



City of Melrose
Melrose School Committee
Regular Meeting

Tuesday, May 19, 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/my/specialmtg>
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

4. REPORT OF THE STUDENT REPRESENTATIVES

5. CONSENT AGENDA

1. Warrants

FY26 School - [S26082](#) - \$469,530.24
FY26 April High School Student Activity Wire - [S26083](#) - \$23,915.80
FY26 May Debit Card - [S26084](#) - \$1625.00
FY26 April Meals Tax - [S26085](#) - \$32.70
FY26 April MVMMS Student Activity Wire - [S26086](#) - \$3,937.50
FY26 Refunds/Officials - [S26087](#) - \$1,008.00

2. Regular Meeting Minutes: April 28, 2026
3. Special Meeting Minutes: May 13, 2026
4. Cafeteria Report

6. SUBCOMMITTEES (COMMITTEE OF THE WHOLE)

1. Finance and Facilities - Margaret Driscoll/Melissa Holleran
 - A Vote: Monthly Budget Summary/Grants/Revolving Accounts
 - B Report: Special Education Expense Update
 - C Vote: Chartwells Update and FY27 Meal Prices
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 Report: FY27 Enrollment Updates
 - B Report: Technology Plan
 - C Discussion: Strategic Plan
 - D 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. Discussion: Superintendent Review
2. Report: Rolling Agenda
3. Report: Outreach

8. EXECUTIVE SESSION

1. To approve Executive Session meeting minutes from February 24, 2026 and March 10, 2026.
2. To discuss strategy with respect to collective bargaining with MEA Units A, B and C as an open discussion may have a detrimental effect on the negotiating position of the School Committee.

9. ADJOURN



PRELIMINARY CITY OF MELROSE WARRANT REPORT

DATE: 05/19/2026
WARRANT: S26082
AMOUNT: 469,530.24

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: S26082 05/19/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
20661	KING BRIAN TRANSPORTA	0002	265333	INV	05/19/2026	839		348450	473847	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300	SPED	IN TRAN			9,375.00				
							9,375.00			
20661	KING BRIAN TRANSPORTA	0002	265333	INV	05/19/2026	849		348773	474182	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300	SPED	IN TRAN			8,625.00				
							8,625.00			
						CHECK TOTAL	18,000.00			
18325	AMAZON CAPITAL SERVIC	0004	26307098	INV	05/19/2026	1QVJ-HYF1-LJWD		348221	473612	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 18512 55500 6300	ED STAT	GEN SUPP			90.14				
							90.14			
18325	AMAZON CAPITAL SERVIC	0004	26301151	INV	05/19/2026	1MM6-Y9F9-9NNQ		348239	473630	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1197000 54610 1420	ADMIN	PERS SUPP			154.62				
							154.62			
18325	AMAZON CAPITAL SERVIC	0004	26318020	INV	05/19/2026	1WWH-XG9L-1TX3		348248	473639	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1118350 55500 2430	FRANKLIN	FN GEN SUP			64.30				
							64.30			
18325	AMAZON CAPITAL SERVIC	0004	26307093	INV	05/19/2026	1MDQ-GQ1C-QXTH		348256	473647	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 18512 55500 6300	ED STAT	GEN SUPP			154.94				
							154.94			
18325	AMAZON CAPITAL SERVIC	0004	26307103	INV	05/19/2026	11QP-CRVW-4FP7		348452	473850	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 18512 55500 6300	ED STAT	GEN SUPP			83.75				
							83.75			
18325	AMAZON CAPITAL SERVIC	0004	26316052	INV	05/19/2026	1LJ4-JWPR-7CNP		348589	473993	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1116350 55500 2415	ROOSVLT	RV INS SUP			99.28				
							99.28			
18325	AMAZON CAPITAL SERVIC	0004	26341172	INV	05/19/2026	1CRT-P13V-93VY		348590	473994	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475265 55500 2410	SUP&MAT	INSTR MAT			119.97				
							119.97			

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 User: Kim Candilieri (kcandilieri)
 Program ID: apwarrnt

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PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

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CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
18325	AMAZON CAPITAL SERVIC	0004	26307106	INV	05/19/2026	1C7J-TY3C-6J3C		348591	473995	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 18512 55500 6300		ED STAT	GEN SUPP		24.69	24.69			
18325	AMAZON CAPITAL SERVIC	0004	26396142	INV	05/19/2026	1CNX-WDCT-9PFH		348753	474161	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1196000 55502 2410		CUR&PDEV	CR INS MAT		508.31	508.31			
18325	AMAZON CAPITAL SERVIC	0004	26396142	INV	05/19/2026	19JY-GHRH-GFJT		348754	474162	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1196000 55502 2410		CUR&PDEV	CR INS MAT		21.69	21.69			
18325	AMAZON CAPITAL SERVIC	0004	26301152	INV	05/19/2026	19JY-GHRH-G9DC		348793	474205	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 12002 520000		SCHLUN EXPPURCH	SVCS		120.61	120.61			
18325	AMAZON CAPITAL SERVIC	0004	26321066	INV	05/19/2026	1H3F-JJV7-CPF4		348803	474214	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1121116 55502 2410		MS LANG ARMS LAN	MAT		63.56	63.56			
18325	AMAZON CAPITAL SERVIC	0004	26312022	INV	05/19/2026	1XMG-TPWW-DR6Y		348806	474217	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1112350 55500 2430		HOOVER	HV GEN SUP		17.01	17.01			
18325	AMAZON CAPITAL SERVIC	0004	26312022	INV	05/19/2026	17W6-T7RG-JK6L		348807	474218	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1112350 55500 2430		HOOVER	HV GEN SUP		211.05	211.05			
18325	AMAZON CAPITAL SERVIC	0004	26317048	INV	05/19/2026	1CWW-C3K6-3R6D		348811	474222	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1117350 55500 2415		WINTHROP	WN INS SUP		21.84	21.84			
						CHECK TOTAL	1,755.76			
20317	SHEILA ANN BARRY	0000	26341087	INV	05/19/2026	MEL2608		348378	473771	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320		SPED	OTH COST		2,186.40	2,186.40			

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CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	2,186.40			
631300	NRT BUS INC	0003	26390002	INV	05/19/2026	INV203068		348226	473617	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1577264 52400 3300		CONT SRV	TRANSPORT			5,490.00			
							5,490.00			
631300	NRT BUS INC	0003		CRM	05/19/2026	CM16966		348228	473619	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1577264 52400 3300		CONT SRV	TRANSPORT			-1,220.00			
							-1,220.00			
631300	NRT BUS INC	0003	26390002	INV	05/19/2026	INV208275		348230	473621	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1577264 52400 3300		CONT SRV	TRANSPORT			3,965.00			
							3,965.00			
631300	NRT BUS INC	0003	26390001	INV	05/19/2026	INV212437		348261	473652	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1577264 52400 3300		CONT SRV	TRANSPORT			42,120.00			
							42,120.00			
						CHECK TOTAL	50,355.00			
24753	BETHANY BOUCHER	0000	26307102	INV	05/19/2026	1392		348220	473611	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 18512 52400 6300		ED STAT	CONTR SVCS			575.00			
							575.00			
						CHECK TOTAL	575.00			
128750	CAM OFFICE SERVICES,	0000	26321065	INV	05/19/2026	17224A		348816	474228	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1121116 55502 2410		MS LANG ARMS LAN MAT				255.36			
							255.36			
						CHECK TOTAL	255.36			
146800	COMPASS GROUP USA, IN	0001	26301036	INV	05/19/2026	X039760726		348755	474163	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 12002 520000		SCHLUN EXPPURCH SVCS				108,114.86			
							108,114.86			
						CHECK TOTAL	108,114.86			

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CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
24475	CITY OF LYNN	0001	26341158	INV	05/19/2026	105		348390	473783	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1141400 53900 9400	SPED	COLL TUIT			9,320.42				
							9,320.42			
						CHECK TOTAL	9,320.42			
17779	CJ'S TRANSPORTATION	0001	265323	INV	05/19/2026	202627-04		348296	473687	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1141400 53450 3300	SPED	IN TRAN			600.00				
							600.00			
						CHECK TOTAL	600.00			
23720	CONSTELLATIONS BEHAVI	0001	26307019	INV	05/19/2026	13978469		348255	473646	
	ACCOUNT DETAIL					LINE AMOUNT				
1	18512 52400 6300	ED STAT	CONTR SVCS			250.00				
							250.00			
23720	CONSTELLATIONS BEHAVI	0001	26341022	INV	05/19/2026	13834891		348379	473772	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1475264 52400 2320	CONT SVC	CONTR SVCS			12,126.00				
							12,126.00			
23720	CONSTELLATIONS BEHAVI	0001	26341022	INV	05/19/2026	14023331		348604	474008	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1475264 52400 2320	CONT SVC	CONTR SVCS			4,759.00				
							4,759.00			
						CHECK TOTAL	17,135.00			
15213	SJ TRANSPORTATION LLC	0001	265316	INV	05/19/2026	APRIL 2026-1		348756	474164	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1141400 53450 3300	SPED	IN TRAN			11,475.00				
							11,475.00			
15213	SJ TRANSPORTATION LLC	0001	265316	INV	05/19/2026	APRIL 2026-2		348757	474165	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1141400 53450 3300	SPED	IN TRAN			12,580.00				
							12,580.00			
15213	SJ TRANSPORTATION LLC	0001	265316	INV	05/19/2026	APRIL 2026-3		348759	474167	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1141400 53450 3300	SPED	IN TRAN			7,425.00				
							7,425.00			

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VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
15213	SJ TRANSPORTATION LLC	0001	265316	INV	05/19/2026	APRIL 2026-4		348761	474169	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300	SPED	IN TRAN			6,545.00				
							6,545.00			
						CHECK TOTAL	38,025.00			
15751	EI US, LLC.	0001	26341088	INV	05/19/2026	INV317364		348592	473996	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320	SPED	OTH COST			576.00				
							576.00			
15751	EI US, LLC.	0001	26341088	INV	05/19/2026	INV317363		348593	473997	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320	SPED	OTH COST			288.00				
							288.00			
						CHECK TOTAL	864.00			
261825	EVERETT PUBLIC SCHOOL	0000	265324	INV	05/19/2026	INV-34		348607	474011	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300	SPED	IN TRAN			1,687.50				
							1,687.50			
261825	EVERETT PUBLIC SCHOOL	0000	265324	INV	05/19/2026	INV-35		348608	474012	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300	SPED	IN TRAN			1,237.50				
							1,237.50			
261825	EVERETT PUBLIC SCHOOL	0000	265324	INV	05/19/2026	INV-36		348610	474014	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300	SPED	IN TRAN			2,250.00				
							2,250.00			
261825	EVERETT PUBLIC SCHOOL	0000	265324	INV	05/19/2026	INV-37		348611	474015	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300	SPED	IN TRAN			1,687.50				
							1,687.50			
						CHECK TOTAL	6,862.50			
24759	CLAIRE GALLOWAY-JONES	0000	26390016	INV	05/19/2026	MPS-2026-001		348594	473998	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1577264 52400 2358	CONT SRV	PROF DEV			750.00				
							750.00			

