From: DebraLee Mugford, Director
Food & Nutrition Services
Date: May 29, 2020
Re: Reappointment 2020-2021 SY

I recommend to reappointment the staff (3) below for the position of Food & Nutrition Services for the 2020-2021 school year. The location will be determined at a later date.

Andrea Graziano
Elizabeth Marquez
Julie Naughton

Tewksbury Public Schools

School Business Manager
139 Pleasant Street
Tewksbury, MA 01876

David A. Libby
School Business Manager
Phone: 978 640 7816
Fax: 978 640 7808
dlibby@tewksbury.k12.ma.us



June 3, 2020

TO: Christopher Malone – Superintendent of Schools
FROM: David Libby
RE: Donation of Plants

I would like to request that the School Committee acknowledge and approve the acceptance of a donation of hanging plants to the Tewksbury Public Schools. The donation was initiated by Mike Saccone, of Dargoonian Farms, Andover, MA, through Tewksbury Town Manager, Richard Montuori. Mr. Saccone donated over 450 beautiful, assorted hanging plants that were used to enhance the décor at Tewksbury High School for graduation ceremonies held on June 2, 3 & 4. There was such an abundance of plants that a hanging plant was given to each graduating senior as an added graduation remembrance.

These plants were extremely well received by graduates and their families and certainly made the experience much brighter for all those involved.

I sincerely appreciate Mr. Saccone and his helpful staff for initiating this donation and then facilitating delivery, on VERY short notice, to fulfill the donation in time to enrich the graduation ceremony. It was truly appreciated by all participants and TMHS faculty and staff

cc: Richard Montuori – Town Manager
Kristen Vogel – TMHS Principal
Mike Saccone – Dargoonian Farms

District Strategy:

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

Policy

File: IHA – BASIC INSTRUCTIONAL PROGRAM

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

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

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

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

~~{Adoption date}~~

~~Revised: January 18, 1996~~

~~Reviewed and Adopted December 11, 2013~~

~~Revised: February 14, 2018~~

~~LEGAL REFS.: M.G.L. 71:1; 71:2; 71:3; 71:13~~

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

~~A. Procedures.~~

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

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

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

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

~~B. Approval factors:~~

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

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

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

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

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

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

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

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

~~The superintendent or School Committee may properly require such testing, and in consultation with the parent/guardians may decide where the testing will occur and the type of testing instrument to be used. The court noted that "where practical, a neutral party should administer the test," and that the school authorities and parent/guardians may agree to other means of measuring the children's progress, such as periodic progress reports or dated work samples. In addition, it 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~~

Motion to Approve- June 10, 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

~~Guidancee 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 guidancee 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. Guidancee is a continuous and developmental process. Every experience of the individual influences his/her performance in some way.~~
- ~~4. Guidancee 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.~~

~~Guidancee services will include: educational guidancee; testing programs; occupational, career, and higher education assistance and information; study aids; consultation services; and personal developmental guidancee 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 guidancee on behavior, student discipline will not be a regular function of guidancee personnel.~~

~~{Adoption date}~~

~~Revised: January 18, 1996~~

~~Revised: August 20, 2014~~

~~SOURCE: MASC Policy~~

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

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

File: JP - STUDENT GIFTS AND SOLICITATIONS

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

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

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

~~{Adoption date}~~

~~Revised: January 18, 1996~~

~~SOURCE: MASC Policy~~

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

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

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

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

File: JB - EQUAL EDUCATIONAL OPPORTUNITIES

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

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

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

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

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

{Adoption date}

Revised: January 18, 1996

Revised: November 14, 2012

Revised:

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

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

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

Title IX, Education Amendments of 1972

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

BESE regulations 603 CMR 26:00

BESE regulations 603 CMR 28:00

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

CROSS REF.: AC, Nondiscrimination

File: JBB - EDUCATIONAL EQUITY

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

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

To achieve educational equity the district will commit to:

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

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

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

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

ADOPTED:

File: JFABD - HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

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

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

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

Students Remaining in Schools of Origin

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

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

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

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

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

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

Students Enrolling in District Where Sheltered or Temporarily Residing

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

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

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

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

Dispute Resolution

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

~~Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to 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>

Motion to Approve- June 10, 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



*News from Commissioner Jeffrey C. Riley & the
MA Department of Elementary and Secondary Education*

On the Desktop - May 26, 2020

Update on Competency Determination Requirements for Classes of 2021-23

Dear Superintendents, Charter School Leaders, and Assistant Superintendents,

In light of the COVID-19 school closures this year, the Board of Elementary and Secondary Education voted today to [modify the science and technology/engineering \(STE\)](#) (download) part of the [competency determination](#) requirement for current high school freshmen, sophomores and juniors (members of the classes of 2021-23). Under this change, the competency determination in STE will be awarded upon demonstration that the student earned credit for a course in the relevant subject matter and demonstrated competency in one of the four tested disciplines (biology, chemistry, introductory physics, technology/engineering) during their high school career. The process and timeline for awarding the modified CD will be announced at a later date.

Students in the classes of 2021–23 will still be able to qualify for the John and Abigail Adams Scholarship and the Stanley Z. Koplik Certificate of Mastery Award, which currently require students to earn certain test scores in all three subject areas (English language arts, mathematics, and STE). We are working with the Department of Higher Education to determine a fair approach to modifying the criteria for the scholarship programs and will announce those changes shortly.

Students in the class of 2024, who are in grade 8 this year and will enter grade 9 next year, are expected to participate in STE testing in 2021 or 2022, according to their school or district plan for high school STE testing.

Please note that today's decision affects only the high school STE tests. Members of the class of 2022 (this year's sophomores), will take the 10th grade English language arts and math MCAS tests during the 2020-21 school year.

Today's decision follows the Board's vote last month to modify the competency determination requirement for [members of the class of 2020](#) (download). The April vote allowed the competency determination to be awarded to seniors based on successful completion of a relevant high school course in English language arts, math, and science and technology/engineering.

Sincerely,

Jeffrey C. Riley
Commissioner

Tewksbury Public Schools

School Business Manager
139 Pleasant Street
Tewksbury, MA 01876



David A. Libby
School Business Manager
Phone: 978 640 7816
Fax: 978 640 7808
dlibby@tewksbury.k12.ma.us

June 3, 2020

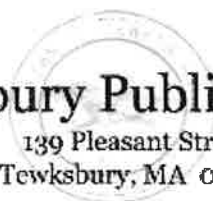
TO: Christopher Malone – Superintendent of Schools
FROM: David Libby – School Business Manager
RE: FY21 Budget

At the School Committee meeting on May 20, 2020, a vote was taken by the committee on the FY2021 Budget. After reviewing the video of the meeting, it was noted that the committee voted to approve the budget as presented in the amount of \$61,187,066. This amount appears on the budget documents presented (attached) but it is not the entire school budget. The entire budget request should be \$68,672,023. The \$7,484,957 difference represents the Exempt Principal and Interest that appear at the bottom of our budget document.

The correct figure that the vote should have reflected is \$68,672,023. This amount includes all expenses attributable to the Tewksbury Public School Department. Further, this amount is the amount presented to the Tewksbury Finance Committee and recommended by the Tewksbury Town Manager. I respectfully request that the committee take another vote which reflects this amount at its meeting on June 10, 2020. No other changes have taken place OR are needed at this time. I would consider this request more of a correction as to form and procedure; not a correction as to substance. Please let me know if I can provide any additional information.

District Strategy:

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



Tewksbury Public Schools

139 Pleasant Street
Tewksbury, MA 01876

MEMORANDUM

To: Tewksbury School Committee

From: Christopher Malone
Superintendent of Schools

Date: June 5, 2020

Re: 2020-2021 School Calendar

This Requires A Roll Call Vote

I am recommending the School Committee approve the revised 2020-2021 School Calendar as presented.



REVISED:

APPROVED 5/20/2020

2020-2021 School Calendar

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

(1 day)

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

(20 days)

(21 to date)

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

(21 days)

(42 to date)

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

(17 days)

(59 to date)

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

(17 days)

(76 to date)

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

(19 days)

(95 to date)

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

(15 days)

(110 to date)

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

(22 days)

(132 to date)

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

(16 days)

(148 to date)

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

(20 days)

(168 to date)

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

(17 days)

(185 to date)

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

Aug 26 - Aug 27 Professional Development Days
Aug 31 First Day of School for Students
Dec 24-Jan 1 December Recess

Feb 15-19 February Recess
Apr 19-23 April Recess
Jun 23 *Last Day of School (Early Dismissal) *Includes 5 snow/emergency days

TEWKSBURY SCHOOL COMMITTEE MEMBERS

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

• ksullivan@tewbury.k12.ma.us
 • jcutelis@tewbury.k12.ma.us
 • sdemos@tewbury.k12.ma.us

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

• jstadtman@tewbury.k12.ma.us
 • swilson@tewbury.k12.ma.us

Aug 26 - 27	Professional Development Day	Jan 18	No School – Martin Luther King, Jr. Day
Aug 31	All Schools Open	Feb 12	Early Release*
Sep 4	No School – Vacation Day	Feb 15-19	No School – February Recess
Sep 7	No School – Labor Day	Mar 12	No School – Professional Development Day
Oct 1	Teacher Workshop – Early Release for Students*	Mar 26	Teacher Workshop – Early Release for Students*
Oct 12	No School – Columbus Day	Apr 2	No School – Good Friday
Nov 3	No School – Professional Development Day	Apr 16	Early Release*
Nov 11	No School – Observance of Veterans Day	Apr 19-23	No School – April Recess
Nov 25	Early Release*	May 21	Teacher Workshop – Early Release for Students*
Nov 26-27	No School – Thanksgiving Recess	May 28	Early Release*
Dec 23	Teacher Workshop – Early Release for Students*	May 31	No School – Memorial Day
Dec 24-Jan 1	No School – December Recess	Jun 11	TMHS Graduation
Jan 4	Schools Reopen	Jun 23	Last Day of School – Early Release**

** (Includes 5 Snow/Emergency Days)

*** We will follow an early-release day schedule on:
October 1st, November 25th, December 23rd, February 12th
March 26th, April 16th, May 21st, May 28th, and June 23rd**

NO SCHOOL ANNOUNCEMENTS

Schools will be closed only in the case of severe, inclement weather. Announcements relative to closing schools for inclement weather will be carried by TV stations, Twitter@tpsdistrict, and through the district's telephone notification system "One Call Now." Delayed Openings: Superintendent will notify the public by the same procedure as "no school" announcements.

