



City of Melrose
Melrose School Committee
Regular Meeting

Tuesday, May 5, 2026, 7:00 PM
562 Main Street, Melrose, MA 02176
Council Chamber, First Floor, Melrose City Hall

AGENDA

NOTE

To watch this meeting live, visit mmtv3.org or local cable station MMTV (Comcast - Ch 3, 15, 22 or Verizon - Ch 37, 38, 39)

To speak during Public Comment, use zoom link <https://cityofmelrose-org.zoom.us/j/665001>
Meeting ID: 382 229 5129 Passcode: 665001

1. CALL TO ORDER/PLEDGE

Margaret Raymond Driscoll	Member
Jen Grigoraitis	Mayor
Matt Hartman	Vice Chair
Melissa Holleran	Member
Seamus Kelley	Chair
Sheri Leo	Member
Jen Razi-Thomas	Member
Cari Berman	Superintendent
Ken Kelley	Deputy Superintendent

2. PUBLIC COMMENT

3. ANNOUNCEMENTS OF THE SUPERINTENDENT

1. Report: Pre-K and Kindergarten Enrollment Updates

4. REPORT OF THE STUDENT REPRESENTATIVES

5. CONSENT AGENDA

1. Warrants

FY26 School - [S26080](#) - \$318,534.94
FY26 Refunds - [S26081](#) - \$2,762.00

2. Regular Meeting Minutes: April 28, 2026

6. SUBCOMMITTEES (COMMITTEE OF THE WHOLE)

1. Finance and Facilities - Margaret Driscoll/Melissa Holleran
2. Educational Programs and Personnel - Jen Razi-Thomas/Sheri Leo
 - A Vote: Elementary Handbook
 - B Report: Program of Studies
3. Policy and Planning - Matt Hartman/Margaret Driscoll
 - A Discussion: Strategic Plan
 - B Discussion: K Policies - **Policy KA:** School/Community Relations Goals, **Policy KBA:** School/Parent Relations Goals, **Policy KBE:** Relations with Parent and Booster Organizations, **Policy KCB:** Community Involvement in Decision-Making, **Policy KDB:** Public's Right to Know, **Policy KHA:** Public Solicitation in the Schools, and **Policy KHB:** Advertising in the Schools.

7. ANNOUNCEMENTS OF THE CHAIR

1. Report: Rolling Agenda
2. Report: Outreach

8. ADJOURN

PRELIMINARY CITY OF MELROSE WARRANT REPORT

DATE: 05/05/2026
WARRANT: S26080
AMOUNT: 318,534.94

Kerriann Golden
CFO/City Auditor

To the Accounting Office:
The following named bills of the School Department amounting in the
agreed to total above are hereby approved and you are requested to
place them on a warrant payment.

Approved: _____

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26080 05/05/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
18325	AMAZON CAPITAL SERVIC	0004	26317046	INV	05/05/2026	1FKM-RHQ1-76FK		347983	473368	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1117350 55500 2415		WINTHROP	WN INS SUP		198.62				
							198.62			
18325	AMAZON CAPITAL SERVIC	0004	26316051	INV	05/05/2026	1MKX-N6KL-CXJ6		347989	473374	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1116350 55500 2430		ROOSVLT	RV GEN SUP		55.03				
							55.03			
18325	AMAZON CAPITAL SERVIC	0004	26314038	INV	05/05/2026	1XMG-TPWW-FHDW		348028	473414	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1114350 55500 2430		LINCOLN	LN GEN SUP		126.62				
							126.62			
18325	AMAZON CAPITAL SERVIC	0004	26396138	INV	05/05/2026	1HRC-GKT3-VNYM		348143	473529	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1477255 55500 2410		FY25SUPMAT	FY25SUPMAT		254.50				
							254.50			
						CHECK TOTAL	634.77			
20120	AMERICAN ASSOC OF TEA	0000	26396109	INV	05/05/2026	000013093		348124	473510	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1196000 57613 2210		CUR&PDEV	CR DUES		90.00				
							90.00			
						CHECK TOTAL	90.00			
14512	BSN SPORTS LLC	0001	26335200	INV	05/05/2026	933505910		348126	473512	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135716 55500 3510		G TENNIS	G TENNIS		1,781.80				
							1,781.80			
						CHECK TOTAL	1,781.80			
128750	CAM OFFICE SERVICES,	0000	26321064	INV	05/05/2026	17123A		348014	473400	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1121132 55500 2415		MS TEC ED	TECH ED		1,245.76				
							1,245.76			
						CHECK TOTAL	1,245.76			

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CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
128180	CAPITAL LEASE GROUP L	0000	265317	INV	05/05/2026	526019-N		348019	473405	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1141400 53450 3300	SPED	IN TRAN			5,887.00				
							5,887.00			
						CHECK TOTAL	5,887.00			
134305	THE CARNIVAL PARTY LL	0000	26307100	INV	05/05/2026	2026191		348002	473388	
	ACCOUNT DETAIL					LINE AMOUNT				
1	18512 52400 6300	ED STAT	CONTR SVCS			795.00				
							795.00			
134305	THE CARNIVAL PARTY LL	0000	26307099	INV	05/05/2026	202614		348003	473389	
	ACCOUNT DETAIL					LINE AMOUNT				
1	18512 52400 6300	ED STAT	CONTR SVCS			795.00				
							795.00			
						CHECK TOTAL	1,590.00			
24329	COLLABORATIVE LEARNIN	0000	26341082	INV	05/05/2026	2025SD-8		348056	473442	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1475264 52400 9300	CONT SVC	CONTR SVCS			2,348.05				
							2,348.05			
						CHECK TOTAL	2,348.05			
172245	COMMUNITY THERAPEUTIC	0000	26341031	INV	05/05/2026	SM April 2026		348031	473417	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1141400 53901 9300	SPED	NON-PUBLIC			10,011.64				
							10,011.64			
						CHECK TOTAL	10,011.64			
23720	CONSTELLATIONS BEHAVI	0001	26307019	INV	05/05/2026	13834867		347984	473369	
	ACCOUNT DETAIL					LINE AMOUNT				
1	18512 52400 6300	ED STAT	CONTR SVCS			1,000.00				
							1,000.00			
						CHECK TOTAL	1,000.00			
20215	FOLLETT CONTENT SOLUT	0001	26321053	INV	05/05/2026	729459A		348018	473404	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1121120 55502 2410	MS MED/LIB	MS LIB MAT			630.05				
							630.05			

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CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	630.05			
300150	THE MARGARET GIFFORD	0000	26341033	INV	05/05/2026	027255		348040	473426	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300	SPED		NON-PUBLIC		8,074.32				
							8,074.32			
						CHECK TOTAL	8,074.32			
15271	GLS ASSOCIATES, INC	0000	26335206	INV	05/05/2026	7244		348030	473416	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135706 55500 3510	HOCKEY		HOCKEY BOY		2,720.00				
							2,720.00			
						CHECK TOTAL	2,720.00			
24568	JANE M GREENSTEIN	0000	26341160	INV	05/05/2026	542		348127	473513	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475264 52400 2720	CONT SVC		CONTR SVCS		6,500.00				
							6,500.00			
						CHECK TOTAL	6,500.00			
286382	HOPEFUL JOURNEYS EDUC	0000	26341043	INV	05/05/2026	042026AM		348032	473418	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300	SPED		NON-PUBLIC		12,630.83				
							12,630.83			
286382	HOPEFUL JOURNEYS EDUC	0000	26341028	INV	05/05/2026	042026CB		348033	473419	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300	SPED		NON-PUBLIC		12,630.83				
							12,630.83			
286382	HOPEFUL JOURNEYS EDUC	0000	26341029	INV	05/05/2026	042026ML		348034	473420	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300	SPED		NON-PUBLIC		12,630.83				
							12,630.83			
286382	HOPEFUL JOURNEYS EDUC	0000	26341030	INV	05/05/2026	042026NP		348035	473421	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300	SPED		NON-PUBLIC		12,630.83				
							12,630.83			
						CHECK TOTAL	50,523.32			

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CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
424800	LANDMARK SCHOOL OUTRE	0001	26341092	INV	05/05/2026	FY26-052059		348128	473514	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475264 52400 2356		CONT SVC	CONTR SVCS		3,750.00				
						CHECK TOTAL	3,750.00			
							3,750.00			
435600	LEARNING PREP SCHOOL	0000	26341039	INV	05/05/2026	64410		348038	473424	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300		SPED	NON-PUBLIC		7,829.92				
						CHECK TOTAL	7,829.92			
							7,829.92			
446700	LIGHTHOUSE SCHOOL	0000	26341057	INV	05/05/2026	0426105		348036	473422	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300		SPED	NON-PUBLIC		12,904.02				
							12,904.02			
446700	LIGHTHOUSE SCHOOL	0000	26341058	INV	05/05/2026	0426106		348037	473423	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300		SPED	NON-PUBLIC		12,904.02				
						CHECK TOTAL	12,904.02			
							25,808.04			
9048	LISA'S PIZZA MELROSE	0000	26396140	INV	05/05/2026	506		348144	473530	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1477255 55500 2410		FY25SUPMAT	FY25SUPMAT		48.46				
	2 1477265 55500 2410		SUP&MAT	SUPP/MATER		167.36				
						CHECK TOTAL	215.82			
							215.82			
10540	MANCHESTER ESSEX REGI	0000	26341044	INV	05/05/2026	3925 4.26		348039	473425	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475264 52400 9400		CONT SVC	CONTR SVCS		6,295.90				
						CHECK TOTAL	6,295.90			
							6,295.90			
534335	CITY OF MELROSE - DPW	0000	26335219	INV	05/05/2026	Bball2526		347987	473372	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135703 55500 3510		B BASKETBL	B BASKETBL		5,746.06				

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CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
							5,746.06			
						CHECK TOTAL	5,746.06			
17707	MILESTONES, INC	0000	26341032	INV	05/05/2026	32395		348041	473427	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300	SPED	NON-PUBLIC				12,172.68			
							12,172.68			
17707	MILESTONES, INC	0000	26341112	INV	05/05/2026	32396		348042	473428	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300	SPED	NON-PUBLIC				12,172.68			
							12,172.68			
						CHECK TOTAL	24,345.36			
16553	NASHOBA LEARNING GROU	0000	26341037	INV	05/05/2026	032846		348044	473430	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300	SPED	NON-PUBLIC				11,250.60			
							11,250.60			
16553	NASHOBA LEARNING GROU	0000	26341038	INV	05/05/2026	032847		348045	473431	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300	SPED	NON-PUBLIC				11,250.60			
							11,250.60			
						CHECK TOTAL	22,501.20			
609610	NEW ENGLAND ACADEMY,	0000	26341061	INV	05/05/2026	MEL0426H		348046	473432	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300	SPED	NON-PUBLIC				7,437.16			
							7,437.16			
609610	NEW ENGLAND ACADEMY,	0000	26341062	INV	05/05/2026	MEL0426B		348047	473433	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300	SPED	NON-PUBLIC				7,437.16			
							7,437.16			
						CHECK TOTAL	14,874.32			
631900	NORTHSHORE EDUCATION	0000	26341168	INV	05/05/2026	2026008433		348049	473435	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53900 9400	SPED	COLL TUIT				6,511.17			
							6,511.17			

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CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
631900	NORTHSHORE EDUCATION	0000	25341230	INV	05/05/2026	2026008434		348050	473436	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53900 9400	SPED		COLL TUIT		6,511.17				
							6,511.17			
631900	NORTHSHORE EDUCATION	0000	25341232	INV	05/05/2026	2026008435		348051	473437	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53900 9400	SPED		COLL TUIT		12,427.68				
							12,427.68			
631900	NORTHSHORE EDUCATION	0000	26341080	INV	05/05/2026	2026008436		348053	473439	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53900 9400	SPED		COLL TUIT		6,511.17				
							6,511.17			
631900	NORTHSHORE EDUCATION	0000	25341231	INV	05/05/2026	2026008437		348054	473440	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53900 9400	SPED		COLL TUIT		6,511.17				
							6,511.17			
						CHECK TOTAL	38,472.36			
679200	PERKINS SCHOOL FOR TH	0000	26341026	INV	05/05/2026	CI00008583		348129	473515	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300	SPED		NON-PUBLIC		14,226.96				
							14,226.96			
						CHECK TOTAL	14,226.96			
686705	PITNEY BOWES GLOBAL F	0002	26301031	INV	05/05/2026	3322472483		348136	473522	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1199000 53615 1210	SYS-WIDE		POSTAGE		1,320.78				
							1,320.78			
						CHECK TOTAL	1,320.78			
21576	PRECISION HUMAN RESOU	0001	26341003	INV	05/05/2026	2100039332		348130	473516	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320	SPED		OTH COST		3,454.53				
							3,454.53			
21576	PRECISION HUMAN RESOU	0001	26341003	INV	05/05/2026	2100039555		348154	473541	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320	SPED		OTH COST		3,854.29				
							3,854.29			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26080 05/05/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	7,308.82			
12008	CAROLE REGAN	0000	265370	INV	05/05/2026	FY26PHYSICAL		348145	473531	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300	SPED	IN TRAN				85.00			
						CHECK TOTAL	85.00			
24497	JOEL RISTUCCIA	0000	26341148	INV	05/05/2026	01		348133	473519	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475264 52400 2356	CONT SVC	CONTR SVCS				2,800.00			
						CHECK TOTAL	2,800.00			
757850	SCHOOLS FOR CHILDREN,	0000	26341064	INV	05/05/2026	0000156018		348155	473542	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300	SPED	NON-PUBLIC				9,706.83			
757850	SCHOOLS FOR CHILDREN,	0000	26341027	INV	05/05/2026	0000155986		348156	473544	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300	SPED	NON-PUBLIC				5,149.52			
						CHECK TOTAL	14,856.35			
772500	SHORE EDUCATIONAL COL	0000	25341224	INV	05/05/2026	2602842		348055	473441	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53900 9400	SPED	COLL TUIT				7,906.53			
						CHECK TOTAL	7,906.53			
802717	STERICYCLE INC.	0002	26341015	INV	05/05/2026	8014140734		348141	473527	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320	SPED	OTH COST				40.00			
						CHECK TOTAL	40.00			

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CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR	REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK	
19299 THE WOLF SCHOOL, INC	0000	26341073	INV	05/05/2026	012207		348060	473446		
ACCOUNT DETAIL					LINE AMOUNT					
1 1141400 53901 9300	SPED	NON-PUBLIC			8,841.46					
					CHECK TOTAL	8,841.46				
8,841.46					8,841.46					
19359 TTF SOLUTIONS, LLC	0001	26341023	INV	05/05/2026	21431060		348057	473443		
ACCOUNT DETAIL					LINE AMOUNT					
1 1141400 52400 2320	SPED	OTH COST			2,356.35					
					CHECK TOTAL	2,356.35				
2,356.35					2,356.35					
8995 VERIZON NEW ENGLAND I	0000	26301025	INV	05/05/2026	04182026		348137	473523		
ACCOUNT DETAIL					LINE AMOUNT					
1 1199000 53614 4130	SYS-WIDE	PHONE SW			259.00					
					CHECK TOTAL	259.00				
259.00					259.00					
484680 WB MASON CO INC	0000	26321063	INV	05/05/2026	261503426		347991	473376		
ACCOUNT DETAIL					LINE AMOUNT					
1 1121128 55500 2415	MS SCIENCEMS	SCI SUP			1,794.00					
					CHECK TOTAL	1,794.00				
1,794.00					1,794.00					
484680 WB MASON CO INC	0000	26331101	INV	05/05/2026	261443837		347993	473379		
ACCOUNT DETAIL					LINE AMOUNT					
1 1131000 55500 2415	H.S.	HS INS SUP			1,794.00					
					CHECK TOTAL	1,794.00				
1,794.00					3,588.00					
896100 WESTERN PSYCHOLOGICAL	0000	26341170	INV	05/05/2026	WPS-607293		348142	473528		
ACCOUNT DETAIL					LINE AMOUNT					
1 1475265 55500 2410	SUP&MAT	INSTR MAT			330.00					
					CHECK TOTAL	330.00				
330.00					330.00					
21013 WINDHAM WOODS SCHOOL,	0000	26341071	INV	05/05/2026	1968		348058	473444		
ACCOUNT DETAIL					LINE AMOUNT					
1 1141400 53901 9300	SPED	NON-PUBLIC			5,200.00					
					CHECK TOTAL	5,200.00				
5,200.00					5,200.00					



PRELIMINARY CITY OF MELROSE WARRANT REPORT

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CASH ACCOUNT: 00		104200		EASTERN VENDOR 1132								
VENDOR				REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
21013	WINDHAM WOODS SCHOOL,			0000	26341072	INV	05/05/2026	1979		348059	473445	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1141400	53901	9300	SPED	NON-PUBLIC			4,200.00			
								CHECK TOTAL	4,200.00			
									9,400.00			
915603	X2 DEVELOPMENT CORP			0001	26396132	INV	05/05/2026	64413		348158	473547	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1196000	55502	2410	CUR&PDEV	CR INS MAT			2,340.00			
								CHECK TOTAL	2,340.00			
									2,340.00			
									2,340.00			
58	INVOICES				WARRANT TOTAL				318,534.94	318,534.94		

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Preliminary Warrant Summary

WARRANT: S26080 05/05/2026

FUND	ORG	ACCOUNT	AMOUNT	AVLB BUDGET
0111	1114350	LINCOLN ALL ELEMENTAR 0111-3-000-000-14-350-00-30-55500 -2430	LN GENERAL SUPPLIES 126.62	16,780.23
0111	1116350	ROOSEVELT ALL ELEMENT 0111-3-000-000-16-350-00-30-55500 -2430	RV GENERAL SUPPLIES 55.03	4,187.02
0111	1117350	WINTHROP ALL ELEMENTA 0111-3-000-000-17-350-00-30-55500 -2415	WN INSTR SUPPLIES 198.62	7,091.22
0111	1121120	M.S. MEDIA/LIBRARY 0111-3-000-000-21-120-00-40-55502 -2410	MS LIBRARY INST MATER 630.05	18,876.44
0111	1121128	M.S.SCIENCE 0111-3-000-000-21-128-00-40-55500 -2415	MS SCIENCE INSTR SUPP 1,794.00	18,876.44
0111	1121132	MS TECH ED 0111-3-000-000-21-132-00-01-55500 -2415	MS TECH ED INSTRUCT S 1,245.76	18,876.44
0111	1131000	HIGH SCHOOL 0111-3-000-000-31-000-00-50-55500 -2415	HS INSTRUCTIONAL SUPP 1,794.00	72,262.92
0111	1135703	ATHLETICS BASKETBALL 0111-3-000-000-35-703-00-50-55500 -3510	AT BASKETBALL BOYS 5,746.06	39,069.47
0111	1135706	ATHLETICS HOCKEY 0111-3-000-000-35-706-00-50-55500 -3510	AT ICE HOCKEY BOYS 2,720.00	39,069.47
0111	1135716	ATHLETICS GIRLS TENNI 0111-3-000-000-35-716-00-50-55500 -3510	AT TENNIS GIRLS 1,781.80	39,069.47
0111	1141400	SPED 0111-3-000-000-41-400-00-00-52400 -2320	SP RELATED COSTS 9,705.17	851,663.54
0111	1141400	SPED 0111-3-000-000-41-400-00-00-53450 -3300	SP TRANSPORATION MPS 5,972.00	851,663.54
0111	1141400	SPED 0111-3-000-000-41-400-00-00-53900 -9400	SP TUITION COLLABORAT 46,378.89	851,663.54
0111	1141400	SPED 0111-3-000-000-41-400-00-00-53901 -9300	SP TUITION NON-PUBLIC 211,292.89	851,663.54
0111	1196000	CURRICULUM & PROF DEV 0111-3-000-000-96-000-00-00-55502 -2410	CR INSTR MATERIALS 2,340.00	16,209.22
0111	1196000	CURRICULUM & PROF DEV 0111-3-000-000-96-000-00-00-57613 -2210	CR MEMBERSHIPS AND DU 90.00	16,209.22
0111	1199000	SYSTEM-WIDE 0111-3-000-000-99-000-00-00-53614 -4130	SW TELEPHONE 259.00	13,637.05
0111	1199000	SYSTEM-WIDE 0111-3-000-000-99-000-00-00-53615 -1210	SW POSTAGE 1,320.78	13,637.05
FUND TOTAL			293,450.67	
1475	1475264	CONTRACT SERVICES 1475-3-026-005-41-000-20-05-52400 -2356	CONTRACT SERVICES-PDE 6,550.00	46.74
1475	1475264	CONTRACT SERVICES 1475-3-026-005-41-000-20-05-52400 -2720	CONTRACT SERVICES ASS 6,500.00	571.40
1475	1475264	CONTRACT SERVICES 1475-3-026-005-41-000-20-05-52400 -9300	CONTRACT SERVICES NON 2,348.05	-73,744.52
1475	1475264	CONTRACT SERVICES 1475-3-026-005-41-000-20-05-52400 -9400	CONTRACT SERVICES COL 6,295.90	144,272.80
1475	1475265	SUPPLIES&MATERIALS 1475-3-026-006-41-000-20-05-55500 -2410	SUPPLIES&MATERIALS -I 330.00	7,294.44
FUND TOTAL			22,023.95	
1477	1477255	FY25 TITLE I SUPPLIES 1477-3-025-300-96-000-20-05-55500 -2410	FY25 TITLE I SUPPLIES 302.96	0.00
1477	1477265	FY26 TITLE I SUPPLIES 1477-3-026-300-96-000-20-05-55500 -2410	FY26 TITLE I SUPPLIES 167.36	5,285.64
FUND TOTAL			470.32	
1851	18512	ED STATIONS - EXPENSE 1851-3-300-300-00-00 -29-02-52400 -6300	CONTRACT SERVICES 2,590.00	3,439,049.36
FUND TOTAL			2,590.00	
WARRANT SUMMARY TOTAL			318,534.94	
GRAND TOTAL			318,534.94	

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PRELIMINARY CITY OF MELROSE WARRANT REPORT

Warrant List by Voucher

WARRANT: S26080 05/05/2026

VOUCHER	VENDOR	DOCUMENT	INVOICE	PO	TYPE	DUE DATE	AMOUNT	COMMENT
473368	18325 AMAZON CAPITAL SERVICES	347983	1FKM-RHQ1-76FK	26317046	INV	05/05/2026	198.62	WINTHROP TONER / 1FKM
473369	23720 CONSTELLATIONS BEHAVIORAL	347984	13834867	26307019	INV	05/05/2026	1,000.00	ED STA BEHAVIORAL SER
473372	534335 CITY OF MELROSE - DPW	347987	Bball2526	26335219	INV	05/05/2026	5,746.06	CUSTODIAL BASKETBALL
473374	18325 AMAZON CAPITAL SERVICES	347989	1MKX-N6KL-CXJ6	26316051	INV	05/05/2026	55.03	ROOSEVELT OFFICE SUPP
473376	484680 WB MASON CO INC	347991	261503426	26321063	INV	05/05/2026	1,794.00	MIDDLE SCHOOL COPIER
473379	484680 WB MASON CO INC	347993	261443837	26331101	INV	05/05/2026	1,794.00	HIGH SCHOOL COPIER PA
473388	134305 THE CARNIVAL PARTY LLC	348002	2026191	26307100	INV	05/05/2026	795.00	ED STA APRIL 2026 VAC
473389	134305 THE CARNIVAL PARTY LLC	348003	202614	26307099	INV	05/05/2026	795.00	ED STA APRIL 2026 VAC
473400	128750 CAM OFFICE SERVICES, INC.	348014	17123A	26321064	INV	05/05/2026	1,245.76	MVMMMS COPIER TONER /
473404	20215 FOLLETT CONTENT SOLUTIONS	348018	729459A	26321053	INV	05/05/2026	630.05	MVMMV LIBRARY BOOKS /
473405	128180 CAPITAL LEASE GROUP LTD.	348019	526019-N	265317	INV	05/05/2026	5,887.00	MELROSE SPED 7 VANS L
473414	18325 AMAZON CAPITAL SERVICES	348028	1XMG-TPWW-FHDW	26314038	INV	05/05/2026	126.62	LINCOLN GENERAL OFFIC
473416	15271 GLS ASSOCIATES, INC	348030	7244	26335206	INV	05/05/2026	2,720.00	MELROSE HIGH SCHOOL B
473417	172245 COMMUNITY THERAPEUTIC DAY	348031	SM April 2026	26341031	INV	05/05/2026	10,011.64	MELROSE PPS TUITION A
473418	286382 HOPEFUL JOURNEYS EDUCATIO	348032	042026AM	26341043	INV	05/05/2026	12,630.83	MELROSE PPS TUITION A
473419	286382 HOPEFUL JOURNEYS EDUCATIO	348033	042026CB	26341028	INV	05/05/2026	12,630.83	MELROSE PPS TUITION A
473420	286382 HOPEFUL JOURNEYS EDUCATIO	348034	042026ML	26341029	INV	05/05/2026	12,630.83	MELROSE PPS TUITION A
473421	286382 HOPEFUL JOURNEYS EDUCATIO	348035	042026NP	26341030	INV	05/05/2026	12,630.83	MELROSE PPS TUITION A
473422	446700 LIGHTHOUSE SCHOOL	348036	0426105	26341057	INV	05/05/2026	12,904.02	MELROSE PPS TUITION A
473423	446700 LIGHTHOUSE SCHOOL	348037	0426106	26341058	INV	05/05/2026	12,904.02	MELROSE PPS TUITION A
473424	435600 LEARNING PREP SCHOOL	348038	64410	26341039	INV	05/05/2026	7,829.92	MELROSE PPS TUITION A
473425	10540 MANCHESTER ESSEX REGIONAL	348039	3925 4.26	26341044	INV	05/05/2026	6,295.90	MELROSE PPS TUITION A
473426	300150 THE MARGARET GIFFORD SCHO	348040	027255	26341033	INV	05/05/2026	8,074.32	MELROSE PPS TUITION A
473427	17707 MILESTONES, INC	348041	32395	26341032	INV	05/05/2026	12,172.68	MELROSE PPS TUITION A
473428	17707 MILESTONES, INC	348042	32396	26341112	INV	05/05/2026	12,172.68	MELROSE PPS TUITION A
473430	16553 NASHOBA LEARNING GROUP, I	348044	032846	26341037	INV	05/05/2026	11,250.60	MELROSE PPS TUITION A
473431	16553 NASHOBA LEARNING GROUP, I	348045	032847	26341038	INV	05/05/2026	11,250.60	MELROSE PPS TUITION A
473432	609610 NEW ENGLAND ACADEMY, LLC	348046	MEL0426H	26341061	INV	05/05/2026	7,437.16	MELROSE PPS TUITION A
473433	609610 NEW ENGLAND ACADEMY, LLC	348047	MEL0426B	26341062	INV	05/05/2026	7,437.16	MELROSE PPS TUITION A
473435	631900 NORTSHORE EDUCATION CONS	348049	2026008433	26341168	INV	05/05/2026	6,511.17	MELROSE PPS TUITION A
473436	631900 NORTSHORE EDUCATION CONS	348050	2026008434	25341230	INV	05/05/2026	6,511.17	MELROSE PPS TUITION A
473437	631900 NORTSHORE EDUCATION CONS	348051	2026008435	25341232	INV	05/05/2026	12,427.68	MELROSE PPS TUITION A
473439	631900 NORTSHORE EDUCATION CONS	348053	2026008436	26341080	INV	05/05/2026	6,511.17	MELROSE PPS TUITION A
473440	631900 NORTSHORE EDUCATION CONS	348054	2026008437	25341231	INV	05/05/2026	6,511.17	MELROSE PPS TUITION A
473441	772500 SHORE EDUCATIONAL COLLABO	348055	2602842	25341224	INV	05/05/2026	7,906.53	MELROSE PPS TUITION A
473442	24329 COLLABORATIVE LEARNING PR	348056	2025SD-8	26341082	INV	05/05/2026	2,348.05	MELROSE PPS TUITION A
473443	19359 TTF SOLUTIONS, LLC	348057	21431060	26341023	INV	05/05/2026	2,356.35	MELROSE PPS SCHOOL PA
473444	21013 WINDHAM WOODS SCHOOL, INC	348058	1968	26341071	INV	05/05/2026	5,200.00	MELROSE PPS TUITION A
473445	21013 WINDHAM WOODS SCHOOL, INC	348059	1979	26341072	INV	05/05/2026	4,200.00	MELROSE PPS TUITION A
473446	19299 THE WOLF SCHOOL, INC	348060	012207	26341073	INV	05/05/2026	8,841.46	MELROSE PPS TUITION A

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PRELIMINARY CITY OF MELROSE WARRANT REPORT

Warrant List by Voucher

WARRANT: S26080 05/05/2026

VOUCHER	VENDOR	DOCUMENT	INVOICE	PO	TYPE	DUE DATE	AMOUNT	COMMENT
473510	20120 AMERICAN ASSOC OF TEACHER	348124	000013093	26396109	INV	05/05/2026	90.00	ANNUAL DUES MICHELLE
473512	14512 BSN SPORTS LLC	348126	933505910	26335200	INV	05/05/2026	1,781.80	MELROSE HIGH SCHOOL T
473513	24568 JANE M GREENSTEIN	348127	542	26341160	INV	05/05/2026	6,500.00	MELROSE PPS INDEPENDEN
473514	424800 LANDMARK SCHOOL OUTREACH	348128	FY26-052059	26341092	INV	05/05/2026	3,750.00	MELROSE PPS PD MARCH
473515	679200 PERKINS SCHOOL FOR THE BL	348129	CI00008583	26341026	INV	05/05/2026	14,226.96	MELROSE PPS SCHOOL TU
473516	21576 PRECISION HUMAN RESOURCE	348130	2100039332	26341003	INV	05/05/2026	3,454.53	MELROSE PPS TEACHERS
473519	24497 JOEL RISTUCCIA	348133	01	26341148	INV	05/05/2026	2,800.00	MELROSE PPS PD CONSUL
473522	686705 PITNEY BOWES GLOBAL FINAN	348136	3322472483	26301031	INV	05/05/2026	1,320.78	POSTAL METER MAR 10 -
473523	8995 VERIZON NEW ENGLAND INC	348137	04182026	26301025	INV	05/05/2026	259.00	FY26 SCHOOL FIOS APR
473527	802717 STERICYCLE INC.	348141	8014140734	26341015	INV	05/05/2026	40.00	MELROSE DOCUMENT SHRE
473528	896100 WESTERN PSYCHOLOGICAL SER	348142	WPS-607293	26341170	INV	05/05/2026	330.00	MELROSE PPS COMPANION
473529	18325 AMAZON CAPITAL SERVICES	348143	1HRC-GKT3-VNYM	26396138	INV	05/05/2026	254.50	SNACKS - BINGO FOR BO
473530	9048 LISA'S PIZZA MELROSE LLC	348144	506	26396140	INV	05/05/2026	215.82	MELROSE SCHOOLS 4/29/
473531	12008 CAROLE REGAN	348145	FY26PHYSICAL	265370	INV	05/05/2026	85.00	FY26 7D LICENSE & PHY
473541	21576 PRECISION HUMAN RESOURCE	348154	2100039555	26341003	INV	05/05/2026	3,854.29	MELROSE TEACHERS ASSI
473542	757850 SCHOOLS FOR CHILDREN, INC	348155	0000156018	26341064	INV	05/05/2026	9,706.83	MELROSE PPS TUITION A
473544	757850 SCHOOLS FOR CHILDREN, INC	348156	0000155986	26341027	INV	05/05/2026	5,149.52	MELROSE PPS TUITION A
473547	915603 X2 DEVELOPMENT CORP	348158	64413	26396132	INV	05/05/2026	2,340.00	FOLLET ASPEN SERVICES
WARRANT TOTAL							318,534.94	



PRELIMINARY CITY OF MELROSE WARRANT REPORT

DATE: 05/05/2026
WARRANT: S26081
AMOUNT: 2,762.00

Kerriann Golden
CFO/City Auditor

To the Accounting Office:
The following named bills of the School Department amounting in the
agreed to total above are hereby approved and you are requested to
place them on a warrant payment.

Approved: _____

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26081 05/05/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
24752	EDMUND AGUIRRE	0000		INV	05/05/2026	2026-490		348087	473473	
ACCOUNT DETAIL						LINE AMOUNT				
1	1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00				
						CHECK TOTAL	104.00			
							104.00			
24754	MARK ANTHONY BATES	0000		INV	05/05/2026	2026-491		348088	473474	
ACCOUNT DETAIL						LINE AMOUNT				
1	1135701 55500 3510		ATH O/MIS	ATH OF/MIS		86.00				
						CHECK TOTAL	86.00			
							86.00			
23833	MICHAEL BISSO	0000		INV	05/05/2026	2026-492		348089	473475	
ACCOUNT DETAIL						LINE AMOUNT				
1	1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00				
						CHECK TOTAL	104.00			
							104.00			
19379	WILLIAM CHAN	0000		INV	05/05/2026	2026-493		348090	473476	
ACCOUNT DETAIL						LINE AMOUNT				
1	1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00				
						CHECK TOTAL	104.00			
							104.00			
22492	DAVID CONTI	0000		INV	05/05/2026	2026-494		348091	473477	
ACCOUNT DETAIL						LINE AMOUNT				
1	1135701 55500 3510		ATH O/MIS	ATH OF/MIS		86.00				
						CHECK TOTAL	86.00			
							86.00			
20259	JOHN DEVEAU	0000		INV	05/05/2026	2026-495		348092	473478	
ACCOUNT DETAIL						LINE AMOUNT				
1	1135701 55500 3510		ATH O/MIS	ATH OF/MIS		86.00				
						CHECK TOTAL	86.00			
							86.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26081 05/05/2026

CASH ACCOUNT: 00			104200		EASTERN VENDOR 1132						
VENDOR			REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
21820	JOSEPH DURHAM		0000		INV	05/05/2026	2026-496		348104	473490	
ACCOUNT DETAIL							LINE AMOUNT				
1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS			104.00			
							CHECK TOTAL	104.00			
								104.00			
16835	JOSEPH F FLYNN		0000		INV	05/05/2026	2026-497		348105	473491	
ACCOUNT DETAIL							LINE AMOUNT				
1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS			86.00			
							CHECK TOTAL	86.00			
								86.00			
24755	ANTHONY GLAZIER		0000		INV	05/05/2026	2026-498		348106	473492	
ACCOUNT DETAIL							LINE AMOUNT				
1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS			117.00			
							CHECK TOTAL	117.00			
								117.00			
24756	CHRIS JONES		0000		INV	05/05/2026	2026-499		348107	473493	
ACCOUNT DETAIL							LINE AMOUNT				
1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS			104.00			
							CHECK TOTAL	104.00			
								104.00			
24454	TAO LIU		0000		INV	05/05/2026	FY26REFUND2		348006	473392	
ACCOUNT DETAIL							LINE AMOUNT				
1	18514	437000		ED STAT	CURRENT FY			641.00			
							CHECK TOTAL	641.00			
								641.00			
24545	KEVIN MCGRATH		0000		INV	05/05/2026	2026-500		348108	473494	
ACCOUNT DETAIL							LINE AMOUNT				
1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS			86.00			
							CHECK TOTAL	86.00			
								86.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26081 05/05/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
530685	HAROLD G MEDEIROS	0000		INV	05/05/2026	2026-501		348109	473495	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00				
						CHECK TOTAL	104.00			
							104.00			
24757	WILLIAM MELLEY	0000		INV	05/05/2026	2026-502		348110	473496	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		86.00				
						CHECK TOTAL	86.00			
							86.00			
24757	WILLIAM MELLEY	0000		INV	05/05/2026	2026-503		348111	473497	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		86.00				
						CHECK TOTAL	86.00			
							172.00			
8840	MICHAEL PIAZZA	0000		INV	05/05/2026	2026-504		348112	473498	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00				
						CHECK TOTAL	104.00			
							104.00			
24758	STEVEN POITRAS	0000		INV	05/05/2026	2026-505		348113	473499	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00				
						CHECK TOTAL	104.00			
							104.00			
23428	JOHN STABILE	0000		INV	05/05/2026	2026-506		348114	473500	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00				
						CHECK TOTAL	104.00			
							104.00			
23664	KYLE STURNIOLO	0000		INV	05/05/2026	2026-507		348116	473502	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		86.00				
							86.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26081 05/05/2026

CASH ACCOUNT: 00		104200		EASTERN VENDOR 1132								
VENDOR				REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
								CHECK TOTAL	86.00			
17752	JEFFERY TRI			0000		INV	05/05/2026	2026-508		348117	473503	
								LINE AMOUNT				
		1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS		104.00			
								CHECK TOTAL	104.00			
867100	PAUL UVA			0000		INV	05/05/2026	2026-509		348119	473505	
								LINE AMOUNT				
		1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS		104.00			
								CHECK TOTAL	104.00			
16827	TOM WALSH			0000		INV	05/05/2026	2026-510		348121	473507	
								LINE AMOUNT				
		1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS		86.00			
									86.00			
16827	TOM WALSH			0000		INV	05/05/2026	2026-511		348123	473509	
								LINE AMOUNT				
		1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS		86.00			
								CHECK TOTAL	172.00			
23	INVOICES					WARRANT TOTAL		2,762.00	2,762.00			



PRELIMINARY CITY OF MELROSE WARRANT REPORT

Preliminary Warrant Summary

WARRANT: S26081 05/05/2026

FUND	ORG		ACCOUNT		AMOUNT	AVLB BUDGET
0111	1135701	ATHLETICS OFFICIALS/M	0111-3-000-000-35-701-00-50-55500 -3510	AT OFFICIAL SALARY	2,121.00	39,069.47
FUND TOTAL					2,121.00	
1851	18514	ED STATIONS - REVENUE	1851-3-300-300-00-00 -29-04-437000-	CURRENT FY FEES	641.00	0.00
FUND TOTAL					641.00	
WARRANT SUMMARY TOTAL					2,762.00	
GRAND TOTAL					2,762.00	

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Warrant List by Voucher

WARRANT: S26081 05/05/2026

VOUCHER	VENDOR	DOCUMENT	INVOICE	PO	TYPE	DUE DATE	AMOUNT	COMMENT
473392	24454 TAO LIU	348006	FY26REFUND2		INV	05/05/2026	641.00	FY26 ED STA WITHDRAW
473473	24752 EDMUND AGUIRRE	348087	2026-490		INV	05/05/2026	104.00	BOYS VARSITY BASEBALL
473474	24754 MARK ANTHONY BATES	348088	2026-491		INV	05/05/2026	86.00	BOYS JR VARSITY ICE H
473475	23833 MICHAEL BISSO	348089	2026-492		INV	05/05/2026	104.00	GIRLS VARSITY SOFTBAL
473476	19379 WILLIAM CHAN	348090	2026-493		INV	05/05/2026	104.00	GIRLS VARSITY SOFTBAL
473477	22492 DAVID CONTI	348091	2026-494		INV	05/05/2026	86.00	BOYS JR VARSITY ICE H
473478	20259 JOHN DEVEAU	348092	2026-495		INV	05/05/2026	86.00	BOYS JR VARSITY ICE H
473490	21820 JOSEPH DURHAM	348104	2026-496		INV	05/05/2026	104.00	GIRLS VARSITY SOFTBAL
473491	16835 JOSEPH F FLYNN	348105	2026-497		INV	05/05/2026	86.00	BOYS JR VARSITY ICE H
473492	24755 ANTHONY GLAZIER	348106	2026-498		INV	05/05/2026	117.00	BOYS FRESHMEN BASEBAL
473493	24756 CHRIS JONES	348107	2026-499		INV	05/05/2026	104.00	GIRLS VARSITY SOFTBAL
473494	24545 KEVIN MCGRATH	348108	2026-500		INV	05/05/2026	86.00	BOYS JR VARSITY ICE H
473495	530685 HAROLD G MEDEIROS	348109	2026-501		INV	05/05/2026	104.00	GIRLS VARSITY SOFTBAL
473496	24757 WILLIAM MELLEY	348110	2026-502		INV	05/05/2026	86.00	BOYS JR VARSITY ICE H
473497	24757 WILLIAM MELLEY	348111	2026-503		INV	05/05/2026	86.00	BOYS JR VARSITY ICE H
473498	8840 MICHAEL PIAZZA	348112	2026-504		INV	05/05/2026	104.00	GIRLS VARSITY SOFTBAL
473499	24758 STEVEN POITRAS	348113	2026-505		INV	05/05/2026	104.00	GIRLS VARSITY SOFTBAL
473500	23428 JOHN STABILE	348114	2026-506		INV	05/05/2026	104.00	BOYS VARSITY BASEBALL
473502	23664 KYLE STURNIOLO	348116	2026-507		INV	05/05/2026	86.00	BOYS JR VARSITY ICE H
473503	17752 JEFFERY TRI	348117	2026-508		INV	05/05/2026	104.00	BOYS VARSITY BASEBALL
473505	867100 PAUL UVA	348119	2026-509		INV	05/05/2026	104.00	BOYS VARSITY BASEBALL
473507	16827 TOM WALSH	348121	2026-510		INV	05/05/2026	86.00	BOYS JR VARSITY ICE H
473509	16827 TOM WALSH	348123	2026-511		INV	05/05/2026	86.00	BOYS JR VARSITY ICE H
WARRANT TOTAL							2,762.00	



Melrose Public Schools Administrative Offices

360 Lynn Fells Parkway, Melrose, MA 02176

To: Cari Berman, Superintendent

From: Michael Tracy, Milissa Churchill, Venancia Cruz, Mitzi Galante, Andrea LaCau, Jessica Patti

Subject: Adjustments to 26/27 Elementary Handbook

Date: April 30, 2026

Please find the Draft of the Elementary Handbook for the 26-27 school year and the inventory of edits made to the Elementary Handbook for your review and consideration and the review of the School Committee.

- There are very few edits made to the handbook for the 26-27 school year following a more extensive revision that took place the previous year.
- Updates were made to school titles and names for all schools; Any new staffing adjustments will need to be updated.
- There are no additional substantive changes to the handbook to report at this time.

End of Updates

DRAFT

Elementary Handbook 2026-2027



for
Students, Parents, and Staff

MELROSE PUBLIC SCHOOLS

Handbook Translation Information

If you need this document translated, please contact your child's school.

Portuguese

Se você precisa este documento traduzido, entre em contato com a escola do seu filho.

French

Si vous avez besoin de traduire ce document, s'il vous plaît contacter l'école de votre enfant.

Chinese

如果你需要这份文件翻译，请联系您的孩子的学校。

Spanish

Si necesita este documento traducido, por favor comuníquese con la escuela de su hijo.

Arabic

يرجى الاتصال بمدرسة طفلك/طفلتك، إذا كنت تحتاج /تحتاجين إلى ترجمة هذه الوثيقة إلى اللغة العربية

Melrose Public Schools Administration

Cari Berman	Interim Superintendent of Schools
Ken Kelley	Interim Deputy Superintendent of Schools
Melanie Acevedo	Executive Director of Academics and Accountability
Linda Chase/Marc Kerble	Assistant Interim Co-Special Education Directors
Jason Merrill	High School/Middle School Principal
Bryan Corrigan	High School/Middle School Deputy Principal
Christopher Beaver	High School Assistant Principal
Nicholas Tuccinardi	Interim Dean of Students
Michelle Sewyck	Middle School Assistant Principal
Steve Black	Middle School Assistant Principal
Andrea LaCau	Franklin School Principal
Mitzi Galante	Hoover School Principal
Milissa Churchill	Horace Mann School Principal
Jessica Patti	Lincoln School Principal
Venancia Cruz	Roosevelt School Principal
Michael Tracy	Winthrop School Principal

Dear Parents and Guardians,

Welcome to the Melrose Public Schools. Our schools represent a place where talents are developed and recognized. We strive to help each child achieve their highest potential. We firmly believe that the process of education is both life long and team oriented. A high level of involvement and good communication between administrators, teachers, staff, parents, caregivers and students is essential in reaching our goals.

This handbook serves as a guide which will be the cornerstone of communication as we work together. It is important that you understand our policies and procedures so that we can have a successful partnership. Please share the information contained in this handbook as appropriate with your child(ren).

To confirm that you have read and shared the handbook and the information therein with your child, please log into ASPEN and sign electronically.

We look forward to a successful school year!

Sincerely,

The Elementary Administrative Team

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Elementary School Contact Information

Franklin School 16 Franklin Street Main Office: 781.979.2260 Tardy/Absence Line: 781.979.2260 #1	Administrative Assistant: Melissa Aveni maveni@melroseschools.com Nurse: 781.979.2115
Hoover School 37 Glendower Road Main Office: 781.979.2180 Tardy/Absence Line: 781.979.2182	Administrative Assistant: Lauren Kelley lkelly@melroseschools.com Nurse: 781.979.2183
Horace Mann School 40 Damon Avenue Main Office: 781.979.2190 Tardy/Absence Line: 781.979.2192	Administrative Assistant: Kathy Wright kwright@melroseschools.com Nurse: 781.665.6865
Lincoln School 80 West Wyoming Avenue Main Office: 781.979.2250 Tardy/Absence Line: 781.979.2255	Administrative Assistant: Kate Amendola kamendola@melroseschools.com Nurse: 781.979.2255
Roosevelt School 253 Vinton Street Main Office: 781.979.2270 ext: 0 Tardy/Absence Line: 781.979.2270 ext. 2	Administrative Assistant: Nikki Goc ngoc@melroseschools.com Nurse: 781.979.2270 ext. 2
Winthrop School 162 First Street Main Office: 781.979.2280 Tardy/Absence Line: 781.979.2282	Administrative Assistant: Dawn Johns djohns@melroseschools.com Nurse: 781.979.2282

School Hours

Students are admitted entrance to the buildings at 7:53 A.M. and school begins at 8:03 A.M. Children arriving prior to 7:53 may only enter the building if they are registered for Early Bird or are attending a before school extra help session or extracurricular program. School specific information regarding morning entrance routines will be communicated by each individual elementary school. Parents/Guardians are encouraged to remain on school property while students enter the building. However, due to security purposes, parents or guardians may not escort their child into the building.

The school day ends at 2:20 P.M. Parents/Guardians are required to pick up students promptly at the end of the day. Specific dismissal routines will be communicated by each individual elementary school. Children/adults are not permitted to return to classrooms for forgotten items without permission from the Main Office.

Franklin School hours for Kindergarten only are 8:15 A.M. to 2:27 P.M. Additional Franklin specific information can be found on the [Franklin School](#) webpage.

Afterschool Care

Children who need care beyond 2:20 P.M. should be enrolled in “Education Stations” who provide care from 2:20-5:30 P.M.. After school care programs are tuition based.

Education stations operates right after school from 2:20 to 5:30. There are two pick-up times for parents: 3:30 and 5:30 P.M. Please see this link for [Education Stations](#) details.

There may be times (extra-curricular activities, extra help sessions or disciplinary action) when having a student remain after school will be necessary or benefit them. Teachers will make arrangements ahead of time with parents to enable the child to remain after dismissal. In the case of disciplinary action, parents will be notified by the teacher or principal that the child will remain after school from 2:20-2:50 P.M. on that day. Transportation or pick up arrangements are the responsibility of the parent.

Early Release Days Please see the [2026-2027 Calendar](#) for details.

Early Release Dates:

- 12:20 District-Wide (PreK-12): 10/2, 11/6, 12/4, 1/8, 2/5, 3/5, 4/12, 5/7
- 12:20 Pre K-5 ONLY: 9/25 and 6/4
- 12:00 (NOON) District-Wide Grades PreK-12, Early Release Days: 11/25, 12/23, 2/12, 3/26, 4/16, and the last day of school

In order for your child to attend the enrichment programs offered by Education Stations on the early release days, your child must have already been enrolled in Education Stations.

Questions, call Karen Gennari @781-979-2260 x3

Pets on School Property

Per city ordinance, dogs are not permitted on school property during school hours, 8:00 A.M. – 6:00 P.M. Service animals (i.e. dogs) are the only exception. If a parent walks to school with their child and their dog, they need to keep their dog on the public sidewalk. If a parent needs to go onto school property then the dog must be left at home.

Attendance Requirements

Regular attendance in school is required by Massachusetts law (G.L. c.76, §2) for all persons between the ages of 6 and 16. It is the shared responsibility of each student, his or her family, and the school to ensure that the student attends school each day that he or she is not sick. Failure to attend school, except under extraordinary circumstances, will require school personnel in conjunction with the family to create a plan in order to minimize further absences. Students who have 7 or more unexcused absences in a trimester may require school personnel to seek assistance through court action and/or through the Massachusetts Department of Children and Families.

Per MA Law Chapter 76, Section 1, the school principal may excuse cases of necessary absence not exceeding 7 days or 14 half days in any period of six months.

Students who exceed 14 consecutive or cumulative absences in a school year, due to a medical condition, will be required to complete the Physician's Statement for Home and Hospital Education.

Student Absences

As stated above, students are expected to attend school every day. *A phone call to the school's absence line, stating the reason for the absence, is required before 8:00 A.M. on the day of the absence.* At the discretion of the principal/school nurse, a doctor's note may be required when the absence is due to illness for re-entry to school. Children who are absent from school due to chronic or recurring illness or accident (14 + days) are eligible for home tutoring.

Students who are absent 15 consecutive school days from school will be unenrolled from their elementary school (even if they have a date to return). Prior to the student's return to school, they need to enroll with the district's registrar. The School District cannot guarantee that they will be assigned to the same school in which they previously attended. Placement will be based on the space available at the time of enrollment.

In extreme circumstances of chronic absenteeism it may require the school to solicit assistance from the court and/or through the Massachusetts Department of Children and Families. The Department of Secondary and Elementary Education defines chronic absenteeism as 10% or more of the school year. Please contact your principal for more information.

<https://www.doe.mass.edu/sfs/attendance/>

Non-Scheduled Vacation Policy

Parents should schedule vacations during natural breaks from school. If a vacation occurs resulting in missed school days, teachers are not responsible to provide the student with missed work, tests, quizzes or homework before or after the absence. It is also important to note that chronic absenteeism and tardiness is a detriment to classroom performance and will greatly impact the overall success of the school year due to the loss of valuable instructional time.

Tardy to School

School starts promptly at 8:03 A.M. and students must be in class by that time. Students arriving after 8:03 must report to the Main Office. Franklin School kindergarten students who arrive after 8:20 must report to the Main Office. Parents/Guardians will be contacted by the administration after the student reaches his/her sixth tardy in one trimester. In extreme circumstances or instances it may require the school to solicit assistance from the court and/or through the Massachusetts Department of Children and Families.

Individual Early Dismissal

If your child will be leaving during the school day, please send a note/email to the teacher and administrative assistant indicating time of dismissal. Plan to sign your child out and meet them at the Main Office. A student returning to school after being dismissed must report to the Main Office with their parent.

Change in Dismissal Routine

If your child's normal dismissal (i.e. different person picking him/her up) routine is going to be altered on a particular day, please send an email to the teacher and administrative assistant.

School Cancellation & Delayed Opening

During inclement weather the district consults with the Melrose Department of Public Works and Melrose Police and Fire on a decision to close schools for the day, delay the opening for an hour, 90 minutes or 2 hours, or possibly dismiss early.

- 1 hour "delayed opening" start of school: 9:03 A.M. (9:15 A.M. Franklin K)
- 90 minute "delayed opening" start of school: 9:33 A.M. (9:45 A.M. Franklin K)
- 2 hour "delayed opening" start of school: 10:03 A.M. (10:15 A.M. Franklin K)

The Before School Program (**Early Bird**) will not operate on a "delayed opening." Additionally, breakfast will not be served in schools that usually offer a breakfast program.

If school is delayed, an announcement is sent through the Thrillshare/Apptegy system and email and posted on the district website as an alert on the top of the page. Although we try to avoid dismissing students early, our plan will be to notify parents with an emergency call. The Contact 1 and Contact 2 primary phone number and email address that you have provided will be used.

Lunch

Students may either bring a lunch from home or purchase a school lunch. When bringing a lunch from home, it should be packed appropriately as refrigeration/microwaves are not available. Lunches from home may contain nuts or peanut ingredients. For students who have an identified nut allergy, a separate “peanut free” table is provided (see “Allergy Information” for more details.) Franklin School is a “nut free” school. When purchasing lunch or an ala-carte item (milk), a debit system is used. All students have their own personal lunch accounts. Money must be prepaid or deposited into individual student accounts. Payments to your child’s account may be made online at Myschoolbucks.com or by sending a check to: Melrose School Lunch 360 Lynn Fells Parkway Melrose, MA 02176. Students who have a positive account balance can purchase any item(s). In an effort to prevent negative account balances, the Food Service Department will periodically send notices home to parents indicating low account balances.

