



City of Melrose

Melrose School Committee

Regular Meeting

Tuesday, June 9, 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. ANNOUNCEMENTS OF THE SUPERINTENDENT

1. Recognition of Retirees

3. EXECUTIVE SESSION

1. To discuss strategy with respect to collective bargaining with MEU Units A, B, and C, as an open discussion may have a detrimental effect on the negotiating position of the School Committee.

4. RETURN FROM EXECUTIVE SESSION

5. PUBLIC COMMENT

6. CONSENT AGENDA

1. Warrants

FY26 School - [S26088](#) - \$1,056,753.47
FY26 Refunds/Officials - [S26089](#) - \$12,600.60
FY26 May High School Student Activity Wire - [S26090](#) - \$72,429.42
FY26 May MVMMS Student Activity Wire - [S26091](#) - \$18,766.50
FY26 May Meals Tax - [S26092](#) - \$36.32
FY26 June Debit Card - [S26093](#) - \$1625.00

2. MHS Quebec Field Trip
3. MVMMS 8th Grade DC Field Trip
4. Donation: Horace Mann Bike Racks
5. Surplus Memo: Weeded Library Materials
6. Surplus Memo: Pre K - 12 Curriculum Materials

7. SUBCOMMITTEES (COMMITTEE OF THE WHOLE)

1. Finance and Facilities - Margaret Driscoll/Melissa Holleran
 - A Monthly Budget Summary/Revolving Accounts
 - B Report: Food Service Audit Closeout
2. Policy and Planning - Matt Hartman/Margaret Driscoll
3. Educational Programs and Personnel - Jen Razi-Thomas/Sheri Leo
 - A Vote: Secondary Code of Conduct and Handbook
 - B Vote: MHS Program of Studies

8. ANNOUNCEMENTS OF THE CHAIR

1. Report: Rolling Agenda
2. Report: Outreach

9. ADJOURN

PRELIMINARY CITY OF MELROSE WARRANT REPORT

DATE: 06/09/2026
WARRANT: S26088
AMOUNT: 1,056,753.47

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: S26088 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
18325	AMAZON CAPITAL SERVIC	0004	26301157	INV	06/09/2026	1CF7-VJ1J-7XDJ		348907	474320	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1197000 54610 1210		ADMIN	CENT SUPP		210.08				
							210.08			
18325	AMAZON CAPITAL SERVIC	0004	26331102	INV	06/09/2026	11YJ-WYJV-N3KQ		348990	474403	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1131000 55500 2430		H.S.	HS GEN SUP		77.00				
							77.00			
18325	AMAZON CAPITAL SERVIC	0004	26331105	INV	06/09/2026	1RXW-F9TY-6PMX		348991	474404	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1131130 55503 2420		HS SOC ST	HS SS E/T		253.42				
							253.42			
18325	AMAZON CAPITAL SERVIC	0004	26396141	INV	06/09/2026	1GFH-MPPR-96DH		349033	474447	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1196000 55502 2410		CUR&PDEV	CR INS MAT		487.32				
							487.32			
18325	AMAZON CAPITAL SERVIC	0004	26396141	INV	06/09/2026	1XTT-7QNR-3CXG		349034	474448	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1196000 55502 2410		CUR&PDEV	CR INS MAT		106.01				
							106.01			
18325	AMAZON CAPITAL SERVIC	0004	26307105	INV	06/09/2026	1WGF-7GTD-9DR7		349036	474450	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 18512 55500 6300		ED STAT	GEN SUPP		134.95				
							134.95			
18325	AMAZON CAPITAL SERVIC	0004	26307107	INV	06/09/2026	1WKK-VWKM-73DH		349037	474451	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 18512 55500 6300		ED STAT	GEN SUPP		173.94				
							173.94			
18325	AMAZON CAPITAL SERVIC	0004	26307108	INV	06/09/2026	1KXD-MYLQ-7J3J		349045	474459	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 18512 55500 6300		ED STAT	GEN SUPP		118.73				
							118.73			
18325	AMAZON CAPITAL SERVIC	0004	26307104	INV	06/09/2026	1MWF-D437-W973		349432	474854	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 18512 55500 2430		ED STAT	SUMMER EXP		685.74				
							685.74			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
18325	AMAZON CAPITAL SERVIC	0004	26307109	INV	06/09/2026	1C79-KPQR-V6JL		349433	474855	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 18512 55500 6300	ED STAT	GEN SUPP			237.56				
							237.56			
18325	AMAZON CAPITAL SERVIC	0004	26331108	INV	06/09/2026	1KKF-WT7W-43PR		349434	474856	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1131000 57612 2210	H.S.	HS GRAD			8.99				
							8.99			
18325	AMAZON CAPITAL SERVIC	0004	26317049	INV	06/09/2026	1GGK-RKLJ-GL4D		349435	474857	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1117350 55500 2415	WINTHROP	WN INS SUP			255.16				
							255.16			
18325	AMAZON CAPITAL SERVIC	0004	26301156	INV	06/09/2026	1F74-63XN-WF64		349477	474903	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1112350 55500 2415	HOOVER	HV INS SUP			237.35				
							237.35			
18325	AMAZON CAPITAL SERVIC	0004	26301156	INV	06/09/2026	1714-MDYW-79QH		349478	474904	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1112350 55500 2415	HOOVER	HV INS SUP			1,202.82				
							1,202.82			
18325	AMAZON CAPITAL SERVIC	0004	26301156	INV	06/09/2026	194F-G9FC-6QCY		349480	474906	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1112350 55500 2415	HOOVER	HV INS SUP			184.37				
							184.37			
18325	AMAZON CAPITAL SERVIC	0004	26307104	INV	06/09/2026	16C4-P41C-L7TP		349644	475074	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 18512 55500 2430	ED STAT	SUMMER EXP			23.72				
							23.72			
18325	AMAZON CAPITAL SERVIC	0004	26317047	INV	06/09/2026	11MH-TFPW-RW1R		349711	475142	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1117350 55500 2415	WINTHROP	WN INS SUP			64.83				
							64.83			
18325	AMAZON CAPITAL SERVIC	0004		CRM	06/09/2026	1PLX-6616-VC1V		349712	475143	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1117350 55500 2415	WINTHROP	WN INS SUP			-4.83				
							-4.83			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
18325	AMAZON CAPITAL SERVIC	0004	26301169	INV	06/09/2026	1K6G-PJHM-6GLW		349713	475144	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 18502 55500 2430		EXPENSES	GEN SUPP			59.97			
							59.97			
18325	AMAZON CAPITAL SERVIC	0004	26301167	INV	06/09/2026	1TH1-P9RX-PFR4		349766	475198	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1197000 57600 1210		ADMIN	EXP CEN OF			2,852.08			
							2,852.08			
18325	AMAZON CAPITAL SERVIC	0004	26321071	INV	06/09/2026	1WKV-PQJM-1X7H		349773	475205	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1121116 55502 2410		MS LANG ARMS LAN MAT				69.93			
							69.93			
18325	AMAZON CAPITAL SERVIC	0004	26301165	INV	06/09/2026	1LQH-JWPJ-4FDW		349925	475377	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1197000 54610 1410		ADMIN	BUSIN SUPP			54.49			
							54.49			
18325	AMAZON CAPITAL SERVIC	0004	26331107	INV	06/09/2026	1RDY-MGW9-7LTN		350006	475460	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1131118 55500 2415		HS MATH	HS MTH SUP			232.86			
							232.86			
						CHECK TOTAL	7,726.49			
950007	GREGORY ANGELES	0000	26341149	INV	06/09/2026	FY26TRANSPORTJAN		349494	474921	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300		SPED	IN TRAN			290.87			
							290.87			
950007	GREGORY ANGELES	0000	26341149	INV	06/09/2026	FY26TRANSPORTFEB		349496	474922	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300		SPED	IN TRAN			222.43			
							222.43			
950007	GREGORY ANGELES	0000	26341149	INV	06/09/2026	FY26TRANSPORTMAR		349498	474924	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300		SPED	IN TRAN			359.31			
							359.31			
950007	GREGORY ANGELES	0000	26341149	INV	06/09/2026	FY26TRANSPORTAPR		349500	474926	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300		SPED	IN TRAN			273.76			
							273.76			

Report generated: 06/05/2026 08:43:51
 User: Kim Candilieri (kcandilieri)
 Program ID: apwarrnt

Page 4

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	1,146.37			
24084	ARROWSTREET INC	0000	26301091	INV	06/09/2026	730766		349123	474541	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1199000 52400 1410		SYS-WIDE	CONSULT SW			19,406.75			
							19,406.75			
24084	ARROWSTREET INC	0000	26301091	INV	06/09/2026	730667		349124	474542	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1199000 52400 1410		SYS-WIDE	CONSULT SW			7,057.00			
							7,057.00			
						CHECK TOTAL	26,463.75			
20317	SHEILA ANN BARRY	0000	26341087	INV	06/09/2026	MEL2609		349108	474525	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320		SPED	OTH COST			1,016.22			
							1,016.22			
20317	SHEILA ANN BARRY	0000	26341087	INV	06/09/2026	MEL2610		349955	475407	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320		SPED	OTH COST			802.80			
							802.80			
						CHECK TOTAL	1,819.02			
102225	BRANDON RESIDENTIAL T	0000	26341046	INV	06/09/2026	27608		348843	474257	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300		SPED	NON-PUBLIC			7,974.56			
							7,974.56			
						CHECK TOTAL	7,974.56			
24834	MOLLY BROTHERS	0000	26301159	INV	06/09/2026	FY26 REIMBURSEMENT		349329	474749	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1199000 51104 2305		SYS-WIDE	CONT OBLIG			1,434.90			
							1,434.90			
						CHECK TOTAL	1,434.90			
128180	CAPITAL LEASE GROUP L	0000	26335119	INV	06/09/2026	626071 - A		349295	474715	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135700 53450 3510		ATHL	AT TRANS			2,397.00			
							2,397.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00		104200		EASTERN VENDOR 1132								
VENDOR				REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
128180	CAPITAL LEASE GROUP L			0000	265317	INV	06/09/2026	626071 - N		349296	474716	
ACCOUNT DETAIL								LINE AMOUNT				
1	1141400	53450	3300	SPED	IN TRAN			5,887.00				
								CHECK TOTAL	5,887.00			
									8,284.00			
693500	CBIZ CPAS PC			0001	26301120	INV	06/09/2026	50IN50028359		349709	475140	
ACCOUNT DETAIL								LINE AMOUNT				
1	1199000	52400	1410	SYS-WIDE	CONSULT SW			4,500.00				
								CHECK TOTAL	4,500.00			
									4,500.00			
									4,500.00			
139700	CENGAGE LEARNING INC			0001	26396155	INV	06/09/2026	999102703602		349605	475033	
ACCOUNT DETAIL								LINE AMOUNT				
1	1196000	55502	2410	CUR&PDEV	CR INS MAT			9,317.00				
								CHECK TOTAL	9,317.00			
									9,317.00			
									9,317.00			
24475	CITY OF LYNN			0001	26341158	INV	06/09/2026	106		349509	474936	
ACCOUNT DETAIL								LINE AMOUNT				
1	1141400	53900	9400	SPED	COLL TUIT			10,965.20				
								CHECK TOTAL	10,965.20			
									10,965.20			
									10,965.20			
17779	CJ'S TRANSPORTATION			0001	265323	INV	06/09/2026	202627-05		349921	475369	
ACCOUNT DETAIL								LINE AMOUNT				
1	1141400	53450	3300	SPED	IN TRAN			750.00				
								CHECK TOTAL	750.00			
									750.00			
									750.00			
24329	COLLABORATIVE LEARNIN			0000	26341082	INV	06/09/2026	2025SD-9		349917	475364	
ACCOUNT DETAIL								LINE AMOUNT				
1	162726	53901	9300	FY26 TUIT	CB PRIVATE			3,130.74				
								CHECK TOTAL	3,130.74			
									3,130.74			
									3,130.74			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00104200				EASTERN VENDOR 1132								
VENDOR				REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
166100	THE COLLEGE BOARD			0006	26331109	INV	06/09/2026	P2611441751		349163	474580	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	19082	55500	3520	FEE BASED	TEST SUPP			2,084.56			
									2,084.56			
166100	THE COLLEGE BOARD			0006	26331113	INV	06/09/2026	A271144171		349602	475030	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	18082	55500	2430	HIGH SCH	SUPPLIES			396.00			
	2	19082	55500	3520	FEE BASED	TEST SUPP			98,082.00			
									98,478.00			
								CHECK TOTAL	100,562.56			
169793	COMCAST			0001	26301024	INV	06/09/2026	05092026		349139	474556	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1199000	53614	4130	SYS-WIDE	PHONE SW			12.59			
									12.59			
								CHECK TOTAL	12.59			
172245	COMMUNITY THERAPEUTIC			0000	26341031	INV	06/09/2026	SM May 2026		348997	474410	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1141400	53901	9300	SPED	NON-PUBLIC			12,956.24			
									12,956.24			
								CHECK TOTAL	12,956.24			
23720	CONSTELLATIONS BEHAVI			0001	26307019	INV	06/09/2026	14193243		349138	474555	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	18512	52400	6300	ED STAT	CONTR SVCS			750.00			
									750.00			
23720	CONSTELLATIONS BEHAVI			0001	26341022	INV	06/09/2026	14193258		349156	474573	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1141400	52400	2320	SPED	OTH COST			9,276.50			
									9,276.50			
								CHECK TOTAL	10,026.50			
22338	KAREN AND OR KEVIN CO			0000	26341177	INV	06/09/2026	INTERNSHIP 2025-26		349239	474658	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1141400	53450	3300	SPED	IN TRAN			156.36			
									156.36			
								CHECK TOTAL	156.36			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
186250	COTTING SCHOOL INC	0000	26341107	INV	06/09/2026	INV4478		349963	475415	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475254 52400 2320		CONT SVC	ASSESS/TSE		2,232.50				
							2,232.50			
186250	COTTING SCHOOL INC	0000	26341107	INV	06/09/2026	INV4477		349964	475416	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475254 52400 2320		CONT SVC	ASSESS/TSE		1,305.00				
							1,305.00			
186250	COTTING SCHOOL INC	0000	26341107	INV	06/09/2026	INV4479		349965	475417	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475254 52400 2320		CONT SVC	ASSESS/TSE		641.25				
							641.25			
186250	COTTING SCHOOL INC	0000	26341180	INV	06/09/2026	INV4479(2)		349966	475418	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320		SPED	OTH COST		1,528.75				
							1,528.75			
						CHECK TOTAL	5,707.50			
10202	CRISIS PREVENTION INS	0001	26396162	INV	06/09/2026	NAIN-218525		349200	474617	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1196000 57613 2210		CUR&PDEV	CR DUES		200.00				
							200.00			
						CHECK TOTAL	200.00			
15213	SJ TRANSPORTATION LLC	0001	265316	INV	06/09/2026	MAY 2026-1		349746	475178	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300		SPED	IN TRAN		13,425.00				
							13,425.00			
15213	SJ TRANSPORTATION LLC	0001	265316	INV	06/09/2026	MAY 2026-2		349747	475179	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300		SPED	IN TRAN		14,350.00				
							14,350.00			
15213	SJ TRANSPORTATION LLC	0001	265316	INV	06/09/2026	MAY 2026-3		349748	475180	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300		SPED	IN TRAN		7,950.00				
							7,950.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
15213	SJ TRANSPORTATION LLC	0001	265316	INV	06/09/2026	MAY 2026-4		349749	475181	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300	SPED	IN TRAN			6,545.00				
						6,545.00				
						CHECK TOTAL	42,270.00			
24088	ERIC DUBACK	0000	26301161	INV	06/09/2026	FY26 REIMBURSEMENT		349331	474751	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1199000 51104 2305	SYS-WIDE	CONT OBLIG			1,500.00				
						1,500.00				
24088	ERIC DUBACK	0000	26301162	INV	06/09/2026	FY26 REIMBURSEMENT2		349332	474752	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1199000 51104 2305	SYS-WIDE	CONT OBLIG			1,500.00				
						1,500.00				
						CHECK TOTAL	3,000.00			
241600	EASTER SEALS MASSACHU	0000	26341142	INV	06/09/2026	112905		349074	474488	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320	SPED	OTH COST			2,565.00				
						2,565.00				
						CHECK TOTAL	2,565.00			
245500	ECONOMY PRINTING & SI	0000	26331053	INV	06/09/2026	a17515		348992	474405	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1131000 57612 2210	H.S.	HS GRAD			200.00				
						200.00				
245500	ECONOMY PRINTING & SI	0000	26331053	INV	06/09/2026	a17551		349906	475352	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1131000 57612 2210	H.S.	HS GRAD			1,280.00				
						1,280.00				
						CHECK TOTAL	1,480.00			
15751	EI US, LLC.	0001	26341088	INV	06/09/2026	INV318896		348996	474409	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320	SPED	OTH COST			383.70				
						383.70				