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

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

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

www.tewksbury.k12.ma.us/dewing www.tewksbury.k12.ma.us/heath-brook
www.tewksbury.k12.ma.us/departments-programs/community-services/

AlphaBest Extended Day Program: Delay and No School Schedule – Visit AlphaBest's website

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

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

SCHOOL HOURS

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

EARLY RELEASE HOURS

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

OPEN HOUSE SCHEDULE

ELEMENTARY

Preschool – Grade 2
September 15

ELEMENTARY

Grades 3 & 4
September 17

RYAN SCHOOL

Grades 5 & 6
September 8

MIDDLE SCHOOL

Grades 7 & 8
September 10

HIGH SCHOOL

Grades 9-12
September 24

PARENT/TEACHER CONFERENCES

ELEMENTARY

Preschool – Grade 2
November 12
April 6

ELEMENTARY

Grades 3 & 4
November 16
April 8

RYAN SCHOOL

November 17
March 23

MIDDLE SCHOOL

November 5
March 4

HIGH SCHOOL

November 19
March 25

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

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

Tewksbury Public Schools

139 Pleasant Street
Tewksbury, Massachusetts 01876



DRAFT

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 v2

Term 1: August 31 – November 6, 2020 (46 Days)			Term 2: November 9 – January 22, 2021 (44 Days)		
Significant Dates	Function	Significant Dates	Significant Dates	Function	
October 02, 2020	Midterm	December 11, 2020	December 11, 2020	Midterm	
October 09, 2020	Progress Report Information due by close of school day	December 18, 2020	December 18, 2020	Progress Report Information due by close of school day	
October 14, 2020	Progress Reports Posted on Aspen	December 22, 2020	December 22, 2020	Progress Reports Posted on Aspen	
November 06, 2020	Attendance and marking period end	January 22, 2021	January 22, 2021	Attendance and marking period end	
November 18, 2020	Report card information sent to Data Processing	February 03, 2021	February 03, 2021	Report card information sent to Data Processing	
November 20, 2020	Report cards will be issued	February 05, 2021	February 05, 2021	Report cards will be issued	
November 20, 2020	Special Education Progress Reports issued	February 05, 2021	February 05, 2021	Special Education Progress Reports issued	

Term 3: January 25 – April 6, 2021 (45 Days)			Term 4: April 7 – June 23, 2021 (45+5*Days)		
Significant Dates	Function	Significant Dates	Significant Dates	Function	
March 03, 2021	Midterm	May 14, 2021	May 14, 2021	Midterm (Seniors: May 7, 2021)	
March 10, 2021	Progress Report Information due by close of school day	May 21, 2021	May 21, 2021	Progress Report Information due by close of school day	
March 11, 2021	Progress Reports Posted on Aspen	May 24, 2021	May 24, 2021	Progress Reports Posted on Aspen	
April 06, 2021	Attendance and marking period end	TBD	TBD	Attendance and marking period end	
April 26, 2021	Report card information sent to Data Processing	TBD	TBD	Report card information sent to Data Processing	
April 28, 2021	Report cards will be issued	K-6 Last day	K-6 Last day	Report cards will be issued	
April 28, 2021	Special Education Progress Reports issued	GR 7-12 July 02, 2021	GR 7-12 July 02, 2021	Report cards will be mailed	
		TBD	TBD	All Special Education Progress issued last day of school	

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

New Business



Tewksbury Public Schools

MEMORANDUM

To: School Committee Members
From: Brenda T-Regan
Assistant Superintendent
Date: June 6, 2020
Re: New Spanish Online Access

This Requires a Roll Call Vote

I recommend the School Committee support the purchase of the update of the online textbook access for the 2020-2021 school year, *Asi Sse Dece*, by McGraw Hill, in the amount \$6,142.50. The funding source is from the textbook Capital Outlay fund.

Attached is:

- Recommendation by Beth Beauchesne, World Language Lead Teacher
- TPS Criteria for Recommending resources
- Cost Proposals

Tewksbury Memorial High School

320 Pleasant Street

Tewksbury, Massachusetts 01876

PRINCIPAL

Kristen Vogel

ASSISTANT PRINCIPALS

M. Eileen Taylor Osborne

Sean E. O'Leary

MAIN OFFICE

(978) 640-7825

FAX

(978) 640-7829

GUIDANCE SERVICES

(978) 640-7838

Ms. Brenda Theriault-Regan
Assistant Superintendent of Schools
Tewksbury Public Schools
Tewksbury, MA 01876

Dear Brenda:

I am writing to approve the online version of the current Spanish textbook, *Asi Se Dece*, for one year. Since the department would like to explore other text options for the Spanish curriculum starting this fall, it does not make sense to commit to a 6 year contract for the online version of *Asi Se Dece*.

Please find Beth Beauchesne's memo for specifics on the future of the Spanish text.

Thank you for reviewing our selection.

Sincerely,

Kristen S Vogel
Principal

May 31, 2020

To Kristen Vogel and Brenda Theriault-Regan:

The Spanish program of the World Language Department needs to update the online textbook access for students for the 2020-2021 school year. Our previous online access (purchased in 2014) is no longer supported by the textbook company. For the 2019-2020 school year, the textbook company gave us a free pilot to the new online platform. In order to continue to provide our students with online access to their textbook, we need to purchase seats for the 2020-2021 school year.

I have attached a quote from McGraw Hill for a 1-year contract and a 6-year contract. The one year contract would be our best option. We feel we need to provide consistency for students and simplicity for our teachers for the 2020-2021 school year. The 6-year contract does provide more free materials, and should we stay with this text and platform for more than one year, it is economically the better option.

After piloting the platform for a year, our Spanish teachers found the new platform to not be as user friendly and difficult for the students to navigate. Additionally, it was lacking the self-grading features for activities that made the platform that is no longer supported advantageous. We would like to begin the search for a new online resource for students that is not only easier to use but aligns better with current pedagogy and the new Massachusetts World Language Frameworks to be published in January of 2021.

Our current textbook, *Así Se Dice*, teaches Spanish accuracy rather than proficiency and mastery of the ACTFL World Readiness Standards that DESE is adapting and adopting as the new World Language Frameworks for 2021. With your approval, it is our intention to spend the Fall 2020 semester researching programs that would help students master the new frameworks, and perhaps pilot them in the Spring of 2021.

I do understand that the district is in a unique financial situation due to COVID-19. We have used the current textbook for 6 years, and I also understand this is not an old text compared to the texts that other departments use. This is the reason why I have attached the quote for the 6-year contract, as new materials may not be financially feasible for the 2021 school year. We as a department are looking to work with administration as a team to provide the best experience for our students while keeping in mind the greater picture of the district as a whole.

Thank you for helping us provide consistency in the upcoming school year by purchasing the seats for online access for our students. I look forward to continuing the conversation on the possibility of new Spanish resources for the following years.

Sincerely,

Beth Beauchesne
World Language Lead Teacher



Because learning changes everything.

QUOTE PREPARED FOR:

Tewksbury Pub Schs
C/O SUPT
TEWKSBURY, MA 01876
ACCOUNT NUMBER: 333386

CONTACT:

Beth Beauchesne
bbeauchesne@tewksbury.k12.ma.us

SUBSCRIPTION/DIGITAL CONTACT:

Beth Beauchesne
bbeauchesne@tewksbury.k12.ma.us

SALES REP INFORMATION:

Laurie Reynolds
laurie.reynolds@mheducation.com
508-468-9916

Section Summary	Value of All Materials	Free Materials	Product Subtotal
ASL SE DICE © 2016, 1-YEAR	\$11,970.36	(\$5,827.86)	\$6,142.50
PRODUCT TOTAL*	\$11,970.36	(\$5,827.86)	\$6,142.50
ESTIMATED S&H**			\$0.00
ESTIMATED TAX**			\$0.00
GRAND TOTAL*			\$6,142.50

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes are not included in the quote total. If applicable, actual tax charges will be applied at time of order.

Comments:

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw-Hill | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 06/01/2020
QUOTE NUMBER: LREYN-06012020-001

ACCOUNT NAME: Tewksbury Pub Schs
ACCOUNT #: 333386

EXPIRATION DATE: 07/16/2020
PAGE #: 1



Because learning changes everything.

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
ASI SE DICE © 2016, 1-YEAR					
LEVEL 1					
ASI SE DICE LEVEL 1 STUDENT LEARNING CENTER 1 YEAR SUBSCRIPTION	978-0-07-669439-6	174	\$16.38	\$0.00	\$2,850.12
ASI SE DICE LEVEL 1 STUDENT LEARNING CENTER 1 YEAR SUBSCRIPTION	978-0-07-669439-6	162	\$16.38	\$2,653.56	*Free Materials
ASI SE DICE LEVEL 1 TEACHER SUITE 1 YEAR SUBSCRIPTION BUNDLE	978-0-07-668744-2	5	\$162.00	\$810.00	*Free Materials
LEVEL 1 Subtotal:				\$3,463.56	\$2,850.12
LEVEL 2					
ASI SE DICE LEVEL 2 STUDENT LEARNING CENTER 1 YEAR SUBSCRIPTION	978-0-07-669854-7	162	\$16.38	\$0.00	\$2,653.56
ASI SE DICE LEVEL 2 STUDENT LEARNING CENTER 1 YEAR SUBSCRIPTION	978-0-07-669854-7	85	\$16.38	\$1,392.30	*Free Materials
ASI SE DICE LEVEL 2 TEACHER SUITE 1 YEAR SUBSCRIPTION BUNDLE	978-0-07-668475-5	4	\$162.00	\$648.00	*Free Materials
LEVEL 2 Subtotal:				\$2,040.30	\$2,653.56
LEVEL 3					
ASI SE DICE LEVEL 3 STUDENT LEARNING CENTER 1 YEAR SUBSCRIPTION	978-0-07-667122-9	39	\$16.38	\$0.00	\$638.82
ASI SE DICE LEVEL 3 TEACHER SUITE 1 YEAR SUBSCRIPTION BUNDLE	978-0-07-667940-9	2	\$162.00	\$324.00	*Free Materials
LEVEL 3 Subtotal:				\$324.00	\$638.82
ASI SE DICE © 2016, 1-YEAR Subtotal:				\$5,827.86	\$6,142.50

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw-Hill | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 06/01/2020
QUOTE NUMBER: LREYN-06012020-001

ACCOUNT NAME: Tewksbury Pub Schs
ACCOUNT #: 333386

EXPIRATION DATE: 07/16/2020
PAGE #: 2



Because learning changes everything.