Lunch menus are posted in advance and available through the Lunch Menu Icon on the district website. Students may qualify for a free or reduced lunch based on family income. You will need to apply to see if your family qualifies. The application is available on the Melrose Public Schools lunch menu page. Select the “How to apply for the school meals program” option to obtain a digital copy. Paper copies are available in the school main office. This application must be completed and sent to your school's front office for processing. An email will be sent with the results a couple days after receipt.

Snack

Students should bring a light, healthy, peanut/nut free snack including a drink to school.

Payment of Fees/Tuition

The Melrose Public Schools is committed to providing programming to meet the needs of the students of Melrose and their families. As Education Stations and the Early Bird Program are 100% funded by tuition of the students who attend, timely payment is crucial to the efficient running of these programs. When enrolling your student in these programs you are agreeing to pay the fees associated therewith. If you do not make the required payments, the district will work with families on payment plans as needed, but in the absence of good faith efforts or failure to pay after thirty days students will be withdrawn from the program. Students will not be able to enroll in any tuition based programs until payment is made, including any late fees associated with the account.

Melrose Public Schools offers the convenience of paying school fees/tuition online by credit card or ACH (electronic payment from bank account). All information is secure and payments are executed using encryption. Melrose Public Schools does not store any checking account or credit card information. Online payment is available for: Lunch fees; Franklin Tuition and Stay & Play; Before School Care; Ed Stations; Elementary Music Lessons; Guidance Transcripts & Applications, Athletic Fees; and Field Trips. Please note that a convenience fee will be assessed by the online payment processor.

*Please note that you can also make payments by check, or money order made payable to Melrose Public Schools. **CASH PAYMENTS ARE NOT ACCEPTED.***

Visitors/Volunteers

A visitor or volunteer is considered any person who enters the school other than a student or campus staff member. Anyone wanting access to our school must enter through the main doors and report immediately to the Main Office. Visitors and volunteers must sign in and obtain the appropriate identifying badge (either visitor or volunteer depending on role). This policy helps us ensure the safety and security of our school building. Visitors and volunteers should only be in the location of their designated activity. Entering classrooms and locations other than the ones designated by your role is prohibited. At the conclusion of your visit/volunteering, please stop by the Main Office to sign out.

Volunteers must register with the schools' centralized volunteer program – The Bridge School/Community Partnership. Registration forms can be obtained online at: [The Bridge](#) or from the Main Office. Any questions regarding “The Bridge” please contact the Coordinator of Volunteers, Lisa Lewis, at llewis@melroseschools.com or by calling 781-979-2299.

In accordance with Mass General Law Chapter 71, Section 38R, any current or prospective volunteer who may have direct and unmonitored contact with children must agree to a criminal record (CORI) check. Information obtained will be confidential and will affect decisions about the placement of volunteers and field trip chaperones.

It's generally understood that the decision to allow classroom volunteers rests with the school administration. This discretionary power often extends to considering background checks, including CORI (Criminal Offender Record Information), but the presence of a CORI alone doesn't automatically qualify someone to volunteer. Principals or designees will weigh various factors to ensure student safety and maintain a positive learning environment, and their judgment ultimately guides who is permitted to volunteer in their classrooms.

Confidentiality when working in a school setting is extremely important. All volunteers must sign a confidentiality agreement and successfully pass a CORI check. To ensure the privacy and safety of students and staff, information concerning both groups must not be discussed with anyone except the appropriate school personnel. Volunteers who are unable to maintain a professional stance regarding confidentiality or other unbecoming behavior will be asked to discontinue their volunteer work for the rest of the year. Volunteers are not permitted to take photographs of staff or students.

Volunteers who have access to the school's computers, networks, and Internet services are to use them for school-related purposes and performance of job duties. The school retains control, custody and supervision of all computers, networks, and Internet services owned or leased by the Melrose Public Schools. Volunteers have no expectation of privacy in their use of school computers, including e-mail messages and stored files. The School Committee's “Acceptable Use Policy” regarding school computers is available upon request.

Social Media

Privacy restrictions mandate that group photos or photos of students taken at school or during a school sponsored event other than your own child not be posted on social media without explicit permission of the parents of each child present in the photo.

Recess

Due to time on learning requirements, recess is 20 minutes each day. Students may take an additional 10 minute structured movement break in the morning at the discretion of the teacher.

Each school is responsible for assessing the safety and feasibility of outdoor recess. Melrose Public Schools will adhere to standardized weather conditions guidance as reported for the zip code 02176 at www.weather.com. Principals and/or school staff should reconsider outside recess and provide a safe alternative when the “feels like” temperatures fall below 20 degrees, including the wind chill, or the temperature index “feels like” reaches 95 degrees or above.

Communication

The primary form of all school communication is email. Some examples of such communications may include information related to educational topics, upcoming school or community events, or friendly reminders. Depending on the type of information, it may be generated by the principal, Main Office, PTO, or outside community group. If email communication poses a complication, please contact the Main Office to make other arrangements. Other sources of information are our school/district website, virtual backpack, as well as school-specific communication. Teachers may provide additional means of communication with families and will share details with parents at the start of the school year.

Emergency Response Drills

Attending to the safety of our schools is of the greatest importance. In conjunction with our local officials, our response procedures are reviewed yearly so that we can make prompt, responsible decisions in the event of an emergency. Throughout the school year, students and staff will practice a variety of drills including fire, lock down, and off-site evacuation drills. In advance of a lock down and off site evacuation drill, parents/guardians will be notified.

METCO

METCO Incorporated is a private, non-profit organization founded in 1966. Currently the program places 3,300 minority students from Boston communities into surrounding school districts. METCO Incorporated is funded through the Commonwealth of Massachusetts under the Racial Imbalance Act and is the nation’s oldest voluntary school desegregation program.

The Mission: The METCO mission is to provide Melrose and partnering communities with educational opportunities designed to enrich their academic, personal, and interpersonal experiences. It is our belief that the METCO experience should provide a strong academic foundation, as well as an opportunity for cultural, educational, ethnic, and racial diversity.

The Purpose:

- A. To provide the opportunity for an integrated public school education for children of color from racially unbalanced schools in Boston by placing them in suburban schools.
- B. To provide a new learning experience for suburban children.
- C. To provide closer understanding and cooperation between urban and suburban parents and other citizens in the Metropolitan Boston area.

Report Cards

Standards-based performance reports for Grades 1-5 are distributed three times a year. The purpose is to provide information on a student's progress in all curriculum areas, social/emotional development, and work/study habits. Students in Grades K-5 are assessed on their ability to meet standards, which reflect state proficiency levels. Kindergarten reports are issued two times per year; once in January/February and once in June. Students who are on Individual Education Plans are issued progress reports on a schedule that typically coincides with the distribution of performance reports.

The most effective way to communicate about student progress is through a conference with the teacher. Teachers are available twice a year (fall and spring) for parent conferences. However, we urge you to maintain close contact with the school regarding your child's growth and development. Feel free to contact your child's teacher at any time to set up an appointment.

Procedure for Discussing School Related Concerns

We believe in a strong partnership between home and school. If you have concerns; however, please begin with your child's classroom teacher. If your concern is not resolved, please make an appointment with your building principal. Please see the following link to the "Melrose Chain of Communication" to help you determine who can help with discussing a school related concern: ***Melrose Chain of Communication***.

Multi-Tiered System of Support/Student Support Team

The Student Support Team (SST), which is a function of general education, enables staff members to meet as a team to address the individual needs of children. A student may be discussed at SST because performance data and teacher observation indicates the student is struggling with an aspect of their learning or because the student is performing well above expected grade level benchmarks. At the classroom level, the purpose of the SST process is to identify where accommodation(s) in the classroom can provide intervention or enhancement that will benefit the student. Its primary outcome is to provide direction and guidance so that teachers can differentiate instruction. The District Curriculum Accommodation Plan (DCAP) is a document that assists SST members in generating suggestions of classroom strategies. The DCAP is posted on the Districts' webpage.

If, after a variety of instructional interventions and differentiation strategies, the data indicate that more information about the student is necessary, the SST will refer the child for an evaluation to determine other options, including special education.

Pupil Personnel Services

The Department of Pupil Personnel Services (PPS) offers a broad range of diagnostic services and programs for students in the Melrose Public Schools whose learning challenges cannot be addressed through the general education program alone.

As outlined above, the building based Student Support Team (SST) collaborates to address individual needs of students. Most often the interventions recommended by the team help to resolve concerns. In some cases, however, it is deemed appropriate by the school staff and/or the child's parents to refer the child for further evaluation by the Department of Pupil Personnel Services. We also accept direct parent referrals although we strongly encourage parents to work collaboratively with the school staff in submitting a referral. The evaluations performed as a result of the referral address the areas of need defined by those who know the child best: the school staff and the parents. Evaluations may include educational testing, psychological testing, speech and language testing, or other testing based on areas of need.

At the conclusion of the evaluation, parents and school staff will meet together to discuss the testing results and determine whether or not special learning needs exist. If it is determined that they do exist, a discussion will take place around what program modifications or adaptations need to be developed, and what consultative and/or direct services need to be implemented in order to address the child's needs and help that child maximize their potential to learn.

Our goal is to offer services that meet students' needs while putting the least restrictions on the students' schools experience. Services may include in-classroom and small group pull-out. The objective is to keep a student with their peers, participating in a standards-based education to the greatest degree possible.

If you think your child may have a disability that is interfering with their progress at school, talk to your child's teacher and principal. They will assist you in facilitating a resolution to your concerns, either at the building level or by referring your child to the Student Support Team (SST).

The Special Education Program at our schools has been designed so as to comply with G.L. c. 71B and the Individuals with Disabilities Education Act of 2004 (IDEA-04), every student must be given an adequate and appropriate education with special services and special programs when needed. A full range of programs are available to provide assistance to children who may be experiencing difficulties in school. An Individual Education Plan (I.E.P.), signed by the parent/guardian, is required for service delivery. Specialists are actively involved in diagnosing and prescribing individual student needs, sharing instructional materials/techniques with

classroom teachers, and providing consultation to teachers and parents. Support services provided by trained specialists may include academic support, speech/language therapy, counseling services, and occupational or physical therapy.

Registration

Parents will be required to provide the following documents at the time of registration:

- Original Birth Certificate with seal (copy will be made and the original returned)
- Acceptable proof of current residency (copy will be made the original returned).

Prior to entry into school, parents will also be required to submit immunization information.

Age Requirements

Students entering Kindergarten must be 5 years old by September 1st. Students entering First Grade must be 6 years old by September 1st.

Change of Address (within Melrose)

Should a student's residence change within the City of Melrose and a parent needs to request a change of address; appropriate proof of residency is required. Please contact your child's school for more information.

Transfer Policies

Transfers to Another Community

Parents should notify their child's teacher and the Main Office when they become aware that they will be withdrawing their child from school. Under 603 CMR 23.07 (4) (g), consent is no longer required to forward a transferring student's records. Parents will complete a Transfer Slip (obtained at the Main Office) indicating the name and address of the new school. The Main Office will mail the student's records to the receiving school.

In-District Student Transfer Policy

Please contact your student's principal or the Parent Information Center (781.662.2000) for information regarding the in-district transfer policy.

City of Melrose Health and Wellness Policy

Over the past several years, the Melrose Public School system has worked to create a safer and healthier environment for our students. The city's Health and Wellness Policy states that we will take measures to address healthy eating habits, as well as food allergies. There has been an increase in students with life-threatening food allergies. **All food coming in for classroom snacks must be nut-free.** Students are not allowed to share food with each other. When a celebration includes a "treat" parents/guardians will supply their child with their own individual food. The lunchroom has a designated nut free area. Therefore, there are no food restrictions in the lunchroom.

The Health and Wellness Policy states that the schools must, "Uniformly minimize the amount of cake, cupcakes, etc. being brought into school by encouraging families to bring in nonfood

treats while also addressing life-threatening food-allergy concerns.” Therefore, we have also eliminated the distribution of food being brought in for birthdays/celebrations.

Emergency Contact Information

At the beginning of each school year parents are asked to provide emergency information for each of their children. This information is vitally important for the wellbeing of the child. In the event of illness or injury, the parent will be notified and asked to provide transportation home. Two emergency numbers are requested in case of the parent’s absence from home. Please keep this information updated in the school office.

Confidential health information is also required for the school nurse. This gives the nurse valuable information such as previous illnesses your child might have had, diseases or conditions, medications taken by the child, emergency contacts, health insurance provider names and primary care physician information. One Confidential Health Form is required for each child each academic year at all grade levels. A parent or guardian is responsible for notifying the school of their student’s health needs.

Emergency Health Care

The school nurse is able to administer first aid as it relates to the immediate and temporary care given in case of an accident or sudden illness. There are times when a child becomes ill at school and parents are not able to provide transportation. If a responsible person is at home, the nurse, the principal or secretary may, at their discretion and with parent’s permission, arrange for dismissal and/or transportation home. Please contact the school immediately if there is a change in the care provider or if you will be away on vacation. It is imperative that you make arrangements for whoever will assume care should an emergency arise. A sick/injured child cannot be kept at school. Careful planning in advance can prevent a very difficult situation.

Children should not come to school if they appear to be ill. In keeping with health regulations, we request you keep your child home if they have a severe cold, constant coughing or sneezing, or an undiagnosed rash. Additionally, students should be free from fever, vomiting and/or diarrhea for at least 24 hours before returning to school. If they have been prescribed an antibiotic for a bacterial infection they must have taken it for at least a full 24 hours before returning to school. **Children should be fever free for at least 24 hours without the use of Acetaminophen or Ibuprofen.**

Medications

- Parents are urged to give medication(s) at home before or after school whenever possible. It is our policy to have all medications administered by the School Nurse. Medications are kept in a locked cabinet in the Health Office with the exception of inhalers and Epipens.
- All medications brought from home to the school should be delivered to the School Nurse by a parent or other designated adult. The medication must be in a pharmacy-labeled container with the child’s name, the name of the medication, the

dosage, and frequency of administration. Both the parent and the prescribing physician must sign consent forms for administration in school. For short-term medication such as antibiotics, parents must sign consent, but the pharmacy-labeled bottle or package will take the place of the physician's order.

- All non-prescription medicine must be delivered to the nurse by an adult in its original packaging with the child's name labeled on it and with dosage instructions. The parent must sign a consent form for use in school.
- All Health Offices have access to a nebulizer machine. If your child is in need of this service please contact your School Nurse.
- All reasonable accommodations are met in regard to sending medication on field trips. If accommodations cannot be made safely, the parent/guardian will be asked to give the medication or to make other arrangements.
- Acetaminophen, Ibuprofen, Benadryl and Tums are available as needed to all students in grades Pre-K – 12 during regular school hours administered by the School Nurse. Parents may indicate permission for as-needed medications on the Confidential Health Form submitted at the beginning of each school year. No as-needed medications will be given without parental consent. If the child has a fever, the parent will be notified that dismissal from school is necessary.

Immunizations and Physicals

All children entering Preschool must have an up to date physical and immunization form on file with the School Nurse **before the first day of school**. Preschool state immunization requirements are: 3 doses Hepatitis B, 4 doses DTaP, 3 doses Polio, 1-2 doses MMR, and 1-2 doses Varicella or a physician-documented history of the disease.

All children entering Kindergarten must have a five-year physical and record of immunization on file with the School Nurse **before the first day of school**. If you registered your child for Kindergarten with a five-year physical and updated immunizations, no further action is required. If your child has a five-year physical and/or updated immunizations after Kindergarten registration has taken place, please mail the updated information to the school your child will be attending, to the attention of the School Nurse. Kindergarten state immunization requirements are: 3 doses Hepatitis B, 5 doses DTaP, 4 doses Polio, 2 doses MMR, and 2 doses Varicella, or physician-documented history of the disease.

An up to date physical and immunization form is required from any Grade 1 student who did not attend Kindergarten, or any child transferring from another school system before their first day of school, unless school records are transferred with the child demonstrating an adequate health appraisal in the school year of transfer.

If your child is not up to date with their immunizations at any grade level they will be excluded from school, unless they have a medical or religious exemption, or are progressing through a physician documented catch-up series of vaccines. All state requirements are subject to change

according to Mass. Gen. Laws and DPH requirements. Up to date physicals and immunization forms are recommended for grades 3, 7 and 10. Please send all forms to the School Nurse.

Any student who does not have a primary care provider or health insurance should contact their School Nurse immediately for assistance. The Children's Medical Security Plan provides health insurance for all students up to the age of 19 who are Massachusetts residents.

Communicable Diseases

If a child contracts a communicable disease, that child will be excluded from school. If the illness is found at school the school nurse will assess the student regarding their condition and determine the need for exclusion. The nurse will then contact the parents to remove the child from school. Students will be readmitted to school according to the criteria for the specific illness found in the School Health Manual. A note from the student's primary care provider may be required at the discretion of the school nurse/principal upon re-entry. Examples of excludable illnesses are: Chicken pox, conjunctivitis, impetigo, measles, mumps, meningococcal illness, scabies, strep throat and ringworm.

Any child with a temperature of 100.0 or higher will be excluded from school and should not return until they have been **fever-free for at least 24 hours without the use of fever-reducing medication such as Acetaminophen or Ibuprofen**. Students should be **free from vomiting and/or diarrhea for at least 24 hours before returning to school**.

Pediculosis (head lice): Upon discovery of lice or nits, the student's parents will be contacted and next steps will be discussed. Head lice are not a health hazard or a sign of poor hygiene and are not responsible for the spread of any disease. Therefore, students will not be excluded from school. While undergoing treatment for lice, the student must check-in with the nurse upon entering school. The parent should be prepared to have a conversation regarding the treatment used, the number and viability of any remaining nits, and the ability to diagnose a re-infestation. For more information please see: [Fact Sheets on Infectious Diseases](#).

School Site Council

The Massachusetts Education Reform Act of 1993 provides for a comprehensive strengthening of local school system leadership for school improvement. The school-based planning responsibilities of school councils form the foundation for a more focused, responsive and accountable system of serving our students. The councils are an advisory vehicle for involving more parents and teachers in school decision-making and for strengthening the bonds between schools and the communities they serve. Site Council representatives are elected and serve for term lengths determined by each school. Elections are held at the start of every school year as needed. Interested staff and parents/guardians should contact their school principal.

What is a school council?

A school council is a representative, school building-based committee composed of the principal, parents, teachers, community members and, at the secondary level, students, which each school is required to establish.

What are the main areas of responsibility of the school council?

The law outlines four major areas of responsibility for councils. School councils are to assist principals in:

1. Adopting educational goals for the school that are consistent with local educational policies and statewide student performance standards
2. Identifying the educational needs of students attending the school
3. Reviewing the annual school building budget
4. Formulating a school improvement plan

Field Trips

Field trips are a voluntary extension of classroom activities and serve to enrich the curriculum. All students who do NOT choose to participate in a field trip must still attend school. A student, whose behavior in the days prior to a field trip is deemed unsafe for the field trip, may be required to remain at school, at the discretion of the principal. A supplementary lesson will be provided. The Code of Conduct that is applicable within the school also applies to field trips. Students participating in field trips must submit a signed, "Parent Consent and Release from Liability Agreement Form" for each trip.

Chaperones are vital to the success of a field trip. The student/teacher ratio normally does not exceed 10-1. All chaperones must be registered with The Bridge Volunteer organization which requires a CORI and acknowledgement of the Confidentiality Agreement.

We appreciate it when parents take time from their busy day to assist us with these activities. *Listed below are some guidelines for chaperones.* Classroom teachers may have other requests in addition to the following.

- Review the list of students you have been assigned
- Stay with students you have been assigned for the entire duration of the trip
- Sit with students on the bus (not with other parents)
- Avoid confrontations with students. Ask a teacher for assistance if someone is not listening to you
- Inform the teacher of anything that happened which should not have happened. The teacher will determine what action, if any, should be taken
- Report any serious problems to the teacher and administrator
- Injured students should be taken to the teacher or person in charge of first aid
- Chaperones are not allowed to bring guests on the bus
- Chaperones should take a headcount several times throughout the trip. Teachers are required to take a headcount before the bus departs

Field Trips - Student Participation and Behavior

- Reasonable accommodations will be provided for students with disabilities to allow them to participate in field trips.
- A student may not be allowed to participate in a field trip if they are serving a suspension, expulsion, or other form of exclusion from school due to violations of the school district's code of conduct and/or school-based rules at the time of the field trip.

- A parent/guardian meeting will be convened at the discretion of the building principal to develop a course of action to ensure successful participation of the student on the field trip, whose behavior in school is such that overnight trips would prove to be of extreme challenge to the safety and well-being of students and staff.
- Students are subject to the authority of the staff and chaperones at all times during a field trip.
- Student safety is of the utmost concern on any field trip.
- Students participating in a field trip are expected to take part in all planned group activities unless excused by a staff member.
- All students must leave and return with the group on all field trips unless the student is leaving or returning with their own parent/guardian, or the student's parent/guardian has signed a written waiver granting permission for the student to leave or return from the field trip by themselves.
- Students participating in a field trip are expected to conduct themselves in a manner appropriate to the circumstances of the trip, including but not limited to adhering to general school rules and codes of conduct, as well as any rules that have been established for the trip.
- In the event that a student fails to meet these expectations, the school staff may contact the student's parents. The teacher will have the authority to send the student home, following notification to the student's parent or guardian or emergency contact if the parent/guardian cannot be reached.
- The student's parent/guardian will be responsible for any additional expense incurred as a result of the decision to send a student home earlier than the scheduled return date or time due to the student's unacceptable conduct. Students may also be disciplined in accordance with the school's code of conduct.
- Students and their parents/guardians will be held responsible for any damage done to hotels, rental properties, real property or personal property by the student during a field trip. Parents/guardians must agree to pay for any damage that may be done by their son/daughter and/or aid school officials in collecting money necessary to do so.

Instrumental Music Program

Instrument lessons are offered to students in grades 4-5 through our Fine Arts Department. Lessons are scheduled once a week and are conducted during the school day. Therefore, please be aware that your child will miss part of his/her typical school day when the lesson is scheduled. The rental of the instrument and music book is an additional cost for families.

Library

Each school has a library managed and run by library media teachers with support from volunteers as needed. Students are able to check out books on a set schedule as long as they do not have the maximum number of materials checked out. Books should be returned in good condition by the due date. Payment for extremely late (3 or more months), lost books, or irreparable damage to books will be the responsibility of the parent.

Technology Responsible User Agreement

Philosophy: It is the goal of Melrose Public Schools to facilitate and promote the ethical, responsible, and educational use of classroom technologies. Through access to technology, students have the opportunity to learn about and explore a wide variety of digital resources that connect them to local and global communities. As 21st century learners, students will advocate and practice safe and legal use of information and technology while modeling leadership in a connected world.

Students and families will acknowledge they have read the [Melrose Public Schools Chromebook & Device Policy](#).

Privacy and Information Security

All Melrose students are provided with a personal Google account and its suite of online productivity and educational applications. It is the expectation of Melrose Public Schools that students will use these tools in a positive manner and take a proactive approach to the security of personal information. Students should recognize that information security begins with responsible individual behaviors; including, but not limited to, a secure password, signing out of any and all devices, and exercising caution when viewing personal information.

Within reason, freedom of speech and access to information will be honored and all accommodations will be made to ensure the availability of necessary scholarly information and resources.

The Melrose Public Schools Code of Conduct applies to all digital interactions on the school network. As such, students are subject to the behavioral expectations included therein in addition to a prohibition on the online-specific actions outlined below:

- Any attempts to gain access to other student or teacher accounts
- Using another student's account or posing as anyone other than yourself in an online environment
- Sending or displaying offensive messages or pictures
- Unauthorized access or use of another's folders, work, or files
- Damaging school-owned devices, systems, or networks
- Intentionally wasting or monopolizing limited network resources

Digital Citizenship

In the 21st century, students will need a constantly evolving set of abilities that rely on a core set of digital literacy skills. Melrose Public Schools students are expected to recognize human, cultural, and societal issues related to use of technology and act within our evolving understanding of each. In addition, students will practice both legal and ethical behavior in a connected environment while adhering to the same behavioral expectations as all traditional school environments.

Students will be expected to:

- Advocate and practice safe, legal, and responsible use of information
- Recognize and respect established legal frameworks regarding age restrictions on various forms of digital and social media
- Demonstrate a willingness and ability to collaborate both in and out of school

- Recognize the expectation for originality and proper attribution that results from unfettered access to the totality of human scholarship. Online cheating is still cheating.

We recognize that students may be authorized, by parents/guardians, to bring to school electronic devices such as cell phones and smart watches. The expectation for students is that these and all types of electronics remain in a student's backpack and are not used during the school day. Any unauthorized, improper, or illegal use of personal devices while in school will be treated as a disciplinary matter.

Homework

Rationale and Purpose of Homework

The purpose of homework is to provide reinforcement and practice skills that should be able to be completed independently. Homework may also serve as a means for families to learn more about students' classroom work and the curriculum.

The most important element of homework in elementary school is reading. The goal of reading homework is to foster a love of reading. While sometimes specific reading assignments may be given, most of the time students are allowed to read whatever material or genre he or she enjoys. The teacher may recommend a certain number of minutes that students in that grade are assigned to read, but, of course, extra reading is encouraged and applauded.

There are several types of homework assignments teachers may assign over the course of a year:

- Practice homework helps students' master skills and reinforces in-class learning.
- Preparation assignments prepare students for an upcoming lesson or quiz. Reading a chapter in preparation for discussion, pretests, and surveys are examples of preparation homework.
- Extension homework helps students take what they learn in class and connect it with real life. It requires students to transfer specific skills and concepts to new situations. Journal writing and conducting experiments at home are examples of extension homework.
- Creative homework helps students integrate multiple concepts and promotes the development of critical thinking and problem solving skills. This type of homework often takes the form of open-ended questions and long term projects that allow students a choice.

Guidelines

Students are expected to work towards the goal of homework completion. At times, however, not every student may be able to complete assignments for various reasons. Parents and families should communicate with the teacher when the student finds homework challenging or disruptive to home life. Expectations can and should be modified to meet student and family's individual needs.

Homework does not need to be completed in one sitting. For example, students might complete reading for pleasure before going to bed while having completed math homework right after school.

Grade	Time	Homework May Consist of
Kindergarten-First Grade	Recommended 20-30 minutes of reading does not have to be consecutive Primary Focus: Reading	• Student reads, is read aloud to, or talking about books.
2nd-3rd grade	Recommended 30-45 minutes total; which includes 20-30 minutes of reading Primary Focus: Reading and Practice Homework	• 20-30 minutes of consecutive reading where the student reads independently or with someone else. However, it should meet the needs of the student and families • Fifteen minutes of math practice • Some other extensions and creative projects may be assigned.
4th-5th Grade	Recommended 40-50 minutes a night total; (not to exceed 60 minutes) which includes 20-30 minutes of reading Primary Focus: Reading, Independent Practice, Extension, Creative	• 20-30 minutes of consecutive reading where the student reads independently or with someone else. However, it should meet the needs of the student and families • Fifteen minutes of math practice • Long term projects as assigned • Students may be asked to study materials to support upcoming class assessments.

Testing and Assessment

Evaluation of students through standardized achievement tests or required state assessments are conducted periodically. Parents will be notified of the dates, results, and educational impact. Throughout the school year, students will also participate in benchmark tests to assess their acquisition of reading and math skills. Data from these assessments is used to inform classroom instruction and provide necessary intervention and differentiation. District and school-wide aggregate data for state assessments is available through each school's DESE Report card which is sent home annually.

Promotion and Retention Policy

Nothing in the following procedures for promotion or grade placement should be construed to restrict the appropriate placement of children for educational, emotional, or social adjustment when in the judgment of the principal, after consultation with the teacher, a higher or lower

grade placement would be to an individual child's advantage. Report cards should accurately reflect the achievement levels in the subject areas.

Decisions on promotion shall be made by the teacher for students in grades 1-5. If a student is retained, notification will be made to parents by the 1st Monday in June.

When making decisions regarding promotion and retention, all phases of a child's development will be considered. Major criteria taken into consideration are:

1. Academic achievement based on sufficient data demonstrating lack of attainment of grade level material and overall poor performance in reading and/or math
2. Chronological age
3. Cognitive maturity
4. Social maturity
5. Emotional maturity
6. Physical development.

Progress of students with Individual Education Plans (IEP) will be measured in accordance with the student's Educational Plan as it pertains to the above criteria and the specific goals and objectives of the plan, which are determined by the special education team.

Classroom Placements

Classroom placement is determined by the current team of grade level teachers, special educators, administrators, and other staff members. Many factors are taken into account when creating class lists. A considerable effort is made to balance interpersonal dynamics and most importantly, learning profiles of students and their needs. The ASPEN portal will be open in late August for families to access their child's assigned classroom teacher.

Code of Conduct

The following code of conduct has been prepared to help all stakeholders understand the disciplinary philosophy, policies, and practices of the Melrose Public Schools. A collective and joint approach to supporting all students academically and behaviorally is essential to any successful school culture. Each elementary school is implementing a school-wide Positive Behavior Intervention and Support (PBIS) approach that builds a proactive framework for creating and sustaining a safe and effective elementary school environment. In our schools an emphasis is placed on prevention of problem behavior and the development of prosocial skills.

Conduct Expectations

It is expected that all adults and children who are on school property: the playground, bathrooms, hallways, gymnasium, all purpose room/cafeteria, classrooms, abutting field and adjacent sidewalks at any time (during operating school hours, before/after school, at a school sponsored event) conduct themselves in a polite, respectful manner. Under no circumstances will physical altercations, the use of profanity or obscene gestures, acts of sexual behavior, bullying, harassment or vandalism (act that defaces playground structure, school building or damages property) be tolerated. Individuals found violating any of the above rules will be held

accountable for their actions (community service appropriate to the offense up to and including suspension and/or expulsion) and when necessary punished to the fullest extent of the law. These rules are intended to ensure a safe, respectful relationship among all members of our community.

Weapons

Possession or use of dangerous weapons, firearms, knives, razor blades, clubs, explosives, mace, or possession of a dangerous object of no reasonable use to the student at school such as a mock gun, brass knuckles, or a sharpened stick on a person/persons at school or school-sponsored events is prohibited. In addition, school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time. Supervisors who receive such a weapon report shall file it with the Superintendent, who shall file copies of said weapon report with the local chief of police, the department of children and families, the District's office of student services, and the School Committee. M.G.L. c.71, §37L.

Personal Property

Children are expected to respect the property of others. Theft or damage to school or an individual's property may result in required restitution.

Personal Injury

A student shall not intentionally do bodily injury to any person or threaten any person with or without any object that can reasonably be considered a weapon:

- A. On the school grounds, during and immediately before or immediately after school hours.
- B. On the school grounds at any other time when the school is being used by a school group.
- C. Off the school grounds at any school activity, function, or event.
- D. On the way to and from school.

Dress Code

- The goal of our dress code is to ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, culture, cultural observance, household income, ability, or body type/size.
- Students must wear a top and bottom (or dress), as well as footwear. Any item of clothing should not contain words or symbols that could reasonably be construed as offensive.
- In accordance with Massachusetts State Law (MGL c.71, § 83) there is an expectation that students dress in keeping with reasonable standards of safety, health, and cleanliness.

Substance Abuse

Our schools have been designated drug and tobacco free zones according to the law. Any infraction can carry the maximum legal consequence at the discretion of the principal. Students will not possess, use, transmit or be under the influence of any drug (with the exception of

those medications administered under doctor's orders by the school nurse), alcoholic beverage, or intoxicant of any kind. All employees, visitors, and students are not permitted to smoke, use, or possess tobacco products on school property, in the school building, on school buses, or at school sponsored events. Any student who violates this expectation in regard to tobacco a letter will be sent to the parent/guardian outlining the violation and future plan of action to address the use of tobacco on school property.

Melrose Elementary Behavior Expectations

Part of Melrose Public School's mission statement is *"to provide and sustain a thriving and dynamic teaching and learning environment"*, and this is done by embedding elements of "Social Emotional Learning" (SEL) into our schools. SEL involves the processes through which students and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to build awareness of who they are as individuals, understand and manage their emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and to understand the impact of their decisions on the community around them. Through each school's specific positive behavior intervention and support system (PBIS), we explicitly teach children what equitable SEL looks like in every setting in our schools (classrooms, hallways, playground, lunch, etc). The staff plays an integral role in reinforcing behavior and is invested in supporting all students.

The ultimate decision about whether a specific action breaks our school code rests with the staff member, and ultimately with the Principal. Consequences will be applied based on the frequency and severity of the action(s) at the discretion of the Principal or the Principal's designee. Following is a general outline of the behaviors that may result in disciplinary consequences.

Minor behaviors (i.e. classroom managed) may often be addressed by the classroom teacher or school personnel, until such behaviors become major, become a safety issue, or interfere with the learning of one's self or of others. When such behaviors create these conditions, school administrators rely on a spiral of logical consequences to help de-escalate unwanted or unsafe behaviors.

Type of Problem: Minor

Examples: Throwing another's ball out of a game, problem with taking turns or sharing.

Component of Consequences:

- Investigation; listening to involved parties
- Problem solving discussion with staff member and/or administrator
- Rule associated with behavior was identified and options for better choice(s) were discussed
- Reteach or practice game/skill
- Apology and solution agreed upon

*****Parents/Guardians not usually contacted**

Type of Problem: Major

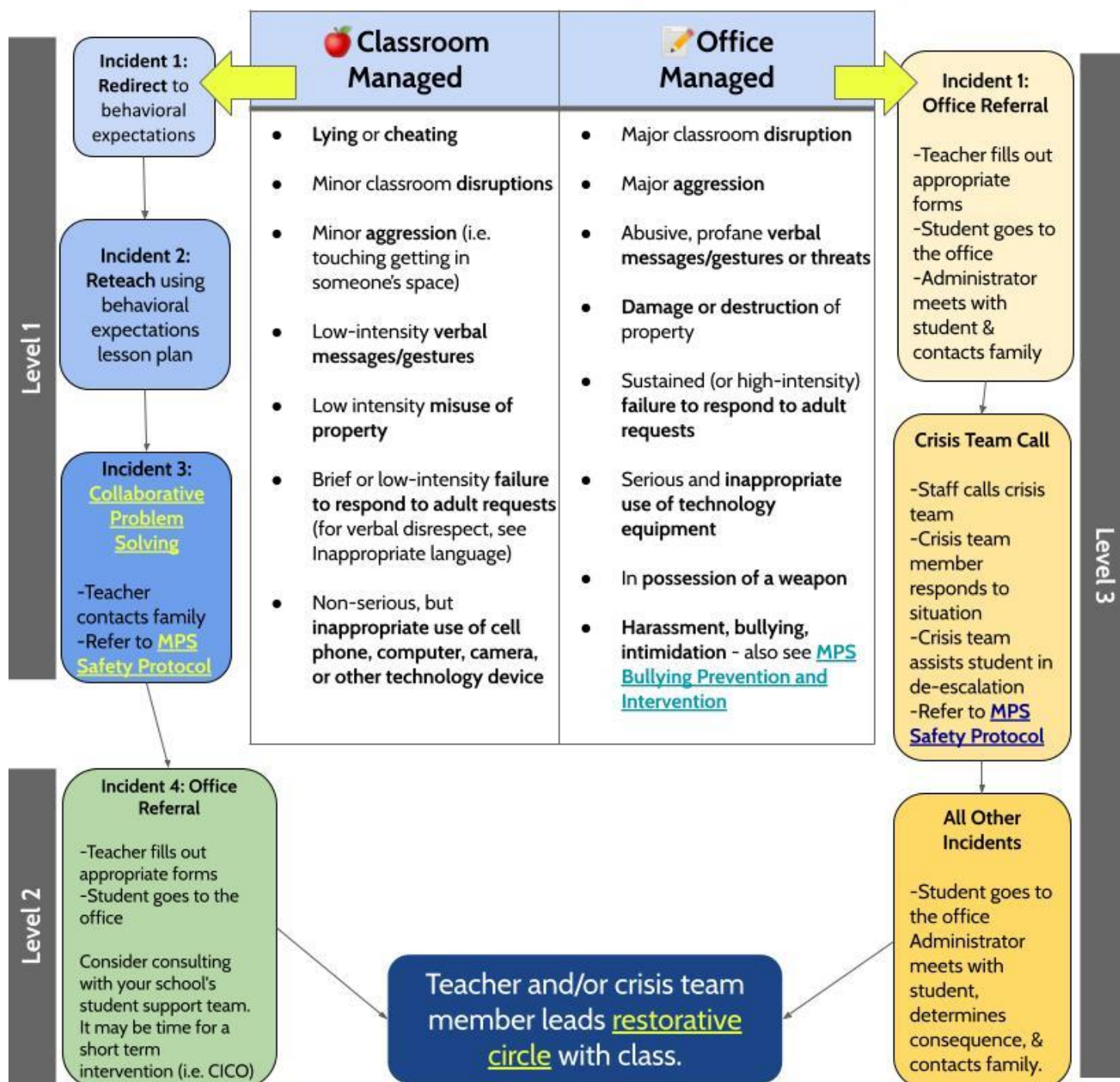
Examples: Repeated minor problems, major fight, theft, physical assault of adult, defiance of adult direction, significant dangerous behavior (attempting to leave school, throwing or knocking over furniture), inappropriate touching, repeated lying, and bullying.

ELEMENTARY BEHAVIOR FLOWCHART

👁️ Observe Problem Behavior

Stop and consider if the behavior is a result of a cultural mismatch.
If the student has a FAIR plan, consult it. Consider the barriers and antecedents of the behavior.

Is this behavior classroom managed or office managed?



Component of Consequences:

- Investigation; listening to involved parties
- Problem solving discussion with staff member and/or administrator
- Rule associated with behavior was identified and options for better choice(s) were discussed
- Reteach or practice game/skill
- Parents/Guardians contacted
- Apology and solution agreed upon
- Where appropriate, educators will use restorative practices in lieu of or in addition to consequences listed below. Restorative practices may include restorative chats, restorative circles, apologies, community service, restitution, and educational programming.

Disciplinary Code of Action

Level 1 - Unacceptable behavior in violation of school policy. Behavior is dealt with by staff members.

Level 2 - Continued behavior in violation of school policy previously dealt with by staff members with little effect. Staff refers student to the building administrator. Parents will be notified and appropriate interventions will be put in place.

Level 3 - Behavior requires immediate administrative referral. Parents will be notified and appropriate interventions will be put in place.

Level 4 - Severity of behavior requires immediate consideration for suspension(one day or greater depending on the severity of the behavior) or expulsion based upon the regulations established by the School Committee.

Massachusetts Law about Student Discipline

M.G.L. c.71, §37H 3/4:

(a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H½.

(b) Any principal, headmaster, superintendent or person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall consider ways to re-engage the student in the learning process; and shall not suspend or expel a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. The principal,

headmaster, superintendent or person acting as a decision-maker shall also implement school- or district-wide models to re-engage students in the learning process which shall include but not be limited to: (i) positive behavioral interventions and supports models and (ii) trauma sensitive learning models; provided, however, that school- or district-wide models shall not be considered a direct response to a specific incident.

(c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.

(d) If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

(e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the

superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

(f) No student shall be suspended or expelled from a school or school district for a time period that exceeds 90 school days, beginning the first day the student is removed from an assigned school building.

The severity of the infraction will determine the appropriate level of intervention.

Offenses that may trigger review for possible suspension/expulsion from the school or school district include (Level 4):

- Damage to school/private property; theft of school/private property or attempt thereof
- Use of profanity, abusive language, obscene gestures, or other speech which creates any disruption or disorder within the school
- Violation of other's civil rights
- Bullying, harassment, or retaliation that creates a hostile environment at school for the victim, infringes on the victim's rights at school, or materially and substantially disrupts the educational process or the orderly operations of the school
- Severe physical aggression, acts, threats, or assault
- Acts of a violent nature
- Aggressive behavior of a sexual nature
- Leaving or attempting to leave school grounds without permission
- Setting off smoke detectors or fire alarms without just cause
- Use of tobacco in any form
- Use, possession, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind. (Any prescription drug should be turned over to the school administrator or school nurse in accordance with school and public health policy.)
- Possession or transmission of any firearm, knife, explosive, incendiary device or other dangerous object appropriate to these categories
- Assault of a principal, assistant principal, teacher, paraprofessional, volunteer, visitor, or other school staff on school premises or at school sponsored/related events, including athletic games.

The suspension of a student from school is a severe disciplinary measure. It is reserved for instances of repeated offenses and/or blatant disregard for school rules in the form of behavior that has the potential to cause serious injury to members of the school community or major disruption of the educational process at the school. Therefore, when reasonable efforts to provide positive remedies are ineffective, suspension remains the right of the school and will be instituted in accordance with appropriate due process. Please see the following section regarding a student's suspension from school as outlined by: Chapter 222 of the Acts of 2012 and the Disciplinary Due Process.

Chapter 222

DISCIPLINARY DUE PROCESS of the Acts of 2012; 603 CMR 53.00

Nothing in 603 CMR 53.00 shall prevent a school administrator from conducting an investigation, including student interviews, of a school-related disciplinary incident.

- 1) **Consideration of alternative remedies:** The Principal prior to deciding the consequences for the student, shall consider ways to re-engage the student in the learning process; and shall not suspend or expel a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving.
- 2) **Short Term Disciplinary Sanctions:**
Prior to the imposition of any disciplinary sanction that may result in a student's suspension from school for ten (10) consecutive school days or less, (other than those suspensions under M.G.L. c. §§ 37H and 37H 1/2) the student will be given oral notice of the offense with which he/she is charged and an opportunity to respond. In the event the principal determines that the student will be suspended from school, the student and parent/guardian must first receive notification by telephone (or in person) and in writing of the charges; the reasons for the suspension or exclusion; the opportunity to meet with the principal or designee to discuss the charges; and the reasons for the suspension or exclusion taking effect. The student will have the opportunity to make up assignments, tests, papers, and other school work as needed to make continued academic progress.
- 3) **Long Term Disciplinary Sanctions:**
Prior to the imposition of any disciplinary sanction that might result in the student's suspension for more than ten (10) consecutive school days or expulsion, the parent(s)/guardian(s) will be given written notice of a hearing at which they may be represented by an attorney at their expense and may examine and present witnesses and documentary evidence.

Following this hearing, the decision maker (principal) will issue a written decision. The written decision shall inform the parent(s)/guardian(s) and student of the student's right to receive education services, such as the opportunity to earn credits, make up assignments, tests, papers and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. This notice shall be provided in English and the primary language spoken in the student's home if other

than English, and the notice shall include the school's Education Service Plan, which provides a list of the specific education services that are available during the student's removal from school and contact information for school personnel who will be able to provide information about accessing such services.

The parent(s)/guardian(s) will have the right to appeal any decision imposing a long-term exclusion from school. Where the student is excluded in accordance with M.G.L. c. 71 §37H, the student shall have ten (10) days from the effective date of the exclusion to file a written appeal with the superintendent of schools. For exclusions imposed pursuant to M.G.L. c.71 §37H1/2 and M.G.L. c.71, 37H 3/4, the student shall have five (5) days from the effective date of the exclusion to file a written appeal with the superintendent. For exclusions imposed by the School Committee in accordance with M.G.L. c.76 §17, the student shall have the right to file a written request for reconsideration by the committee within ten (10) days of the effective date of the exclusion. Pending the outcome of any such appeal, the disciplinary sanction imposed shall remain in effect. M.G.L. c. 76 §17, M.G.L. c. 71 §37H, M.G.L. c. 71 §37H1/2. M.G.L. c.71, §37H 3/4.

4) Students with Disabilities:

Students who have been identified as students with disabilities in accordance with the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act or who the school has reason to believe might be eligible for special education services are entitled to additional procedural protections when a disciplinary exclusion is considered. Prior to the imposition of any disciplinary sanction that would result in a change in placement; the student's Team will meet to determine whether the student's conduct was a manifestation of the student's disability. If the Team determines that the conduct was a manifestation of the student's disability they shall review any existing behavior plan or, if no such behavior plan exists, conduct a functional behavioral assessment. In many cases, a student with a disability will be entitled to services identified by the student's Team as necessary to provide the student with a free appropriate public education during periods of disciplinary exclusion exceeding ten (10) school days in a given year. For additional information regarding the rights of students with disabilities in the context of school discipline please contact the Melrose Public Schools Assistant Superintendent for PPS or the building principal.

5) Expedited Evaluations:

- A. If prior to the disciplinary action, the district has knowledge that the student may be a student with a disability, then all protections will be available to the student until and unless the student is subsequently determined not to be eligible.
- B. If the district has no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.

- C. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

Disciplinary Due Process

- 1) “Due Process” shall be followed in all disciplinary cases. The student will be given the opportunity to hear the charges against him/her, an explanation of the basis for the accusation(s), and an opportunity to present their version or account of their actions.
- 2) Consideration of alternative remedies: The Principal prior to deciding the consequences for the student, shall consider ways to re-engage the student in the learning process; and shall not suspend or expel a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student’s continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving.

Record Regulations

The State Board of Education Regulations apply to all information kept by a School Committee on a student in a manner such that he or she may be individually identified. The regulations divide the record into sections: the transcript and the temporary record. Please note: The general provisions of parent/student rights (603 CMR 23.00) are now available in brochure form and can be obtained from the building principal or at the office of Pupil Personnel Services. Listed below are six items that come under the broader category of Student Record Regulations.

Transcript

The transcript includes only the maximum information necessary to reflect the student’s educational progress. This information includes the name, address, course, titles, grades, credits and grade level completed. The transcript is kept by the school system for at least sixty years after the student leaves the system.

Temporary Record

The temporary record contains the majority of the information maintained by the school about the student. This may include such things as: standardized test results, class rank, school sponsored extracurricular activities, and evaluations and comments by teachers, counselors, and other persons as well as other similar information. The student may take the temporary record at the end of the senior year or it is destroyed within five years after the student leaves the system.

Inspection of Records

A parent or a student who has entered the ninth grade or is at least 14 years old has the right to inspect all portions of the student record upon request. The record must be made available to the parent or student no later than two days after the request unless the parent or student consents to a delay. Parents and students have the right to receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating the materials. Finally, the parent and student may request to have parts of the record interpreted by a qualified professional of the school or may invite anyone else of their choosing to inspect or interpret the record with them.

Confidentiality of Records & Access to Student Records by Third Parties

Ordinarily, student record information may not be disclosed to third parties without the written permission of the parent or eligible student. State and Federal law, however, provide that student records may be released without such consent in certain circumstances, including the following:

- To authorized school personnel who have a legitimate need for such information in the performance of their duties (for example, administrators, teachers, counselors, nurses, and clerical staff, to the extent necessary, to enable them to do their jobs)
- To a person or company to whom the school district has outsourced services or functions for which it otherwise would use its own employees (for example, an auditor, attorney, medical consultant or therapist)
- Upon request, to officials in the Massachusetts Department of Children and Families, the Department of Youth Services, judicial officials and probation officers under the provisions of M.G.L. c. 119, Sections 51B, 57, 69 and 69A respectively
- Upon receipt of a court order or lawfully issued subpoena
- To appropriate parties when the release of such information is necessary to protect the health or safety of a person (for example, the local police department and local health officials).

Release of Directory Information

The school district may disclose the following information without the parent's or eligible student's consent, unless the parent or student notifies the Principal in writing (within the first three weeks of school) or opts out through Aspen each year that such information is not to be released without prior consent:

- A student's name, address, e-mail address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, grade, and participation in officially recognized activities and sports, degrees, honors and awards, and post-high-school plans.

If no such written notice is received from the parent, the school will comply with all appropriate requests for directory information.

Amendment of Records

The parent and student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and student have the right to request that information in the record be amended or deleted. The parent and student have the right to a conference with the school principal to make their objections known. Within a week after the conference, the principal must render a decision in writing. If the parent and student are not satisfied with the decision, the regulations contain provisions through which the decision may be appealed to higher authorities in the school system.

Destruction of Records

The regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information may be destroyed, the parent and student must be notified and have an opportunity to receive a copy of any of the information before its destruction.

Public Record Law

As a result of the Public Records Law, professional information relating to public employees and members of licensed professions, including public school teachers and administrators, is a public record under the state public records law G.L. c.4, s.7. Under this law, any person, whether or not s/he has a child in school, is entitled to ask for and receive the following professional information in regard to staff members: name, certification/licensure status, and degrees earned, including field of study and the institution that awarded the degree/s. Parents must put their request in writing to the building principal. Principals will respond in writing within 10 business days. The public records law specifically exempts from disclosure employees' personnel and medical files and any other individual data the disclosure of which may constitute an unwarranted invasion of personal privacy.

Health Records

Records of a school-based health clinic are subject to medical, not student, record regulations. Health records are confidential and must be issued separately from school nurse to school nurse when a student transfers. Special protection exists for certain health information (AIDS, HIV, etc.). A health care provider cannot disclose any information with respect to the same without specific, informed, written consent. Physician's records are confidential and may not be released to any third party without written consent.

Rights of Families Regarding Student Records

To facilitate the educational process and to provide students with appropriate instructional and related services, the Melrose Public Schools collects and maintains certain information regarding students and their families, including information of a confidential nature. The Massachusetts Student Records regulations and the Federal Family Educational Rights and Privacy Act (FERPA) provide that parents (including legal guardians), eligible students, and school officials are entitled to have access to such information, but protect such private information from disclosure to most third parties without the prior consent of a parent or eligible student. Relevant provisions of the laws and regulations are summarized below.

Questions concerning student records that are not addressed in this Handbook should be directed to the Principal.

Bullying Prevention and Intervention Plan

Bullying is defined by M.G.L. c. 71, § 370. It can be direct or indirect and can have serious emotional and/or physical effects on its victims. Bullying is a continuum of behavior by one or more students or by a member of the school staff that involves the attempt to gain power and dominance over another. Typically, bullying is repeated over time. It may involve physical aggression such as fighting, shoving, kicking, and other such acts. It may also involve verbal and/or emotional aggression such as name-calling or more indirect acts such as spreading rumors, deliberate social isolation, and/or other such acts.

Aggressive behavior will not be tolerated at Melrose Public Schools. In order to prevent bullying or aggressive behavior in its earliest stages, there will be consequences for observable acts of aggressive behavior regardless of intent. Besides having the potential to cause harm, aggressive behavior is inappropriate in school.

Melrose Public Schools has a Bullying Prevention and Intervention Plan as required by law that prohibits bullying, cyberbullying, and retaliation. Provisions of the Bullying Prevention and Intervention Plan mandate that all school employees are required to immediately report any instance of bullying or retaliation that they witness or become aware of to the principal or assistant principal who shall promptly conduct an investigation. If the principal(s) determines bullying has occurred: 1) The Melrose Police Department and/or School Resource Officer will be notified if the principal believes criminal charges may be pursued against the perpetrator. 2) The principal(s) will take appropriate disciplinary action. 3) The principal(s) will notify parents or guardians of the victim. 4) The principal(s) will notify parents or guardians of the perpetrator and provide them with the action taken to prevent further acts of bullying. 5.) The District will convene a Section 504 or IEP Team meeting to determine whether a student's educational needs may have changed as a result of the effects of bullying such that the student is no longer receiving FAPE. Parents or guardians who wish to file a claim/concern or seek assistance outside of the district may do so with the Department of Elementary and Secondary Education Office of Public School Monitoring. That information can be found at: [Office of Public School Monitoring](#). Individuals may call 781-338-3700.

Bullying is prohibited on school grounds, property adjacent to school grounds, at school-sponsored events or school-related events. Bullying that does not take place on school grounds is also prohibited when such bullying creates a hostile environment at school for the victim, infringes on the victim's rights at school, or materially and substantially disrupts the educational process or the orderly operations of the school. Retaliation against a person who reports bullying, provides information during an investigation of bullying, and/or witnesses or has reliable information is also prohibited.