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
15751	EI US, LLC.	0001	26341088	INV	06/09/2026	INV322281		349504	474932	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320	SPED	OTH COST			383.70				
							383.70			
15751	EI US, LLC.	0001	26341088	INV	06/09/2026	INV322282		349505	474933	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320	SPED	OTH COST			383.70				
							383.70			
15751	EI US, LLC.	0001	26341088	INV	06/09/2026	INV321288		349507	474934	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320	SPED	OTH COST			306.96				
							306.96			
15751	EI US, LLC.	0001	26341088	INV	06/09/2026	INV321287		349508	474935	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320	SPED	OTH COST			383.70				
							383.70			
							CHECK TOTAL			
							1,841.76			
24613	MARY T EMMONS	0000	26341162	INV	06/09/2026	MEL2601		349320	474740	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475264 52400 2320	CONT SVC	CONTR SVCS			140.00				
	2 1475264 52400 2356	CONT SVC	CONTR SVCS			2,640.00				
							2,780.00			
							CHECK TOTAL			
							2,780.00			
272375	LUCY FIGUEIREDO	0000	26341126	INV	06/09/2026	AUGUST-SEPTEMBER2025		349987	475439	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300	SPED	IN TRAN			1,213.02				
							1,213.02			
							CHECK TOTAL			
							1,213.02			
20215	FOLLETT CONTENT SOLUT	0001	26396144	INV	06/09/2026	753165		349140	474557	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1196000 55502 2410	CUR&PDEV	CR INS MAT			3,447.00				
							3,447.00			
							CHECK TOTAL			
							3,447.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
20215	FOLLETT CONTENT SOLUT	0001	26321053	INV	06/09/2026	729459F		349436	474858	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1121120 55502 2410		MS MED/LIB	MS LIB MAT		259.63				
							259.63			
						CHECK TOTAL	259.63			
20215	FOLLETT CONTENT SOLUT	0001	26396144	INV	06/09/2026	753165A		349926	475378	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1196000 55502 2410		CUR&PDEV	CR INS MAT		332.60				
							332.60			
						CHECK TOTAL	332.60			
24759	CLAIRE GALLOWAY-JONES	0000	26390016	INV	06/09/2026	MPS-2026-002		349703	475133	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1577264 52400 2358		CONT SRV	PROF DEV		750.00				
							750.00			
						CHECK TOTAL	750.00			
300150	THE MARGARET GIFFORD	0000	26341033	INV	06/09/2026	027355		349005	474418	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300		SPED	NON-PUBLIC		9,499.20				
							9,499.20			
						CHECK TOTAL	9,499.20			
14317	HEARTLAND PAYMENT SYS	0001	26301155	INV	06/09/2026	3494163		349927	475379	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 12002 530000		SCHLUN EXPOTHER SUPP			14,700.00				
							14,700.00			
						CHECK TOTAL	14,700.00			
286382	HOPEFUL JOURNEYS EDUC	0000	26341028	INV	06/09/2026	052026CB		348998	474412	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300		SPED	NON-PUBLIC		13,373.82				
							13,373.82			
286382	HOPEFUL JOURNEYS EDUC	0000	26341043	INV	06/09/2026	052026AM		348999	474413	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300		SPED	NON-PUBLIC		13,373.82				
							13,373.82			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00		104200		EASTERN VENDOR 1132								
VENDOR				REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
286382	HOPEFUL JOURNEYS EDUC			0000	26341029	INV	06/09/2026	052026ML		349000	474414	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1141400	53901	9300	SPED	NON-PUBLIC			13,373.82			
									13,373.82			
286382	HOPEFUL JOURNEYS EDUC			0000	26341030	INV	06/09/2026	052026NP		349002	474415	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1141400	53901	9300	SPED	NON-PUBLIC			13,373.82			
									13,373.82			
286382	HOPEFUL JOURNEYS EDUC			0000	26341091	INV	06/09/2026	042026CBPM		349767	475199	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1141400	52400	2320	SPED	OTH COST			2,430.00			
									2,430.00			
								CHECK TOTAL	55,925.28			
341695	HSGC			0000	26335188	INV	06/09/2026	06022026		349990	475442	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1135715	55500	3510	GYMNASTICS	GYMNASTICS			75.00			
									75.00			
								CHECK TOTAL	75.00			
12942	INTERNATIONAL TRANSLA			0000	26341086	INV	06/09/2026	INV-04995		349157	474574	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1141400	52400	2320	SPED	OTH COST			1,105.25			
									1,105.25			
								CHECK TOTAL	1,105.25			
23446	LAURA IVES			0000	26341116	INV	06/09/2026	MEL2607		349617	475047	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1141400	52400	2320	SPED	OTH COST			3,325.00			
									3,325.00			
								CHECK TOTAL	3,325.00			
21879	JOHN GABRIEL			0000	26301160	INV	06/09/2026	FY26 REIMBURSEMENT		349330	474750	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1199000	51104	2305	SYS-WIDE	CONT OBLIG			200.00			
									200.00			
								CHECK TOTAL	200.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
9149	JOSTENS INC	0000	26331085	INV	06/09/2026	3362-3351		348853	474266	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1131000 57612 2210	H.S.	HS GRAD			61.40				
							61.40			
9149	JOSTENS INC	0000	26331085	INV	06/09/2026	3362-2920		349067	474481	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1131000 57612 2210	H.S.	HS GRAD			42.50				
							42.50			
9149	JOSTENS INC	0000	26331057	INV	06/09/2026	3362-2524		349268	474688	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 18082 55500 2430	HIGH SCH	SUPPLIES			1,613.22				
							1,613.22			
9149	JOSTENS INC	0000	26331085	INV	06/09/2026	3362-3189		349437	474860	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1131000 57612 2210	H.S.	HS GRAD			2,202.33				
							2,202.33			
9149	JOSTENS INC	0000	26331085	INV	06/09/2026	3362-3402		349935	475386	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1131000 57612 2210	H.S.	HS GRAD			60.85				
							60.85			
						CHECK TOTAL	3,980.30			
394530	JUSTICE RESOURCE INST	0000	26341035	INV	06/09/2026	12451026MELLC		348844	474258	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300	SPED	NON-PUBLIC			6,436.54				
							6,436.54			
394530	JUSTICE RESOURCE INST	0000	26341036	INV	06/09/2026	12451026MEL		348846	474259	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300	SPED	NON-PUBLIC			6,436.54				
							6,436.54			
						CHECK TOTAL	12,873.08			
20661	KING BRIAN TRANSPORTA	0000	26341176	INV	06/09/2026	872		349493	474919	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300	SPED	IN TRAN			450.00				
							450.00			
						CHECK TOTAL	450.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

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	06/09/2026	857		349137	474554	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300	SPED	IN TRAN			8,925.00				
							8,925.00			
20661	KING BRIAN TRANSPORTA	0002	265333	INV	06/09/2026	871		349431	474853	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300	SPED	IN TRAN			8,925.00				
							8,925.00			
20661	KING BRIAN TRANSPORTA	0002	265333	INV	06/09/2026	880		349736	475168	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300	SPED	IN TRAN			7,140.00				
							7,140.00			
						CHECK TOTAL	24,990.00			
424800	LANDMARK SCHOOL OUTRE	0001	26341092	INV	06/09/2026	FY26-052082		349076	474490	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475264 52400 2356	CONT SVC	CONTR SVCS			1,050.00				
							1,050.00			
424800	LANDMARK SCHOOL OUTRE	0001	26341047	INV	06/09/2026	37137		349908	475355	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 162726 53901 9300	FY26 TUIT	CB PRIVATE			8,302.60				
							8,302.60			
424800	LANDMARK SCHOOL OUTRE	0001	26341048	INV	06/09/2026	38089		349909	475356	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 162726 53901 9300	FY26 TUIT	CB PRIVATE			8,717.73				
							8,717.73			
424800	LANDMARK SCHOOL OUTRE	0001	26341049	INV	06/09/2026	36965		349910	475357	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 162726 53901 9300	FY26 TUIT	CB PRIVATE			8,302.60				
							8,302.60			
424800	LANDMARK SCHOOL OUTRE	0001	26341050	INV	06/09/2026	37469		349911	475358	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 162726 53901 9300	FY26 TUIT	CB PRIVATE			8,302.60				
							8,302.60			
424800	LANDMARK SCHOOL OUTRE	0001	26341051	INV	06/09/2026	38540		349912	475359	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 162726 53901 9300	FY26 TUIT	CB PRIVATE			8,717.73				
							8,717.73			

Report generated: 06/05/2026 08:43:51
 User: Kim Candilieri (kcandilieri)
 Program ID: apwarrnt

Page 14

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
424800	LANDMARK SCHOOL OUTRE	0001	26341052	INV	06/09/2026	39231		349913	475360	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 162726 53901 9300		FY26 TUIT	CB PRIVATE		7,413.80				
							7,413.80			
424800	LANDMARK SCHOOL OUTRE	0001	26341053	INV	06/09/2026	39743		349914	475361	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 162726 53901 9300		FY26 TUIT	CB PRIVATE		6,102.39				
							6,102.39			
424800	LANDMARK SCHOOL OUTRE	0001	26341054	INV	06/09/2026	39112		349915	475362	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 162726 53901 9300		FY26 TUIT	CB PRIVATE		2,075.60				
							2,075.60			
424800	LANDMARK SCHOOL OUTRE	0001	26341055	INV	06/09/2026	37095		349916	475363	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 162726 53901 9300		FY26 TUIT	CB PRIVATE		4,151.20				
							4,151.20			
						CHECK TOTAL	63,136.25			
14535	LANGUAGE TESTING INTE	0002	26301139	INV	06/09/2026	L105970-IN		348848	474261	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 18082 55500 2430		HIGH SCH	SUPPLIES		22.50				
	2 19082 55500 3520		FEE BASED	TEST SUPP		1,076.50				
							1,099.00			
14535	LANGUAGE TESTING INTE	0002	26301139	INV	06/09/2026	L106903-IN		348849	474262	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 19082 55500 3520		FEE BASED	TEST SUPP		758.50				
							758.50			
14535	LANGUAGE TESTING INTE	0002	26301139	INV	06/09/2026	L108567-IN		348850	474263	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 19082 55500 3520		FEE BASED	TEST SUPP		452.00				
							452.00			
14535	LANGUAGE TESTING INTE	0002	26301139	INV	06/09/2026	L110248-IN		348851	474264	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 19082 55500 3520		FEE BASED	TEST SUPP		40.50				
							40.50			
14535	LANGUAGE TESTING INTE	0002	26301139	INV	06/09/2026	L110310-IN		348852	474265	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 19082 55500 3520		FEE BASED	TEST SUPP		216.50				

Report generated: 06/05/2026 08:43:51
 User: Kim Candilieri (kcandilieri)
 Program ID: apwarrnt

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
							216.50			
						CHECK TOTAL	2,566.50			
15568	GINGER LAZARUS AND OR	0000	26341109	INV	06/09/2026	MARCH2026		348878	474291	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300	SPED	IN TRAN				1,011.52			
							1,011.52			
15568	GINGER LAZARUS AND OR	0000	26341109	INV	06/09/2026	APRIL2026		348879	474292	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300	SPED	IN TRAN				704.12			
							704.12			
						CHECK TOTAL	1,715.64			
435600	LEARNING PREP SCHOOL	0000	26341039	INV	06/09/2026	64498		349003	474416	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300	SPED	NON-PUBLIC				9,787.40			
							9,787.40			
						CHECK TOTAL	9,787.40			
446700	LIGHTHOUSE SCHOOL	0000	26341057	INV	06/09/2026	0526103		349100	474516	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300	SPED	NON-PUBLIC				15,181.20			
							15,181.20			
446700	LIGHTHOUSE SCHOOL	0000	26341058	INV	06/09/2026	0526104		349103	474520	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300	SPED	NON-PUBLIC				15,181.20			
							15,181.20			
						CHECK TOTAL	30,362.40			
22776	LOCA ENTERPRISES	0000	265330	INV	06/09/2026	57087		349120	474537	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300	SPED	IN TRAN				35.00			
							35.00			
22776	LOCA ENTERPRISES	0000	265330	INV	06/09/2026	57100		349202	474619	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300	SPED	IN TRAN				35.00			
							35.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00				EASTERN VENDOR 1132								
VENDOR				REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
22776	LOCA ENTERPRISES			0000	265330	INV	06/09/2026	57162		349923	475374	
ACCOUNT DETAIL								LINE AMOUNT				
1	1141400	53450	3300	SPED		IN TRAN			35.00			
								CHECK TOTAL	35.00			
									105.00			
22678	JOHN MACERO			0000	26301168	INV	06/09/2026	15		349710	475141	
ACCOUNT DETAIL								LINE AMOUNT				
1	1199000	52400	1410	SYS-WIDE		CONSULT SW			5,800.00			
								CHECK TOTAL	5,800.00			
									5,800.00			
24523	SHEILA O MAGINNIS			0000	26341153	INV	06/09/2026	02/06/26 PD		349511	474939	
ACCOUNT DETAIL								LINE AMOUNT				
1	1475264	52400	2356	CONT SVC		CONTR SVCS			150.00			
								CHECK TOTAL	150.00			
									150.00			
20361	MALDEN PUBLIC HEALTH			0000	26335211	INV	06/09/2026	560		349998	475452	
ACCOUNT DETAIL								LINE AMOUNT				
1	1135709	55500	3510	B SWIMCS		B SWIM			2,150.00			
								CHECK TOTAL	2,150.00			
									2,150.00			
20361	MALDEN PUBLIC HEALTH			0000	26335212	INV	06/09/2026	561		349999	475453	
ACCOUNT DETAIL								LINE AMOUNT				
1	1135709	55500	3510	B SWIMCS		B SWIM			6,525.00			
								CHECK TOTAL	6,525.00			
									8,675.00			
10540	MANCHESTER ESSEX REGI			0000	26341044	INV	06/09/2026	3925 5.26		349956	475408	
ACCOUNT DETAIL								LINE AMOUNT				
1	162726	53900	9400	FY26 TUIT		FY26COLLAB			6,295.90			
								CHECK TOTAL	6,295.90			
									6,295.90			
509779	MSTCA			0002	26335213	INV	06/09/2026	8975		349066	474480	
ACCOUNT DETAIL								LINE AMOUNT				
1	1135705	55500	3510	B TRACK		B TRACK			817.50			
2	1135718	55500	3510	G TRACK		G TRACK			817.50			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
							1,635.00			
						CHECK TOTAL	1,635.00			
24534	MASSACHUSETTS ASSOC O	0001	26341155	INV	06/09/2026	17137		349326	474746	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475264 52400 2356	CONT SVC	CONTR SVCS				50.00			
						CHECK TOTAL	50.00			
							50.00			
						CHECK TOTAL	50.00			
15447	MAXIM HEALTHCARE SERV	0001	26341074	INV	06/09/2026	V30228935		349105	474522	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300	SPED	IN TRAN				9,900.00			
						CHECK TOTAL	9,900.00			
							9,900.00			
						CHECK TOTAL	9,900.00			
534335	CITY OF MELROSE - DPW	0000	26335222	INV	06/09/2026	WRES2026		349121	474539	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135710 55500 3510	WRESTLING	WRESTLING				1,436.50			
							1,436.50			
534335	CITY OF MELROSE - DPW	0000	26335223	INV	06/09/2026	ubball050426		349122	474540	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135732 55500 3510	AT UNI BB	AT UNI BB				165.75			
							165.75			
534335	CITY OF MELROSE - DPW	0000	26335225	INV	06/09/2026	Mayunibball26		349438	474861	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135732 55500 3510	AT UNI BB	AT UNI BB				303.88			
							303.88			
534335	CITY OF MELROSE - DPW	0000	26318026	INV	06/09/2026	FSOHMay26		349439	474863	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1118350 55500 2430	FRANKLIN	FN GEN SUP				55.25			
							55.25			
534335	CITY OF MELROSE - DPW	0000	26331114	INV	06/09/2026	MHSSAN052226		349922	475373	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1131000 57612 2210	H.S.	HS GRAD				414.38			
							414.38			
						CHECK TOTAL	2,375.76			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
542100	MELROSE SCHOOL FOOD S	0000	26307014	INV	06/09/2026	ES 2639		348924	474337	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 18512 53000 6300		ED STAT	SNACKS		228.00				
							228.00			
542100	MELROSE SCHOOL FOOD S	0000	26307014	INV	06/09/2026	ES 2640		348925	474338	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 18512 53000 6300		ED STAT	SNACKS		451.00				
							451.00			
542100	MELROSE SCHOOL FOOD S	0000	26307014	INV	06/09/2026	ES 2641		348926	474339	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 18512 53000 6300		ED STAT	SNACKS		640.00				
							640.00			
542100	MELROSE SCHOOL FOOD S	0000	26307014	INV	06/09/2026	ES 2642		348927	474340	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 18512 53000 6300		ED STAT	SNACKS		521.00				
							521.00			
						CHECK TOTAL	1,840.00			
554750	METCO DIRECTORS ASSOC	0000	26390014	INV	06/09/2026	MDABoatCruise26		349035	474449	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1577264 52400 3520		CONT SRV	ACTIVITIES		700.00				
							700.00			
						CHECK TOTAL	700.00			
17707	MILESTONES, INC	0000	26341032	INV	06/09/2026	32486		349006	474419	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300		SPED	NON-PUBLIC		14,320.80				
							14,320.80			
17707	MILESTONES, INC	0000	26341112	INV	06/09/2026	32487		349007	474420	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300		SPED	NON-PUBLIC		14,320.80				
							14,320.80			
						CHECK TOTAL	28,641.60			
12181	NALLY ASSOCIATES, INC	0001	26335190	INV	06/09/2026	26-1488		349440	474864	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135702 55500 3510		FOOTBALL	ATH FTBL		1,498.48				
							1,498.48			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	1,498.48			
16553	NASHOBA LEARNING GROU	0000	26341038	INV	06/09/2026	032990		349008	474421	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300	SPED		NON-PUBLIC			13,236.00			
							13,236.00			
16553	NASHOBA LEARNING GROU	0000	26341037	INV	06/09/2026	032989		349009	474422	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300	SPED		NON-PUBLIC			13,236.00			
							13,236.00			
						CHECK TOTAL	26,472.00			
609610	NEW ENGLAND ACADEMY,	0000	26341062	INV	06/09/2026	MEL0526B		349010	474423	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300	SPED		NON-PUBLIC			3,499.84			
							3,499.84			
609610	NEW ENGLAND ACADEMY,	0000	26341061	INV	06/09/2026	MEL0526H		349011	474424	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300	SPED		NON-PUBLIC			8,749.60			
							8,749.60			
						CHECK TOTAL	12,249.44			
611603	THE NEW ENGLAND CENTE	0001	26341093	INV	06/09/2026	PSINV134044		349211	474630	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320	SPED		OTH COST			799.00			
							799.00			
						CHECK TOTAL	799.00			
16092	DAVID C. NICKERSON	0000	26331052	INV	06/09/2026	2251		349907	475353	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1131000 57612 2210	H.S.		HS GRAD			3,690.00			
							3,690.00			
						CHECK TOTAL	3,690.00			
633500	NORTH SUBURBAN TRANSP	0000	26399014	INV	06/09/2026	1336		349017	474430	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135700 53450 3510	ATHL		AT TRANS			1,860.00			
							1,860.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
633500	NORTH SUBURBAN TRANSP	0000	26399017	INV	06/09/2026	1326		349127	474544	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1199122 57613 2210		S-WIDE MUS DUES			620.00				
							620.00			
633500	NORTH SUBURBAN TRANSP	0000	26399017	INV	06/09/2026	1327		349128	474545	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1199122 57613 2210		S-WIDE MUS DUES			620.00				
							620.00			
633500	NORTH SUBURBAN TRANSP	0000	26399017	INV	06/09/2026	1328		349129	474546	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1199122 57613 2210		S-WIDE MUS DUES			620.00				
							620.00			
633500	NORTH SUBURBAN TRANSP	0000	26335165	INV	06/09/2026	1345		349779	475211	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135700 53450 3510		ATHL AT TRANS			31,620.00				
							31,620.00			
						CHECK TOTAL	35,340.00			
631900	NORTHSHORE EDUCATION	0000	25341232	INV	06/09/2026	2026009607		349012	474425	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53900 9400		SPED COLL TUIT			14,620.80				
							14,620.80			
631900	NORTHSHORE EDUCATION	0000	25341230	INV	06/09/2026	2026009606		349013	474426	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53900 9400		SPED COLL TUIT			7,660.20				
							7,660.20			
631900	NORTHSHORE EDUCATION	0000	25341231	INV	06/09/2026	2026009609		349014	474427	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53900 9400		SPED COLL TUIT			7,660.20				
							7,660.20			
631900	NORTHSHORE EDUCATION	0000	26341080	INV	06/09/2026	2026009608		349015	474428	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53900 9400		SPED COLL TUIT			7,660.20				
							7,660.20			
631900	NORTHSHORE EDUCATION	0000	26341168	INV	06/09/2026	2026009605		349016	474429	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53900 9400		SPED COLL TUIT			7,660.20				
							7,660.20			