QUOTE PREPARED FOR:

Tewksbury Pub Schs
C/O SUPT
TEWKSBURY, MA 01876
ACCOUNT NUMBER: 333386

CONTACT:

Beth Beauchesne
bbeauchesne@tewksbury.k12.ma.us

VALUE OF ALL MATERIALS	\$11,970.36
FREE MATERIALS	(\$5,827.86)
PRODUCT TOTAL*	\$6,142.50
ESTIMATED SHIPPING & HANDLING**	\$0.00
ESTIMATED TAX**	\$0.00
GRAND TOTAL	\$6,142.50

SUBSCRIPTION/DIGITAL CONTACT:

Beth Beauchesne
bbeauchesne@tewksbury.k12.ma.us

Comments:

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes are not included in the quote total. If applicable, actual tax charges will be applied at time of order.

Terms of Service:

By placing an order for digital products (the 'Subscribed Materials'), the entity that this price quote has been prepared for ('Subscriber') agrees to be bound by the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. Subject to Subscriber's payment of the fees set out above, McGraw Hill LLC hereby grants to Subscriber a non-exclusive, non-transferable license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials set forth above to access and use the Subscribed Materials under the terms described in the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. The subscription term for the Subscribed Materials shall be as set forth in the Product Description above. If no subscription term is specified, the initial term shall be one (1) year from the date of this price quote (the 'Initial Subscription Term'), and thereafter the Subscriber shall renew for additional one (1) year terms (each a 'Subscription Renewal Term'), provided MHE has chosen to renew the subscription and has sent an invoice for such Subscription Renewal Term to Subscriber.

[Terms Of Service](#)

[Provisions required by Subscriber State law](#)

ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting www.mheducation.com (or www.mhecoast2coast.com).

School Purchase Order Number: _____

Name of School Official (Please Print)

Signature of School Official

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw-Hill | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 06/01/2020
QUOTE NUMBER: LREYN-06012020-001

ACCOUNT NAME: Tewksbury Pub Schs
ACCOUNT #: 333386

EXPIRATION DATE: 07/16/2020
PAGE #: 3



Because learning changes everything.

QUOTE PREPARED FOR:

Tewksbury Pub Schs
C/O SUPT
TEWKSBURY, MA 01876
ACCOUNT NUMBER: 333386

SUBSCRIPTION/DIGITAL CONTACT:

Beth Beauchesne
bbeauchesne@tewksbury.k12.ma.us

CONTACT:

Beth Beauchesne
bbeauchesne@tewksbury.k12.ma.us

SALES REP INFORMATION:

Laurie Reynolds
laurie.reynolds@mheducation.com
508-468-9916

Section Summary	Value of All Materials	Free Materials	Product Subtotal
ASL SE DICE © 2016, 6-YEAR	\$45,253.74	(\$20,177.49)	\$25,076.25
PRODUCT TOTAL*	\$45,253.74	(\$20,177.49)	\$25,076.25
ESTIMATED S&H**			\$0.00
ESTIMATED TAX**			\$0.00
GRAND TOTAL*			\$25,076.25

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes are not included in the quote total. If applicable, actual tax charges will be applied at time of order.

Comments:

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw-Hill | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 05/19/2020

QUOTE NUMBER: LREYN-05192020-002

ACCOUNT NAME: Tewksbury Pub Schs

ACCOUNT #: 333386

EXPIRATION DATE: 07/03/2020

PAGE #: 1



Because learning changes everything.

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
ASI SE DICE © 2016, 6-YEAR					
LEVEL 1					
ASI SE DICE LEVEL 1 STUDENT LEARNING CENTER 1 YEAR SUBSCRIPTION	978-0-07-669439-6	0	\$16.38	\$0.00	\$0.00
ASI SE DICE LEVEL 1 ONLINE STUDENT EDITION 6 YEAR SUBSCRIPTION	978-0-02-136751-1	174	\$66.87	\$0.00	\$11,635.38
ASI SE DICE LEVEL 1 ONLINE STUDENT EDITION 6 YEAR SUBSCRIPTION	978-0-02-136751-1	162	\$66.87	\$10,832.94	*Free Materials
ASI SE DICE LEVEL 1 TEACHER SUITE 1 YEAR SUBSCRIPTION BUNDLE	978-0-07-668744-2	0	\$162.00	\$0.00	*Free Materials
ASI SE DICE LEVEL 1 TEACHER SUITE 6 YEAR SUBSCRIPTION BUNDLE	978-0-07-668212-6	5	\$366.06	\$1,830.30	*Free Materials
LEVEL 1 Subtotal:				\$12,663.24	\$11,635.38
LEVEL 2					
ASI SE DICE LEVEL 2 STUDENT LEARNING CENTER 1 YEAR SUBSCRIPTION	978-0-07-669854-7	0	\$16.38	\$0.00	\$0.00
ASI SE DICE LEVEL 2 STUDENT LEARNING CENTER 6 YEAR SUBSCRIPTION	978-0-07-666658-4	162	\$66.87	\$0.00	\$10,832.94
ASI SE DICE LEVEL 2 STUDENT LEARNING CENTER 6 YEAR SUBSCRIPTION	978-0-07-666658-4	85	\$66.87	\$5,683.95	*Free Materials
ASI SE DICE LEVEL 2 TEACHER SUITE 1 YEAR SUBSCRIPTION BUNDLE	978-0-07-668475-5	0	\$162.00	\$0.00	*Free Materials
ASI SE DICE LEVEL 2 TEACHER SUITE 6 YEAR SUBSCRIPTION BUNDLE	978-0-07-667948-5	4	\$366.06	\$1,464.24	*Free Materials
LEVEL 2 Subtotal:				\$7,148.19	\$10,832.94
LEVEL 3					
ASI SE DICE LEVEL 3 STUDENT LEARNING CENTER 1 YEAR SUBSCRIPTION	978-0-07-667122-9	0	\$16.38	\$0.00	\$0.00
ASI SE DICE LEVEL 3 STUDENT LEARNING CENTER 6 YEAR SUBSCRIPTION	978-0-07-669416-7	39	\$66.87	\$0.00	\$2,607.93
ASI SE DICE LEVEL 3 TEACHER SUITE 1 YEAR SUBSCRIPTION BUNDLE	978-0-07-667940-9	0	\$162.00	\$0.00	*Free Materials
ASI SE DICE LEVEL 3 TEACHER SUITE 6 YEAR SUBSCRIPTION BUNDLE	978-0-07-666381-1	1	\$366.06	\$366.06	*Free Materials
LEVEL 3 Subtotal:				\$366.06	\$2,607.93
ASI SE DICE © 2016, 6-YEAR Subtotal:				\$20,177.49	\$25,076.25

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw-Hill | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 05/19/2020
QUOTE NUMBER: LREYN-05192020-002

ACCOUNT NAME: Tewksbury Pub Schs
ACCOUNT #: 333386

EXPIRATION DATE: 07/03/2020
PAGE #: 2



Because learning changes everything.

QUOTE PREPARED FOR:

Tewksbury Pub Schs
C/O SUPT
TEWKSBURY, MA 01876
ACCOUNT NUMBER: 333386

CONTACT:

Beth Beauchesne
bbeauchesne@tewksbury.k12.ma.us

VALUE OF ALL MATERIALS	\$45,253.74
FREE MATERIALS	(\$20,177.49)
PRODUCT TOTAL*	\$25,076.25
ESTIMATED SHIPPING & HANDLING**	\$0.00
ESTIMATED TAX**	\$0.00
GRAND TOTAL	\$25,076.25

SUBSCRIPTION/DIGITAL CONTACT:

Beth Beauchesne
bbeauchesne@tewksbury.k12.ma.us

Comments:

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes are not included in the quote total. If applicable, actual tax charges will be applied at time of order.

Terms of Service:

By placing an order for digital products (the 'Subscribed Materials'), the entity that this price quote has been prepared for ('Subscriber') agrees to be bound by the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. Subject to Subscriber's payment of the fees set out above, McGraw Hill LLC hereby grants to Subscriber a non-exclusive, non-transferable license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials set forth above to access and use the Subscribed Materials under the terms described in the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. The subscription term for the Subscribed Materials shall be as set forth in the Product Description above. If no subscription term is specified, the initial term shall be one (1) year from the date of this price quote (the 'Initial Subscription Term'), and thereafter the Subscriber shall renew for additional one (1) year terms (each a 'Subscription Renewal Term'), provided MHE has chosen to renew the subscription and has sent an invoice for such Subscription Renewal Term to Subscriber.

[Terms Of Service](#)

[Provisions required by Subscriber State law](#)

ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting www.mheducation.com (or www.mhecoast2coast.com).

School Purchase Order Number: _____

Name of School Official (Please Print)

Signature of School Official

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw-Hill | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 05/19/2020
QUOTE NUMBER: LREYN-05192020-002

ACCOUNT NAME: Tewksbury Pub Schs
ACCOUNT #: 333386

EXPIRATION DATE: 07/03/2020
PAGE #: 3

Tewksbury Public Schools

139 Pleasant Street
Tewksbury, MA 01876

MEMORANDUM

To: Tewksbury School Committee
From: Brenda Regan, Assistant Superintendent
Date: June 6, 2020
Re: 2020 Summer Reading Program Summary and Reading List

This is Informational Only - No Vote is Required

2020 Summer Reading Program summary and suggested reading list by school.

- K-4 Elementary Schools - Students entering grades kindergarten and first
- Ryan Elementary School - Students entering grades 5 & 6
- Wynn Middle School - Students entering grades 7 & 8
- Tewksbury Memorial High Schools - Students entering grades 9-12

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

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

Tewksbury Public Schools

Office of the Superintendent
139 Pleasant Street
Tewksbury, MA 01876

Celebrating Excellence



When you motivate your child to read, you also motivate him/her to learn.