Parents (both the victim's parents and the aggressor's parents) will be notified. Consequences for the infraction of aggressive behavior and/or bullying are listed in the "MPS Behavior

Expectations Rubric". The Melrose Public School's Bullying Prevention and Intervention Plan can be found on the District's website at: [Bullying Prevention and Intervention Plan](#).
[Bullying Report Form](#)

Physical Restraint

In rare cases, schools may need to physically restrain children to protect a student and/or member of the school community from imminent, serious, physical harm - 603 CMR 46.00. Physical restraint should be used only in emergency situations with extreme caution after other less intrusive alternatives have failed or been deemed inappropriate. The principal and parent(s) or guardian(s) will receive notification if physical restraint has occurred. Further, in cases where a student threatens the safety of self or others, the school may require a risk assessment by a qualified professional before allowing the student to continue in school.

Statement of Non-Discrimination

The faculty and staff of Melrose Public Schools are committed to providing a safe and supportive environment in which high expectations are held for all. All members of our community should be able to feel safe and to expect that their person, property and opinions will be respected. As such, all members of our school community are expected to contribute to an atmosphere of mutual trust and respect. This handbook is intended to explain to students their individual rights and responsibilities to themselves and their community. School should be a setting where respect for rules and common decency are accepted by all as the necessary structure for both learning and community, and where those in authority strive to strike a balance between individual rights and the general good.

Student Rights:

I. Right To An Equal Education

Consistent with Massachusetts regulations, 603 CMR 26.05(1), the Melrose Public Schools, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin or sexual orientation. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content.

A. Non-Discrimination Policy:

State and federal laws prohibit discrimination in education (see MA G.L. c. 76, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title II of the Americans with Disabilities Act of 1990). In the Melrose Public Schools, we do not discriminate on the basis of race; color; age; sex including actual or perceived shared ancestry or ethnic characteristics; homelessness; religion; national origin including actual or perceived shared ancestry or ethnic characteristics; or disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

In the Melrose Public Schools:

- No individual shall be excluded from participation in, denied the benefit of, or otherwise subjected to discrimination or harassment under any program or activity of the school on the basis of race; color; age; sex including actual or perceived shared ancestry or ethnic characteristics; homelessness; religion; national origin including actual or perceived shared ancestry or ethnic characteristics; or disability..
- English language learners have the right to meaningfully participate in all District programs and activities, including counseling online and distance learning opportunities, performing and visual arts, athletics, and extracurricular activities such as clubs and honor societies.
- Limited English proficient (“LEP”) parents and guardians have a right to meaningful access to school-related information in a language and/or way they understand and to ensure that LEP parents and guardians are notified like non-LEP parents and guardians with information about any District program, service, or activity.
- School staff will translate essential information and arrange for interpreters for conferences or meetings related to the education of their child.

Melrose Public Schools has identified Director Student Relations Doreen Ward as the Civil Rights Officer. She can be reached at . The **notice of nondiscrimination is located [here](#)**.

B. Procedure for Filing Complaints Related to Discrimination or Harassment:

The full Grievance Procedures can be found [here](#) on the District’s website.

Overview

The Melrose Public Schools (the District) is committed to maintaining school environments free of discrimination and harassment based on race; color; religion; national origin including actual or perceived shared ancestry or ethnic characteristic; sex or gender including sex / gender stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, gender expression and gender identity; age or disability as well as retaliation. The District prohibits discrimination and harassment, against any student, employee, job applicant, or individual participating or attempting to participate in District programs or activities (community member”).

Discrimination or harassment by students, employees (including administrators, teachers, certified and support personnel) vendors, and other community members participating or attempting to participate in District programs or activities in violation of the Non-Discrimination Policy (Policy) is unlawful and is strictly prohibited.

The District has adopted grievance procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals identified above who are participating or attempting to participate in its education program or activities whether on or off school grounds. This Procedure applies to discrimination, harassment, and retaliation occurring on August 1, 2024 or later. The Grievance Procedures can be found [here](#) on the District's website.

Section 504 of the Rehabilitation Act

Section 504 is an act, which prohibits discrimination against persons with a handicap in any program receiving federal financial assistance. The Act defines a person with a handicap as anyone who:

1. Has a mental or physical impairment, which substantially limits one or more major life activities (such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working)
2. Has a record of such an impairment or is regarded as having such impairment.

In order to fulfill its obligation under Section 504, the Melrose Public Schools recognizes its responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a handicap will knowingly be permitted in any of the programs and practices in the Melrose Public Schools.

The Melrose Public School district has specific responsibilities under this Act, which include the responsibility to identify, evaluate, and afford access to appropriate educational services if the student is determined to be eligible under Section 504. If the parent or guardian disagrees with the determination made by the professional staff of the Melrose Public Schools, he/she has the right to a hearing with an impartial hearing officer.

Non-Discrimination on the Basis of Gender Identity Statement

An Act Relative to Gender Identity (Chapter 199 of the Acts of 2011), which became effective on July 1, 2012, amended several Massachusetts statutes prohibiting discrimination on the basis of specified categories to include discrimination on the basis of gender identity. Among the statutes amended is G.L. c. 76, § 5, prohibiting discrimination on the basis of gender identity against students who enroll in or attend the public schools. G.L. c. 76, §5 now reads as follows: Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No School Committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the School Committee. Any person who violates or assists in the violation of this provision may be

required to remit full restitution to the town of the improperly-attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.

PPRA Notice and Consent/Opt-Out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires the Melrose Public Schools to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or parent;
2. Mental or psychological problems of the student or student’s family;
3. Sexual behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

The Melrose Public Schools will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and opt-out transfers from parents to any student who is eighteen years old or an emancipated minor under State law. If the school does not receive notification that a parent wishes to opt their child out of participation in the survey, passive parental consent for participation will be assumed.)

Sexual Education Policy

Melrose Public Schools affords parents/guardians the flexibility to exempt their fifth grade son/daughter from any portion of any course that teaches or involves human sexuality education or human sexuality issues. Prior to these topics being taught, parents/guardians will receive a letter stating the anticipated time frame. In order to exempt your child from any portion of any class that pertains to these issues, the parent/guardian must provide written notification to the school principal. Please note, no student so exempted shall be penalized by reason of such exemption. Every reasonable effort will be made to help support the educational needs of the student. To the extent practicable, curriculum materials will be available for review.

Patriotic Ceremonies

Certain rights and privileges pertaining to patriotic ceremonies are afforded by the First Amendment. A student may decline to participate in the salute to the flag, the Pledge of Allegiance, and the singing of the National Anthem. The school may not force the student to leave the room or otherwise punish the student. Students who choose to refrain from participation have a responsibility to respect the rights and interest of others who do wish to

participate in the ceremony. The student may refuse to perform the ceremony in a manner that will not disrupt the ceremony for other persons.

Gifts for Teachers/Staff

In accordance with M.G.L. c. 268, the State Ethics Commission prohibits any public employees, including teachers, from accepting gifts worth \$50 or more that are given to them because of the position they hold, or because of some action they could take or have taken in their position.

Teachers and other public employees may accept gifts that are worth less than \$50, but they have to disclose in writing the fact that they have done so if, based on the circumstances, a reasonable person would think that the teacher might unduly show favor to the giver or the giver's child because of the gift. G.L. c. 268A, § 23(b)(3).

A teacher who is offered an end-of-the-year gift worth \$50 or more should not accept it, unless it is a permissible class gift. The Commission created an exemption in its regulations at 930 CMR 5.08(14) to permit parents and students of a class, acting together, give a gift worth up to \$150 to a teacher, provided that the gift is identified only as being from the class, and the names of the givers and the amounts are not given to the teacher. A single class gift worth up to \$150, or several class gifts during the school year with a total value up to \$150, may be given. A teacher may not accept any other gift from someone who has contributed to a class gift. Therefore, if an individual gift is offered, before accepting it, the teacher must confirm that the giver did not contribute to the class gift.

A gift given to a teacher to use solely in the classroom or to buy classroom supplies is not considered a gift to the teacher personally, and is, therefore, not subject to the \$50 limit on personal gifts to teachers. Parents may give to the classroom or the school in accordance with the rules of the school district. A teacher who receives such a gift must keep receipts documenting that the money was used for classroom supplies. Please see the following link for more information: [Chapter 268A](#)

**Summary of Changes to 2026-27 MHS Program of Studies
Melrose High School**

Department	Changes
General (pgs. 3-8)	- Updated the PBIS Statement - Added “Policy for External and Supplemental Coursework” - Updated course levels for NL courses that are taken predominantly by upperclassmen - Updated the 2.0 Art requirement to “Two courses”
English (pgs. 14-17)	<u>Updates to Existing Courses:</u> - Removed Science and Science Fiction (560.5) - Changed the course title and level of to Yearbook and Publishing to H; 10-12 only (111) - AP Literature updated to Grade 12 students only - AP Language updated to Grade 11 students only - Removed Public Speaking (108.5) - Removed African American Literature (109) - Changed Creative Writing and Creative Writing Poetry both to .5 option only <u>New Courses:</u> 112.5 Women’s Literature Level: CP/H 0.5 Credit, Grades 9-12 In this course, students will read and analyze foundational texts of women's fiction, which may include <i>Wuthering Heights</i> by Emily Bronte, <i>Interpreter of Maladies</i> by Jhumpa Lahiri, <i>The Awakening</i> by Kate Chopin, <i>The Bell Jar</i> by Sylvia Plath, and <i>To the Lighthouse</i> by Virginia Woolf, as well as selected poems and short stories. The class will primarily be discussion and project based, allowing students to explore topics in women's fiction that interest them and to gain exposure to the diversity of women's voices across time. <i>During SY 26-27 we are piloting one section of this course.</i> 115.5 Dystopian Literature Level: CP/H 0.5 Credit, Grades 9-12 In this course, students will study dystopian literature in various forms, including the classics, such as <i>1984</i> by George Orwell, <i>The Handmaid's Tale</i> by Margaret Atwood, or <i>Brave New World</i> by Aldous Huxley. They will also study contemporary young adult texts that have movies, such as <i>The Hunger Games</i> series by Suzanne Collins, short stories, and multimedia texts. Students will critically analyze these texts both as part of the genre, and as products of their contexts, analyzing the texts individually and as reflections of the real world they are made in. <i>During SY 26-27 we are piloting one section of this course.</i>
Mathematics (pgs. 17-23)	<u>Updates to Existing Courses:</u> - Course sequence table updated - Accelerated Geometry (202.5) prereqs updates - Removed “Puzzles, Logic, Oh My!” (218)
Science (pgs. 38-43)	<u>Updates to Existing Courses:</u> - Course sequence updated - CP and H Environmental Science course descriptions updated (506 and 506H) - Removed Science and Science Fiction (560.5)
Social Studies (pgs. 23-27)	<u>Updates to Existing Courses:</u> - Changed the name of American Studies back to United States History I (319 and 319H) - Changed the name of Modern Global Studies to United States History II in a Global Context (304 and 304H) - Updated U.S. Government & Politics prerequisites (308AP) - Changed Holocaust & Genocide Studies from 0.5 credits to 1.0 credits and changed level to H

	(320) • Removed course Anthropology/Sociology (305H) • Removed course Economics (307H) • Removed course World Religions (309.5) • Removed course Conflict in American Case Studies (311H)
Tech, Business, and Computer Science (pgs. 44-46)	<u>Updates to Existing Courses:</u> • Removed a project from Foundations of CAD for Architects and Engineers (514) that is no longer done in that class • Removed Intro to Robotics (519.5) from the PoS since it always competes with the Intro to Eng class for numbers. Instead, we wrapped the robotics unit into the Intro to Eng class and added it into the title of the class. <u>New Courses:</u> 607AP AP Business with Personal Finance Level: AP 1.0 Credit, Grades 10-12 <u>AP Business with Personal Finance</u> is an introductory, college-level business and personal finance course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business application, case studies, and project-based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and the Jump\$tart Coalition for Personal Financial Literacy. Students will be expected to complete the AP exam in May.
Wellness (54-56)	<u>Updates to Existing Courses:</u> • Removed Athletic Training/Sports Medicine (908.5)
World Languages (pgs. 28-38)	No changes
Visual and Performing Arts (pgs. 48-54)	<u>New Courses:</u> 710.5 Guitar III Level: CP 0.5 Credit, Grades 9-12 This course will provide opportunities for students to continue their study of guitar at an even more advanced level. Students taking this course should expect to work at length independently and in small groups, and be able to select appropriate projects for their own ability and interest. This course will cover fingerboard knowledge outside of the first position, more specialized techniques, chords, strumming, basic improvisation, finger-style technique, music theory, and continue to build skills in reading music (standard notation and tablature). This class will allow each student to explore their interest in styles of music written for this instrument including pop, rock, classical, jazz, blues, and folk. Students are not required to own their own guitar for this class, instruments will be provided to use during class time. <i>Prerequisites:</i> Completion and passing of Guitar II or teacher approval/skills test.
Special Ed (pgs. 60-61)	No changes
Additional Learning Opportunities (pgs. 56-59)	No changes

Melrose High School



Program of Studies 2026-27

*Academics, Arts & Technology
For the 21st Century*

If you need this document translated, please contact your school principal.

Si necesita este documento traducido, por favor comuníquese con el director de la escuela.

Se você precisa este documento traduzido, entre em contato seu diretor a escola.

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Melrose High School

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Melrose, Massachusetts 02176

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MELROSE HIGH SCHOOL

Core Values and Beliefs

We are Mindful, Honorable and Supportive.



AT MELROSE HIGH SCHOOL, WE...

MODEL KINDNESS
EXHIBIT HARD WORK
LEAD BY EXAMPLE
REACH FOR SUCCESS
OVERCOME ADVERSITY
SELF ADVOCATE
EMBRACE INCLUSION

Vision of a Graduate: The school's Core Values and Beliefs about learning are captured within its Vision of a Graduate. During their time at Melrose High School, students will reflect on these values via digital portfolios. Each year, students will engage in an experience that will provide them with an opportunity to reflect on their progress toward achieving the skills, dispositions, traits, and knowledge necessary for future success as a 21st century citizen and learner. The experiences are summarized below. **MHS is in the process of developing a new logo for the Vision of a Graduate.**

Students will engage in the following opportunities to display their mastery of the skills outlined in the Vision of a Graduate:	
Sophomore Capstone: The Civics Action Project	Students in English 2 Honors will investigate a non-partisan, student-led Civics Action Project . Using their digital portfolio as a platform, students will design civic action projects to analyze complex issues; consider differing points of view; make and support claims using valid evidence; engage in civil discussions with others; and investigate issues that impact our school and community. This will foster leaders that are responsible, proactive, and informed global citizens who are empathetic, curious, open-minded with a growth mindset, and who take ownership of their impact on others and the world.
Senior Capstone	Seniors must successfully complete and receive a passing grade on a Senior Capstone Project under the direction of the Senior English teacher, to receive final credit. The project, which will help determine students' mastery of 21st century learning skills, consists of multiple components that students will complete throughout the school year and share using their digital portfolio. With the support of their English teacher, staff members, the subject mentor and the administration, students will be guided through the process of conducting research, coordinating and implementing fieldwork, and creating a product. All students will present both the half-stone and the culminating final presentation to their class.
Senior Internship Program	In order to provide extended learning opportunities to all of our students, Seniors will spend Q4 exploring and researching a career opportunity via the Senior Internship Program.

GRADUATION REQUIREMENTS

In order to participate in graduation, students must meet all graduation requirements listed below. Please see the appendix at the end of the document for a comprehensive list of the courses that count toward each requirement.

Subject Area	Credits
English	4.0 (including senior year)
Mathematics	4.0 (including senior year)
Science & Technology	4.0 (including 3.0 lab based courses)
Social Studies	3.0 (including World Studies, United States History II in a Global Context)
Visual & Performing Arts	Two courses (including Art, Music, Theatre Arts, CAD, Video Production, and Creative Writing Courses) *Business courses will count towards Visual & Performing Arts credits for the Class of 2027
World Languages	2.0
Wellness	2.0 (includes Physical Education and Health). Note: All students are required to take 4 years of Wellness classes. Students will be required to successfully complete a half credit Wellness class each of their four years at MHS to meet Massachusetts State Regulations on Health and Fitness. Seniors may fulfill this requirement via one of three pathways..
Electives	3.0
Total Credits	24
Community Service	Twelve (12) hours are required for each year a student is in attendance at Melrose High School. Of these required service hours, a total of thirty (30) hours of content-specific community service are required for students participating in the GEM and/or STEM pathways. It is recommended that these hours be completed over the course of four years.
Competency Determination	To receive a high school diploma, students must meet the Melrose Public Schools competency determination requirements, which are in addition to the graduation requirements. As defined by the Massachusetts Department of Elementary and Secondary Education, the "competency determination" shall be based on the academic standards and curriculum frameworks for tenth graders and shall represent a determination that a particular student has demonstrated mastery of a common core of skills, competencies and knowledge in these areas, by satisfactorily completing coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks in the areas measured by the MCAS high school tests described in section one I administered in 2023, and in any additional areas determined by the board. Students who have previously earned a Competency Determination (CD) through a regular or retest administration of the MCAS (including the November 2024 retest) or through a DESE appeal process, have earned their competency determination. Students in the Melrose Public Schools who <i>have not yet earned</i> their competency determination through previous MCAS administrations can meet the requirements for a competency determination through the following:

	English Language Arts: Demonstration of a passing grade in English 1 and English 2, or 2 equivalent credits in the area of Language Arts (Director approval required). Math: Demonstration of a passing grade in Algebra (including 8th-grade Algebra) and Geometry. Science: Demonstration of a passing grade in one of the following courses: Biology, Chemistry, Physics, or Science and Technology.
MCAS	In addition to the above-named criteria, all students must participate in the MCAS exam in Math (grade 10), ELA (grade 10), and Biology (grade 9).

COLLEGE & CAREER READINESS

Melrose High School will prepare all students to have the skills and content knowledge so that they are college and career ready. Students will experience a rich and broad curriculum that is aligned to the Massachusetts Curriculum Frameworks. Students will have the opportunity to enroll in a Pathway of Study, to enroll in many electives and courses within any pathway, to be exposed to many areas of study, and to experience an internship opportunity. Students may enter a pathway during any year but may not be able to complete the pathway. All MHS students are expected to have the skills and content knowledge to be successful in college and careers.

ADVANCED PLACEMENT

Advanced Placement (AP) courses are designed to prepare students for the academic rigor of college. The courses are a challenging experience and the curriculum is modeled after a college freshman class. AP courses follow the **College Board** curriculum framework, designed to help students achieve qualifying scores on the AP exams administered in the spring.

Enrollment Requirements and Expectations: At Melrose High School we believe that every student has the potential to succeed in an AP course and we encourage all students to challenge themselves. Given the academic rigor, students must possess solid work habits, strong organizational skills, and be self-motivated in their studies. All students enrolled in AP courses must commit to the following:

- **Summer Work:** Students must complete all summer assignments prior to the start of the school year.
- **Review/Extra Help Sessions:** Students must attend sessions scheduled during CREW, FLEX, or after school.
- **AP Examination:** All students enrolled in an AP course are **required** to take the corresponding AP exam(s).
- **Exam Fees and Payment:** Exam orders for all enrolled students are placed with the College Board at the start of the school year. There are fees associated with AP exams and exam fees are paid via the MySchoolBucks platform.

MASSCORE

MassCore, or the Massachusetts High School Program of Studies, is a recommended, rigorous course of study based on standards in the Commonwealth of Massachusetts' curriculum frameworks that aligns high school coursework with college and career expectations. It was developed to provide guidance for a rigorous course of study that will help students have the necessary academic preparation required for success in postsecondary education and the workplace. MassCore also includes potential additional learning opportunities such as AP classes, dual enrollment and early college, senior and capstone projects, online courses for high school or college credit, and service or work-based learning.

All MHS graduates fully satisfy the MassCore recommendations. The program of study is outlined in the table below and more information is available by visiting: <http://www.doe.mass.edu/ccr/masscore>.

MassCore Framework Massachusetts High School Program of Studies		
SUBJECT	UNITS	NOTES
English Language Arts	4 Units	
Mathematics	4 Units	Including completion of Algebra II or the Integrated Mathematics equivalent. A mathematics course during senior year is recommended for all students. Students may substitute one unit of Computer Science that includes rigorous mathematical concepts and aligns with the Digital Literacy and Computer Science standards for a mathematics course.
Science	3 Units of lab-based science	Coursework in technology/engineering courses may also count for MassCore science credit. Students may substitute one unit of Computer Science that includes rigorous scientific concepts and aligns with the Digital Literacy and Computer Science standards for a laboratory science course.
History and Social Science	3 Units	Including U.S. History and World History.
World Language	2 Units	Of the same language.
Physical Education	As required by law	"Physical education shall be taught as a required subject in all grades for all students" (M.G.L. c.71 §3).
Arts	1 Unit	
Additional Core Courses	5 Units	Other additional coursework (including Career and Technical Education) or any of the above.

SEMESTER CREDIT

MHS will award credit based on the semester. Students will be able to earn half a credit for a full year's course. As a result, a student may only need to complete half of a summer school course. This practice will help students find success and give an additional opportunity for students to complete a course. Credit will be issued for either Semester 1 (Quarters 1 and 2) or Semester 2 (Quarters 3 and 4).

GRADING AND EXAMINATIONS

Report card grades are issued four times during the school year. In full-year courses, the final average is the average of the two semesters. Semester averages are a combination of the two quarter grades and the grade received for either the midyear or final exam given in that semester. [MHS Grading Deadlines and Grading Policies can be found here.](#)

Midyear and final exams are given in all courses. These exams count as 10% of the respective semester grade. The average of the first and second quarter grades will count as 90% and the mid-term exam at 10% in determining the first semester average. Similarly, the second semester average will include the average of third and fourth quarter grades at 90% and the final exam at 10%. The average for the entire year will be the average of both semesters.

SENIOR INTERNSHIP POLICY

An approved **senior internship** allows students to be released from some or all of their classes during the fourth quarter in order to pursue an alternative educational experience or to investigate a possible career. The program will be graded and credit will be awarded for successful completion of the outlined responsibilities. Students are required to have a passing grade in all classes to be eligible and are expected to work four hours per week for each course that they are no longer attending. Visit www.tinyurl.com/MHSInternshipProgram to learn more about the internship program.

- All senior capstone requirements must be met in accordance with the individual English teacher's prescribed deadlines. Students are responsible for attending all AP classes, and potentially band, chorus, and orchestra, during their internship.
- A senior can offer on-the-job assistance in return for expert supervision, exploring professional fields such as veterinary science, auto mechanics, social work, business, art, teaching, engineering, or medicine. Students may also gain experience with professions that serve the public by volunteering in hospitals, nursing homes, or other community agencies. Interns will not receive monetary compensation for work completed during school hours.

1. Internal (MPS) Internship	2. External Internship	3. Service or Culture Program
The student works under the guidance of an MPS staff member. Students who apply for this option will be asked to list their preferred internship placement (school; grade-level; internship supervisor) and assigned based on need and availability.	The student identifies and enlists a business or organization, outside of MPS, for an internship. Students are required to identify a supervisor and provide their name, email address, and phone number.	The student, working independently or with a group of peers, plans and completes a project inside or outside of the community that is focused on service or culture (art, theater, music, writing, etc.). Students are required to identify an MPS member to supervise their project and publicize the project in their local community.

CREDIT RECOVERY POLICY

Credit recovery is mandatory for students who fail courses that are required to reach graduation requirements. The Guidance department and administration will work specifically with students in this situation. Credit recovery courses may be available online or in alternative settings and can be scheduled at different times to suit the needs of the student.

POLICY FOR EXTERNAL AND SUPPLEMENTAL COURSEWORK

Melrose High School recognizes that students may wish to pursue academic interests through online platforms or accredited colleges and universities. To ensure academic integrity and alignment with Massachusetts state standards, the following policy applies to all courses taken outside of the MHS Program of Studies. The [policy and application are available here.](#)

RESOURCES AND SUPPORTS FOR STUDENTS

Melrose High School recognizes the importance of providing support and assistance to students outside the classroom. In a complex and rapidly changing world, we acknowledge that students are impacted by many influences in school, at home, and in our society at large. The academic expectations presented by school often intersect with a student's family life, social and emotional life, and overall mental health and well-being. Students experience challenges for a wide variety of reasons, and in partnership with parents and the community, we want to provide support to help students across all ability levels.

As a school, our goal is to provide a challenging academic program for all students while at the same time encouraging students to seek balance in their lives with social activities, exercise, sleep, and proper nutrition. Every club, activity and team that we offer is an opportunity for students to participate in something that could help provide more of that balance. By becoming more involved and connected with peers with similar interests, students can increase their support network, improve their self-awareness and sense of well-being, and find the "work-life" balance that benefits them most.

The resources and supports listed below are provided to try to address some of the most significant needs presented by students. It is an ever changing and growing list of resources, and is not intended to be a complete list. While our primary mission as a school is an educational one, we know that more and more students are coming to school with needs that go well beyond the classroom. We also rely on the collaboration and partnership with parents/guardians and the support of community agencies and initiatives.

- **Eighth to Ninth Grade Transition:** MHS recognizes that the transition from middle school to high school is a critical time. We host a number of opportunities for parents and students to learn more about the high school and all that is offered to students. Every year we sponsor the Grade 8 Parent meetings, 8th Grade visits to MHS in the spring, Freshman Open Houses for Students, and Freshman Orientation.
- **Flex Block:** MHS has instituted a 30-minute block of time that is linked to a class in a student's schedule. During the block students can do any of the following, with priority going to the class that is being "flexed" that day: receive one-on-one support from teacher, conference with teacher, discuss assignment/course grades, complete make-up work, homework, and/or retakes, complete practice problems and/or additional extension activities provided by the teacher, organize course materials, discuss/apply strategies for studying course content, work on college applications, revise writing assignments and apply feedback provided by teacher.
- **Wellness Class Electives:** MHS provides opportunities for students to exercise during the school day to increase blood flow, stretch muscles, build stamina, improve self-esteem, work on coping skills, and learn activities that they will use throughout their lifetime.
- **Melrose Alliance Against Violence (MAAV) Student Action Board (SAB):** A group of 18-20 trained peer leaders that help to educate and raise awareness on many social student issues. The SAB focuses on topics that include: dating violence prevention, identifying resources for support, increasing the awareness of what others can do as bystanders/witnesses of violence and promoting healthy relationships. SAB leaders present to their peers in classroom settings and class/school assemblies. SAB also plans and implements fun and interactive programs, including annual events such as the MAAV Walk and the Community Coffeehouse to help high school students become more actively engaged in learning about these important topics.
- **METCO Supports:** The METCO Mentorship Program, tutoring, and an assigned paraprofessional are supports that are available to all Melrose High School Students who participate in the METCO program.
- **National Honor Society (NHS):** Provides peer tutoring services as part of their community service component.
- **World Language Honor Society:** A group of students identified for their commitment to the language at the end of junior year that provides peer assistance in specific world languages to students that struggle with a world language.
- **School Psychologists:** MHS has the services of two school psychologists who perform testing and assessment and are available to students and staff for consultation, counseling, and referrals. MHS also employs one School Adjustment Counselor to provide counseling service to students.
- **Instructional Support Team (IST):** The purpose of the Instructional Support Team is to provide successful instructional interventions and accommodations to meet the needs of each child in the general education classroom.

We believe and expect that all students can learn to a high degree. We are committed to the philosophy that student success is the result of a partnership which includes students, teachers, and parents/guardians. At the classroom level, the purpose of the IST process is to identify aspects of the student-teacher partnership where accommodation in the classroom can help the student experience improved success and make effective progress. Our school community is committed to embracing the IST as a valuable intervention to be initiated when a student is experiencing difficulty in regard to achieving his/her personal or learning goals. Through teamwork, the IST can assist a teacher and student in acquiring strategies that resolve learning issues within the general education setting.

- **Student Support Team:** The Student Support Team is composed of counselors, school psychologists and administrators that meet regularly to identify students that are in critical need of support. The team establishes procedures and action steps to address the academic/social/emotional support for those students.

MPS District Curriculum Accommodation Plan (DCAP): [The MPS DCAP](#) is designed to assist administrators, teachers, and staff in ensuring that all possible efforts have been made to meet students' needs in general education classrooms and to support teachers in analyzing and accommodating diverse learning styles of all children that may be present in a school. Led by the building principal, staff at each school collaborate on best practices in order to ensure that adequate instructional strategies and supports are available for both students and staff. The DCAP is directly connected to procedures that are currently in place to strengthen and improve the general education program for the benefit of all students, not solely or specifically for special education. The MPS DCAP is a comprehensive and includes the following components:

- **Building based Massachusetts Tiered System of Support/Instructional Support Teams** meet on a regular basis and provides general education teachers the opportunity to collaboratively work together to find accommodations and interventions to meet the needs of students. Consults with specialists who can provide important information and expertise to the general education teacher are a common part of the MTSS/IST meeting. Parents are often an important part of the process as well. Establishing home/school connections is a strategy that is often implemented as a result of referral to the team.
- **Extra Support:** Our schools employ the services of many specialists for the purpose of assisting students who need extra support. Careful assessment and remediation is planned. Collaboration with the general education teacher is an important component of the success of this collaboration.
- **MPS Mentoring Program for all Year One and Year Two educators:** Year One staff participates in a yearlong Induction Program, and works one-on-one with an assigned teacher mentor. Year Two educators work in small groups with a Mentor who provide focused support regarding instructional practices and classroom management.
- **Professional Development** is an important part of our district goals providing all staff with an opportunity to collaborate during the day and during early releases and to participate in workshops both within the district and at regional and statewide meetings and conferences. Topics include but are not limited to instructional and behavioral strategies for special populations, current trends in curriculum and assessment, and state regulations.
- **Academic Support:** Ongoing academic support is available at the building level through before and after school programs and options. These opportunities are provided by Title I, METCO, grants to the individual schools, or by individual teachers. The goal of these programs is to increase the skills and confidence of our students so they can successfully apply their knowledge to the classroom and real life situations.

All staff may provide individual accommodations to students on an as-needed basis and specific to the content or situation. This document includes curriculum accommodations for elementary, middle, and high school. The DCAP includes suggestions for accommodating concerns regarding academic progress as well as strategies and interventions designed to resolve social and behavioral issues. While it lists best practices, sample strategies and other actions from which the teachers and collaborating staff may select appropriate accommodations for individual students, in no way does the DCAP limit the accommodations that staff may choose to implement in order to meet a student's needs.

The DCAP is intended to address various strategies at each level that will help achieve that objective, including:

- Accommodations to address various students' learning needs, including students who are English Language Learners, At Risk, Title I, Special Education, or Gifted and Talented and to manage student's behavior effectively.
- Support services that are available to students through the general education program, including services to address the needs of students whose behavior may interfere with learning.
- Direct and systematic reading and math instruction for all students.

COUNSELING AND STUDENT SERVICES

The MHS Counseling Department is dedicated to fostering the growth of students as individuals in a safe and caring environment. The Department goal is to thoroughly assist students in the development of academic and personal excellence, in making healthy school and community connections, in exploring college and career opportunities, and in preparing students to become respectful and contributing citizens. The expectations addressed by guidance and counseling services include the ability to demonstrate good citizenship, the ability to plan and set goals, the ability to understand diversity, and the ability to exercise tolerance and respect for themselves, others, and their school. Services include but are not limited to:

Academic planning and course selection	Orientation for new students	College and career exploration and planning
Monitoring of academic progress	Motivating students to develop the skills to plan and implement goals	Coordinate college admissions counselor visits to MHS
Consultation and collaboration with parents/caretakers, teachers, and students	Personal, emotional, and/or crisis intervention counseling	College Admissions Support

The role of the MHS guidance counselor is to be a strong advocate for each student. It is the counselor's responsibility to have high expectations for all students and to challenge them accordingly by guiding them to take courses that are appropriate for their goals and interests. The Guidance Department also strongly encourages all students to become involved in co-curricular activities through which they can make important social and community connections and through which they can grow in ways that go beyond the classroom. It is the responsibility of the Guidance Department to help students increase their knowledge about post-high school opportunities, and to help them make the important connection between their high school record and the specific options that will be available to them upon graduation. Counselors are responsible for meeting with each of their students at least once every year and for getting to know each student as an individual with unique needs and abilities.

The Guidance Department actively works to make the guidance office a welcoming place where students can easily access information and where students can work closely with us as counselors. We work with students to guide them through the process of course selection and individual programming. A great source of information about the Guidance Department, college planning and related resources, and updates on events can be found online on the department's [website](#).

- **Appointments:** The guidance office is always open when school is in session. Students are encouraged to make appointments. Parents are encouraged to call, send an email, or schedule an appointment if they want to speak with their child's counselor in person. The main number for the guidance office is 781-979-2210.
- **Counselor Assignments:** Students are assigned a counselor based upon their last name and/or grade level upon entering Melrose High School. We make every effort to make counselor assignments with the needs of students foremost in mind, and with the goal for students to remain with the same counselor throughout high school. However, the Counseling Department may make changes to counselor assignments based upon the broader needs of the school district and staffing resources.

Guidance Team Member	Phone Number	Email
Kerri Ciulla , Guidance Counselor	781-979-2229	kciulla@melrosethools.com
Francesca LoGrasso , Guidance Counselor	781-462-3274	flograsso@melroseschools.com
Joseph Parrillo , Guidance Counselor	781-462-3233	jparrillo@melroseschools.com
Sunni Rogers , Guidance Counselor	781-462-3237	srogers@melroseschools.com

Jennifer Vieira , Guidance Counselor	781-462-3236	jvieira@melroseschools.com
Counseling Team Member	Phone Number	Email
Elizabeth McLean , Adjustment Counselor	781-462-3238	emclean@melroseschools.com
Susan Olson , School Psychologist	781-462-3244	solson@melroseschools.com
Alexandra Ramos , School Psychologist	781-462-3243	aramos@melroseschools.com

College Planning and Preparation: Each student is encouraged to plan a course of study that is both challenging and rigorous. Counselors advise students to take a strong academic program of studies. As a general guideline for college preparation in academic courses, we *recommend* the following. **Important Note:** Students should check the requirements of the colleges they plan to plan to as requirements may vary.

English – 4 years (mandatory)	Science & Technology – 4 years (mandatory); including at least 3 lab-based courses: Biology, Chemistry, and Physics are preferred for college acceptance, Environmental Science, Anatomy/Physiology, and others available	World Languages – 2 years (mandatory). 3-4 years recommended. Students are encouraged to follow the entire sequence of the same language for 3-4 consecutive years at MHS. Students with strong interest/aptitude may consider adding an additional language
Social Studies – 3-4 years. Note: World Studies and Modern Global Studies is mandatory	Mathematics – 4 years (mandatory); including the completion of Algebra 2 or the Integrated Math equivalent	Visual & Performing Arts - 2 credits (mandatory); 3-4 years for students planning to major in the arts

All students should take the initiative to meet with their counselor to discuss their individual interests, aptitude and plan for course sequence. It is never too early for a high school student to begin this process. While Melrose High School is a college preparatory school, we recognize that not every graduate will be college bound. Our goal is that every graduate of MHS will have a post high school plan, which may include trade school, military service, or employment.

Grade Point Average

All courses at Melrose High School are included in the Grade Point Average calculation, including electives. Melrose High School reports out an unweighted GPA. Grades from all four years are used to calculate grade point average (GPA). While the level will remain on the transcript, the GPA will be calculated using the standard scale (4.33) for all courses.

Grades and GPA		
Letter Grade	Numerical Equivalent	GPA
A+	100-97	4.33
A	96-93	4.00
A-	92-90	3.67
B+	89-87	3.34
B	86-83	3.00
B-	82-80	2.67
C+	79-77	2.34
C	76-73	2.00
C-	72-70	1.67
D+	69-67	1.34
D	66-63	1.00

D-	62-60	0.67
F	<60	0.00

Massachusetts Comprehensive Assessment System

The Massachusetts Comprehensive Assessment System (MCAS) was implemented in response to the Education Reform Law of 1993, which required that MCAS be designed to measure performance based on the learning standards in the Massachusetts Curriculum Frameworks. MCAS serves as a basis of accountability for students, schools and districts (www.mcas@doe.mass.edu). All students must meet state competency-determination in **English Language Arts, Mathematics, and Biology**. Please see <https://www.doe.mass.edu/assessment/epp/qa.html> for more information:

Scheduling

Appropriate course selection and placement decisions help ensure a successful high school experience and help to avoid disruptions to a student's schedule during the school year. The teachers making recommendations are familiar with each student's interests, abilities and work habits, as well as the content/expectations of the high school curriculum. The criteria established to determine placement in core academic subjects are designed to assist in the appropriate placement of students.

Schedule Changes

Schedule changes can only be made for sound educational reasons. Early planning and awareness of the scheduling guidelines should be helpful. The following factors **will not** be used as justification for schedule change consideration: Student or parent preference for a particular teacher; student or parent preference for a class with specific students in it; student or parent preference for class at a particular time of the day, with the exception of those receiving permission from the Principal for unusual circumstances

When a level change is requested in a core subject, the sending teacher, the receiving teacher, and the department curriculum director/designated administrator will confer. When students change course levels in the same subject, grades for the work completed will be determined by the sending and receiving teachers. Level changes will be taken into consideration when determining average for the year.

All course or level changes during the school year require the following: A written student request, parental/caretaker permission, and administration permission, with counselor consultation. To minimize educational disruption, it may not be feasible to change a course or level if the student's total schedule is to be disrupted in the process. Under no circumstances will elective course changes be permitted after the published add/drop period stipulated in the Student/Parent Handbook. The guidance department reserves the right to move a student to a different elective course based on staffing needs, class balancing, and for any other reason determined to be necessary by School Administrators or the Guidance Department.

Override Policy			
In those instances where students or parents do not agree with the course level recommendation by the teacher, they may request an override of the teacher recommendation. If the override request is approved, the student is allowed to take the desired course with the understanding that the student will remain in that course for the duration of the course . It is also understood that the parent (s) / guardian (s) will make sure the student is prepared for the desired or requested course. All override requests must be submitted by April 30, 2026.			
Step	Responsible Parties	Action	Description
1	Student, Parent/Guardian(s) and current Teacher	Conversation with the current Teacher	A conversation with the recommending teacher is required with both the student and teacher, and the parent/guardian(s). This could be two separate or one collective conversation with all parties.

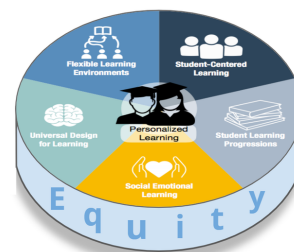
2	Student	Submit the Override Form	Students will initiate next steps by submitting the Override Form . Meetings will begin to be scheduled once the override request window closes (April 30, 2026).
3	Student, Parent / Guardian(s) <i>and</i> Director/Designated Administrator	Conversation with the appropriate Director / Designated Administrator	A conversation with the appropriate Director / Designated Administrator is required with both the student and teacher and the parent/guardian(s). This could be two separate or one collective conversation with all parties.
4	Director / Designated Administrator	Override Decision	Your child's placement will be reviewed by the appropriate Director / Designated Administrator. The Department Director / Designated Administrator will discuss the requisition with you if the decision is made to override the teacher's recommendation.

Add/Drop Policy

A student may withdraw from a course with no penalty and no record of his/her presence in the course if he/she does so within **10 school days** and prior to the Course Add/Drop Deadline. Students may not enter a full-year course in a different subject after 10 days of the school year have elapsed. Students are responsible for making up *all* the work for the new course they are entering. In the case of level changes, the existing grade from the sending class will be carried forward and adjusted for level.

Diversity, Equity, and Inclusion

In Melrose, we believe in educational equity for all students and their families, and ***we know this is a lifelong process*** that we are always reflecting on and working towards. Educational equity means that all students receive what they need to develop to their full academic and social potential, regardless of their race, ethnicity, sexual orientation, gender, ability level, or socioeconomic status. We believe that educational equity can be achieved through **culturally relevant, responsive, and sustaining practices**:



“Culturally relevant, responsive, sustaining practices are grounded in teaching that creates a safe and brave learning environment that validates the social identities of students, their culture, values, beliefs, and the diversity of the community to ready our students to seek justice and take action on social justice issues. We intentionally seek racial and cultural equity and pluralism as manifested by our policies, curriculum, instruction, and teaching.” (MPS Diversity, Equity, and Inclusion Task Force, 2022)

Working toward educational equity in Melrose occurs through several different practices. One of these is to layer the **Learning for Justice Social Justice Standards** into all of our academic and social planning. These standards include 4 domains: **Identity, Diversity, Justice, and Action**

- Identity standards aim to support students in developing **positive social identities** and **affirming who they are** as individuals.
- Diversity standards focus on helping students create an **appreciation for other cultures** and identities, while giving them the tools to thoughtfully and **respectfully discuss similarities and differences**.
- Justice standards seek to help students **identify the injustices** that they and others face while giving them the tools to **understand and tackle discrimination, microaggressions, and privilege**.
- The Action standards support students in taking **action on the injustices** that they identify and to deepen their understanding of **personal responsibility**.

Here are some example anchor Social Justice Standards for each of the four domains:

Identity	Diversity	Justice	Action
Students will recognize traits of the dominant culture, their home culture and	Students will develop language and knowledge to accurately and respectfully describe how people	Students will recognize that power and privilege influence relationships on interpersonal,	Students will express empathy when people are excluded or mistreated

other cultures and understand how they negotiate their own identity in multiple spaces.	(including themselves) are both similar to and different from each other and others in their identity groups.	intergroup and institutional levels and consider how they have been affected by those dynamics.	because of their identities and concern when they themselves experience bias.
Source: Learning for Justice Social Justice Standards			

Please be advised that scheduling of specific classes for all courses and content areas listed in the MHS Program of Studies is contingent upon staffing availability and student enrollment.

ENGLISH

The English curriculum is tied to the Massachusetts English Language Arts and Literacy Framework (2017) based on the skills of reading, writing, speaking and listening, and language. The curriculum provides instruction in the different modes of written and oral expression, critical reading and analysis of text, vocabulary, grammar and usage, and media study. There is a strong departmental philosophy that views writing as an important thinking and discovery skill, and that skill is incorporated in all required English courses and electives to provide a rich variety of writing experiences. All of the English Language Arts Department course offerings reflect the Academic Expectations adopted by MHS.

- All students must take English throughout their four years of high school, accumulating a minimum of four credits in order to graduate. Consequently, nearly all courses have open admission so students may select courses that suit their needs, abilities, and achievement levels. Students are encouraged to enroll in courses that will challenge them. Enrollment in Advanced Placement English culminates in the taking of the AP Examination in May.
- As four full credits of English are necessary for graduation, and all failed non-elective English courses must be made up. Students will not be allowed to take two non-elective English classes within the same school year, so they must register for a method of credit recovery in order to make up English courses. Students who earn half a credit for a full year's course of study need to complete only half a year of credit recovery.
- Homework assignments are designed to reinforce ideas presented in class; to provide practice with vocabulary, grammar and composition skills; and to provide time for reflective thinking, reading, and written work. The time expectations for homework assignments vary according to the course level and the specific assignment.

<i>Senior Capstone Project Requirement</i>	To gain final credit, a senior must successfully complete and receive a passing grade on a Senior Capstone Project under the direction of the Senior English teacher. All students are required to present their completed project to their class. Students enrolled in Advanced Placement English Literature courses will be asked to deliver a series of literature based presentations in lieu of completing a Capstone Project. Failure to earn a passing grade on the Senior Capstone Project results in failure of the course, mandatory enrollment in credit recovery and may jeopardize graduation. This senior project is equivalent to forty hours of time and learning.
<i>Sophomore Capstone : The Civics Action Project</i>	Students in English 2 Honors will investigate a non-partisan, student-led Civics Action Project . Using a digital portfolio as a platform, students will design civic action projects to analyze complex issues, to consider differing points of view; make and support claims using valid evidence; engage in civil discussions with others; and investigate issues that impact our school and community. This will foster leaders that are responsible, proactive, and informed global citizens who are empathetic, curious, open-minded with a growth mindset, and who take ownership of their impact on others and the world.
<i>MHS Summer Reading Requirement</i>	Summer reading is an integral part of the MHS experience and the English Program of Study. Each English course requires specific reading to prepare students for course content and goals. The MHS Summer Reading is shared with the school community in June and the summer reading learning experiences (i.e. writing, discussion, project-based learning) are implemented at the start of the school year.

Curriculum for this course includes a wide range of reading, writing, and speaking experiences such as close analysis of literature, vocabulary study, oral presentation, composition, and the study of grammar and syntax. Students are challenged to develop an understanding of academic discourse and examine both sides of an issue. They are also tasked with mastering active reading skills including engaging with challenging texts and reading for purpose, understanding, interpretation, style, and tone. Course content may include *The Odyssey* by Homer, *Macbeth* by William Shakespeare, *Lord of the Flies* by William Golding, *Animal Farm* by George Orwell, *The House on Mango Street* by Sandra Cisneros, *The Poet X* by Elizabeth Acevedo, *Twelve Angry Men* by Reginald Rose, and selections from poetry, fiction, non-fiction, and contemporary texts. All students are expected to participate in independent and small group Literature Circle reading groups, to recite a poem to classmates for Poetry Out Loud, and to develop the skills and habits that will allow them to complete work both collaboratively and independently.

102 H English 2

Level: H

1.0 Credit, Grade 10

Curriculum for this course focuses on the development of independent skills necessary for success in critical thinking, reading comprehension, and the writing process at an advanced level. Students will complete a Civic Action Capstone Project and are expected to conduct a year-long inquiry-based investigation, complete research using fiction/nonfiction sources, attend a panel discussion, complete a synthesis essay, and create a formal presentation on their chosen topic. Literary works studied may include *The Catcher in the Rye* by J.D. Salinger, *To Kill a Mockingbird* by Harper Lee (the original text and comparison with the graphic novel), *A Midsummer Night's Dream* by William Shakespeare, and contemporary texts representing a greater diversity of authors, topics, and themes. Grammar exercises, PSAT, and MCAS related tasks are incorporated in the writing assessments and literature analysis as preparation for standardized exams. All students are expected to participate in independent and small group Literature Circle reading groups, to recite a poem to classmates for Poetry Out Loud, and to develop the skills and habits that will allow them to complete work both collaboratively and independently.

Prerequisite: Successful completion of English 1.

103 English 3

Level: CP

1.0 Credit, Grade 11

Curriculum for this course concentrates on the writing of structured expository and persuasive papers and on the critical reading of essays, speeches, and novels from the canon of American literature and emphasizes the progression of literature representing several time periods. Literature studied may include *The Crucible* by Arthur Miller, *The Scarlet Letter* by Nathaniel Hawthorne, *The Great Gatsby* by F. Scott Fitzgerald, *Their Eyes Were Watching God* by Zora Neale Hurston, and selected short stories, poetry, nonfiction, and contemporary texts. All students are expected to participate in independent and small group Literature circle reading groups, to recite a poem to classmates for Poetry Out Loud, and to develop the skills and habits that will allow them to complete work both collaboratively and independently.

Prerequisite: Successful completion of English 2.

103 H English 3

Level: H

1.0 Credit , Grade 11

Curriculum for this course emphasizes the writing of expository and persuasive essays and the critical reading of essays, speeches, and novels from the canon of American literature, focusing on the Colonial, Romantic, Realistic, and Modern Periods. Literature studied for the course may include *The Scarlet Letter* by Nathaniel Hawthorne, *The Crucible* by Arthur Miller, *The Grapes of Wrath* by John Steinbeck, *A Farewell to Arms* by Ernest Hemingway, *Their Eyes Were Watching God* by Zora Neale Hurston, and *The Great Gatsby* by F. Scott Fitzgerald, selected short stories, poetry, nonfiction, and contemporary texts. All students are expected to participate in independent and small group Literature Circle reading groups, to recite a poem to classmates for Poetry Out Loud, and to develop the skills and habits that will allow them to complete work both collaboratively and independently.

Prerequisite: B+ Average or better in English 2 or teacher recommendation.

103AP AP English Language and Composition

Level: AP

1.0 Credit, Grade 11

AP English Language & Composition is a course rooted in rhetoric, with a focus on writing, language awareness, close reading and analysis of prose, with an emphasis on non-fiction. Course readings, writing, and class activities are structured to

help students gain textual power. Students will become more adept writers who can compose for a variety of purposes and audiences. Students regularly confer about their writing in class—both with their teacher and with their classmates. Students learn to read complex texts with understanding, write prose with richness and complexity, and communicate effectively. All students are expected to participate in independent and small group Literature Circle reading groups, to recite a poem to classmates for Poetry Out Loud, and to develop the skills and habits that will allow them to complete work both collaboratively and independently. Students enrolled in the course are required to attend any course practice/review sessions scheduled during FLEX and to take the AP English Language and Composition Examination in the Spring.

Prerequisite: *Successful completion of English 2 Honors or teacher recommendation.*

104 English 4

Level: CP

1.0 Credit, Grade 12

This course emphasizes the refinement of critical reading skills through analysis of works that may include *Death of a Salesman* by Arthur Miller, *Fences* by August Wilson, *The Things They Carried* by Tim O'Brien and *The Joy Luck Club* by Amy Tan. Students will read a range of contemporary texts and selected poetry, short stories, and non-fiction. All students are expected to participate in independent and small group Literature Circle reading groups, to recite a poem to classmates for Poetry Out Loud, and to develop the skills and habits that will allow them to complete work both collaboratively and independently. This course requires the completion of a formal Senior Capstone Project.

Prerequisite: Successful completion of English 3.

104 H English 4

Level: H

1.0 Credit, Grade 12

This course emphasizes critical reading, writing, and analysis. Students will read and analyze works that may include *Death of a Salesman* by Arthur Miller, *Fences* by August Wilson, *The Things They Carried* by Tim O'Brien, *The Joy Luck Club* by Amy Tan, *1984* by George Orwell, *Frankenstein* by Mary Shelley, *The Road* by Cormac McCarthy, and *Midnight in the Garden of Good and Evil* by John Berendt. All students are expected to participate in independent and small group Literature Circle reading groups, to recite a poem to classmates for Poetry Out Loud, and to develop the skills and habits that will allow them to complete work both collaboratively and independently. This course requires the completion of a formal Senior Capstone Project.

Prerequisite: *B+ average or better in English 3 or teacher recommendation.*

104AP AP English Literature and Composition

Level: AP

1.0 Credit, Grade 12

AP English Literature and Composition emphasizes critical and analytical thinking, both of which will be exhibited through writing and thoughtful class discussion of literature. Students are expected to read extensively across a wide array of genres, including novels, plays, poetry, and short stories. Major literary texts studied in this course may include *As I Lay Dying* by William Faulkner, *Ethan Frome* by Edith Wharton, *The Namesake* by Jhumpa Lahiri, *Hamlet* by William Shakespeare, *Pride and Prejudice* by Jane Austen, *The Bluest Eye* by Toni Morrison, *Mrs. Dalloway* by Virginia Woolf, *The Haunting of Hill House* by Shirley Jackson, *Tess of the D'Urbervilles* by Thomas Hardy, and *The Seagull* by Anton Chekhov. This course will teach students the skills and strategies to compose complex literary analysis essays. All students are expected to participate in Literature Circle reading groups, to deliver independent reading presentations, to recite a poem to classmates for Poetry Out Loud, and to develop the skills that will allow them to complete work both collaboratively and independently. Students are required to attend any practice/review sessions that are scheduled during flex block and to take the AP English Literature and Composition examination in the Spring.

Prerequisite: *Successful completion of English 3 or AP English Language and Composition.*

105.5 Creative Writing

Level: CP

0.5 Credit, Grades 9-12

Curriculum for this course is designed to meet the needs of those students who desire to write in any number of expressive modes. The course content will include developing a creative voice in addition to studying short readings by a wide range of authors. The structure of the course will provide support and direction in creative writing as well as an introduction to the workshop and editing process. Students are expected to submit writing for consideration and possible publication in the school's literary magazine, *The Thistle*, and are expected to participate in writing contests and publications.

113.5 Creative Writing: Poetry**Level: CP****0.5 Credit, Grades 9-12**

This course is designed to think of poetry as an artform. We will explore its power through history, mapping its evolution through schools of thought. Simultaneously, we will use what we learn about the craft to create and read our own works. The structure of the course will allow students to design projects specific to their interests while also showcasing their growth through a poetry portfolio.