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CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	750.00			
286382	HOPEFUL JOURNEYS EDUC	0000	26341091	INV	05/19/2026	032026CBPM		348762	474170	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320	SPED		OTH COST		2,640.00				
							2,640.00			
						CHECK TOTAL	2,640.00			
12942	INTERNATIONAL TRANSLA	0000	26396143	INV	05/19/2026	INV-04893		348222	473613	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1196000 52400 2110	CUR&PDEV		CR TRANS		241.50				
							241.50			
12942	INTERNATIONAL TRANSLA	0000	26341086	INV	05/19/2026	INV-04926		348233	473624	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320	SPED		OTH COST		604.00				
							604.00			
						CHECK TOTAL	845.50			
23446	LAURA IVES	0000	26341116	INV	05/19/2026	MEL2606		348223	473614	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320	SPED		OTH COST		6,650.00				
							6,650.00			
						CHECK TOTAL	6,650.00			
9149	JOSTENS INC	0000	26331085	INV	05/19/2026	3362-3304		348763	474171	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1131000 57612 2210	H.S.		HS GRAD		20.50				
							20.50			
						CHECK TOTAL	20.50			
424800	LANDMARK SCHOOL OUTRE	0001	26341049	INV	05/19/2026	36964		348380	473773	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475264 52400 9300	CONT SVC		CONTR SVCS		7,057.21				
							7,057.21			
424800	LANDMARK SCHOOL OUTRE	0001	26341055	INV	05/19/2026	37094		348381	473774	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475264 52400 9300	CONT SVC		CONTR SVCS		3,528.52				
							3,528.52			

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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	26341047	INV	05/19/2026	37136		348383	473776	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475254 52400 9300		CONT SVC	NON PUBLIC		3,752.72				
	2 1475264 52400 9300		CONT SVC	CONTR SVCS		3,304.49				
							7,057.21			
424800	LANDMARK SCHOOL OUTRE	0001	26341050	INV	05/19/2026	37468		348384	473777	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475264 52400 9300		CONT SVC	CONTR SVCS		7,057.21				
							7,057.21			
424800	LANDMARK SCHOOL OUTRE	0001	26341048	INV	05/19/2026	38088		348385	473778	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475264 52400 9300		CONT SVC	CONTR SVCS		8,302.60				
							8,302.60			
424800	LANDMARK SCHOOL OUTRE	0001	26341053	INV	05/19/2026	39742		348386	473779	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475264 52400 9300		CONT SVC	CONTR SVCS		5,811.80				
							5,811.80			
424800	LANDMARK SCHOOL OUTRE	0001	26341052	INV	05/19/2026	39230		348387	473780	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475264 52400 9300		CONT SVC	CONTR SVCS		6,301.73				
							6,301.73			
424800	LANDMARK SCHOOL OUTRE	0001	26341051	INV	05/19/2026	38539		348388	473781	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475264 52400 9300		CONT SVC	CONTR SVCS		8,302.60				
							8,302.60			
424800	LANDMARK SCHOOL OUTRE	0001	26341054	INV	05/19/2026	39111		348389	473782	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475264 52400 9300		CONT SVC	CONTR SVCS		1,764.26				
							1,764.26			
						CHECK TOTAL	55,183.14			
456000	LUCEY'S SERVICE STATI	0000	265320	INV	05/19/2026	62494		348595	473999	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300		SPED	IN TRAN		336.19				
							336.19			
456000	LUCEY'S SERVICE STATI	0000	265320	INV	05/19/2026	62502		348596	474000	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300		SPED	IN TRAN		112.63				

Report generated: 05/13/2026 14:54:35
 User: Kim Candilieri (kcandilieri)
 Program ID: apwarrnt

PRELIMINARY CITY OF MELROSE WARRANT REPORT

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WARRANT: S26082 05/19/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
							112.63			
						CHECK TOTAL	448.82			
810330	MACAVOY JOYCE & KOWAL	0000	26341075	INV	05/19/2026	2992		348597	474001	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1199000 53401 1430		SYS-WIDE	LEGAL SVCS			4,776.00			
						CHECK TOTAL	4,776.00			
22678	JOHN MACERO	0000	26301153	INV	05/19/2026	14		348257	473648	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1199000 52400 1410		SYS-WIDE	CONSULT SW			3,400.00			
						CHECK TOTAL	3,400.00			
561980	MASSACHUSETTS PARTNER	0000	26396153	INV	05/19/2026	7797		348598	474002	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1196000 52400 2358		CUR&PDEV	CONTR SVCS			950.03			
	2 1196000 55500 2430		CUR&PDEV	CR GEN SUP			466.47			
	3 1196000 57613 2210		CUR&PDEV	CR DUES			1,794.50			
						CHECK TOTAL	3,211.00			
526600	THE MCLEAN HOSPITAL I	0001	26341060	INV	05/19/2026	CINV00183120		348601	474005	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300		SPED	NON-PUBLIC			11,101.51			
526600	THE MCLEAN HOSPITAL I	0001	26341059	INV	05/19/2026	CINV00183121		348602	474006	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300		SPED	NON-PUBLIC			11,101.51			
						CHECK TOTAL	22,203.02			
534080	THERESA MELITO-CONNER	0000	26341173	INV	05/19/2026	05042026		348599	474003	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 57601 2440		SPED	TRAV/EXP			25.74			
						CHECK TOTAL	25.74			

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CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
542100	MELROSE SCHOOL FOOD S	0000	26396137	INV	05/19/2026	2606		348224	473615	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1477255 55500 2410		FY25SUPMAT	FY25SUPMAT		91.80				
						CHECK TOTAL	91.80			
							91.80			
611603	THE NEW ENGLAND CENTE	0001	26341093	INV	05/19/2026	PSINV133735		348225	473616	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320		SPED	OTH COST		799.00				
						CHECK TOTAL	799.00			
							799.00			
							799.00			
633500	NORTH SUBURBAN TRANSP	0000	26335165	INV	05/19/2026	1334		348267	473658	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135700 53450 3510		ATHL	AT TRANS		24,180.00				
						CHECK TOTAL	24,180.00			
							24,180.00			
							24,180.00			
679200	PERKINS SCHOOL FOR TH	0000	26341026	INV	05/19/2026	CI00008891		348391	473784	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300		SPED	NON-PUBLIC		10,993.56				
						CHECK TOTAL	10,993.56			
							10,993.56			
							10,993.56			
22448	PERSPECTIVES CHILDREN	0000	26341094	INV	05/19/2026	252629		348600	474004	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320		SPED	OTH COST		3,000.00				
						CHECK TOTAL	3,000.00			
							3,000.00			
							3,000.00			
20091	JANICE RAYMOND	0000	26396067	INV	05/19/2026	000032		348231	473622	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1196000 57613 2210		CUR&PDEV	CR DUES		1,200.00				
						CHECK TOTAL	1,200.00			
							1,200.00			
							1,200.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26082 05/19/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
8977	RICOH USA INC	0000	26301007	INV	05/19/2026	5072779706		348769	474178	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1199000 55500 2420		SYS-WIDE	SYS EQUIP		182.62				
						CHECK TOTAL	182.62			
							182.62			
8977	RICOH USA INC	0001	26301007	INV	05/19/2026	110004401		348765	474173	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1199000 55500 2420		SYS-WIDE	SYS EQUIP		232.06				
						CHECK TOTAL	232.06			
							232.06			
724812	RIVERVIEW SCHOOL	0000	26341063	INV	05/19/2026	2026050100159		348392	473785	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300		SPED	NON-PUBLIC		8,046.06				
						CHECK TOTAL	8,046.06			
							8,046.06			
757850	SCHOOLS FOR CHILDREN,	0000	26341166	INV	05/19/2026	0000156039		348232	473623	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320		SPED	OTH COST		9,487.36				
						CHECK TOTAL	9,487.36			
							9,487.36			
763600	SEEM COLLABORATIVE	0001	26341065	INV	05/19/2026	99119		348285	473676	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53900 9400		SPED	COLL TUIT		5,264.00				
							5,264.00			
763600	SEEM COLLABORATIVE	0001	26341070	INV	05/19/2026	99120		348286	473677	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53900 9400		SPED	COLL TUIT		5,264.00				
							5,264.00			
763600	SEEM COLLABORATIVE	0001	26341066	INV	05/19/2026	99121		348287	473678	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475264 52400 9400		CONT SVC	CONTR SVCS		5,264.00				
							5,264.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26082 05/19/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
763600	SEEM COLLABORATIVE	0001	25341236	INV	05/19/2026	99122		348288	473679	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53900 9400	SPED	COLL TUIT			5,264.00				
							5,264.00			
763600	SEEM COLLABORATIVE	0001	26341081	INV	05/19/2026	99123		348289	473680	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475264 52400 9400	CONT SVC	CONTR SVCS			5,264.00				
							5,264.00			
763600	SEEM COLLABORATIVE	0001	25341237	INV	05/19/2026	99124		348290	473681	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53900 9400	SPED	COLL TUIT			2,632.00				
							2,632.00			
763600	SEEM COLLABORATIVE	0001	25341238	INV	05/19/2026	99125		348291	473682	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53900 9400	SPED	COLL TUIT			5,264.00				
							5,264.00			
763600	SEEM COLLABORATIVE	0001	26341067	INV	05/19/2026	99126		348292	473683	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53900 9400	SPED	COLL TUIT			5,264.00				
							5,264.00			
763600	SEEM COLLABORATIVE	0001	26341068	INV	05/19/2026	99127		348293	473684	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475264 52400 9400	CONT SVC	CONTR SVCS			5,264.00				
							5,264.00			
763600	SEEM COLLABORATIVE	0001	26341069	INV	05/19/2026	99128		348294	473685	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53900 9400	SPED	COLL TUIT			5,264.00				
							5,264.00			
						CHECK TOTAL	50,008.00			
23378	AMANDA THORPE	0000	26341090	INV	05/19/2026	17		348234	473626	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320	SPED	OTH COST			162.50				
							162.50			
23378	AMANDA THORPE	0000	26341090	INV	05/19/2026	18		348236	473627	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320	SPED	OTH COST			130.00				
							130.00			

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 User: Kim Candilieri (kcandilieri)
 Program ID: apwarrnt

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26082 05/19/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	292.50			
19359	TTF SOLUTIONS, LLC	0001	26341023	INV	05/19/2026	21441967		348393	473786	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320	SPED		OTH COST			2,519.35			
							2,519.35			
19359	TTF SOLUTIONS, LLC	0001	26341023	INV	05/19/2026	21447893		348764	474172	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320	SPED		OTH COST			1,075.00			
							1,075.00			
						CHECK TOTAL	3,594.35			
18335	VOLLI COMMUNICATIONS	0000	26301018	INV	05/19/2026	90777		348603	474007	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1199000 53614 4130	SYS-WIDE		PHONE SW			748.32			
							748.32			
						CHECK TOTAL	748.32			
878200	THE WAKEFIELD ITEM CO	0000	26301144	INV	05/19/2026	300140054		348229	473620	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1197000 57600 1210	ADMIN		EXP CEN OF			104.00			
							104.00			
						CHECK TOTAL	104.00			
484680	WB MASON CO INC	0000	26318024	INV	05/19/2026	261647195		348449	473846	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1118350 55500 2430	FRANKLIN		FN GEN SUP			919.58			
							919.58			
484680	WB MASON CO INC	0000	26314039	INV	05/19/2026	261726550		348766	474175	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1114350 55500 2430	LINCOLN		LN GEN SUP			897.00			
							897.00			
484680	WB MASON CO INC	0000	26341014	INV	05/19/2026	261726211		348767	474176	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 55500 2430	SPED		GENERAL SU			102.51			
							102.51			



PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26082 05/19/2026

CASH ACCOUNT: 00		104200		EASTERN VENDOR 1132								
VENDOR				REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
484680	WB MASON CO INC			0000	26316053	INV	05/19/2026	261808772		348768	474177	
ACCOUNT DETAIL								LINE AMOUNT				
	1	1116350	55500	2430	ROOSVLT	RV GEN SUP		448.50				
									448.50			
								CHECK TOTAL	2,367.59			
93	INVOICES				WARRANT TOTAL				469,530.24	469,530.24		