Reading is the foundation of a successful education.

Children improve this all-important activity by...

Reading, reading, and reading some more!

June 2020

Notice to Parents of New Kindergarten-Grade 4 Children

Dear Parents/Guardians:

Welcome to the Tewksbury Public School Summer Reading Program. Reading is a most important and rewarding activity that directly correlates with a student's academic success. Therefore we are asking all children to participate in our program by reading three (3) or more books this summer, including one nonfiction selection. We recommend kindergarten to grade 2 children reading 15 minutes and third and fourth grade 30 minutes a day at least four times a week. Parents of Kindergarten children (or pre-readers), may read the 3 books to their child.

You and your child can select any book; however, one must be a nonfiction selection. The **Nonfiction Book Summary** should be completed for this book selection. The Reading Specialists, with the input of Katrina Lewin at the Tewksbury Public Library, have compiled a list of suggested authors to help children and parents select summer reading books appropriate to their grade level. Below please find some helpful suggestions to assist you in motivating your child to participate:

- Choose books on topics that your child enjoys.
- Children are naturally curious. Allow them to ask lots of questions about the story you are reading.
- Ask your child about the book he/she is reading:
 - What do you think will happen next?
 - What character did you like the most?
 - Did you like the story? Why or why not?
 - Can you tell me one thing that happened in the story?
 - How do you think the author feels about the subject/topic of the story? (for older students)

TPS District Strategy

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

- Encourage your child to vary his/her selection of books--don't have them read the same type of book each time. There are many great types of books such as realistic fiction, graphic novels, fantasy, nonfiction, poetry, etc...
- Books can be read from your own collection, borrowed from the library, retrieved through an online format (Raz-Kids, Epic, Hoopla, TumbleBooks, NewsELA, etc...) or traded among family/friends.

This year we are offering two ways to document a reading log that can be shared with your child's next classroom teacher. We have our Reading Log that is available to print from the Tewksbury Public School website (www.tewksbury.k12.ma.us). On the website you will be able to locate the suggested author/book list for each grade level, the grade level Nonfiction Book Summary form, the Reading Log, and this letter. The other option to document your child's reading will be available from the virtual summer reading program available through the Tewksbury Public Library (more information further in this letter). We encourage the use of the virtual summer reading program through the public library as it involves incentives as a way to keep reading enjoyable and exciting!

In the fall, please submit the following to your child's classroom teacher:

- 1. *The Reading Log: either printed out or through READsquared (see below) with 3 or more books listed (including the one nonfiction selection)***
- 2. *Nonfiction Book Summary Form***

Students who meet the summer reading requirements will be recognized by the school in the Fall. Students who consistently read throughout the summer will be better prepared for a successful school year.

Thank you, in advance, for your assistance with our Summer Reading Program.

Happy Summer Reading!

TPS District Strategy

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

**Information about the Virtual Summer Reading Program from the
Tewksbury Public Library
Information supplied by Katrina(Kat) Lewin,
Tewksbury Children's Librarian**

Keep your child engaged throughout the summer with reading and other fun activities by joining the Tewksbury Public Library's Summer Reading Program! The library will be hosting virtual programs for all ages all summer long, and is offering curbside pickup for books and other items. There are some great raffle prizes, too! Librarians are available to help choose titles and help you get set up for online services. Sign up is free and starts **June 22**. Visit www.tewksburypl.org to sign up and for more information.

Curbside pickup starts on Monday, June 1! In addition to the option to put specific books on hold, we also have a Library To Go service that will go live next week, where you can tell us that you want books of a certain type (easy chapter books, picture books about dinosaurs, anything you want at all!) and we will choose some titles for you.
<http://www.tewksburypl.org/about-us/pages/curbside-pick-service>

Summer Reading is going to be so much fun! We have an online system called **READsquared** that will not only track time read, but also let you earn badges for doing other activities (go for a walk, draw a chalk picture). There will be raffle prizes for the summer, and also a weekly raffle. Remember how we used to hide the inflatable alien around the library? We can't do that this year, but we CAN hide a cardboard Hardcover Turtle image in the window of local businesses! Find him and you can get a ticket for a special weekly raffle prize.

Katrina Lewin
Children's Librarian
Tewksbury Public Library
300 Chandler Street
Tewksbury, MA 01876
978-640-4496

○

TPS District Strategy

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

Summer Reading Log

Tewksbury Public Schools

Student's Name: _____

School: _____

Grade Entering:_____

Feel free to use additional sheets as needed.

[illegible]

Tewksbury Public Schools Summer Reading Suggestions Entering Kindergarten

*The summer reading assignment is to read a minimum of 3 books, one of which must be a non-fiction.
This list is suggestions only; students may read any titles they wish.

Picture Book Authors

Brown, Marc
Crews, Donald
Dunrea, Oliver
Ehlert, Lois
Emberley, Ed
Fleming, Denise
Fox, Mem
Gorbachev, Valeri
Hill, Eric
Jeffers, Oliver
Isadora, Rachel
Kasza, Keiko
Keats, Ezra Jack
Martin, Jr., Bill
McMullan, Kate
Numeroff, Laura
Patricelli, Leslie
Rey, H. A. & Margaret
Shannon, David
Slate, Joseph
Tafari, Nancy
Thomas, Jan
Wells, Rosemary
Willems, Mo
Wilson, Karma
Yolen, Jane

Easy Reader Authors

Capucilli, Alyssa
DePaola, Tomie
Klein, Adria
LeSieg, Theo
Pilkey, Dav
Seuss, Dr.
Willems, Mo

Non-Fiction Authors and Series

Gibbons, Gail (many topics)
Pallotta, Jerry (nature)
Sayre, April Pulley (nature)
Schwartz, David (math)
Stewart, Melissa (animals/nature)
Zoehfeld, Kathleen (many topics)
Magic School Bus series
National Geographic Science Readers

Please add any Caldecott or Newbery Award winning titles, myths, folk tales, fairy tales, Bible stories as literature, nursery rhymes and poetry.

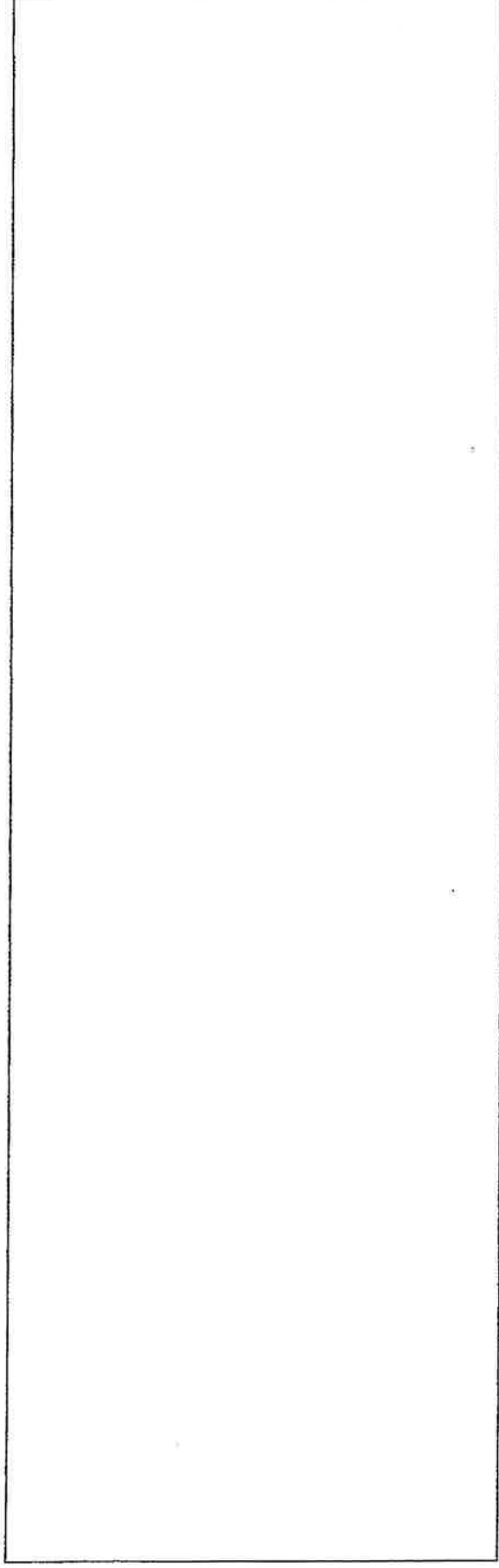
NON-FICTION BOOK SUMMARY

For students entering Kindergarten and Grade 1

NAME _____

TITLE _____ AUTHOR _____

Draw a picture of something you learned in the book.



With an adult, write a sentence about your picture.

Tewksbury Public Schools Summer Reading List Suggestions

Entering 1st Grade

*The summer reading assignment is to read a minimum of 3 books, one of which must be a non-fiction.
This list is suggestions only; students may read any titles they wish.

Picture Book Authors

Arnold, Tedd
Asch, Frank
Barnett, Mac
Cronin, Doreen
Dean, James
dePaola, Tomie
DiPucchio, Kelly
Dorros, Arthur
Elya, Susan Middleton
Falconer, Ian
Fleming, Denise
Henkes, Kevin
Higgins, Ryan T.
Kirk, Daniel
McCloskey, Robert
McQuinn, Anna
Pinkney, Jerry
Portis, Antoinette
Rockwell, Anne
Sendak, Maurice
Seuss, Dr.
Stein, Ezra David
Young, Ed

Easy Reader Authors

Arnold, Tedd
Eastman, P.D.
Miller, Sarah Swan
Minarik, Else
Scotton, Rob
Van Leeuwen, Jean
Wells, Rosemary
Yasuda, Anita

Non-Fiction Authors and Series

Aliki (many topics)
Chin, Jason (many topics)
Gibbons, Gail (many topics)
Showers, Paul (many topics)
Tang, Gregory (math)
Tavares, Matt (sports biographies)
Zoehfeld, Kathleen (many topics)
Magic School Bus series
National Geographic Science Readers

Please add any Caldecott or Newbery Award winning titles, myths, folk tales, fairy tales, Bible stories as literature, nursery rhymes and poetry.