115.5 Dystopian Literature**Level: CP/H****0.5 Credit, Grades 9-12**

In this course, students will study dystopian literature in various forms, including the classics, such as *1984* by George Orwell, *The Handmaid's Tale* by Margaret Atwood, or *Brave New World* by Aldous Huxley. They will also study contemporary young adult texts that have movies, such as *The Hunger Games* series by Suzanne Collins, short stories, and multimedia texts. Students will critically analyze these texts both as part of the genre, and as products of their contexts, analyzing the texts individually and as reflections of the real world. *During SY 26-27 we are piloting one section of this course.*

107.5 Journalism**Level: CP****0.5 Credit, Grades 9-12**

This course highlights journalistic inquiry through reporting and research techniques. Students survey the various forms of media writing: the hard-news pyramid, feature writing, sports, entertainment, and writing for broadcasting and online. Later in the class, students focus on beat-based reporting designed to sharpen their ability to recognize a captivating story and report it fully using methods specific to reporting and news writing. By the end of the class, students are expected to produce major pieces of narrative, explanatory, or investigative writing, and these pieces will be published in the *Imprint* as well as local news venues.

131.5 Public Speaking for Multilingual Learners**Level: CP****0.5 Credit, Grades 9-12**

This course is designed for Multilingual Learners and provides students with the opportunity to develop public speaking skills. Students will collaborate with peers and will practice public speaking for a variety of audiences and settings. Students will learn about the role of communication in everyday life and consider communication models, delivery styles, and the effectiveness of language, gestures, and organization techniques.

112.5 Women's Literature**Level: CP/H****0.5 Credit, Grades 9-12**

In this course, students will read and analyze foundational texts of women's fiction, which may include *Wuthering Heights* by Emily Bronte, *The Awakening* by Kate Chopin, *The Bell Jar* by Sylvia Plath, *Interpreter of Maladies* by Jhumpa Lahiri, and *To the Lighthouse* by Virginia Woolf, as well as selected poems and short stories. The class will primarily be discussion and project based, allowing students to explore topics in women's fiction that interest them and to gain exposure to the diversity of women's voices across time. *During SY 26-27 we are piloting one section of this course.*

111 Yearbook and Publishing**Level: H****1.0 Credit, Grades 10-12**

The yearbook captures the story of one school year in a responsible and creative way. This course will provide opportunities for yearbook staff members to learn and develop skills in writing, design, photography, organization, communication, management, and leadership. Students in this class will comprise the editorial staff of the yearbook. Additionally, class members will be responsible for attending after school and evening meetings when necessary.

MATHEMATICS

Please be advised that scheduling of specific classes for all courses and content areas listed in the MHS program of studies is contingent upon staffing availability and student enrollment.

The Melrose High School Mathematics curriculum is aligned to the Massachusetts Curriculum Frameworks, adopted in 2011, updated in 2017. The frameworks are composed of content standards that span over six conceptual categories: Number and Quantity, Algebra, Functions, Geometry, Modeling, Statistics and Probability, and eight practice standards outlined below. All of the standards are aligned with college and career expectations and prepare all students with the skills and knowledge needed for post-graduation success.

The new frameworks provide our students with the opportunity to experience a more focused, coherent, and rigorous curriculum. The key elements to achieve mathematical proficiency include conceptual understanding, procedural skill and fluency, application, and use of mathematical practices. Students are expected to gain a deep understanding of mathematical concepts, carry out procedures accurately and efficiently, apply concepts and skills to new situations, and use the habits of mind called for in the practices effectively and efficiently. Students are expected to develop a deep understanding of mathematical concepts through complex problem solving and writing and speaking about their understanding. **Standards for Mathematical Practice:** Make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning.

The following are sample course sequences within the mathematics program for students. This has been updated to reflect changes in programming and will apply to all students graduating in 2019 or later. Students can also move in and out of sequences based on performance criteria.

Grade 9	Grade 10	Grade 11	Grade 12
Integrated 1: Algebra 1	Integrated 2: Algebra 1/Geometry	Integrated 3: Geometry/Algebra 2	Integrated 4: Algebra 2/Statistics
Algebra 1	Geometry	Algebra 2 CP	PreCalculus CP Statistics CP/H AMDM
Algebra 1	Geometry	Algebra 2 H	PreCalculus H AP or H Statistics
Algebra 1	Accelerated Geometry AND Algebra 2 H	PreCalculus H AP Statistics (elective)	Calculus H AP Calculus AB AP or H Statistics
Algebra 1	Geometry AND Algebra 2 CP/H	PreCalculus H AP Statistics (elective)	Calculus H AP Calculus AB AP or H Statistics
Geometry	Algebra 2 H	PreCalculus H AP Statistics (elective)	Calculus H AP Calculus AB AP or H Statistics
Geometry	Accelerated Algebra 2/ PreCalculus H	AP Calculus AB Calculus H	AP Calculus BC AP Statistics
Accelerated Geometry AND Algebra 2 H	PreCalculus H	AP Calculus AB Calculus H	AP Calculus BC AP Statistics

201 Algebra 1

Level: Unleveled

1.0 Credit, Grade 9

Students are expected to use their mathematical knowledge to make sense of problems and persevere in solving them, model with mathematics, reason abstractly and quantitatively, use appropriate tools strategically, attend to precision, look for and make use of structure, look for and express regularity in repeated reasoning. Students are expected to build fluency by solving characteristic problems involving the analytic geometry of lines, such as writing down the equation of a line given a point and a slope. Students are expected to become fluent in adding, subtracting, and multiplying polynomials, and in transforming expressions. Students are expected to learn to choose and use appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions.

202 Geometry

Level: CP

1.0 Credit, Grades 9-10

Students are expected to use their mathematical knowledge to reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, use appropriate tools strategically, attend to precision, and look for and make use of structure. Students are expected to build fluency with triangle congruence and similarity throughout their investigation of triangles, quadrilaterals, circles, parallelism, and trigonometric ratios. Students are expected to use coordinates to establish geometric results, calculate length and angle, and use geometric representations as a modeling tool. Students will use construction tools, physical and computational, to model appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions.

Prerequisite: Algebra 1

202.5 Accelerated Geometry

Level: Honors

0.5 Credit, Grade 9-10

Students are expected to use their mathematical knowledge to reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, use appropriate tools strategically, attend to precision, and look for and make use of structure. Students are expected to build fluency with triangle congruence and similarity throughout their investigation of triangles, quadrilaterals, circles, parallelism, and trigonometric ratios. Students are expected to use coordinates to establish geometric results, calculate length and angle, and use geometric representations as a modeling tool. Students will use construction tools, physical and computational, to model appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Students will use deductive reasoning to construct and analyze geometric proofs to support mathematical arguments. Students who successfully complete this course will be able to take PreCalculus Honors the following year.

Prerequisite: *Students must meet all of the following criteria: Average grade of A or better in Algebra 1; teacher recommendation based on work habits; qualification for Algebra 2 Honors, to be taken concurrently; and a student self-assessment.* **Prerequisite skills:** *Students are expected to have a high level of conceptual understanding and procedural fluency in the prerequisite course as well as proficiency with the mathematical practice standards. Students are expected to have a strong foundation of Algebra 1 and have the ability to learn mathematical concepts at an accelerated pace. Curriculum for this course will cover all the topics of Geometry in a half-year course.*

203 Algebra 2

Level: CP

1.0 Credit, Grades 10-11

Students are expected to use their mathematical knowledge to make sense of problems and persevere in solving them, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning. Students are expected to build fluency with dividing polynomials with remainder by inspection in simple cases by restructuring rational expressions. Students will see structure in expressions and use this structure to rewrite expressions in everything from advanced factoring (e.g. grouping) to summing series to the rewriting of rational expressions to examine the end behavior of corresponding rational function. Students are expected to build fluency in translating between recursive definitions and closed forms when dealing with many problems involving sequences and series and with applications ranging from filling functions to tables to problems in finance. Students are expected to choose and use appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Scientific calculators are required.

Prerequisite: *Successful completion of Algebra 1 and Geometry, or Integrated 1: Algebra 1 and Integrated 2: Algebra 1/Geometry*

203H Algebra 2

Level: H

1.0 Credit, Grades 10-11

Students are expected to use their mathematical knowledge to make sense of problems and persevere in solving them, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning. Students are expected to build fluency with dividing polynomials with remainder by restructuring rational expressions. Students are expected to recognize structure in expressions and use this structure to rewrite expressions in everything from advanced factory (e.g. grouping) to summing series to the rewriting of rational expressions to examine the end behavior of corresponding rational function. Students will build fluency in translating between recursive definitions and closed forms when dealing with many problems involving sequences and series and with applications ranging from filling functions to tables to problems in finance. Students are expected to choose and use appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Graphing calculators are required.

Prerequisite: *Students must meet all of the following criteria: Average grade of 90 or better in Algebra 1 and Geometry, advanced score on the Algebra Skills Assessment, teacher recommendation based on work habits in unleveled Geometry and a student self-assessment.*

204 Integrated 1: Algebra 1

Level: Unleveled

1.0 Credit, Grade 9

Students are expected to use their mathematical knowledge to make sense of problems and persevere in solving them, model with mathematics, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, use appropriate tools strategically, attend to precision, look for and make use of structure, and look and express regularity in repeated reasoning. Students are expected to build fluency by solving characteristic problems involving the analytic geometry of lines such as writing down the equation of a line given a point and slope. Students are expected to build fluency with

triangle congruence throughout their investigations of triangles, quadrilaterals, circles, and parallelism. Students are expected to use construction tools, physical and computational, to model geometric phenomenon allowing students to lead to conjectures and proofs. Students will learn to choose and use appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Scientific calculators are used in this class.

Prerequisite: *Successful completion of Grade 8 Math and recommendation of student team.*

205 Integrated 2: Algebra 1/Geometry Level: CP 1.0 Credit, Grades 10

Students are expected to use their mathematical knowledge to make sense of problems and persevere in solving them, model with mathematics, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, use appropriate tools strategically, attend to precision, look for and make use of structure, and look and express regularity in repeated reasoning. Students are expected to become fluent in adding, subtracting, and multiplying polynomials, and in transforming expressions. Students are expected to build fluency with triangle similarity throughout their investigations of triangles, quadrilaterals, circles, and parallelism, and trigonometric ratios. Students are expected to learn to choose and use appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Scientific calculators are used in this class.

Prerequisite: *Successful completion of Integrated 1*

206 Integrated 3: Geometry/Algebra 2 Level: CP 1.0 Credit, Grade 11

Students are expected to use their mathematical knowledge to make sense of problems and persevere in solving them, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, look and express regularity in repeated reasoning. Students are expected to see structure in expressions and use their structure to rewrite expressions. Students will learn to choose and use appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Graphing calculators are used in this class.

Prerequisite: *Successful completion of Integrated 2*

207 Integrated 4: Algebra 2/Statistics Level: CP 1.0 Credit, Grade 12

Students are expected to use their mathematical knowledge to make sense of problems and persevere in solving them, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, look and express regularity in repeated reasoning. Students are expected to build fluency in translating in between recursive definitions and closed forms when dealing with many problems involving sequences and series and with applications ranging from fitting functions to tables to problems in finance. Students are expected to learn to choose and use appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Graphing calculators are used in this class.

Prerequisite: *Successful completion of Integrated 3*

208 PreCalculus Level: CP 1.0 Credit, Grades 11-12

Students are expected to use their mathematical knowledge and practices to solve problems. Students are expected to build fluency with graphical and algebraic representation of functions and their inverses, transformation of functions, analytic geometry (conic sections), and trigonometry. This course is designed to prepare students for enrollment in Calculus, either in high school or college. Students are expected to learn to choose and use appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Graphing calculators are required.

Prerequisite: *B- or better in Algebra 2 CP or successful completion of Algebra 2 H*

208H PreCalculus Level: H 1.0 Credit, Grades 11 -12

Students are expected to use their mathematical knowledge and practices to solve problems. Students are expected to build fluency with graphical and algebraic representation of functions and their inverses, transformation of functions, analytic geometry (conic sections), matrices, and trigonometry. This course is designed to prepare students for enrollment in Calculus,

either in high school or college. Students are expected to learn to choose and use appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Graphing calculators are required.

Prerequisite: *Students must meet all of the following criteria: Average grade of B- or better in Honors Algebra 2 or A in CP Algebra 2, advanced score on the Algebra 2 Skills Assessment, teacher recommendation based on work habits, and a student self-assessment.*

209 Accelerated Algebra 2/PreCalculus Level: H 1.0 Credit, Grades 9 -11

Students are expected to use their mathematical knowledge and practices to solve problems. Students will build fluency with the graphical and algebraic representation of functions and their inverses, the transformation of functions, analytic geometry (conic sections), and trigonometry. Students are expected to divide polynomials with remainders by restructuring rational expressions. Students will see structure in expressions and use this structure to rewrite expressions in everything from advanced factoring (e.g., grouping) to summing series to rewriting rational expressions to examine the end behavior of corresponding rational functions. Students are expected to build fluency in translating between recursive definitions and closed forms involving sequences and series and with applications ranging from fitting functions to tables to problems in finance. Students are expected to learn to choose and use appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Graphing calculators are required. Students who successfully complete this course will be able to take AP Calculus AB the following year.

Prerequisite: *Students must meet all of the following criteria: Average grade of A or better in Algebra 1 and Geometry, high advanced score on the Algebra Skills Assessment, teacher recommendation based on work habits in unlevleed Geometry and a student self-assessment.* **Prerequisite skills:** *This is a largely self-directed course in which students will need to monitor their own progress through the content, supported by the instructor. Students are expected to have a high level of conceptual understanding and procedural fluency in the prerequisite course as well as proficiency with the mathematical practice standards. Students are expected to have a strong foundation of Algebra 1 and have the ability to learn mathematical concepts at an accelerated pace. Curriculum for this course will cover all the topics of Algebra 2 and PreCalculus curriculum in one year.*

210H Calculus Level: H 1.0 Credit, Grades 11-12

Students are expected to use their mathematical knowledge and practices to solve problems. Topics include limits and continuity, derivatives, definite integrals, and techniques of integration. Students are expected to learn to choose and use appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Graphing calculators are required.

Prerequisite: *Students must meet all of the following criteria: Average grade of B- or better in Honors PreCalculus or A in CP PreCalculus, advanced score on the Calculus Placement Assessment, teacher recommendation based on work habits and a student self-assessment.* **Prerequisite skills:** *Students are expected to have a high level of conceptual understanding and procedural fluency in the prerequisite course as well as proficiency with the mathematical practice standards. Mastery is defined by the "Placement Criteria for Honors Level."*

211AP Advanced Placement Calculus AB Level: AP 1.0 Credit, Grades 11-12

Students are expected to use their mathematical knowledge and practices to solve problems. This course covers the syllabus for the Advanced Placement Calculus AB Examination of the College Board. Curriculum topics include the review of functions and their representations, limits and continuity, derivatives and their applications, the definite integral, techniques and applications of integration, and the Fundamental Theorem of the Calculus. Graphing calculators are required. Students enrolled in this course are required to take the AP Calculus AB exam.

Prerequisite: *Successful completion of PreCalculus Honors or Accelerated Algebra 2/PreCalculus H and Advanced Score on the Calculus Placement Assessment.*

212AP Advanced Placement Calculus BC**Level: AP****1.0 Credit, Grades 11-12**

Curriculum for this course includes the syllabus for the Advanced Placement Calculus BC Examination of the College Board. All of the topics from AP Calculus AB are covered with the following additional topics: advanced techniques of integration, calculus of parametric functions, velocity and acceleration vectors representing two-dimensional motion, sequences and series, and the epsilon/delta definition of limits. Graphing calculators are required. Students enrolled in this course are required to take the AP Calculus BC exam.

***Prerequisite:** Successful completion of PreCalculus Honors or Accelerated Algebra 2/PreCalculus H with teacher and department director recommendation. Completion of AP Calc AB is strongly recommended.*

213/213H**Statistics****Level: CP/H****1.0 Credit, Grade 12**

Curriculum for this course covers the basic concepts of Statistics and Probability. Honors and CP courses run during the same blocks and students will be able to self-select at what level they want to pursue credit. This course is task-based and is graded on the Competency Based Education Standards for Melrose Public Schools. This course requires students to take ownership of their own learning, while instructors provide resources and assistance in helping students achieve understanding of statistical concepts. Students will explore the foundations of data analysis, univariate data displays, bivariate data and scatter plots, basic probability concepts and applications, probability distributions, statistical inference, hypothesis testing, and project design. Instructors will formulate short and long term projects that allow students to engage in inquiry-based learning in order to discover major conclusions and foundations upon which statistics is based. Curriculum for this course requires strong analytical reading skills; clear and concise writing skills will benefit students in the course. In addition, students should be prepared to handle a great deal of independence while they work through assignments. Computers and some computer software programs are used as tools to enhance data exploration. Personal computers are highly encouraged as students will be using them every day to work on assignments.

***Prerequisite:** Successful completion of Algebra 2*

213AP Advanced Placement Statistics**Level: AP****1.0 Credit, Grades 11-12**

Curriculum for this course covers the syllabus of the Advanced Placement Statistics Examination of the College Board. The purpose of this course is to introduce students to the major concepts and tools of Statistics that can be applied to multiple disciplines. The topics include exploring data by describing patterns and departures from patterns, sampling and experimentation which include planning and conducting a study, anticipating and analyzing patterns by exploring random phenomena using probability and simulation, and drawing conclusions using statistical inference to estimate population parameters and test hypotheses. A graphing calculator and some computer software programs are used as tools to enhance data exploration. Curriculum for this course requires strong analytical reading skills as well as clear and concise writing skills. Graphing calculators are required. Students enrolled in this course are required to take the AP Statistics exam.

***Prerequisite:** Completion of Algebra 2 H with a B- or higher and teacher recommendation.*

214 Advanced Mathematical Decision Making**Level: CP****1.0 Credit, Grade 12**

Advanced Mathematical Decision Making (AMDM) is a mathematics course for high school seniors that follows Algebra I, Geometry, and Algebra II. The course focuses on the study of numeracy, ratio and proportional reasoning, modeling, probabilistic reasoning, and statistics. Students will build knowledge with mathematical/analytical concepts and operations. The class will focus heavily on problem solving with real life applications. The course does not remediate skills from the first three years of high school mathematics, but it reinforces needed skills as students study new topics in relevant, engaging contexts. This math course aligns with college-level quantitative reasoning courses and is recommended for students who are not planning to pursue a degree in a STEM related field or do not anticipate a need for advanced mathematics in their future studies. The course also helps students develop college and career skills such as collaborating, conducting research, and making presentations. Students taking this course are required to have a graphing calculator.

***Prerequisite:** Successful completion of Algebra 2*

SOCIAL STUDIES

The Social Studies curriculum aligns with the Massachusetts History and Social Science Framework (2018) and emphasizes content acquisition, skills development, and literacy, with the goal of producing students who are responsible, informed, and active global citizens.

Core Social Studies courses, required for freshmen, sophomores, and most juniors, emphasize concepts in World and United States history, and also incorporate principles of geography, economics, citizenship and government. In addition to core courses, the Social Studies Department offers a robust selection of full- and half-credit elective course offerings, available to all students, in a variety of Social Studies content areas.

All MHS students must successfully complete **three full-credit Social Studies courses**, including core courses focusing on World and United States history, as part of their Graduation Requirements.

MHS Social Studies Sequence		
Pathway	Traditional Path / AP U.S. Pathway	Accelerated AP U.S. History Pathway
9th Grade	World Studies	AP World History: Modern
10th Grade	United States History I (CP) or United States History I (H)	AP United States History
11th Grade	US History II in a Global Context (CP) or (H) or AP United States History	AP or Honors Social Studies Elective
12th Grade	(Optional): Electives	
Civics Action Project	All MHS students will complete the Civics Action Project requirement via the ELA Sophomore Capstone, a designated Social Studies Electives, or another approved course.	

301 World Studies

Level: Unleveled

1.0 Credit, Grade 9

Curriculum for this course covers world history from the Middle Ages to 1945. Topics include the transition from feudalism to absolutism, the development of constitutional monarchies and the French Revolution, the rise of the nation-state in Europe, the Industrial Revolution, patterns of global imperialism, World War I and the Russian Revolution, the Great Depression, and World War II and the creation of the United Nations. Emphasis will be placed on critical reading and writing, as well as the use of primary source documents. Students will be expected to complete open-response writing assignments and conduct an independent research paper of four to six pages.

321AP AP World History: Modern

Level: AP

1.0 Credit, Grade 9 or 12

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. In this course, there is a strong emphasis on both informative and argumentative historical writing and document analysis. Students taking this course are required to take the AP World History: Modern exam and complete independent projects outside the classroom as well as a set of summer assignments.

Prerequisite: *Incoming 9th graders must meet the following criteria: Average grade of “A” for trimesters 1 and 2 in Grade 8 Civics course; an advanced score on the Civics midyear assessment and a proficient score on the qualifying Civics DBQ/in class DBQ essay; a score of Meets Expectations or higher on 7th grade ELA MCAS; teacher recommendation.*

319 United States History I

Level: CP

1.0 Credit, Grade 10

Curriculum for this course examines the creation and growth of the United States from 1763-1900. Topics include the American Revolution, the Constitution, the rise of political parties, the early national period, Manifest Destiny, the reform movement, the Age of Jackson, the Civil War, Reconstruction and beyond. The course will look to balance the study of the growth of governmental power with an examination of the rights and privileges of the average person.

319H United States History I

Level: H

1.0 Credit, Grade 10

Curriculum for this course examines the creation and growth of the United States from 1763-1900. The course covers the same topics as CP United States History I, but at an accelerated pace and greater depth. Topics include the American Revolution, the Constitution, the rise of political parties, the early national period, Manifest Destiny, the reform movement, the Age of Jackson, the Civil War, Reconstruction and beyond. The course will look to balance the study of the growth of governmental power with an examination of the rights and privileges of the average person. Emphasis will be placed on critical reading and writing, as well as the use of primary source documents.

Prerequisite: *Successful completion of World Studies, teacher recommendation, Proficient Score on qualifying writing sample.*

325AP AP United States History

Level: AP

1.0 Credit, Grades 10-11

Curriculum for this course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. The AP U.S. History course expands on the history of the Americas from 1491 to 1607, while allowing teachers flexibility across five different periods of U.S. history to teach topics of their choice in depth. Emphasis will be placed on critical reading and writing, as well as the use of primary source documents. Students taking this course are required to take the AP U.S. History Exam.

Prerequisite: *Successful completion of World Studies **and** American Studies/United States History I **or** AP World History:Modern **or** Teacher recommendation.*

Please note: If you have taken World Studies in Grade 9, you can enroll in **APUSH 325AP in Grade 11 or 12**. In Grade 10, you can enroll in the CP **or** Honors United States History I course. If you have taken AP World History: Modern in grade 9, you can enroll in APUSH 325AP in Grade 10.

304 US History II in a Global Context

Level: CP

1.0 Credit, Grade 11

Curriculum for this course examines domestic and international events from both the United States and global perspectives on topics including: Post-War International Organization, an intro to modern Economics, Modernity; The Great Depression and the New Deal, World War II, Globalization; Civil Rights Movements; Liberalism; Conservatism; Modern

Social/Intellectual Movements; and the Federal response to Modern Global Conflict, Genocide, and Terrorism. Emphasis will be placed on critical reading and writing as well as the use of primary source documents. Students are expected to complete four core assignments as well as inquiry projects.

304H US History II in a Global Context

Level: H

1.0 Credit, Grade 11

Curriculum for this course examines domestic and international events from both the United States and global perspectives on topics including Post-War International Organization, an intro to modern Economics, Modernity; The Great Depression and the New Deal, World War II, Globalization; Civil Rights Movements; Liberalism; Conservatism; Modern Social/Intellectual Movements; and the Federal response to Modern Global Conflict, Genocide, and Terrorism. The course covers the same topics as CP US History II in a Global Context, but at an accelerated pace and greater depth. Emphasis will be placed on critical reading and writing as well as the use of primary source documents. Students are expected to complete four core assignments as well as inquiry projects.

***Prerequisite:** Successful completion of American Studies/US History I Honors **or** a score indicating proficiency on a writing sample **or** teacher recommendation.*

306H Psychology

Level: H

1.0 Credit, Grades 11-12

This course focuses both on the scientific basis of psychology and on its relevance to the student's own life. Methods, theories, and current issues in psychology are presented. Students are expected to take part in demonstrations and experiments, and are introduced to the case study approach. Major units include perceptions, learning, motivation, personality, and problems in behavior adjustment.

***Prerequisite:** Successful completion of American Studies/United States History I, AP U.S. History, **or** Modern Global Studies/United States History II in a Global Context.*

306AP AP Psychology

Level: AP

1.0 Credit, Grades 11-12

Curriculum for this course is designed to provide students with an introduction to the history, theories, and methods of psychology. Course topics include the historical perspectives of psychology; scientific research; biological bases of behavior; sensation and perception; learning, memory, and cognition; motivation, emotion, and personality; human development; psychological disorders and treatments; social psychology. Topics will be introduced through lectures, discussions and demonstrations; students will do a significant amount of reading and writing outside of class. Students taking this course are required to complete a reading/writing assignment during the summer prior to the start of the course. Students taking this course are also required to take the College Board AP Exam in Psychology.

***Prerequisite:** Successful completion of American Studies/United States History I, AP U.S. History, **or** Modern Global Studies/US History II in a Global Context.*

307AP AP Economics

Level: AP

1.0 Credit, Grades 11-12

This college level course combines Macroeconomics (the principles of economics that apply to an economic system as a whole) and Microeconomics (the principles of economics that apply to the functions of businesses and individual decision makers). Topics include supply and demand, monopolies, Federal Reserve policy, and international trade. The curriculum for this course is a nationally prescriptive core designed by the College Board in preparation for an exam administered in May. Students taking this course are required to take the College Board AP Exams in both Macro and Microeconomics.

***Prerequisite:** Successful completion of Honors or AP Social Studies coursework in grades 9, 10 and/or 11 **or** teacher recommendation. Students should have a foundation in basic algebra, including graphing skills and the ability to interpret and analyze data. Additionally, students enrolled in the course must attend the AP Economics information session at the end of the school year. Students will receive an invitation to the session via email.*

308AP AP United States Government & Politics

Level: AP

1.0 Credit, Grades 11-12

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Students study general concepts used to interpret U.S. government and politics and analyze specific topics, including Constitutional Underpinnings, Political Beliefs and Behaviors, Political Parties, Interest Groups, and Mass Media, Institutions of National Government; Public Policy and Civil Rights and Civil Liberties. Students taking this course are required to take the College Board AP Exam.

Prerequisite: Successful completion of Honors or AP Social Studies coursework in grades 9, 10 and/or 11 or Social Studies teacher recommendation.

302AP AP European History

Level: AP

1.0 Credit, Grades 11-12

The curriculum for this course is a nationally prescriptive core designed by the College Board in preparation for an exam administered in May. Successful completion of the course could result in college credit. The course provides students with an opportunity to master an overall knowledge of the basic chronology, major events, and trends in European History from 1450 to the modern era through an examination of the political, social, economic, and intellectual forces in European History. A strong emphasis is placed on both informative and argumentative historical writing and document analysis. The course is designed to prepare students for advanced college courses by making demands upon them equivalent to those made by both semester and full-year college courses. Students are expected to read closely, construct oral and written arguments, and utilize both inductive and deductive reasoning. Students will learn how to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. Students taking this course are required to take the AP European History exam and complete independent projects outside the classroom as well as a set of summer assignments.

Prerequisite: Successful completion of World Studies **or** AP World History: Modern, **and** Modern Global Studies/United States History I/ AP U.S. History **or** teacher recommendation.

Prerequisite: Successful completion of World Studies **or** AP World History: Modern **or** teacher recommendation.

322AP AP African American Studies

Level: AP

1.0 Credit, Grades 10-12

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of AP African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. AP African American Studies is organized by four thematic units that follow a chronological flow across the course. Throughout each unit, students build interdisciplinary analytical skills through deep encounters with a wide range of text. The four units include: Origins of the African Diaspora (~900 BCE–16th century), Freedom, Enslavement, and Resistance (16th century–1865), The Practice of Freedom (1865–1940s), Movements and Debates (1940s–2000s). Students taking this course are expected to take the College Board AP Exam.

Prerequisite: Successful completion of World Studies **or** AP World History: Modern **or** teacher recommendation.

313.5 Sports in Society

Level: CP

0.5 Credit, Grades 9-12

This course will cover the influence of sports on our society, as well as social, economic, and legal issues as they relate to sports. Topics will include several sports ranging from youth to professional levels. This course is recommended for students who participate in, enjoy sports, or who may be considering a career in the modern sports industry.

314.5 History through Film

Level: CP

0.5 Credit, Grades 9-12

Curriculum for this course will involve the viewing and analysis of a number of films, which are meant to represent significant events in history. Film can be a method for the study of history, and that is the goal of this course. Students will view films and participate in related research and study that will allow them to analyze and evaluate the historical accuracy, and in some cases the inaccuracy, portrayed in film. The primary focus in the course will be on three connections between film and history: films as a reflection of the time during which the film was made, film as a philosophical or historical essay from the filmmaker's perspective, and film as “window on the past”, a recreation of past events and the methods used to

create historical films. This course will afford students an opportunity to use critical thinking skills to enrich their study of history. Films may include, but are not limited to, *Gladiator*, *Saving Private Ryan*, and *Mississippi Burning*.

315.5 American Pop Culture of the 20th Century

Level: CP

0.5 Credit, Grades 9-12

Do you love going to the movies, listening to your favorite music, or binging your favorite show on Netflix? Find out where it all started in "American Pop Culture of the 20th Century". In this course, we will examine the rise of popular music, the creation of the film and television industries, and the stars that became household names. Students will examine how pop culture was shaped by its era, and how it led to the entertainment we enjoy today.

317.5 Media Literacy through Current Events

Level: CP

0.5 Credit, Grades 10-12

Curriculum for this course includes a wide range of strategies to explore the world today. Using both historical events and modern technology, students will investigate a wide range of social, political, and economic issues to find a better understanding of Melrose, Massachusetts, our nation, and the world as a whole.

320 Holocaust and Genocide Studies

Level: Honors

1.0 Credit, Grades 10-12

Students will engage in an in-depth study of the Holocaust and genocide in a global context. The course goals are: to learn about the impact of genocide on peoples and nations, confront anti-Semitism and genocide denial, make thematic connections, and raise awareness of contemporary genocides. A research project will promote student inquiry and choice, as students can choose from a list of several genocides to study. Topics in this course include but are not limited to WWII, the Holocaust, the Nuremberg Trials, the United Nations, genocide denial, anti-Semitism, and a variety of other genocides for students to research.

335H Introduction to Law

Level: Honors

1.0 Credit, Grades 11-12

What makes good law? Intro to Law explores the American legal system with an emphasis on constructing, analyzing and evaluating arguments. The course emphasizes arguing and deciding historical, contemporary and hypothetical cases with a focus on Constitutional rights and the Criminal Law, and their relationship with our lives today. Students will also learn about the legal system, dispute resolution, property law, and family law. Through the use of case studies students are expected to develop a better understanding of law. Students are expected to use analytic reasoning skills in dealing with current problems in society and the methods by which the legal community tries to resolve these issues. Students will discuss and argue cases as a major component of the course. Students enrolled in this course are encouraged to join the after-school Mock Trial club and participate in the [*Massachusetts Bar Association Mock Trial Competition*](#).

Prerequisite: Successful completion of *American Studies/United States History I* or *AP US History*.

324.5 History of Boston

Level: CP

0.5 Credit, Grades 9-12

This course delves into the profound influence exerted by the city of Boston on global affairs despite its modest size. Students will explore pivotal moments spanning early American History, including the American Revolution and Industrialization, as well as movements such as Abolitionism. The examination extends to the 20th and 21st centuries, encompassing significant events like the Sacco and Vanzetti case, the ascent of sports and popular culture, and issues pertaining to race, exemplified by the Stuart murder, school busing, and beyond.

WORLD LANGUAGES

The MHS World Languages program offers four modern languages: French, German, Italian, and Spanish; and one classic language: Latin. The curriculum of the World Languages Department is aligned with both the Curriculum Massachusetts Frameworks and the National Standards in Foreign Languages. **Under Massachusetts General Laws, the study of World Languages is a core subject (M.G.L. c 69, 1D).** The World Languages Department uses a proficiency-based approach to give our students access to both the language and culture of the languages we offer.

It is the goal of our program that, after completing six consecutive years of World Language, all students reach Level 5 and the **Intermediate High** level of [ACTFL proficiency](#) in all three modes of communication and four language skills. Students work to build proficiency in the three modes of communication: Interpretive (listening and reading), Interpersonal (speaking and writing) and Presentational (writing and speaking). Our courses are aligned with proficiency targets as indicated on the chart below.

Levels	Proficiency Target
Level 1	Novice High
Level 2	Intermediate Low
Level 3 CP/H	Intermediate Mid (1)
Level 4 CP/H	Intermediate Mid (2)
Level 5 H/AP (DE-Latin)	Intermediate High (1)

Important World Language Department Notes:

- **MHS World Language Requirement:** Students must pass at least two years of the same language in high school in order to fulfill the MHS World Language requirement.
- **Placement Tests:** Students with prior experience in the languages offered by MHS have the opportunity to take a placement test to determine their proficiency level and will be placed in the appropriate course based on proficiency targets.
- **Latin Dual Enrollment:** Students in level 5 have the opportunity to take a World Language course at the Honors or Advanced Placement level. Students in Latin also have the opportunity to pursue Dual Enrollment with our university partner UMass-Boston.



Massachusetts State Seal of Biliteracy: Melrose High School participates in the The State Seal of Biliteracy, an award given to seniors who have attained a high level of proficiency in English and a World Language. The State Seal of Biliteracy is an award provided by state approved districts that recognizes high school graduates who attain high functional and academic levels of proficiency in English and a world language, in recognition of having studied and attained proficiency in two or more languages by high school graduation.

Melrose also partners with the **Language Opportunity Coalition** to offer supporting biliteracy awards. The chart below summarizes the awards and the criteria. AAPPL and ALIRA exam student fees are determined at the start of the school year and student fees will be billed via the School Bucks platform. Students must ensure fee and registration deadlines are met in order to participate in this program.

Pathway Award	Standardized Assessment Criteria for English and Partner Language
State Seal of Biliteracy, with Distinction	Score of <i>Advanced</i> on the grade 10 ELA MCAS Score of <i>Advanced - Low</i> in the lowest domain/mode of a proficiency test
State Seal of Biliteracy	Score of <i>Proficient</i> on the grade 10 ELA MCAS or <i>Level 5</i> on ACCESS testing Score of <i>Intermediate-High</i> in the lowest domain/mode of a proficiency test
Language Opportunity Seal of Biliteracy	Score of <i>Proficient</i> on the grade 10 ELA MCAS or <i>Level 4.5</i> on ACCESS testing Score of <i>Intermediate-Low</i> in the lowest domain/mode of a proficiency test

MHS World Language Sequence: Students who have successfully completed Level 1 of a World Language	
World Language Path 1: Enroll in Level 2 of the same language	World Language Path 2: Select a New Language (Level 1)
The student will enroll in Level 2 (Intermediate Low) and continue with the same language throughout High School. Students will have the opportunity to advance up to Level 5 (Intermediate High). World Language Advanced Placement (AP) coursework is also available for students.	The student will enroll in any Level 1 (Novice High) language that is being offered at MHS. Students will continue with this language throughout high school and can advance up to Level 4 (Intermediate Mid 2).
World Language (WL) Sequence: Students who <i>did</i> not study a WL or can demonstrate Novice High Proficiency Levels	
World Language Path 1: Enroll in Level 1 Students who did not study a WL in 7th/8th Grade	World Language Path 2: Enroll in Level 2 Students who <i>did</i> not study a WL and/or can demonstrate Novice High Proficiency Levels
The student will enroll in any Level 1 (Novice High) language that is being offered at MHS. Students will continue with this language throughout high school and can advance up to Level 4 (Intermediate Mid 2).	The student can enroll in Level 2 (Intermediate Low) if they are able to demonstrate that they meet the Novice High proficiency level. Students must schedule a placement test by contacting the World Language department designated Administrator at the start of the course selection period (February)/ The placement test will be administered by a member of the World Language department. It is recommended that students prepare for the placement test through outside enrichment opportunities and/or coursework to ensure that they have learned pre-requisite skills.
World Language Competency for ELL Students: ELL students can receive an MHS WL Language exemption if they meet the following criteria	
Enrollment in a World Language class in Middle School. ELL classes fulfill the language class requirement. Demonstrate Proficiency via the AAPPL External Assessment: Students must demonstrate, through an external assessment, their competency in their native/heritage language. Students must achieve the proficiency level of Intermediate Mid or higher on the assessment.	

Students who achieve the proficiency level of **Intermediate High** (or higher) may utilize the assessment results towards attainment of the MA State Seal of Biliteracy if they also meet the minimum criteria for English language proficiency set forth by the Massachusetts Department of Elementary and Secondary Education (DESE). Students *may* receive up to two World Language credits, which will fulfill the MHS World Language graduation requirement.

Contact the World Language Department Administrator to request/schedule the AAPPL Assessment. AAPPL/ALIRA exam student fees are billed via the School Bucks platform. Students must take the assessment on the AAPPL Assessment scheduled test date, which will be administered by members of the World Language Department.

Modern Languages: French

French is the second most studied language in the world, and is taught in the education system of every country. The French Ministry for Europe and Foreign affairs notes that 125 million people study French around the world.

401 French 1 - Novice High	Level: Unleveled	1.0 Credit, Grades 9-12
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This is an introductory course for first-year students who begin the study of French in High School. This course is designed to develop basic proficiency in French in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of French culture and the French speaking countries. Students will begin their journey of learning French by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the French-speaking world. The proficiency target for the end of this course is *Novice High* and students will be able to understand and use words, phrases, and formulaic language that has been highly practiced and memorized.

402 French 2 - Intermediate Low	Level: Unleveled	1.0 Credit, Grades 9-12
402H French 2 - Intermediate Low	Level Honors	1.0 Credit, Grades 10-12

This course is designed to continue developing proficiency in French in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of French culture and the French speaking countries. Students will continue their journey of learning French by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the French-speaking world. The proficiency target for the end of this course is ***Intermediate Low***: students will be able to express themselves and understand familiar topics of everyday life using sentences and series of sentences.

Prerequisite Course: French 1 - Novice High. ***Prerequisite Skills:*** Student's performance needs to be consistent with the Novice High target in all modes/domains.

403 French 3 - Intermediate Mid (1)	Level: CP	1.0 Credit, Grades 9-12
403 H French 3 - Intermediate Mid (1)	Level: H	1.0 Credit, Grades 9-12

This course is designed to build upon and expand students' proficiency in French at the intermediate level in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of French culture and the French speaking countries. Students will strengthen their knowledge of French by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the French-speaking world. The proficiency target for the end of this course is *Intermediate Mid (1)* and students will be able to express themselves and understand familiar topics of everyday life, asking and answering questions, using language to express their thoughts and using a series of sentences or more complex sentences. **Honors Credit:** Students have the option to enroll in Honors credit. To earn the Honors credit, students must complete three additional projects and successfully complete additional learning experiences assigned throughout the school year.

Prerequisite: French 2 - Intermediate Low. ***Prerequisite Skills:*** Student's performance needs to be consistent with the Intermediate Low target in all modes/domains.

404 French 4 - Intermediate Mid (2)
404 H French 4 - Intermediate Mid (2)

Level: CP
Level: H

1.0 Credit, Grades 9-12
1.0 Credit, Grades 9-12

This course is designed to continue building the intermediate level and expand students' proficiency in French in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of French culture and the French speaking countries. Students will continue strengthening their knowledge of French by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the French-speaking world. The proficiency target for the end of this course is *Intermediate Mid (2)* and students will be able to express themselves and understand familiar topics of everyday life, asking and answering original questions, creating with language to express their thoughts on a variety of familiar topics and using a series of sentences or more complex sentences. **Honors Credit:** Students have the option to enroll in Honors credit. To earn the Honors credit, students must complete three additional projects and successfully complete additional learning experiences assigned throughout the school year.

Prerequisite: *French 3 - Intermediate Mid (1).* **Prerequisite Skills:** *Student's performance needs to be consistent with the Intermediate Mid (1) target in all modes/domains.*

405 French 5 - Intermediate High (1)

Level: H/AP

1 Credit, Grades 9-12

This course is designed to build upon and expand students' proficiency in French at the intermediate higher level in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of French culture and the French speaking countries. Communication skills are reinforced to enable students to converse with intermediate high proficiency, read with ease, and express themselves in written composition. Students will be able to understand and analyze French authentic resources such as videos, articles, infographics, songs and podcasts of the French-speaking world with increased skills and confidence. The proficiency target for the end of this course is *Intermediate High (1)* and students will be able to maintain communication on familiar and new concrete topics, narrating in the past, present, and future with some control, and using paragraph-length discourse.

Prerequisite: *French 4 - Intermediate Mid (2).* **Prerequisite Skills:** *Student's performance needs to be consistent with the Intermediate Mid (2) target in all modes/domains.*

- **AP Enrollment/AP French Credit:** Students have the option of registering for AP French. In order to earn this credit, students must complete two additional projects that consist of at least two of the three modes of communication, as well as additional learning activities assigned throughout the school year by the teacher. In addition, all AP French students are required to take the AP French Language examination in May.
- **Seal of Biliteracy:** Students will take the external assessment AAPPL and have the opportunity to earn the State Seal of Biliteracy. AAPPL student fees for SY 26-27 to be determined and will be billed via School Bucks.

Prerequisite: *French 4 - Intermediate Mid (2).* **Prerequisite Skills:** *Student's performance needs to be consistent with the Intermediate Mid (2) target in all modes/domains.*

Modern Languages: German

German is the second most commonly used scientific language in the world. It is the language of inventors and innovators. Almost a fifth of the world's books are published in German. Germany is the second largest exporter in the world.

411 German 1 - Novice High

Level: Unleveled

1.0 Credit, Grades 9-12

This is an introductory course for first-year students who begin the study of German in High School. This course is designed to develop basic proficiency in German in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of German culture and the German speaking countries. Students will begin their journey of learning German by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the German-speaking world. The proficiency target for the end of this course is *Novice High*: students will be able to understand and use words, phrases, and

formulaic language that has been highly practiced and memorized.

412 German 2 - Intermediate Low Level: Unleveled 1.0 Credit, Grades 9-12

This course is designed to continue developing proficiency in German in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of German culture and the German speaking countries. Students will continue their journey of learning German by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the German-speaking world. The proficiency target for the end of this course is **Intermediate Low**: students will be able to express themselves and understand familiar topics of everyday life using sentences and series of sentences.

Prerequisite Course: German 1 - Novice High. **Prerequisite Skills:** Student's performance needs to be consistent with the Novice High target in all modes/domains.

413 German 3 - Intermediate Mid (1) Level: CP 1.0 Credit, Grades 9-12
413 H German 3 - Intermediate Mid (1) Level: H 1.0 Credit, Grades 9-12

This course is designed to build upon and expand students' proficiency in German at the intermediate level in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of German culture and the German speaking countries. Students will strengthen their knowledge of German by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the German-speaking world. The proficiency target for the end of this course is *Intermediate Mid (1)* and students will be able to express themselves and understand familiar topics of everyday life, asking and answering questions, using language to express their thoughts and using a series of sentences or more complex sentences. **Honors Credit:** Students have the option to enroll in Honors credit. To earn the Honors credit, students must complete three additional projects and successfully complete additional learning experiences assigned throughout the school year.

Prerequisite: German 2 - Intermediate Low. **Prerequisite Skills:** Student's performance needs to be consistent with the Intermediate Low target in all modes/domains.

414 German 4 - Intermediate Mid (2) Level: CP 1.0 Credit, Grades 9-12
414 H German 4 - Intermediate Mid (2) Level: H 1.0 Credit, Grades 9-12

This course is designed to continue building the intermediate level and expand students' proficiency in German in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of German culture and the German speaking countries. Students will continue strengthening their knowledge of German by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the German-speaking world. The proficiency target for the end of this course is *Intermediate Mid (2)* and students will be able to express themselves and understand familiar topics of everyday life, asking and answering original questions, creating with language to express their thoughts on a variety of familiar topics and using a series of sentences or more complex sentences. **Honors Credit:** Students have the option to enroll in Honors credit. To earn the Honors credit, students must complete three additional projects and successfully complete additional learning experiences assigned throughout the school year.

Prerequisite: German 3 - Intermediate Mid (1). **Prerequisite Skills:** Student's performance needs to be consistent with the Intermediate Mid (1) target in all modes/domains.

415 German 5 - Intermediate High (1) Level: H/AP 1.0 Credit, Grades 9-12

This course is designed to build upon and expand students' proficiency in German at the intermediate higher level in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of German culture and the German speaking countries. Communication skills are reinforced to enable students to converse with intermediate high proficiency, read with ease, and express themselves in written composition. Students will be able to understand and analyze German authentic resources such as videos, articles, infographics, songs and podcasts of the German-speaking world with increased skills and confidence. The proficiency target for the end of this course is *Intermediate High* and students will be able to maintain communication on

familiar and new concrete topics, narrating in the past, present, and future with some control, and using paragraph-length discourse.

Prerequisite: *German 4 - Intermediate Mid (2).* **Prerequisite Skills:** *Student's performance needs to be consistent with the Intermediate Mid (2) target in all modes/domains.*

- **AP Credit:** Students have the option of registering for AP credit. To earn AP credit students have to have to complete two additional projects that consist of at least two of the three modes of communication and some other extra activities assigned throughout the school year by the teacher. Students enrolled in AP German are required to take the AP German Language Exam in May.
- **Seal of Biliteracy:** Students will take the AAPPL external assessment and have the opportunity to earn the State Seal of Biliteracy. AAPPL student fees will be shared at the start of the school year and payment will be made via School Bucks.

Modern Languages: Italian

Italian ranks as the fourth most studied language in US colleges and high schools and it is spoken by 60 million people around the world. It is the language most linked to the world of art and culture and has influence in major areas such as painting arts, architecture, literature and music.

421	Italian 1 - Novice High	Level: Unleveled	1.0 Credit, Grades 9-12
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This is an introductory course for first-year students who begin the study of Italian in High School. This course is designed to develop basic proficiency in Italian in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of Italian culture and the Italian speaking countries. Students will begin their journey of learning Italian by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the Italian-speaking world. The proficiency target for the end of this course is **Novice High** and students will be able to understand and use words, phrases, and formulaic language that has been highly practiced and memorized.

422	Italian 2 - Intermediate Low	Level: Unleveled	1.0 Credit, Grades 9-12
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This course is designed to continue developing proficiency in Italian in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of Italian culture and the Italian speaking countries. Students will continue their journey of learning Italian by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the Italian-speaking world. The proficiency target for the end of this course is *Intermediate Low*: students will be able to express themselves and understand familiar topics of everyday life using sentences and series of sentences.

Prerequisite Course: *Italian 1 - Novice High or Italian Grade 8 - Novice High.* **Prerequisite Skills:** *Student's performance needs to be consistent with the Novice High target in all modes/domains.*

423	Italian 3 - Intermediate Mid (1)	Level: CP	1.0 Credit, Grades 9-12
423 H	Italian 3 - Intermediate Mid (1)	Level: H	1.0 Credit, Grades 9-12

This course is designed to build upon and expand students' proficiency in Italian at the intermediate level in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of Italian culture and the Italian speaking countries. Students will strengthen their knowledge of Italian by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the Italian-speaking world. The proficiency target for the end of this course is *Intermediate Mid (1)* and students will be able to express themselves and understand familiar topics of everyday life, asking and answering questions, using language to express their thoughts and using a series of sentences or more complex sentences. **Honors Credit:** Students have the option to enroll in Honors credit. To earn the Honors credit, students must complete three additional projects and successfully complete additional learning experiences assigned throughout the school year.

Prerequisite: Italian 2 - Intermediate Low. **Prerequisite Skills:** Student's performance needs to be consistent with the Intermediate Low target in all modes/domains.

424	Italian 4 - Intermediate Mid (2)	Level: CP	1.0 Credit, Grades 9-12
424 H	Italian 4 - Intermediate Mid (2)	Level: H	1.0 Credit, Grades 9-12

This course is designed to continue building the intermediate level and expand students' proficiency in Italian in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of Italian culture and the Italian speaking countries. Students will continue strengthening their knowledge of Italian by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the Italian-speaking world. The proficiency target for the end of this course is *Intermediate Mid (2)*: students will be able to express themselves and understand familiar topics of everyday life, asking and answering original questions, creating with language to express their thoughts on a variety of familiar topics and using a series of sentences or more complex sentences. **Honors Credit:** Students have the option to enroll in Honors credit. To earn the Honors credit, students must complete three additional projects and successfully complete additional learning experiences assigned throughout the school year.

Prerequisite: Italian 3 - Intermediate Mid (1). **Prerequisite Skills:** Student's performance needs to be consistent with the Intermediate Mid (1) target in all modes/domains.

425	Italian 5 - Intermediate High (1)	Level: H/AP	1.0 Credit, Grades 9-12
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This college-level course is designed to build upon and expand students' proficiency in Italian at the intermediate higher level in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of Italian culture and the Italian speaking countries. Communication skills are reinforced to enable students to converse with intermediate high proficiency, read with ease, and express themselves in written composition. Students will be able to understand and analyze authentic Italian resources such as videos, articles, infographics, songs and podcasts of the Italian-speaking world with increased skills and confidence. The proficiency target for the end of this course is *Intermediate High* and students will be able to maintain communication on familiar and new concrete topics, narrating in the past, present, and future with some control, and using paragraph-length discourse.

Prerequisite: Italian 4 - Intermediate Mid (2) **Prerequisite Skills:** Student's performance needs to be consistent with the Intermediate Mid (2) target in all modes/domains.

- **AP Credit:** Students have the option of registering for AP credit. To earn AP credit students have to have to complete two additional projects that consist of at least two of the three modes of communication and some other extra activities assigned throughout the school year by the teacher. **Students enrolled in AP Italian are required to take the AP Italian Language exam in May.**
- **Seal of Biliteracy:** Students will take the AAPPL assessment and have the opportunity to earn the State Seal of Biliteracy. AAPPL fees will be shared at the start of the school year and payment will be made via School Bucks.

Modern Languages: Spanish

Spanish is the second most spoken language in the world, with over 400 million native Spanish speakers, providing you the opportunity to be able to communicate with over 500 million people all around the world. Speaking Spanish will open the door to a rich and historically important culture. An increasing number of employers prefer to hire individuals who can speak Spanish fluently.

431	Spanish 1 - Novice High	Level: Unleveled	1.0 Credit, Grades 9-12
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This is an introductory course for first-year students who begin the study of Spanish in High School. This course is designed to develop basic proficiency in Spanish in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of Spanish culture and the Spanish speaking countries. Students will begin their journey of learning Spanish by understanding and

analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the Spanish-speaking world. The proficiency target for the end of this course is **Novice High** and students will be able to understand and use words, phrases, and formulaic language that has been highly practiced and memorized.

432 Spanish 2 - Intermediate Low Level: Unleveled 1.0 Credit, Grades 9-12

This course is designed to continue developing proficiency in Spanish in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of Spanish culture and the Spanish speaking countries. Students will continue their journey of learning Spanish by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the Spanish-speaking world. The proficiency target for the end of this course is *Intermediate Low* and students will be able to express themselves and understand familiar topics of everyday life using sentences and series of sentences.

Prerequisite Course: *Spanish 1 - Novice High or Spanish Grade 8 - Novice High.* **Prerequisite Skills:** *Student's performance needs to be consistent with the Novice High target in all modes/domains.*

433 Spanish 3 - Intermediate Mid (1) Level: CP 1.0 Credit, Grades 9-12
433 H Spanish 3 - Intermediate Mid (1) Level: H 1.0 Credit, Grades 9-12

This course is designed to build upon and expand students' proficiency in Spanish at the intermediate level in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of Spanish culture and the Spanish speaking countries. Students will strengthen their knowledge of Spanish by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the Spanish-speaking world. The proficiency target for the end of this course is *Intermediate Mid (1)*: students will be able to express themselves and understand familiar topics of everyday life, asking and answering questions, using language to express their thoughts and using a series of sentences or more complex sentences. **Honors Credit:** *Students have the option to enroll in Honors credit. To earn the Honors credit, students must complete three additional projects and successfully complete additional learning experiences assigned throughout the school year.*

Prerequisite: *Spanish 2 - Intermediate Low.* **Prerequisite Skills:** *Student's performance needs to be consistent with the Intermediate Low target in all modes/domains.*

434 Spanish 4 - Intermediate Mid (2) Level: CP 1.0 Credit, Grades 9-12
434 H Spanish 4 - Intermediate Mid (2) Level: H 1.0 Credit, Grades 9-12

This course is designed to continue building the intermediate level and expand students' proficiency in Spanish in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of Spanish culture and the Spanish speaking countries. Students will continue strengthening their knowledge of Spanish by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the Spanish-speaking world. The proficiency target for the end of this course is *Intermediate Mid (2)*: students will be able to express themselves and understand familiar topics of everyday life, asking and answering original questions, creating with language to express their thoughts on a variety of familiar topics and using a series of sentences or more complex sentences.