Report generated: 06/05/2026 08:43:51
 User: Kim Candilieri (kcandilieri)
 Program ID: apwarrnt

Page 21

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	45,261.60			
22787	CRAIG NOTO AND OR ELI	0000	26341144	INV	06/09/2026	MAR-APR2026		349158	474575	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300	SPED		IN TRAN		1,962.72				
							1,962.72			
						CHECK TOTAL	1,962.72			
22691	ABIBIKWANTUO	0000	26390017	INV	06/09/2026	1004		349293	474713	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1577265 55500 2430	SUP & MAT		SUP & MAT		565.00				
							565.00			
						CHECK TOTAL	565.00			
14504	PPC EVENT SERVICES IN	0001	26331036	INV	06/09/2026	371881		349967	475419	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1131000 57612 2210	H.S.		HS GRAD		3,039.20				
							3,039.20			
						CHECK TOTAL	3,039.20			
679200	PERKINS SCHOOL FOR TH	0000	26341026	INV	06/09/2026	CI00009199		349957	475409	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300	SPED		NON-PUBLIC		12,933.60				
							12,933.60			
						CHECK TOTAL	12,933.60			
22448	PERSPECTIVES CHILDREN	0000	26341094	INV	06/09/2026	252630		348855	474268	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320	SPED		OTH COST		1,550.00				
							1,550.00			
22448	PERSPECTIVES CHILDREN	0000	26341094	INV	06/09/2026	252631		349512	474940	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320	SPED		OTH COST		1,550.00				
							1,550.00			
22448	PERSPECTIVES CHILDREN	0000	26341094	INV	06/09/2026	252632		349513	474941	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320	SPED		OTH COST		1,550.00				
							1,550.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
22448	PERSPECTIVES CHILDREN	0000	26341094	INV	06/09/2026	252633		349958	475410	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1141400 52400 2320	SPED		OTH COST		1,100.00				
							1,100.00			
						CHECK TOTAL	5,750.00			
691450	PORTLAND POTTERY SUPP	0000	26331092	INV	06/09/2026	454064		349705	475135	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1131000 55503 2420	H.S.		HS EQUIP/T		263.59				
							263.59			
691450	PORTLAND POTTERY SUPP	0000	26321041	INV	06/09/2026	454065		349771	475203	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1121000 55503 2420	M.S.		MS EQUIP/T		806.81				
							806.81			
						CHECK TOTAL	1,070.40			
21576	PRECISION HUMAN RESOU	0001	26341003	INV	06/09/2026	2100039849		349159	474576	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1141400 52400 2320	SPED		OTH COST		4,325.55				
							4,325.55			
21576	PRECISION HUMAN RESOU	0001	26341003	INV	06/09/2026	2100039442-1		349333	474753	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1141400 52400 2320	SPED		OTH COST		4,281.20				
							4,281.20			
21576	PRECISION HUMAN RESOU	0001	26341003	INV	06/09/2026	2100039735-1		349441	474865	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1141400 52400 2320	SPED		OTH COST		4,629.33				
							4,629.33			
21576	PRECISION HUMAN RESOU	0001	26341003	INV	06/09/2026	2100039965		349768	475200	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1141400 52400 2320	SPED		OTH COST		4,666.50				
							4,666.50			
21576	PRECISION HUMAN RESOU	0001	26341003	INV	06/09/2026	2100040080		349959	475411	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1141400 52400 2320	SPED		OTH COST		4,185.94				
							4,185.94			
						CHECK TOTAL	22,088.52			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
20091	JANICE RAYMOND	0000	26396067	INV	06/09/2026	000033		349032	474445	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1196000 57613 2210		CUR&PDEV	CR DUES		800.00				
							800.00			
						CHECK TOTAL	800.00			
710400	READING TROPHY & SHIR	0000	26331110	INV	06/09/2026	104391		349442	474867	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1131000 57612 2210		H.S.	HS GRAD		480.00				
							480.00			
						CHECK TOTAL	480.00			
724812	RIVERVIEW SCHOOL	0000	26341063	INV	06/09/2026	2026060100049		349960	475412	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1141400 53901 9300		SPED	NON-PUBLIC		7,680.33				
							7,680.33			
						CHECK TOTAL	7,680.33			
737730	S&S WORLDWIDE	0001	26307110	INV	06/09/2026	IN101754763		349094	474511	
	ACCOUNT DETAIL					LINE AMOUNT				
1	18512 55500 6300		ED STAT	GEN SUPP		1,734.65				
							1,734.65			
						CHECK TOTAL	1,734.65			
757861	SCHOOL SPECIALTY, LLC	0003	26396146	INV	06/09/2026	308104865980		349937	475388	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1196000 55502 2410		CUR&PDEV	CR INS MAT		728.18				
							728.18			
757861	SCHOOL SPECIALTY, LLC	0003	26396147	INV	06/09/2026	308104865981		349938	475389	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1196000 55502 2410		CUR&PDEV	CR INS MAT		3,124.87				
							3,124.87			
757861	SCHOOL SPECIALTY, LLC	0003	26396147	INV	06/09/2026	208137032047		349940	475391	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1196000 55502 2410		CUR&PDEV	CR INS MAT		850.00				
							850.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
757861	SCHOOL SPECIALTY, LLC	0003	26396151	INV	06/09/2026	208137032049		349942	475393	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1196000 55502 2410		CUR&PDEV	CR INS MAT		850.00				
							850.00			
757861	SCHOOL SPECIALTY, LLC	0003	26396149	INV	06/09/2026	208137032050		349944	475395	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1196000 55502 2410		CUR&PDEV	CR INS MAT		850.00				
							850.00			
757861	SCHOOL SPECIALTY, LLC	0003	26396148	INV	06/09/2026	208137032051		349945	475397	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1196000 55502 2410		CUR&PDEV	CR INS MAT		850.00				
							850.00			
757861	SCHOOL SPECIALTY, LLC	0003	26396148	INV	06/09/2026	308104867236		349947	475398	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1196000 55502 2410		CUR&PDEV	CR INS MAT		3,154.87				
							3,154.87			
757861	SCHOOL SPECIALTY, LLC	0003	26396149	INV	06/09/2026	308104869043		349948	475399	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1196000 55502 2410		CUR&PDEV	CR INS MAT		3,154.87				
							3,154.87			
757861	SCHOOL SPECIALTY, LLC	0003	26396150	INV	06/09/2026	208137032048		349949	475400	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1196000 55502 2410		CUR&PDEV	CR INS MAT		850.00				
							850.00			
757861	SCHOOL SPECIALTY, LLC	0003	26396151	INV	06/09/2026	308104869044		349950	475401	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1196000 55502 2410		CUR&PDEV	CR INS MAT		3,154.87				
							3,154.87			
						CHECK TOTAL	17,567.66			
757850	SCHOOLS FOR CHILDREN,	0000	26341064	INV	06/09/2026	0000156116		349514	474942	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300		SPED	NON-PUBLIC		10,848.81				
							10,848.81			
757850	SCHOOLS FOR CHILDREN,	0000	26341027	INV	06/09/2026	0000156083		349515	474943	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300		SPED	NON-PUBLIC		6,436.90				
							6,436.90			

Report generated: 06/05/2026 08:43:51
 User: Kim Candilieri (kcandilieri)
 Program ID: apwarrnt

Page 25

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
757850	SCHOOLS FOR CHILDREN,	0000	26341166	INV	06/09/2026	0000156214		349961	475413	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320	SPED		OTH COST		11,859.20				
						CHECK TOTAL	11,859.20			
							29,144.91			
763600	SEEM COLLABORATIVE	0001	26341147	INV	06/09/2026	S20376		348857	474270	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475264 52400 2356	CONT SVC		CONTR SVCS		2,310.00				
							2,310.00			
763600	SEEM COLLABORATIVE	0001	26341150	INV	06/09/2026	S20317		348858	474271	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475264 52400 2320	CONT SVC		CONTR SVCS		754.00				
							754.00			
763600	SEEM COLLABORATIVE	0001	26341150	INV	06/09/2026	S20315		348860	474273	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475264 52400 2320	CONT SVC		CONTR SVCS		1,044.00				
							1,044.00			
763600	SEEM COLLABORATIVE	0001	26341150	INV	06/09/2026	S20346		348861	474274	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475264 52400 2320	CONT SVC		CONTR SVCS		870.00				
							870.00			
763600	SEEM COLLABORATIVE	0001	26341150	INV	06/09/2026	S20349		348862	474275	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475264 52400 2320	CONT SVC		CONTR SVCS		928.00				
							928.00			
763600	SEEM COLLABORATIVE	0001	26341150	INV	06/09/2026	S20355		348863	474276	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475264 52400 2320	CONT SVC		CONTR SVCS		870.00				
							870.00			
763600	SEEM COLLABORATIVE	0001	26341150	INV	06/09/2026	S20395		348864	474277	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1475264 52400 2320	CONT SVC		CONTR SVCS		1,334.00				
							1,334.00			
763600	SEEM COLLABORATIVE	0001	26341101	INV	06/09/2026	S20423		348865	474278	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320	SPED		OTH COST		4,200.00				
							4,200.00			

Report generated: 06/05/2026 08:43:51
 User: Kim Candilieri (kcandilieri)
 Program ID: apwarrnt

Page 26

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132									
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK	
763600	SEEM COLLABORATIVE	0001	26341101	INV	06/09/2026	S20420		348866	474279		
	ACCOUNT DETAIL					LINE AMOUNT					
	1 1141400 52400 2320	SPED	OTH COST			539.00					
							539.00				
763600	SEEM COLLABORATIVE	0001	26341101	INV	06/09/2026	S20411		348867	474280		
	ACCOUNT DETAIL					LINE AMOUNT					
	1 1141400 52400 2320	SPED	OTH COST			616.00					
							616.00				
763600	SEEM COLLABORATIVE	0001	26341101	INV	06/09/2026	S20408		348868	474281		
	ACCOUNT DETAIL					LINE AMOUNT					
	1 1141400 52400 2320	SPED	OTH COST			1,155.00					
							1,155.00				
763600	SEEM COLLABORATIVE	0001	26341101	INV	06/09/2026	S20403		348869	474282		
	ACCOUNT DETAIL					LINE AMOUNT					
	1 1141400 52400 2320	SPED	OTH COST			462.00					
							462.00				
763600	SEEM COLLABORATIVE	0001	26341101	INV	06/09/2026	S20378		348870	474283		
	ACCOUNT DETAIL					LINE AMOUNT					
	1 1141400 52400 2320	SPED	OTH COST			192.50					
							192.50				
763600	SEEM COLLABORATIVE	0001	26341101	INV	06/09/2026	S20332		348871	474284		
	ACCOUNT DETAIL					LINE AMOUNT					
	1 1141400 52400 2320	SPED	OTH COST			847.00					
							847.00				
763600	SEEM COLLABORATIVE	0001	26341101	INV	06/09/2026	S20314		348872	474285		
	ACCOUNT DETAIL					LINE AMOUNT					
	1 1141400 52400 2320	SPED	OTH COST			924.00					
							924.00				
763600	SEEM COLLABORATIVE	0001	26341101	INV	06/09/2026	S20309		348874	474287		
	ACCOUNT DETAIL					LINE AMOUNT					
	1 1141400 52400 2320	SPED	OTH COST			77.00					
							77.00				
763600	SEEM COLLABORATIVE	0001	26341101	INV	06/09/2026	S20308		348875	474288		
	ACCOUNT DETAIL					LINE AMOUNT					
	1 1141400 52400 2320	SPED	OTH COST			300.00					
							300.00				

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132									
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK	
763600	SEEM COLLABORATIVE	0001	26341065	INV	06/09/2026	99332		349018	474431		
	ACCOUNT DETAIL					LINE AMOUNT					
	1 1141400 53900 9400	SPED	COLL TUIT			6,580.00					
							6,580.00				
763600	SEEM COLLABORATIVE	0001	26341070	INV	06/09/2026	99333		349019	474432		
	ACCOUNT DETAIL					LINE AMOUNT					
	1 1141400 53900 9400	SPED	COLL TUIT			6,580.00					
							6,580.00				
763600	SEEM COLLABORATIVE	0001	25341236	INV	06/09/2026	99335		349020	474433		
	ACCOUNT DETAIL					LINE AMOUNT					
	1 1141400 53900 9400	SPED	COLL TUIT			6,580.00					
							6,580.00				
763600	SEEM COLLABORATIVE	0001	25341238	INV	06/09/2026	99338		349021	474434		
	ACCOUNT DETAIL					LINE AMOUNT					
	1 1141400 53900 9400	SPED	COLL TUIT			6,580.00					
							6,580.00				
763600	SEEM COLLABORATIVE	0001	25341237	INV	06/09/2026	99337		349022	474435		
	ACCOUNT DETAIL					LINE AMOUNT					
	1 1141400 53900 9400	SPED	COLL TUIT			3,290.00					
							3,290.00				
763600	SEEM COLLABORATIVE	0001	26341069	INV	06/09/2026	99341		349023	474436		
	ACCOUNT DETAIL					LINE AMOUNT					
	1 1141400 53900 9400	SPED	COLL TUIT			6,580.00					
							6,580.00				
763600	SEEM COLLABORATIVE	0001	26341067	INV	06/09/2026	99339		349024	474437		
	ACCOUNT DETAIL					LINE AMOUNT					
	1 1141400 53900 9400	SPED	COLL TUIT			6,580.00					
							6,580.00				
763600	SEEM COLLABORATIVE	0001	26341012	INV	06/09/2026	99646		349160	474577		
	ACCOUNT DETAIL					LINE AMOUNT					
	1 1141400 52400 2320	SPED	OTH COST			400.00					
	2 1196000 52400 2110	CUR&PDEV	CR TRANS			400.00					
							800.00				
763600	SEEM COLLABORATIVE	0001	265300	INV	06/09/2026	T10094		349161	474578		
	ACCOUNT DETAIL					LINE AMOUNT					
	1 1141400 53450 3300	SPED	IN TRAN			8,809.74					
							8,809.74				