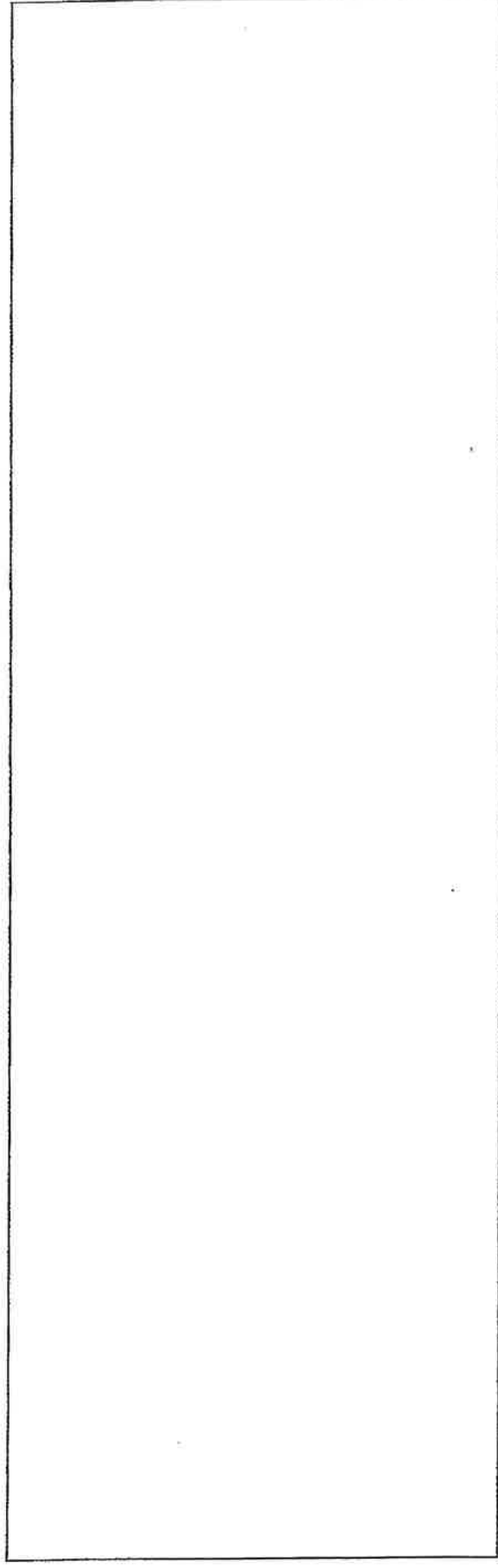
NON-FICTION BOOK SUMMARY

For students entering Kindergarten and Grade 1

NAME _____

TITLE _____ AUTHOR _____

Draw a picture of something you learned in the book.



With an adult, write a sentence about your picture.

Tewksbury Public Schools Summer Reading List Suggestions

Entering 2nd Grade

*The summer reading assignment is to read a minimum of 3 books, one of which must be a non-fiction.
This list is suggestions only; students may read any titles they wish.

Picture Book Authors

Agee, Jon
Brett, Jan
dePaola, Tomie
Gandhi, Arun
Gerstein, Mordecai
Gravett, Emily
Hills, Tad
Jenkins, Emily
Krishnaswami, Uma
Munsch, Robert
O'Connor, Jane
Pulver, Robin
Schachner, Judy
Shea, Bob
Steig, William
Wallace, Nancy Elizabeth
Wheeler, Lisa
Williams, Vera

Easy Reader Authors

Adler, David
Cazet, Denys
Danziger, Paula
Dean, James
Egan, Tim
Lin, Grace
Lobel, Arnold
Marshall, James
Parish, Peggy
Thiesing, Lisa
Rylant, Cynthia
Sharmat, Marjorie Weinman

Non-Fiction Authors and Series

Arnosky, Jim (nature, animals)
Chin, Jason (many topics)
Cohen, Daniel (dinosaurs)
Floca, Brian (vehicles, space)
Gibbons, Gail (many topics)
Jenkins, Steve (animals)
Patent, Dorothy Hinshaw (nature)
Tavares, Matt (sports biographies)
I Am... biography series
Magic School Bus series

Please add any Caldecott or Newbery Award winning titles, myths, folk tales, fairy tales, Bible stories as literature, nursery rhymes and poetry.

Name: _____ Date: _____

Book Report: Grade 2 Non-Fiction Book Summary



Title: _____

Author: _____

This book was _____, number of pages _____
(easy, just right, hard)

Describe what the book is about.

List three interesting facts you learned from this book.

1. _____

2. _____

3. _____

Did you like this book? Tell why or why not. _____

Tewksbury Public Schools Summer Reading List Suggestions

Entering 3rd Grade

*The summer reading assignment is to read a minimum of 3 books, one of which must be a non-fiction.
This list is suggestions only; students may read any titles they wish.

Early Chapter Book Fiction Authors

Brown, Jeff
Cameron, Ann
Christopher, Matt
Cleary, Beverly
Greene, Stephanie
Howe, James
Jacobson, Jennifer
Jules, Jacqueline
Kelley, Marty
Kerrin, Jessica Scott
Manushkin, Fran
Smith, Alex T.

Series Fiction

A to Z Mysteries (Ron Roy)
Ballpark Mysteries (David Kelly)
Calendar Mysteries (Ron Roy)
Capitol Mysteries (Ron Roy)
Heidi Heckelbeck (Wanda Coven)
Horrible Harry & Song Lee (Suzy Kline)
Judy Moody & Stink (Megan McDonald)
Magic Tree House (Mary Pope Osborne)

Easy Reader Authors

DiCamillo, Kate
Hapka, Cathy
Parish, Peggy
Rylant, Cynthia
Sharmat, Marjorie Weinman
Yolen, Jane

Non Fiction Authors and Series

Adler, David (biographies)
Bishop, Nic (nature)
Christopher, Matt (sports biographies)
Curlee, Lynn (history)
Krull, Kathleen (biographies)
Markle, Sandra (nature)
Simon, Seymour (science, space)
St. George, Judith (biographies)
Weatherford, Carole Boston (history)
Fly Guy Presents series (various topics)
Magic School Bus series (science)
Magic Tree House Fact Trackers series
My Weird School Fast Facts series
National Geographic Science Readers series
Who Would Win? series

Please add any Caldecott or Newbery Award winning titles, myths, folk tales, fairy tales, Bible stories as literature, nursery rhymes and poetry.

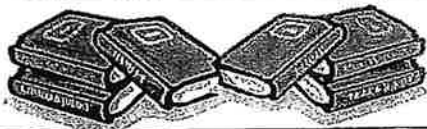
Book Report: Non-Fiction Grade 3 and 4 Book Summary




Author



1



This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

A stack of books and papers is located in the bottom right corner of the page. The stack consists of several books of varying thicknesses, with some papers or loose sheets of paper on top. The books are drawn with simple lines and shading to indicate their three-dimensional form.

Tewksbury Public Schools Summer Reading List Suggestions

Entering 4th Grade

*The summer reading assignment is to read a minimum of 3 books, one of which must be a non-fiction.
This list is suggestions only; students may read any titles they wish.

Early Chapter Book Fiction Authors

Clements, Andrew
Danziger, Paula
Hicks, Betty
Look, Lenore
McKissack, Patricia
Nolan, Lucy
Pinkwater, Daniel
Warner, Sally

Fiction Authors

Angleberger, Tom
Baptiste, Tracey
Black, Holly
Cleary, Beverly
Clements, Andrew
Coville, Bruce
Dahl, Roald
Dorris, Michael
Howe, James
Korman, Gordon
Lin, Grace
Lupica, Mike
MacLachlan, Patricia
Naylor, Phyllis Reynolds
Pennypacker, Sara
Rodda, Emily
Sachar, Louis
Spinelli, Jerry
Vernon, Ursula
Wallace, Rich
Watson, Tom
White, E.B.
Williams-Garcia, Rita
Yee, Lisa

Series Fiction

Dear America (various authors)
Dog Diaries (various authors)
Geronimo Stilton (various authors)
Hank Zipzer (Henry Winkler)
Horse Diaries (various authors)
I Survived (Lauren Tarshis)
Just Grace (Cherise Harper)
My America (various authors)
Wings of Fire (Tui Sutherland)

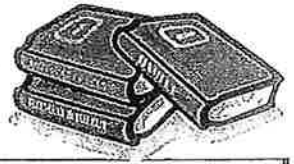
Non Fiction Authors and Series

Adler, David (biographies)
Bishop, Nic (nature)
Macaulay, David (buildings, science)
Maestro, Betsy (history)
Markle, Sandra (nature)
Weatherford, Carole Boston (history)
Magic Tree House Fact Trackers (many topics)
Science Comics series
Who Was biography series
What Was/What Is/Where Is series
World Book Building Blocks of Science series
World Book: Your Questions Answered series
You Wouldn't Want to... (history)

Please add any Caldecott or Newbery Award winning titles, myths, folk tales, fairy tales, Bible stories as literature, nursery rhymes and poetry.

Name _____

Book Report: Non-Fiction Grade 3 and 4 Book Summary



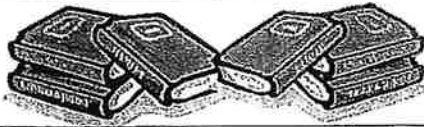
Title

Author



What type of information is contained in this book?


1



Did you find the booking interesting? Why or why not?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Write 5 interesting facts that you've learned.

A stack of books and papers is located in the bottom right corner of the page. It includes several thick books stacked on top of each other, with a few loose sheets of paper or thin books in front of them. The illustration is in a simple, line-art style.

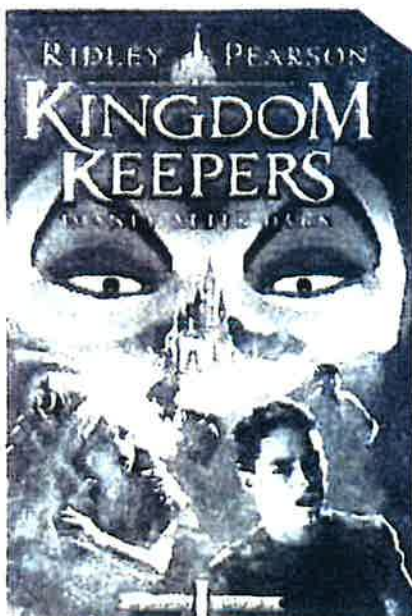
Would you recommend this book to a friend? Why or why not?