Prerequisite: *Spanish 3 - Intermediate Mid (1).* **Prerequisite Skills:** *Student's performance needs to be consistent with the Intermediate Mid (1) target in all modes/domains.*

Honors Credit: Students have the option to enroll in Honors credit. To earn the Honors credit, students must complete three additional projects and successfully complete additional learning experiences assigned throughout the school year.

435 Spanish 5 - Intermediate High (1) Level: H/AP 1.0 Credit, Grades 9-12

This college-level course is designed to build upon and expand students' proficiency in Spanish at the intermediate higher level in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of Spanish culture and the Spanish speaking countries. Communication skills are reinforced to enable students to converse with intermediate high proficiency, read with

ease, and express themselves in written composition. Students will be able to understand and analyze authentic Spanish resources such as videos, articles, infographics, songs and podcasts of the Spanish-speaking world with increased skills and confidence. The proficiency target for the end of this course is *Intermediate High*: students will be able to maintain communication on familiar and new concrete topics, narrating in the past, present, and future with some control, and using paragraph-length discourse.

Prerequisite: *Spanish 4 - Intermediate Mid (2).* **Prerequisite Skills:** *Student's performance needs to be consistent with the Intermediate Mid (2) target in all modes/domains.*

- **AP Credit:** Students have the option of registering for AP credit. To earn AP credit students have to have to complete two additional projects that consist of at least two of the three modes of communication and some other extra activities assigned throughout the school year by the teacher. Students enrolled in AP Spanish are required to take the AP Spanish Language exam in May.
- **Seal of Biliteracy:** All students will take the AAPPL external assessment and have the opportunity to earn the State Seal of Biliteracy. AAPPL student fees will be shared at the start for the school year and payment will be made via School Bucks.

Classical Languages: Latin

Latin has existed for thousands of years, continues to be spoken today and influences today's languages. It eases the transition into the Romance Languages, strengthens critical thinking and analytical skills, increases knowledge in English grammar and vocabulary, which is still used significantly in science, law, and medical fields. Ancient Roman history and culture is the origin of many western cultures that includes classical mythology and have influenced storytelling for thousands of years.

441 Latin 1 - Novice High	Level: Unleveled	1.0 Credit, Grades 9-12
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This introductory course in Latin is designed for students without prior language experience. Students will learn the fundamentals of Latin and develop proficiency in reading, speaking and writing Latin through active class participation and independent practice. Students are expected to develop oral proficiency in Latin in order to reinforce development of fundamental skills in reading and writing. The proficiency target for the end of this course is *Novice High*.

442 Latin 2 - Intermediate Low	Level: Unleveled	1.0 Credit, Grades 9-12
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Students will continue to develop proficiency skills to read introductory and intermediate Latin texts with ease and express themselves orally or in writing. Also, by reading challenging texts, expanding their knowledge of vocabulary, and by deepening their knowledge of grammar, students will significantly improve their ability to apply reading strategies across content areas. Students will also discover Roman life and culture by reading original works geared to their level of instruction through active class participation and independent practice. Students are expected to develop oral proficiency in Latin in order to reinforce the development of fundamental skills in reading and writing. The proficiency target for the end of this course is *Intermediate Low*.

Prerequisite: *Latin 1 - Novice High*

443 H Latin 3 - Intermediate Mid (1)	Level: H	1.0 Credit, Grades 9-12
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In this course, students are expected to learn about Roman civilization while reading Latin prose. Students are expected to engage in active class participation and independent practice. Students are expected to develop oral proficiency in Latin in order to reinforce development of fundamental skills in reading and writing. The proficiency target for the end of this course is *Intermediate Mid (1)*.

Prerequisite: *Latin 2 - Intermediate Low.* **Prerequisite Skills:** *Student's performance needs to be consistent with the Intermediate low target in all modes/domains.*

444 H Latin 4 - Intermediate Mid (2)**Level: H****1.0 Credit, Grades 9-12**

Students in this course are expected to learn about Roman civilization through the reading of Latin poetry. Curriculum for this course continues to introduce students to more advanced Latin literature, and offers the student texts of greater complexity. In addition to increased language proficiency, students will also gain a greater understanding of the cultural influence of Rome on Western civilization through active class participation and independent practice. Students are expected to develop oral proficiency in Latin in order to reinforce development of fundamental skills in reading and writing. The proficiency target for the end of this course is an Intermediate Mid (2).

Prerequisite: *Latin 3 - Intermediate Mid (1).* **Prerequisite Skills:** *Student's performance needs to be consistent with the Intermediate Mid (1) target in all modes/domains.*

- **AP Credit:** Students who enroll in this course for AP credit are required to take the AP Latin language exam.
- **Dual Enrollment:** Students have the option of registering for Dual Enrollment (DE) with UMass Boston: To earn DE credit, students have to complete additional projects and other extra activities assigned throughout the school year by the teacher. Students also have to complete and sign the DE form by the due date. Students who enroll in DE will be required to pay a UMass fee of \$184. Upon successful completion of the DE course, UMass Boston transcript will be awarded reflecting three transferable undergraduate credits.

445 Latin 5 - Intermediate High (1)**Level: H/ AP/ DE****1.0 Credit, Grades 9-12**

Students in this course are expected to learn and develop modern and college level Latin skills such as original compositions and critical text analysis. Students are also expected to continue to develop oral proficiency in Latin in order to communicate and engage in the modern spoken Latin community. Curriculum for this course allows student-directed readings in advanced Latin literature. In addition to increased language proficiency, students will also gain a greater understanding of the cultural influence of Rome on Western civilization through active class participation and independent practice such as homework, reading, and projects. The proficiency target for the end of this course is *Intermediate High*.

Prerequisite: *Latin 4 - Intermediate Mid (2).* **Prerequisite Skills:** *Student's performance needs to be consistent with the Intermediate Mid (2) target in all modes/domains.*

- **AP Credit:** Students have the option of registering for AP credit. To earn AP credit students must complete two additional projects that consist of at least two of the three modes of communication and some other extra activities assigned throughout the school year by the teacher. All AP Latin students are required to take the AP Exam in May.
- **Seal of Biliteracy:** All students will take the ALIRA assessment and have the opportunity to earn the State Seal of Biliteracy. AAPPL fees will be shared at the start of the school year and payment will be made via School Bucks.
- **Dual Enrollment:** Students have the option of registering for Dual Enrollment (DE) with UMass Boston: To earn DE credit, students have to complete additional projects and other extra activities assigned throughout the school year by the teacher. Students also have to complete and sign the DE form by the due date. Students who enroll in DE will be required to pay a UMass fee of \$184. Upon successful completion of the DE course, UMass Boston transcript will be awarded reflecting three transferable undergraduate credits.

450.5 Ancient Greek Mythology**Level: CP****0.5 Credit, Grades 9-12**

This course will cover in depth the mythology and religion of the ancient Greeks that has influenced western culture, language, and literature for thousands of years. Students will start by exploring what mythology is and its importance to culture. Then students will research and learn ancient Greek mythology through Literature, art, music, and films both ancient and modern. Students will also tell the stories themselves to their peers through a variety of mediums and styles. In this way they will experience mythology the way it is meant to be, tales meant to be passed on. The goal will be for students to learn these important stories as well as explore how and why they became these important cultural touchstones for so many thousands of years. During the course students will also be introduced to the Ancient Greek language. They will learn to read and write the alphabet, still used in mathematics and science today.

SCIENCE, TECHNOLOGY AND ENGINEERING

The courses in Science and Technology serve two objectives: to insure that those individuals who desire to pursue science-related studies and careers will be prepared with a good foundation necessary to continue further education and training and to provide students with a challenging learning environment to attain a common core of knowledge, concepts, skills, analytical methods and strategies to become responsible citizens and successful problem solvers in a changing world.

Four credits in Science and Technology are required for graduation, with 3 credits in a lab-based science (L). Colleges, technical schools, and schools of nursing, etc., may have additional requirements. If a student intends to pursue a career in the scientific, technical, medical, or allied health fields, a minimum of 4 credits in the sciences plus additional coursework in technology is highly recommended. Students pursuing careers in these areas should also pay close attention to mathematics requirements for these fields. Please note: All ninth graders will be expected to take the MCAS Biology exam in the spring/.

We continue to grow our capacity at MHS in courses that include computational knowledge and follow the lead from the Department of Elementary and Secondary Education. Courses fulfilling the computational knowledge pathway include Computer Aided Design (CAD), Computer Science, Robotics, Engineering, and Video Production. All students are encouraged to take a computer-based class. Many 21st Century careers require expertise in the area of technology. Exploratory and advanced experiences are provided for students to introduce them to technology and its applications. Students also gain information in many of the courses on how to prepare for professions and careers. Skills development in these areas of technology will be a focus of the courses and will include problem-solving skills.

SCIENCE

The following are sample course sequences within the science program for students. Alternate sequences may be created to meet the needs of individual students. For instance, students can also move in and out of sequences based on performance criteria and teacher/Director recommendations.

	9 th Grade	10 th Grade	11 th and 12 th Grades
Pathway 1:	Biology	Chemistry (CP, H, or AP)	<i>Selection one of the following courses:</i> Physics CP *co-enrolled in Algebra 2 or higher. Physics H *co-enrolled in H. Alg. 2 or higher. AP Physics 1 *co-enrollment in Pre-Calc. AP Physics C Mech *co-enrolled in Calculus Environmental Science (CP, H, or AP) AP Biology Or Science Elective
Pathway 2:	AP Biology	AP Chemistry/Honors Chemistry	<i>Selection One of the following Courses:</i> Physics H *co-enrolled in H. Alg. 2 or higher. AP Physics 1 *co-enrollment in Pre-Calc. AP Physics C Mech *co-enrolled in Calculus Environmental Science (H, or AP) Or Science Elective
Science Elective offerings available at grade level:		Forensics, Science and Science Fiction (9-12) Human Health and Disease, Anatomy & Physiology 1/2, Biotechnology, Marine Science, Botany, Astronomy, Bioethical Issues (10-12) Advanced Placement offerings. AP Physics C E/M AP Physics 2	

501 Biology (L)**Level: Unleveled****1.0 STE Credit, Grades 9-10**

Students investigate the four core ideas of Biology: From Molecules to Organisms, Ecosystems, Heredity, and Biological Evolution. During each unit of study, students are engaged in student-centered activities using science practices. Students will use multiple types of models to make predictions that accurately represent or simulate the biological system. Using evidence from laboratory experiments and scientific literature, students will construct evidence-based claims and communicate phenomena related to genetics, the functioning of organisms, and interrelationships between organisms, populations, and the environment.

501AP AP Biology (L)**Level: AP****1.0 STE Credit, Grades 9-12**

Advanced Placement (AP) Biology is a rigorous course that is modeled after a college-level Introductory Biology course and follows the curriculum prescribed for an AP Biology course. Lab work, including modeling, scientific questioning, experimental planning, data collection, and data analysis, is a significant part of the coursework. The course will culminate with an independent research/experiment project. This is an in-depth look at some of the major concepts in Biology. Students will prepare and be required to take the AP Biology exam and the state-administered Biology MCAS exam (9th grade only). Students are expected to complete rigorous courses and lab work consistent with college-level Biology.

***Prerequisite for 9th graders:** Students must meet all of the following criteria after completing 8th-grade STE standards: Trimester 1 and 2 averages of 90% or better; a Trimester 1 and 2 Assessment average of 90% or better; a core open response average of 90% or higher; teacher recommendation and earn a qualifying score on AP Biology entrance exam. A summer work assignment is required as a condition of enrollment in this course.*

***Prerequisite for 10-12th graders:** A grade of A- or above in Chemistry or Biology and teacher recommendation. A summer work assignment is required as a condition of enrollment in this course.*

503 Chemistry (L)**Level: CP****1.0 STE Credit, Grades 10-12**

This course covers the most frequent theories of the nature of matter and its interaction. Major emphasis will be on chemical interactions from both a descriptive and mathematical approach. The student will derive conclusions from laboratory experiments and solving problems. Students are expected to complete 4 Core Assignments (laboratory reports and projects).

***Prerequisites:** Successful completion of Biology and Algebra 1. Students who do not meet these prerequisites will be expected to participate in additional support in order to be successful in this class, with department approval.*

503H Chemistry (L)**Level: H****1.0 STE Credit, Grades 10-12**

Emphasis is placed on a theoretical and mathematical approach to the more advanced concepts of the nature of matter and its chemical interactions, with an equal stress on accurate and meaningful laboratory experiences. The combination of this course and AP Chemistry is designed to approximate the essentials of first year college chemistry. Students are expected to complete 4 Core Assignments (laboratory reports and projects).

***Prerequisites:** A grade of B+ or higher in Biology and Algebra I, B- or higher in AP Biology 9. Students who do not meet prerequisites will be expected to participate in additional support in order to be successful in this class, with department approval.*

503AP AP Chemistry (L)**Level: AP****1.0 STE Credit, Grades 10-12**

This Advanced Placement (AP) course will follow the curriculum prescribed for an AP Chemistry class. AP Chemistry emphasizes chemical calculations and the mathematical formulations of principles. Instruction is provided in five key areas, including (1) the structure of matter, in which atomic theory and chemical bonding are discussed, (2) phases of matter, (3) chemical reactions, emphasizing stoichiometry, equilibrium, kinetics and thermodynamics, and (4) descriptive chemistry analyzing relationships and trends in the periodic table. The final component involves (5) a laboratory experience, in which students will develop and perform chemical experiments in order to build upon group collaboration, data manipulation, and communication of scientific results through formally-written laboratory reports. All students are required to complete a

summer assignment. Students who take AP Chemistry as a first year course will have an additional substantive summer assignment. Students are expected to complete rigorous course and lab work consistent with college level Chemistry. The AP Chemistry exam requires math and being able to do mental math and manipulate numbers in scientific notation are important skills. All students will prepare and be required to take the AP Chemistry exam.

Prerequisites: *A grade of B+ or higher in Chemistry H, A- or higher in AP Biology 9 or A or higher in Biology and teacher recommendation. Students must also be co-enrolled in an Honors math course. **Prerequisite Skills:** AP Chemistry is a second year advanced chemistry course. Students must possess strong mathematical, problem solving, and laboratory skills to succeed in this class. Students are highly recommended to be co-enrolled in or have completed PreCalculus, or the successful completion of a supplemental mathematics packet specific to the skills needed in AP Chemistry.*

504 Physics (L)

Level: CP

1.0 STE Credit, Grades 11-12

This course is an analytical and conceptual treatment of physical phenomena. The topics studied will include the study of motion, forces on objects, conservation of energy, sound and light waves, DC electrical circuits, and Relative. This course will use real-world examples and basic mathematical strategies to illustrate physics concepts and solve physics problems. This is a lab based course with students performing labs in multiple formats each unit. Students will also be involved in projects that apply the topics they are learning in Physics through Engineering.

Prerequisites: *Successful completion of Biology and Chemistry and co-enrollment in Algebra 2 or higher.*

504H Physics (L)

Level: H

1.0 STE Credit, Grades 11-12

This course is a mathematics-based treatment of physical phenomena. The topics studied will include kinematics, forces, mechanical energy, dynamics, waves, static electricity, DC circuits and Relativity. The course will emphasize mathematical problem-solving. This is a lab based course with students performing labs in multiple formats each unit. Students will also be involved in projects that apply the topics they are learning in Physics through Engineering and Coding.

Prerequisites: *Successful Completion of Biology and Chemistry and co-enrollment in Honors Algebra 2 or higher.*

504AP AP Physics 1 (L)

Level: AP

1.0 STE Credit, Grades 10-12

This Advanced Placement (AP) course is equivalent to a semester-long, college algebra-based Physics course. It follows the College Board's prescribed curriculum for AP Physics 1 in preparation for the AP Exam. Students enrolled in this class are required to take the AP Physics 1 exam. The course covers Newtonian mechanics (including rotational dynamics and angular momentum), work, energy, and power. Students are expected to be able to solve problems independently, have a high level of math skills, and complete rigorous courses and lab work consistent with college-level Physics.

Prerequisites: *Students must be co-enrolled in or have completed PreCalculus.*

541AP AP Physics 2 (L)

Level: AP

1.0 STE Credit, Grades 11-12

This Advanced Placement (AP) course is equivalent to a semester-long, college algebra-based Physics course. It follows the College Board's prescribed curriculum for AP Physics 2 in preparation for the AP Exam. Students enrolled in this class are required to take the AP Physics 2 exam. The course covers Thermodynamics, Electric Force, Field and Potential, Electric Circuits, Magnetism and Electromagnetism, Geometric Optics, Waves, Sound and Physical Optics and Modern Physics. Students are expected to be able to solve problems independently, have a high level of math skills, and complete rigorous courses and lab work consistent with college-level Physics.

Prerequisites: *B or better in Honors level Physics or have completed AP Physics 1. Students must be co-enrolled in or have completed PreCalculus.*

505AP AP Physics C Mechanics (L)**Level: AP****1.0 STE Credit , Grades 11-12**

This Advanced Placement (AP) course is equivalent to a one-semester, calculus-based, college-level physics course, *especially appropriate for students planning to specialize or major in physical sciences or engineering*. It follows the College Board's prescribed AP Physics C - Mechanics course curriculum in preparation for the AP Exam and presents the areas of mechanics and phenomena. Students enrolled in this course are required to take the AP Physics C Mechanics exam. The course stresses both the mathematical and practical applications of the topics being studied. A significant amount of class time is spent doing laboratory investigations. The topics addressed in this course include Kinematics, Forces and Translational Dynamics, Work, Energy and Power, Linear Momentum, Torque and Rotational Dynamics, Energy and Momentum of Rotating Systems, and Oscillations. Analysis of these topics will use calculus where appropriate. Students are expected to be able to solve problems independently, have a high level of math skills, and complete rigorous courses and lab work consistent with college-level Physics. *This course reflects coursework done in college by first-year engineering or science majors.*

Prerequisites: *A- or better in Honors level Chemistry and teacher recommendation. Students must be co-enrolled in or have completed Calculus. AP Physics C is an advanced physics course. Students must possess strong mathematical and problem-solving skills to succeed in this class.*

542AP AP Physics C Electricity and Magnetism (L)**Level: AP****1.0 STE Credit, Grades 11-12**

This Advanced Placement (AP) course is equivalent to a one-semester, calculus-based, college-level physics course, *especially appropriate for students planning to specialize or major in physical sciences or engineering*. It follows the College Board's prescribed AP Physics C - Electricity and Magnetism course curriculum in preparation for the AP Exam. Students enrolled in this course are required to take the AP Physics C Electricity and Magnetism exam. The course stresses both the mathematical and practical applications of the topics being studied. A significant amount of class time is spent doing laboratory investigations. The topics addressed in this course include Electric Charges, Fields and Gauss's Law, Electric Potential, Conductors and Capacitors, Electric Circuits, Magnetic Fields and Electromagnetism and Electromagnetic Induction.. Analysis of these topics will use calculus where appropriate. Students are expected to be able to solve problems independently, have a high level of math skills, and complete rigorous courses and lab work consistent with college-level Physics. *This course reflects coursework done in college by first-year engineering or science majors.*

Prerequisites: *Completed AP Physics C Mechanics and teacher recommendation. Students must be co-enrolled in or have completed Calculus. AP Physics C is an advanced physics course. Students must possess strong mathematical and problem-solving skills to succeed in this class.*

506CP/H Environmental Science (L)**Level: CP/H****1.0 STE Credit, Grades 10-12**

Environmental Science is designed to provide students with the scientific principles, concepts and methodologies needed to understand the interrelationships between organisms and their environment. Environmental Science is an interdisciplinary course where students will identify and analyze environmental problems. Topics covered include energy conversions, changing natural systems, biochemical systems, technology and the human impact on the environment, cultural and socio-economic factors, and the development of practices that will achieve a sustainable world. Students who elect for H will complete additional assignments and extension questions on projects and labs, as well as alternative assessments.

Prerequisites: *Successful completion of Biology.*

506AP AP Environmental Science (L)**Level: AP****1.0 STE Credit. Grades 11-12**

The Advanced Placement (AP) Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. This course is designed to be the equivalent of a one-semester, introductory college course in environmental science. Students will prepare for and be required to take the AP Environmental Science exam.

Prerequisites: A score of 85% or higher in Chemistry 1 H or 90% or higher in Chemistry 1 CP, and a score of 85% or higher in Algebra 1 H or 90% or higher in Algebra 1 CP. **Prerequisite Skills:** Students will be expected to utilize standard scientific methods through student-centered activities, discussions, laboratory experiments, and reading assignments with a focus on independent learning and inquiry. Environmental Science is interdisciplinary. Students must possess strong mathematical and problem-solving skills to succeed in this class.

531 Human Health and Disease (L)

Level: CP

1.0 STE Credit, Grades 10-12

This course will use an inquiry and case study approach to explore a variety of diseases and their effects on the human body. The goal is to help students gain an understanding of the normal structures and functions of different human systems and how to keep them healthy. Students should expect to take part in in-class discussions and complete several projects over the course of the year.

Prerequisites: Successful completion of Biology, as well as teacher recommendation, is a requirement for enrollment in this class.

507H Anatomy and Physiology 1 (L)

Level: Honors

1.0 Credit, Grades 10-12

This course offers a detailed and in-depth systematic survey of the structure and function of the human body in order to prepare students for future studies in courses related to medical sciences, such as emergency medical technicians, doctors, nurses, physician's assistant, physical therapists and other related careers. During this course we will investigate the following topics and systems: Orientation of the Body; Chemistry of Life; Cellular Structure and Function; Histology; Integumentary System; Skeletal System; Muscular System; and the Nervous System and Senses. Laboratory work includes dissection of preserved specimens, microscopic observations, physiological experiments, modeling and computer simulations. Students are expected to complete independent practice such as homework, reading, and projects as well as research-based projects and presentations.

Prerequisites: Successful completion of Biology as well as teacher recommendation is a requirement for enrollment in this class. Students who do not meet these prerequisites will be expected to participate in additional support in order to be successful in this class.

540H Anatomy and Physiology 2 (L)

Level: Honors

1.0 Credit, Grades 10-12

This course offers a detailed and in-depth systematic survey of the structure and function of the human body in order to prepare students for future studies in courses related to medical sciences, such as emergency medical technicians, doctors, nurses, physician's assistant, physical therapists and other related careers. The course is lab oriented and includes dissections. Students are expected to complete independent practice such as homework, reading, and projects as well as research-based projects and presentations. During this course, we will investigate the following systems: Cardiovascular; Respiratory; Digestive; Urinary; Reproductive; and Endocrine Systems. Laboratory work includes dissection of preserved specimens, microscopic observations, physiological experiments, modeling and computer simulations.

Prerequisites: Successful completion of Biology as well as teacher recommendation is a requirement for enrollment in this class. Students who have not completed ANATOMY 1 will complete a summer assignment on the orientation of the body, biochemistry, and cell membrane processes.

508 Marine Science (L)

Level: CP

1.0 STE Credit, Grades 10-12

Curriculum for Marine Science introduces students to biotic and abiotic factors of the marine environment. Course topics include aquarium maintenance and basic animal care; major physical, chemical and geological properties of the ocean, marine biology and ecology, structure and functions of marine ecosystems, and human interactions with the sea. Lab components include microscope work; gross anatomy of organisms; taxonomy and basic water analysis. Students are expected to complete independent practice such as homework, reading, and projects as well as a research-based project and presentation.

Prerequisites: Biology and Chemistry or Environmental Science. A general understanding of Physics and Mathematics is preferred. Students who do not meet these prerequisites will be expected to participate in additional support in order to be successful in this class.

509.5 Astronomy**Level: CP****0.5 STE Credit, Grade 10-12**

The curriculum for this class will provide students an introduction to astronomy, starting with the Earth-Moon system, working outward to the rest of the solar system (planets, the Sun). Additionally, students will explore the structure and life cycle of stars, using our Sun as a model star; the structure and movement of galaxies, using our own Milky Way as a model system; structure, evidence and influence of black holes; cosmology; and SETI (Search for Extraterrestrial Intelligence). A variety of text and media will be used. A working knowledge of chemistry and physics is helpful. Students are expected to complete independent practice such as homework, reading, and projects as well as a research-based project and presentation.

Prerequisites: *Biology, Chemistry and a general understanding of physics and mathematics. Students who do not meet these prerequisites will be expected to participate in additional support in order to be successful in this class.*

510 Bioethical Issues**Level: CP****1.0 STE Credit, Grades 10-12**

An interdisciplinary topic, Bioethics combines sciences, including genetics, medicine, and ecology, along with law, philosophy, history, and pedagogy. Issues covered are relevant to everyday life. The cases presented require students to revisit areas they have previously learned in other science courses to study the topics presented in this course. Problem-solving, comparing and contrasting, explaining, listening, writing, decision-making, and discussion will be important aspects of this course. Students are expected to complete independent practice such as homework, reading, and projects as well as research-based projects and presentations. *Please note that this course is not considered a lab science course.*

Prerequisites: *Completion of Biology I. Prerequisite Skills: Bioethical Issues requires students to use reading skills as well as strong critical thinking skills to integrate materials from a variety of sources and content areas.*

511.5 Forensics**Level: CP****0.5 STE Credit, Grades 9-12**

Curriculum for this 0.5 credit elective science course will feature lab activities dealing with various aspects of forensic science. Topics will include crime scene investigation and the law, fingerprinting, blood pattern analysis, hair and fiber analysis, impression evidence analysis, entomology, and the chemical analysis of drugs, poisons, and other trace evidence. Case studies will be reviewed and mock crime scenes will be set up in the classroom for evaluation. Each mock crime scene is preceded by instructions and labs that introduce the concepts or methods to be addressed for the mock crime scene. These introductory sequences are designed to develop analytical skills and to help students experience a variety of forensic techniques. Students are expected to complete Crime Scene Evaluation reports that relate to the concepts and techniques addressed, and to “solve” the crimes with the evidence and data they collect.

Prerequisite: *none*

512 Biotechnology (L)**Level: Honors****1.0 STE Credit, Grades 10-12**

This course is a hands-on course designed to introduce students to the basics of biotechnology including general laboratory techniques, culturing of microorganisms, DNA analysis, and genetic engineering. There will also be a focus on applications and ethical implications of these techniques in various fields (environmental, agriculture, medical, etc.). Additionally, students will learn about potential careers in the field of biotechnology.

Prerequisite: *Successful completion of Biology.*

561.5 Botany**Level: CP****0.5 Credit, Grade 10-12**

Botany is the study of plants and their relationship to the environment. We will cover topics such as plant anatomy (cells, tissues, and morphology), plant functions (reproduction, nutrition, growth and development, and response to the environment), plant diversity and evolution, plant ecology (how plants interact with other organisms and their environment), and how plants are used by humans (food, medicine, clothing, recreation and enjoyment). This class will have a mix of labs such as plant dissections and DNA extraction, hands-on activities such as creating pollinators, food, and/or rain gardens around the high school, and field studies, to study plants in their natural environments.

Prerequisite: *Successful completion of Biology or AP Biology*

Technology and Engineering

514.5 Introduction to CAD for Architects and Engineers Level: CP 0.5 Credit, Grades 9-12

This course introduces the fundamentals of engineering and architectural design techniques while using computer-aided design (CAD) software. The class is split into two distinct semesters; one focuses on architecture, while the other focuses on engineering. During the Architectural semester, students will select a single-story residential home and then create a customized model in online CAD software while applying architectural design strategies. During the Engineering semester, students will learn how to model everyday objects, such as a USB charging cube and a cornhole board, in Onshape, a free online CAD software. Students will also get the opportunity to create a 3D-printed version of one of their models. Students will learn through designing, modeling, revising, and collaborating during both semesters. This course is highly recommended for students interested in technical drawing, interior design, machining, architecture, or engineering careers.

***Prerequisite Skills:** Because this class uses computer software, students should be comfortable with basic computer skills.*

514 Foundations of CAD for Architects and Engineers Level: CP 1.0 Credit, Grades 9-12

This course covers the same content covered in 514.5 (Intro course) while also allowing students to apply the content to student-directed projects. During the architecture course, students will be given the opportunity to design custom architecture, such as a tiny home or a single-story house. During the engineering course, students will be able to model objects of their choice, such as a cell phone, a birdhouse, or a flashlight. Students will also get the opportunity to create a 3D-printed version of one of their models and/or use the Cricut vinyl cutter to create custom stickers. Students will learn through designing, modeling, revising, and collaborating throughout this course. This course is highly recommended for students interested in technical drawing, interior design, machining, architecture, or engineering careers.

***Prerequisite Skills:** Because this class uses computer software, students should feel comfortable with basic computer skills.*

515H Intermediate CAD for Architectural Design Level: Honors 1.0 Credit, Grades 10-12

This course is a continuation of the skills and knowledge learned in the intro CAD course about architectural design of residential spaces. In this course, students will again participate in student-directed designs, focusing on a two-story home, all while learning the industry-standard software Autodesk Revit to model their designs in CAD. Topics will include design strategies, floor plan development and evaluation, codes and zoning law applications, interior design, and landscape design. In addition to designing houses in CAD, students will also practice two-point perspective sketching and create a physical architectural model using materials such as cardstock and wooden dowels. Students will learn through designing, modeling, revising, and collaborating throughout this course. This course is highly recommended for students interested in reading and interpreting floor plans, construction, interior design, and/or architecture-related careers.

***Prerequisites:** successful completion of course 514.5 or 514 and teacher recommendation.*

516H Intermediate CAD for Engineering Design Level: Honors 1.0 Credit, Grades 10-12

This course is a continuation of the skills and knowledge learned in the intro CAD course about engineering design. Students will further their modeling skills in the CAD software OnShape while learning advanced part features and assembly modeling techniques. These skills will be applied to student-directed design and build projects for which students will select a project, create a CAD model, and then actually make the project using our 3D printers, laser, and/or carving machine. A typical build project for this class is to create a board game of their choice, such as Connect Four or checkers. Students will learn through designing, modeling, revising, and collaborating throughout this course. This course is highly recommended for students interested in drafting, machining, and/or engineering careers.

***Prerequisites:** The successful completion of course 514.5 or 514 and a teacher's recommendation.*

517H-A/E Advanced Projects in CAD	Level: Honors	1.0 Credit, Grades 11-12
517.5A Advanced Projects in Architecture	Level: Honors	0.5 Credit, Grades 11-12
517.5E Advanced Projects in Engineering	Level: Honors	0.5 Credit, Grades 11-12

This course is split into one of two curriculums; students may choose to dive deeper into architectural or mechanical design. *In Advanced Projects in Architecture*, students will use architectural design and CAD modeling of residential houses, building on the skills gained in 514 and 515. Students will work collaboratively on student-directed architectural projects, including custom home design and renovation projects, and explore an architectural area of their choice that requires growth in their design skills. In addition to CAD modeling, students will continue practicing their perspective sketching skills and building scaled models of their designs. Students will create a portfolio highlighting their work at the end of each project. In addition to designing houses in CAD, students will also practice two-point perspective sketching and create a physical architectural model using materials such as cardstock and wooden dowels. Students will learn through designing, modeling, revising, and collaborating throughout this course. This course is highly recommended for students interested in reading and interpreting floor plans, construction, interior design, and/or architecture-related careers. *In Advanced Projects in Engineering*, students will use mechanical design and manufacturing, expanding the skills gained in 514 and 516. Students will identify self-directed projects requiring growth in their CAD design and manufacturing skills using the 3D printers, laser, and carving machine. Throughout this course, students will learn through designing, modeling, revising, and collaborating. This course is highly recommended for students interested in drafting, machining, and/or engineering careers. Advanced Project students are also expected to act as peer assistants as needed while in a mixed-level class.

Prerequisites: *Students are eligible for this class only if they are individually recommended by the instructor and have successfully completed Intermediate CAD. Prerequisite Skills:* The ability to work independently and mastery of relevant CAD and design skills.

518.5 Introduction to Engineering & Robotics

Level: CP

0.5 Credit, Grades 9-12

This half-year class explores problem-solving in *engineering*, the art of using science to solve important practical problems. Students will creatively use engineering design practices and processes to design solutions. Students will work individually and as teams to complete projects within various disciplines of engineering such as mechanical, electrical, and robotics. Students will learn to test and improve their designs, document their work, and communicate their solutions to others. Students will have access to multiple tools and supplies to create their design solutions. Come and be ready to be creative with engineering!

Computer Science

523 AP

AP Computer Science Principles

Level: AP

1.0 Credit, Grades 9-12

This course will introduce students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, large data sets, digital privacy and security, and the societal impacts of computing. Students will develop the computational thinking skills needed to fully exploit the power of digital technology and help build a strong foundation in core programming and problem-solving. This is an excellent course for students who want an introduction to computer science that they can apply to a variety of careers, including art, business, communications, social sciences and science. Students taking the course for AP credit will be expected to complete the AP exam in May. Computer Science Principles can count as a math credit (after completion of Algebra 2) or a science credit (but not one of the lab science requirements).

524AP

AP Computer Science A

Level: AP

1.0 Credit, Grades 10-12

This is a coding and programming course. Basic prior knowledge of coding and programming is strongly recommended. This course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and is meant to be the equivalent of a first-semester college-level course in computer science. Students will design and implement computer programs and learn to apply programming tools and solve complex problems. The course includes the study of algorithms, data structures, and abstraction. Java is used as the programming language for this course. Students taking the course for AP credit will be expected to complete the AP exam in May. Computer Science A can count as a math credit (after completion of Algebra 2) or a science credit (but not one of the lab science requirements).

Prerequisites: *Computer Science Principles is strongly encouraged. Prerequisite Skills:* strong knowledge of algebra and experience in problem solving. It is important that students and their advisers understand that any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course.

525AP AP Cybersecurity**Level: AP****1.0 Credit, Grades 9-12**

[AP Cybersecurity](#) is a full-year course covering foundational cybersecurity concepts and skills and is equivalent to a college-level Introduction to Cybersecurity course. Students will explore the current cyber threat landscape to understand the types of adversaries organizations face and the techniques adversaries use to compromise systems and data. Students will learn how vulnerabilities create risk and how organizations implement security controls to manage that risk. Topics in the course include physical, operational, application, and network security; security controls; cryptography; access control; attacks and detection; and response and recovery. Students will research emerging trends in cybersecurity and gain hands-on experience implementing security protocols. College Course Equivalent

580.5 Intro to Game Design**Level: CP****0.5 Credit, Grades 9-12**

Students learn the fundamentals of video game design and development. Students develop coding experience as they design animations, interactive art, and games. Students use Computer Science programming concepts, computational thinking and design processes to code simple shapes, progressing to more sophisticated sprite-based games. This course is designed for students who wish to learn the basics of video game design and computer science skills.

581.5 Intro to Web Design**Level: CP****0.5 Credit, Grades 9-12**

This course provides a foundational understanding of HyperText Markup Language (HTML) and Cascading Style Sheets (CSS), enabling students to build basic web pages by learning how to structure content using tags and elements, including text formatting, images, links, lists, and headings, while gaining hands-on experience creating simple websites.

Video Production

526 Video Production**Level: CP****1.0 Credit, Grades 9-12**

Video Production serves as an introduction to the skills required for both studio and field productions. Students will learn skills such as: Camerawork, editing with Final Cut Pro, script writing, and storyboarding. Each student is required to do ONE remote shoot per semester. Remote shoots include recording things like concerts, events, meetings, and sports. All projects produced will be broadcast on Melrose Public Access, as well as uploaded to our YouTube Channel ([Youtube.com/MelroseHighTV](https://www.youtube.com/MelroseHighTV)).

527 Intermediate Video Production**Level: CP****1.0 Credit, Grades 10-12**

Projects will include short films, PSAs, skits and other more increasingly complex projects. Each student is required to do ONE remote shoot per semester. Remotes include recording things like concerts, events, meetings, and sports. All projects produced will be broadcast on Melrose Public Access, as well as uploaded to our YouTube Channel ([Youtube.com/MelroseHighTV](https://www.youtube.com/MelroseHighTV)).

***Prerequisites:** Students are eligible for this class only if they have a B average or above in Video Production. Teacher approval indicating that the student has upheld the standards of responsible production including the use of Video Production equipment is required.*

528 H Advanced Video Production**Level: Honors****1.0 Credit, Grades 11-12**

Projects will include studio productions, short films, PSAs, skits and other more increasingly complex projects. Each student is required to do ONE remote shoot per semester. Remotes include recording things like concerts, events, meetings, and sports. All projects produced will be broadcast on Melrose Public Access, as well as uploaded to our [YouTube Channel](#).

***Prerequisites:** Students are eligible for this class only if they have a B average or above in Intermediate Video Production. Teacher approval indicating that the student has upheld the standards of responsible production including the use of Video Production equipment is required.*

529 H Broadcast Journalism**Level: Honors****1.0 Credit, Grades 11-12**

Broadcast Journalism is responsible for producing content for the weekly morning announcements in the form of short news stories and segments. Elements of production and postproduction learned in Introduction, Intermediate and Advanced Video will be utilized here. All projects produced will be broadcast on Melrose Public Access, as well as uploaded to our YouTube Channel ([Youtube.com/MelroseHighTV](https://www.youtube.com/MelroseHighTV)).

Prerequisites: *Students are eligible for this class only if they have a B average or above in Intermediate Video Production. Teacher approval indicating that the student has upheld the standards of responsible production including the use of Video Production equipment is required.*

530 Video Special Projects Level: Honors 1.0 Credit, Grades 11-12

Students are expected to serve as video production professionals and assist with all phases of production for school events, teacher projects, and other assignments as needed. Students must be able to complete projects independently and in a timely professional manner.

Prerequisites: *Students are eligible for this class only if they are individually recommended by the instructor.*

BUSINESS

The Business Department provides a program for students who have an interest in business training and provides both exploratory experiences for students, preparing them for college and career. Business courses are of value to all students, including to those who are college bound. Students are introduced to topics that include but are not limited to: technology and its applications, salaries, working conditions, benefits, advancement opportunities, and labor market forecasts. Skill development is a priority as students discover talents and define goals.

601 Business Management Level: CP 1.0 Credit, Grades 9-12

This course is designed to provide students with practical working knowledge of the organization of business enterprises and the principles and procedures that are essential to their success. Students will learn the fundamental principles of business. Topics will include the components of managing a business, economics, business organizations, leadership, finance, technology, ethics, and other topics associated with managing a business. Projects in this course will align with DECA (an international student-centered organization that prepares emerging leaders in business, marketing, and communications).

607AP AP Business with Personal Finance Level: AP 1.0 Credit, Grades 10-12

[AP Business with Personal Finance](#) is an introductory, college-level business and personal finance course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business application, case studies, and project-based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and the JumpStart Coalition for Personal Financial Literacy. Students will be expected to complete the AP exam in May.

602 Accounting 1 Level: CP 1.0 Credit, Grades 9-12

Curriculum for Accounting 1 provides the student with an introduction to accounting principles, examining basic accounting theory and applying theory to business and providing a general understanding of business methods and concepts and the ability to make business judgments. Curriculum for Accounting 1 will explore the entire accounting cycle. The student will be provided with the essential background to concentrate on more advanced accounting courses in two and four year colleges. This course is a must for college business majors and future business careers. (Business Management, Accounting, Sport Management, Marketing, and Finance). Computerized accounting will be introduced.

Prerequisites: *Algebra 1 completed or taken concurrently.*

603H Accounting 2 Level: Honors 1.0 Credit, Grades 10-12

Students are expected to work on individual projects and simulated accounting sets, with hands-on experience using a computer. Emphasis is given to accounting for partnerships, corporations, and cost accounting, including the voucher system and analysis and comparison of financial reports. This course is a must for all students planning a major in the many fields of business and economics at the college level.

***Prerequisites:** Successful completion of Accounting 1 and teacher recommendation.*

604.5	Personal Finance	Level: CP	0.5 Credit, Grades 9-12
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Personal Finance is a course designed to help students take charge of their future. Now more than ever, making sound financial decisions is extremely important. The goal of this course is to help students become lifelong skillful managers of personal finance. Topics covered will include: budgeting your money, personal earning power, checking accounts, saving accounts, credit use and credit cards, purchasing goods and services, insurance, personal income tax, investment fundamentals using a simulation sponsored by the Boston Globe, retirement, and auto and home buying.

VISUAL & PERFORMING ARTS



Performing Arts: Music

The MHS **Music Department** offers courses and after school activities for students with an interest and passion for music, and students who are curious in learning more about music. Students can identify their interests and needs for creative self-expression, and are encouraged to enroll in one or more of the following large ensembles: Band, Chorus, or Orchestra. Enrollment in Band, Chorus or Orchestra is a prerequisite for auditioning for the Massachusetts Northeastern District Music Competition, the Massachusetts All-State Music Competition, or any organization that has the approval of the Massachusetts Educators' Association. Students will be introduced to a variety of musical skills through song selections and composers from around the world which will inform their knowledge of music history and culture. **Please Note:**

- **Graduation Requirements:** Any of the following courses may be applied toward the graduation requirement for Visual and Performing Arts.
- **Scheduling:** Please be advised that scheduling of specific classes is contingent upon staffing availability *and* student enrollment.

701 and 701H Band

Level: CP and H

1.0 Credit, Grades 9-12

Band is open to all students. Students will learn and develop performance skills, sight reading, breathing, phrasing, analyzing music and concert production, and will have the opportunity to use these skills in a great variety of performances. Each year, members of the band perform at Band Night, Spring "Pops", varsity football games, NESBA competitions, parades, and MHS graduation and concerts for local civic groups. Ensembles are only offered as full year courses.

702.5

Music Studio

Level: CP

0.5 Credit, Grades 9-12

Music Studio is a half-credit course for students who would like to explore a specific area of music on their own individual path. Students will choose a topic of study and create a plan for exploring and discovering this area of interest under the guidance of the music department staff. Along with broadening their musical understanding and knowledge of their selected focus, students will learn, apply, and improve the skills of goal setting, planning, reflection, problem solving, performance, and presentation through the completion of their final project.

***Prerequisite:** Students should have some music experience.*

703 & 703 H Chorus

Level: CP and H

1.0 Credit, Grades 9-12

Students will learn and develop performance skills, sight reading, breathing, phrasing, analyzing music and concert production. Students will have the opportunity to use these skills in a variety of performances. Each year, members of the chorus are expected to perform in both a Winter Concert & Spring Concert. In addition, the members of the Honors Chorus will have the opportunity to perform at Bruins Games, MHS graduation and other concerts for local civic groups. Ensembles are only offered as full year courses.

***Prerequisite:** 1 year of previous choral ensemble training or demonstration of competency.*

705 and 705 H Orchestra**Level: CP and H****1 Credit, Grades 9-12**

The orchestra is open to all students. Students will learn and develop performance skills, sight reading, phrasing, analyzing music and concert production. Students will have the opportunity to use these skills in a great variety of performances. Each year, members of the orchestra perform in their Winter Concert, String Fling, MICCA Festival, Spring Concert, and other performances for community events. Ensembles are only offered as full year courses.

***Prerequisite:** Participation in middle school orchestra, one year of previous study on a string instrument, or demonstration of competency.*

706.5 Introduction to Piano**Level: CP****0.5 Credit, Grades 9-12**

The curriculum is designed to teach the concepts and fundamentals needed to perform on the piano. The curriculum will increase musical understanding beyond just reading notes by teaching students a vocabulary of chords and keys, accompaniment patterns, and improvisational techniques. Students are expected to play melodies in several positions and have the opportunity to participate in ensemble playing. Students are expected to develop good practice habits and learn techniques to increase the muscular agility and flexibility of their hands. This course is open to all students beginner through advanced.

707.5 Guitar I**Level: CP****0.5 Credit, Grades 9-12**

Guitar class is open to all students, including those who have never played guitar before and those who already study the guitar. This course will provide students with the knowledge and skills to make music with a guitar. This course will cover fingerboard knowledge, basic techniques, chords, strumming, basic improvisation, basics of finger-style technique, reading music (standard notation and tablature), and music theory. This class will provide an overview of the many different styles of music written for this instrument including pop, rock, classical, jazz, blues, and folk. Students are not required to own their own guitar for this class, instruments will be provided to use during class time.

709.5 Guitar II**Level: CP****0.5 Credit, Grades 9-12**

This course will provide opportunities for students to continue their study of guitar at a more advanced level. Students taking this course should expect to work at length independently and in small groups, and be able to select appropriate projects for their own ability and interest. This course will cover fingerboard knowledge outside of the first position, more specialized techniques, chords, strumming, basic improvisation, finger-style technique, music theory, and continue to build skills in reading music (standard notation and tablature). This class will allow each student to explore their interest in styles of music written for this instrument including pop, rock, classical, jazz, blues, and folk. Students are not required to own their own guitar for this class, instruments will be provided to use during class time.

***Prerequisites:** Completion and passing of Guitar I or teacher approval/skills test.*

710.5 Guitar III**Level: CP****0.5 Credit, Grades 9-12**

This course will provide opportunities for students to continue their study of guitar at an even more advanced level. Students taking this course should expect to work at length independently and in small groups, and be able to select appropriate projects for their own ability and interest. This course will cover fingerboard knowledge outside of the first position, more specialized techniques, chords, strumming, basic improvisation, finger-style technique, music theory, and continue to build skills in reading music (standard notation and tablature). This class will allow each student to explore their interest in styles of music written for this instrument including pop, rock, classical, jazz, blues, and folk. Students are not required to own their own guitar for this class, instruments will be provided to use during class time.

***Prerequisites:** Completion and passing of Guitar II or teacher approval/skills test.*

708.5 Digital Music, Composition, and Theory**Level: CP****0.5 Credit, Grades 9-12**

Do you like to compose music, use GarageBand or some other program to develop songs, or want to deepen your understanding of how music is created and notated? Open to all students, this course explores the elements of music

composition and theory. Students will develop a deeper understanding of melody, harmony, rhythm, and notation. They will learn how to create, manipulate, and analyze chord progressions and the formal structure in musical works. They will engage in a variety of assignments, including book/computer work, ear training, performing, and composing.

Performing Arts: Theater

812.5 Theatre Arts

Level: CP

0.5 Credit, Grades 9-12

Theatre Arts will develop skills within dramatic structures as well as lifelong transferable skills to succeed in life and the workplace. This course is appropriate for both students with little to no exposure to theater arts and those with substantial experience. The curriculum for the course includes: improvisational theatre games, vocal and physical warm-ups, monologues, scene study, musical theatre, playwriting, and theatre history. Curriculum goals include understanding the roles of the actor, the stage, the text, and the audience and an investigation into the ways that theatre can be a vehicle for social justice. Each quarter culminates in a performance showcase to highlight the work of students in the class.

815.5 Technical Theater and Stage Design

Level: CP

0.5 Credit, Grades 9-12

This course is designed to give students hands-on technical theater experience. Instructional activities and research include: stage management, set, lighting, costume, make-up, and properties design and construction. Box office, program and marketing will be explored as well. Students will be required to design and run the technical aspects of classroom projects and possibly assist with projects outside of the school day setting.

816.5 Advanced Acting Studio

Level: Honors

0.5 Credit, Grades 10-12

This course is a continuation of the Theatre Arts course. Intensive training in voice, characterization, circumstance, objectives, and tactics for the actor is the focus of this course. The curriculum includes extensive work in monologues, scene work, audition prep, and directing. This course will prepare students for theater outside the school setting, including the collegiate setting. Students may be required to attend/create various performances outside of the school setting each term.

Prerequisite: Students should have completed the Theatre Arts Course, participated in several after school productions, and/or have a teacher recommendation. This course can be taken multiple times for credit.

Co-Curricular Programs in the Performing Arts



The **Performing Arts Department** has several co-curricular activities that are available to students. These groups require students to audition. For more information, please visit the visual and performing arts website, [linked here](#).

Melrose Drama	Melrose High School - Fall Play Massachusetts Educational Theater Guild High School Drama Festival : One Act Play Melrose High School - Spring Musical
Ensembles	A Cappella Chorus, Megatones, Percussion Ensemble, Chamber Ensembles, Jazz Band and String Quartet

Visual Art

The **Visual Art Department** offers a variety of courses designed to build on the natural creativity of all students. Through diverse projects, students will learn fundamental art skills and concepts, experience the use of a variety of media and materials, and develop their own unique talents. Students will be introduced to a variety of art skills through projects and artists from around the world, historical and contemporary, which will inform their knowledge of art history and culture.

After a student completes a foundation or introduction level art class, Melrose offers several advanced art classes designed for those students who have an interest in the subject and want to continue taking art throughout high school. These advanced art classes include Advanced 2D, Advanced 3D, Photography, and AP Studio Art.

All sequences begin with Foundations in Art or a half year introduction art class. Any of the following courses may be applied toward the graduation requirement for Visual and Performing Arts.

Tier 1 No prerequisites						
Intro to 2D* (.5 credit) *Students who complete Foundations cannot take this class	Foundations in Art (1 credit)	Intro to 3D (.5 credit)	Photography I (1 credit)	Portfolio Development (.5 or 1 credit)	AP Studio Art (1 credit)	Brush Through History (.5 credit)
Tier 2 Successful Completion of Appropriate Tier 1 Class						
	Advanced 2D (1 credit)	Advanced 3D (1 credit)	Photography 2 (1 credit)	Portfolio Development (.5 or 1 credit)	AP Studio Art 2 (1 credit)	
Tier 3 Successful Completion of Appropriate Tier 2 Class						
	Advanced 2D 2 (1 credit)	Advanced 3D 2 (1 credit)	Advanced Photography (1 credit)		AP Studio Art 3 (1 credit)	

801 Foundations in Art

Level: CP

1 Credit, Grade 9- 12

Curriculum for this foundation art course is structured to teach students the fundamentals of visual art. Students will spend a major portion of the year learning how to realistically recreate what they see. With this focus in mind, observational work will be emphasized as students learn various standards-based concepts and skills, including how to depict light and shadow, correct proportions, one and two point perspective, and color theory. Electronic technology will be used for reference to research artists and artwork. Design concepts will be learned as students explore composition through a variety of media.

801.5 Intro to 2D Art

Level: CP

0.5 credit, Grades 9- 12

This is a half year art class where students will learn basic approaches to drawing and painting using a variety of mediums and subject matter, including portraiture, perspective, and still life. Emphasis will be placed on observational drawing. Color theory and working with the elements of art & principles of design will be introduced. Electronic technology will be used for references and research of artists and artwork. Homework drawings will be a necessary part of this course.

803.5 Intro to 3D Art

Level: CP

0.5 credit, Grades 9- 12

In Intro to 3D, we will dive into the exciting world of 3D art and explore different ways to create sculptures using materials like plaster, cardboard, and clay. You will learn about how colors work together and how to use the building blocks of art (such as line, shape, and texture) to create amazing designs. Learn new skills such as bookmaking, sewing, and handbuilding clay techniques. We'll use computers to find inspiration from famous artists and learn more about their work.

802H Advanced 2D Art I	Level: H	1 Credit, Grades 10-12
802.2H Advanced 2D Art II	Level: H	1 Credit, Grades 10-12
802.3H Advanced 2D Art III	Level: H	1 Credit, Grades 10-12

This year-long course is for students ready to take their skills to the next level. You'll explore a wide range of 2D mediums, from traditional techniques like pencil and watercolor to digital art using ipads and procreate. This class focuses on allowing students to create deeply personal work, creating artworks inspired by themes like identity, beauty, and transformation. Draw on your past experiences and emotions to create work that truly reflects your unique experience. This course offers three levels, allowing you to revisit and continue your artistic growth year after year.