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
763600	SEEM COLLABORATIVE	0001	265300	INV	06/09/2026	T10095		349162	474579	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53450 3300	SPED	IN TRAN			80,893.50				
							80,893.50			
763600	SEEM COLLABORATIVE	0001	26341066	INV	06/09/2026	99334		349918	475366	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 162726 53900 9400	FY26 TUIT	FY26COLLAB			6,580.00				
							6,580.00			
763600	SEEM COLLABORATIVE	0001	26341081	INV	06/09/2026	99336		349919	475367	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 162726 53900 9400	FY26 TUIT	FY26COLLAB			6,580.00				
							6,580.00			
763600	SEEM COLLABORATIVE	0001	26341068	INV	06/09/2026	99340		349920	475368	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 162726 53900 9400	FY26 TUIT	FY26COLLAB			6,580.00				
							6,580.00			
763600	SEEM COLLABORATIVE	0001	26341174	INV	06/09/2026	99738		349962	475414	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320	SPED	OTH COST			7,840.00				
							7,840.00			
						CHECK TOTAL	178,275.74			
772500	SHORE EDUCATIONAL COL	0000	25341224	INV	06/09/2026	2603344		349025	474438	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53900 9400	SPED	COLL TUIT			9,301.80				
							9,301.80			
						CHECK TOTAL	9,301.80			
24856	NATALIE SPENCER	0000	26301164	INV	06/09/2026	FY26UBER		349704	475134	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 16092 55500 2430	WINTHROP	SUPPLIES			23.95				
							23.95			
						CHECK TOTAL	23.95			
802717	STERICYCLE INC.	0002	26341015	INV	06/09/2026	8014407109		349516	474944	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320	SPED	OTH COST			40.00				
							40.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	40.00			
14500	THE T STOP	0000	26390020	INV	06/09/2026	2605094		349745	475177	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1577265 55500 2430		SUP & MAT	SUP & MAT		1,194.00				
							1,194.00			
						CHECK TOTAL	1,194.00			
19299	THE WOLF SCHOOL, INC	0000	26341073	INV	06/09/2026	012208		349028	474441	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300		SPED	NON-PUBLIC		8,399.39				
							8,399.39			
						CHECK TOTAL	8,399.39			
19359	TTF SOLUTIONS, LLC	0001	26341023	INV	06/09/2026	21454498		349078	474492	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320		SPED	OTH COST		1,426.50				
							1,426.50			
19359	TTF SOLUTIONS, LLC	0001	26341023	INV	06/09/2026	21460674		349321	474741	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320		SPED	OTH COST		608.00				
							608.00			
19359	TTF SOLUTIONS, LLC	0001	26341023	INV	06/09/2026	21466530		349769	475201	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 52400 2320		SPED	OTH COST		1,224.50				
							1,224.50			
						CHECK TOTAL	3,259.00			
21530	VENTRIS LEARNING LLC	0000	26396145	INV	06/09/2026	20263915		349038	474452	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1196000 57617 2357		CUR&PDEV	CR PROFDEV		3,762.50				
							3,762.50			
						CHECK TOTAL	3,762.50			
8995	VERIZON NEW ENGLAND I	0000	26301025	INV	06/09/2026	05182026		349460	474885	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1199000 53614 4130		SYS-WIDE	PHONE SW		261.84				
							261.84			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	261.84			
868855	VERIZON COMMUNICATION	0000	26301038	INV	06/09/2026	6142539883		348876	474289	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1199000 53614 4130		SYS-WIDE	PHONE SW		491.93				
						CHECK TOTAL	491.93			
18335	VOLLI COMMUNICATIONS	0000	26301018	INV	06/09/2026	93222		350039	475494	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1199000 53614 4130		SYS-WIDE	PHONE SW		748.32				
						CHECK TOTAL	748.32			
24418	VOWEL VALLEY LLC	0000	26390019	INV	06/09/2026	5815		349951	475402	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1577265 55500 2430		SUP & MAT	SUP & MAT		16,690.00				
						CHECK TOTAL	16,690.00			
11695	JOE WARREN & SONS CO	0000	26301146	INV	06/09/2026	775281Q		349936	475387	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 12002 520000		SCHLUN EXPPURCH	SVCS		2,934.47				
						CHECK TOTAL	2,934.47			
484680	WB MASON CO INC	0000	26301158	INV	06/09/2026	261940379		348987	474400	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1197000 54610 1210		ADMIN	CENT SUPP		53.30				
						CHECK TOTAL	53.30			
484680	WB MASON CO INC	0000	26341014	INV	06/09/2026	262017390		349164	474581	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 55500 2430		SPED	GENERAL SU		44.65				
						CHECK TOTAL	44.65			
484680	WB MASON CO INC	0000	26317050	INV	06/09/2026	262155792		349619	475049	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1117350 55500 2415		WINTHROP	WN INS SUP		448.50				
						CHECK TOTAL	448.50			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26088 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
484680	WB MASON CO INC	0000	26313012	INV	06/09/2026	262098086		349620	475050	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1113350 55500 2415			HORACE MANN INS SUP		1,794.00				
							1,794.00			
484680	WB MASON CO INC	0000	26312023	INV	06/09/2026	262246055		349770	475202	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1112350 55500 2415			HOOVER HV INS SUP		2,242.50				
							2,242.50			
484680	WB MASON CO INC	0000	26301166	INV	06/09/2026	262277967		349789	475221	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1197000 54610 1410			ADMIN BUSIN SUPP		448.50				
							448.50			
484680	WB MASON CO INC	0000	26396164	INV	06/09/2026	262150451		349952	475404	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1196000 55500 2430			CUR&PDEV CR GEN SUP		711.22				
							711.22			
						CHECK TOTAL	5,742.67			
21013	WINDHAM WOODS SCHOOL,	0000	26341071	INV	06/09/2026	2050		349029	474442	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300			SPED NON-PUBLIC		5,200.00				
							5,200.00			
21013	WINDHAM WOODS SCHOOL,	0000	26341072	INV	06/09/2026	2062		349030	474443	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1141400 53901 9300			SPED NON-PUBLIC		4,200.00				
							4,200.00			
						CHECK TOTAL	9,400.00			
24837	WW NORTON & COMPANY I	0001	26396166	INV	06/09/2026	3638742		349954	475406	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1196000 55502 2410			CUR&PDEV CR INS MAT		12,168.00				
							12,168.00			
						CHECK TOTAL	12,168.00			
241	INVOICES					WARRANT TOTAL	1,056,753.47	1,056,753.47		

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Preliminary Warrant Summary

WARRANT: S26088 06/09/2026

FUND	ORG	ACCOUNT	AMOUNT	AVLB BUDGET
0111	1112350	HOOVER ALL ELEMENTARY 0111-3-000-000-12-350-00-30-55500 -2415	HV INSTRUCTIONAL SUPP 3,867.04	6,782.12
0111	1113350	HORACE MANN ALL ELEME 0111-3-000-000-13-350-00-30-55500 -2415	HM INSTR SUPPLIES 1,794.00	3,616.09
0111	1117350	WINTHROP ALL ELEMENTA 0111-3-000-000-17-350-00-30-55500 -2415	WN INSTR SUPPLIES 763.66	4,462.40
0111	1118350	FRANKLIN ALL ELEMENTA 0111-3-000-000-18-350-00-30-55500 -2430	FN GENERAL SUPPLIES 55.25	9,322.78
0111	1121000	MIDDLE SCHOOL 0111-3-000-000-21-000-00-40-55503 -2420	MS INSTRUCTIONAL EQUI 806.81	17,165.73
0111	1121116	M.S. LANGUAGE ARTS 0111-3-000-000-21-116-00-40-55502 -2410	MS LANG ARTS INSTR MA 69.93	17,165.73
0111	1121120	M.S. MEDIA/LIBRARY 0111-3-000-000-21-120-00-40-55502 -2410	MS LIBRARY INST MATER 259.63	17,165.73
0111	1131000	HIGH SCHOOL 0111-3-000-000-31-000-00-50-55500 -2430	HS GENERAL SUPPLIES 77.00	62,646.39
0111	1131000	HIGH SCHOOL 0111-3-000-000-31-000-00-50-55503 -2420	HS INSTRUCTIONAL EQUI 263.59	62,646.39
0111	1131000	HIGH SCHOOL 0111-3-000-000-31-000-00-50-57612 -2210	HS GRADUATION EXPENSE 11,479.65	62,646.39
0111	1131118	H.S. MATH 0111-3-000-000-31-118-00-50-55500 -2415	HS MATH INSTRUCTIONAL 232.86	62,646.39
0111	1131130	HIGH SCHOOL SOCIAL ST 0111-3-000-000-31-130-00-50-55503 -2420	HS SOC STUD INSTR EQU 253.42	-866,313.02
0111	1135700	ATHLETICS 0111-3-000-000-35-700-00-50-53450 -3510	AT TRANSPORT 35,877.00	9,758.69
0111	1135702	ATHLETICS FOOTBALL 0111-3-000-000-35-702-00-50-55500 -3510	AT FOOTBALL 1,498.48	9,758.69
0111	1135705	ATHLETICS TRACK 0111-3-000-000-35-705-00-50-55500 -3510	AT TRACK BOYS 817.50	9,758.69
0111	1135709	ATHLETICS SWIMMING 0111-3-000-000-35-709-00-50-55500 -3510	AT SWIM BOYS 8,675.00	9,758.69
0111	1135710	ATHLETICS WRESTLING 0111-3-000-000-35-710-00-50-55500 -3510	AT WRESTLING 1,436.50	9,758.69
0111	1135715	ATHLETICS GIRLS GYMNA 0111-3-000-000-35-715-00-50-55500 -3510	AT GYMNASTICS 75.00	9,758.69
0111	1135718	ATHLETICS GIRLS TRACK 0111-3-000-000-35-718-00-50-55500 -3510	AT TRACK GIRLS 817.50	9,758.69
0111	1135732	AT UNIFIED BBAL 0111-3-000-000-35-732-00-50-55500 -3510	AT UNIFIED BBAL 469.63	1,830.37
0111	1141400	SPED 0111-3-000-000-41-400-00-00-52400 -2320	SP RELATED COSTS 85,239.50	787,009.38
0111	1141400	SPED 0111-3-000-000-41-400-00-00-53450 -3300	SP TRANSPORATION MPS 180,249.35	787,009.38
0111	1141400	SPED 0111-3-000-000-41-400-00-00-53900 -9400	SP TUITION COLLABORAT 108,298.60	787,009.38
0111	1141400	SPED 0111-3-000-000-41-400-00-00-53901 -9300	SP TUITION NON-PUBLIC 260,010.23	787,009.38
0111	1141400	SPED 0111-3-000-000-41-400-00-00-55500 -2430	SP GENERAL SUPPLIES 44.65	787,009.38
0111	1196000	CURRICULUM & PROF DEV 0111-3-000-000-96-000-00-00-52400 -2110	CR TRANSLATION SERVIC 400.00	5,387.85
0111	1196000	CURRICULUM & PROF DEV 0111-3-000-000-96-000-00-00-55500 -2430	CR GENERAL SUPPLY 711.22	500,694.83
0111	1196000	CURRICULUM & PROF DEV 0111-3-000-000-96-000-00-00-55502 -2410	CR INSTR MATERIALS 43,425.59	500,694.83
0111	1196000	CURRICULUM & PROF DEV 0111-3-000-000-96-000-00-00-57613 -2210	CR MEMBERSHIPS AND DU 1,000.00	500,694.83
0111	1196000	CURRICULUM & PROF DEV 0111-3-000-000-96-000-00-00-57617 -2357	CR PROF DEVELOPMENT 3,762.50	500,694.83
0111	1197000	ADMIN 0111-3-000-000-97-000-00-00-54610 -1210	AD CENTRAL OFFICE SUP 263.38	1,497.75
0111	1197000	ADMIN 0111-3-000-000-97-000-00-00-54610 -1410	AD BUSINESS OFFICE SU 502.99	1,497.75
0111	1197000	ADMIN 0111-3-000-000-97-000-00-00-57600 -1210	AD EXPENSES CENTRAL O 2,852.08	1,497.75
0111	1199000	SYSTEM-WIDE 0111-3-000-000-99-000-00-00-51104 -2305	SW CONT OBLIGATIONS 4,634.90	-866,313.02
0111	1199000	SYSTEM-WIDE 0111-3-000-000-99-000-00-00-52400 -1410	SW CONSULTANTS 36,763.75	-14,505.88
0111	1199000	SYSTEM-WIDE 0111-3-000-000-99-000-00-00-53614 -4130	SW TELEPHONE 1,514.68	-14,505.88
0111	1199122	SYSTEM-WIDE MUSIC 0111-3-000-000-99-122-00-00-57613 -2210	SW DUES 1,860.00	-14,505.88
FUND TOTAL			801,122.87	

PRELIMINARY CITY OF MELROSE WARRANT REPORT

1200	12002	SCHOOL LUNCH - EXP	1200-3-300-300-00-00-02-520000-	PURCHASED SERVICES	2,934.47	-14,505.88
1200	12002	SCHOOL LUNCH - EXP	1200-3-300-300-00-00-02-530000-	OTHER SUPPLIES	14,700.00	-14,505.88
FUND TOTAL					17,634.47	
1475	1475254	CONTRACT SERVICES	1475-3-025-005-41-000-20-05-52400 -2320	CONTRACT SERVICES ASS	4,178.75	0.00
1475	1475264	CONTRACT SERVICES	1475-3-026-005-41-000-20-05-52400 -2320	CONTRACT SERVICES ASS	5,940.00	964.13
1475	1475264	CONTRACT SERVICES	1475-3-026-005-41-000-20-05-52400 -2356	CONTRACT SERVICES-PDE	6,200.00	46.74
FUND TOTAL					16,318.75	
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 -3520	FY26 METCO CONTRACT S	700.00	50.00
1577	1577265	FY26 METCO SUPPLIES &	1577-3-026-006-90-000-22-05-55500 -2430	FY26 METCO SUPPLIES &	18,449.00	-29,219.99
FUND TOTAL					19,899.00	
1609	16092	WINTHROP EXPENSE	1609-3-000-000-00-000-29-02-55500 -2430	SUPPLIES	23.95	46,877.72
FUND TOTAL					23.95	
1627	162726	FY26 CB TUITIONS	1627-3-000-300-00-000-24-05-53900 -9400	FY26 CB COLLABORATIVE	26,035.90	-70,597.80
1627	162726	FY26 CB TUITIONS	1627-3-000-300-00-000-24-05-53901 -9300	FY26 CB PRIVATE TUITI	65,216.99	-126,592.20
FUND TOTAL					91,252.89	
1808	18082	HIGH SCH - EXP	1808-3-000-000-00-000-29-02-55500 -2430	SUPPLIES	2,031.72	41,848.17
FUND TOTAL					2,031.72	
1850	18502	ECC EXPENSES	1850-3-000-300-15-00 -29-02-55500 -2430	GENERAL SUPPLY	59.97	1,842,388.01
FUND TOTAL					59.97	
1851	18512	ED STATIONS - EXPENSE	1851-3-300-300-00-00 -29-02-52400 -6300	CONTRACT SERVICES	750.00	4,224,628.14
1851	18512	ED STATIONS - EXPENSE	1851-3-300-300-00-00 -29-02-53000 -6300	SNACKS	1,840.00	4,224,628.14
1851	18512	ED STATIONS - EXPENSE	1851-3-300-300-00-00 -29-02-55500 -2430	SUMMER EXPENSES	709.46	4,224,628.14
1851	18512	ED STATIONS - EXPENSE	1851-3-300-300-00-00 -29-02-55500 -6300	GENERAL SUPPLY	2,399.83	4,224,628.14
FUND TOTAL					5,699.29	
1908	19082	FEE BASED PROGRAMS CO	1908-3-300-300-00-000-29-02-55500 -3520	TESTING SUPPLIES	102,710.56	9,791.42
FUND TOTAL					102,710.56	

WARRANT SUMMARY TOTAL 1,056,753.47

Report generated: 06/05/2026 08:43:51
 User: Kim Candilieri (kcandilieri)
 Program ID: apwarrnt

Page 34



PRELIMINARY CITY OF MELROSE WARRANT REPORT

GRAND TOTAL 1,056,753.47

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Warrant List by Voucher

WARRANT: S26088 06/09/2026

VOUCHER	VENDOR	DOCUMENT	INVOICE	PO	TYPE	DUE DATE	AMOUNT	COMMENT
474257	102225 BRANDON RESIDENTIAL TREAT	348843	27608	26341046	INV	06/09/2026	7,974.56	MELROSE PPS SCHOOL TU
474258	394530 JUSTICE RESOURCE INSTITUT	348844	12451026MELLC	26341035	INV	06/09/2026	6,436.54	MELROSE PPS TUITION A
474259	394530 JUSTICE RESOURCE INSTITUT	348846	12451026MEL	26341036	INV	06/09/2026	6,436.54	MELROSE PPS TUITION A
474261	14535 LANGUAGE TESTING INTERNAT	348848	L105970-IN	26301139	INV	06/09/2026	1,099.00	FY26 AAPPL-ALIRA TEST
474262	14535 LANGUAGE TESTING INTERNAT	348849	L106903-IN	26301139	INV	06/09/2026	758.50	FY26 AAPPL-ALIRA TEST
474263	14535 LANGUAGE TESTING INTERNAT	348850	L108567-IN	26301139	INV	06/09/2026	452.00	FY26 AAPPL-ALIRA TEST
474264	14535 LANGUAGE TESTING INTERNAT	348851	L110248-IN	26301139	INV	06/09/2026	40.50	FY26 AAPPL-ALIRA TEST
474265	14535 LANGUAGE TESTING INTERNAT	348852	L110310-IN	26301139	INV	06/09/2026	216.50	FY26 AAPPL-ALIRA TEST
474266	9149 JOSTENS INC	348853	3362-3351	26331085	INV	06/09/2026	61.40	MELROSE HS SEAL OF BI
474268	22448 PERSPECTIVES CHILDREN'S T	348855	252630	26341094	INV	06/09/2026	1,550.00	MELROSE PPS SPEECH &
474270	763600 SEEM COLLABORATIVE	348857	S20376	26341147	INV	06/09/2026	2,310.00	MELROSE PPS SOCIAL WO
474271	763600 SEEM COLLABORATIVE	348858	S20317	26341150	INV	06/09/2026	754.00	MELROSE PPS TUTORING
474273	763600 SEEM COLLABORATIVE	348860	S20315	26341150	INV	06/09/2026	1,044.00	MELROSE PPS TUTORING
474274	763600 SEEM COLLABORATIVE	348861	S20346	26341150	INV	06/09/2026	870.00	MELROSE PPS TUTORING
474275	763600 SEEM COLLABORATIVE	348862	S20349	26341150	INV	06/09/2026	928.00	MELROSE PPS TUTORING
474276	763600 SEEM COLLABORATIVE	348863	S20355	26341150	INV	06/09/2026	870.00	MELROSE PPS TUTORING
474277	763600 SEEM COLLABORATIVE	348864	S20395	26341150	INV	06/09/2026	1,334.00	MELROSE PPS TUTORING
474278	763600 SEEM COLLABORATIVE	348865	S20423	26341101	INV	06/09/2026	4,200.00	MELROSE PPS COTA APRI
474279	763600 SEEM COLLABORATIVE	348866	S20420	26341101	INV	06/09/2026	539.00	MELROSE PPS BCBA APRI
474280	763600 SEEM COLLABORATIVE	348867	S20411	26341101	INV	06/09/2026	616.00	MELROSE PPS VISION AP
474281	763600 SEEM COLLABORATIVE	348868	S20408	26341101	INV	06/09/2026	1,155.00	MELROSE PPS BCBA APRI
474282	763600 SEEM COLLABORATIVE	348869	S20403	26341101	INV	06/09/2026	462.00	MELROSE PPS VISION AP
474283	763600 SEEM COLLABORATIVE	348870	S20378	26341101	INV	06/09/2026	192.50	MELROSE PPS BCBA APRI
474284	763600 SEEM COLLABORATIVE	348871	S20332	26341101	INV	06/09/2026	847.00	MELROSE PPS BCBA APRI
474285	763600 SEEM COLLABORATIVE	348872	S20314	26341101	INV	06/09/2026	924.00	MELROSE PPS VISION AP
474287	763600 SEEM COLLABORATIVE	348874	S20309	26341101	INV	06/09/2026	77.00	MELROSE PPS BCBA APRI
474288	763600 SEEM COLLABORATIVE	348875	S20308	26341101	INV	06/09/2026	300.00	MELROSE PPS TUTORING
474289	868855 VERIZON COMMUNICATIONS IN	348876	6142539883	26301038	INV	06/09/2026	491.93	WIRELESS SERV APR 2 -
474291	15568 GINGER LAZARUS AND OR GAR	348878	MARCH2026	26341109	INV	06/09/2026	1,011.52	MARCH 2026 TRANSPORTA
474292	15568 GINGER LAZARUS AND OR GAR	348879	APRIL2026	26341109	INV	06/09/2026	704.12	APRIL 2026 TRANSPORTA
474320	18325 AMAZON CAPITAL SERVICES	348907	1CF7-VJ1J-7XDJ	26301157	INV	06/09/2026	210.08	OFFICE SUPPLIES - SUP
474337	542100 MELROSE SCHOOL FOOD SERVI	348924	ES 2639	26307014	INV	06/09/2026	228.00	FY26 ED STA SNACKS HM
474338	542100 MELROSE SCHOOL FOOD SERVI	348925	ES 2640	26307014	INV	06/09/2026	451.00	FY26 ED STA SNACKS FR
474339	542100 MELROSE SCHOOL FOOD SERVI	348926	ES 2641	26307014	INV	06/09/2026	640.00	FY26 ED STA SNACKS WI
474340	542100 MELROSE SCHOOL FOOD SERVI	348927	ES 2642	26307014	INV	06/09/2026	521.00	FY26 ED STA SNACKS LI
474400	484680 WB MASON CO INC	348987	261940379	26301158	INV	06/09/2026	53.30	COLORLED PAPER - SUPER
474403	18325 AMAZON CAPITAL SERVICES	348990	11YJ-WYJV-N3KQ	26331102	INV	06/09/2026	77.00	HIGH SCHOOL VISITOR B
474404	18325 AMAZON CAPITAL SERVICES	348991	1RXW-F9TY-6PMX	26331105	INV	06/09/2026	253.42	HIGH SCHOOL WRITE ON
474405	245500 ECONOMY PRINTING & SIGNS	348992	a17515	26331053	INV	06/09/2026	200.00	HIGH SCHOOL GRAD INVI
474409	15751 EI US, LLC.	348996	INV318896	26341088	INV	06/09/2026	383.70	MELROSE PPS HOSP TUTO