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Preliminary Warrant Summary

WARRANT: S26082 05/19/2026

FUND	ORG	ACCOUNT	AMOUNT	AVLB BUDGET
0111	1112350	HOOVER ALL ELEMENTARY 0111-3-000-000-12-350-00-30-55500 -2430	HV GENERAL SUPPLIES 228.06	9,089.69
0111	1114350	LINCOLN ALL ELEMENTAR 0111-3-000-000-14-350-00-30-55500 -2430	LN GENERAL SUPPLIES 897.00	15,883.23
0111	1116350	ROOSEVELT ALL ELEMENT 0111-3-000-000-16-350-00-30-55500 -2415	RV INSTR SUPPLIES 99.28	3,639.24
0111	1116350	ROOSEVELT ALL ELEMENT 0111-3-000-000-16-350-00-30-55500 -2430	RV GENERAL SUPPLIES 448.50	3,639.24
0111	1117350	WINTHROP ALL ELEMENTA 0111-3-000-000-17-350-00-30-55500 -2415	WN INSTR SUPPLIES 21.84	7,069.38
0111	1118350	FRANKLIN ALL ELEMENTA 0111-3-000-000-18-350-00-30-55500 -2430	FN GENERAL SUPPLIES 983.88	10,275.03
0111	1121116	M.S. LANGUAGE ARTS 0111-3-000-000-21-116-00-40-55502 -2410	MS LANG ARTS INSTR MA 318.92	18,812.88
0111	1131000	HIGH SCHOOL 0111-3-000-000-31-000-00-50-57612 -2210	HS GRADUATION EXPENSE 20.50	67,674.31
0111	1135700	ATHLETICS 0111-3-000-000-35-700-00-50-53450 -3510	AT TRANSPORT 24,180.00	36,066.97
0111	1141400	SPED 0111-3-000-000-41-400-00-00-52400 -2320	SP RELATED COSTS 30,117.61	814,730.82
0111	1141400	SPED 0111-3-000-000-41-400-00-00-53450 -3300	SP TRANSPORATION MPS 63,936.32	814,730.82
0111	1141400	SPED 0111-3-000-000-41-400-00-00-53900 -9400	SP TUITION COLLABORAT 43,536.42	814,730.82
0111	1141400	SPED 0111-3-000-000-41-400-00-00-53901 -9300	SP TUITION NON-PUBLIC 41,242.64	814,730.82
0111	1141400	SPED 0111-3-000-000-41-400-00-00-55500 -2430	SP GENERAL SUPPLIES 102.51	814,730.82
0111	1141400	SPED 0111-3-000-000-41-400-00-00-57601 -2440	SP TRAVEL 25.74	814,730.82
0111	1196000	CURRICULUM & PROF DEV 0111-3-000-000-96-000-00-00-52400 -2110	CR TRANSLATION SERVIC 241.50	5,787.85
0111	1196000	CURRICULUM & PROF DEV 0111-3-000-000-96-000-00-00-52400 -2358	CR PD CONTRACT SERVIC 950.03	11,170.85
0111	1196000	CURRICULUM & PROF DEV 0111-3-000-000-96-000-00-00-55500 -2430	CR GENERAL SUPPLY 466.47	11,170.85
0111	1196000	CURRICULUM & PROF DEV 0111-3-000-000-96-000-00-00-55502 -2410	CR INSTR MATERIALS 530.00	11,170.85
0111	1196000	CURRICULUM & PROF DEV 0111-3-000-000-96-000-00-00-57613 -2210	CR MEMBERSHIPS AND DU 2,994.50	11,170.85
0111	1197000	ADMIN 0111-3-000-000-97-000-00-00-54610 -1420	AD PERSONNEL OFFICE S 154.62	4,852.82
0111	1197000	ADMIN 0111-3-000-000-97-000-00-00-57600 -1210	AD EXPENSES CENTRAL O 104.00	4,852.82
0111	1199000	SYSTEM-WIDE 0111-3-000-000-99-000-00-00-52400 -1410	SW CONSULTANTS 3,400.00	4,787.07
0111	1199000	SYSTEM-WIDE 0111-3-000-000-99-000-00-00-53401 -1430	SW LEGAL SERVICES 4,776.00	4,787.07
0111	1199000	SYSTEM-WIDE 0111-3-000-000-99-000-00-00-53614 -4130	SW TELEPHONE 748.32	4,787.07
0111	1199000	SYSTEM-WIDE 0111-3-000-000-99-000-00-00-55500 -2420	SW MAINTENANCE OF EQU 414.68	4,787.07
FUND TOTAL			220,939.34	
1200	12002	SCHOOL LUNCH - EXP 1200-3-300-300-00-000-00-02-520000-	PURCHASED SERVICES 108,235.47	4,787.07
FUND TOTAL			108,235.47	
1475	1475254	CONTRACT SERVICES 1475-3-025-005-41-000-20-05-52400 -9300	CONTRACT SERVICES NON 3,752.72	-162,115.88
1475	1475264	CONTRACT SERVICES 1475-3-026-005-41-000-20-05-52400 -2320	CONTRACT SERVICES ASS 16,885.00	964.13
1475	1475264	CONTRACT SERVICES 1475-3-026-005-41-000-20-05-52400 -9300	CONTRACT SERVICES NON 51,430.42	-73,744.52
1475	1475264	CONTRACT SERVICES 1475-3-026-005-41-000-20-05-52400 -9400	CONTRACT SERVICES COL 15,792.00	144,272.80
1475	1475265	SUPPLIES&MATERIALS 1475-3-026-006-41-000-20-05-55500 -2410	SUPPLIES&MATERIALS -I 119.97	7,174.47
FUND TOTAL			87,980.11	

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PRELIMINARY CITY OF MELROSE WARRANT REPORT

1477	1477255	FY25 TITLE I SUPPLIES	1477-3-025-300-96-000-20-05-55500 -2410	FY25 TITLE I SUPPLIES	91.80	0.00
				FUND TOTAL	91.80	
1577	1577264	FY26 METCO CONTRACT S	1577-3-026-005-90-000-22-05-52400 -2358	FY26 METCO PROFESSION	750.00	16,900.00
1577	1577264	FY26 METCO CONTRACT S	1577-3-026-005-90-000-22-05-52400 -3300	FY26 METCO TRANSPORTA	50,355.00	91,501.00
				FUND TOTAL	51,105.00	
1851	18512	ED STATIONS - EXPENSE	1851-3-300-300-00-00 -29-02-52400 -6300	CONTRACT SERVICES	825.00	3,898,511.30
1851	18512	ED STATIONS - EXPENSE	1851-3-300-300-00-00 -29-02-55500 -6300	GENERAL SUPPLY	353.52	3,898,511.30
				FUND TOTAL	1,178.52	
WARRANT SUMMARY TOTAL					469,530.24	
GRAND TOTAL					469,530.24	

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Warrant List by Voucher

WARRANT: S26082 05/19/2026

VOUCHER	VENDOR	DOCUMENT	INVOICE	PO	TYPE	DUE DATE	AMOUNT	COMMENT
473611	24753 BETHANY BOUCHER	348220	1392	26307102	INV	05/19/2026	575.00	ED STA APRIL 2026 VAC
473612	18325 AMAZON CAPITAL SERVICES	348221	1QVJ-HYF1-LJWD	26307098	INV	05/19/2026	90.14	FY26 ED STA FRANKLIN
473613	12942 INTERNATIONAL TRANSLATION	348222	INV-04893	26396143	INV	05/19/2026	241.50	SERVICES FIRST TWO WE
473614	23446 LAURA IVES	348223	MEL2606	26341116	INV	05/19/2026	6,650.00	SEC SUB @ MVMMS / MEL
473615	542100 MELROSE SCHOOL FOOD SERVI	348224	2606	26396137	INV	05/19/2026	91.80	CASES OF WATER FOR TI
473616	611603 THE NEW ENGLAND CENTER FO	348225	PSINV133735	26341093	INV	05/19/2026	799.00	MELROSE PPS ACE FEES
473617	631300 NRT BUS INC	348226	INV203068	26390002	INV	05/19/2026	5,490.00	FY26 METCO LATE BUS F
473619	631300 NRT BUS INC	348228	CM16966		CRM	05/19/2026	-1,220.00	CREDIT METCO 2 DAYS L
473620	878200 THE WAKEFIELD ITEM COMPAN	348229	300140054	26301144	INV	05/19/2026	104.00	BUDGET HEARING AD MEL
473621	631300 NRT BUS INC	348230	INV208275	26390002	INV	05/19/2026	3,965.00	MELROSE METCO LATE BU
473622	20091 JANICE RAYMOND	348231	000032	26396067	INV	05/19/2026	1,200.00	MELROSE LITERACY WORK
473623	757850 SCHOOLS FOR CHILDREN, INC	348232	0000156039	26341166	INV	05/19/2026	9,487.36	MELROSE PPS STEP PROG
473624	12942 INTERNATIONAL TRANSLATION	348233	INV-04926	26341086	INV	05/19/2026	604.00	SERVICES MELROSE PPS
473626	23378 AMANDA THORPE	348234	17	26341090	INV	05/19/2026	162.50	MELROSE PPS CONSULT M
473627	23378 AMANDA THORPE	348236	18	26341090	INV	05/19/2026	130.00	MELROSE PPS CONSULT A
473630	18325 AMAZON CAPITAL SERVICES	348239	1MM6-Y9F9-9NNQ	26301151	INV	05/19/2026	154.62	2 TONERS FOR CENTRAL
473639	18325 AMAZON CAPITAL SERVICES	348248	1WWH-XG9L-1TX3	26318020	INV	05/19/2026	64.30	FRANKLIN CLEANER SOLU
473646	23720 CONSTELLATIONS BEHAVIORAL	348255	13978469	26307019	INV	05/19/2026	250.00	MELROSE ED STA - OCTO
473647	18325 AMAZON CAPITAL SERVICES	348256	1MDQ-GQ1C-QXTH	26307093	INV	05/19/2026	154.94	FY26 ED STA APRIL VAC
473648	22678 JOHN MACERO	348257	14	26301153	INV	05/19/2026	3,400.00	SENIOR ADVISOR SERVIC
473652	631300 NRT BUS INC	348261	INV212437	26390001	INV	05/19/2026	42,120.00	MELROSE METCO 3 BIG B
473658	633500 NORTH SUBURBAN TRANSPORT	348267	1334	26335165	INV	05/19/2026	24,180.00	MELROSE SPRING ATHLET
473676	763600 SEEM COLLABORATIVE	348285	99119	26341065	INV	05/19/2026	5,264.00	MELROSE PPS SCHOOL TU
473677	763600 SEEM COLLABORATIVE	348286	99120	26341070	INV	05/19/2026	5,264.00	MELROSE PPS SCHOOL TU
473678	763600 SEEM COLLABORATIVE	348287	99121	26341066	INV	05/19/2026	5,264.00	MELROSE PPS SCHOOL TU
473679	763600 SEEM COLLABORATIVE	348288	99122	25341236	INV	05/19/2026	5,264.00	MELROSE PPS SCHOOL TU
473680	763600 SEEM COLLABORATIVE	348289	99123	26341081	INV	05/19/2026	5,264.00	MELROSE PPS SCHOOL TU
473681	763600 SEEM COLLABORATIVE	348290	99124	25341237	INV	05/19/2026	2,632.00	MELROSE PPS SCHOOL TU
473682	763600 SEEM COLLABORATIVE	348291	99125	25341238	INV	05/19/2026	5,264.00	MELROSE PPS SCHOOL TU
473683	763600 SEEM COLLABORATIVE	348292	99126	26341067	INV	05/19/2026	5,264.00	MELROSE PPS SCHOOL TU
473684	763600 SEEM COLLABORATIVE	348293	99127	26341068	INV	05/19/2026	5,264.00	MELROSE PPS SCHOOL TU
473685	763600 SEEM COLLABORATIVE	348294	99128	26341069	INV	05/19/2026	5,264.00	MELROSE PPS SCHOOL TU
473687	17779 C.J'S TRANSPORTATION	348296	202627-04	265323	INV	05/19/2026	600.00	MELROSE TRANSPORTATIO
473771	20317 SHEILA ANN BARRY	348378	MEL2608	26341087	INV	05/19/2026	2,186.40	MELROSE PPS READING C
473772	23720 CONSTELLATIONS BEHAVIORAL	348379	13834891	26341022	INV	05/19/2026	12,126.00	MELROSE PPS BEHAVIOIA
473773	424800 LANDMARK SCHOOL OUTREACH	348380	36964	26341049	INV	05/19/2026	7,057.21	MELROSE PPS SCHOOL TU
473774	424800 LANDMARK SCHOOL OUTREACH	348381	37094	26341055	INV	05/19/2026	3,528.52	MELROSE PPS SCHOOL TU
473776	424800 LANDMARK SCHOOL OUTREACH	348383	37136	26341047	INV	05/19/2026	7,057.21	MELROSE PPS SCHOOL TU
473777	424800 LANDMARK SCHOOL OUTREACH	348384	37468	26341050	INV	05/19/2026	7,057.21	MELROSE PPS SCHOOL TU
473778	424800 LANDMARK SCHOOL OUTREACH	348385	38088	26341048	INV	05/19/2026	8,302.60	MELROSE PPS SCHOOL TU