***Prerequisite:** Successful completion of Foundations in Art, Intro. to 2D or Intro to 3D*

803H Advanced 3D Art I	Level: H	1 Credit, Grades 10-12
803.2H Advanced 3D Art II	Level: H	1 Credit, Grades 10-12
803.3H Advanced 3D Art III	Level: H	1 Credit, Grades 10-12

This year-long course is for aspiring sculptors ready to dive into the exciting world of three-dimensional art. You'll experiment with a wide range of materials, including cardboard, plaster, and clay, to create stunning sculptures. You'll learn the fundamentals of 3D design and put your skills to the test through challenging, long-term projects. Explore themes like identity, beauty, and transformation to create deeply personal artworks that reflect your unique perspective. This course offers three levels, allowing you to continue your artistic journey and refine your sculpting skills year after year.

***Prerequisite:** Successful completion of Foundations in Art, Intro. to 2D or Intro to 3D*

811AP AP Studio Art	Level: AP	1 Credit, Grades 10-12
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This challenging course is designed for serious artists who are ready to push their creative boundaries. You'll embark on a deep dive into your artistic practice, experimenting with new techniques and developing your own unique style. You'll conduct in-depth research, explore a topic that fascinates you, and develop a compelling research question. Throughout the year, you'll work towards creating a stunning portfolio for submission to one of the prestigious Advanced Placement (AP) exams: Drawing, 2-D Art and Design, or 3-D Art and Design. You'll maintain a sketchbook journal to document your artistic process, explore ideas, and reflect on your growth. You'll receive valuable feedback and guidance from your teacher as you refine your artistic vision. This is a demanding but rewarding course for students who are passionate about art and eager to take their skills to the next level. Students may take this class multiple times and submit into a different portfolio each year.

***Prerequisite:** Foundations in Art strongly encouraged, but not required.*

811 Portfolio Development	Level: CP	1 Credit, Grades 10-12
811.5 Portfolio Development	Level: CP	.5 Credit, Grades 10-12

This art class is all about YOU! You'll have the freedom to create a personalized portfolio of amazing artwork. Taking Portfolio Development as either a full credit or half credit class, this is your chance to explore your artistic style and create pieces that truly represent you. With your teacher's guidance, you will work independently on a variety of 2D and 3D projects. We will also learn how to professionally photograph your artwork and create a stunning digital portfolio. Your portfolio can be used to apply to college or just for yourself. You will even write an "artist statement" to share your thoughts and inspirations with the world.

804 Photography I	Level: CP	1 Credit, Grades 9-12
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This course is designed for students to study black and white darkroom photography. They develop and print from their own film. Students use the camera as a tool to increase their observational skills and work towards developing their own photographic style. Camera usage, darkroom techniques, and traditional printing are taught as well as an introduction to a variety of photographers and photographic movements. Students have regular readings, and weekly shooting assignments. Students write artist statements about their own work and write responses to other artist's work to practice analyzing and critiquing photographs. **Note:** Students are expected to use a 35mm camera and pay an activity fee of \$35 for photography supplies.

***Prerequisites:** Foundations in Art or Intro to 2D/3D are strongly encouraged, but not required.*

805H Photography II**Level: H****1 Credit, Grades 10-12**

This course is designed for students to further advance their skills developed in Photography I. Students use the camera as a tool to further improve their observational skills and conceptual understandings. Students continue to enhance their developing and printing skills in the darkroom. Students work on expanding their capabilities of their craft and creative expression. Students learn various manipulative processes in and out of the darkroom, gaining an increasing repertoire of photographic processes. Written Assignments are required to record progress and gain a stronger understanding of each student's own photographic development. **Please Note:** *Students are expected to use a 35mm camera and pay an activity fee of \$35 for photography supplies.*

Prerequisites: *Successful completion of Photography 1.*

806H Advanced Photography**Level: H****1 Credit, Grades 11-12**

This course is designed to facilitate learning opportunities for experienced photography students. Students are introduced to photojournalism, professional studio work, and what it means to be a working artist. Students are expected to work more independently on technical problems, aesthetic challenges and manipulative processes in order to create photographs that make compelling visual statements. Students demonstrate critical thinking about subject matter when shooting, editing, and printing. Their artistic choices reflect their developing personal styles and individual interests in photography, ultimately deepening their knowledge of history, techniques, aesthetics, and practice. The end of the year will culminate in a portfolio composed of a cohesive body of work and a breadth showing their range of abilities. Students are introduced to digital photography using DSLR cameras and adobe suite, while also continuing to enhance their developing and printing skills in the darkroom.

Prerequisites: *Successful completion of Photography 2.*

813.5 Brush Through History**Level: CP****0.5 Credit, Grades 9-12**

This class is perfect for anyone curious about art and history! We will journey through time and explore art from all corners of the globe. Learn about the stories behind famous artworks and how they reflect different cultures and time periods. But that's not all! You will also get a chance to try your hand at creating your own art inspired by what we learn. Do not worry if you are not a "natural artist" – this class is all about experimentation and having fun. We will focus on learning new skills and appreciating art in all its forms.

WELLNESS DEPARTMENT

Melrose High School is proud to be a part of the thousands of schools in over 39 states across America that subscribe to the Michigan Model, a nationally acclaimed skills and evidence-based curriculum that provides comprehensive school health education for school-aged children in grades K-12. The Michigan Model is aligned with both national and state health education standards.

The program facilitates sequential learning through lessons that include a variety of teaching and learning techniques, skill development and practice, and emphasizes positive lifestyle behaviors in students and families. Learning centers on knowledge, skills, self-efficacy, and environmental support for healthy behaviors and includes age-appropriate lessons/activities for students in preschool through twelfth grade. The major program goal of the Michigan Model is to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors while creating a partnership between homes, schools, communities and government. Students will study Social Emotional Health, Nutrition and Physical Activity, Safety, Alcohol Tobacco and Other Drugs, Personal Health and Wellness, and HIV/AIDS and Other STI's.

Wellness classes utilize multiple learning styles for students to acquire, analyze and apply knowledge to improve their quality of life. Students are expected to exhibit clear, effective communication within the programs, while critically assessing themselves to successfully meet the goal of each program. Please be advised that scheduling of specific Wellness classes is contingent upon staffing availability *and* student enrollment.

901.5 Wellness 1

Level: CP

0.5 Credit, Grade 9

This course is required for all students in grades 9. Wellness 1 classes meet every other day for a full year and students will learn critical skill development such as analyzing influences, assessing information, interpersonal communication, social skills, decision making, goal setting, self-management, health behaviors, and advocacy. Students will study the long and short-term health consequences of alcohol and tobacco and other drugs. Students will be able to identify resources within their community for the prevention and cessation of ATOD. Students are expected to actively participate in the physical education section of wellness. During the classroom section students are expected to participate in class discussions and keep a folder for all classroom materials. Students are assessed through a common midyear and final exam. Successful completion is required to continue to the next year.

902.5 Wellness 2

Level: CP

0.5 Credit, Grade 10

This course is required for all students in grade 10. Wellness 2 classes meet every other day for a full year and students will be able to describe characteristics of a dangerous situation and apply strategies to get help for themselves and others. Conflict resolution skills will be practiced while the cause and effect of peers and friends on the escalation of violence will be analyzed. Students will be able to apply their decision-making skills and problem-solving techniques to minimize risk. Students will also learn strategies to select peers to be friends and potential romantic partners. Students will be able to describe a healthy relationship, set personal limits and apply skills to avoid situations that could lead to pregnancy or transmission of a sexually transmitted infection. Students are expected to actively participate in the physical education section of wellness. During the classroom section students are expected to participate in class discussions and keep a folder for all classroom materials. Students are assessed through a common midyear and final exam. Successful completion is required to continue to the next year.

Prerequisite: Successful completion of Wellness 1

903.5 Wellness 3

Level: CP

0.5 Credit, Grade 11

This course is required for all students in grade 11. Wellness 3 classes will meet 2 times a week for a full year. Students will be able to describe the characteristics of situations that are dangerous, and apply strategies and communication skills to resolve and manage potentially dangerous situations. Students will be able to analyze the role of friends and peers in the escalation of conflicts and the promotion of violence and apply strategies to access and get help for self or others. Students will be able to demonstrate the ability to use information on food labels to choose nutrient-dense foods and beverages, and to limit foods and beverages that are low in nutrients or may impact health conditions. Students will be able to identify resources in one's community and on the Internet for nutrition information, nutrition services, and assess the validity of the resources. Students will assess personal barriers to physical activity and develop practical solutions to remove these barriers.

Students are expected to actively participate in the physical education section of Wellness. During the classroom section students are expected to participate in class discussions and complete assignments that are given on google classroom. Students are assessed through a common mid-year and final exam.

Prerequisite: *Successful completion of Wellness 2*

912.5 Unified Fitness

Level: CP

0.5 Credit, Grades 9-12

Unified Fitness is an inclusive elective course designed to bring together students with and without disabilities, fostering an environment of mutual respect, understanding, and camaraderie. This course provides a unique opportunity for students of diverse ability levels and backgrounds to engage in collaborative fitness activities, sports, and team-building exercises. Our goal is to promote physical fitness, personal growth, and social inclusion through a unified approach to physical education. Unified Fitness at Melrose High School is more than just a physical education class; it is a platform for building connections and breaking down barriers. By participating in this course, students will not only enhance their physical health but also develop empathy, understanding, and lifelong friendships.

Prerequisite: *Administrative recommendation. Students & families are not able to elect into this course on their own.*

904.5 Lifetime and Recreational Activities

Level: CP

0.5 Credit, Grades 9-12

This course will meet every other day for a full year or half year depending on enrollment. Curriculum for this course will provide students the opportunity to participate in fitness activities that promote lifetime benefits such as; weight training, jogging, and aerobic walking. Also, students will be able to choose recreational activities such as basketball, volleyball, badminton, table tennis, softball, tennis etc. Students are expected to change and actively participate in this course. Not changing 4 times for class during each quarter is an automatic failure.

907.5 Strength and Conditioning

Level: CP

0.5 Credit, Grades 9-12

This course will meet every other day each semester for a half year depending on student enrollment. The curriculum for this course is designed to teach both male and female athletes the importance of preparing the mind and body for sport during athletic competition. Additionally, this course will cover a variety of topics including, muscular strength, flexibility, endurance and psychological wellness. The lessons demonstrated in this class will be beneficial for athletic competition and everyday life. Students are expected to change for all physical activity in the class. If the student does not change 4 or more times for the quarter, they will receive a failing grade for that marking period. The students are also required to fill out a lifting program appropriately throughout the unit. For a final, the students will “teach the teacher” specific lift(s) that we have performed followed by a series of related questions.

Wellness Options for Grade 12:	
In order to meet Massachusetts State Regulations for Health and Physical Education 12th graders must participate in one of the following health or physical education options:	
Option 1: <i>Wellness Elective</i>	Enroll in one of the Wellness elective courses above.
Option 2: <i>Interscholastic Athletics</i>	920 Interscholastic Athletics 0.5 Credit, Grade 12 Interscholastic Athletics and Activities: Students will receive .5 credit for each completed athletic season (Fall Athletics, Winter Athletics, Spring Athletics) documented by the MHS Athletic Office.
Option 3: <i>Non-Physical Activity Program</i>	930 Non-School Physical Activity Program Grade 12 Contract for Non-School Physical Activity Programs monitored by the Assistant Principal - Contract A - .5 credit for ½ year - Contract B – 1 credit for full year

	Students may complete a contract by choosing a non-school based after school fitness program. These programs must: • Have a duration of at least 15 consecutive weeks per semester and meet twice per week. • Each individual session must be at least for one hour in duration. • Please note: In order to elect this option, students must complete an Independent Study proposal by the first Monday in June. The deadline for second semester proposals is the first Friday in January after the December break. Independent Study forms are available in the Guidance Office.
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ADDITIONAL MHS LEARNING OPPORTUNITIES

997.5 Library Intern

Level: Unleveled

0.5 Credit, Grades 11-12

Library Internship is a hands-on opportunity for creative-minded students in the MHS Learning Commons, working closely with the high school librarian. Gain real-world experience and build a portfolio of completed projects. Tasks include shelving and covering books, helping to create displays, and maintaining an orderly presentation of the library. Students will work with ongoing projects in the library makerspace, using equipment (such as a vinyl cutter, 3D printer, button maker, etc.). Interns will support the librarian in promoting the library through outreach, encouraging student engagement in the library, and helping to maintain a creative and inspiring space. Applicants are expected to be interested in tackling projects and new ideas, and have solid writing and communication skills.

Prerequisite: Interview with librarian and prior approval is required. To be successful in this course, a familiarity with Google Apps, design software and 3D printing is preferred.

881 Online/ Blended Learning

Level: PD/CP/H/AP

1 Credit, Grades 9-12

In this course, students will engage in a program that blends traditional and digital learning. Students may elect to take any one of a variety of online courses. If enrolled in an online course, students will also be required to complete supplementary assignments under the guidance of the Academic Facilitator. If enrolled in a Blended Learning MHS class, students will complete part of their learning in the classroom with their teacher and part of their learning in the library. When in the library, students will use digital resources to learn and then apply knowledge.

Prerequisite: Appropriate to course, will be reviewed by a member of the MHS team.

998.5 Peer Mentoring

Level: Unleveled

0.5 Credit, Grades 9-12

This elective course will allow for a unique experience in which peers provide support to students with disabilities under the supervision of the special education teacher. Peer mentors/tutors will spend an assigned block providing support, modeling positive attitudes and establishing relationships with students with disabilities. Support may include helping with classroom assignments, learning and modeling appropriate ways to interact in social groups, or participating in an elective class. Students will learn about different types of disabilities and gain ideas on how to help their peers with disabilities become active participants in daily school activities. Peer mentors/tutors will allow for increased positive social interactions and social relationships to grow within our high school community.

Prerequisites: application and referral

098.5 Freshman FOCUS Lab

Level: Unleveled

0.5 Credit, Grade 9

This is a non-leveled, Grade 9, pass/fail credited course that will meet every other day for a full year. It is important to help students identify signs of stress, how it affects them, and what they can do about it. This lab period will allow students to

manage academic stressors brought on by extremely rigorous academic demands. Lab will be overseen by a teacher, who will assist the student in goal-setting, and progress-monitoring, and will conference with the student at regular intervals. Freshman FOCUS Lab will also include activities that help 9th-graders transition to MHS.

099.5 FOCUS Lab

Level: Unleveled

0.5 Credit, Grade 10-12

This is a non-leveled, Grade 10-12, pass/fail credited course and the class will meet every other day for a full year. It is important to help students identify signs of stress, how it affects them, and what they can do about it. This lab period will allow students to manage academic stressors brought on by extremely rigorous academic demands. Lab will be overseen by a teacher, who will assist the student in goal-setting, progress-monitoring, and will conference with the student regularly.

***Prerequisite:** Students in 10th and 11th grade may only take 0.5 credits of Lab. Students in 12th Grade may enroll in two 0.5 sections max.*

956.5 ACCESS Academic Support

Level: Unleveled

0.5 Credit, Grades 9-12

This is a non-leveled, pass/fail the credited course and this class will meet every other day for a full year. This intervention will help students identify and manage academic stressors, possible organizational challenges (executive functioning), and areas of growth in their student learning profile. The class will be overseen by a dual-certified special education / general education teacher, who will assist the student in goal-setting, and progress-monitoring, and will conference with the student at regular intervals. ACCESS is a relationship-based intervention model designed to meet the needs of students who are struggling in the classroom due to social and emotional difficulties and/or environmental stressors. The goal of the class is to create an environment in which the student receives individual academic and SEL support in order to develop the skills needed to succeed both academically and emotionally. Students can be part of ACCESS on either a short-term or long-term basis, depending on their individual needs. In emergency situations, students are automatically offered services and formal meetings are arranged to determine whether or not long-term interventions are necessary.

***Prerequisite:** Recommendation of the SST Data Team Meeting/ TEAM meeting process. Students & families are not able to elect into this course on their own.*

957.5 AAA Intervention

Level: Unleveled

0.5 Credit, Grade 9-12

This is a non-leveled, pass/fail the credited course and this class will meet every other day for a full year. This intervention will help students identify and manage academic stressors, possible organizational challenges (executive functioning), and areas of growth in their student learning profile through explicit and direct instruction & support. The class will be overseen by a teacher, in a small group environment, who will assist the student in goal-setting, and progress-monitoring, and will conference with the student at regular intervals. This intervention may also include a daily mini-lesson from the SMARTS curriculum to support students as they develop and organize their personalized learning toolkit.

***Prerequisite:** Recommendation of the SST Data Team Meeting/ TEAM meeting process. Students & families are not able to elect into this course on their own.*

961 SSC: Student Success Center - English

Level: CP

1.0 Credit

This is an unleveled, mixed-grade, full credit English Language Arts course. SSC English is an English class for students with possible behavioral or social-emotional needs who require specially designed instruction in a small group fashion. Students may or may not be on an ed plan, and may or may not carry a formal behavioral or emotional diagnosis. SSC English is a comprehensive course designed to provide students across all high school grade levels with the essential skills and knowledge expected in English studies. This class invites students to explore the English language through a curriculum that emphasizes both foundational skills and the development of critical thinking and communication abilities. Students will engage in literary analysis, class discussions, research, and writing exercises throughout the course.

***Prerequisite:** Recommendation of the SST Data Team Meeting/ TEAM meeting process. Students & families are not able to elect into these courses on their own.*

962 SSC: Student Success Center - History

Level: CP

1.0 Credit

This is an unlevelled, mixed-grade, full credit History course. SSC History is a History class for students with possible behavioral or social-emotional needs who require specially designed instruction in a small group fashion. Students may or may not be on an ed plan, and may or may not carry a formal behavioral or emotional diagnosis. This course is specifically tailored to cover world and U.S history topics, while focusing on the critical analysis of primary sources and enhancing analytical writing skills. The goal is to foster a deep understanding of historical events and their impact on the present, while encouraging students to think critically about the past.

Prerequisite: Recommendation of the SST Data Team Meeting/ TEAM meeting process. Students & families are not able to elect into these courses on their own.

963 SSC: Student Success Center - Math Level: CP 1.0 Credit

This is an unlevelled, mixed-grade, full credit math course. SSC Math is a math class for students with possible behavioral or social-emotional needs who require specially designed instruction in a small group fashion. Students may or may not be on an ed plan, and may or may not carry a formal behavioral or emotional diagnosis. SSC Math covers the fundamental concepts of Geometry, Algebra I, and Algebra II, employing a personalized learning approach to meet the unique needs and learning paces of each student. By fostering a supportive and inclusive learning environment, this course aims to build a strong mathematical foundation and promote critical thinking and problem-solving skills.

Prerequisite: Recommendation of the SST Data Team Meeting/ TEAM meeting process. Students & families are not able to elect into these courses on their own.

964 SSC: Student Success Center - Science Level: CP 1.0 Credit

This is an unlevelled, mixed-grade, full credit science course. SSC Science is a science class for students with possible behavioral or social-emotional needs who require specially designed instruction in a small group fashion. Students may or may not be on an ed plan, and may or may not carry a formal behavioral or emotional diagnosis. Students must simultaneously take Biology or must have already passed Biology. This course covers topics in chemistry, physics, environmental science, anatomy, and biotechnology, with a focus on exploring scientific phenomena through hands-on and real word application.

Prerequisite: Recommendation of the SST Data Team Meeting/ TEAM meeting process. Students & families are not able to elect into these courses on their own.

931.5 SSC: Student Success Center - Wellness Level: CP 0.5 Credit

This is an unlevelled, mixed-grade, half credit Wellness course. SSC Wellness is a wellness class for students with possible behavioral or social-emotional needs who require specially designed instruction in a small group fashion. Students may or may not be on an ed plan, and may or may not carry a formal behavioral or emotional diagnosis. This course engages students in physical activity and covers the required health standards of the student's grade level.

Prerequisite: Recommendation of the SST Data Team Meeting/ TEAM meeting process. Students & families are not able to elect into these courses on their own.

AP Capstone Diploma Program

AP Capstone™ is an innovative diploma program from the College Board that equips students with independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP® courses — **AP Seminar** and **AP Research** — and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.

AP Seminar is a prerequisite for AP Research. Students may not take AP Research without completing AP Seminar and all the required assessment components as they will not have developed the skills necessary to be successful in AP Research. Students who complete and earn scores of 3 or better on AP Seminar and AP Research exams as well as four additional AP courses will receive the **AP Capstone Diploma**.

940AP AP Seminar

Level: AP

1 Credit, Grades 10-12

Curriculum for this course will develop and strengthen inquiry and argument-based communication skills. Students will discuss contemporary issues from multiple perspectives, evaluate the strength of an argument, and write and present their own perspectives that incorporate effective use of logic and credible evidence. Students will complete a multiple-component exam which includes a team project, an individual research-based essay and presentation, and a written exam. AP Seminar is open to sophomore and junior students.

Prerequisite: *Successful completion of grade 9 curriculum.*

950AP AP Research

Level: AP

1 Credit, Grades 11-12

AP Research will build upon skills developed in AP Seminar in the framework of an independent academic research project. Students will create an original research question, situate their idea in existing academic literature, justify an appropriate methodology, and defend their work. Each student will be responsible for a paper of 5,000 words and an accompanying presentation and oral defense.

Prerequisite: *Successful completion of AP Seminar.*

LATE START/EARLY RELEASE

Students who meet the following criteria may have the opportunity to participate in the **MHS Late Start/Early Release programs**: Credit accumulation that puts the student on track to graduate, approval of assigned guidance counselor, student's assigned Assistant Principal, *and* parent/guardian.

LATE START	EARLY RELEASE
Students who meet the criteria for LATE START have the option of eliminating A or G-block from their schedule. This is designed to reduce the course load for students who are on target to graduate high school. Students who elect to participate in courses that only run A-block (ex. Orchestra) do not have an option for Late Start. Students with Late Start are required to sign in to school at the front desk every morning and if they arrive before the start of their first block must go directly to the Learning Commons. Abuse of this privilege, or failure to maintain passing grades, could result in its removal from a student schedule.	Students who meet the EARLY RELEASE criteria and are interested in career/college exploration have the option of an Early Release schedule. This schedule would 'clump' the student's required classes for graduation and allows students to attend work, job training, or conduct research in a formal program in the afternoon. Students who participate, do so by their own choice, accept full responsibility for their transportation, safety, and any associated costs upon leaving school property. Students with Early Release are required to sign out of school every day at the front desk and exit through the main doors. Abuse of this privilege, or failure to maintain passing grades, could result in its removal from a student schedule.
Opt-out of Late Start/Early Release: Parents may opt their student out of either of these options by contacting Jason Merrill at 781-979-2202 or jmerrill@melroseschools.com	

1001.5 Late Start

Level: PD

No Credit

Seniors who meet the following criteria may have the opportunity to participate in Melrose High School's Late Start and Early Release programs: Credit accumulation that puts the student on track to graduate, approval of student's guidance counselor, approval of student's assigned assistant principal, and approval of student's parents. Seniors who meet the above criteria have the option of eliminating A-block from their schedule and arriving at school for the start of second block on Days 1-6 and first block on Day 7. This option is designed to reduce student stress and provide students with more rest. Students who elect to participate in courses that only run A-block (ex. Orchestra) do not have an option for Later Start.

1002.5 Early Release

Level: PD

No Credit

Seniors who meet the following criteria may have the opportunity to participate in Melrose High School's Late Start and Early Release programs: Credit accumulation that puts the student on track to graduate, approval of student's guidance counselor, approval of student's assigned assistant principal, and approval of student's parents. Seniors who meet the above criteria and are interested in career and college exploration to have the option of an Early Release schedule. This schedule would 'clump' the student's required classes for graduation. This schedule would allow students to attend work, job training, or conduct research in a formal program in the afternoon. Students who participate, do so by their own choice, and accept full responsibility for their transportation, safety and any associated costs upon leaving school property.

SPECIAL EDUCATION

The Office of Pupil Personnel Services within the Melrose School Department provides for the special needs of Melrose High School students through identification, assessment, and program development as required by both state and federal law. Pupil Personnel Services staff members at Melrose High School provide students with a variety of support and programming options designed to meet their unique needs of the students. Team meetings are held with parents, students and staff to review assessment information and student progress in their educational program. As part of this process, the Team will discuss the most appropriate support for the student based on his/her individual needs with the goal of assisting the student to achieve success in their educational pursuits. Individualized Educational Programs (IEP's) specify programming that supports the student in the least restrictive environment. Some examples of programming include facilitated inclusion which supports students with a special educator and a general educator in the general education setting or small group instruction by a special education staff member.

960.5 Academic Support Lab

Level: Unleveled

0.5 Credit, Grades 9-12

Any Special Education student may take this course if the Special Education TEAM makes that appropriate determination. This is an intensive skill building course that focuses on teaching students the tools and techniques they need to successfully access the curriculum, coupled with the ability to apply these strategies to new learning situations. This course also includes a daily mini lesson for all students that may focus on, but is not limited to: transition skills, organization (executive functioning), SMARTS curriculum, MCAS prep, reading, writing, and fundamental math. The goal is to help students learn and enhance their skills, integrate new knowledge with previous learning, learn independently, and apply skills and knowledge to both new and familiar situations. This class will meet every other day.

***Prerequisite:** Special Education TEAM Decision*

954.5 Transition Skills Lab

Level: Unleveled

0.5 Credit, Grades 9-12

Any grade 12 Special Education student may take this course if the Special Education TEAM makes the appropriate determination. Transition Skills is designed to improve the academic and functional achievement of Grade 12 students and to facilitate the student's movement to post-school activities including post-secondary education, vocational education, employment, adult services, independent living, and community participation. It includes academic instruction, related services, community experiences, development of employment, and other post-school adult and living objectives, and, when appropriate, the acquisition of daily living skills and functional vocational skills. Additionally, this course helps to support the post-secondary planning process that students do with their guidance counselors, Senior Capstone, and Senior Internship planning, while providing academic and executive functioning support. This class will meet every other day.

***Prerequisite:** Special Education TEAM Decision*

121, 122, 123 English 9, English 10, English 11

Level: Unleveled/CP

1.0 Credit, Grades 9-12

Any Special Education student may take this course if the Special Education TEAM makes that appropriate determination. These courses are designed to guide students who have been challenged by the effects of a specific learning-based disability to acquire the reading, writing and critical thinking skills necessary to meet success on the MCAS and make effective progress on their individualized goals and objectives. Students study a rich variety of classic and contemporary literary works that include fiction/nonfiction, poetry, drama and authentic readings from various periods and cultures in order to explore a spectrum of human experiences, emotions and concepts. The application of brain-based strategies helps students develop critical thinking, expressive writing and analytical reading skills. The fundamentals of vocabulary, spelling, grammar, punctuation, and verbal and written expression are woven throughout units of study using a spiral approach. These classes will meet every day.

***Prerequisite:** Special Education TEAM Decision*

976.5 Daily Living Skills

Level: Unleveled

0.5 Credit, Grades 9-12

Any Special Education student may take this course if the Special Education TEAM makes that appropriate determination. The DLC program instruction targets each student's individualized educational goals, provides access to general education

curriculum and increases functional communication, socialization with peers, independence, and generalization of skills throughout their day in school. These programming classes could meet every day, every other day, or multiple times a day. They are completely individualized to each student's needs per the IEP.

Prerequisite: *Special Education TEAM Decision*

973.5 Academic Support / Daily Living Skills **Level: Unleveled** **0.5 Credit, Grades 9-12**

Any Special Education student may take this course if the Special Education TEAM makes that appropriate determination. The DLC program instruction targets each student's individualized educational goals, provides access to general education curriculum and increases functional communication, socialization with peers, independence, and generalization of skills throughout their day in school. These programming classes could meet every day, every other day, or multiple times a day. They are completely individualized to each student's needs per the IEP.

Prerequisite: *Special Education TEAM Decision*

NOTICE TO ALL STUDENTS: *An important piece of legislation affecting the public school system was passed August, 1971. This law, Chapter 622 of the General Laws of 1971, is intended to prohibit discrimination in the public schools and guarantees each student the right to equal educational opportunity, as amended in December of 1993. "No child may be excluded from any school nor prohibited or discouraged from participating in any course, activity, or resource available in such schools on account of race, sex, color, national origin, religion, or sexual orientation." In selecting a course of study, each student should be aware that all courses have been made fully open and available to members of both sexes and all minority groups.*

ENGLISH LEARNER PROGRAM

The English Language Learner (ELL) program provides comprehensive support for students developing English language proficiency. The program focuses on identifying, assessing, and meeting the unique linguistic and academic needs of ELL students. Our goal is to empower students to achieve academic success and full participation in the school community. ELL staff members work collaboratively with students, families, and teachers to provide a range of support services, including language proficiency assessment and sheltered instruction. Regular progress monitoring and communication with families are essential components of our program. Team meetings, involving parents, students, and educators, are held to review assessment data, discuss student progress, and adjust support strategies as needed. We strive to provide a supportive and inclusive learning environment where all students can thrive.

120 English as a Second Language **Level: Unleveled** **1.0 Credit, Grades 9-12**

Students who are English language learners are expected to take this course in conjunction with or as a replacement for an English class. In this small group class, students will have the opportunity to hone their skills in the four domains of language—listening, speaking, reading, and writing—with the guidance of a trained ELL teacher.

Prerequisite: *Students will be assessed annually to determine placement.*

PATHWAYS OF STUDY

Students have the option of choosing one of our five Pathways of Study at Melrose High School. In addition to the well-established GEM and STEM pathways students have the opportunity to choose a pathway in Business, the Arts, and Humanities. Students who complete the GEM or STEM pathway programs will receive a special certificate at graduation. The Pathways of Study are designed to expose students to a focused curriculum that will further prepare them for college and career. Pathways of Study include some scheduling options, a capstone project and in some cases internship opportunities

Global Education in Melrose (GEM): Pathway and Certificate Program



Purpose and Philosophy: The MHS Global Education in Melrose (GEM) Program is designed to foster students' global awareness, to recognize the accomplishments of students who represent the school around the globe, and to provide graduates with the essential skills for participating in and contributing to an increasingly global society. GEM is founded on the following principles:

- **Think Globally:** I can increase knowledge of my relationship to the world; think about issues from a global point of view; and gain an appreciation for other world cultures, viewpoints, and perspectives.
- **Communicate Effectively:** I can improve my world language skills and my ability to communicate with people across cultural and language differences.
- **Contribute Responsibly:** I can use my global knowledge to interact and build relationships with people from other cultures; actively seek world knowledge to develop my own values and opinions; demonstrate respect, open-mindedness, understanding, and flexibility in behavior and thinking; and help others to embrace multiple perspectives.

	GEM Pathway and Certificate Requirements
1.	UN Sustainability Project Development: Students will learn about the United Nations Sustainable Development Goals and identify one goal to focus on/research at the local, national, and global-level. Students will educate others about the issue, identify a potential product or campaign, and take action in their community.
2.	Academic Work: Students will complete academic coursework that includes: World Languages level 2 - level 4 and earn a grade of B or above each year and/or obtain Intermediate-Mid level on the ACTFL proficiency guideline. In addition, students are required to enroll in at least 5 electives courses with a global focus.
3.	Academic Reflection: Students will complete a reflection for each course they have taken in the GEM strand.
4.	Global Community Service: Students must complete 30 hours of GEM community service or 20 hours of GEM community service <i>and</i> 10 hours in one of the following: World Languages Club, Mock Trial, or Model

	UN.
5.	Immersion with a Global Community: Students will travel abroad through the MHS exchange program or experience an extended immersion with another culture in a local community.
6.	Immersion with a Global Community Reflection: Students will describe the ways in which their experience has expanded their cultural understanding, and how they will apply learning to their future endeavors.
7.	Program Reflection: Students will discuss their overall experience in the GEM Program, how the program has expanded their cultural understanding, and predict how they will apply learning to future endeavors.
8.	Senior Portfolio Presentation: Students will compile a portfolio of their work on the GEM Pathway and prepare a presentation of their learning and reflection for a public showcase.
9.	Pathway Review: In the spring of senior year, upon the completion of GEM requirements, students will electronically share all the corresponding documentation by the shared deadline. Following the GEM requirements review, students will be informed if they have successfully earned the GEM certificate.
10.	Pathway Showcase and Ceremony: Students will present their UN Sustainability project to the Melrose community, which could include a live, recorded or printed performance given to the MHS community, the Human Rights Commission, the School Committee or the local print/digital media. Students will be awarded GEM certificates at graduation, upon successful completion of all program criteria.

Science, Technology, Engineering, and Mathematics (STEM) Pathway and Certificate Program

Purpose and Philosophy: The **STEM Pathway and Certificate Program** is designed to support students considering post-secondary education and careers in mathematics, scientific, engineering and health profession careers. Students will develop content-specific skills and knowledge in the classroom and apply these skills in community service opportunities and in capstone projects or student-initiated internships. STEM Pathway participants meeting all program requirements will earn a certificate at the end of the senior year, recognizing their ability to: research, experiment, and analyze to obtain results and draw conclusions, communicate efficiently and effectively with the use of technology, construct, design, and create innovative processes or structures, and be active problem solvers and critical thinkers.

Please note: in order to be considered for a STEM certificate, students must successfully complete the STEM pathway program for a minimum of two years.

STEM CERTIFICATE PROGRAM: Students interested in extending their STEM experience past the requirements of the Pathway will complete these additional components.			
1.	Required Academic Coursework: Students must receive a grade of C or better in their STEM pathway courses <i>and</i> submit a portfolio that includes work samples from each course, and a reflection on their growth and progress in STEM courses.		
	Foundational Science Biology Chemistry Physics	Foundational Math Algebra 1 Geometry Algebra 2	Electives (3 Courses)
	Advanced Science (Select one) AP Biology AP Chemistry AP Environmental Science	Advanced Math (Select one) Pre-Calculus AP Calculus AB or BC AP Statistics	Technology or Visual Arts Computer Aided Design Computer Science Robotics (0.5) Introduction to Engineering

	AP Physics 1, 2, or C AP Computer Science Anatomy & Physiology Astronomy *Other course, with prior approval from STEM Pathway Advisor and Director	AP Computer Science Other course with approval	Any Visual or Performing Arts course
2.	STEM PATHWAY MEETINGS: Students are expected to attend each monthly STEM meeting. If a student is unable to attend a meeting, they must notify STEM advisors in advance of the meeting, and schedule a time to discuss meeting contents. STEM PATHWAY updates are provided to students via Google Classroom.		
	STEM Portfolio: Students will develop a cumulative STEM Portfolio that includes representative samples from each STEM course and includes a reflection on their growth and progress in STEM courses, as well as a reflection on their STEM community service experiences. The portfolio must: ☐ Annual Portfolio Review: The STEM portfolio must be submitted for review at the end of each year a student is enrolled in the Certificate Program to monitor progress in the STEM Certificate Program. ☐ Senior Deadlines/Requirements: Seniors are typically asked to submit their portfolios and a copy of their transcript to the STEM Advisors <i>at least</i> one month prior to their presentations. Please consult with the STEM Pathway advisors to ensure that you meet the assigned deadline. Students will be notified if they have successfully completed requirements Please Note: Students are advised to keep a copy of their completed portfolios for their own records. The portfolio for seniors will be reviewed and students will be notified of their successful completion of this portion of the program in May.		
3.	Community Service: The equivalent of 30 hours of Community Service must be STEM related. Examples of STEM related community service include assisting at math and science nights, judging elementary science fairs, refereeing at robotics events, volunteering at nursing homes or hospitals, etc. Students will be expected to reflect on these experiences and include this reflection in their portfolios.		
4.	Capstone Project: The capstone project may include a summer project in a local laboratory, an internship with a STEM professional (City Planner, actuary, engineer), a comprehensive science fair project, or an engineering design project. Students will be expected to present this experience during their Senior Presentation. All Capstone Projects must be approved by the department directors.		
5.	Senior Presentation/STEM Night: Seniors who have successfully completed all other aspects of the program will present their STEM Portfolio and Capstone Project to a group of STEM educators, families, interested community members, and internship partners the spring of their senior year. Participation is required.		

Visual & Performing Arts Pathways



Purpose and Philosophy	The Visual & Performing Arts Pathway (VPA) is designed to support students who have a strong interest in the arts. MHS will foster this passion by preparing students to further their education or career in the visual arts, music, theater, marketing, communications, film, video, advertising, teaching, etc. The Visual & Performing Arts Pathway will expose students to the following 21st Century skills: • Explore and experiment with the creative process • Communicate effectively using Applied Arts terminology. • Collaborate with others on a creative process. • Be an active problem solver and critical thinker. • Learn how to give and receive feedback. • Revise and reflect on the creative process for continued improvement. Capstone Requirement: In addition to successful completion of courses in this pathway of study, students are expected to complete a capstone project. This final capstone project will be individual in nature and will result in a college level portfolio. This Pathway is currently not a Certificate Program.
Visual Arts	The Visual Arts Sequence is a series of courses designed for students with a strong interest or desire to explore the subject matter. Introduction to Art or Art I are required prerequisites for <i>all</i> students before taking upper level classes including: 2-D Art (1, 2 & 3), 3-D Art (1, 2 & 3) and Photography (1, 2 & Advanced). Students are encouraged to follow this pathway if they plan to pursue a college degree or career in the visual arts. • Students have the opportunity to receive Advanced Standing in art by submitting a portfolio to the Art Department in the spring of any year. • Another pathway option is to follow the series of Video Production courses. Visual Arts Department Courses: A Brush Through History, Introduction to Art (<i>Prerequisite for Art I</i>), Art 1 (<i>Prerequisite for the following courses</i>): Art 2, 2-D, Art 3, 3-D, 3-D Art 1, 3-D Art 2, 3-D Art 3, Advanced Painting, Advanced Placement Studio Art, Portfolio Art, Photography 1, Photography 2, and Advanced Photography. Science, Technology, and Engineering Courses: Video Production, Intermediate Video Production, Advanced Video Production, Advanced Video Production, Broadcast Journalism, and Computer Aided Design. The Marketing and CAD Courses, when applicable as STE Requirement
Performing Arts	The Performing Arts Department supports student growth by offering courses and activities in large music ensembles like Band, Chorus or Orchestra and smaller specialty courses. Students are encouraged to join a music ensemble and explore specialty courses especially if they are planning to pursue a college degree or career in the performing arts. Courses that fulfill the Visual and Performing Arts Graduation Requirement: Chorus, Band, Orchestra, Guitar, Guitar II, Piano, Music Studio Independent Study, Digital Music, Theory, and Composition, Theater, Advanced Acting Studio, Technical Theatre, and Creative Writing.

Graduation Requirements Reference Table

Courses that Count Toward the Credit Requirement Note: Any course that is annotated with a “**” requires a placement process outside of normal prerequisites.			
Subject Area	Credits	Course #	Course Name
English	4.0	101 102 103 & 103H 103AP 104 & 104H 104AP *121, 122, 123 *961	English 1 English 2 English 3 AP English Language and Composition English 4 AP English Literature and Composition *English 9, English 10, English 11 *SSC English
Mathematics Note: Students must complete Algebra 1, Geometry and Algebra 2. After that, other courses may be chosen.	4.0	201 202 202.5 203 & 203H 208 & 208H 209 210H 211AP 212AP 213 & 213H 213AP 214 *204, 205, 206, 207 307AP 524AP	Algebra 1 Geometry Accelerated Geometry (0.5 credits) Algebra 2 PreCalculus Accelerated Algebra 2/PreCalculus Calculus AP Calculus AB AP Calculus BC Statistics, AP Statistics Advanced Mathematical Decision Making *Integrated Math 1-4 AP Economics** AP Computer Science** **If using as 4th year of math, check with college to ensure fulfillment of their math credits
Science & Technology	4.0	501 501AP 503 & 503H 503AP 506 & 506H 506AP 504 & 504H 504AP 541AP 505AP & 542AP 507H 540H 5 508 512 510 509.5	Lab-based Sciences Biology AP Biology Chemistry AP Chemistry Environmental Science AP Environmental Science Physics AP Physics 1 AP Physics 2 AP Physics C Anatomy and Physiology Anatomy and Physiology 2 Human Health and Disease Marine Science Biotechnology Non-Lab-based Sciences Bioethical Issues Astronomy

		511.5 561.5	Forensics Botany Additional Courses considered for Year 4 of Science Computer Science (Including Video Production) Any Technology and Engineering Course (CAD, Engineering, Robotics)																																																
Social Studies	3.0	301 321 319 & 319H 325AP 304 & 304H 304AP	World Studies AP World History: Modern American Studies AP United States History Modern Global Studies AP United States History 2 <i>Note: All students must earn credits in World Studies, Modern Global Studies (or AP U.S. History). Any elective that is listed in the Social Studies Program of Studies may count toward a Social Studies graduation requirement.</i>																																																
Civic Action Project		Students will complete the Civics Project via MHS coursework in English 10H.																																																	
Visual & Performing Arts	2.0		All Art, Music, Theatre Arts, CAD, Video Production, and Creative Writing Courses fulfill this requirement.																																																
			*Business courses will continue to count towards Visual & Performing Arts credits for the Class of 2027																																																
			<table><thead><tr><th>Class of 2027*</th><th>Class of 2028, 2029, 2030</th></tr></thead><tbody><tr><td>1. Chorus 1.0</td><td>1. Chorus 1.0</td></tr><tr><td>2. Band 1.0</td><td>2. Band 1.0</td></tr><tr><td>3. Orchestra 1.0</td><td>3. Orchestra 1.0</td></tr><tr><td>4. Guitar .5</td><td>4. Guitar .5</td></tr><tr><td>5. Guitar II</td><td>5. Guitar II</td></tr><tr><td>6. Piano .5</td><td>6. Piano .5</td></tr><tr><td>7. Music Studio Independent Study .5/1.0</td><td>7. Music Studio Independent Study .5/1.0</td></tr><tr><td>8. Digital Music, Theory, Composition</td><td>8. Digital Music, Theory, Composition</td></tr><tr><td>9. Theater .5</td><td>9. Theater .5</td></tr><tr><td>10. Advanced Acting Studio</td><td>10. Advanced Acting Studio</td></tr><tr><td>11. Technical Theatre</td><td>11. Technical Theatre</td></tr><tr><td>12. A Brush Through History</td><td>12. A Brush Through History</td></tr><tr><td>13. Foundations in Art 1.0</td><td>13. Foundations in Art 1.0</td></tr><tr><td>14. Intro. To 2D Art .5</td><td>14. Intro. To 2D Art .5</td></tr><tr><td>15. Intro. To 3D Art .5</td><td>15. Intro. To 3D Art .5</td></tr><tr><td>16. Advanced 2D Art 1.0</td><td>16. Advanced 2D Art 1.0</td></tr><tr><td>17. Advanced 3D Art 1.0</td><td>17. Advanced 3D Art 1.0</td></tr><tr><td>18. AP Studio Art 1.0</td><td>18. AP Studio Art 1.0</td></tr><tr><td>19. Portfolio Development .5/1.0</td><td>19. Portfolio Development .5/1.0</td></tr><tr><td>20. Photo 1 1.0</td><td>20. Photo 1 1.0</td></tr><tr><td>21. Photo 2 1.0</td><td>21. Photo 2 1.0</td></tr><tr><td>22. Advanced Photo 1.0</td><td>22. Advanced Photo 1.0</td></tr><tr><td>23. Intro. To CAD</td><td>23. Intro. To CAD</td></tr><tr><td>24. Foundations of CAD</td><td>24. Foundations of CAD</td></tr></tbody></table>	Class of 2027*	Class of 2028, 2029, 2030	1. Chorus 1.0	1. Chorus 1.0	2. Band 1.0	2. Band 1.0	3. Orchestra 1.0	3. Orchestra 1.0	4. Guitar .5	4. Guitar .5	5. Guitar II	5. Guitar II	6. Piano .5	6. Piano .5	7. Music Studio Independent Study .5/1.0	7. Music Studio Independent Study .5/1.0	8. Digital Music, Theory, Composition	8. Digital Music, Theory, Composition	9. Theater .5	9. Theater .5	10. Advanced Acting Studio	10. Advanced Acting Studio	11. Technical Theatre	11. Technical Theatre	12. A Brush Through History	12. A Brush Through History	13. Foundations in Art 1.0	13. Foundations in Art 1.0	14. Intro. To 2D Art .5	14. Intro. To 2D Art .5	15. Intro. To 3D Art .5	15. Intro. To 3D Art .5	16. Advanced 2D Art 1.0	16. Advanced 2D Art 1.0	17. Advanced 3D Art 1.0	17. Advanced 3D Art 1.0	18. AP Studio Art 1.0	18. AP Studio Art 1.0	19. Portfolio Development .5/1.0	19. Portfolio Development .5/1.0	20. Photo 1 1.0	20. Photo 1 1.0	21. Photo 2 1.0	21. Photo 2 1.0	22. Advanced Photo 1.0	22. Advanced Photo 1.0	23. Intro. To CAD	23. Intro. To CAD
Class of 2027*	Class of 2028, 2029, 2030																																																		
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			25. Intermediate CAD for Architecture 26. Intermediate CAD for Engineering 27. Advanced Projects in CAD 28. Advanced Projects in Architecture 29. Advanced Projects in Engineering 30. Video Production 31. Intro. To Video Production 32. Advanced Video Production 33. Broadcast Journalism 34. Video Special Projects 35. Marketing 36. Creative Writing 37. Intro to Computer Science 38. Computer Science Principles 39. Advanced Computer Science 40. Computer Science A 41. AP Computer Science 42. Game Design 43. Web Design 44. Business Management 45. Business Management 2 46. Accounting 47. Accounting 2 48. Personal Finance 25. Intermediate CAD for Architecture 26. Intermediate CAD for Engineering 27. Advanced Projects in CAD 28. Advanced Projects in Architecture 29. Advanced Projects in Engineering 30. Video Production 31. Intro. To Video Production 32. Advanced Video Production 33. Broadcast Journalism 34. Video Special Projects 35. Marketing 36. Creative Writing
World Languages	2.0	Graduation requirement: Two years of the same language: French, German, Italian, Latin, Spanish. Levels are listed as follows: Beginner Level 1, Beginner Level 2, Intermediate Level 3, Intermediate Level 4, Intermediate Level 5/AP/Dual Enrollment. Note: If a student switches to another language, after completing one year of a language, the student is required to complete two years of the new language. Electives: include any level of a language, or a second language, after the two years are complete.	
Wellness	2.0	901.5 902.5 903.5 *912.5	Wellness 1 (0.5 credits) Wellness 2 (0.5 credits) Wellness 3 (0.5 credits) *Unified Fitness (0.5)
Electives	3.0	Any course taken in addition to/ beyond graduation requirements to reach 24 total credits.	
Total Credits	24.0		

Elective Offerings Reference Table

Subject Area	9th	10th	11th	12th
Business	601 Business Management 602 Accounting 1 604.5 Personal Finance (0.5)	601 Business Management 607AP AP Business with Personal Finance 602 Accounting 1 604.5 Personal Finance (0.5)	601 Business Management 607AP AP Business with Personal Finance 602 Accounting 1 603H Accounting 2 604.5 Personal Finance (0.5)	601 Business Management 607AP AP Business with Personal Finance 602 Accounting 1 603H Accounting 2 604.5 Personal Finance (0.5)
Engineering and Technology	<u>Technology and Engineering:</u> 514.5 Introduction to CAD for Architects and Engineers (0.5) 514 Foundations of CAD for Architects and Engineers 515H Intermediate CAD for Architectural Design 516H Intermediate CAD for Engineering Design 518.5 Introduction to Engineering (0.5) <u>Computer Science:</u> 523AP AP Computer Science Principles 525AP AP Cyber: Security 580.5 Intro to Game Design (0.5) 581.5 Intro to Web Design (0.5) <u>Video Production:</u> 526 Video Production	<u>Technology and Engineering:</u> 514.5 Introduction to CAD for Architects and Engineers (0.5) 514 Foundations of CAD for Architects and Engineers 515H Intermediate CAD for Architectural Design 516H Intermediate CAD for Engineering Design 518.5 Introduction to Engineering (0.5) <u>Computer Science:</u> 523AP AP Computer Science Principles 524AP AP Computer Science A 525AP AP Cyber: Security 580.5 Intro to Game Design (0.5) 581.5 Intro to Web Design (0.5) <u>Video Production:</u> 526 Video Production 527 Intermediate Video Production	<u>Technology and Engineering:</u> 514.5 Introduction to CAD for Architects and Engineers (0.5) 514 Foundations of CAD for Architects and Engineers 515H Intermediate CAD for Architectural Design 516H Intermediate CAD for Engineering Design 517H-A/E Advanced Projects in CAD 517.5A Advanced Projects in Architecture (0.5) 517.5E Advanced Projects in Engineering (0.5) 518.5 Introduction to Engineering (0.5) <u>Computer Science:</u> 523AP AP Computer Science Principles 524AP AP Computer Science A 525AP AP Cyber: Security 580.5 Intro to Game Design (0.5) 581.5 Intro to Web Design (0.5) <u>Video Production:</u> 526 Video Production 527 Intermediate Video Production 528H Advanced Video Production 529H Broadcast Journalism 530H Video Special Projects	<u>Technology and Engineering:</u> 514.5 Introduction to CAD for Architects and Engineers (0.5) 514 Foundations of CAD for Architects and Engineers 515H Intermediate CAD for Architectural Design 516H Intermediate CAD for Engineering Design 517H-A/E Advanced Projects in CAD 517.5A Advanced Projects in Architecture (0.5) 517.5E Advanced Projects in Engineering (0.5) 518.5 Introduction to Engineering (0.5) <u>Computer Science:</u> 523AP AP Computer Science Principles 524AP AP Computer Science A 525AP AP Cyber: Security 580.5 Intro to Game Design (0.5) 581.5 Intro to Web Design (0.5) <u>Video Production:</u> 526 Video Production 527 Intermediate Video Production 528H Advanced Video Production 529H Broadcast Journalism 530H Video Special Projects
English	105.5 Creative Writing (0.5) 113.5 Creative Writing: Poetry (0.5) 107.5 Journalism (0.5) 131.5 Public Speaking for Multilingual Learners (0.5) *115.5 Dystopian Literature (0.5) *112.5 Women's Literature (0.5)	105.5 Creative Writing (0.5) 113.5 Creative Writing: Poetry (0.5) 107.5 Journalism (0.5) 131.5 Public Speaking for Multilingual Learners (0.5) 111 Yearbook and Publishing (1.0) *115.5 Dystopian Literature (0.5) *112.5 Women's Literature (0.5) 940AP AP Seminar	105.5 Creative Writing (0.5) 113.5 Creative Writing: Poetry (0.5) 107.5 Journalism (0.5) 131.5 Public Speaking for Multilingual Learners (0.5) 111 Yearbook and Publishing (1.0) *115.5 Dystopian Literature (0.5) *112.5 Women's Literature (0.5) 940AP AP Seminar 950AP AP Research	105.5 Creative Writing (0.5) 113.5 Creative Writing: Poetry (0.5) 107.5 Journalism (0.5) 131.5 Public Speaking for Multilingual Learners (0.5) 111 Yearbook and Publishing (1.0) *115.5 Dystopian Literature (0.5) *112.5 Women's Literature (0.5) 940AP AP Seminar 950AP AP Research

Mathematics	202.5 Accelerated Geometry* *Requires teacher approval	202.5 Accelerated Geometry* *Requires teacher approval In addition to the above electives, students may take two 2.0 math classes with administrator approval. See list on Graduation Requirements Reference Table .	202.5 Accelerated Geometry* *Requires teacher approval In addition to the above electives, students may take two 2.0 math classes with administrator approval. See list on Graduation Requirements Reference Table .	Students may take two 2.0 math classes with administrator approval. See list on Graduation Requirements Reference Table .
Science	511.5 Forensics (0.5)	509.5 Astronomy (0.5) 510 Bioethical Issues (1.0) 511.5 Forensics (0.5) 561.5 Botany (0.5) In addition to the above electives, students may take two 1.0 science classes or AP Classes. See list on Graduation Requirements Reference Table .	509.5 Astronomy (0.5) 510 Bioethical Issues (1.0) 511.5 Forensics (0.5) 561.5 Botany (0.5) In addition to the above electives, students may take two 1.0 science classes or AP Classes. See list on Graduation Requirements Reference Table <i>Example: A student can take AP Environmental Science as their core science and Anatomy as an elective.</i>	509.5 Astronomy (0.5) 510 Bioethical Issues (1.0) 511.5 Forensics (0.5) 561.5 Botany (0.5) In addition to the above electives, students may take two 1.0 science classes or AP Classes. See list on Graduation Requirements Reference Table <i>Example: A student can take AP Environmental Science as their core science and Anatomy as an elective.</i>
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Visual & Performing Arts	<u>Music</u> 701&701H Band 703&703H Chorus 705&705H Orchestra 706.5 Intro. To Piano (0.5) 707.5 Guitar (0.5) 709.5 Guitar II (0.5) 708.5 Digital Music, Composition, and Theory (0.5) 702.5 Music Studio (0.5) <u>Performing Arts: Theater</u> 812.5 Theatre Arts (0.5) 815.5 Technical Theater and Stage Design (0.5) 816.5 Advanced Acting Studio (0.5)	<u>Music</u> 701&701H Band 703&703H Chorus 705&705H Orchestra 706.5 Intro. To Piano (0.5) 707.5 Guitar (0.5) 709.5 Guitar II (0.5) 710.5 Guitar III (0.5) 708.5 Digital Music, Composition, and Theory (0.5) 702.5 Music Studio (0.5) <u>Performing Arts: Theater</u> 812.5 Theatre Arts (0.5) 815.5 Technical Theater and Stage Design (0.5) 816.5 Advanced Acting Studio (0.5)	<u>Music</u> 701&701H Band 703&703H Chorus 705&705H Orchestra 706.5 Intro. To Piano (0.5) 707.5 Guitar (0.5) 709.5 Guitar II (0.5) 710.5 Guitar III (0.5) 708.5 Digital Music, Composition, and Theory (0.5) 702.5 Music Studio (0.5) <u>Performing Arts: Theater</u> 812.5 Theatre Arts (0.5) 815.5 Technical Theater and Stage Design (0.5) 816.5 Advanced Acting Studio (0.5)	<u>Music</u> 701&701H Band 703&703H Chorus 705&705H Orchestra 706.5 Intro. To Piano (0.5) 707.5 Guitar (0.5) 709.5 Guitar II (0.5) 710.5 Guitar III (0.5) 708.5 Digital Music, Composition, and Theory (0.5) 702.5 Music Studio (0.5) <u>Performing Arts: Theater</u> 812.5 Theatre Arts (0.5) 815.5 Technical Theater and Stage Design (0.5) 816.5 Advanced Acting Studio (0.5)

	<u>Visual Art</u> 801 Foundations in Art 801.5 Intro to 2D Art (0.5) 803.5 Intro to 3D Art (0.5) 804 Photography I 813.5 Brush Through History (0.5)	<u>Visual Art</u> 801 Foundations in Art 801.5 Intro to 2D Art (0.5) 803.5 Intro to 3D Art (0.5) 802H Advanced 2D Art I 802.2H Advanced 2D Art II 802.3H Advanced 2D Art III 803H Advanced 3D Art I 803.2H Advanced 3D Art II 803.3H Advanced 3D Art III 811AP AP Studio Art 811 Portfolio Development 811.5 Portfolio Development (0.5) 804 Photography I 805H Photography II 813.5 Brush Through History (0.5)	<u>Visual Art</u> 801 Foundations in Art 801.5 Intro to 2D Art (0.5) 803.5 Intro to 3D Art (0.5) 802H Advanced 2D Art I 802.2H Advanced 2D Art II 802.3H Advanced 2D Art III 803H Advanced 3D Art I 803.2H Advanced 3D Art II 803.3H Advanced 3D Art III 811AP AP Studio Art 811 Portfolio Development 811.5 Portfolio Development (0.5) 804 Photography I 805H Photography II 806H Advanced Photography 813.5 Brush Through History (0.5)	<u>Visual Art</u> 801 Foundations in Art 801.5 Intro to 2D Art (0.5) 803.5 Intro to 3D Art (0.5) 802H Advanced 2D Art I 802.2H Advanced 2D Art II 802.3H Advanced 2D Art III 803H Advanced 3D Art I 803.2H Advanced 3D Art II 803.3H Advanced 3D Art III 811AP AP Studio Art 811 Portfolio Development 811.5 Portfolio Development (0.5) 804 Photography I 805H Photography II 806H Advanced Photography 813.5 Brush Through History (0.5)
World Languages	450.5 Ancient Greek Mythology “Electives” would be any level of the language -- or a second language -- after those two years are complete. Levels are generally listed as the following: Beginner Level 1 Beginner Level 2 Intermediate Level 3 Intermediate Level 4 Intermediate Level 5 / AP / Dual Enrollment			
Wellness	904.5 Lifetime and Recreational Activities (0.5) 907.5 Strength and Conditioning (0.5) 912.5 Unified Fitness (0.5)	904.5 Lifetime and Recreational Activities (0.5) 907.5 Strength and Conditioning (0.5) 912.5 Unified Fitness (0.5)	904.5 Lifetime and Recreational Activities (0.5) 907.5 Strength and Conditioning (0.5) 912.5 Unified Fitness (0.5)	904.5 Lifetime and Recreational Activities (0.5) 907.5 Strength and Conditioning (0.5) 912.5 Unified Fitness (0.5)
Additional Learning Opportunities	998.5 Freshman FOCUS Lab (0.5)	999.5 FOCUS Lab (0.5)	999.5 FOCUS Lab (0.5) 997.5 Library Intern (0.5)	999.5 FOCUS Lab (0.5) 997.5 Library Intern (0.5) 1001 Late Start 1002 Early Release

**Summary of Changes to 2026-27 MHS Program of Studies
Melrose Veterans Memorial Middle School**

Topics	Changes
Updated Course Descriptions	● ACCESS Support ● Grade 8 Electives ● Grade 6 Literacy ● Grade 7 Literacy ● Grade 6 Math Lab ● Grade 7 Math Lab ● Math 6, Math 7, Math 8, Algebra 1: Removed references to previous instructional materials
New Courses	● AAA ● RISE ● Grade 8 Theater/Acting ● Grade 8 Theater/Technical
Removed Courses	● Removed Guitar 8

Melrose Veterans Memorial Middle School



Program of Studies **2026-2027**

350 Lynn Fells Parkway
Melrose, MA 02176
781-979-2100

[MVMMS Website](#)

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Introduction

Melrose Veterans Memorial Middle School serves over 900 students and is adjacent to Melrose High School, forming the Secondary Schools Campus. Constructed in 2007, the building offers many features that provide outstanding educational and enrichment opportunities to students.