Report generated: 06/05/2026 08:43:51
 User: Kim Candilieri (kcandilieri)
 Program ID: apwarrrt

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Warrant List by Voucher

WARRANT: S26088 06/09/2026

VOUCHER	VENDOR	DOCUMENT	INVOICE	PO	TYPE	DUE DATE	AMOUNT	COMMENT
474410	172245 COMMUNITY THERAPEUTIC DAY	348997	SM May 2026	26341031	INV	06/09/2026	12,956.24	MELROSE PPS SCHOOL TU
474412	286382 HOPEFUL JOURNEYS EDUCATIO	348998	052026CB	26341028	INV	06/09/2026	13,373.82	MELROSE PPS SCHOOL TU
474413	286382 HOPEFUL JOURNEYS EDUCATIO	348999	052026AM	26341043	INV	06/09/2026	13,373.82	MELROSE PPS SCHOOL TU
474414	286382 HOPEFUL JOURNEYS EDUCATIO	349000	052026ML	26341029	INV	06/09/2026	13,373.82	MELROSE PPS SCHOOL TU
474415	286382 HOPEFUL JOURNEYS EDUCATIO	349002	052026NP	26341030	INV	06/09/2026	13,373.82	MELROSE PPS SCHOOL TU
474416	435600 LEARNING PREP SCHOOL	349003	64498	26341039	INV	06/09/2026	9,787.40	MELROSE PPS SCHOOL TU
474418	300150 THE MARGARET GIFFORD SCHO	349005	027355	26341033	INV	06/09/2026	9,499.20	MELROSE PPS SCHOOL TU
474419	17707 MILESTONES, INC	349006	32486	26341032	INV	06/09/2026	14,320.80	MELROSE PPS SCHOOL TU
474420	17707 MILESTONES, INC	349007	32487	26341112	INV	06/09/2026	14,320.80	MELROSE PPS SCHOOL TU
474421	16553 NASHOBA LEARNING GROUP, I	349008	032990	26341038	INV	06/09/2026	13,236.00	MELROSE PPS SCHOOL TU
474422	16553 NASHOBA LEARNING GROUP, I	349009	032989	26341037	INV	06/09/2026	13,236.00	MELROSE PPS SCHOOL TU
474423	609610 NEW ENGLAND ACADEMY, LLC	349010	MEL0526B	26341062	INV	06/09/2026	3,499.84	MELROSE PPS SCHOOL TU
474424	609610 NEW ENGLAND ACADEMY, LLC	349011	MEL0526H	26341061	INV	06/09/2026	8,749.60	MELROSE PPS SCHOOL TU
474425	631900 NORTSHORE EDUCATION CONS	349012	2026009607	25341232	INV	06/09/2026	14,620.80	MELROSE PPS TUITION M
474426	631900 NORTSHORE EDUCATION CONS	349013	2026009606	25341230	INV	06/09/2026	7,660.20	MELROSE PPS TUITION M
474427	631900 NORTSHORE EDUCATION CONS	349014	2026009609	25341231	INV	06/09/2026	7,660.20	MELROSE PPS TUITION M
474428	631900 NORTSHORE EDUCATION CONS	349015	2026009608	26341080	INV	06/09/2026	7,660.20	MELROSE PPS TUITION M
474429	631900 NORTSHORE EDUCATION CONS	349016	2026009605	26341168	INV	06/09/2026	7,660.20	MELROSE PPS TUITION M
474430	633500 NORTH SUBURBAN TRANSPORT	349017	1336	26399014	INV	06/09/2026	1,860.00	MELROSE HS 3 BUSES TO
474431	763600 SEEM COLLABORATIVE	349018	99332	26341065	INV	06/09/2026	6,580.00	MELROSE PPS SCHOOL TU
474432	763600 SEEM COLLABORATIVE	349019	99333	26341070	INV	06/09/2026	6,580.00	MELROSE PPS SCHOOL TU
474433	763600 SEEM COLLABORATIVE	349020	99335	25341236	INV	06/09/2026	6,580.00	MELROSE PPS SCHOOL TU
474434	763600 SEEM COLLABORATIVE	349021	99338	25341238	INV	06/09/2026	6,580.00	MELROSE PPS SCHOOL TU
474435	763600 SEEM COLLABORATIVE	349022	99337	25341237	INV	06/09/2026	3,290.00	MELROSE PPS SCHOOL TU
474436	763600 SEEM COLLABORATIVE	349023	99341	26341069	INV	06/09/2026	6,580.00	MELROSE PPS SCHOOL TU
474437	763600 SEEM COLLABORATIVE	349024	99339	26341067	INV	06/09/2026	6,580.00	MELROSE PPS SCHOOL TU
474438	772500 SHORE EDUCATIONAL COLLABO	349025	2603344	25341224	INV	06/09/2026	9,301.80	MELROSE PPS SCHOOL TU
474441	19299 THE WOLF SCHOOL, INC	349028	012208	26341073	INV	06/09/2026	8,399.39	MELROSE PPS SCHOOL TU
474442	21013 WINDHAM WOODS SCHOOL, INC	349029	2050	26341071	INV	06/09/2026	5,200.00	MELROSE PPS SCHOOL TU
474443	21013 WINDHAM WOODS SCHOOL, INC	349030	2062	26341072	INV	06/09/2026	4,200.00	MELROSE PPS SCHOOL TU
474445	20091 JANICE RAYMOND	349032	000033	26396067	INV	06/09/2026	800.00	MELROSE SCHOOLS PD MA
474447	18325 AMAZON CAPITAL SERVICES	349033	1GFH-MPPR-96DH	26396141	INV	06/09/2026	487.32	BOOKS FOR STUDENT - F
474448	18325 AMAZON CAPITAL SERVICES	349034	1XTT-7QNR-3CXG	26396141	INV	06/09/2026	106.01	BOOKS FOR STUDENT - F
474449	554750 METCO DIRECTORS ASSOCIATI	349035	MDABoatCruise26	26390014	INV	06/09/2026	700.00	MELROSE METCO SENIOR
474450	18325 AMAZON CAPITAL SERVICES	349036	1WGF-7GTD-9DR7	26307105	INV	06/09/2026	134.95	FY26 ED STA FRANKLIN
474451	18325 AMAZON CAPITAL SERVICES	349037	1WKK-VWKM-73DH	26307107	INV	06/09/2026	173.94	FY26 ED STA LINCOLN S
474452	21530 VENTRIS LEARNING LLC	349038	20263915	26396145	INV	06/09/2026	3,762.50	UFLI TEACHER MANUALS
474459	18325 AMAZON CAPITAL SERVICES	349045	1KXD-MYLLQ-7J3J	26307108	INV	06/09/2026	118.73	FY26 ED STA WINTHROP
474480	509779 MSTCA	349066	8975	26335213	INV	06/09/2026	1,635.00	MELROSE ATHLETICS MST
474481	9149 JOSTENS INC	349067	3362-2920	26331085	INV	06/09/2026	42.50	MELROSE CAP, GOWNS, T

Report generated: 06/05/2026 08:43:51
 User: Kim Candilieri (kcandilieri)
 Program ID: apwarrnt

Page 37

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Warrant List by Voucher

WARRANT: S26088 06/09/2026

VOUCHER	VENDOR	DOCUMENT	INVOICE	PO	TYPE	DUE DATE	AMOUNT	COMMENT
474488	241600 EASTER SEALS MASSACHUSETT	349074	112905	26341142	INV	06/09/2026	2,565.00	MELROSE PPS OT CONSUL
474490	424800 LANDMARK SCHOOL OUTREACH	349076	FY26-052082	26341092	INV	06/09/2026	1,050.00	MELROSE PPS PROF DEV
474492	19359 TTF SOLUTIONS, LLC	349078	21454498	26341023	INV	06/09/2026	1,426.50	MELROSE PPS SCHOOL PA
474511	737730 S&S WORLDWIDE	349094	IN101754763	26307110	INV	06/09/2026	1,734.65	FY26 ED STA LINCOLN S
474516	446700 LIGHTHOUSE SCHOOL	349100	0526103	26341057	INV	06/09/2026	15,181.20	MELROSE PPS SCHOOL TU
474520	446700 LIGHTHOUSE SCHOOL	349103	0526104	26341058	INV	06/09/2026	15,181.20	MELROSE PPS SCHOOL TU
474522	15447 MAXIM HEALTHCARE SERVICES	349105	V30228935	26341074	INV	06/09/2026	9,900.00	MELROSE PPS TRANSPORT
474525	20317 SHEILA ANN BARRY	349108	MEL2609	26341087	INV	06/09/2026	1,016.22	MELROSE PPS READ CONS
474537	22776 LOCA ENTERPRISES	349120	57087	265330	INV	06/09/2026	35.00	MELROSE # 5 RMV STUDE
474539	534335 CITY OF MELROSE - DPW	349121	WRES2026	26335222	INV	06/09/2026	1,436.50	DPW CUSTODIAN WRESTLI
474540	534335 CITY OF MELROSE - DPW	349122	ubball050426	26335223	INV	06/09/2026	165.75	CUSTODIAL UNIFIED B-B
474541	24084 ARROWSTREET INC	349123	730766	26301091	INV	06/09/2026	19,406.75	FY26 MELROSE FACILITI
474542	24084 ARROWSTREET INC	349124	730667	26301091	INV	06/09/2026	7,057.00	FY26 MELROSE FACILITI
474544	633500 NORTH SUBURBAN TRANSPORTA	349127	1326	26399017	INV	06/09/2026	620.00	MELROSE HS CHORUS MAR
474545	633500 NORTH SUBURBAN TRANSPORTA	349128	1327	26399017	INV	06/09/2026	620.00	MELROSE HS ORCHESTRA
474546	633500 NORTH SUBURBAN TRANSPORTA	349129	1328	26399017	INV	06/09/2026	620.00	MELROSE HS CONCERT TO
474554	20661 KING BRIAN TRANSPORTATION	349137	857	265333	INV	06/09/2026	8,925.00	MELROSE STUDENT TRANS
474555	23720 CONSTELLATIONS BEHAVIORAL	349138	14193243	26307019	INV	06/09/2026	750.00	FY26 ED STA BCBA CONS
474556	169793 COMCAST	349139	05092026	26301024	INV	06/09/2026	12.59	FY26 HS CABLE & INTER
474557	20215 FOLLETT CONTENT SOLUTIONS	349140	753165	26396144	INV	06/09/2026	3,447.00	MELROSE PUBLIC SCHOOL
474573	23720 CONSTELLATIONS BEHAVIORAL	349156	14193258	26341022	INV	06/09/2026	9,276.50	MELROSE PPS BEHAVIOR
474574	12942 INTERNATIONAL TRANSLATION	349157	INV-04995	26341086	INV	06/09/2026	1,105.25	MELROSE PPS INTERPRET
474575	22787 CRAIG NOTO AND OR ELIZABE	349158	MAR-APR2026	26341144	INV	06/09/2026	1,962.72	TRANSPORTATION REIMBU
474576	21576 PRECISION HUMAN RESOURCE	349159	2100039849	26341003	INV	06/09/2026	4,325.55	MELROSE PPS TEACHERS
474577	763600 SEEM COLLABORATIVE	349160	99646	26341012	INV	06/09/2026	800.00	MELROSE PPS TRANSLATI
474578	763600 SEEM COLLABORATIVE	349161	T10094	265300	INV	06/09/2026	8,809.74	MELROSE SPED IN DISTR
474579	763600 SEEM COLLABORATIVE	349162	T10095	265300	INV	06/09/2026	80,893.50	MELROSE SPED OUT OF D
474580	166100 THE COLLEGE BOARD	349163	P2611441751	26331109	INV	06/09/2026	2,084.56	MELROSE HS FY26 PSAT
474581	484680 WB MASON CO INC	349164	262017390	26341014	INV	06/09/2026	44.65	MELROSE PPS SUPPLIES
474617	10202 CRISIS PREVENTION INSTITU	349200	NAIN-218525	26396162	INV	06/09/2026	200.00	MEMBER JESSICA PATTI
474619	22776 LOCA ENTERPRISES	349202	57100	265330	INV	06/09/2026	35.00	MELROSE VAN # 3 STATE
474630	611603 THE NEW ENGLAND CENTER FO	349211	PSINV134044	26341093	INV	06/09/2026	799.00	MELROSE PPS ACE FEES
474658	22338 KAREN AND OR KEVIN CORR	349239	INTERNSHIP 2025-26	26341177	INV	06/09/2026	156.36	FY26 INTERNSHIP 2025-
474688	9149 JOSTENS INC	349268	3362-2524	26331057	INV	06/09/2026	1,613.22	MELROSE HS GRAD SUPPL
474713	22691 ABIBIKWANTUO	349293	1004	26390017	INV	06/09/2026	565.00	MELROSE SENIOR STOLES
474715	128180 CAPITAL LEASE GROUP LTD.	349295	626071 - A	26335119	INV	06/09/2026	2,397.00	MELROSE ATHLETIC VAN
474716	128180 CAPITAL LEASE GROUP LTD.	349296	626071 - N	265317	INV	06/09/2026	5,887.00	MELROSE 7 VANS LEASE
474740	24613 MARY T EMMONS	349320	MEL2601	26341162	INV	06/09/2026	2,780.00	MELROSE PPS OOD COMPL
474741	19359 TTF SOLUTIONS, LLC	349321	21460674	26341023	INV	06/09/2026	608.00	MELROSE PPS SCHOOL PA
474746	24534 MASSACHUSETTS ASSOC OF 76	349326	17137	26341155	INV	06/09/2026	50.00	MELROSE PPS SCHOOL FA

Report generated: 06/05/2026 08:43:51
 User: Kim Candilieri (kcandilieri)
 Program ID: apwarrnt