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 Program ID: apwarrnt

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Warrant List by Voucher

WARRANT: S26082 05/19/2026

VOUCHER	VENDOR	DOCUMENT	INVOICE	PO	TYPE	DUE DATE	AMOUNT	COMMENT
473779	424800 LANDMARK SCHOOL OUTREACH	348386	39742	26341053	INV	05/19/2026	5,811.80	MELROSE PPS SCHOOL TU
473780	424800 LANDMARK SCHOOL OUTREACH	348387	39230	26341052	INV	05/19/2026	6,301.73	MELROSE PPS SCHOOL TU
473781	424800 LANDMARK SCHOOL OUTREACH	348388	38539	26341051	INV	05/19/2026	8,302.60	MELROSE PPS SCHOOL TU
473782	424800 LANDMARK SCHOOL OUTREACH	348389	39111	26341054	INV	05/19/2026	1,764.26	MELROSE PPS SCHOOL TU
473783	24475 CITY OF LYNN	348390	105	26341158	INV	05/19/2026	9,320.42	MELROSE PPS APRIL 202
473784	679200 PERKINS SCHOOL FOR THE BL	348391	CI00008891	26341026	INV	05/19/2026	10,993.56	MELROSE PPS SCHOOL TU
473785	724812 RIVERVIEW SCHOOL	348392	2026050100159	26341063	INV	05/19/2026	8,046.06	MELROSE PPS TUITION A
473786	19359 TTF SOLUTIONS, LLC	348393	21441967	26341023	INV	05/19/2026	2,519.35	MELROSE SCHOOL PARA 4
473846	484680 WB MASON CO INC	348449	261647195	26318024	INV	05/19/2026	919.58	FRANKLIN PAPER ORDER
473847	20661 KING BRIAN TRANSPORTATION	348450	839	265333	INV	05/19/2026	9,375.00	MELROSE STUDENT TRANS
473850	18325 AMAZON CAPITAL SERVICES	348452	11QP-CRVW-4FP7	26307103	INV	05/19/2026	83.75	FY26 ED STA OFFICE SU
473993	18325 AMAZON CAPITAL SERVICES	348589	1LJ4-JWPR-7CNP	26316052	INV	05/19/2026	99.28	ROOSEVELT TONERS & CA
473994	18325 AMAZON CAPITAL SERVICES	348590	1CRT-P13V-93VY	26341172	INV	05/19/2026	119.97	MELROSE PPS SUPPLIES
473995	18325 AMAZON CAPITAL SERVICES	348591	1C7J-TY3C-6J3C	26307106	INV	05/19/2026	24.69	ED STA OFFICE SUPPLIE
473996	15751 EI US, LLC.	348592	INV317364	26341088	INV	05/19/2026	576.00	MELROSE PPS VIRTUAL T
473997	15751 EI US, LLC.	348593	INV317363	26341088	INV	05/19/2026	288.00	MELROSE PPS VIRTUAL T
473998	24759 CLAIRE GALLOWAY-JONES	348594	MPS-2026-001	26390016	INV	05/19/2026	750.00	MELROSE SCHOOLS TRACK
473999	456000 LUCEY'S SERVICE STATION I	348595	62494	265320	INV	05/19/2026	336.19	MELROSE SCHOOLS TOW -
474000	456000 LUCEY'S SERVICE STATION I	348596	62502	265320	INV	05/19/2026	112.63	MELROSE SCHOOLS OIL C
474001	810330 MACAVOY JOYCE & KOWALSKI	348597	2992	26341075	INV	05/19/2026	4,776.00	MELROSE SCHOOLS - SE
474002	561980 MASSACHUSETTS PARTNERSHIP	348598	7797	26396153	INV	05/19/2026	3,211.00	MELROSE SCHOOLS FY26
474003	534080 THERESA MELITO-CONNERS	348599	05042026	26341173	INV	05/19/2026	25.74	FY26 TRAVEL REIMBURSE
474004	22448 PERSPECTIVES CHILDREN'S T	348600	252629	26341094	INV	05/19/2026	3,000.00	MELROSE PPS SPEECH &
474005	526600 THE MCLEAN HOSPITAL INC.	348601	CINV00183120	26341060	INV	05/19/2026	11,101.51	MELROSE PPS SCHOOL TU
474006	526600 THE MCLEAN HOSPITAL INC.	348602	CINV00183121	26341059	INV	05/19/2026	11,101.51	MELROSE PPS SCHOOL TU
474007	18335 VOLLI COMMUNICATIONS INC	348603	90777	26301018	INV	05/19/2026	748.32	FY26 DISTRICT WIDE PH
474008	23720 CONSTELLATIONS BEHAVIORAL	348604	14023331	26341022	INV	05/19/2026	4,759.00	MELROSE PPS TECH SUP
474011	261825 EVERETT PUBLIC SCHOOLS	348607	INV-34	265324	INV	05/19/2026	1,687.50	MELROSE TRANSPORT 50%
474012	261825 EVERETT PUBLIC SCHOOLS	348608	INV-35	265324	INV	05/19/2026	1,237.50	MELROSE TRANSPORTATIO
474014	261825 EVERETT PUBLIC SCHOOLS	348610	INV-36	265324	INV	05/19/2026	2,250.00	MELROSE TRANSPORTATIO
474015	261825 EVERETT PUBLIC SCHOOLS	348611	INV-37	265324	INV	05/19/2026	1,687.50	MELROSE TRANSPORTATIO
474161	18325 AMAZON CAPITAL SERVICES	348753	1CNX-WDCT-9PFH	26396142	INV	05/19/2026	508.31	2 BOOKS STUDENT FAMIL
474162	18325 AMAZON CAPITAL SERVICES	348754	19JY-GHRH-GFJT	26396142	INV	05/19/2026	21.69	2 BOOKS STUDENT FAMIL
474163	146800 COMPASS GROUP USA, INC.	348755	X039760726	26301036	INV	05/19/2026	108,114.86	FY26 FOOD SERVICE NET
474164	15213 SJ TRANSPORTATION LLC	348756	APRIL 2026-1	265316	INV	05/19/2026	11,475.00	MELROSE OUT OF DISTRI
474165	15213 SJ TRANSPORTATION LLC	348757	APRIL 2026-2	265316	INV	05/19/2026	12,580.00	MELROSE OUT OF DISTRI
474167	15213 SJ TRANSPORTATION LLC	348759	APRIL 2026-3	265316	INV	05/19/2026	7,425.00	MELROSE OUT OF DISTRI
474169	15213 SJ TRANSPORTATION LLC	348761	APRIL 2026-4	265316	INV	05/19/2026	6,545.00	MELROSE OUT OF DISTRI
474170	286382 HOPEFUL JOURNEYS EDUCATIO	348762	032026CBPM	26341091	INV	05/19/2026	2,640.00	MELROSE PPS ABA - BCB
474171	9149 JOSTENS INC	348763	3362-3304	26331085	INV	05/19/2026	20.50	MELROSE HIGH SCHOOL G

Report generated: 05/13/2026 14:54:35
 User: Kim Candilieri (kcandilieri)
 Program ID: apwarrnt

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Warrant List by Voucher

WARRANT: S26082 05/19/2026

VOUCHER	VENDOR	DOCUMENT	INVOICE	PO	TYPE	DUE DATE	AMOUNT	COMMENT
474172	19359 TTF SOLUTIONS, LLC	348764	21447893	26341023	INV	05/19/2026	1,075.00	MELROSE PPS SCHOOL PA
474173	8977 RICOH USA INC	348765	110004401	26301007	INV	05/19/2026	232.06	EQ RENT APR 28, 2026
474175	484680 WB MASON CO INC	348766	261726550	26314039	INV	05/19/2026	897.00	LINCOLN COPIER PAPER
474176	484680 WB MASON CO INC	348767	261726211	26341014	INV	05/19/2026	102.51	MELROSE PPS PAPER / I
474177	484680 WB MASON CO INC	348768	261808772	26316053	INV	05/19/2026	448.50	ROOSEVELT COPIER PAPE
474178	8977 RICOH USA INC	348769	5072779706	26301007	INV	05/19/2026	182.62	EQ RENTAL IMAGE READI
474182	20661 KING BRIAN TRANSPORTATION	348773	849	265333	INV	05/19/2026	8,625.00	MELROSE STUDENT TRANS
474205	18325 AMAZON CAPITAL SERVICES	348793	19JY-GHRH-G9DC	26301152	INV	05/19/2026	120.61	FY26 FOOD SERVICE SUP
474214	18325 AMAZON CAPITAL SERVICES	348803	1H3F-JJV7-CPF4	26321066	INV	05/19/2026	63.56	MVMMS TAPE DISPENSERS
474217	18325 AMAZON CAPITAL SERVICES	348806	1XMG-TPWW-DR6Y	26312022	INV	05/19/2026	17.01	HOOVER CLOCKS AND PAP
474218	18325 AMAZON CAPITAL SERVICES	348807	17W6-T7RG-JK6L	26312022	INV	05/19/2026	211.05	HOOVER CLOCKS AND PAP
474222	18325 AMAZON CAPITAL SERVICES	348811	1CWW-C3K6-3R6D	26317048	INV	05/19/2026	21.84	WINTHROP ENVELOPES /
474228	128750 CAM OFFICE SERVICES, INC.	348816	17224A	26321065	INV	05/19/2026	255.36	TONER FOR MVMMV COLOR
WARRANT TOTAL							469,530.24	