Best Summer

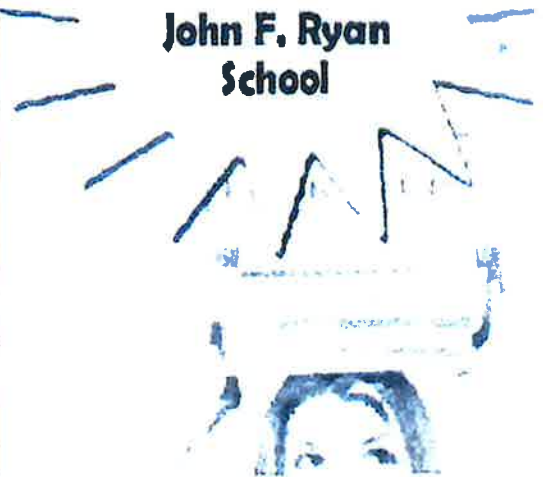
Reads for...

- a day at the beach
- by the pool
- a rainy day
- on vacation
- eating ice cream
- or
- staying up past your bedtime



5th & 6th Grade
Reading List

John F. Ryan
School



Grades 5 & 6 Summer Reading 2020

June 2020

Dear Parents/Guardians of Incoming Grade 5 and Grade 6 Students:

Welcome to our Summer Reading Program! We encourage our students to continue reading during the summer months! We know that reading at least 20 minutes daily will help students and help minimize a “summer slide.” We are requiring all students to read a minimum of **three (3) books**. One book should be fiction and one book should be nonfiction. We have included a suggested summer reading list. Please remember that students may choose from the list and/or choose other books that interest them. “Reading experts say that students who can choose what to read in their out-of-school time are more likely to enjoy reading and ultimately become lifelong readers.”

Please help your child complete their “Summer Reading Log” and the required activity sheets. One activity sheet is for their fiction selection and one activity sheet is for their nonfiction selection. The “movie poster” may be completed for a fiction or a nonfiction book. The log and 3 activity sheets will be **due when we resume school**.

Keep your child engaged throughout the summer with reading and other fun activities by joining the **Tewksbury Public Library’s Summer Reading Program!** Librarians are available to help choose titles and help you get set up for online services which give you **free access to ebooks and e-audiobooks**. The library will be hosting virtual programs for all ages all summer long. There are some great raffle prizes, too! Sign up is free and begins June 22nd. Visit www.tewksburypl.org to sign up and for more information.

It is so important, now more than ever, to keep our students engaged in summer reading to help their academic success when we resume school. Thank you in advance for your assistance and support of the Tewksbury Public Schools Summer Reading Program!

Please list all of the books you have read this summer. Remember--a minimum of *three (3)* books is required!

Name _____

Story Mapping - *Fiction*

C.009.SS3

The diagram is a story mapping tool. It features a central box labeled "Title/Author". Seven lines radiate from this central box to seven surrounding rectangular boxes, each containing a question. The boxes are arranged in two columns: three on the left and four on the right.

Left Column Questions:

- Who are the important characters in the story?
- What is the setting of the story?
- What is the problem in the story?

Right Column Questions:

- Who is your favorite character and why?
- What is the plot of the story?
- What is the theme of the story?
- What is another way the problem could have been solved?
- What is the solution to the problem?

Nonfiction

Name: _____

Book Title: _____

3 Facts I learned from my book are

1.

2.

3.

Draw a picture to show the topic of your book

The topic of my book is

Write an opinion about your book

Name _____ Date _____

Reading Assignment Fiction book or Nonfiction

Movie Poster

Directions: Imagine that the piece you just read is going to be turned into a movie. Create a movie poster that will make people want to see the movie! How will you depict the main idea in the poster? What roles would be needed in the movie and what popular actor/actress would play each role? Use words, drawings, quotes, and color to complete your poster.

NOW PLAYING!

**Suggested Summer Reading List
for Students Entering Grades 5 and 6**

John F. Ryan School

Fiction

***The Crossover* by Kwame Alexander**

***The Terrible Two* by Mac Barnett and Jory John**

***Because of Mr. Terupt* by Rob Buyea**

***The School Story* by Andrew Clements**

***The London Eye Mystery* by Siobhan Dowd**

***Out of My Mind* by Sharon Draper**

***Bystander* by James Preller**

***Escape from Mr. Lemoncello's Library* by Chris Grabenstein**

***The Big Time* by Tim Green**

***Saving the Team* by Alex Morgan**

***Out at Home* by Cal Ripken Jr.**

***Al Capone Does My Shirts* by Gennifer Choldenko**

***The Lions of Little Rock* by Kristin Levine**

***Artemis Fowl* by Eoin Colfer**

***Gregor the Overlander* by Suzanne Collins**

***The Ruins of Gorlan* by John Flanagan**

***Magyk* by Angie Sage**

***Out from Boneville* by Jeff Smith**

***City of Ember* by Jeanne DuPrau**

***The Fourteenth Goldfish* by Jennifer Holm**

***The Hypnotists* by Gordon Korman**

***Doll Bones* by Holly Black**

***Zombie Kid* by Scott Savage**

***Ghost Buddy #1: Zero to Hero* by Henry Winkler and Lin Oliver**

***The One and Only Ivan* by Katherine Applegate**

***Where the Mountain Meets the Moon* by Grace Lin**

***Fish in a Tree* by Lynda Mullaly Hunt**

***Ungifted* by Gordan Korman**

***The Eleventh Plague* by Jeff Hirsch**

***The Running Dream* by Wendelin Van Draanen**

***The Raft* by S.A. Bodeen**

***Rain Reign* by Ann M. Martin**

***Saving Lucas Biggs* by Marisa de los Santos and David Teague**

***Raymie Nightingale* by Kate DiCamillo**

***The Thing About Jellyfish* by Ali Benjamin**

Nonfiction, Biography & Autobiography

***El Deafo* by Cece Bell**

***Lost on a Mountain in Maine* by Donn Fendler**

***Chasing Lincoln's Killer* by James Swanson**

***Women Who Broke the Rules* (series) by Kathleen Krull**

***The Greatest Moments in Sports* by Len Berman**

***Hoot, Hoot, Hooray!: And More True Stories of Amazing Animal Rescues* by Ashlee Brown**

***Blewett* (National Geographic Chapters Series)**

***Who Was? What Was? and Where Is? Series* by various authors**

***Amelia Lost: The Life and Disappearance of Amelia Earhart* by Candace Fleming**

***Bodies from the Ash: Life and Death in Ancient Pompeii* by James M. Deem**

***Extreme Scientists: Exploring Nature's Mysteries from Perilous Places* by Donna M. Jackson**

***Sally Ride: Life on a Mission* by Sue Macy**

***Diving to a Deep-Sea Volcano* by Kenneth Mallory**

***Blizzard!* by Jim Murphy**

***The Notorious Benedict Arnold* by Steve Sheinken**

***Secrets of a Civil War Submarine* by Sally M. Walker**

***Almost Astronauts* by Margaret Weitekamp**

***Brown Girl Dreaming* by Jacqueline Woodson**

***The Playbook* by Kwame Alexander**

***Courage to Soar* by Simone Biles**

June 2020

Dear Parents/Guardians and Students,

Attached please find the Wynn Middle School summer reading list and link to the accompanying assignment. Teachers expect each student to read a minimum of **one** book over the summer. The list is comprised of fiction and nonfiction books that are appropriate for varying grade and ability levels. Links to online resources have been provided for several book options due to the limited access to libraries and bookstores during this time.

The reading assignments will be due upon return to school in late August. The final date for passing in reports will be **Tuesday, September 8, 2020**. The assignment your child completes will be used in class as a tool to learn how to develop his or her responses to literature and counted toward their first term grade.

The ability to read is crucial to an individual's success in school and on the job. Reading is a life-long skill that opens doors and experiences to children. The English Department recommends you help your child discover books of interest, as avid readers make skilled writers and critical thinkers. We would like to say thank you in advance for your support of this program. Remember, **one** book by **September 8th**. Your child's English teacher looks forward to discussing the adventures experienced through reading upon return to school. Enjoy your summer!

Sincerely,

John Weir

Wynn Middle School Principal

Teachers of the English Language Arts Department

[Click here to access your assignment. You will be prompted to make a copy to complete.](#)

Wynn Middle School Summer Reading Book Choices

Nonfiction

***Brown Girl Dreaming* by Jacqueline Woodson**

Brown Girl Dreaming is a memoir written about Woodson's own experiences: It tells the story of my childhood, in verse. Raised in South Carolina and New York, I always felt halfway home in each place. In these poems, I share what it was like to grow up as an African American in the 1960s and 1970s, living with the remnants of Jim Crow and my growing awareness of the Civil Rights movement. It also reflects the joy of finding my voice through writing stories, despite the fact that I struggled with reading as a child.

***She Said Yes: The Unlikely Martyrdom of Cassie Bernall*, by Misty Bernall**

In this memoir about Cassie Bernall, a victim of the Columbine High School shooting, her mother tells the story of the problems her daughter struggled with as a teenager and how she turned her life around prior to the tragedy.

***Chinese Cinderella: The True Story of an Unwanted Daughter*, by Adeline Yen Mah**

After her mother died giving birth to her, Adeline was rejected by her siblings, her father, and her stepmother. She finds escape through a playwriting contest and education at an English university.

***Into Thin Air*, by Jon Krakauer**

A bank of clouds was assembling on the not-so-distant horizon, but journalist-mountaineer Jon Krakauer, standing on the summit of Mt. Everest, saw nothing that "suggested that a murderous storm was bearing down." He was wrong. The storm, which claimed five lives and left countless more--including Krakauer's--in guilt-ridden disarray, provides the inspiration for an epic account of the 1996 disaster.

***Beyond Magenta: Transgender Teens Speak Out*, by Susan Kuklin**

Susan Kuklin met and interviewed six transgender or gender-neutral young adults and used her considerable skills to represent them thoughtfully and respectfully before, during, and after their personal acknowledgment of gender preference. Each honest discussion and disclosure, whether joyful or heartbreaking, is completely different from the other because of family dynamics, living situations, gender, and the transition these teens make in recognition of their true selves.