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Warrant List by Voucher

WARRANT: S26088 06/09/2026

VOUCHER	VENDOR	DOCUMENT	INVOICE	PO	TYPE	DUE DATE	AMOUNT	COMMENT
474749	24834 MOLLY BROTHERS	349329	FY26 REIMBURSEMENT	26301159	INV	06/09/2026	1,434.90	FY26 COURSE REIMBURSE
474750	21879 JOHN GABRIEL	349330	FY26 REIMBURSEMENT	26301160	INV	06/09/2026	200.00	FY26 COURSE REIMBURSE
474751	24088 ERIC DUBACK	349331	FY26 REIMBURSEMENT	26301161	INV	06/09/2026	1,500.00	FY26 COURSE REIMBURSE
474752	24088 ERIC DUBACK	349332	FY26 REIMBURSEMENT2	26301162	INV	06/09/2026	1,500.00	FY26 COURSE REIMBURSE
474753	21576 PRECISION HUMAN RESOURCE	349333	2100039442-1	26341003	INV	06/09/2026	4,281.20	MELROSE PPS TEACHERS'
474853	20661 KING BRIAN TRANSPORTATION	349431	871	265333	INV	06/09/2026	8,925.00	MELROSE STUDENT TRANS
474854	18325 AMAZON CAPITAL SERVICES	349432	1MWF-D437-W973	26307104	INV	06/09/2026	685.74	ED STA SUMMER PROGRAM
474855	18325 AMAZON CAPITAL SERVICES	349433	1C79-KPQR-V6JL	26307109	INV	06/09/2026	237.56	FY26 EDS STA LINCOLN
474856	18325 AMAZON CAPITAL SERVICES	349434	1KKF-WT7W-43PR	26331108	INV	06/09/2026	8.99	WRAPPING PAPER - GRAD
474857	18325 AMAZON CAPITAL SERVICES	349435	1GGK-RKLJ-GL4D	26317049	INV	06/09/2026	255.16	WINTHROP TONER AND PA
474858	20215 FOLLETT CONTENT SOLUTIONS	349436	729459F	26321053	INV	06/09/2026	259.63	MELROSE MIDDLE SCH -
474860	9149 JOSTENS INC	349437	3362-3189	26331085	INV	06/09/2026	2,202.33	MELROSE HS GRAD SUPPL
474861	534335 CITY OF MELROSE - DPW	349438	Mayunibball26	26335225	INV	06/09/2026	303.88	CUSTODIAN MAY 6 AND 1
474863	534335 CITY OF MELROSE - DPW	349439	FSOHMay26	26318026	INV	06/09/2026	55.25	FRANKLIN SPRING OPEN
474864	12181 NALLY ASSOCIATES, INC.	349440	26-1488	26335190	INV	06/09/2026	1,498.48	MELROSE HIGH SCHOOL L
474865	21576 PRECISION HUMAN RESOURCE	349441	2100039735-1	26341003	INV	06/09/2026	4,629.33	MELROSE PPS TEACH ASS
474867	710400 READING TROPHY & SHIRT CO	349442	104391	26331110	INV	06/09/2026	480.00	MELROSE HIGH SCHOOL A
474885	8995 VERIZON NEW ENGLAND INC	349460	05182026	26301025	INV	06/09/2026	261.84	FY26 SCHOOL FIOS MAY
474903	18325 AMAZON CAPITAL SERVICES	349477	1F74-63XN-WF64	26301156	INV	06/09/2026	237.35	FY26 HOOVER CLASSROOM
474904	18325 AMAZON CAPITAL SERVICES	349478	1714-MDYW-79QH	26301156	INV	06/09/2026	1,202.82	FY26 HOOVER CLASSROOM
474906	18325 AMAZON CAPITAL SERVICES	349480	194F-G9FC-6QCY	26301156	INV	06/09/2026	184.37	FY26 HOOVER CLASSROOM
474919	20661 KING BRIAN TRANSPORTATION	349493	872	26341176	INV	06/09/2026	450.00	MELROSE TRANSPORTATIO
474921	950007 GREGORY ANGELES	349494	FY26TRANSPORTJAN	26341149	INV	06/09/2026	290.87	JANUARY 2026 TRAVEL R
474922	950007 GREGORY ANGELES	349496	FY26TRANSPORTFEB	26341149	INV	06/09/2026	222.43	FEBRUARY 2026 TRANSP
474924	950007 GREGORY ANGELES	349498	FY26TRANSPORTMAR	26341149	INV	06/09/2026	359.31	MARCH 2026 TRANSPORTA
474926	950007 GREGORY ANGELES	349500	FY26TRANSPORTAPR	26341149	INV	06/09/2026	273.76	APRIL 2026 TRANSPORTA
474932	15751 EI US, LLC.	349504	INV322281	26341088	INV	06/09/2026	383.70	MELROSE PPS HOSP TUTO
474933	15751 EI US, LLC.	349505	INV322282	26341088	INV	06/09/2026	383.70	MELROSE PPS HOSP TUTO
474934	15751 EI US, LLC.	349507	INV321288	26341088	INV	06/09/2026	306.96	MELROSE PPS HOSP TUTO
474935	15751 EI US, LLC.	349508	INV321287	26341088	INV	06/09/2026	383.70	MELROSE PPS HOSP TUTO
474936	24475 CITY OF LYNN	349509	106	26341158	INV	06/09/2026	10,965.20	MELROSE PPS TUITION A
474939	24523 SHEILA O MAGINNIS	349511	02/06/26 PD	26341153	INV	06/09/2026	150.00	MELROSE PPS PD FEB 6,
474940	22448 PERSPECTIVES CHILDREN'S T	349512	252631	26341094	INV	06/09/2026	1,550.00	MELROSE SPEECH AND LA
474941	22448 PERSPECTIVES CHILDREN'S T	349513	252632	26341094	INV	06/09/2026	1,550.00	MELROSE PPS SPEECH &
474942	757850 SCHOOLS FOR CHILDREN, INC	349514	0000156116	26341064	INV	06/09/2026	10,848.81	MELROSE PPS SCHOOL TU
474943	757850 SCHOOLS FOR CHILDREN, INC	349515	0000156083	26341027	INV	06/09/2026	6,436.90	MELROSE PPS SCHOOL TU
474944	802717 STERICYCLE INC.	349516	8014407109	26341015	INV	06/09/2026	40.00	MELROSE PPS SHREDDING
475030	166100 THE COLLEGE BOARD	349602	A271144171	26331113	INV	06/09/2026	98,478.00	FY26 MELROSE HIGH SCH
475033	139700 CENGAGE LEARNING INC	349605	999102703602	26396155	INV	06/09/2026	9,317.00	MELROSE - AP US HISTO
475047	23446 LAURA IVES	349617	MEL2607	26341116	INV	06/09/2026	3,325.00	MELROSE PPS SEC SUB @

Report generated: 06/05/2026 08:43:51
 User: Kim Candilieri (kcandilieri)
 Program ID: apwarrnt

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Warrant List by Voucher

WARRANT: S26088 06/09/2026

VOUCHER	VENDOR	DOCUMENT	INVOICE	PO	TYPE	DUE DATE	AMOUNT	COMMENT
475049	484680 WB MASON CO INC	349619	262155792	26317050	INV	06/09/2026	448.50	WINTHROP COPIER PAPER
475050	484680 WB MASON CO INC	349620	262098086	26313012	INV	06/09/2026	1,794.00	HORACE MANN COPIER PA
475074	18325 AMAZON CAPITAL SERVICES	349644	16C4-P41C-L7TP	26307104	INV	06/09/2026	23.72	FY26 ED STA SUMMER PR
475133	24759 CLAIRE GALLOWAY-JONES	349703	MPS-2026-002	26390016	INV	06/09/2026	750.00	MELROSE PD MAY 28, 20
475134	24856 NATALIE SPENCER	349704	FY26UBER	26301164	INV	06/09/2026	23.95	UBER REIMBURSEMENT -
475135	691450 PORTLAND POTTERY SUPPLY	349705	454064	26331092	INV	06/09/2026	263.59	MELROSE HS KILN REPAI
475140	693500 CBIZ CPAS PC	349709	50IN50028359	26301120	INV	06/09/2026	4,500.00	MELROSE SCHOOLS FY25
475141	22678 JOHN MACERO	349710	15	26301168	INV	06/09/2026	5,800.00	SENIOR ADVISOR SERVIC
475142	18325 AMAZON CAPITAL SERVICES	349711	11MH-TFPW-RW1R	26317047	INV	06/09/2026	64.83	WINTHROP LANYARDS, TA
475143	18325 AMAZON CAPITAL SERVICES	349712	1PLX-6616-VC1V		CRM	06/09/2026	-4.83	WINTHROP CREDIT ENVEL
475144	18325 AMAZON CAPITAL SERVICES	349713	1K6G-PJHM-6GLW	26301169	INV	06/09/2026	59.97	FRANKLIN PURELL WIPES
475168	20661 KING BRIAN TRANSPORTATION	349736	880	265333	INV	06/09/2026	7,140.00	MELROSE STUDENT TRANS
475177	14500 THE T STOP	349745	2605094	26390020	INV	06/09/2026	1,194.00	MELROSE METCO SENIOR
475178	15213 SJ TRANSPORTATION LLC	349746	MAY 2026-1	265316	INV	06/09/2026	13,425.00	FY26 MELROSE OUT OF D
475179	15213 SJ TRANSPORTATION LLC	349747	MAY 2026-2	265316	INV	06/09/2026	14,350.00	FY26 MELROSE OUT OF D
475180	15213 SJ TRANSPORTATION LLC	349748	MAY 2026-3	265316	INV	06/09/2026	7,950.00	FY26 MELROSE OUT OF D
475181	15213 SJ TRANSPORTATION LLC	349749	MAY 2026-4	265316	INV	06/09/2026	6,545.00	FY26 MELROSE OUT OF D
475198	18325 AMAZON CAPITAL SERVICES	349766	1TH1-P9RX-PFR4	26301167	INV	06/09/2026	2,852.08	STACKABLE PLASTIC BIN
475199	286382 HOPEFUL JOURNEYS EDUCATIO	349767	042026CBPM	26341091	INV	06/09/2026	2,430.00	MELROSE PPS ABA / BCB
475200	21576 PRECISION HUMAN RESOURCE	349768	2100039965	26341003	INV	06/09/2026	4,666.50	MELROSE PPS TEACHERS
475201	19359 TTF SOLUTIONS, LLC	349769	21466530	26341023	INV	06/09/2026	1,224.50	MELROSE PPS SCHOOL PA
475202	484680 WB MASON CO INC	349770	262246055	26312023	INV	06/09/2026	2,242.50	HOOVER COPIER PAPER /
475203	691450 PORTLAND POTTERY SUPPLY	349771	454065	26321041	INV	06/09/2026	806.81	MELROSE MIDDLE SCHOOL
475205	18325 AMAZON CAPITAL SERVICES	349773	1WKV-PQJM-1X7H	26321071	INV	06/09/2026	69.93	CARD STOCK 8TH GRADE
475211	633500 NORTH SUBURBAN TRANSPORT	349779	1345	26335165	INV	06/09/2026	31,620.00	FY26 MELROSE ATHLETIC
475221	484680 WB MASON CO INC	349789	262277967	26301166	INV	06/09/2026	448.50	10 CS OF PAPER FOR CE
475352	245500 ECONOMY PRINTING & SIGNS	349906	a17551	26331053	INV	06/09/2026	1,280.00	MELROSE HS GRADUATION
475353	16092 DAVID C. NICKERSON	349907	2251	26331052	INV	06/09/2026	3,690.00	MELROSE HS GRADUATION
475355	424800 LANDMARK SCHOOL OUTREACH	349908	37137	26341047	INV	06/09/2026	8,302.60	MELROSE PPS SCHOOL TU
475356	424800 LANDMARK SCHOOL OUTREACH	349909	38089	26341048	INV	06/09/2026	8,717.73	MELROSE PPS SCHOOL TU
475357	424800 LANDMARK SCHOOL OUTREACH	349910	36965	26341049	INV	06/09/2026	8,302.60	MELROSE PPS SCHOOL TU
475358	424800 LANDMARK SCHOOL OUTREACH	349911	37469	26341050	INV	06/09/2026	8,302.60	MELROSE PPS SCHOOL TU
475359	424800 LANDMARK SCHOOL OUTREACH	349912	38540	26341051	INV	06/09/2026	8,717.73	MELROSE PPS SCHOOL TU
475360	424800 LANDMARK SCHOOL OUTREACH	349913	39231	26341052	INV	06/09/2026	7,413.80	MELROSE PPS SCHOOL TU
475361	424800 LANDMARK SCHOOL OUTREACH	349914	39743	26341053	INV	06/09/2026	6,102.39	MELROSE PPS SCHOOL TU
475362	424800 LANDMARK SCHOOL OUTREACH	349915	39112	26341054	INV	06/09/2026	2,075.60	MELROSE PPS SCHOOL DA
475363	424800 LANDMARK SCHOOL OUTREACH	349916	37095	26341055	INV	06/09/2026	4,151.20	MELROSE PPS SCHOOL TU
475364	24329 COLLABORATIVE LEARNING PR	349917	2025SD-9	26341082	INV	06/09/2026	3,130.74	MELROSE PPS SCHOOL TU
475366	763600 SEEM COLLABORATIVE	349918	99334	26341066	INV	06/09/2026	6,580.00	MELROSE PPS SCHOOL TU
475367	763600 SEEM COLLABORATIVE	349919	99336	26341081	INV	06/09/2026	6,580.00	MELROSE PPS SCHOOL TU

Report generated: 06/05/2026 08:43:51
 User: Kim Candilieri (kcandilieri)
 Program ID: apwarrrt

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Warrant List by Voucher

WARRANT: S26088 06/09/2026

VOUCHER	VENDOR	DOCUMENT	INVOICE	PO	TYPE	DUE DATE	AMOUNT	COMMENT
475368	763600 SEEM COLLABORATIVE	349920	99340	26341068	INV	06/09/2026	6,580.00	MELROSE PPS SCHOOL TU
475369	17779 CJ'S TRANSPORTATION	349921	202627-05	265323	INV	06/09/2026	750.00	FY26 MELROSE TRANSPOR
475373	534335 CITY OF MELROSE - DPW	349922	MHSSAN052226	26331114	INV	06/09/2026	414.38	HS SENIOR AWARDS NIGH
475374	22776 LOCA ENTERPRISES	349923	57162	265330	INV	06/09/2026	35.00	MELROSE VAN # 9 MASS
475377	18325 AMAZON CAPITAL SERVICES	349925	1LQH-JWPJ-4FDW	26301165	INV	06/09/2026	54.49	OFFICE SUPPLIES - CEN
475378	20215 FOLLETT CONTENT SOLUTIONS	349926	753165A	26396144	INV	06/09/2026	332.60	ELA CURRICULUM MATERI
475379	14317 HEARTLAND PAYMENT SYSTEMS	349927	3494163	26301155	INV	06/09/2026	14,700.00	FOOD SERVICE SOFTWARE
475386	9149 JOSTENS INC	349935	3362-3402	26331085	INV	06/09/2026	60.85	MELROSE HS FACULTY GO
475387	11695 JOE WARREN & SONS CO INC	349936	775281Q	26301146	INV	06/09/2026	2,934.47	MELROSE HS FOOD SERVI
475388	757861 SCHOOL SPECIALTY, LLC	349937	308104865980	26396146	INV	06/09/2026	728.18	FRANKLIN SCHOOL SCIEN
475389	757861 SCHOOL SPECIALTY, LLC	349938	308104865981	26396147	INV	06/09/2026	3,124.87	LINCOLN SCHOOL SCIENC
475391	757861 SCHOOL SPECIALTY, LLC	349940	208137032047	26396147	INV	06/09/2026	850.00	LINCOLN SCHOOL SCIENC
475393	757861 SCHOOL SPECIALTY, LLC	349942	208137032049	26396151	INV	06/09/2026	850.00	WINTHROP SCHOOL SCIEN
475395	757861 SCHOOL SPECIALTY, LLC	349944	208137032050	26396149	INV	06/09/2026	850.00	HORACE MANN SCIENCE M
475397	757861 SCHOOL SPECIALTY, LLC	349945	208137032051	26396148	INV	06/09/2026	850.00	HOOVER SCHOOL SCIENCE
475398	757861 SCHOOL SPECIALTY, LLC	349947	308104867236	26396148	INV	06/09/2026	3,154.87	HOOVER SCHOOL SCIENCE
475399	757861 SCHOOL SPECIALTY, LLC	349948	308104869043	26396149	INV	06/09/2026	3,154.87	HORACE MANN SCIENCE M
475400	757861 SCHOOL SPECIALTY, LLC	349949	208137032048	26396150	INV	06/09/2026	850.00	ROOSEVELT SCHOOL SCIE
475401	757861 SCHOOL SPECIALTY, LLC	349950	308104869044	26396151	INV	06/09/2026	3,154.87	WINTHROP SCHOOL SCIEN
475402	24418 VOWEL VALLEY LLC	349951	5815	26390019	INV	06/09/2026	16,690.00	MELROSE METCO LITERAC
475404	484680 WB MASON CO INC	349952	262150451	26396164	INV	06/09/2026	711.22	CURRICULUM OFFICE SUP
475406	24837 WW NORTON & COMPANY INC	349954	3638742	26396166	INV	06/09/2026	12,168.00	MELROSE AP US HISTORY
475407	20317 SHEILA ANN BARRY	349955	MEL2610	26341087	INV	06/09/2026	802.80	MELROSE PPS READING C
475408	10540 MANCHESTER ESSEX REGIONAL	349956	3925 5.26	26341044	INV	06/09/2026	6,295.90	MELROSE PPS SCHOOL TU
475409	679200 PERKINS SCHOOL FOR THE BL	349957	CI00009199	26341026	INV	06/09/2026	12,933.60	MELROSE PPS SCHOOL TU
475410	22448 PERSPECTIVES CHILDREN'S T	349958	252633	26341094	INV	06/09/2026	1,100.00	MELROSE PPS SPEECH &
475411	21576 PRECISION HUMAN RESOURCE	349959	2100040080	26341003	INV	06/09/2026	4,185.94	MELROSE PPS TEACHERS'
475412	724812 RIVERVIEW SCHOOL	349960	2026060100049	26341063	INV	06/09/2026	7,680.33	MELROSE PPS TUITION M
475413	757850 SCHOOLS FOR CHILDREN, INC	349961	0000156214	26341166	INV	06/09/2026	11,859.20	MELROSE PPS STEP MAY
475414	763600 SEEM COLLABORATIVE	349962	99738	26341174	INV	06/09/2026	7,840.00	MELROSE PPS ASSESS CE
475415	186250 COTTING SCHOOL INC	349963	INV4478	26341107	INV	06/09/2026	2,232.50	MELROSE PPS APRIL 202
475416	186250 COTTING SCHOOL INC	349964	INV4477	26341107	INV	06/09/2026	1,305.00	MELROSE PPS APRIL 202
475417	186250 COTTING SCHOOL INC	349965	INV4479	26341107	INV	06/09/2026	641.25	MELROSE PPS APRIL 202
475418	186250 COTTING SCHOOL INC	349966	INV4479(2)	26341180	INV	06/09/2026	1,528.75	MELROSE PPS APRIL 202
475419	14504 PPC EVENT SERVICES INC.	349967	371881	26331036	INV	06/09/2026	3,039.20	MELROSE HS GRADUATION
475439	272375 LUCY FIGUEIREDO	349987	AUGUST-SEPTEMBER2025	26341126	INV	06/09/2026	1,213.02	UBER TRANSPORTATION R
475442	341695 HSGC	349990	06022026	26335188	INV	06/09/2026	75.00	MELROSE HIGH SCHOOL G
475452	20361 MALDEN PUBLIC HEALTH DEPT	349998	560	26335211	INV	06/09/2026	2,150.00	MELROSE ATHLETICS POO
475453	20361 MALDEN PUBLIC HEALTH DEPT	349999	561	26335212	INV	06/09/2026	6,525.00	MELROSE ATHLETICS POO
475460	18325 AMAZON CAPITAL SERVICES	350006	1RDY-MGW9-7LTN	26331107	INV	06/09/2026	232.86	MELROSE HS SCIENCE SU