The staff is a highly trained and dedicated group of professionals who are committed to middle school education. Students are grouped by grade level for both their core content as well as exploratory classes.

As we prepare for students to return to school, we encourage families to participate in the Bring Your Own Device (BYOD) option of our Chromebook and Device Policy. If you are unable to BYOD, we offer Chromebook borrowing to students in Grades 6–12 for the upcoming school year. There are a limited number of devices available, and we distribute devices on a first-come, first-served basis. If your student requires a Chromebook for school-related activities, please complete the 1:1 Chromebook Registration form: <https://www.melroseschools.com/page/chromebooks>

In line with middle school best practices, we provide students with a range of exploratory class offerings to help them discover their interests and develop new skills. These classes are designed to be hands-on and engaging, providing students with opportunities to try out new activities and learn about a variety of subjects.

The school and district leadership team has worked with the staff to revise course content, sequencing, assessments, and instruction to align with the [MA Curriculum Frameworks](#) and to help prepare students to be college and career ready. This process is ongoing, with a constant review of curriculum and programmatic offerings to meet the needs of all students. This course description guide provides a comprehensive outline of core content classes and our exploratory classes. Please be advised that scheduling exploratory courses is contingent upon staffing availability and student enrollment.

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Last Updated: March 16, 2026

MVMMS Leadership Team

Principal – Mr. Jason Merrill	781-979-2100
Deputy Principal – Mr. Bryan Corrigan	781-462-3220
Assistant Principal – Mr. Steve Black	781-979-2100
Assistant Principal – Mrs. Michelle Sewyck	781-979-2100
Special Education Coordinator - Dr. Vanetta McFadden	781-979-2100

Schedule Overview

MVMMS uses a 5 day schedule and students are scheduled in 7 blocks (A-G) that meet 4 times per week and drop once. Classes either meet 4 days a week or 2 days a week.

Melrose Veterans Memorial Middle School Bell Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:19	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:20-9:17	PRIME	G	A	G	A
9:20-10:17	A	F	B	F	C
10:20-11:17	B	E	C	E	D
11:19-12:41 Lunch block*	C	D	F	D	E
12:44-1:41	D	C	G	B	F
1:44-2:41	E	B	W.I.N.	A	G
	F, G Drop	A Drop	D, E Drop	C Drop	B Drop

MVMMS Lunch Schedule

11:20am - 11:42am 6th Grade Lunch	11:44 am - 12:41pm Block 4	
11:20am - 11:48am Block 4	11:48am - 12:10pm 7th Grade Lunch	12:12 pm - 12:41pm Block 4
11:20am - 12:17pm Block 4		12:19pm - 12:41pm 8th Grade Lunch

PRIME and WIN Blocks

All students attend each of these classes once per week and in doing so receive an additional layer of support throughout the year.

- **PRIME:** [**P**ositive Behavioral Interventions and Supports (PBIS), **R**esponsible Actions, **I**ndividual Growth, **M**eaningful Connections, **E**mpathy and Understanding]. The purpose of this block is to provide consistent support to students in a number of areas, including Social/Emotional Learning, PBIS, executive functioning, organization, community building, and much more.
- **WIN Time:** [**W**hat **I** Need]. During WIN, students have the opportunity to review content for mastery, perform test corrections, receive feedback/support from teachers, and collaborate with peers.

Class Type Descriptions

All students will experience the four core classes and a Wellness class each year. Over the course of their three years, students will take a diverse range of exploratory classes and, when applicable, support classes.

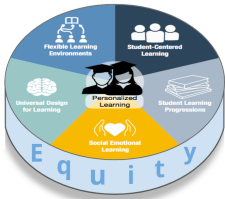
Core Content Classes: Grade 6 Mathematics, English Language Arts, Science, and Social Studies classes are heterogeneously mixed. In grade 7 and 8, all English Language Arts, Science and Social Studies classes are heterogeneously mixed; most students will participate in a grade-level, standards-aligned math experience, while some students may have the [option of taking an accelerated math class](#).

World Language Classes: Language is a fundamental skill that gives us the opportunity to engage in meaningful communication, and it plays an important role in promoting acceptance of diversity and respect for one another. The MVMMS World Language program provides students with an academic year to explore the World Languages via a chosen exploratory class in 7th grade and the opportunity to engage in a Level 1 language course in 8th grade. This ensures that students have the opportunity to access Level 5, Advanced Placement, or Dual Enrollment courses by the time they graduate High School.

Exploratory Classes: Students in all grades take exploratory classes in two different blocks in our schedule. Exploratory classes vary widely from grade to grade and in the frequency they meet. Some meet twice a week for the entire year, while others may meet four times per week for the entire year. Exploratory classes generally fall into the following suite of classes: Wellness, Performing Arts, Visual Arts, Technology & Engineering, Digital Literacy and Computer Science.

Diversity, Equity, and Inclusion

In Melrose, we believe in educational equity for all students and their families, and we know this is a lifelong process that we are always reflecting on and working towards. Educational equity means that all students receive what they need to develop to their full academic and social potential, regardless of their race, ethnicity, sexual orientation, gender, ability level, or socioeconomic status. We believe that educational equity can be achieved through culturally relevant, responsive, and sustaining practices:



"Culturally relevant, responsive, sustaining practices are grounded in teaching that creates a safe and brave learning environment that validates the social identities of students, their culture, values, beliefs, and the diversity of the community to ready our students to seek justice and take action on social justice issues. We intentionally seek racial and cultural equity and pluralism as manifested by our policies, curriculum, instruction, and teaching." (MPS Diversity, Equity, and Inclusion Task Force, 2022)

Working toward educational equity in Melrose occurs through several different practices. One is to layer the [Learning for Justice Social Justice Standards](#) into all of our academic and social planning. These standards include four domains:

- **Identity** standards aim to support students in developing positive social identities and affirming who they are as individuals.
- **Diversity** standards focus on helping students create an appreciation for other cultures and identities, while giving them the tools to thoughtfully and respectfully discuss similarities and differences.
- **Justice** standards seek to help students identify the injustices that they and others face while giving them the tools to understand and tackle discrimination, microaggressions, and privilege.
- **Action** standards support students in taking action on the injustices that they identify and to deepen their understanding of personal responsibility.

Identity	Diversity	Justice	Action
Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.	Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.	Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.	Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

6th Grade Experience	
Classes that Meet 4 days a week	Classes that Meet 2 days a week
English Language Arts - 6	Literacy - 6
Math 6 - 6	Math Lab - 6
to Ancient World History 1 - 6	Wellness- 6
Science- 6	Theater - 6
	Computers & Digital Literacy - 6
	Music - 6 (or Ensemble)

7th Grade Experience	
Classes that Meet 4 days a week	Classes that Meet 2 days a week
English Language Arts - 7	Literacy - 7
Math - 7 or Compacted Math - 7/8	Math Lab - 7
Ancient World History 2 - 7	Wellness - 7
Science - 7	3 of the Following Elective Options: • Exploratory French, German, Italian, Latin, or Spanish • Technology Engineering - 7 • Art - 7 • Music Ensemble

8th Grade Experience	
Classes that Meet 4 days a week	Classes that Meet 2 days a week
English Language Arts - 8	Wellness - 8
Math - 8 or Algebra 1	3 of the Following Elective Options: 8th Grade Elective (Art, Math ELA, Science, Social Studies, Theater, Gym)
Civics - 8	
Science - 8	
World Language Level 1: (French, German, Italian, Latin, or Spanish)	
Music Ensemble	

MVMMS Student Supports

MTSS - Multi-Tiered Support System

The premise of a school that uses MTSS, is that students are provided supports for what they need, when they need it, using school wide practices and interventions. The foundation of MTSS is a strong, robust, and wide structure for any and all students that encompasses an inclusive curriculum, core instructional practices, structures for a safe and supportive school, universally designed instruction that is accessible by all students, and a schedule that provides time and structure to support all students.

Some of the core components of the MTSS system for MVMMS are:

- **Universal Screening and Progress Monitoring:** Regular benchmark assessments and monitoring systems to identify students' needs and progress across all tiers of support.
- **Positive Behavior Supports:** Implementing strategies to promote positive behavior and create a supportive and inclusive school environment for all students.

- **Data-Driven Decision Making:** Using data from assessments and progress monitoring to inform instructional decisions and allocate resources effectively.

Social, Emotional, and Transitional Supports

Throughout a student's experience in middle school, there will be times and scenarios where added support or guidance is needed to help students make sense of their school environment, peer relationships, adult relationships, school performance, and preparation for their future. MVMMS is continually developing programming, both short- and long-term, to help our students with these transitions and adjustments. Supports are provided school-wide, to large groups of students, small groups, peer groups, or one-to-one.

- **Guidance counselors** focus on providing academic, career, and personal counseling to students. They help students with course selection, secondary school planning, and career exploration. They work with students to develop social and emotional skills, cope with stress and anxiety, and navigate social challenges. In addition, middle school guidance counselors assist with standardized testing, provide guidance on study skills, and collaborate with teachers and administrators to support student success.
- **Adjustment counselors** work with students who are experiencing emotional or behavioral challenges that are impacting their ability to succeed in school. They may provide individual or group counseling to students who are struggling with issues such as anxiety, depression, anger management, or substance abuse. They may also work with families and outside agencies to provide additional support to students who need it. Adjustment counselors collaborate with teachers and administrators to develop interventions or accommodations that can help students overcome their challenges and succeed academically.
- **School Psychologists** provide detailed assessments and/or analysis of support needed for a student to be successful in school. They also provide consultation with professional staff and counseling to students needing more intensive in-school support.
- **Lunch Groups** focus on social development and peer relations.
- **A Positive Behavior Intervention System (PBIS)** promotes positive actions of students and staff which are based on identified characteristics and expectations. A more monitored and supported framework is used for students who need it in order for them to meet these expectations using personalized goals and more frequent assessment of success.

- **The Youth Risk Behavior Survey** is conducted every other year for all students. The **SBIRT screening** and behavioral interviews are conducted for all 8th Graders.
- **ACCESS:** This is an additional resource available to be formally scheduled as part of a student's coursework. Full description of this program can be found in the course description section.
- **Student Success Center (SSC):** this is an additional resource available to be identified and scheduled as part of a student's coursework. Full description of this program can be found in the course description section.

Partnerships:

- **Arbour Counseling Services:** a local agency that provides therapists during the school day.
- **Melrose Alliance Against Violence (MAAV):** a community mentoring program where students are paired with a trained and trusted adult from the community. MAAV also supports the school by providing whole school and grade level assemblies with guest speakers and presentations.
- **Melrose Substance Abuse and Prevention Coalition:** provides counseling and family resources, as well as support for whole school and grade level assemblies with guest speakers and presentations.

Academic Supports

- **District Curriculum Accommodation Plan (DCAP):** All students are eligible for support via our District Curriculum Accommodation Plan (DCAP), which outlines all accommodations and supports that are available. The DCAP is a resource for teachers and parents when considering methods to meet the needs of any student. All students receive tiered instruction – a practice used in classrooms to differentiate the work and assignments for students who have demonstrated mastery of a concept or require additional practice in order to master a concept.
- **Extra Help/Office Hours:** All teachers offer extra help sessions for 30 minutes twice per week. Additionally the MVMMS Library is open and supervised after school until 4:00 pm.
- **Student Support Team:** If a student is struggling academically and accommodations and interventions at the team level have not been successful, they can be referred to our Student Support Team (SST). This problem solving team uses a process where teachers refer a student to outline a plan of action to address immediate areas of academic or social/emotional needs. Students may be recommended for a AAA class (see below).

Supports for Students with ELL Services

During ELL blocks, students will have the opportunity to hone their skills in the four domains of language–listening, speaking, reading and writing–with the guidance of a trained ELL teacher. Students are assessed with screeners and ACCESS testing.

Supports for Students on Individualized Education Plans

The Office of Pupil Personnel Services within the Melrose School Department provides for the special needs of Melrose Veterans Memorial Middle School students through identification, assessment, and program development as required by both state and federal law.

Pupil Personnel Services staff members at Melrose Veterans Memorial Middle School provide students with a variety of support and programming options designed to meet their unique needs. Team meetings are held with parents, students and staff to review assessment information and student progress in their educational plans.

As part of this process, the Team will discuss the most appropriate support for the student based on student individual needs with the goal of assisting the student to achieve success in their educational pursuits.

Individualized Educational Plans (IEPs) specify programming that supports the student in the least restrictive environment. Some examples of programming include facilitated inclusion which supports students with a special educator and a general educator in the general education setting or small group instruction by a special education staff member.

Course: Academic Support

Prerequisite: Special Education Team Decision

Expectations: Any Special Education student may take this course if the Special Education Team makes that appropriate determination. This is an intensive skill building course that focuses on teaching students the tools and techniques they need to successfully access the curriculum, coupled with the ability to apply these strategies to new learning situations. This course also includes mini lessons for all students that may focus on, but is not limited to: organization (executive functioning), SMARTS curriculum, MCAS and content area assessment prep, reading, writing, and fundamental math. The goal is to help students learn and enhance their skills, integrate new knowledge with previous learning, learn independently, and apply skills and knowledge to both new and familiar situations.

Course: Language-Based Small Group English 6, English 7, English 8

Prerequisite: Special Education Team Decision

Expectations: Any Special Education student may take this course if the Special Education Team makes that appropriate determination. These courses are designed to guide students who have been challenged by the effects of a

specific language-based learning disability to acquire the reading, writing and critical thinking skills necessary to meet success on the MCAS and make effective progress on their individualized goals and objectives. Students study a rich variety of classic and contemporary literary works that include fiction, nonfiction, poetry, drama, and authentic readings from various periods and cultures in order to explore a spectrum of human experiences, emotions and concepts. The application of brain-based strategies helps students develop critical thinking, expressive writing, and analytical reading skills. The fundamentals of vocabulary, spelling, grammar, punctuation, and verbal and written expression are woven throughout units of study using a spiral approach. These classes will meet every day.

Course: RISE (Reaching Independence through Structured Learning)

Inclusion English and Math 6, Math 7, Math 8

Prerequisite: Special Education Team Decision

Course Description: Any Special Education student may take these courses if the Special Education Team makes that appropriate determination. Students will take grade-level English and math classes with the support of the special educator. They will cover the learning standards for Grades 6, 7, and 8 Math as described in the 2011 Massachusetts Curriculum Frameworks and are designed to guide students to succeed on the MCAS and to make effective progress on their individualized goals and objectives. Students will receive additional support via a small group Academic Support Math Lab, that will allow them to work on gaps in math skills.

Course: Developmental Learning Center [DLC]

Prerequisite: Special Education Team Decision

Expectations: Any Special Education student may take this course if the Special Education Team makes that appropriate determination. The DLC program instruction targets each student's individualized educational goals, provides access to general education curriculum and increases functional communication, socialization with peers, independence, and generalization of skills throughout their day in school. These programming classes could meet every day, every other day, or multiple times a day. They are completely individualized to each student's needs per the IEP.

Course: ACCESS Support

Prerequisite: Recommendation of the SST Data Team Meeting / IEP Team meeting process (Students and families *are not* able to elect into this course.)

Course Description: This is a non-leveled, pass/fail credited course. This intervention will help students identify and manage academic stressors, organizational challenges (executive functioning), and areas of growth in their student learning profile.

- ACCESS offers support in goal-setting, progress-monitoring, and will conference with the student at regular intervals.
- ACCESS is a relationship-based intervention model designed to meet the needs of students who are struggling in the classroom due to social and emotional difficulties and/or environmental stressors.
- The goal of the class is to create an environment in which the student receives individual academic and SEL support in order to develop the skills needed to succeed both academically and emotionally.
- Students can be part of ACCESS on a short-term or long-term basis, depending on their individual needs. In emergency situations students are automatically offered services and formal meetings are arranged to determine whether or not long-term interventions are necessary.

Course: Student Success Center [SSC]

Prerequisite: Recommendation of the SST Data Team Meeting / IEP Team meeting process. Students & families are not able to elect into these courses on their own.

Course Description: These are unleveled, full credit courses in the four major subjects (ELA, Social Studies, Math, and Science). These classes will meet every day for a full year. The SSC serves students with behavioral or social-emotional needs who require specially designed instruction in a small group setting, but who may not carry a formal diagnosis or educational plan. Students can be in the SSC for either some or all of their core content classes.

Course: AAA

Prerequisite: Recommendation of the SST Data Team Meeting / IEP Team meeting process. Students & families are not able to elect into these courses on their own.

Course Description: This course meets twice a week to help students identify and manage academic stressors, possible organizational challenges (executive functioning), and areas of growth in their student learning profile through explicit and direct instruction & support. A teacher oversees the small group environment, assisting the student with goal-setting and progress monitoring with regular student conferences.

Core Course Descriptions

English Language Arts Program

English Language Arts Courses

Course: English 6

Course Description: This course emphasizes preparation in critical thinking, reading comprehension, and the writing process. Students will be exposed to a range of complex literary and informational texts throughout the course of the school year and will read selections from poetry, short stories, essays, fiction and nonfiction text. Authors may include Bradbury, Cisneros, Creech, Frost, Hiassen, Myers, Rylant, Tan, Uchida, and Williams. Students utilize the *myPerspectives* English Language Arts curriculum.

Students will participate in literature circles, Socratic seminars, independent reading, research, and project-based learning units. In addition, students will continue to develop writing skills through argument, narrative, informational, persuasive and expository writing. The speaking and listening standards, as well as grammar and vocabulary instruction, are embedded into each unit. All students develop research skills and are introduced to elements of MLA Style. Curriculum is aligned to the Learning Standards from the Massachusetts Curriculum Frameworks (2017).

Course: Literacy 6

Course Description: This course will serve as an extension of the 6th grade English/Language Arts curriculum. In Literacy class, students will further develop skills in reading, writing, speaking, and listening. This course will allow us to use data to provide Tier 2 interventions and extensions beyond the ELA classroom.

Course: English 7

Course Description: This course examines the author's role as a storyteller and emphasizes preparation in critical thinking, reading comprehension, and the writing process. Students will be exposed to a range of complex literary and informational texts throughout the course of the school year and will read selections from poetry, short stories, essays, fiction, and nonfiction texts. Authors may include Gibson, Hinton, LeGuin, Park, Reynolds, and Shakespeare. Students in Grade 7 will utilize the *myPerspectives* English Language Arts curriculum.

Throughout the course of the year, students have the opportunity to engage in small group and whole class discussions, literature circles, formal and informal written assignments, and collaborative learning activities. There is a focus on narrative, informational, and persuasive writing. Speaking and listening standards, as well as grammar and vocabulary instruction, are embedded into each unit. Curriculum is aligned to the Learning Standards from the Massachusetts Curriculum Frameworks (2017).

Course: Literacy 7

Course Description: This course will serve as an extension of the 7th grade English/Language Arts curriculum. In Literacy class, students will further develop skills in reading, writing, speaking, and listening. This course will allow us to use data and information to provide Tier 2 interventions and extensions beyond the ELA classroom.

Course: English 8

Course Description: This course emphasizes preparation in critical thinking, reading comprehension, and the writing process. Students will be exposed to a range of complex literary and informational texts throughout the course of the school year and will read selections from poetry, short stories, essays, fiction and nonfiction text. Authors may include Cormier, Frank, Hughes, Jimenez, Myers, Sneve, Salinas, Shakespeare, Soto, and Tan.

Throughout the course of the year, students have the opportunity to engage in small-group and whole class discussions, literature circles, formal and informal written assignments, and collaborative learning activities. There is a focus on the personal narrative, literary analysis, persuasive, creative, and research writing. The speaking and listening standards, as well as grammar and vocabulary instruction, are embedded into each unit. Curriculum is aligned to the Learning Standards from the Massachusetts Curriculum Frameworks (2017).

Mathematics Program

Math Pathways

At the middle school level, there are two pathways for students in math. All 6th graders will take Math 6. As 7th graders, students will either take Math 7 or Compacted Math 7/8. Criteria for placement in [Compacted Math](#) can be found on page 28.

	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Pathway A	Math 6	Math 7	Math 8	Algebra 1	Geometry	Algebra 2	PreCalc or Stats
Pathway B	Math 6	Compacted Math 7/8	Algebra 1	Geometry	Algebra 2	PreCalc	Calc or Stats

Opportunities for acceleration for students in the Math 7 pathway as they advance through high school:

- Students can double up with Geometry and Algebra 2 in 10th grade at the HS.
- Students can double up with Accelerated Geometry and Algebra 2 Honors in 10th grade at the HS. (With teacher recommendation and placement test)
- Students can enroll in the Accelerated Algebra 2/PreCalculus class (with teacher recommendation and placement test) that can be taken after Geometry and is followed by Calculus.

Math Courses

Course: Math 6

Course Description: This course covers standards as described in the *Massachusetts Curriculum Frameworks in Mathematics* (©2017). Students will gain knowledge in the following domains: Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, and Statistics and Probability. Topics include: expressions and properties; operations with decimals; fractions, and integers; solving equations; ratios, rates, and proportions; percent, data and graphs; measurement, area, volume, and surface area. Students are expected to develop the skills to compute with accuracy and efficiency in arithmetic processes including dividing multi-digit whole numbers, operations with decimals, and dividing fractions. Students will enhance their problem solving and communication skills, as well as their proficiency with the mathematical practices.

Primary Course Materials: Textbook: TBD. The textbook is available for use online. Students will use Clever to access the text online.

Course: Math Lab 6

Course Description: Math Lab course will serve as an extension and complement to a student's Math class. Students will develop their skills and mathematics competency. This course will allow us to use data and information to provide tier 2 interventions and extensions beyond the math classroom.

Course: Math 7

Course Description: This course covers the learning standards for Grade 7 Math as described in the *2017 Massachusetts Curriculum Frameworks*. Students will gain knowledge in all content standards: Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, and Statistics and Probability. Topics include: operations with rational numbers and integers, solving one- and two-step equations, proportional relationships, percent, scale drawings, area, surface area and volume, probability, and drawing inferences. Students are expected to develop the skills to compute with accuracy and efficiency in arithmetic processes including operations with rational numbers, as well as build fluency with solving multistep problems and one-variable equations. Students will enhance their problem solving and communication skills as well as their proficiency with the mathematical practices.

Primary Course Materials: Textbook: TBD. The textbook is available for use online. Students will receive a username and password to access the text online. A basic four-function calculator is required.

Course: Compacted Math 7/8

Compacted Math 7/8 is one of two math courses offered to our 7th-grade students. Compacted Math 7/8 is a fast-paced, rigorous course covering 1 ½ years of math content within one school year. In the spring of 6th grade, math teachers will use the following criteria to make recommendations for students to be placed into either Math 7 or Compacted Math 7/8 for the following year. Typically, about 25% of students will take Compacted Math 7/8. Math 7 is a grade appropriate course.

To be eligible for Compacted Math 7/8 a student will need to meet at least 4 out of the 5 criteria:

Description of Criteria	Meets Criteria
Average trimester grade of A (93 or higher with no averages below 90%) in Math 6	YES or NO
Advanced score on 6th grade IXL Spring Data	YES or NO
Average of A (93 or higher before corrections) on Topic/Cumulative assessments taken during Math 6	YES or NO
Advanced score on the Compacted Math 7/8 Skills Assessment: • Taking the skills assessment is required for placement in the Compacted $\frac{7}{8}$ class. • The skills assessment will only be given on the scheduled day, for one block (no extra time unless typically permitted based on accommodations), and no corrections/retakes will be possible. (<i>*Make-ups are possible if students are absent due to illness.*</i>)	YES or NO
Teacher recommendation based on the following work habits: • work completion and work ethic; • willingness to complete enrichment and challenge assignment; and • teacher assessment of readiness.	YES or NO

Building a strong foundation in middle school mathematics (Math 6-8) is essential for future success in higher level mathematics courses. Entering into Compacted 7/8 requires students to learn 1 $\frac{1}{2}$ years of math in one school year. For this reason, this course requires independence and organization and moves at a pace much faster than Math 6. Students will often learn one or two lessons a day and will rarely spend class time reviewing for tests.

Students in Compacted 7/8 are expected to have a mastery level understanding of numbers - how to add, subtract, multiply, and divide fractions, decimals, and whole numbers. Students may struggle at the beginning of Compacted Math as they adjust to the pace and rigor of the

course and they may not understand every topic right away, but the teachers will support the students in this productive struggle.

Course Description: This course covers all standards from Grade 7 math and a majority from Grade 8 Math as described in the *2017 Massachusetts Curriculum Frameworks*. Students take this course in preparation for Algebra 1 in eighth grade. This course expects a high degree of procedural fluency and conceptual understanding in K-6 math content as well as proficiency with mathematical practice standards. In this course, students are working to achieve mastery of the content. Students will gain knowledge in all content standards: Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, Statistics and Probability, and Functions. Seventh grade topics include operations with rational numbers and integers, solving one- and two-step equations, proportional relationships, percents, scale drawings, area, surface area and volume, probability, and drawing inferences. Eighth grade topics include operations with radicals and exponents, solving linear equations, systems of equations, linear functions, and bivariate data. Students are expected to achieve fluency with operations with rational numbers, solving multistep problems with positive and negative rational numbers, and solving linear equations as well as develop a solid foundation of proportional reasoning. Students will enhance their problem solving and communication skills as well as their proficiency with the mathematical practices. Since three years of content will be covered in two academic years, the pace of this course will be significantly faster than Grade 7 Math.

Primary Course Materials: Textbook: TBD. The textbook is available for use online. Students use Clever to access the text online. A basic four-function calculator is required.

Course: Math Lab 7

Course Description: Math Lab course will serve as an extension and complement to a student's Math class. Students will develop their skills and math competency. This course will allow us to use data and information to provide Tier 2 interventions and extensions beyond the Math classroom.

Course: Math 8

Course Description: This course covers all standards from Grade 8 Math as described in the *2017 Massachusetts Curriculum Frameworks*. Students will gain knowledge in the following domains: The Number System, Expressions and Equations, Functions, Geometry, and Statistics and Probability. Topics include operations with radicals and exponents, solving linear equations,

systems of equations, linear functions, angle pair relationships, congruence, similarity, Pythagorean Theorem, volume, transformations, and bivariate data. Students are expected to build fluency with solving linear equations, modeling and representing linear functions, and using a set of geometric measurement skills as well as develop a solid foundation of proportional reasoning. Students will enhance their problem solving and communication skills as well as their proficiency with the mathematical practices.

Primary Course Materials: Textbook: TBD. The textbook is available for use online. Students will use Clever to access the text online. A scientific calculator is required.

Course: Algebra I

For students currently in Compacted Math 7/8. To be eligible for 8th Grade Algebra 1, a student will need to meet **at least 4 out of the 5 criteria.**

<u>Criteria</u>	<u>Meets Criteria?</u>
Average score of 80 or higher on unit test scores BEFORE test corrections	YES or NO
Average trimester grade of 85 in Compacted Math 7/8	YES or NO
Advanced scores for IXL in Spring	YES or NO
Advanced score on the 8th Grade Algebra 1 Skills Assessment • Taking the skills assessment is required for placement in the 8th Grade Algebra 1 class • The skills assessment will only be given on the scheduled day and no corrections / retakes will be possible.	YES or NO
Teacher recommendation based on the following work habits: • Work completion and work ethic • Willingness to complete enrichment and challenge assignments • Teacher assessment of readiness	YES or NO

For students currently in Math 7: To be eligible for 8th Grade Algebra 1 a student will need to meet at least **five out of the six criteria**.

Criteria	Meets Criteria?
This criteria must be met in order to be considered for Algebra 1 as an 8th grader. Completion and proficiency on the 7th Grade Math to Algebra 1 Independent Study*	YES or NO
Average score of 90 or higher on unit test scores BEFORE test corrections	YES or NO
Average trimester grade of 90 or higher in Math 7	YES or NO
Advanced scores for IXL in Spring	YES or NO
Advanced score on the 8th Grade Algebra 1 Skills Assessment (given as needed, see below) • Taking the skills assessment is required for placement in the 8th Grade Algebra 1 class • A form will be sent in the spring to sign up to take the skills assessment. Families / Students need to sign up to take the placement test • Math teachers will set a time for any student who sign up to take the skills assessment • The skills assessment will only be given on the scheduled day and no corrections/retakes will be possible.	YES or NO
Teacher recommendation based on the following work habits: • Work completion and work ethic • Willingness to complete enrichment and challenge assignments • Teacher assessment of readiness	YES or NO

Course Description – This course covers all standards from HS Model Algebra 1 as described in the *2017 Massachusetts Curriculum Frameworks*. This course expects a high degree of procedural fluency and conceptual understanding in K-8 math content as well as proficiency with mathematical

practice standards. In this course, students are working to achieve mastery of the content. Students will gain knowledge in the following domains: The Real Number System, Quantities, Seeing Structure in Expressions, Arithmetic with Polynomials and Rational Expressions, Creating Equations, Reasoning with Equations and Inequalities, Interpreting Functions, Building Functions, Linear, Quadratic, Exponential Models, and Interpreting Categorical and Quantitative Data. Topics include linear and nonlinear relationships, systems of linear and nonlinear equations, operations with polynomials, exponential functions, quadratic functions, piecewise functions, and descriptive statistics. Students are expected to achieve fluency with modeling linear and nonlinear functions, adding, subtracting, and multiplying polynomials, and transforming expressions. Students will enhance their problem solving and communication skills as well as their proficiency with the mathematical practices.

Primary Course Materials: Textbook: *Savvas Algebra 1 Common Core*. The textbook is available for use online. Students will use Clever to access the text online. A graphing calculator is required.

Social Studies Program

Social Studies Courses

Course: Social Studies 6 - Ancient World History I

Course Description: Ancient World History I is the first of a two-year sequence in which students will study regions of the world by examining physical geography, nations in the region today, and selected ancient and classical societies before 1000 CE. Regions for Grade 6 are: Western Asia, North Africa, and the Middle East; Sub-Saharan Africa; and Central America, the Caribbean, and South America. Students will investigate guiding questions such as "How does geography affect how societies develop and interact?" and "How have human societies differed from one another across time and regions?" Additional supporting questions appear under each topic. Students will investigate human and cultural geography and the effects of different cultural groups on the use and form of the landscape. Students will explore a variety of themes including the human use of the habitat and resources, the human ecological impact on the earth, the origin and spread of cultures. In addition, students will use the past to analyze current events and the impact on our world today.

Course: Social Studies 7 - Ancient World History II

Course Description: Ancient World History II continues the sequence from grade 6 Ancient World History I, studying the development of ancient and classical civilizations and physical geography of Asia, Oceania, and Europe. Topics include the origin of civilization in the river valley societies, the development of written language, the continuity and change of cultures of the Ancient World, as well as Classical Greece and its influence on Rome. Students will study these topics by exploring guiding questions such as, "How did the concept of self-government develop?" and "Why do empires rise and fall?" Students will investigate human and cultural geography and the effects of different cultural groups on the use and form of the landscape. Students will explore a variety of themes including the human use of the habitat and resources, the human ecological impact on the earth, the origin and spread of cultures. In addition, students will use the past to analyze current events and the impact on our world today.

Course: Civics and Government 8

Course Description: Students will study the roots and foundations of U.S. democracy, how and why it has developed over time, and the role of individuals in maintaining a healthy democracy. The course will explore guiding questions such as, *"How have concepts of liberty and justice affected the United States democratic system of government?"* and *"How can power*

be balanced in government?" Topics include the rights and responsibilities of citizens; the Constitution, Amendments, and its interpretation through the judicial system; separation of powers between the three branches of government; structures of Massachusetts state and local governments; and news and media literacy. Additionally, the course will provide the opportunity for students to investigate and complete a non-partisan, student-led civics action project. In addition, students will use the past to analyze current events and the impact on our world today.

Science Program

Science Courses

Course: Science 6

Course Description: Science 6 is the first of a three-year science sequence in which students engage with and explore real-life phenomena to make sense of the science in the world around them. Each unit begins with an anchoring phenomenon and essential question for Grade 6 scientists to investigate together. Students engage in critical thinking and problem-solving as they apply the Science and Engineering Practices (SEPs) to develop models and construct claims supported by evidence and scientific reasoning. The course integrates earth, life, and physical content standards in alignment with the *MA Grade 6-8 STE Curriculum Frameworks*. During the 6th grade, students will explore the following units and essential questions:

- Light & Matter: Why do we sometimes see different things when looking at the same object?
- Sound Waves: How can sounds make something move?
- Forces at a Distance: How can a magnet move another object without touching it?
- Earth in Space: How are we connected to the patterns we see in the sky and space?
- Plate Tectonics & Rock Cycling: What causes Earth's surface to change?
- Cells & Systems: How do living things heal?

Primary Course Materials: ***OpenSciEd (OSE)***. OSE is a robust, research-based, 6-8 science curriculum designed to meet the Next Generation Science Standards (NGSS) and the Massachusetts Curriculum Frameworks. MVMMS Science follows [DESE's suggested scope and sequence](#) for our science program for grades 6-8.

Course: Science 7

Course Description: Science 7 is the second of a three-year science sequence in which students engage with and explore real-life phenomena to make sense of the science in the world around them. Each unit begins with an anchoring phenomenon and essential question for grade 7 scientists to

investigate together. Students engage in critical thinking and problem-solving as they apply the Science and Engineering Practices (SEPs) to develop models and construct claims supported by evidence and scientific reasoning. The course integrates earth, life, and physical content standards in alignment with the *MA Grade 6-8 STE Curriculum Frameworks*. During the 7th grade, students will explore the following units and essential questions:

- Contact Forces: Why do things sometimes get damaged when they hit each other?
- Thermal Energy: How can containers keep stuff from warming up or cooling down?
- Matter Cycling & Photosynthesis: Where does food come from, and where does it go next?
- Ecosystem Dynamics & Biodiversity: How does changing an ecosystem affect what lives there?
- Earth's Resources & Human Impact: How do changes in the Earth's system impact our communities and what can we do about it?
- Natural Hazards: Where do natural hazards happen and how do we prepare for them?

Primary Course Materials: *OpenSciEd (OSE)*. *OSE* is a robust, research-based, 6-8 science curriculum designed to meet the Next Generation Science Standards (NGSS) and the Massachusetts Curriculum Frameworks. MVMMS Science follows [DESE's suggested scope and sequence](#) for our science program for grades 6-8.

Course: Science 8

Course Description: Science 8 is the last of a three-year science sequence in which students engage with and explore real-life phenomena in order to make sense of the science in the world around them. Each unit begins with an anchoring phenomenon and essential question for grade 8 scientists to investigate together. Students engage in critical thinking and problem-solving as they apply the Science and Engineering Practices (SEPs) to develop models and construct claims supported by evidence and scientific reasoning. The course integrates earth, life, and physical content standards in alignment with the *MA Grade 6-8 STE Curriculum Frameworks*. During the 8th grade, students will explore the following units and essential questions:

- Chemical Reactions & Matter: How can we make something new that was not there before?

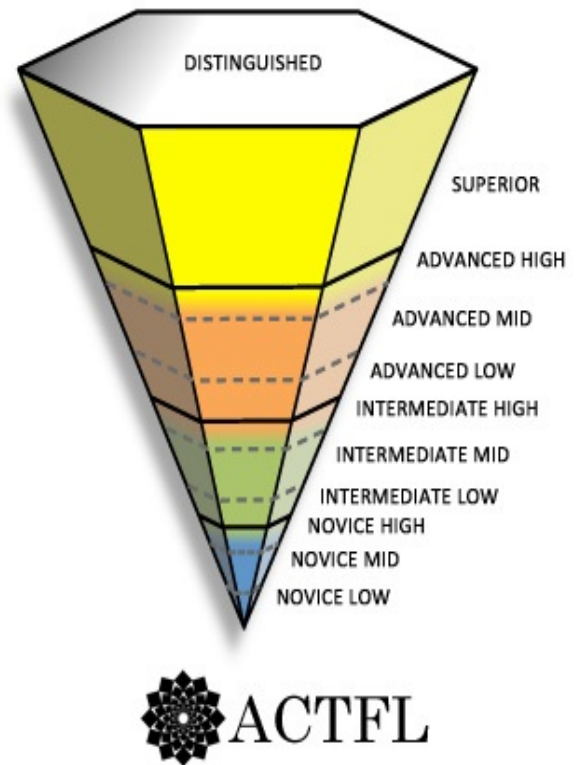
- Chemical Reactions & Energy: How can we use chemical reactions to design a solution to a problem?
- Metabolic Reactions: How do things inside our bodies work together to make us feel the way we do?
- Genetics: Why are living things different from one another?
- Natural Selection & Common Ancestry: How could things living today be connected to the things that lived long ago?
- Weather, Climate & Water Cycling: Why does a lot of hail, rain, or snowfall at some times and not others?

Primary Course Materials: ***OpenSciEd (OSE)***. *OSE* is a robust, research-based, 6-8 science curriculum designed to meet the Next Generation Science Standards (NGSS) and the Massachusetts Curriculum Frameworks. MVMMS Science follows [DESE's suggested scope and sequence](#) for our science program for grades 6-8.

World Language Programming

The MVMMS World Languages program offers four modern languages: French, German, Italian, and Spanish; and one classical language: Latin. The curriculum of the World Languages Department is aligned with both the Massachusetts Curriculum Frameworks and the National Standards in Foreign Languages. The World Languages Department uses a proficiency-based approach to give our students access to both the language and culture of the languages we offer. Students work to build proficiency in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (speaking and writing).

Please be advised that scheduling of World Languages classes is contingent upon staffing availability and student enrollment. Efforts will be made to enroll students in their first or second choice of language placement.



World Language Courses

Grade 7 Modern Languages

Exploratory French
Exploratory German
Exploratory Italian
Exploratory Spanish

Course Description: This course is an introduction to the target language in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing), and presentational (writing and speaking); and also to expand the knowledge of the target culture and the target language.

Primary Course Materials: Authentic cultural connections including music, maps, posters, videos, and other authentic resources.

Grade 7 Classical Language

Exploratory Latin

Course Description: Students will continue to develop proficiency skills to read introductory and intermediate Latin texts with ease and express themselves orally and in writing. Also, by reading challenging texts, expanding their knowledge of vocabulary, and by deepening their knowledge of grammar students will significantly improve their ability to apply reading strategies across content areas. Students will also discover Roman life and culture by reading original works geared to their level of instruction through active class participation and independent practice. Students are expected to develop oral proficiency in Latin in order to reinforce the development of fundamental skills in reading and writing. The proficiency target for the end of this course is Intermediate Low. This class meets every day for a full year.

Primary Course Materials: Authentic cultural connections including music, maps, posters, videos, and other authentic resources.

Grade 8 Modern Languages

World Language Level 1: French 1

World Language Level 1: German 1

World Language Level 1: Italian 1

World Language Level 1: Spanish 1

Course Description: This course is an introduction to the target language in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of the target culture and the target language.

Primary Course Materials: Authentic cultural connections including music, maps, posters, videos, and other authentic resources.

Grade 8 Classical Language

World Language Level 1: Latin 1

Course Description: Students will continue to develop proficiency skills to read introductory and intermediate Latin texts with ease and express themselves orally or in writing. Also, by reading challenging texts, expanding their knowledge of vocabulary, and by deepening their knowledge of grammar, students will significantly improve their ability to apply reading

strategies across content areas. Students will also discover Roman life and culture by reading original works geared to their level of instruction through active class participation and independent practice. Students are expected to develop oral proficiency in Latin in order to reinforce the development of fundamental skills in reading and writing. The proficiency target for the end of this course is Intermediate Low. This class meets everyday for a full year.

Primary Course Materials: Authentic cultural connections including music, maps, posters, videos, and other authentic resources.

Wellness Program

Wellness Courses

See Grade 8 Electives for options for Grade 8 students

Course: Wellness 6

Course Description: This course focuses on the basics of health and fitness, students will learn about the benefits of physical activity and the principles of exercise. Students will participate in challenge-based cooperation, and team building, archery, team sports such as volleyball, pickleball, and flag football, with a focus on cooperation and skill acquisition. The physical education portion of wellness is engaging for all students and the health portion of the class will follow the Michigan Model for Health curriculum. Students explore conflict management strategies and refusal skills for handling peer pressure, all of which can help them make responsible decisions that will lead to personal success. Social and emotional health is another focus of the Michigan Model Curriculum and students will learn about the common sources of stress, the negative effects it has on their bodies, and healthy ways to process stressors.

Course: Wellness 7

Course Description: This course focuses on the basics of health and fitness, students will learn about the benefits of physical activity and the principles of exercise. Students will participate in challenge based cooperation and team building, archery, team sports such as volleyball, pickleball, and flag football, with a focus on cooperation and skill acquisition. The physical education portion of wellness is engaging for all students and the health portion of the class will follow the Michigan Model for Health curriculum. Students explore conflict management strategies and refusal skills for handling peer pressure, all of which can help them make responsible decisions that will lead to personal success. Social and emotional health is another focus of the Michigan Model Curriculum and students will learn about the common sources of stress, the negative effects it has on their bodies, and healthy ways to process stressors.

Students will develop a fundamental understanding of physical, social and mental health. Students will learn about the Health Triangle and the interconnection of physical, social and mental health; develop an understanding of the respiratory system and learn about tobacco and vaping, their history, their impact on the body, marketing and promotion, addiction,

and the development of refusal skills. Students will also learn about Public and Consumer Health and the role of public health agencies; violence and effective ways to promote the prevention of violence; and the developmental stages of the life cycle, with an emphasis on the physical and emotional changes connected with puberty.

Course: Wellness 8

Course Description: This course focuses on the basics of health and fitness, students will learn about the benefits of physical activity and the principles of exercise. Students will participate in challenge based cooperation/team building, archery, team sports such as volleyball, pickleball, and flag football, with a focus on cooperation and skill acquisition. The physical education portion of wellness is engaging for all students and the health portion of the class will follow the Michigan Model for Health curriculum. Students explore conflict management strategies and refusal skills for handling peer pressure, all of which can help them make responsible decisions that will lead to personal success. Social and emotional health is another focus of the Michigan Model curriculum and students will learn about the common sources of stress, the negative effects it has on their bodies, and healthy ways to process stressors.

Students will develop a fundamental understanding of physical, social and mental health. Students will learn about the Health Triangle and the interconnection of physical, social and mental health; develop an understanding of the respiratory system and learn about tobacco and vaping, their history, their impact on the body, marketing and promotion, addiction, and the development of refusal skills. Students will also learn about Public and Consumer Health and the role of public health agencies; violence and effective ways to promote the prevention of violence; and the developmental stages of the life cycle, with an emphasis on the physical and emotional changes connected with puberty.

Course: Unified Fitness

Course Description: This course is an inclusive elective course designed to bring together students with and without disabilities, fostering an environment of mutual respect, understanding, and camaraderie. This course provides a unique opportunity for students of diverse ability levels and backgrounds to engage in collaborative fitness activities, sports, and team-building exercises. Our goal is to promote physical fitness, personal growth, and social inclusion through a unified approach to physical education. Unified Fitness at Melrose High School is more than just a physical education

class; it is a platform for building connections and breaking down barriers. By participating in this course, students will not only enhance their physical health but also develop empathy, understanding, and lifelong friendships.

Visual and Performing Arts Program

Performing Arts Courses

Course: Chorus 6

Course Description: In Chorus, students will learn to sing music from a wide variety of musical genres, styles, and cultures. Students will learn the skills necessary for healthy vocal technique, including proper posture, tone production, interpretation and diction. Students will learn beginning sight-reading skills, audiation and tonal memory skills, through a system of daily sequential lessons designed to improve music literacy. Students will focus on unison and two-part repertoire in class, while developing rehearsal and performance etiquette skills as an ensemble. Students will participate in two evening performances over the course of the school year. In addition, all students will have the opportunity to perform in two school-wide assemblies. This class meets two times per cycle for a full year.

Course: Band 6

Course Description: Band is open to all students in grades 6-8 who play a Band instrument (flute, clarinet, saxophone, trumpet, French horn, trombone, percussion) and meets by grade level. Band provides an academic opportunity for participation in instrumental ensemble playing. Special attention is given to forming proper habits regarding ensemble routine. Students will work to develop their tone production, intonation, rhythm, critical listening, instrumental technique, and musical interpretation through skill study and participation. Throughout the middle school sequence, students will begin to develop more advanced technique, learn specific skills and routines needed for the High School Band ensembles, and read music at a more advanced level. Exercises and repertoire explore various key signatures, time signatures, styles, genres and time periods. Students perform at three evening concerts throughout the year. This class meets two times per cycle for a full year.

Course: Orchestra 6

Course Description: Orchestra is open to all students in grades 6-8 who play a stringed instrument (violin, viola, cello, bass), and meets by grade level. Orchestra provides an academic opportunity for participation in instrumental ensemble playing. Special attention is given to forming proper habits regarding ensemble routine. Students will work to develop their tone production, intonation, rhythm, critical listening, instrumental technique, and musical interpretation through skill study and participation. Exercises and repertoire explore major key signatures up to three sharps and flats. Throughout the middle school sequence, students will begin to develop

shifting technique, the ability to tune their own instrument, and increasingly complex bow technique. Students will study and perform music from a variety of genres and time periods. In addition to evening concerts, students have the opportunity to perform at two school-wide assemblies throughout the year. This class meets two times per cycle for a full year.

Course: General Music 6

Course Description: This course is designed to provide students with an introduction to topics in music education that focus on the four core music standards: Creating, Performing, Responding & Connecting. Students will explore a variety of project-based learning assignments as well as performance-based assignments. Topics of discussion include Soundtrack of My Life Project, Using Chrome Music Lab in Composition, Using Incredibox, Understanding Rhythm, History of Jazz, American Popular Music, Instruments of the Orchestra, Native American Chant Writing, Critical Listening in Music, Music in the Movies, and Instrument Development Project. This class meets 2 times per cycle for a full year.

Theater Arts 6

Course Description: In Theater Arts, students will learn to perform on stage in a variety of genres, both individually and in groups. Students participate in a collaborative process to produce a group presentation. Students will learn skills such as vocal projection, diction, and character development. Students will learn how to convey a character's thoughts and emotions by utilizing appropriate verbal and non-verbal techniques. Students will learn to evaluate a theatrical performance based on an established set of criteria. This class meets two times per cycle for a semester.