PRELIMINARY CITY OF MELROSE WARRANT REPORT

DATE: 05/19/2026
WARRANT: S26083
AMOUNT: 23,915.80

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

Paid Invoice List

WARRANT: S26083 05/19/2026

CASH ACCOUNT:	00	104316	EASTERN HS SA 1510									
VENDOR	VENDOR NAME	REMIT	INVOICE	DOCUMENT	PO	TYPE	DUE DATE	AMOUNT	VOUCHER	CHECK	COMMENT	
	DARTMOUTH SCHOOL	00000	03/14/26	348721		DD	05/19/2026	100.00	474127	21033	CHECK# 4200: WIN	21654
	NEW BEDFORD HIG	00000	03/21/26	348722		DD	05/19/2026	100.00	474128	21034	CHECK# 4201: CO	20781
	AMAZON	00004	13LK-99FT-C6	348723		DD	05/19/2026	469.42	474130	21035	CHECK# 4222: DR	20825
	AMAZON	00004	1FTT-XR3X-9C	348724		DD	05/19/2026	40.46	474131	21036	CHECK# 4223: DR	20825
	AMAZON	00004	1MLP-X4J4-LC	348725		DD	05/19/2026	207.42	474132	21037	CHECK# 4224: DR	20825
	AMAZON	00004	1K4Q-99FR-9A	348726		DD	05/19/2026	1,800.91	474133	21038	CHECK# 4225: DR	20825
	AMAZON	00004	1RJ1-DRDR-6A	348727		DD	05/19/2026	21.87	474135	21039	CHECK# 4226: DR	20825
	TEITTINEN, LEIG	00000	DECA REFUND	348728		DD	05/19/2026	390.00	474136	21040	CHECK# 4227: DE	20802
	JOSEPH'S TRANSP	00000	29100	348729		DD	05/19/2026	1,800.00	474137	21041	CHECK# 4228: CL	20950
	MUJALLI	00000	DECA REFUND	348730		DD	05/19/2026	390.00	474138	21042	CHECK# 4229: DE	20679
	MESTJIAN	00000	DECA REFUND	348731		DD	05/19/2026	390.00	474139	21043	CHECK# 4230: DE	20678
	DANIELLE MURRAY	00000	DECA REFUND	348732		DD	05/19/2026	390.00	474140	21044	CHECK# 4231: DE	20677
	DENNISON, LEANN	00000	DECA REFUND	348733		DD	05/19/2026	390.00	474141	21045	CHECK# 4232: DE	206052
	BUGGY, JASON D	00000	DECA REFUND	348734		DD	05/19/2026	390.00	474142	21046	CHECK# 4233: DE	20735
	CAROLINO	00000	DECA REFUND	348735		DD	05/19/2026	390.00	474143	21047	CHECK# 4234: DE	20392
	LIGHTHOUSE PROD	00000	46636	348736		DD	05/19/2026	905.60	474144	21048	CHECK# 4235: DR	20695
	MAT-TECH LLC	00000	4147	348737		DD	05/19/2026	1,640.00	474145	21049	CHECK# 4236: CL	20674
	GCTH IPSWICH, L	00000	001188	348772		DD	05/19/2026	1,750.00	474181	21050	CHECK# 4237: CL	20675
	BLACK	00000	LES MISERABLE	348774		DD	05/19/2026	375.00	474183	21051	CHECK# 4238: ST	20186
	AMAZON	00004	1FQ6-HPKT-4A	348775		DD	05/19/2026	21.37	474184	21052	CHECK# 4239: DR	20825
	NORTH SUBURBAN	00000	1331	348776		DD	05/19/2026	620.00	474185	21053	CHECK# 4240: FI	203500
	AMAZON	00004	1YPX-J3FY-TG	348777		DD	05/19/2026	67.79	474186	21054	CHECK# 4241: DR	20825
	AMAZON	00004	1WXN-C4PW-3A	348778		DD	05/19/2026	781.13	474187	21055	CHECK# 4242: DR	20825
	AMAZON	00004	1T7F-N1R1-VB	348779		DD	05/19/2026	77.96	474188	21056	CHECK# 4243: DR	20825
	AMAZON	00004	1NKH-PWGK-3A	348780		DD	05/19/2026	89.41	474189	21057	CHECK# 4244: DR	20825
	HUNTS PHOTO & V	00001	1B6855-1	348781		DD	05/19/2026	172.46	474190	21058	CHECK# 4245: PHO	20980
	KATS	00000	30	348782		DD	05/19/2026	500.00	474192	21059	CHECK# 4246: DR	20739
	NAPIERKOWSKI	00000	21	348784		DD	05/19/2026	525.00	474193	21060	CHECK# 4247: DR	20730
	GILBERT	00000	22	348785		DD	05/19/2026	525.00	474195	21061	CHECK# 4248: DR	20731
	GREENE	00000	24	348787		DD	05/19/2026	525.00	474198	21062	CHECK# 4249: DR	20733
	NORTH SUBURBAN	00000	1330	348788		DD	05/19/2026	620.00	474199	21063	CHECK# 4250: FI	203500
	DIBARTOLOMEO	00000	18	348790		DD	05/19/2026	525.00	474201	21064	CHECK# 4251: DR	20841
	GELZLEICHTER, S	00000	33	348791		DD	05/19/2026	2,600.00	474203	21065	CHECK# 4253: DR	20419
	BRAINARD, CHRIS	00000	20	348794		DD	05/19/2026	525.00	474204	21066	CHECK# 4254: DR	20550
	CROUTHAMEL	00000	23	348795		DD	05/19/2026	525.00	474206	21067	CHECK# 4255: DR	20732
	RAMEY	00000	29	348796		DD	05/19/2026	525.00	474207	21068	CHECK# 4257: DR	20736
	RAMSAYER	00001	3260310	348797		DD	05/19/2026	1,750.00	474208	21069	CHECK# 4258: LE	22851
	VUMBACA	00000	30	348798		DD	05/19/2026	1,000.00	474209	21070	CHECK# 4259: LE	20789

TOTAL FOR CASH ACCOUNT:00 104316

23,915.80

 Report generated: 05/12/2026 13:19:03
 User: Kim Candilieri (kcandilieri)
 Program ID: apwarrrt

Page 2



PRELIMINARY CITY OF MELROSE WARRANT REPORT

DATE: 05/19/2026
WARRANT: S26084
AMOUNT: 1,625.00

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

Paid Invoice List

WARRANT: S26084 05/19/2026

CASH ACCOUNT: 00		104200	EASTERN VENDOR 1132								
VENDOR	VENDOR NAME	REMIT	INVOICE	DOCUMENT	PO	TYPE	DUE DATE	AMOUNT	VOUCHER	CHECK	COMMENT
	COMCAST HOLDING	00001	270560760	348396	26301008	DD	05/19/2026	1,625.00	473789	21020	FY26 MAY INTERNEZ214
TOTAL FOR CASH ACCOUNT:00		104200						1,625.00			



PRELIMINARY CITY OF MELROSE WARRANT REPORT

DATE: 05/19/2026
WARRANT: S26085
AMOUNT: 32.70

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

Paid Invoice List

WARRANT: S26085 05/19/2026

CASH ACCOUNT:		00	104200	EASTERN VENDOR 1132							
VENDOR	VENDOR NAME	REMIT	INVOICE	DOCUMENT	PO	TYPE	DUE DATE	AMOUNT	VOUCHER	CHECK	COMMENT
	MASS COMM (REVE	00000	APRIL 2026	348808		DD	05/19/2026	32.70	474219	21071	APRIL 2026:0-530485651
TOTAL FOR CASH ACCOUNT:00		104200						32.70			



PRELIMINARY CITY OF MELROSE WARRANT REPORT

DATE: 05/19/2026
WARRANT: S26086
AMOUNT: 3,937.50

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

Paid Invoice List

WARRANT: S26086 05/19/2026

CASH ACCOUNT: 00		104319	EASTERN MS SA 7683								
VENDOR	VENDOR NAME	REMIT	INVOICE	DOCUMENT	PO	TYPE	DUE DATE	AMOUNT	VOUCHER	CHECK	COMMENT
	NEW ENG AQUARIU	00001	100965701	348812	26321059	DD	05/19/2026	2,212.50	474223	21073	CHECK# 2894: CLAS 300
	SEACOAST	00000	312240038	348809	26321060	DD	05/19/2026	1,725.00	474220	21074	CHECK# 2893: CLAS 094
TOTAL FOR CASH ACCOUNT:00		104319						3,937.50			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

DATE: 05/19/2026
WARRANT: S26087
AMOUNT: 1,008.00

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: S26087 05/19/2026

CASH ACCOUNT: 00				104200		EASTERN VENDOR 1132						
VENDOR				REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
15698	MARTINO, DEB			0000		INV	05/19/2026	FY26REFUND		348741	474149	
ACCOUNT DETAIL								LINE AMOUNT				
1	19084	432023		FEE BASED	TEST FEES				6.00			
								6.00				
								CHECK TOTAL	6.00			
24772	RAY MERCURI			0000		INV	05/19/2026	2026-512		348743	474151	
ACCOUNT DETAIL								LINE AMOUNT				
1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS				86.00			
								86.00				
								CHECK TOTAL	86.00			
9417	RICHARD MINASIAN			0000		INV	05/19/2026	2026-513		348744	474152	
ACCOUNT DETAIL								LINE AMOUNT				
1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS				104.00			
								104.00				
								CHECK TOTAL	104.00			
24774	OWEN NAPOLITANO			0000		INV	05/19/2026	2026-514		348745	474153	
ACCOUNT DETAIL								LINE AMOUNT				
1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS				104.00			
								104.00				
								CHECK TOTAL	104.00			
727680	ARTHUR R. RODERICK			0000		INV	05/19/2026	2026-515		348746	474154	
ACCOUNT DETAIL								LINE AMOUNT				
1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS				104.00			
								104.00				
								CHECK TOTAL	104.00			
24775	MATTHEW D SOUZA			0000		INV	05/19/2026	2026-516		348747	474155	
ACCOUNT DETAIL								LINE AMOUNT				
1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS				104.00			
								104.00				
								CHECK TOTAL	104.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26087 05/19/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR	REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK	
21525 ERIC STEELE	0000		INV	05/19/2026	2026-517		348748	474156		
ACCOUNT DETAIL					LINE AMOUNT					
1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00					
					CHECK TOTAL	78.00				
78.00										
17752 JEFFERY TRI	0000		INV	05/19/2026	2026-518		348749	474157		
ACCOUNT DETAIL					LINE AMOUNT					
1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00					
					CHECK TOTAL	104.00				
104.00										
17752 JEFFERY TRI	0000		INV	05/19/2026	2026-519		348750	474158		
ACCOUNT DETAIL					LINE AMOUNT					
1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00					
					CHECK TOTAL	104.00				
104.00										
208.00										
867100 PAUL UVA	0000		INV	05/19/2026	2026-520		348751	474159		
ACCOUNT DETAIL					LINE AMOUNT					
1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00					
					CHECK TOTAL	104.00				
104.00										
104.00										
21872 WILMA LOISA MIRANDA	0000		INV	05/19/2026	FY26REFUND		348742	474150		
ACCOUNT DETAIL					LINE AMOUNT					
1 19084 432023		FEE BASED	TEST FEES		6.00					
					CHECK TOTAL	6.00				
6.00										
6.00										
21133 SCOTT M. YOUNG	0000		INV	05/19/2026	2026-521		348752	474160		
ACCOUNT DETAIL					LINE AMOUNT					
1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00					
					CHECK TOTAL	104.00				
104.00										
104.00										
12 INVOICES	WARRANT TOTAL				1,008.00	1,008.00				



PRELIMINARY CITY OF MELROSE WARRANT REPORT

Preliminary Warrant Summary

WARRANT: S26087 05/19/2026

FUND	ORG	ACCOUNT	AMOUNT	AVLB BUDGET
0111	1135701	ATHLETICS OFFICIALS/M 0111-3-000-000-35-701-00-50-55500 -3510	AT OFFICIAL SALARY 996.00	36,066.97
FUND TOTAL			996.00	
1908	19084	FEE BASED PROGRAMS CO 1908-3-300-300-00-000-29-04-432023-	TESTING FEES 12.00	0.00
FUND TOTAL			12.00	
WARRANT SUMMARY TOTAL			1,008.00	
GRAND TOTAL			1,008.00	