Report generated: 06/05/2026 08:43:51
 User: Kim Candilieri (kcandilieri)
 Program ID: apwarrnt



PRELIMINARY CITY OF MELROSE WARRANT REPORT

Warrant List by Voucher

WARRANT: S26088 06/09/2026

VOUCHER	VENDOR	DOCUMENT	INVOICE	PO	TYPE	DUE DATE	AMOUNT	COMMENT
475494	18335 VOLLI COMMUNICATIONS INC	350039	93222	26301018	INV	06/09/2026	748.32	FY26 DISTRICT WIDE PH
WARRANT TOTAL							1,056,753.47	



PRELIMINARY CITY OF MELROSE WARRANT REPORT

DATE: 06/09/2026
WARRANT: S26089
AMOUNT: 12,600.60

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: S26089 06/09/2026

CASH ACCOUNT: 00		104200		EASTERN VENDOR 1132							
VENDOR			REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
7693	MARK W. ACHORN		0000		INV	06/09/2026	2026-578		349646	475076	
	ACCOUNT DETAIL						LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS		78.00			
								78.00			
7693	MARK W. ACHORN		0000		INV	06/09/2026	2026-579		349647	475077	
	ACCOUNT DETAIL						LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS		104.00			
								104.00			
							CHECK TOTAL	182.00			
24847	ANDREW BROMBERG		0000		INV	06/09/2026	2026-580		349648	475078	
	ACCOUNT DETAIL						LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS		104.00			
								104.00			
24847	ANDREW BROMBERG		0000		INV	06/09/2026	2026-581		349649	475079	
	ACCOUNT DETAIL						LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS		104.00			
								104.00			
							CHECK TOTAL	208.00			
24690	KATHRYN BURNS		0000		INV	06/09/2026	FY27REFUND		348908	474321	
	ACCOUNT DETAIL						LINE AMOUNT				
	1	18504	437500		ECC	NEXT FY		1,111.53			
								1,111.53			
							CHECK TOTAL	1,111.53			
123980	RICHARD T. CABRAL		0000		INV	06/09/2026	2026-582		349650	475080	
	ACCOUNT DETAIL						LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS		104.00			
								104.00			
							CHECK TOTAL	104.00			
126192	MARK CALLAHAN		0000		INV	06/09/2026	2026-522		349529	474957	
	ACCOUNT DETAIL						LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS		117.00			
								117.00			
							CHECK TOTAL	117.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26089 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
9138	CHERYL C M SABA	0000		INV	06/09/2026	2026-620		349699	475129	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00				
							104.00			
						CHECK TOTAL	104.00			
20535	SCOT CHIN	0000		INV	06/09/2026	2026-523		349531	474959	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00				
							104.00			
20535	SCOT CHIN	0000		INV	06/09/2026	2026-524		349532	474960	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00				
							78.00			
20535	SCOT CHIN	0000		INV	06/09/2026	2026-525		349533	474961	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00				
							104.00			
20535	SCOT CHIN	0000		INV	06/09/2026	2026-526		349534	474962	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00				
							78.00			
						CHECK TOTAL	364.00			
24419	DANIEL COLLINS	0000		INV	06/09/2026	2026-527		349535	474963	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00				
							104.00			
24419	DANIEL COLLINS	0000		INV	06/09/2026	2026-528		349536	474964	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00				
							78.00			
						CHECK TOTAL	182.00			
24768	GLEN P COONEY	0000		INV	06/09/2026	2026-529		349537	474965	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		112.00				
							112.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26089 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	112.00			
185463	RICHARD COSTIN	0000		INV	06/09/2026	2026-535		349543	474971	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS			78.00			
						CHECK TOTAL	78.00			
21821	STEVEN COUTU	0000		INV	06/09/2026	2026-530		349538	474966	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS			104.00			
						CHECK TOTAL	104.00			
21821	STEVEN COUTU	0000		INV	06/09/2026	2026-531		349539	474967	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS			78.00			
						CHECK TOTAL	78.00			
						CHECK TOTAL	182.00			
14627	RICHARD COWDELL	0000		INV	06/09/2026	2026-583		349651	475081	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS			104.00			
						CHECK TOTAL	104.00			
						CHECK TOTAL	104.00			
24845	VENANCIA CRUZ	0000		INV	06/09/2026	FY26REFUND		349597	475025	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 18514 437000		ED STAT	CURRENT FY			308.10			
						CHECK TOTAL	308.10			
						CHECK TOTAL	308.10			
24838	ANTHONY DIAS	0000		INV	06/09/2026	2026-532		349540	474968	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS			78.00			
						CHECK TOTAL	78.00			
						CHECK TOTAL	78.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26089 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
24843	JOHN DOVALE	0000		INV	06/09/2026	2026-533		349541	474969	
ACCOUNT DETAIL						LINE AMOUNT				
1	1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00				
						CHECK TOTAL	78.00			
							78.00			
24839	BRENDAN DOYLE	0000		INV	06/09/2026	2026-534		349542	474970	
ACCOUNT DETAIL						LINE AMOUNT				
1	1135701 55500 3510		ATH O/MIS	ATH OF/MIS		86.00				
						CHECK TOTAL	86.00			
							86.00			
256940	DAVID ENGELSON	0000		INV	06/09/2026	2026-536		349544	474972	
ACCOUNT DETAIL						LINE AMOUNT				
1	1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00				
							104.00			
256940	DAVID ENGELSON	0000		INV	06/09/2026	2026-537		349545	474973	
ACCOUNT DETAIL						LINE AMOUNT				
1	1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00				
							78.00			
256940	DAVID ENGELSON	0000		INV	06/09/2026	2026-584		349652	475082	
ACCOUNT DETAIL						LINE AMOUNT				
1	1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00				
							78.00			
256940	DAVID ENGELSON	0000		INV	06/09/2026	2026-585		349653	475083	
ACCOUNT DETAIL						LINE AMOUNT				
1	1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00				
							104.00			
						CHECK TOTAL	364.00			
							104.00			
24848	JOEL FARETRA	0000		INV	06/09/2026	2026-586		349654	475084	
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: S26089 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
16835	JOSEPH F FLYNN	0000		INV	06/09/2026	2026-577		349598	475026	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		86.00				
							86.00			
						CHECK TOTAL	86.00			
278466	DAVID R FOGG	0000		INV	06/09/2026	2026-587		349655	475085	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00				
							104.00			
						CHECK TOTAL	104.00			
20570	CHRIS FREISEN	0000		INV	06/09/2026	2026-538		349546	474974	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00				
							104.00			
20570	CHRIS FREISEN	0000		INV	06/09/2026	2026-539		349547	474975	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00				
							78.00			
						CHECK TOTAL	182.00			
24849	AMY GERADE	0000		INV	06/09/2026	2026-588		349656	475086	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00				
							78.00			
						CHECK TOTAL	78.00			
24119	DANIEL GILDAY	0000		INV	06/09/2026	2026-627		350007	475461	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00				
							78.00			
24119	DANIEL GILDAY	0000		INV	06/09/2026	2026-628		350008	475462	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		117.00				
							117.00			
						CHECK TOTAL	195.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26089 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
24755	ANTHONY GLAZIER	0000		INV	06/09/2026	2026-589		349657	475087	
ACCOUNT DETAIL						LINE AMOUNT				
1	1135701 55500 3510		ATH O/MIS	ATH OF/MIS		117.00				
						CHECK TOTAL	117.00			
117.00										
320500	CHRISTOPHER GREGORY	0000		INV	06/09/2026	2026-629		350010	475465	
ACCOUNT DETAIL						LINE AMOUNT				
1	1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00				
						CHECK TOTAL	104.00			
104.00										
320500	CHRISTOPHER GREGORY	0000		INV	06/09/2026	2026-630		350011	475466	
ACCOUNT DETAIL						LINE AMOUNT				
1	1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00				
						CHECK TOTAL	78.00			
78.00										
320500	CHRISTOPHER GREGORY	0000		INV	06/09/2026	2026-590		350040	475495	
ACCOUNT DETAIL						LINE AMOUNT				
1	1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00				
						CHECK TOTAL	78.00			
78.00										
320500	CHRISTOPHER GREGORY	0000		INV	06/09/2026	2026-591		350041	475496	
ACCOUNT DETAIL						LINE AMOUNT				
1	1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00				
						CHECK TOTAL	104.00			
104.00										
364.00										
13346	THOMAS GRIFFIN	0000		INV	06/09/2026	2026-593		349661	475091	
ACCOUNT DETAIL						LINE AMOUNT				
1	1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00				
						CHECK TOTAL	104.00			
104.00										
104.00										
23842	DENNIS GRIFFIN	0000		INV	06/09/2026	2026-592		349660	475090	
ACCOUNT DETAIL						LINE AMOUNT				
1	1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00				
						CHECK TOTAL	78.00			
78.00										
78.00										

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26089 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
23897	CLAYTON HACKER	0000		INV	06/09/2026	2026-540		349553	474981	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00				
							104.00			
23897	CLAYTON HACKER	0000		INV	06/09/2026	2026-541		349554	474982	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00				
							78.00			
						CHECK TOTAL	182.00			
328490	JULIE HALLORAN	0000		INV	06/09/2026	2026-594		349662	475092	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00				
							104.00			
328490	JULIE HALLORAN	0000		INV	06/09/2026	2026-595		349663	475093	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00				
							78.00			
						CHECK TOTAL	182.00			
15062	JACKIE HAMILTON	0000		INV	06/09/2026	FY26REFUND		349445	474870	
	ACCOUNT DETAIL					LINE AMOUNT				
1	12004 427000		SCHLUN-REVCHGS SERV			99.50				
							99.50			
						CHECK TOTAL	99.50			
20509	ALYSON HEALEY	0000		INV	06/09/2026	2026-542		349555	474983	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00				
							78.00			
20509	ALYSON HEALEY	0000		INV	06/09/2026	2026-543		349556	474984	
	ACCOUNT DETAIL					LINE AMOUNT				
1	1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00				
							104.00			
						CHECK TOTAL	182.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26089 06/09/2026

CASH ACCOUNT: 00		104200		EASTERN VENDOR 1132								
VENDOR				REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
22813	DAVID HILL			0000		INV	06/09/2026	2026-544		349557	474985	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS			104.00			
								CHECK TOTAL	104.00			
									104.00			
24544	EDWARD HILL			0000		INV	06/09/2026	2026-596		349664	475094	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS			117.00			
								CHECK TOTAL	117.00			
									117.00			
17051	MARTIN HORKAN			0000		INV	06/09/2026	2026-545		349558	474986	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS			104.00			
									104.00			
17051	MARTIN HORKAN			0000		INV	06/09/2026	2026-546		349559	474987	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS			78.00			
									78.00			
17051	MARTIN HORKAN			0000		INV	06/09/2026	2026-547		349560	474988	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS			104.00			
									104.00			
17051	MARTIN HORKAN			0000		INV	06/09/2026	2026-548		349561	474989	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS			78.00			
									78.00			
								CHECK TOTAL	364.00			
									364.00			
24840	ROBERT INGLIS			0000		INV	06/09/2026	2026-549		349562	474990	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS			78.00			
									78.00			
24840	ROBERT INGLIS			0000		INV	06/09/2026	2026-597		349671	475101	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS			117.00			
									117.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26089 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	195.00			
381980	JON IZZO	0000		INV	06/09/2026	2026-598		349673	475103	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS			104.00			
							104.00			
381980	JON IZZO	0000		INV	06/09/2026	2026-599		349674	475104	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS			78.00			
							78.00			
						CHECK TOTAL	182.00			
14524	AMANDA JETT LEBLANC	0000		INV	06/09/2026	2026-550		349563	474991	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS			104.00			
							104.00			
14524	AMANDA JETT LEBLANC	0000		INV	06/09/2026	2026-551		349564	474992	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS			78.00			
							78.00			
						CHECK TOTAL	182.00			
24850	RICHARD KELTER	0000		INV	06/09/2026	2026-600		349676	475106	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS			104.00			
							104.00			
						CHECK TOTAL	104.00			
11578	JOANNE LAVENDER	0000		INV	06/09/2026	2026-556		349569	474997	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS			78.00			
							78.00			
11578	JOANNE LAVENDER	0000		INV	06/09/2026	2026-557		349570	474998	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS			104.00			
							104.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26089 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
11578	JOANNE LAVENDER	0000		INV	06/09/2026	2026-601		349678	475108	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00	104.00			
11578	JOANNE LAVENDER	0000		INV	06/09/2026	2026-602		349680	475110	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00	78.00			
11578	JOANNE LAVENDER	0000		INV	06/09/2026	2026-603		349681	475111	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00	104.00			
11578	JOANNE LAVENDER	0000		INV	06/09/2026	2026-604		349683	475113	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00	78.00			
11578	JOANNE LAVENDER	0000		INV	06/09/2026	2026-605		349684	475114	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00	78.00			
11578	JOANNE LAVENDER	0000		INV	06/09/2026	2026-606		349685	475115	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00	104.00			
11578	JOANNE LAVENDER	0000		INV	06/09/2026	2026-607		349686	475116	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00	78.00			
11578	JOANNE LAVENDER	0000		INV	06/09/2026	2026-608		349687	475117	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00	104.00			
						CHECK TOTAL	910.00			
434520	STEPHEN M LEAHY	0000		INV	06/09/2026	2026-558		349571	474999	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00	104.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26089 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132									
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK	
434520	STEPHEN M LEAHY	0000		INV	06/09/2026	2026-559		349572	475000		
	ACCOUNT DETAIL					LINE AMOUNT					
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00					
							78.00				
434520	STEPHEN M LEAHY	0000		INV	06/09/2026	2026-609		349688	475118		
	ACCOUNT DETAIL					LINE AMOUNT					
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00					
							78.00				
434520	STEPHEN M LEAHY	0000		INV	06/09/2026	2026-610		349689	475119		
	ACCOUNT DETAIL					LINE AMOUNT					
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00					
							104.00				
434520	STEPHEN M LEAHY	0000		INV	06/09/2026	2026-611		349690	475120		
	ACCOUNT DETAIL					LINE AMOUNT					
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00					
							104.00				
434520	STEPHEN M LEAHY	0000		INV	06/09/2026	2026-612		349691	475121		
	ACCOUNT DETAIL					LINE AMOUNT					
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00					
							78.00				
						CHECK TOTAL	546.00				
442150	JOHN LEQUIN	0000		INV	06/09/2026	2026-560		349573	475001		
	ACCOUNT DETAIL					LINE AMOUNT					
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00					
							104.00				
442150	JOHN LEQUIN	0000		INV	06/09/2026	2026-561		349574	475002		
	ACCOUNT DETAIL					LINE AMOUNT					
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00					
							78.00				
						CHECK TOTAL	182.00				
446600	MICHAEL LIGHTBODY	0000		INV	06/09/2026	2026-562		349575	475003		
	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: S26089 06/09/2026

CASH ACCOUNT: 00		104200		EASTERN VENDOR 1132								
VENDOR				REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
24896	DANIEL MAHONEY			0000		INV	06/09/2026	2026-624		349873	475307	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS						
									117.00			
								CHECK TOTAL	117.00			
24851	KILEY MCCARTHY			0000		INV	06/09/2026	2026-613		349692	475122	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS						
									104.00			
								CHECK TOTAL	104.00			
21695	KEVIN MCGLINCHY			0000		INV	06/09/2026	2026-614		349693	475123	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS						
									117.00			
21695	KEVIN MCGLINCHY			0000		INV	06/09/2026	2026-615		349694	475124	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS						
									117.00			
								CHECK TOTAL	234.00			
24852	ONIAS MIRBEL			0000		INV	06/09/2026	2026-616		349695	475125	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS						
									78.00			
								CHECK TOTAL	78.00			
20510	PETER MOSGOFIAN			0000		INV	06/09/2026	2026-563		349576	475004	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS						
									104.00			
								CHECK TOTAL	104.00			
628920	PAUL NOONAN			0000		INV	06/09/2026	2026-631		350013	475468	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS						
									104.00			
									104.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26089 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	104.00			
24842	JON ONEIL	0000		INV	06/09/2026	2026-564		349577	475005	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		86.00				
						CHECK TOTAL	86.00			
22961	JAMES PAGNONI	0000		INV	06/09/2026	2026-617		349696	475126	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00				
						CHECK TOTAL	104.00			
24897	SETH PARE	0000		INV	06/09/2026	2026-625		349874	475308	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		112.00				
						CHECK TOTAL	112.00			
24009	GRAHAM PATTON	0000		INV	06/09/2026	2026-618		349697	475127	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00				
						CHECK TOTAL	104.00			
24844	SONYA PETRI	0000		INV	06/09/2026	FY26REFUND		349866	475299	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 18504 437000		ECC	CURRENT FY		367.87				
						CHECK TOTAL	367.87			
9425	KEVIN PHELAN	0000		INV	06/09/2026	2026-565		349578	475006	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00				
							104.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26089 06/09/2026

CASH ACCOUNT: 00		104200		EASTERN VENDOR 1132								
VENDOR				REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
9425	KEVIN PHELAN			0000		INV	06/09/2026	2026-566		349579	475007	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS			78.00			
									78.00			
								CHECK TOTAL	182.00			
14640	ANDREW R. PUGLIA			0000		INV	06/09/2026	2026-619		349698	475128	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS			104.00			
									104.00			
								CHECK TOTAL	104.00			
19824	EDDIE RODRIGUEZ			0000		INV	06/09/2026	2026-632		350015	475471	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS			104.00			
									104.00			
								CHECK TOTAL	104.00			
20542	ANTHONY ROMAN			0000		INV	06/09/2026	2026-567		349580	475008	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS			104.00			
									104.00			
20542	ANTHONY ROMAN			0000		INV	06/09/2026	2026-568		349581	475009	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS			78.00			
									78.00			
								CHECK TOTAL	182.00			
24124	BASE OR PLATE UMPIRIN			0000		INV	06/09/2026	2026-571		349584	475012	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS			104.00			
									104.00			
24124	BASE OR PLATE UMPIRIN			0000		INV	06/09/2026	2026-572		349585	475013	
	ACCOUNT DETAIL							LINE AMOUNT				
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS			104.00			
									104.00			
								CHECK TOTAL	208.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26089 06/09/2026