***Throw Like a Girl*, by Jennie Finch**

The evidence is overwhelming: sports help girls grow into strong women. Jennie Finch fills the role of girlfriend, big sister, team captain, and mentor. A smart, credible, and accomplished voice from an athlete who is strong and feminine. Jennie's message to readers: "Believe in yourself. Go for it, girls."

Historical Fiction

Elijah of Buxton by Christopher Paul

Elijah, a boy who lives in a settlement for freed slaves on the Canadian border, sets out on a journey to find a thief.

Fever 1793 by Laurie Halse Anderson

Fourteen-year-old Mattie Cook helps her mother run a coffee shop in Philadelphia, the nation's capital in 1793. Her life is changed by the outbreak of yellow fever that devastates the city.

Woods Runner by Gary Paulsen

Samuel Smith lives in Pennsylvania in 1776. He knows little about the war until his parents are taken prisoner by British soldiers. He embarks on a journey to free them that takes him all the way to British headquarters.

Chains by Laurie Halse Anderson

This historical fiction novel tells the story of Isabel, a young girl living as a slave in New York during the Revolutionary War. Her quest to gain freedom leads her to become a spy for the Patriots.

Code Talker: A Novel about the Navajo Marines of World War Two by Joseph Bruchac

The Navajo code talkers sent messages using their native language to create an unbreakable code during the war with Japan. This novel tells the story of one Navajo boy's inspiring journey as he overcomes many obstacles and saves many American lives in the process.

The Silent Boy, by Lois Lowry

Precocious Katy Thatcher comes to realize what a gentle, silent boy did for his family. He meant to help, not harm. It didn't turn out that way.

Realistic Fiction

***New Kid*, by Jerry Craft**

Seventh-grader Jordan Banks loves nothing more than drawing cartoons about his life. But instead of sending him to the art school of his dreams, his parents enroll him in a prestigious private school known for its academics, where Jordan is one of the few kids of color in his entire grade. Can Jordan learn to navigate his new school culture while keeping his neighborhood friends and staying true to himself?

***The Summer I Wasn't Me* By Jessica Verdi**

Lexi has a secret. She never meant for her mom to find out. And now she's afraid that what's left of her family is going to fall apart for good. Lexi knows she can fix everything. She can change. She can learn to like boys. New Horizons summer camp has promised to transform her life, and there's nothing she wants more than to start over. But sometimes love has its own path...

***The Seventh Most Important Thing* by Shelley Pearsall**

One kid. One crime. One chance to make things right. The story of how a random act of violence brings together an angry, thirteen year old boy and a reclusive "Junk Man" in his neighborhood. When the teenager is sentenced to work for the man he injured, he begins to unravel the Junk Man's surprising secrets. Readers will be uplifted by this powerful tale of friendship, loss, art, and redemption. Can art transform lives? Find out.

***Mockingbird* by Kathryn Erskine**

In Caitlin's world, everything is black or white. Things are good or bad. Anything in between is confusing. That's the stuff Caitlin's older brother, Devon, has always explained. But now Devon's dead and Dad is no help at all. Caitlin wants to get over it, but as an eleven-year-old girl with Asperger's, she doesn't know how. In her search for closure, Caitlin discovers that not everything is black and white—the world is full of colors—messy and beautiful.

***Dear Martin* By Nic Stone**

Justyce McAllister is top of his class and set for the Ivy League—but none of that matters to the police officer who just put him in handcuffs. Justyce looks to the teachings of Dr. Martin Luther King Jr. for answers. But do they hold up anymore? Then comes the day Justyce goes driving with his best friend, Manny, windows rolled down, music turned up—way up, sparking the fury of a white off-duty cop. Words fly. Shots are fired. Justyce and Manny are caught in the crosshairs. In the media fallout, it's Justyce who is under attack.

***What Lane?* by Torrey Maldonado**

When Stephen's friends dare each other to sneak into an abandoned building, he doesn't think it's his lane, but he goes. Here's the thing, though: Can he do everything his friends can? Lately, he's not so sure. As a mixed kid, he feels like he's living in two worlds with different rules--and he's been noticing that strangers treat him differently than his white friends... So what'll he do?

Science Fiction and Fantasy

The Fellowship of the Ring, by J.R.R. Tolkien

In ancient times the Rings of Power were crafted by the Elven-smiths, and Sauron, the Dark Lord, forged the One Ring, filling it with his own power so that he could rule all others. But the One Ring was taken from him, and though he sought it throughout Middle-earth, it remained lost to him. After many ages it fell into the hands of Bilbo Baggins, as told in *The Hobbit*. In a sleepy village in the Shire, young Frodo Baggins finds himself faced with an immense task, as his elderly cousin Bilbo entrusts the Ring to his care. Frodo must leave his home and make a perilous journey across Middle-earth to the Cracks of Doom, there to destroy the Ring and foil the Dark Lord in his evil purpose.

Children of Blood and Bone, by Tomi Adeyemi

They killed my mother.

They took our magic.

They tried to bury us.

Now we rise.

Zélie Adebola remembers when the soil of Orísha hummed with magic. Burners ignited flames, Tiders beckoned waves, and Zélie's Reaper mother summoned forth souls.

But everything changed the night magic disappeared. Under the orders of a ruthless king, maji were killed, leaving Zélie without a mother and her people without hope.

Now Zélie has one chance to bring back magic and strike against the monarchy. With the help of a rogue princess, Zélie must outwit and outrun the crown prince, who is hell-bent on eradicating magic for good.

Danger lurks in Orísha, where snow leoponaires prowl and vengeful spirits wait in the waters. Yet the greatest danger may be Zélie herself as she struggles to control her powers and her growing feelings for an enemy.

***In addition to the above texts, seventh graders may also choose from the following books:**

The Hunger Games, by Suzanne Collins

The nation of Panem, formed from a post-apocalyptic North America, is a country that consists of a wealthy Capitol region surrounded by 12 poorer districts. Early in its history, a rebellion led by a 13th district against the Capitol resulted in its destruction and the creation of an annual televised event known as the Hunger Games. In punishment, and as a reminder of the power and grace of the Capitol, each district must yield one boy and one girl between the ages of 12 and 18 through a lottery system to participate in the games. The 'tributes' are chosen during the annual Reaping and are forced to fight to the death, leaving only one survivor to claim victory.

When 16-year-old Katniss's young sister, Prim, is selected as District 12's female representative, Katniss volunteers to take her place. She and her male counterpart Peeta, are pitted against bigger, stronger representatives, some of whom have trained for this their whole lives. , she sees it as a death sentence. But Katniss has been close to death before. For her, survival is second nature.

Divergent, by Veronica Roth

In Beatrice Prior's dystopian Chicago world, society is divided into five factions, each dedicated to the cultivation of a particular virtue--Candor (the honest), Abnegation (the selfless), Dauntless (the brave), Amity (the peaceful), and Erudite (the intelligent). On an appointed day of every year, all sixteen-year-olds must select the faction to which they will devote the rest of their lives. For Beatrice, the decision is between staying with her family and being who she really is--she can't have both. So she makes a choice that surprises everyone, including herself.

The Maze Runner, by James Dashner

If you ain't scared, you ain't human.

When Thomas wakes up in the lift, the only thing he can remember is his name. He's surrounded by strangers -- boys whose memories are also gone.

Nice to meet ya, shank. Welcome to the Glade.

Outside the towering stone walls that surround the Glade is a limitless, ever-changing maze. It's the only way out -- and no one's ever made it through alive.

Everything is going to change.

Then a girl arrives. The first girl ever. And the message she delivers is terrifying.

Remember. Survive. Run.

Please Complete the Following Activities on the Attached Document

TMHS Summer Reading 2020-2021

TMHS is dedicated to reading! This summer you may tailor your own reading experience to one that you will find enlightening. Please select and read a book that is appropriate for you. How will you accomplish this task? Choose a book that is not already part of the school curriculum that you like. The book choice must be appropriate for your reading level and interest (The English Department will make a determination about books that are lower than grade level and credit may not be given if the book is not a proper fit).

If you do not like the work you originally selected, stop and choose another. The point of this assignment is to obtain a book and really read it because you like and enjoy it!

****** If you are taking AP English, you must read books assigned by your teacher **and** the additional summer reading book. If you are taking another AP course and there has been an assigned novel as a summer assignment, you may use that same book as your summer reading assignment as well.

DUE DATE- This assignment is due on the first day of English class during the first full week of school.

Assignment:

- I. After you have read your book, get your parent/guardian's signature on the sheet below. Bring **a parent/guardian signature** to demonstrate that you have read your summer reading book. Give this signature to your English teacher.
(20% of summer reading grade)

- II. **As you read, find five (5) brief but important passages..**
-The passages should come from across the book--beginning, middle, and end.
-Find passages to demonstrate you engaged with your reading and understood what you read.
-Copy these five brief, but important, passages on a piece of paper.
On the first day of class in the first full week of school, bring these passages to class.
(30% of summer reading grade)

- III. In class on the first day you meet in English, you will **write a response to a prompt**. You will use these five passages to support your answer to the prompt.
(50% of summer reading grade)

Tear along dotted line and return to your English teacher with the rest of your summer work by the first day of English class.

I certify that this summer (2020) _____ read _____.
(print student name) (book title)

Student signature _____ Date _____

Parent/Guardian signature _____ Date _____

Due Date- This assignment is due on the first day of English class during the first full week of school.

Possibilities for Reading

Use these ideas to help you obtain a book that is appropriate for you. Remember: avoid books that are part of the school curriculum. If you are not sure, ask your English teacher before you leave school for the summer.

1. Ask your friends, family, or librarian to recommend a good book.
2. Go to the TMHS Library and check out the selections.
3. Check other recommended reading lists like these online:

American Library Association

<http://www.ala.org/valsa/booklists/bbya>

<http://www.ala.org/valsa/nonfiction-award#current>

School Library Journal

<http://www.slj.com/2014/12/reviews/best-of/best-adult-books-4-teens/>

List challenges: NPR's 100 Best-Ever Teen Novels

<http://www.listchallenges.com/npr-100-best-ever-teen-novels>

NPR Audience Picks: 100 Best Beach Books Ever

<http://www.npr.org/templates/story/story.php?storyid=10698362>

SLR list of audiobooks for teens

<http://www.theguardian.com/world/2002/may/08/books.booksnews>

Audible Stories

<https://stories.audible.com/discovery>

DO NOT read any of the following books because you may be reading them next year:

The following are novels that are taught in the curriculum; therefore, you may not use them for a summer reading assignment. Also, do not select any you have read in elementary or middle school.