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Warrant List by Voucher

WARRANT: S26087 05/19/2026

VOUCHER	VENDOR	DOCUMENT	INVOICE	PO	TYPE	DUE DATE	AMOUNT	COMMENT
474149	15698 MARTINO, DEB	348741	FY26REFUND		INV	05/19/2026	6.00	FY26 AAPPL RETAKE REF
474150	21872 WILMA LOISA MIRANDA	348742	FY26REFUND		INV	05/19/2026	6.00	FY26 AAPPL RETAKE REF
474151	24772 RAY MERCURI	348743	2026-512		INV	05/19/2026	86.00	BOYS JR VARSITY ICE H
474152	9417 RICHARD MINASIAN	348744	2026-513		INV	05/19/2026	104.00	BOYS VARSITY BASEBALL
474153	24774 OWEN NAPOLITANO	348745	2026-514		INV	05/19/2026	104.00	BOYS VARSITY BASEBALL
474154	727680 ARTHUR R. RODERICK	348746	2026-515		INV	05/19/2026	104.00	BOYS VARSITY BASEBALL
474155	24775 MATTHEW D SOUZA	348747	2026-516		INV	05/19/2026	104.00	BOYS VARSITY BASEBALL
474156	21525 ERIC STEELE	348748	2026-517		INV	05/19/2026	78.00	BOYS JR VARSITY BASKE
474157	17752 JEFFERY TRI	348749	2026-518		INV	05/19/2026	104.00	BOYS VARSITY BASEBALL
474158	17752 JEFFERY TRI	348750	2026-519		INV	05/19/2026	104.00	BOYS VARSITY BASEBALL
474159	867100 PAUL UVA	348751	2026-520		INV	05/19/2026	104.00	BOYS VARSITY BASEBALL
474160	21133 SCOTT M. YOUNG	348752	2026-521		INV	05/19/2026	104.00	BOYS VARSITY BASEBALL
WARRANT TOTAL							1,008.00	

YEAR-TO-DATE BUDGET REPORT

FOR 2026 12

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
0111 SCHOOL GENERAL FUND							
NO PROJECT	150,000.00	1,463,942.00	1,613,942.00	.00	1,552,000.00	61,942.00	96.2%
1110 SCHOOL COMMITTEE	11,000.00	.00	11,000.00	8,983.66	325.00	1,691.34	84.6%
1210 SUPERINTENDENT	384,246.18	17,550.32	401,796.50	345,157.75	39,809.84	16,828.91	95.8%
1410 BUSINESS AND FINANCE	241,775.00	31,000.00	272,775.00	209,434.04	114,294.89	-50,953.93	118.7%
1420 HUMAN RESOURCES AND BENEFIT	333,156.52	-12,472.52	320,684.00	276,405.18	29,825.10	14,453.72	95.5%
1430 LEGAL SVCS FOR SCHOOL COMM	65,000.00	.00	65,000.00	50,412.29	29,982.71	-15,395.00	123.7%
1450 DISTRICT-WIDE INFO MGMT &	76,860.39	1,536.97	78,397.36	69,315.97	9,045.84	35.55	100.0%
2110 CURRICULUM DIR (SUPERVISOR	1,485,662.22	121,372.25	1,607,034.47	1,166,541.46	404,190.27	36,302.74	97.7%
2120 DEPART HEADS (NON-SUPERVIS	58,000.00	37,240.00	95,240.00	89,995.00	.00	5,245.00	94.5%
2210 SCHOOL LEADERSHIP-BUILDING	2,159,879.26	336,423.96	2,496,303.22	1,949,877.37	478,028.14	68,397.71	97.3%
2305 TEACHERS, CLASSROOM	24,100,684.89	852,491.30	24,953,176.19	17,498,635.48	6,908,273.89	546,266.82	97.8%
2320 MEDICAL/THERAPUTIC SERVICE	3,209,183.27	-101,334.37	3,107,848.90	2,230,572.58	1,068,833.56	-191,557.24	106.2%
2325 SUBSTITUTE TEACHERS	313,754.97	956.34	314,711.31	241,835.74	20,894.67	51,980.90	83.5%
2330 NON-CLER PARAPROF/INSTRUCT	3,219,882.76	-97,292.31	3,122,590.45	2,649,038.96	374,857.75	98,693.74	96.8%
2340 LIBRARIANS AND MEDIA CTR D	287,451.70	5,107.16	292,558.86	222,966.67	82,576.28	-12,984.09	104.4%
2356 INSTRUCT STAFF PD	3,000.00	.00	3,000.00	20,200.00	.00	-17,200.00	673.3%
2357 PROF DEV STIP, PROVIDERS &	10,000.00	.00	10,000.00	3,864.00	3,762.50	2,373.50	76.3%
2358 OUTSIDE PD PROVIDERS FOR I	15,500.00	.00	15,500.00	13,000.00	2,500.00	.00	100.0%
2410 TEXTBOOKS/SOFTWARE/MED/MAT	250,040.00	1,469,500.00	1,719,540.00	186,733.98	1,507,494.17	25,311.85	98.5%
2415 OTHER INSTRUCTIONAL MATERI	164,800.00	.00	164,800.00	83,051.33	10,229.63	71,519.04	56.6%
2420 INSTRUCTIONAL EQUIPMENT	183,750.00	.00	183,750.00	104,568.53	37,065.60	42,115.87	77.1%
2430 GENERAL SUPPLIES	86,750.00	.00	86,750.00	46,935.23	1,030.15	38,784.62	55.3%
2440 OTHER INSTRUCTIONAL SERVIC	191,500.00	.00	191,500.00	190,746.85	205.06	548.09	99.7%
2710 GUIDANCE	840,937.21	-1,499.38	839,437.83	618,749.20	222,181.91	-1,493.28	100.2%
2800 PSYCHOLOGICAL SERVICES	871,620.11	-14,867.54	856,752.57	662,209.35	227,563.09	-33,019.87	103.9%
3200 MEDICAL/HEALTH SERVICES	7,000.00	.00	7,000.00	.00	5,000.00	2,000.00	71.4%
3300 TRANSPORTATION SERVICES	2,340,935.59	3,977.41	2,344,913.00	1,588,274.28	594,782.92	161,855.80	93.1%
3510 ATHLETICS	1,009,766.03	.00	1,009,766.03	861,602.45	89,728.01	58,435.57	94.2%
4130 UTILITY SERVICES	22,000.00	.00	22,000.00	16,068.16	4,753.63	1,178.21	94.6%
4220 MAINTENANCE OF BUILDINGS	1,000.00	.00	1,000.00	8.00	.00	992.00	.8%
4400 TECH INFRA MAINT SUPPT - S	185,270.65	2,645.65	187,916.30	149,186.74	15,567.30	23,162.26	87.7%
4450 TECH INFRA MAINT SUPPT - A	55,910.40	1,397.76	57,308.16	51,005.68	.00	6,302.48	89.0%
5260 OTHER NON EMPLOYEE INSURAN	37,900.00	.00	37,900.00	36,258.00	.00	1,642.00	95.7%
5500 CROSSING GUARDS	1,100.00	.00	1,100.00	188.00	.00	912.00	17.1%
5550 CROSSING GUARDS	168,200.00	.00	168,200.00	70,823.17	.00	97,376.83	42.1%
9300 TUITION TO NON-PUBLIC SCHO	3,959,000.00	.00	3,959,000.00	2,330,350.09	1,027,806.51	600,843.40	84.8%
9400 TUITION TO COLLABORATIVE	1,146,482.85	.00	1,146,482.85	423,857.00	449,562.57	273,063.28	76.2%
TOTAL SCHOOL GENERAL FUND	47,649,000.00	4,117,675.00	51,766,675.00	34,466,852.19	15,312,170.99	1,987,651.82	96.2%
GRAND TOTAL	47,649,000.00	4,117,675.00	51,766,675.00	34,466,852.19	15,312,170.99	1,987,651.82	96.2%

** END OF REPORT - Generated by Claudine Sweeney **

YEAR-TO-DATE BUDGET REPORT

REPORT OPTIONS

	Field #	Total	Page Break
Sequence 1	1	Y	N
Sequence 2	12	Y	N
Sequence 3	0	N	N
Sequence 4	0	N	N

Report title:
YEAR-TO-DATE BUDGET REPORT

Includes accounts exceeding 0% of budget.

Print totals only: Y

Print Full or Short description: S

Print full GL account: N

Format type: 2

Double space: N

Suppress zero bal accts: Y

Include requisition amount: N

Print Revenues-Version headings: N

Print revenue as credit: Y

Print revenue budgets as zero: N

Include Fund Balance: N

Print journal detail: N

From Yr/Per: 2025/ 1

To Yr/Per: 2025/ 1

Include budget entries: Y

Incl encumb/liq entries: Y

Sort by JE # or PO #: J

Detail format option: 1

Include additional JE comments: N

Multiyear view: F

Amounts/totals exceed 999 million dollars: N

Year/Period: 2026/12

Print MTD Version: N

Roll projects to object: N

Carry forward code: 2

Find Criteria

Field Name	Field value
Fund	0111
FUNCTION	
UMAS/GRT YR	
DEP/GRT LINE	
LOCATION	
PROGRAM	
S.R. CODE	
EXP CAT/LEVL	
Character Code	
Org	
Object	
Project	
Account type	Expense

YEAR-TO-DATE BUDGET REPORT

REPORT OPTIONS

Account status
Rollup Code

GRANT	Grant Manager	Awarded Amount	Balance as of 05/13/26	END DATE	Final Report Due	Federal/State	MULTIYEAR	MUNIS FUND	FUND CODE
TITLE I, Part A - Improving Basic Programs Operated by Local School Districts Federal Grant Program - Title I, Part A of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to help provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.									
TITLE I 305 - FY25	Melanie Acevedo	\$137,188.00	\$1,215.00	9/30/26		FEDERAL	YES	1477	305
TITLE I 305 - FY26	Melanie Acevedo	\$144,018.00	\$143,525.64	9/30/27		FEDERAL	YES	1477	305
TITLE II, Part A - Building Systems of Support for Excellent Teaching and Leading - Federal Grant Program - Title II, Part A of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to school districts to improve high quality systems of support for excellent teaching and leading.									
TITLE IIA 140 - FY25	Melanie Acevedo	\$52,482.00	\$9,833.43	9/30/26		FEDERAL	YES	1482	140
TITLE IIA 140 - FY26	Melanie Acevedo	\$54,282.00	\$54,051.35	9/30/27		FEDERAL	YES	1482	140
TITLE III - English Language Acquisition and Academic Achievement Program for English Learners and Immigrant Children and Youth - Federal Grant Program - Title III of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to help ensure that English learners (ELs) and immigrant children and youth attain English proficiency and develop high levels of academic achievement in English, assist teachers and administrators to enhance their capacity to provide effective instructional programs designed to prepare ELs and immigrant children and youth to enter all-English instructional settings, and promote parental, family, and community participation in language instruction programs for parents, families, and communities.									
TITLE III 180 - FY25	Melanie Acevedo	\$30,699.00	\$3,954.19	9/30/26		FEDERAL	YES	1498	180
TITLE III 180 - FY26	Melanie Acevedo	\$31,946.00	\$31,643.89	9/30/27		FEDERAL	YES	1498	180
TITLE IV, Part A - Student Support and Academic Enrichment Grant - Federal Grant Program - Title IV, Part A of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to build capacity to help ensure that all students have equitable access to high quality educational experiences.									
TITLE IV 309 - FY25	Melanie Acevedo	\$10,000.00	\$0.00	9/30/26		FEDERAL	YES	1476	309
TITLE IV 309 - FY26	Melanie Acevedo	\$10,000.00	\$6,896.72	9/30/27		FEDERAL	YES	1476	309
SPED 240 - Individuals with Disabilities Education Act (IDEA) Federal Special Education Entitlement Grant - the purpose of this federal special education entitlement grant program is to provide funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs									
SPED 240 - FY25	Linda Chase & Marc Kerble	\$1,107,679.00	\$0.00	9/30/26		FEDERAL	YES	1475	240
SPED 240 - FY26	Linda Chase & Marc Kerble	\$1,099,123.00	\$114,239.79	9/30/27		FEDERAL	YES	1475	240
SPED 262 - Early Childhood Special Education (ECSE) Program Federal Entitlement Grant - the purpose of this federal special education entitlement grant program is to provide funds to ensure that eligible 3, 4, and 5-year-old children with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs in the least restrictive environment (LRE). Local Education Agencies (LEAs) are required to ensure that children, aged 3 through 5, who need special education and related services, receive these services through free and appropriate public education (FAPE), in accordance with the Individuals with Disabilities Education Act — (IDEA4) and Massachusetts Special Education laws (M.G.L. c. 71B) and regulations (603 CMR 28.00)									
SPED 262 - FY25	Linda Chase & Marc Kerble	\$24,189.00	\$0.00	9/30/26		FEDERAL	YES	1474	262
SPED 262 - FY26	Linda Chase & Marc Kerble	\$24,129.00	\$24,129.00	9/30/27		FEDERAL	YES	1474	262
METCO - the purpose of the state-funded METCO Program is to expand educational opportunities, increase diversity, and reduce racial isolation by permitting students in Boston and Springfield to attend public schools in other communities that have agreed to participate									
METCO - FY26	Doreen Ward	\$952,489.00	\$161,489.16	6/30/26		STATE	NO	1577	317
Harvard Donation - Harvard Donation - In 2024, MVMMS partnered with Harvard University to take part in the Project THINK and Project Share study. In turn, they made a donation as well as providing the results and interventions studied.									
FY24 Harvard Donation	Kerri Ciulla	\$10,655.00	\$3,638.01	n/a		n/a	NO	1724	n/a
COPS SVPP GRANT - The Students, Teachers, and Officers Preventing School Violence Act of 2018 (STOP School Violence Act of 2018) gave the COPS Office authority to provide awards directly to States, units of local government, or Indian tribes to improve security at schools and on school grounds in the jurisdiction of the grantee through evidence-based school safety programs and technology.									
COPS SVPP GRANT	Ken Kelley	\$139,088.00	\$15,295.30	9/30/27		n/a	NO	1350	n/a
FY2026: FAIR SHARE EARMARKS - The purpose of this RFP is to administer state legislative earmarks to Public School districts as outlined in the FY26 state budget. To provide for supplementing certain activities and projects in each district. A complete list of eligible districts and associated earmark language may be found here: List of Allocations and Project									
FY26 FAIRSHARE EARMARKS	Ken Kelley/Jim Troup	\$300,000.00 (\$125K SCHOOL/\$75K DPW)	\$0.00	6/30/26		STATE	YES	1727	2517
FY26 Special Support Earmarks - The purpose of this RFP is to administer state legislative earmarks to Public School districts as outlined in the FY26 state budget. To provide for supplementing certain activities and projects in each district. A complete list of eligible districts and associated earmark language may be found here: List of Allocations and Project									
FY26 Special Support Earmarks	Jim Troup	\$100,000.00 (DPW - GEM\$)	\$100,000.00	6/30/26	9/30/26	STATE	NO	1727	1192