Course: Chorus 7

Course Description: In Chorus, students will learn to sing music from a wide variety of musical genres, styles and cultures. Students will learn the skills necessary for healthy vocal technique, including proper posture, tone production, interpretation and diction. Students will learn beginning sight-reading skills, audiation and tonal memory skills, through a system of daily sequential lessons designed to improve music literacy. Students will focus on the study of two and three part repertoire in class, while developing rehearsal and performance etiquette skills as an ensemble. All students will participate in two evening concerts over the course of the school year. In addition, all students will have the opportunity to perform in two school-wide assemblies. This class meets two times per cycle for a full year.

Course: Band 7

Course Description: Band is open to all students who play a Band instrument (flute, clarinet, saxophone, trumpet, french horn, trombone, baritone, tuba, percussion), and meets by grade level. Band provides an academic opportunity for participation in instrumental ensemble playing. Special attention is given to forming proper habits regarding ensemble routine. Students will work to develop their tone production, intonation, rhythm, critical listening, instrumental technique, and musical interpretation through skill study, participation and teamwork. Throughout the middle school sequence, students will begin to develop more advanced technique, learn specific skills and routines needed for the High School Band ensembles, and read music at a more advanced level. Exercises and repertoire explore various key signatures, time signatures, styles, genres and time periods. Students perform at three evening concerts throughout the year. This class meets two times per cycle for a full year.

Course: Orchestra 7

Course Description: Orchestra is open to all students in grades 6-8 who play a stringed instrument (violin, viola, cello, bass), and meets by grade level. Orchestra provides an academic opportunity for participation in instrumental ensemble playing. Special attention is given to forming proper habits regarding ensemble routine. Students will work to develop their tone production, intonation, rhythm, critical listening, instrumental technique, and musical interpretation through skill study and participation. Exercises and repertoire explore major key signatures up to three sharps and flats. Throughout the middle school sequence, students will begin to develop shifting technique, the ability to tune their own instrument, and increasingly complex bow technique. Students will study and perform music from a variety of genres and time periods. In addition to evening concerts, students have the opportunity to perform at two school-wide assemblies throughout the year. This class meets two times per cycle for a full year.

Course: General Music 7

Course Description: This course is designed to provide students with continuing study of topics in music education that focus on the four core music standards: Creating, Performing, Responding & Connecting. Students will explore a variety of project-based learning assignments as well as performance-based assignments. Topics of discussion include Soundtrack of My Life Project, Using Chrome Music Lab in Composition, Using Incredibox, Understanding Rhythm, History of Jazz, American Popular Music, Instruments of the Orchestra, Native American Chant Writing, Critical Listening in Music,

Music in the Movies, and Instrument Development Project. This class meets 2 times per cycle for a full year.

Course: Chorus 8

Course Description: In Chorus, students will learn to sing music from a wide variety of musical genres, styles and cultures. Students will learn the skills necessary for healthy vocal technique, including proper posture, tone production, interpretation and diction. Students will learn beginning/intermediate sight-reading skills, audiation and tonal memory skills, through a system of daily sequential lessons designed to improve music literacy. Students will refine skills learned in seventh grade chorus with a focus on three part mixed repertoire. During the second half of the year, students will have the opportunity to experience simple four-part harmony, in preparation for the High School Choral program. All students will perform in two evening concerts over the course of the school year. In addition, students will have the opportunity to perform in two school-wide assemblies. This class meets four times per cycle for a full year.

Course: Band 8

Course Description: Band is open to all students who play a Band instrument (flute, clarinet, saxophone, trumpet, French horn, trombone, baritone, tuba, percussion) and meets by grade level. Band provides an academic opportunity for participation in instrumental ensemble playing. Special attention is given to forming proper habits regarding ensemble routine. Students will work to develop their tone production, intonation, rhythm, critical listening, instrumental technique, and musical interpretation through skill study, participation, and teamwork. Throughout the middle school sequence students will begin to develop more advanced technique, learn specific skills and routines needed for the High School Band ensembles, and read music at a more advanced level. Exercises and repertoire explore various key signatures, time signatures, styles, genres and time periods. Band Students perform at three evening concerts throughout the year. In addition to evening concerts 8th grade students have the opportunity to perform at two school-wide assemblies throughout the year. This class meets four times per cycle for a full year

Course: Orchestra 8

Course Description: Orchestra is open to all students in grades 6-8 who play a stringed instrument (violin, viola, cello, bass) and meets by grade level. Orchestra provides an academic opportunity for participation in instrumental ensemble playing. Special attention is given to forming proper habits regarding ensemble routine. Students will work to develop their tone production, intonation, rhythm, critical listening, instrumental technique, and

musical interpretation through skill study and participation. Exercises and repertoire explore major key signatures up to three sharps and flats. Throughout the middle school sequence, students will begin to develop shifting technique, the ability to tune their own instrument, and increasingly complex bow technique. Students will study and perform music from a variety of genres and time periods. In addition to evening concerts, students have the opportunity to perform at two school-wide assemblies throughout the year. This class meets four times per cycle for a full year.

Music 8

Course Description: This course is designed to provide students with more advanced, individualized topics in music education that focus on the four core music standards: Creating, Performing, Responding & Connecting. Students will explore a variety of project-based learning assignments as well as performance-based assignments. Topics of discussion include Soundtrack of My Life Project, Using Chrome Music Lab in Composition, Using Incredibox, Understanding Rhythm, History of Jazz, American Popular Music, Instruments of the Orchestra, Native American Chant Writing, Critical Listening in Music, Music in the Movies, and Instrument Development Project. This class meets two times per cycle for a full year.

Visual Arts Courses

See Grade 8 Electives for options for Grade 8 students

Course: Visual Art 7

Course Description: Students will expand their repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium. Students deepen their understanding of basic art materials such as acrylic paint, drawing, clay, watercolor, and printmaking by examining each material in long-term assignments that scaffold skills and ideas studied in elementary school. Students will be able to recognize and utilize the elements of art and principles of design in their own work, and discuss the elements and principles for other students' work and historical artwork. Students will learn the appropriate use for and safe handling of art tools and materials, and will demonstrate the proper maintenance of a personal workspace and supplies. This class meets two times per week for a full year.

Innovation and Technology Program

Engineering Courses

Course: Technology Engineering 7

Course Description: In this hands-on course, students apply/utilize engineering practices to solve real-world problems. Engaging in project-based learning experiences, grade 7 engineers use the Engineering Design Process (EDP) to communicate, design, build, and evaluate unique solutions to engineering challenges. Students will apply their knowledge of the properties of materials to meet design specifications to show and explain how the components of a structural system work together. Students will use physical and digital tools and equipment to design and build prototypes, test structural elements, explain the manufacturing process, evaluate the strengths and weaknesses of different design solutions systematically, and communicate their findings.

Computing Courses

Course: Computers and Digital Literacy 6

Course Description: In sixth grade, the goal is to increase basic skill levels through creative project work that increases their knowledge and comfort level, while allowing them to see the value in mastering various technology tools. In this course, students will learn and practice:

- Proper keyboarding techniques and touch typing;
- Email Etiquette;
- Google Applications;
- Canva;
- Keyboard keys and common shortcuts;
- Basic computer terminology and troubleshooting;
- File types and extensions;
- The main parts of a computer and their functions;
- Input and output devices;
- Drag-and-drop block coding;
- Programming and problem-solving with Edison robots; and
- Digital citizenship and responsible technology use

Students will quickly realize that what they are learning in this course can be applied to all of their classes as computer skills are life skills. Students are assessed via in-class quizzes and project-based assignments.

Students develop skills in technology literacy guided by the *Massachusetts Technology Literacy Standards*. By the end of middle school, students should be proficient in the use of computers and applications including hardware, software, and connectivity; be able to use technology in a responsible, ethical, and safe manner; and utilize technology for research, critical thinking, problem solving, decision-making, communication, collaboration, creativity, and innovation.

The content aspect of this course will be ongoing and continually revised as the District's educational process continues to use information, technology, and other tools to enhance student learning. The main objective is to support all school curricula in the development of students who are problem solvers, information seekers and users, and effective communicators within both the real and digital world.

Student Learning Portfolios

At MVMMS, students use portfolios to drive their learning across the curriculum. Students reflect on their strengths, set goals, and map their progress according to subject standards and the Habits of Learning. With portfolios, students are able to take ownership of their learning in order to build engagement and enthusiasm. Each year, students will have the opportunity to use their portfolios for assessment, guiding academic conversations to include skill-development and growth.

- Beginning in sixth grade students will build and use a digital portfolio to drive goal-setting, reflection, and assessment. Focusing on the reflection process, students will develop strategies to guide their learning paths and inform goal-setting.
- In seventh grade learners will continue to use portfolios as a process to drive learning through thoughtful reflection, goal-setting, and curation. Learners will use their portfolios as the foundation for student-led conferencing with teachers and families.
- In eighth grade learners will continue to build and curate their learning portfolios. Learning Portfolios will be an integral part of planning, executing and evaluating capstone projects.

Grade 8 Electives

Course: Visual Art Elective 8

Course Description: Students will continue to expand their repertoire of 2D art processes, techniques, and materials with a focus on the range of effects possible within varied projects in each medium. Students deepen their understanding of basic art materials such as acrylic paint, drawing, and watercolor by examining each material in long-term assignments that scaffold skills and ideas studied in elementary school and 7th grade. Students will be able to recognize and utilize the elements of art and principles of design in their own work, and discuss the elements and principles for other students' work and historical artwork. Students will examine the works of historic artists as well as contemporary artwork as it relates to their own work. Students will deepen their understanding of art and artists by focusing on intentionality within the art world. This class meets two times per week for a full year.

Course: 3D Visual Art Elective 8

Course Description: Students will explore and expand on their repertoire of 3D art processes, techniques, and materials with a focus on form and shape within varied projects in each medium. Students deepen their understanding of basic 3D art making materials such as clay, cardboard, and plaster by examining each material in long-term assignments that scaffold skills and ideas studied in elementary school and 7th grade. Students will be able to recognize and utilize the elements of art and principles of design in their own work, and discuss those for other students' and professional artists' artwork. This class meets two times per week for a full year.

Course: 8th Grade Theater - Technical

Course Description: This course offers an immersive, hands-on introduction to the technical and creative foundations of theater production. Students will transition from the audience to the control booth, gaining practical experience in stage management, set construction, lighting, sound, costume design, and theatrical makeup. Beyond the stage, the curriculum explores the essential business side of the arts, including marketing, program design, and box office operations. By applying these skills to classroom projects and school productions, students will develop the leadership and technical expertise required to coordinate the complex elements of a live performance

Course: 8th Grade Theater - Acting

Course Description: Theater Arts is an 8th-grade course designed for everyone, whether you have years of stage experience from middle school or are stepping into the spotlight for the first time. This class builds your confidence through improv games, vocal warm-ups, and scene study, while exploring how theatre looks and feels in different cultures around the world. From acting in monologues and scenes to trying your hand at playwriting and musical theatre, you will develop "real-world" skills like public speaking and teamwork that prepare you for high school and beyond. Each quarter concludes with a performance showcase, giving you a formal stage to debut your hard work and creative growth.

Course: Gym Elective 8

Course Description: This course will focus on cooperation and physical health, as promoted through team games. Students will be able to research and suggest games to play.

Course: General Elective 8

Students will be placed in an elective that could address one of the following topics:

- The science of urban heat and develop practical planning solutions—like green roofs and urban forestry—to improve city climate resilience.
- A study of microbes and epidemiology where students conduct labs, model outbreak spreads, and design public health response plans.
- Global challenges such as water resources, poverty, and fossil fuels, encouraging students to connect local actions to global impacts.
- An inquiry-based course focused on human impact where students engage in hands-on projects like gardening and building recycled house models.
- Analyzing historical events by comparing movies and documentaries to primary sources to develop media literacy and evidence-based thinking.
- Learning essential financial skills from career earnings to personal money management, bridging math and real-life scenarios.



MELROSE PUBLIC SCHOOLS ADMINISTRATIVE OFFICES

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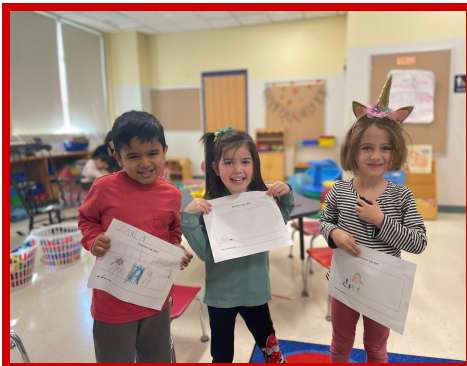
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Executive Summary of the Melrose Public Schools Strategic Plan

During the 2022-2023 school year, the leadership team of the Melrose Public Schools reviewed its previous strategic plan and engaged in progress monitoring and research in order to develop a new plan designed for implementation during the 2023-2026 school years. Our work is grounded in national research conducted by the [MA Department of Education \(DESE\)](#) and the professional development agency [TNTP](#). Our plan articulates the mission and vision of the Melrose Public Schools, defines our core values, calls out our commitment to equity, and then highlights five key, strategic objectives that we believe will prepare our students to graduate Melrose High School having fulfilled our vision of a graduate. This document serves as a high level overview of the plan.



Melrose Public Schools Mission & Vision

The Melrose Public Schools will provide and sustain a thriving and dynamic teaching and learning environment, preparing every student to excel in their authentic life and global citizenship, as supported by an engaged community. Every student will be an engaged, challenged, enriched, and self-directed learner.

Every student will be an engaged, challenged, enriched, and self-directed learner.

The theory of action guiding our strategic planning document is that if educators design a safe, supportive, and responsive student-centered learning environment, then students will own their learning and acquire the academic and social-emotional skills to realize personal success and contribute meaningfully to their communities.

Our Core Values

The following core values espouse the high expectations we have for all of the school community, directing how we conduct ourselves in fulfilling the school system's mission.

- ❖ *All students can learn*
- ❖ *All students can achieve personal learning success*
- ❖ *Quality and reflective teaching is essential in helping students reach academic and personal success*
- ❖ *Rigorous, relevant, and research-based curricula promote quality learning for ALL*
- ❖ *Honesty and integrity guides our individual and group actions, interactions and decisions*
- ❖ *By working collaboratively and collegially we will be better able to overcome obstacles, solve problems and achieve goals*
- ❖ *We honor and celebrate differences and respect individuality. We take pride in and respect ourselves, each other, our schools, our work, and our environment*
- ❖ *Strong, respectful partnerships between educators and families are critical to the successful education of All children*
- ❖ *Ongoing and meaningful collaboration and communication between educators and community members promotes a dynamic school system*

MPS Core Values

ALL Students Can Learn

Personal Success

Quality and Reflective Teaching

Rigorous, Relevant and Research-Based Curricula

Honesty and Integrity

Collaborative and Collegial Work

Honored and Celebrated Differences

Strong, Respectful Partnerships

Ongoing and Meaningful Collaboration

Statement of Equity*

*Modified from MA DESE's Educational Vision

All students are known and valued

Learning experiences are relevant, real-world and interactive

Individualized, personalized supports enable students to excel at grade level and beyond

All students in Melrose, particularly those from historically underserved groups and communities, will have equitable opportunities to excel in all content areas across all grades. Culturally and linguistically sustaining classroom and school practices will support students to thrive by creating affirming environments where students have a sense of belonging, engage in deeper learning, and are held to high expectations with targeted support.

Strategic Objectives

Academic Knowledge and Skills

- **Objective:** *MPS will promote the learning and growth of all students through the implementation of high quality curriculum materials and rigorous, grade level instruction with just-in-time scaffolding.*
- **Goal:** For all students to achieve in a comprehensive and diverse range of subjects and apply their competencies in relevant, real-world contexts.
- **Impact on Students:** With the implementation of high quality curriculum materials and rigorous, grade-level instruction we believe that MPS students will graduate with the knowledge and skills they need to thrive in college and/or career. In addition, when curriculum and instruction is real world and relevant, we believe that students can genuinely engage and find joy in the process of learning.

Personalized and Equitable Opportunities

- **Objective:** *MPS will ensure personalized and equitable opportunities so that all students may learn to use their voices to define success in their own way, celebrate differences and multiple perspectives, empathize with others, and build connections with peers and adults.*
- **Goal:** For all students to know their own strengths, interests, and areas of growth, in order to be self-aware, self-advocate, and make responsible decisions that demonstrate empathy and understanding of multiple perspectives.
- **Impact on Students:** If students learn their own strengths, interests, and areas of growth through classroom experiences that are both culturally and linguistically equitable, then they can recognize multiple and varied measures of success. Furthermore, students who celebrate differences and multiple perspectives will be better poised to demonstrate empathy and build connections with both peers and adults.

Global Engagement

- **Objective:** *MPS will promote critical thinking and civic action so that all students may become global citizens who uplift and celebrate diverse families, communities, and perspectives.*
- **Goal:** For all students to understand and think critically about local, national, and world events and societal systems and create positive change through civic action.
- **Impact on Students:** MPS students must graduate ready to compete globally. They must understand and embrace their role as a global citizen who can think critically and create positive change through civic action. MPS graduates should be empowered to advocate for equity, justice, and liberty in their communities and beyond.

Professional Culture

- **Objective:** *MPS will promote the learning and growth of all students by nurturing and sustaining a culture of reflective practice, high expectations, and continuous learning for all staff.*
- **Goal:** For all staff to become lifelong, reflective learners who understand the MPS vision of providing rigorous, grade-level instruction for ALL students and consistently hold both themselves and their students to high expectations.
- **Impact on Students:** The implementation of a strategic plan would not be possible without the commitment of our dedicated faculty and staff, and we believe that building and sustaining a culture of reflective practice and high expectations will support the professional culture needed to successfully implement this plan. In addition, we know that when adults engage in lifelong learning and professional development, students benefit from high quality, grade-level, rigorous instruction that is supported by current research of best practices.

Finance and Operations

- **Objective:** *MPS will develop and implement fiscally responsible measures to allow for sustainable growth in all areas of district planning, including, but not limited to, instructional priorities, appropriate staffing, facilities and infrastructure, and ongoing planned improvement.*
- **Goal:** For MPS to present and sustain a balanced, fiscally responsible, and appropriate budget that accurately and transparently represents all of the district's needs inclusive of everything from curriculum and instruction, professional development, staffing, special education and related costs, transportation, technology, infrastructure and facilities.
- **Impact on Students:** It is our belief that if MPS maintains a balanced, fiscally responsible, and inclusive budget that accurately and transparently represents all of the district's needs then students will consistently have what they need when they need it.

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Strategic Objective #1: Academic Knowledge and Skills

MPS will promote the learning and growth of all students through the implementation of high quality curriculum materials and rigorous, grade level instruction with just-in-time scaffolding.

Goal: For all students to achieve in a comprehensive and diverse range of subjects and apply their competencies in relevant, real-world contexts.

Impact on Students: With the implementation of high quality curriculum materials and rigorous, grade-level instruction we believe that MPS students will graduate with the knowledge and skills they need to thrive in college and/or career. In addition, when curriculum and instruction is real world and relevant, we believe that students can genuinely engage and find joy in the process of learning.

Timeline	Where are we?	Action Steps	Evidence of Progress
2023-2024		- Implement a more comprehensive, district wide Student Support Team (SST) process to collaboratively analyze data trends. - Revise our habits of work at the high school level in order to generalize across standards and grades such that we are all working towards the same goal. - Identify and capitalize on the commonalities that exist within and between each subject and grade, such as inquiry based instruction, encouraging productive struggle, and centering student work rather than teacher presentation. - Identify the high-leverage, data driven, instructional strategies and curricular elements that can and will impact	- Reduction of special education referrals coming from teacher and parent requests, because SST is yielding effective recommendations and closely monitoring students identified. - Walkthrough data will show similar, core instructional strategies and practices in all classes and all grades. Work samples across all grades and subjects will demonstrate student agency, productive struggle and self reflection. - An increase in tier I and tier II supports to support students in accessing grade level standards - Reviewed and redrafted DCAP

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		learning in a profound and measurable way. Define just-in-time scaffolds and support teachers in creating and implementing these scaffolds.	that includes suggested scaffolds
2024-2025		- Refine the existing curriculum review process in order to ensure the adoption and implementation of high-quality materials across all subjects and grade levels. - Analyze and acknowledge the varied needs of each subject and grade level in order to determine what supports and/or resources are required to ensure effective learning and growth.	The curriculum review process will integrate site visits to other schools to observe the implementation of high-quality materials and time to pilot new materials so as to inform decision-making for the adoption of new materials.
2025-2026		Ensure an equitable grading system PreK-12 that is based on student progress towards grade level standards.	An established grading system that assesses student progress on the standard as it is written across all grades
Ongoing		- Implement research-based, effective tier I strategies, including high-quality curriculum materials and rigorous, grade-level instruction. - Develop and refine a culture of data review with an intentionality of examining subgroup gaps. - Utilize DESE's Standards Navigator to ensure grade level standards are addressed.	In the spring of 2023, MPS Launched the Literacy Task Force to provide professional development, to create a literacy vision statement, and to ensure that research-based practices are being implemented PreK-Post Grad.

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		• Ensure that unit and lesson planning begins with understanding what the standard is saying and what it is not saying. • Ensure consistent, intentional, intellectual preparation of lessons and units. • Support tier II interventions, provided and facilitated by the general ed classroom teacher.	
Strategic Objective #2: Personalized and Equitable Opportunities <i>MPS will ensure personalized and equitable opportunities so that all students may learn to use their voices to define success in their own way, celebrate differences and multiple perspectives, empathize with others, and build connections with peers and adults.</i>			
Goal: For all students to know their own strengths, interests, and areas of growth, in order to be self-aware, self-advocate, and make responsible decisions that demonstrate empathy and understanding of multiple perspectives.			
Impact on Students: If students learn their own strengths, interests, and areas of growth through classroom experiences that are both culturally and linguistically equitable, then they can recognize multiple and varied measures of success. Furthermore, students who celebrate differences and multiple perspectives will be better poised to demonstrate empathy and build connections with both peers and adults.			

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Timeline	Where are we?	Action Steps	Evidence of Progress
2023-2024		• Create an avenue for students to detail their strengths, interests, and areas of growth (survey; learning profile). • Ensure that there is responsible technology use through direct instruction, open communication with families, and reasonable accountability. • Review curriculum and assessments to ensure they are rigorous and on grade level. • Accommodate and support individual differences in all students' learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by: ◦ Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and the use of students' native language to make grade-level content accessible and affirming for all students.	• Evidence of student voice and choice supported by self-reflection and articulation • Updated Technology plan and updated acceptable use agreements • Curriculum review committees and provide feedback via collaborative, instructional walkthroughs • Prioritize the scheduling of students who need additional supports or services, such as multilingual learners and students with disabilities. • Ensure that students are scheduled appropriately based on their needs and current performance level. • Increased use of various restorative strategies • Implemented and evident ways that students can speak to their learning needs and strengths • Representation and celebration in curricular and learning experiences • School-issued Chromebooks in grades 6-12 • A robust district-wide PBIS team that focuses on personalized learning experiences for all students

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		○ Providing students with multiple ways to learn content and demonstrate understanding. ● Identify barriers (fees, transportation, safety, identity) to becoming involved in the community and systematically work to remove those barriers. ● Maximize blocks of uninterrupted instructional time across all content areas (including traditionally non-tested grades and subjects - arts, physical education, digital literacy and computer science, STEM fields, history/social studies)	● Implemented schedules that maximize time on learning
2024-2025		● Implement the multi-year technology plan that addresses how technology can support and enhance personalized learning experiences. ● Refine our district wide PBIS team with a focus on a comprehensive, personalized experience for all students.	● Ensure that every student has access and utilizes a school-issued Chromebook in grades 6-12.
2025-2026		● Ensure that every student has access to individual classroom resources that meet their specific learning profile, are essential for learning, and are mindful of the screen time recommendations for students.	● Personalized learning plans at all grade levels

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Ongoing		• Provide culturally and linguistically relevant content and instructional methodology embedded in all lessons. • Provide opportunities for students to reflect on areas of growth by collecting meaningful student feedback (i.e. self-reflection logs). • Provide exemplars and rubrics to students that articulate high expectations. • Provide ongoing, differentiated, and relevant learning experiences. • Continue to refine the Melrose Public Schools vision of a graduate, and assess the assessments of the vision, including capstone action research projects and internship	• Reduced subgroup gaps in achievement data • Reduced chronic absenteeism • Reduced disciplinary incidents and subgroup gap
Strategic Objective #3: Global Engagement <i>MPS will promote critical thinking and civic action so that all students may become global citizens who uplift and celebrate diverse families, communities, and perspectives.</i>			
Goal: For all students to understand and think critically about local, national, and world events and societal systems and create positive change through civic action.			

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Impact on Students: MPS students must graduate ready to compete globally. They must understand and embrace their role as a global citizen who can think critically and create positive change through civic action. MPS graduates should be empowered to advocate for equity, justice, and liberty in their communities and beyond.

Timeline	Where are we?	Action Steps	Evidence of Progress
2023-2024		- Identify relations with community mentorships and organizations to support student-led inquiry and civic action projects, -isms projects, and senior internships. - Take inventory and collaborate on the development of district-wide community days. - Create a mid-cycle Social Studies Review of K-5 Social Studies Curriculum. - Implement year 1 of a multi year DEI plan that includes and centers student voices.	- Create and articulate relationships with community resources - Time allocated for collaboration and review of district wide community days - Course in the MPS course catalog devoted to a mid-cycle SS review. - A completed 5 year DEI plan, shared with staff and the community - Continue with Roosevelt and Lincoln in the Inclusive Academy - Join IDEAS at the Level B Membership (\$10,000 cost) - Invite student representation on the DEI Committee.
2024-2025		- Expand and strengthen relations with community mentorships and organizations to support student-led inquiry and civic action projects, -isms projects, and senior internships. - Identify best practices to create sample lessons to support and expand the	- Solidified relationships with community resources - Development of best practices site or resource for staff - Based on the mid-cycle review, PD offerings to support SS implementation PreK-5

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		educational experience of community days • Provide professional development of PreK-5 Social Studies Curriculum.	
2025-2026		• Foster relations with community mentorships and organizations to support student-led inquiry and civic action projects, -isms projects, and senior internships. • Implement year 2 of the DEI plan that includes and centers student voices.	• Join IDEAS with a Level C Membership (\$14,000) • Add a MS student to the district DEI Committee • Add building-based DEI subcommittees with at least one member from each subcommittee sitting on the district level committee
Ongoing		• Nurture the capacity of teachers and students to establish supportive and collaborative relationships that amplify and respect the diverse voices within our community. • Engage with the community to collectively learn from the experiences of all of its members including METCO families, BIPOC, LGBTQ+, individuals with physical and learning differences, and neurodiversity, and other historically marginalized members of the community. • Strengthen student ownership of learning through universal implementation of goal setting, student choice, student-led conferences, and	• Evidence that each MPS school has core values that empower students: ○ MVMMS PRIME Time ○ CREW at MHS ○ Co-curricular activities, clubs, and student organizations • Student portfolios of student-led inquiry projects, PreK-Post-Grad: ○ 8th Grade Civics Projects ○ 10th grade Ism's Project ○ LCA and HS Civics Action Projects ○ Senior Capstone

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		digital portfolios that promote independence, responsible citizenship, and life-long learning. • Build the capacity of K-12 educators by providing professional development in developing inquiry and student-led projects that align to the social justice standards, History and Social Science Practices, and Science Practices. • Enrich the teaching and learning of diverse perspectives, through guest speakers and community experts in order to build empathy and engage with the multicultural experiences of the community. • Continue to provide opportunities for faculty and students to attend/participate in conferences (METCO, TNTP, DECA, etc) in order to expand global experiences of MPS educators and students.	• Evidence of classroom activities that include current events, media literacy, civil discourse, and facilitating difficult conversations • Thematic units with the lens of Social Justice in all grades and subject areas • Gallery walls of student work and experience • Global Learning Experiences ○ World Language Exchange/International trips ○ Social Studies content/cultural trips ○ GEM: Global Education in Melrose Pathway ○ Community Based Trips (DPW day) ○ Career Day Speakers at elementary level ○ Panel Days at MVMMS and MHS ○ Internships for all seniors
Strategic Objective #4: Professional Culture <i>MPS will promote the learning and growth of all students by nurturing and sustaining a culture of reflective practice, high expectations, and continuous learning for all staff.</i>			
Goal: For all staff to become lifelong, reflective learners who understand the MPS vision of providing rigorous, grade-level instruction for ALL students and consistently hold both themselves and their students to high expectations.			

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Impact on Students: The implementation of a strategic plan would not be possible without the commitment of our dedicated faculty and staff, and we believe that building and sustaining a culture of reflective practice and high expectations will support the professional culture needed to successfully implement this plan. In addition, we know that when adults engage in lifelong learning and professional development, students benefit from high quality, grade-level, rigorous instruction that is supported by current research of best practices.

Timeline	Where are we?	Action Steps	Evidence of Progress
2023-2024		• Build autonomy among teams to look at their student data and take ownership of next steps (How are students progressing? How do we know? What do we need to do next?). • Strengthen Tier I instruction through modeling, coaching, team planning, evaluation, etc. • Rewrite the DCAP so it reflects current best practices grounded in research and grade-level expectations with just-in-time scaffolds. • Re-envision professional development to include the “why” behind why it is chosen. • Implement more structured instructional walkthroughs with a focus on rigorous instruction and just-in-time scaffolds.	• Data team meetings 3X per year for elementary school where staff are part of data discussions and action steps are developed that impact teaching practice • Regular data team meetings at the secondary level with a focus on reducing subgroup gaps through professional learning and the application of that learning • Increased instances of staff use of data among teaching teams to share high leverage instructional practices. • Implement PD offerings led by India
2024-2025		• Review and reteach the DCAP so staff understands the next steps and resources that are available to them. • Create additional opportunities for peer observation and reflection. • Provide professional development on the new IEP template.	• More comprehensive self-assessments with staff at the beginning of their evaluation cycle • Robust pilot of the newer teacher rubric with established criteria for success and next

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2023-2026

		• Provide professional development in special education programs (social emotional/ language based/etc.)	• steps • Peer observations and allocated time for team discussions.
2025-2026		• Collaborate with surrounding districts to provide more robust professional development opportunities to Melrose staff. • Coordinate with Salem State University to offer another education leadership cohort experience for Melrose staff on site.	• Additional Melrose staff obtaining administrative licensure. • ED leadership cohort experience offered in Melrose.
Ongoing		• Continually reflect on and adjust content area practices standards vertically. • Develop small group, targeted, instructional groups based on data that occur in the classroom. • Utilize the UDL flowcharts to identify and remove barriers. • Provide opportunities for voice and choice for staff around professional development opportunities.	• PD surveys and feedback that drive the development of our PD catalog • Increased out of district PD, especially those opportunities that are free and/or led by DESE and connect directly to their Educational Vision
Strategic Objective #5: Finance and Operations <i>MPS will develop and implement fiscally responsible measures to allow for sustainable growth in all areas of district planning, including, but not limited to, instructional priorities, appropriate staffing, facilities and infrastructure, and ongoing planned improvement.</i>			
Goal: For MPS to present and sustain a balanced, fiscally responsible, and appropriate budget that accurately and transparently represents all of the district's needs inclusive of everything from curriculum and instruction, professional development, staffing, special education and related costs, transportation, technology, infrastructure and facilities.			
Impact on Students: If MPS builds and maintains a balanced, fiscally responsible, and appropriate budget that accurately and transparently represents all of the district's needs then students will consistently have what they need when they need it.			
Timeline	Where are we?	Action Steps	Evidence of Progress

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2023-2024		• Build and fully implement a line item budget that includes and articulates all district expenses. • Establish a comprehensive transfer policy to allow budgetary requests to shift from one line to another. • Develop and implement healthy financial practices that include predictive measures to plan for future spending. • Educate the community on the true and accurate needs of the district • Host regular budget workshops for the community including PTO, SEPAC, and the business community. • Establish a technology replacement plan for all technology items, including student Chromebooks, teacher laptops, and classroom instructional technology tools. • Review the use of grant funds to ensure maximum efficacy. • Audit current salaries and staffing ratios and create future projections that will allow for proper budgetary planning.	• Visual line item budget • An established and transparent budget process that begins in early fall with a baseline amount from which to build • The development of a transfer process when line items need to be shifted • Established community meetings • Regular communication loops around grant funds • A clearly articulated technology replacement plan • Completed audit of salaries and staffing ratios including resulting projections
2024-2025		• Expand programming for all students and, where appropriate, build in-district programs to help reduce transportation and out of district expenses. • Develop and implement a 5 year capital improvement plan considering current and future needs and ensuring the	• A clearly articulated 5 year capital improvement plan • Students previously outplaced able to return to MPS • In-district program development

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		sustainability of facilities and infrastructure.	
2025-2026		Continuation and maintenance of all above named action steps	Continuation and implementation of above named evidence
Ongoing		<i>Melrose Public Schools identifies that all of our action steps for the budget are ongoing with reflection and revision.</i>	

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KA: School/Community Relations Goals

The Melrose Public School district is an integral part of the community, and community support is necessary for the district's achievement of excellence. The Committee and school department staff members recognize that community support has a reciprocal effect, resulting in a dynamic process in which the district contributes to the community's success and, in turn, benefits from the community's dedication and contributions.

In order to maintain productive relationships with the community, the district is committed to sustaining:

1. Effective, accurate, and meaningful communication that facilitate dialogue, encourage involvement in district programs, and create community advocacy for its public schools.
2. Volunteer programs that provide mutually enriching experiences for our students, staff, and community volunteers.
3. Community service efforts that enable the district's staff and students to express their commitment to the community.

Informational review: 8/27/2013
MSC first vote 8/27/2013
MSC second vote 9/10/2013

File: KA - SCHOOL/COMMUNITY RELATIONS GOALS

The School Committee believes that the District is an integral part of the community and that community support is necessary for the District's operation and achievement of excellence. The School Committee and District staff members recognize that community support is based on a mutual exchange, a dynamic process in which the District contributes to the community's success and, in turn, benefits from the community's resources.

In order to maintain productive relationships with the community, the District is committed to sustaining:

- Effective, accurate, and meaningful communications that facilitate dialogue, encourage involvement in District programs, and create community advocacy for its public schools.
- Volunteer programs that provide mutually enriching experiences for our students, staff, and community volunteers.
- Recognition programs that publicly honor the contributions of our students, employees, and community partners and express pride in our individual and collective accomplishments.
- Community service efforts which enable the District's staff and students to express their commitment to the community.

SOURCE: MASC - Updated 2022

Melrose Public Schools' Policy Manual

KBA: School/Parent Relations Goals

It is the intent of the district to foster relationships with families that encourage cooperation between the home and school to establish and achieve common educational goals for students.

Although parents and guardians are individually responsible for their children, the district provides direct educational services and indirect childcare services to students while they are under the supervision of staff members. Consistent with these shared responsibilities and as appropriate to the maturity of the student, staff members will consult with families regarding student progress, achievement, and development.

Additionally, family involvement in the schools is encouraged through regular communication with the school principal and staff, parent-teacher organizations, the school volunteer program as well as through other school activities and district programs.

Informational review: 8/27/2013
MSC first vote 8/27/2013
MSC second vote 9/10/2013

**File: KBA -
SCHOOL-PARENT/GUARDIAN
RELATIONS GOALS**

It is the general goal of the District to foster relationships with parents/guardians, which encourage cooperation between the home and school in establishing and achieving common educational goals for students.

While parents/guardians are individually responsible for their children, the District provides direct services of education and indirect services of childcare for students during the time when they are within the supervision of school personnel. Consistent with these shared responsibilities and as appropriate to the maturity of the student, members of the school staff will consult with parents/guardians regarding student progress and achievement, methods to enhance student development, and matters of student conduct.

Additionally, involvement of parents/guardians in the schools is encouraged through regular communication with the school Principal and staff, the parent/teacher organizations, the school volunteer program, and other opportunities for participation in school activities and District programs.

SOURCE: MASC - Updated 2022

School-Focused Parent Organizations

To foster relationships with families that encourage the home and school to collaboratively establish and achieve educational goals for students, the Superintendent and professional staff will:

1. Consult with families and encourage them to share in school planning, set objectives, and evaluate programs.
2. Help families understand the educational process and their role in supporting its continuous improvement.
3. Help families understand school operations.
4. Provide opportunities for families to be informed about their children's development and the criteria for its measurement.

To accomplish the above goals and to enhance communications between families and staff members, the Committee encourages the integration of formal parent-teacher organizations at each school and will recognize them as such. The following procedures apply:

1. Organizations will be officially recognized upon request by the building principal who will file a copy of the organizational papers with the Superintendent.
2. A vote, open to all parents of enrolled students, will designate the recognized organization if more

File: KBE - RELATIONS WITH PARENT/BOOSTER ORGANIZATIONS

To enhance communications between parents/guardians and school officials, the Committee encourages the maintenance of formal parent organizations, including booster organizations, at each school building. For this purpose, the Committee will officially recognize parent organizations. These procedures will be observed:

1. Organizations will be officially recognized upon request by the building Principal who will file a copy of the organizational papers with the Superintendent.
2. A vote, open to all parents/guardians of children enrolled, will designate the organization to be recognized if more than one organization with the same purpose makes the request.
3. All parent organizations shall obtain 501C3 status and file appropriate paperwork with state authorities and make proof of such status available to school district administration.
4. Parent/booster organizations wishing to conduct raffles and games of chance must comply with all applicable required federal, state, and local laws and regulations, including but not limited to the receipt of all necessary permits, and the filing of all required reports and schedules.
5. All parent organizations need to recognize that spending on student activities must comply with federal law relating to equity among student genders.

than one organization makes such a request. Booster Organizations, Generally The Committee is grateful for the contributions of booster organizations and similar groups that provide financial and other support to the school community and recognizes that their efforts can and should support the goals and achievements of students and the district. Actions initiated by boosters can and should encourage community-school relationships. Booster-proposed plans, projects, and activities of any kind - whether in support of curricular, co-curricular, extracurricular, and/or athletic teams, groups, activities, and/or programs - must be evaluated and promoted in light of their stated contribution to the district's goals and must not compromise the responsibilities and authorities of the Superintendent or the Committee. Booster organizations are strongly encouraged to partner with coaching staff/faculty advisers/club and organization leaders, as well as the appropriate school building administrator(s), to coordinate activities and allow for shared understanding about roles, responsibilities, and boundaries. Participation in the fundraising activities of booster organizations will not determine the participation of any student in any school-related activity. Fundraising by Parent and Booster Organizations The Committee encourages Parent and Booster organizations to adhere to the following fundraising considerations: 1. Require student participants to behave and dress in a manner that reflects the integrity and dignity of	LEGAL REFS: Title IX, Education Amendments of 1972 M.G.L. 271:7A Massachusetts Attorney General's Guidance on Raffles 940 CMR 12.00 CROSS REFS: ACA - Nondiscrimination on the Basis of Sex KHA - Public Solicitation in Schools SOURCE: MASC - Updated 2025
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their community, school, team or group, and themselves. 2. Allow sufficient notification to participants to maximize participation. 3. Communicate that participation is completely voluntary and ensure that failure to participate does not penalize students from participating in all team/group activities.	
Informational review: 8/1/2017 MSC first vote 9/12/2017 MSC second vote 9/26/2017	

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KCB: Community Involvement in
Decision Making

Community participation in the affairs of the schools is essential if the school department and the community are to maintain mutual respect so that they can work together to improve the quality of education for students. The Committee will work hard to identify what the community wants and respond to them.

All residents are encouraged to express ideas, concerns, and judgments about the schools to the school administration, staff, appointed advisory boards, and the Committee.

Residents who are specially qualified because of interest, training, experience, or personal characteristics are encouraged to assume an active role in school affairs. From time to time, these people may be invited by the Committee to act as advisers, either individually or in groups.

The Committee and the staff will give weight to the advice they receive from individuals and community groups interested in the schools, particularly from those individuals and groups invited to advise them about specific problems.

The Committee reaffirms the right of its constituents to make recommendations to the Committee on ways to improve the city schools.

All communications received by the Committee are documents of public record, whether they are received

Arlington - MASC no longer holds in manual

**File: KCB - COMMUNITY
INVOLVEMENT IN DECISION
MAKING**

The School Committee endorses the concept that community participation in the affairs of the schools is essential if the school system and the community are to maintain mutual confidence and respect and work together to improve the quality of education for students. It therefore intends to exert every effort to identify the desires of the community and to be responsive, through its actions, to those desires.

All citizens will be encouraged to express ideas, concerns, and/or about the schools to the school administration, to any appointed advisory bodies, and to the committee.

Residents who are specially qualified because of interest, training, experience, or personal characteristics will be encouraged to assume an active role in school affairs. From time to time, these people may be invited by the committee to act as advisors, either individually or in groups.

The committee and the staff will give substantial weight to the advice they receive from individuals and community groups interested in the schools, particularly from those individuals and groups they have invited to advise them regarding specific problems, but will use their best judgment in arriving at decisions.

CROSS REF.: [BDF](#), Advisory Committees to the School Committee

electronically or in hard copy. If communications are received by the Melrose Public Schools for the Committee, they will be forwarded to the entire Committee at the earliest convenient time.

If any communication poses an immediate threat to students or property, the communication will be forwarded to the Superintendent and on to the Melrose Police Department.

Anonymous communication will also be distributed in this manner. Although the Committee does not encourage anonymous communication, some contributors may be unable or unwilling to include their identity because it is not possible for the Committee to shield the contributor's name from the public record. Committee members acknowledge the inherent difficulties of verification and accountability in anonymous communications and will do their best to judge the content accordingly. In no case will an anonymous communication be read at a public meeting or placed in an employee's personnel record.

Informational review:	6/11/2013
MSC first vote	6/11/2013
MSC second vote	6/18/2013

File: KDB - PUBLIC'S RIGHT TO KNOW

The Committee is made up of public servants, and its meetings and records will be a matter of public information, except as such meetings and records pertain to personnel and other confidential matters.

The Committee supports the right of the people to know about district programs and services and will make every effort to disseminate respective information. All requests for information will be addressed fairly, completely, and expeditiously.

The official minutes of Committee meetings, its written policies and regulations, and its financial records will be open for inspection by anyone wishing to examine them during hours when the office is open. No records pertaining to individual students or personnel records of staff members will be released by the Superintendent or any other person for inspection by the public, except as authorized in writing for release by individual employees, students or their legal guardians, or by court order.

Each principal is authorized and encouraged to use all means available to keep families and others in the particular

The School Committee is a public servant, and its meetings and records will be a matter of public information except as such meetings and records pertain to individual personnel and other legally confidential matters.

The School Committee supports the right of the people to know about the programs and services of their schools and will make every effort to disseminate information. All requests for information will be acted on fairly, completely and expeditiously.

All commonly available public record documents of the School District shall be posted on the district's website. The length of time such records shall remain posted on the district website shall be in accordance with the Municipal Record Retention Manual. In addition, the official minutes of the Committee, its written policies and regulations, and its financial records will be open for inspection at the office of the Superintendent by any citizen desiring to examine them during hours when the office is open. No records pertaining to individual students or staff members will be released for inspection by the public or any unauthorized persons by the Superintendent or other persons responsible for the custody of confidential files. The exception to this will be information about an individual employee (or student) that has been authorized in writing for release by the employee (or student, or student's parent/guardian).

Each building administrator is authorized to use all means available to keep parents/guardians and others in the particular school's community informed about the school's program and activities.

The Committee will place limits on commercial activities and fundraising activities in the schools for the following reasons:

1. The district provides students, families and staff members with some measure of protection from exploitation by commercial and charitable fundraising organizations.
2. The district will not endorse or sanction commercial and fundraising activities.
3. Commercial and fundraising activities may disrupt school routine and cause loss of instructional time.

Following these guiding statements, the Superintendent and principals may permit occasional commercial or fundraising activities related to the objectives of the district with the following exceptions:

1. No direct solicitation of students, families or employees may take place without Committee permission.
2. No general or classroom distribution of commercial or fundraising literature (whether by paper, email or web site posting) may take place without permission from the Superintendent.
3. No literature of a religious or political nature or about religious or political topics will be distributed.

For the purposes of this policy, parent-teacher organizations and groups

File: KHA - PUBLIC SOLICITATIONS IN THE SCHOOLS

The School Committee will place limits on commercial activities and fund-raising activities in the schools for the following reasons:

1. The school district should provide students, parents/guardians, and employees some measure of protection from exploitation by commercial and charitable fund-raising organizations.
2. The school district should not give the public the impression of generally endorsing or sanctioning commercial and fund-raising activities.
3. Commercial and fund-raising activities may disrupt school routine and cause loss of instructional time.

Following these guiding statements, the Superintendent and Principals may permit occasional commercial or fund-raising activities related to the objectives of the schools with the following exceptions:

1. No direct solicitation of students or employees may take place without School Committee permission.
2. No general or class distribution of commercial or fund-raising literature may take place without School Committee permission.

For the purposes of this policy, local PTA and PTO groups and groups representing school district employees will be considered "school groups" and will be governed by the Committee's policy on staff solicitations.

SOURCE: MASC - Reviewed 2022

LEGAL REF.: M.G.L. [44:53A](#)

Melrose Public Schools' Policy Manual

KHB: Advertising in the Schools

No advertising of commercial products or services will be permitted in school buildings or on school grounds or properties without permission of the Superintendent. District publications will not contain any advertising, except in student publications that are subject to administrative guidelines or in free commercially sponsored teaching aids if the Superintendent approves the content.

Solicitation of sales or use of the name of the district to promote any product is not permitted.

Informational review: 8/27/2013
MSC first vote 8/27/2013
MSC second vote 9/10/2013

File: KHB - ADVERTISING IN THE SCHOOLS

The School Committee may grant permission for advertising of commercial products or services in school buildings or on school property under guidelines or regulations it may approve. Otherwise, no advertising of commercial products or services will be permitted in school buildings or on school property. Publications of the school district will not contain any advertising. However, this will not prevent advertising in student publications that are published by student organizations, subject to administration controls, or the use of commercially-sponsored, free teaching aids if the content is approved by the administration.

Solicitation of sales or use of the name of the school district to promote any product will not be permitted by the Committee.

SOURCE: MASC - Reviewed 2022

CROSS REF.: [KHA](#), Public Solicitations in the Schools

Meeting Dat	Agenda Item	Category	Action
January 27	Meeting Minutes Warrants Cafeteria report	SC Chair	Consent Agenda Vote
	School Registration	Superintendent	Report
	Personnel Report	Superintendent	Report
	Enrollment Report	Superintendent	Report
	SEEM Report	Superintendent	Report
	Special Education Expense Report	F&F	Report
	FY27 Budget Timeline	F&F	Vote
	Rolling Agenda	SC Chair	Report
	Data Presentations	SC Chair	Vote
	Office Hours	SC Chair	Report
	Outreach Reports	SC Chair	Report
	Subcommittees	SC Chair	Report
February 10	Meeting Minutes, Donations Warrants	SC Chair	Consent Agenda/Vote
	Personnel Report	Superintendent	Report
	School Registration Information	Superintendent	Report
	Student Assessments (state and local) Aligned with Strategic Plan	Superintendent	Report
	Monthly Budget Summary/Grants/Revl Accts	F&F	Vote
	FY27 Budget Categories	F&F	Vote
	Rolling Agenda	SC Chair	Report
	Outreach Reports	SC Chair	Report
February 24	Meeting Minutes, Donations, Warrants	SC Chair	Vote
	Registration Updates	Superintendent	Report
	Special Education Expense Report	F&F	Report
	FY27 Superintendent Budget Update	F&F	Report

	Fees Update and Planning-	F&F	Discussion
	Rolling Agenda	SC Chair	Report
	Outreach reports	SC Chair	Report
March 10	Meeting Minutes, Donations, Warrants	SC Chair	Vote
	Personnel Report	Superintendent	Report
	Pre-K and Kindergarten Enrollment Updates	Superintendent	Report
	Monthly Budget Summary/Grants/Revl Accts	F&F	Vote
	City and MPS Budget Overview	F&F	Informational review
	FY27 Fees	F&F	Discussion
	SOA Report	EP&P	Informational review
	Mid-year data	EP&P	Discussion
	Rolling Agenda	SC Chair	Report
	Outreach reports	SC Chair	Report
March 24	Meeting Minutes, Cafeteria Report, Donations, Warrants	SC Chair	Vote
	Pre-K and Kindergarten Enrollment Updates	Superintendent	Report
	Monthly Budget Summary/Grants/Revl Accts	F&F	Vote
	FY27 Budget	F&F	Discussion
	Special Education Expense Report	F&F	Report
	FY27 Fees	F&F	Vote
	Strategic Plan Update	P&P	Discussion
	Rolling Agenda	SC Chair	Report
	Outreach reports	SC Chair	Report
April 7	Meeting Minutes, Donations, MHS Field Trip, Surplus Memo	SC Chair	Vote
	FY27 Budget Categories	F&F	Discussion
	FY27 Fees	F&F	Vote
	Rolling Agenda	SC Chair	Report

	Outreach reports	SC Chair	Report
April 14	Meeting Minutes, Donations, Warrants	SC Chair	Vote
	Pre-K and Kindergarten Enrollment Updates	Superintendent	Report
	Personnel Report	Superintendent	Report
	Enrollment Report	Superintendent	Report
	FY27 Budget Hearing	F&F	n/a
	FY27 Budget Vote	F&F	Vote
	Rolling Agenda	SC Chair	Report
	Outreach reports	SC Chair	Report
April 28	Meeting Minutes, Donations, Warrants, Cafeteria Report	SC Chair	Vote
	Special Education Expense Report	F&F	Report
	Monthly Budget Summary/Grants/Revl Accts	F&F	Vote
	Rolling Agenda	SC Chair	Report
	Outreach reports	SC Chair	Report
May 5	Meeting Minutes, Donations, Warrants	SC Chair	Vote
	Pre-K and Kindergarten Enrollment Updates	Superintendent	Report
	Monthly Budget Summary/Grants/Revl Accts	F&F	Vote
	Elementary Handbook	EP&P	Vote
	Program of Studies	EP&P	Report
	Review of K Policies	P&P	Discussion
	Strategic plan	P&P	Discussion
	Rolling Agenda	SC Chair	Report
	Outreach reports	SC Chair	Report
May 19	Meeting Minutes, Cafeteria Report, Donations, Warrants	SC Chair	Vote
	Bridge Update	Superintendent	Report

	Special Education Expense Report	F&F	Report
	Chartwells Update and FY27 Meal Prices	F&F	Vote
	FY27 Enrollment Expectations	P&P	Report
	Policy review	P&P	Possible vote
	Strategic planning	P&P	Discussion
	Technology Plan	P&P	Report
	Superintendent Review	SC Chair	Report
	Rolling Agenda	SC Chair	Report
	Outreach reports	SC Chair	Report
June 9	Meeting Minutes; Donations; Warrants	SC Chair	Report
	Personnel Report	Superintendent	Report
	Recognition of Retirees	Superintendent	Report
	Summer DPW Building Plan	F&F	Report
	Monthly Budget Summary/Grants/Revolving Accts.	F&F	Vote
	Update on End-of-Year Assessments	EP&P	Report
	Professional Development Plan	EP&P	Vote
	Site Councils Update	EP&P	Report
	Secondary Code of Conduct & Handbook	EP&P	Vote
	Policy review	P&P	Possible vote
	Election of Student Representatives	SC Chair	Vote
	Supt. End of Cycle Evaluation: Report and Comments	SC Chair	Vote
	Rolling Agenda	SC Chair	Report
	Outreach reports	SC Chair	Report
June 23	Meeting Minutes; Cafeteria Report; Donations; Warrants	SC Chair	Report
	TBD	Superintendent	Report
	Student Assessments (state and local) Aligned with Strategic Plan	Superintendent	Report
	Special Education Expense Report	F&F	Report

	TBD	F&F	Report
	Update on End-of-Year Assessments	EP&P	Report
	Professional Development Plan	EP&P	Vote
	Summer Programming: Remedial & Enrichment	EP&P	Report
	Curriculum Update	EP&P	Report
	Summer Plan: Remedial & Enrichment	EP&P	Report
	Policy review	P&P	Possible vote
	Rolling Agenda	SC Chair	Report
	Outreach reports	SC Chair	Report