Freshman Books

April Morning

Lord of the Flies

A Night to Remember

The Odyssey

The Pearl

Romeo and Juliet

Sophomore books

All Quiet on the Western

Front

Animal Farm

A Doll's House

The House on Mango

Street

The Kite Runner

The Joy Luck Club

Night

Things Fall Apart

The Things They Carried

Junior Books

A Farewell To Arms

Death of a Salesman

The Glass Menagerie

The Great Gatsby

Huckleberry Finn

Inherit the Wind

Invisible Man

Midwives

Moby Dick

Of Mice and Men

Old Man and the Sea

One Flew Over the

Cuckoo's Nest

To Kill A Mockingbird

Senior Books

1984

As I lay Dying

The Awakening

Beloved

Beowulf

Brave New World

The Catcher in the Rye

Dubliners

A Farewell to Arms

Frankenstein

Heart of Darkness

I Know Why the Caged

Bird Sings

Into the Wild

King Lear

Macbeth

The Namesake

Oedipus the King

The Road

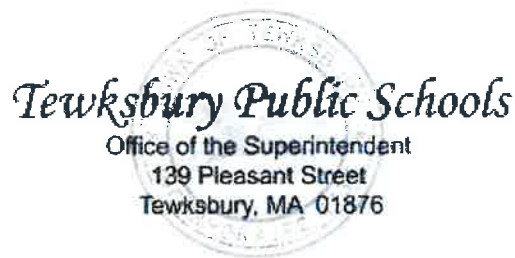
The Scarlet Letter

The Tempest

Due Date- This assignment is due on the first day of English class during the first full week of school.

Christopher J. Malone, C.A.G.S.
Superintendent (978) 640-7800
cmalone@tewksbury.k12.ma.us

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



Celebrating Excellence



Student Opportunity Act

Tewksbury Public School SOA Plan (DRAFT)

Commitment 1: Focusing on Student Subgroups

Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

- Students with disabilities
- Low income/economically disadvantaged students
- High Needs students (defined as any student who is economically disadvantaged, has a disability, or is an English learner/former English learner)
- Other: All students

Please describe the rationale for selecting these student subgroups.

- In reviewing our state and local data, the information shows that our high needs (HN) subgroup criterion-referenced target percentage was 72%, Economically disadvantaged (ED) 73% and students with disabilities (SWD) 51%. In order to close achievement gaps, requiring a criterion-references target percentage of 75% or above, in these areas, the district is targeting these subgroups as a top priority in this act. Additionally, we realize that going from good to great for all students requires training and support for our teachers to effectively and measurably collaborate to write high quality curriculum maps that include SEL embedded goals.
- TFM OLA Feedback advised us to strengthen the consistency of our communication and translation practices to EL families for improved student engagement.

Commitment 2: Using Evidence-Based Programs to Close Gaps

Please provide any introductory narrative describing how you selected your program(s). This question is optional.

Evidence-based program identified by DESE for program 1

4. Supporting educators to implement high-quality, aligned curriculum (E and F)

Please describe the first program:

District-wide:

Within the last two years, TPS has been committed to strengthening teacher collaboration, communication, and instructional strategies with the optimal goal of improving student achievement for all students, especially students in high needs subgroups. We intend to deepen and continue our work in this area.

Collective Efficacy:

Through a series of specific training and formative survey tools, TPS seeks to improve collective teacher efficacy in planning for the needs of all students, as this factor has the highest influence on student achievement.

“John Hattie and his team have presented Collective Teacher Efficacy (CTE) as the “*new number one*” influence related to student achievement several times, e.g. at the [Annual Visible Learning Conference \(2016\)](#) or the [Collaborative Impact Conference 2017](#). Although Hattie’s latest published list of 195 effects in [The Applicability of Visible Learning to Higher Education \(2015\)](#) puts CTE only in second place, its effect size of $d=1.57$ is still huge: it is more than two times bigger than that of feedback ($d=0.72$), and almost three times bigger than the effect of classroom management ($d=0.52$). The message seems to be clear: together teachers can achieve more, especially if they collectively believe that they can do so!

According to Hattie’s presentation at the [Collaborative Impact Conference 2017](#) “Collective Teacher Efficacy” is not about making teachers feel good about themselves. It is more complicated than just believing you can make a difference collectively. One of the authors that come closest to Hattie’s definition “collaborative conversation based on evidence” is Jenni Donohoo with her book “[Collective Efficacy: How Educators’ Beliefs Impact Student Learning](#)”. ([visible-learning.org](#))

Coaching High Impact Teacher Teams:

TPS has newly implemented Teacher PLC Facilitators. These teacher leaders need training and PD to effectively lead their respective departments.

“High-impact teams build their collective expertise in the practices that matter most for student achievement: (1) they clarify the learning goals so students are

crystal clear about what success looks like; (2) they plan for and infuse formative assessment practices throughout their instruction; (3) they analyze assessment results based on pre-established success criteria and identify specific errors in student thinking; and (4) they take timely, targeted action to provide feedback, reteach, and extend learning. In short, they use data frequently and in depth to make sure that each student succeeds.” (RBTteach.com)

UbD Curriculum Mapping

At the for all instruction in the classroom is a well mapped and vertically aligned curriculum plan. Combining the 2 goals above, collective teacher efficacy and effective teacher PLC facilitation, the teacher teams will put those collaborative skills together with UbD consultants to create vertically aligned curriculum mapping that focuses on improved student engagement, understanding, and differentiation for a diverse population of learners.

SEL in the Classroom

Social emotional learning needs to be both discreetly taught AND embedded within the daily lessons and experiences in a classroom. Teachers will learn to connect key SEL strategies to their curriculum maps and lesson planning to meet the CASEL 5 Core Competency needs of all students. School support personnel will be trained in coaching curriculum teams to include those SEL goals and lessons into the UbD Curriculum maps.

Budget table for program 1 (fill in as many rows as needed. Enter each foundation category spending on its own line):

	FY 21 Budget Item	Amount (do not use \$)	Foundation Category
1	Collective Teacher Efficacy Consultant & Analysis	17000	Professional Development
2	Coaching Effective Teacher TEAMS for Student Achievement	20000	Professional Development
3	UbD Curriculum Mapping for ALL Learners	30000	Professional Development Creation of Curriculum Materials
4	SEL in the Classroom	20000	Professional Development

Commitment 3: Monitoring Success with Outcome Metrics and Targets

Select which, if any, of the following DESE Outcome Metrics you will use, or provide your own custom metrics. A minimum of 3 boxes must be checked in order to proceed to the next section.

- ☐ Custom District Metric 1: Visible Learning Growth Surveys (7)
- ☐ Custom District Metric 2: High-Functioning Teacher Teams Rubric Analysis
- ☐ Custom District Metric 3: Complete UbD Curriculum Mapping District-Wide

Please provide any introductory narrative describing how you selected your program(s). This question is optional.

Evidence-based program identified by DESE for program 2

4. Supporting educators to implement high-quality, aligned curriculum (E and F)

Please describe the second program:

District-wide:

TFM OLA Feedback advised us to strengthen the consistency of our communication and translation practices to EL families for improved parent and student engagement.

EL Translation Language Services:

TPS needs to improve its consistency in communication with EL families, specifically by further translating the student registration process, district, school and classroom documents and in-person meetings with parents as noted in the TFM OLA feedback. With SOA funds, we will contract with a notable language translation provider and student data system software to bridge language barriers throughout all facets of the school day.

Budget table for program 2 (fill in as many rows as needed. Enter each foundation category spending on its own line):

	FY 21 Budget Item	Amount (do not use \$)	Foundation Category
1	EL Language Translation	13920	Pupil Services

	Services & Document Assistance		
--	--------------------------------	--	--

Commitment 3: Monitoring Success with Outcome Metrics and Targets

Select which, if any, of the following DESE Outcome Metrics you will use, or provide your own custom metrics. A minimum of 3 boxes must be checked in order to proceed to the next section.

- **English Language Proficiency:** Progress made by students towards attaining English proficiency (percentage of students meeting annual targets calculated to attain English proficiency in six years).
- **Custom District Metric 1:** DESE TFM OLA approval of implemented language translation tools
- **Custom District Metric 2:** Parent Survey of Translation Effectiveness

Commitment 4: Engaging all Families

How will your district ensure that all families, particularly those representing student subgroups most in need of support, have access to meaningful engagement regarding their students' needs?

- All buildings have or will be meeting with their school councils and parent groups (PAC's) to explain and gather input around our intended direction. These avenues will be reviewed through the District and School Improvement Plans. Additional communication will be determined through our end of year parent surveys and PAC meetings.
- EL families will be invited to attend an EL Open House and further surveyed to provide feedback on the effectiveness of the implemented translation services.

Certifications

Stakeholder engagement certification:

- By checking here, I certify that our district engaged stakeholders in accordance with the Student Opportunity Act.

Please summarize your stakeholder engagement process, including specific groups that were engaged.

- We have engaged the Town-wide Parent Advisory Committees (including School PAC's and SEPAC), District Administration Team, and the Tewksbury Teachers Association leadership team.

Certification that the School Committee has voted (or is expected to vote) on your district's Student Opportunity Act plan.

Date of Vote (completed or expected). Please enter MM/DD/YYYY format).

- 06/10/2020

Outcome of Vote

- Pending

You answered "Pending." Please describe your plan for gaining school committee approval.

- The Tewksbury School Committee is in support of the above described and ongoing District goals, (as voted on and approved in August of 2019)
- The Tewksbury School Committee meeting will be held on Wednesday, June 10, 2020 to review the SOA Plan and vote on it.

**Valley Collaborative
FY 21 Board Member Appointment**

Mr. Christopher Malone was appointed to the Valley Collaborative Board of Directors
(Board Member Name)

on June 17, 2020 by the Tewksbury School Committee for the term July 1, 2020 –
(date of appointment) (School Committee)

June 30, 2021.

Respectfully Submitted,

Tewksbury School Committee Chairperson