FY26 Offset Projections

The Melrose Public School District judiciously uses revolving accounts, for specific purposes and in accordance with the budget. It is important to note that the balance of each account fluctuates over time, both during the course of the year (as funds flow in and are expended) and from year to year. Thus we cannot assume that the same amount of budget support from each revolving account is or will be available every year. The following revolving accounts are used as applied funds, i.e. to offset portions of the Melrose Public Schools budget

			7/30/25	8/31/25	9/30/25	10/31/25	11/30/25	12/31/25	1/31/26	2/28/26	3/31/26	4/30/26	
Fund #	Fund Name	Budgeted	Current Bal.	Current Bal.	Current Bal.	Current Bal.	Current Bal.	Current Bal.	Current Bal.	Current Bal.	Current Bal.	Current Bal.	Budget Variance
1601	Athletics/Co-Curricular Revolving	\$324,000.00	\$162,198.63	\$163,765.19	\$209,309.98	\$307,841.98	\$317,984.10	\$372,322.08	\$452,915.58	\$469,575.85	\$486,828.35	\$496,598.35	\$ 172,598.35
1603	Facility Rentals	\$260,000.00	\$124,960.40	\$153,657.97	\$177,297.04	\$227,249.24	\$239,326.98	\$276,921.00	\$298,208.07	\$309,403.68	\$345,766.39	\$341,814.27	\$ 81,814.27
1643	Facility B	\$125,000.00	\$492,821.24	\$492,821.24	\$492,821.24	\$492,821.24	\$492,821.24	\$492,821.24	\$492,821.24	\$492,821.24	\$492,821.24	\$492,821.24	\$ 367,821.24
1851	Education Stations	\$1,400,000.00	\$730,326.76	\$670,620.44	\$763,615.90	\$983,680.00	\$1,058,135.05	\$1,485,464.98	\$1,635,034.04	\$1,990,328.51	\$2,283,393.82	\$2,479,156.81	\$ 1,079,156.81
1620	Medicare	\$225,000.00	\$56,454.23	\$56,454.23	\$56,454.23	\$54,248.14	\$54,248.14	\$54,248.14	\$54,248.14	\$51,269.78	\$52,758.96	\$52,758.96	\$ (172,241.04)
1850	ECC Revenue	\$375,000.00	\$400,781.09	-\$724,230.98	-\$613,387.96	-\$488,474.51	-\$363,740.28	-\$131,031.18	-\$12,918.58	\$226,302.76	\$414,594.87	\$554,544.29	\$ 179,544.29
1627	CB	\$2,100,000.00	\$1,337,563.02	\$2,372,512.17	\$2,372,512.17	\$2,847,553.17	\$2,847,553.17	\$3,322,594.17	\$3,322,594.17	\$3,322,594.17	\$3,322,594.17	\$3,994,825.17	\$ 1,894,825.17
1200	Cafe Revolving	\$150,000.00	\$1,505,186.48	\$1,543,034.59	\$492,724.21	\$612,614.99	\$796,134.27	\$934,595.65	\$1,184,413.53	\$1,466,412.49	\$1,344,508.82	\$1,728,376.43	\$ 1,578,376.43
n/a	Special Ed. Stab. req	\$250,000.00											\$ (250,000.00)



Melrose Public Schools Administrative Offices

360 Lynn Fells Parkway, Melrose, MA 02176

Linda S. Chase

Interim Co-Director of Special Education

(781) 979-2284

Fax (781) 979-2208

Dr. Marc Kerble

Interim Co-Director of Special Education

(781) 979-2284

Fax (781) 979-2208

To: Melrose School Committee

From: Linda Chase, Interim Co-Director of Special Education Director
Marc Kerble, Interim Co-Director of Special Education Director
Ken Kelley, Interim Deputy Superintendent

Subject: Special Education Expense Update: May 2026

Date: May 15, 2026

Thank you to all school committee members for your continued efforts to support all students, staff, and families. Contained in this memo you will find highlights regarding the current special education costs to date as well as potential additional costs.

Special Education Initiatives:

- We are pleased to report that our special education ad hoc committee subgroups continue to meet and work on their goals. We have met with the captains of each group. Each captain shared their action plans and progress toward meeting their goals. It was great to see their enthusiasm and commitment to this work.
- The Special Education department continues to strengthen the expertise of special education teachers. On April 30, Attorney Craig Kowalski presented a special education legal update and answered questions from the staff. On May 7, Kelley Mertens spoke to how data and teacher presentations at team meetings are valuable and helpful to families and staff. On May 8, Dr. Jane Greenstein finished her third session on dyslexia assessments.
- For FY27, the Special Education Department is organizing professional development for special education teachers to build their capacity in reading and literacy. Leadership is seeking the staff's availability to participate in the following workshops and courses: Foundations of Reading (4-12), Dyslexia Study Group, Assessment and Evaluation Training, OG+ Morphology 30 hr Training, OG+ and Wilson Year Long Training, Lindamood-Bell's Seeing Stars training, and Visualization and Verbalization Training.
- To build systemic implementation of best practices, Leadership will be working with two principals to pilot reading assessments and interventions in two schools.

Out of District Tuitions

- No significant changes have occurred since our last report. Our out of district monitoring of placements is ongoing.

Personnel

- There are no significant changes in the status of personnel.

Christian Molle Director of Dining Services
Email: cmolle@melroseschools.com

To: Ken Kelley, Director of Finance

From: Christian Molle, Director of Dining

Services

Date: May 11, 2026

Re: Melrose proposed SY 26/27 meal price memo

Melrose Public Schools	Breakfast	Adult Breakfast	Elementary Lunch	Middle Lunch	High Lunch	Adult Lunch
Prior Year Second Paid meal prices 2024-2025	\$ 1.75	\$3.45	\$ 3.00	\$ 3.25	\$ 3.25	\$ 5.25
Current ala carte Milk	.75	.75	.75	.75	.75	1.00

Melrose Public Schools	Breakfast	Adult Breakfast	Elementary Lunch	Middle Lunch	High Lunch	Adult Lunch
Current year Second Paid meal prices 2025-2026	\$ 1.75	\$3.45	\$ 3.00	\$ 3.25	\$ 3.25	\$ 5.25
Prior ala carte Milk	.75	.75	.75	.75	.75	1.00

Pending Melrose School Board approval this spring, it is suggested to increase **second meal prices** by \$0.50 for breakfast and \$1.00 for elementary lunch and \$0.75 for lunch at secondary level- so we do not fall behind on USDA pricing requirements. Adult prices should increase by \$0.30 for breakfast and \$0.25 for lunch. One breakfast and lunch per day remains free for all students in Massachusetts.

Melrose Public Schools	Breakfast	Adult Breakfast	Element ary Lunch	Middle Lunch	High Lunch	Adult Lunch
Proposed Second Paid meal prices 2026-2027	\$ 2.25	\$3.75	\$ 4.00	\$ 4.00	\$ 4.00	\$ 5.50
Proposed ala carte Milk	.75	1.00	.75	.75	.75	1.00



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

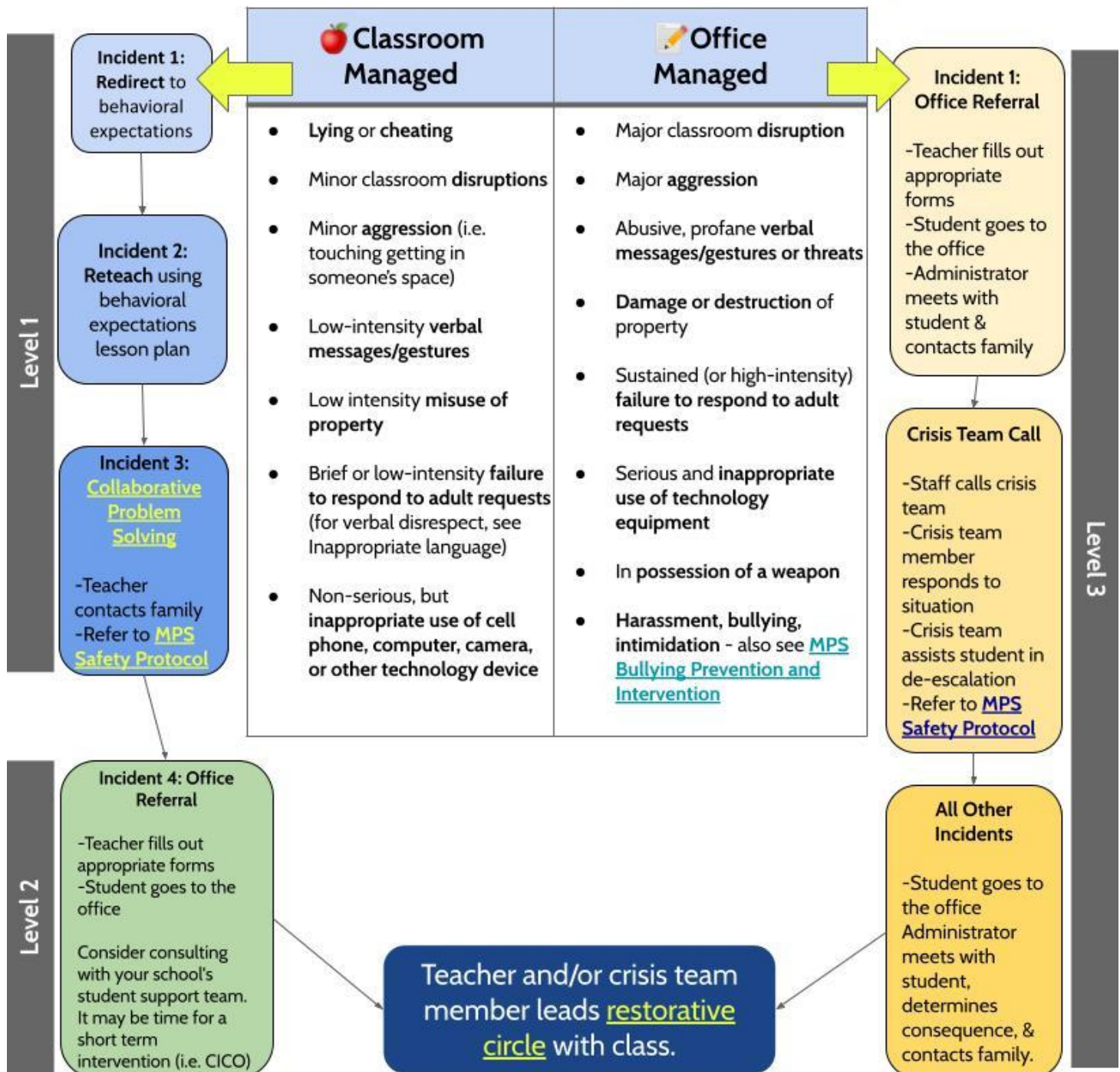
Examples: Repeated minor problems, major fight, theft, physical assault of adult, defiance of adult direction, significant dangerous behavior (attempting to leave school, throwing or knocking over furniture), inappropriate touching, repeated lying, and bullying.

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 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](#)

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 director a escola.

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

如果您需要本文件翻譯，請連絡您所在的學校負責人。

إذا كنت تحتاج/تحتاجين لترجمة هذه الوثيقة، المرجو مراسلة مدير المدرسة

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.

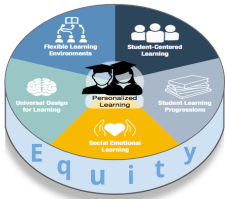
Core Content Classes: Grade 6 Mathematics, English Language Arts, Science, and Social Studies classes are heterogeneously mixed. In grade 7 and 8, all English Language Arts, Science and Social Studies classes are heterogeneously mixed; most students will participate in a grade-level, standards-aligned 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?

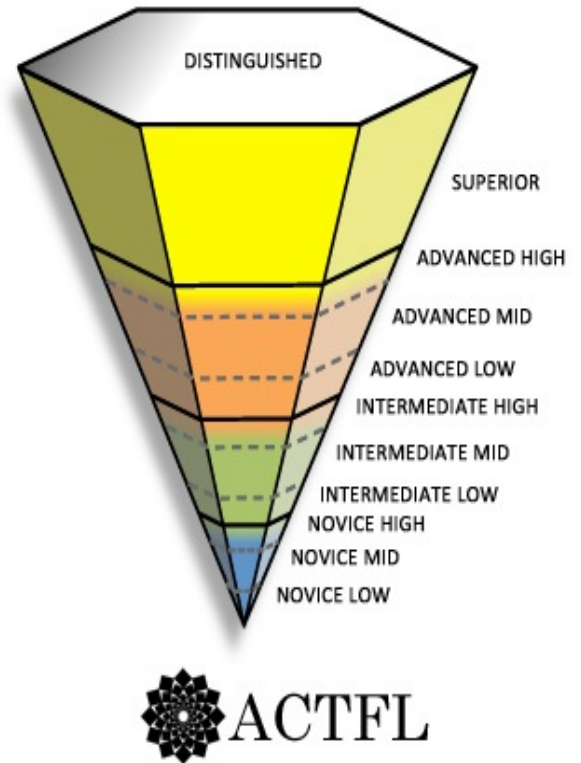
- Chemical Reactions & Energy: How can we use chemical reactions to design a solution to a problem?
- Metabolic Reactions: How do things inside our bodies work together to make us feel the way we do?
- Genetics: Why are living things different from one another?
- Natural Selection & Common Ancestry: 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.

Current 2025-2026 School Year

As of 5/15/2026

Franklin	K	Pre K	TOTAL					
Classrooms	1	15	16					
Current Totals	17	239	256					
Average Students/class	17.00	15.93						
Hoover	K	1	2	3	4	5	SP	TOTAL
Classrooms	2	2	2	2	2	2		12
Current Totals	38	37	54	39	46	47		261
Average Students/class	19.00	18.50	27.00	19.50	23.00	23.50		
Horace Mann	K	1	2	3	4	5	SP	TOTAL
Classrooms	2	2	2	2	2	2		12
Current Totals	42	42	46	44	42	45		261
Average Students/class	21.00	21.00	23.00	22.00	21.00	22.50		
LINCOLN	K	1	2	3	4	5	SP	TOTAL
Classrooms	3	3	3	3	3	3		18
Current Totals	57	67	70	62	68	73		397
Average Students/class	19.00	22.33	23.33	20.67	22.67	24.33		
ROOSEVELT	K	1	2	3	4	5	SP	TOTAL
Classrooms	2	2	3	3	3	3		16
Current Totals	37	51	67	68	67	74		364
Average Students/class	18.50	25.50	22.33	22.67	22.33	24.67		
WINTHROP	K	1	2	3	4	5	SP	TOTAL
Classrooms	3	3	3	2	3	3		17
Current Totals	57	63	68	56	71	60		375
Average Students/class	19.00	21.00	22.67	28.00	23.67	20.00		
Elementary Totals	K	1	2	3	4	5		Total
Current Totals	248	260	305	269	294	299		1675
Middle School	6	7	8			Sp	TOTAL	
Current Totals	266	263	300				829	
High School	9	10	11	12		Sp	TOTAL	
Current Totals	261	249	252	233		1	996	
Current 2025-2026 OOD	64							
Current Service School	81							
FY25-26 Enrollment	3500							
FY25-26 Enrollment & Pre-K	3739							
FY25-26 Enroll, Pre-K & OOD,SS	3884							

Grades	FY27 Enrollment
K	254
1	250
2	260
3	306
4	268
5	294
6	298
7	270
8	262
9	275
10	267
11	251
12	252



Melrose Public Schools Administrative Offices

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Melanie Acevedo
Executive Director of Academics & Accountability
(781) 979-2108
macevedo@melroseschools.com

To: Melrose School Committee

CC: Cari Berman, Superintendent

From: Melanie Acevedo, Executive Director of Academics & Accountability
Susan Jones, co-facilitator of Technology Advisory Committee

Subject: 2025-26 Technology Plan Update

Date: May 19, 2026

The current [Melrose Public Schools Technology Plan](#) is nearing the end of the second year of implementation, and this memo will serve as a progress update for the 2025-26 school year. The current plan aligns with the Strategic Plan's overarching goals and objectives. Next year, the Technology Advisory Committee will draft a new plan for review next spring and implementation beginning in 2027-28.

Strategic Objective #1: Academic Knowledge & Skills

Accomplishments: Extensive work has been completed to realign the curriculum, adding AI and Digital Wellness skills and competencies to courses and coursework.

- Grade K-5 Curriculum scope and sequence completely redesigned to integrate library media and digital literacy into a coherent curriculum. Grade 3 introduces AI concepts and appropriate/inappropriate uses. Then it continues into grades 4 & 5 each year, expanding more on understanding of the tool and it's uses.
- All 6th-grade students take a year-long Computers/Digital Literacy course to serve as a foundation for middle school.
- Integration of research/inquiry skills into various assignments and projects in middle school, including explicit instruction using AI in the grade 6 literacy course.

Next or Continuing steps:

- Continue to refine secondary pathways, including additional elective opportunities in middle school and Computer Science pathways for students in high school. Re-establish Computer Science program at MHS
- Provide teachers with resources to ensure consistent language and expectations for technology use.
- Develop a best-practices guide for using AI in Schools. Teachers are trying different approaches at different grade levels, but formalizing and sharing those practices is the next step.
- Use formal and informal assessment data from this year to make adjustments to the curriculum
- Continue to identify opportunities to add Digital Wellness standards into the curriculum and courses

Strategic Objective #2: Personalized & Equitable Opportunities

Accomplishments: The work of the committee and the district this year has been to expand the use of Assistive Technology (AT) and Augmented and Alternative Communication (AAC) tools to provide greater access for all students.

- AAC and AT use and collaboration have increased between classroom/general ed teachers and our in-district experts.
- Melrose DCAP was revised to include Assistive Tech tools to support all learners

- Full implementation of the ELlevation platform to support better collaboration between MLL and classroom teachers. This included monitoring cycles for current MLL students and FLEP students.

Next or Continuing Steps:

- Revisit learner profiles and portfolios, especially at transition grades, to support students' ownership of their learning and sharing learning preferences with educators.
- Continue refining the DCAP by adding resources to support educators' consistent use.

Strategic Objective #4: Professional Culture

Accomplishments:

- Various AI PD has been offered to all staff from Melrose and PD Collab
- Some teachers using AI statements in class (secondary)

Next or Continuing Steps:

- Needs assessment of effective technology use in today's classrooms and schools
- Participation in the Technology Advisory Committee has consisted of the same individuals, with limited classroom teacher participation. It is essential to expand the subject areas and roles present at the table and provide feedback.
- Updates to Mandatory Training to align with updated policies that were passed by school committee this year.

Strategic Objective #5: Finance & Operations

Accomplishments: Much of the work of the committee, IT, and the curriculum office has focused on streamlining systems and revising policy to better align with MPS's current infrastructure and resources.

- Revised AUP and Chromebook & Device Policy
- 250 Chromebooks and carts purchased for testing
- Chromebook Plus to replace all teacher and leadership laptops
- PA Upgrades at High School and Roosevelt
- Chromebook refresh at Lincoln and Horace Mann
- Security Camera Upgrades - Fred Green Field, High School, Lincoln
- Middle School - Classroom AV Equipment Upgrade
- ADA Upgrades at High School and Horace Mann

Next or Continuing Steps:

- Chromebook Cart refresh at Lincoln and Horace Mann
- High School CAD Lab CPU Upgrade
- High School Art Lab CPU Upgrade
- PA and Telephone Upgrade at Horace Mann
- High School Classroom AV Equipment Upgrade
- UPS Refresh - All Schools
- Door Access Control Project
- Horace Mann APR AV Project
- ADA Upgrades at Horace Mann, Winthrop, Hoover

Melrose Public Schools' Policy Manual

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	

Melrose Public Schools' Policy Manual

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](#)

representing staff members will be considered “school groups” and will be governed by the Committee’s policy on staff solicitations.

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

JJE, Student Fund-Raising Activities

KHB, Advertising in the Schools

NOTE: The cross references are to related categories in the NEPN classification system.

Informational review:	8/27/2013
MSC first vote	8/27/2013
MSC second vote	9/10/2013

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
(canceled)	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
	Monthly Budget Summary/Grants/Revl Accts	F&F	Vote

	Special Education Expense Report	F&F	Report
	Chartwells Update and FY27 Meal Prices	F&F	Vote
	Program of Studies	EP&P	Report
	Elementary Handbook	EP&P	Vote
	Strategic plan	P&P	Discussion
	FY27 Enrollment Updates	P&P	Report
	Review of K Policies	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

	Bridge Update	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