CASH ACCOUNT: 00 104200		EASTERN VENDOR 1132								
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
20540	DANA J SEERO	0000		INV	06/09/2026	2026-569		349582	475010	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00				
							104.00			
20540	DANA J SEERO	0000		INV	06/09/2026	2026-570		349583	475011	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00				
							78.00			
						CHECK TOTAL	182.00			
24853	COREY SHERMAN	0000		INV	06/09/2026	2026-621		349700	475130	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00				
							78.00			
						CHECK TOTAL	78.00			
21525	ERIC STEELE	0000		INV	06/09/2026	2026-633		350017	475472	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00				
							78.00			
						CHECK TOTAL	78.00			
805250	KATHLEEN STOCKMAN	0000		INV	06/09/2026	2026-573		349586	475014	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00				
							104.00			
805250	KATHLEEN STOCKMAN	0000		INV	06/09/2026	2026-574		349587	475015	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		78.00				
							78.00			
						CHECK TOTAL	182.00			
15014	TAEUK KIM	0000		INV	06/09/2026	2026-552		349565	474993	
	ACCOUNT DETAIL					LINE AMOUNT				
	1 1135701 55500 3510		ATH O/MIS	ATH OF/MIS		104.00				
							104.00			

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26089 06/09/2026

CASH ACCOUNT: 00		104200		EASTERN VENDOR 1132							
VENDOR		REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK	
15014	TAEUK KIM	0000		INV	06/09/2026	2026-553		349566	474994		
	ACCOUNT DETAIL					LINE AMOUNT					
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS	78.00				
							78.00				
15014	TAEUK KIM	0000		INV	06/09/2026	2026-554		349567	474995		
	ACCOUNT DETAIL					LINE AMOUNT					
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS	104.00				
							104.00				
15014	TAEUK KIM	0000		INV	06/09/2026	2026-555		349568	474996		
	ACCOUNT DETAIL					LINE AMOUNT					
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS	78.00				
							78.00				
						CHECK TOTAL	364.00				
22336	MICHAEL TAYLOR	0000		INV	06/09/2026	FY26REFUND		349310	474730		
	ACCOUNT DETAIL					LINE AMOUNT					
	1	12004	427000		SCHLUN-REVCHGS SERV		15.75				
							15.75				
						CHECK TOTAL	15.75				
24841	DANIEL TRAINOR	0000		INV	06/09/2026	2026-575		349588	475016		
	ACCOUNT DETAIL					LINE AMOUNT					
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS	104.00				
							104.00				
24841	DANIEL TRAINOR	0000		INV	06/09/2026	2026-576		349589	475017		
	ACCOUNT DETAIL					LINE AMOUNT					
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS	78.00				
							78.00				
						CHECK TOTAL	182.00				
17752	JEFFERY TRI	0000		INV	06/09/2026	2026-626		349875	475309		
	ACCOUNT DETAIL					LINE AMOUNT					
	1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS	112.00				
							112.00				
						CHECK TOTAL	112.00				



PRELIMINARY CITY OF MELROSE WARRANT REPORT

Detail Invoice List

WARRANT: S26089 06/09/2026

CASH ACCOUNT: 00		104200		EASTERN VENDOR 1132								
VENDOR				REMIT	PO	TYPE	DUE DATE	INVOICE	AMOUNT	DOCUMENT	VOUCHER	CHECK
13002	DAVID TRZEPACZ			0000		INV	06/09/2026	FY26REFUND		349031	474444	
ACCOUNT DETAIL							LINE AMOUNT					
1	12004	427000		SCHLUN-REVCHGS SERV				93.85				
							CHECK TOTAL		93.85			
									93.85			
867100	PAUL UVA			0000		INV	06/09/2026	2026-622		349701	475131	
ACCOUNT DETAIL							LINE AMOUNT					
1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS			104.00				
							CHECK TOTAL		104.00			
									104.00			
20572	BRADLEY S WEEDEN			0000		INV	06/09/2026	2026-623		349702	475132	
ACCOUNT DETAIL							LINE AMOUNT					
1	1135701	55500	3510	ATH O/MIS	ATH OF/MIS			104.00				
							CHECK TOTAL		104.00			
									104.00			
118	INVOICES					WARRANT TOTAL		12,600.60	12,600.60			



PRELIMINARY CITY OF MELROSE WARRANT REPORT

Preliminary Warrant Summary

WARRANT: S26089 06/09/2026

FUND	ORG		ACCOUNT		AMOUNT	AVLB BUDGET
0111	1135701	ATHLETICS OFFICIALS/M	0111-3-000-000-35-701-00-50-55500 -3510	AT OFFICIAL SALARY	10,604.00	9,158.69
FUND TOTAL					10,604.00	
1200	12004	SCHOOL LUNCH - REV	1200-3-300-300-00-000-00-04-427000-	CHARGES FOR SERVICES	209.10	9,158.69
FUND TOTAL					209.10	
1850	18504	ECC REVENUE	1850-3-000-300-00-00 -29-04-437000-	CURRENT FY FEES	367.87	0.00
1850	18504	ECC REVENUE	1850-3-000-300-00-00 -29-04-437500-	NEXT FY YEAR FEES	1,111.53	0.00
FUND TOTAL					1,479.40	
1851	18514	ED STATIONS - REVENUE	1851-3-300-300-00-00 -29-04-437000-	CURRENT FY FEES	308.10	0.00
FUND TOTAL					308.10	
WARRANT SUMMARY TOTAL					12,600.60	
GRAND TOTAL					12,600.60	

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Warrant List by Voucher

WARRANT: S26089 06/09/2026

VOUCHER	VENDOR	DOCUMENT	INVOICE	PO	TYPE	DUE DATE	AMOUNT	COMMENT
474321	24690 KATHRYN BURNS	348908	FY27REFUND		INV	06/09/2026	1,111.53	FY27 FRANKLIN REFUND
474444	13002 DAVID TRZEPACZ	349031	FY26REFUND		INV	06/09/2026	93.85	FY26 STUDENT LUNCH BA
474730	22336 MICHAEL TAYLOR	349310	FY26REFUND		INV	06/09/2026	15.75	FY26 STUDENT LUNCH BA
474870	15062 JACKIE HAMILTON	349445	FY26REFUND		INV	06/09/2026	99.50	FY26 STUDENT LUNCH BA
474957	126192 MARK CALLAHAN	349529	2026-522		INV	06/09/2026	117.00	BOYS FRESHMAN BASEBAL
474959	20535 SCOT CHIN	349531	2026-523		INV	06/09/2026	104.00	BOYS VARSITY LACROSSE
474960	20535 SCOT CHIN	349532	2026-524		INV	06/09/2026	78.00	BOYS JR VARSITY LACRO
474961	20535 SCOT CHIN	349533	2026-525		INV	06/09/2026	104.00	BOYS VARSITY LACROSSE
474962	20535 SCOT CHIN	349534	2026-526		INV	06/09/2026	78.00	BOYS JR VARSITY LACRO
474963	24419 DANIEL COLLINS	349535	2026-527		INV	06/09/2026	104.00	BOYS VARSITY LACROSSE
474964	24419 DANIEL COLLINS	349536	2026-528		INV	06/09/2026	78.00	BOYS JR VARSITY LAX V
474965	24768 GLEN P COONEY	349537	2026-529		INV	06/09/2026	112.00	GIRLS VARSITY ICE HOC
474966	21821 STEVEN COUTU	349538	2026-530		INV	06/09/2026	104.00	BOYS VARSITY LACROSSE
474967	21821 STEVEN COUTU	349539	2026-531		INV	06/09/2026	78.00	BOYS JR VARSITY LACRO
474968	24838 ANTHONY DIAS	349540	2026-532		INV	06/09/2026	78.00	GIRLS JR VARSITY SOFT
474969	24843 JOHN DOVALE	349541	2026-533		INV	06/09/2026	78.00	GIRLS JR VARSITY SOFT
474970	24839 BRENDAN DOYLE	349542	2026-534		INV	06/09/2026	86.00	BOYS JR VARSITY ICE H
474971	185463 RICHARD COSTIN	349543	2026-535		INV	06/09/2026	78.00	GIRLS JR VARSITY SOFT
474972	256940 DAVID ENGELSON	349544	2026-536		INV	06/09/2026	104.00	GIRLS VARSITY LACROSS
474973	256940 DAVID ENGELSON	349545	2026-537		INV	06/09/2026	78.00	GIRLS JR VARSITY LACR
474974	20570 CHRIS FREISEN	349546	2026-538		INV	06/09/2026	104.00	BOYS VARSITY LACROSSE
474975	20570 CHRIS FREISEN	349547	2026-539		INV	06/09/2026	78.00	BOYS JR VARSITY LACRO
474981	23897 CLAYTON HACKER	349553	2026-540		INV	06/09/2026	104.00	BOYS VARSITY LACROSSE
474982	23897 CLAYTON HACKER	349554	2026-541		INV	06/09/2026	78.00	BOYS JR VARSITY LACRO
474983	20509 ALYSON HEALEY	349555	2026-542		INV	06/09/2026	78.00	GIRLS JR VARSITY LACR
474984	20509 ALYSON HEALEY	349556	2026-543		INV	06/09/2026	104.00	GIRLS VARSITY LACROSS
474985	22813 DAVID HILL	349557	2026-544		INV	06/09/2026	104.00	BOYS VARSITY BASEBALL
474986	17051 MARTIN HORKAN	349558	2026-545		INV	06/09/2026	104.00	BOYS VARSITY LACROSSE
474987	17051 MARTIN HORKAN	349559	2026-546		INV	06/09/2026	78.00	BOYS JR VARSITY LACRO
474988	17051 MARTIN HORKAN	349560	2026-547		INV	06/09/2026	104.00	BOYS VARSITY LACROSSE
474989	17051 MARTIN HORKAN	349561	2026-548		INV	06/09/2026	78.00	BOYS JRV LACROSSE VS
474990	24840 ROBERT INGLIS	349562	2026-549		INV	06/09/2026	78.00	GIRLS JR VARSITY SOFT
474991	14524 AMANDA JETT LEBLANC	349563	2026-550		INV	06/09/2026	104.00	GIRLS VARSITY LACROSS
474992	14524 AMANDA JETT LEBLANC	349564	2026-551		INV	06/09/2026	78.00	GIRLS JR VARSITY LACR
474993	15014 TAEUK KIM	349565	2026-552		INV	06/09/2026	104.00	GIRLS VARSITY LACROSS
474994	15014 TAEUK KIM	349566	2026-553		INV	06/09/2026	78.00	GIRLS JR VARSITY LACR
474995	15014 TAEUK KIM	349567	2026-554		INV	06/09/2026	104.00	GIRLS VARSITY LACROSS
474996	15014 TAEUK KIM	349568	2026-555		INV	06/09/2026	78.00	GIRLS JR VARSITY LACR
474997	11578 JOANNE LAVENDER	349569	2026-556		INV	06/09/2026	78.00	GIRLS JR VARSITY LACR
474998	11578 JOANNE LAVENDER	349570	2026-557		INV	06/09/2026	104.00	GIRLS VARSITY LACROSS

Report generated: 06/05/2026 11:08:29
 User: Kim Candilieri (kcandilieri)
 Program ID: apwarrnt

Page 20

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Warrant List by Voucher

WARRANT: S26089 06/09/2026

VOUCHER	VENDOR	DOCUMENT	INVOICE	PO	TYPE	DUE DATE	AMOUNT	COMMENT
474999	434520 STEPHEN M LEAHY	349571	2026-558		INV	06/09/2026	104.00	BOYS VARSITY LACROSSE
475000	434520 STEPHEN M LEAHY	349572	2026-559		INV	06/09/2026	78.00	BOYS JR VARSITY LACRO
475001	442150 JOHN LEQUIN	349573	2026-560		INV	06/09/2026	104.00	GIRLS VARSITY LACROSS
475002	442150 JOHN LEQUIN	349574	2026-561		INV	06/09/2026	78.00	GIRLS JR VARSITY LACR
475003	446600 MICHAEL LIGHTBODY	349575	2026-562		INV	06/09/2026	104.00	BOYS VARSITY BASEBALL
475004	20510 PETER MOSGOFIAN	349576	2026-563		INV	06/09/2026	104.00	GIRLS VARSITY SOFTBAL
475005	24842 JON ONEIL	349577	2026-564		INV	06/09/2026	86.00	BOYS JR VARSITY ICE H
475006	9425 KEVIN PHELAN	349578	2026-565		INV	06/09/2026	104.00	GIRLS VARSITY LACROSS
475007	9425 KEVIN PHELAN	349579	2026-566		INV	06/09/2026	78.00	GIRLS JR VARSITY LACR
475008	20542 ANTHONY ROMAN	349580	2026-567		INV	06/09/2026	104.00	BOYS VARSITY LACROSSE
475009	20542 ANTHONY ROMAN	349581	2026-568		INV	06/09/2026	78.00	BOYS JR VARSITY LACRO
475010	20540 DANA J SEERO	349582	2026-569		INV	06/09/2026	104.00	BOYS VARSITY LACROSSE
475011	20540 DANA J SEERO	349583	2026-570		INV	06/09/2026	78.00	BOYS JR VARSITY LACRO
475012	24124 BASE OR PLATE UMPIRING	349584	2026-571		INV	06/09/2026	104.00	GIRLS VARSITY SOFTBAL
475013	24124 BASE OR PLATE UMPIRING	349585	2026-572		INV	06/09/2026	104.00	GIRLS VARSITY SOFTBAL
475014	805250 KATHLEEN STOCKMAN	349586	2026-573		INV	06/09/2026	104.00	GIRLS VARSITY LACROSS
475015	805250 KATHLEEN STOCKMAN	349587	2026-574		INV	06/09/2026	78.00	GIRLS JR VARSITY LACR
475016	24841 DANIEL TRAINOR	349588	2026-575		INV	06/09/2026	104.00	BOYS VARSITY LACROSSE
475017	24841 DANIEL TRAINOR	349589	2026-576		INV	06/09/2026	78.00	BOYS JR VARSITY LACRO
475025	24845 VENANCIA CRUZ	349597	FY26REFUND		INV	06/09/2026	308.10	FY26 ED STA REFUND -
475026	16835 JOSEPH F FLYNN	349598	2026-577		INV	06/09/2026	86.00	BOYS JR VARSITY ICE H
475076	7693 MARK W. ACHORN	349646	2026-578		INV	06/09/2026	78.00	BOYS JR VARSITY LACRO
475077	7693 MARK W. ACHORN	349647	2026-579		INV	06/09/2026	104.00	BOYS VARSITY LACROSSE
475078	24847 ANDREW BROMBERG	349648	2026-580		INV	06/09/2026	104.00	GIRLS VARSITY SOFTBAL
475079	24847 ANDREW BROMBERG	349649	2026-581		INV	06/09/2026	104.00	GIRLS VARSITY SOFTBAL
475080	123980 RICHARD T. CABRAL	349650	2026-582		INV	06/09/2026	104.00	BOYS VARSITY BASEBALL
475081	14627 RICHARD COWDELL	349651	2026-583		INV	06/09/2026	104.00	BOYS VARSITY BASEBALL
475082	256940 DAVID ENGELSON	349652	2026-584		INV	06/09/2026	78.00	GIRLS JR V LACROSSE V
475083	256940 DAVID ENGELSON	349653	2026-585		INV	06/09/2026	104.00	GIRLS V LACROSSE VS M
475084	24848 JOEL FARETRA	349654	2026-586		INV	06/09/2026	104.00	BOYS VARSITY LACROSSE
475085	278466 DAVID R FOGG	349655	2026-587		INV	06/09/2026	104.00	BOYS VARSITY BASEBALL
475086	24849 AMY GERADE	349656	2026-588		INV	06/09/2026	78.00	GIRLS JR VARSITY LACR
475087	24755 ANTHONY GLAZIER	349657	2026-589		INV	06/09/2026	117.00	BOYS JRV BASEBALL VS
475090	23842 DENNIS GRIFFIN	349660	2026-592		INV	06/09/2026	78.00	GIRLS JR VARSITY SOFT
475091	13346 THOMAS GRIFFIN	349661	2026-593		INV	06/09/2026	104.00	BOYS VARSITY BASEBALL
475092	328490 JULIE HALLORAN	349662	2026-594		INV	06/09/2026	104.00	GIRLS VARSITY LACROSS
475093	328490 JULIE HALLORAN	349663	2026-595		INV	06/09/2026	78.00	GIRLS JR VARSITY LACR
475094	24544 EDWARD HILL	349664	2026-596		INV	06/09/2026	117.00	BOYS FRESHMEN BASEBAL
475101	24840 ROBERT INGLIS	349671	2026-597		INV	06/09/2026	117.00	GIRLS JR VARSITY SOFT
475103	381980 JON IZZO	349673	2026-598		INV	06/09/2026	104.00	BOYS VARSITY LACROSSE

Report generated: 06/05/2026 11:08:29
 User: Kim Candilieri (kcandilieri)
 Program ID: apwarrnt

Page 21

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Warrant List by Voucher

WARRANT: S26089 06/09/2026

VOUCHER	VENDOR	DOCUMENT	INVOICE	PO	TYPE	DUE DATE	AMOUNT	COMMENT
475104	381980 JON IZZO	349674	2026-599		INV	06/09/2026	78.00	BOYS JR VARSITY LACRO
475106	24850 RICHARD KELTER	349676	2026-600		INV	06/09/2026	104.00	BOYS VARSITY BASEBALL
475108	11578 JOANNE LAVENDER	349678	2026-601		INV	06/09/2026	104.00	GIRLS VARSITY LACROSS
475110	11578 JOANNE LAVENDER	349680	2026-602		INV	06/09/2026	78.00	GIRLS JR VARSITY LACR
475111	11578 JOANNE LAVENDER	349681	2026-603		INV	06/09/2026	104.00	GIRLS VARSITY LACROSS
475113	11578 JOANNE LAVENDER	349683	2026-604		INV	06/09/2026	78.00	GIRLS JR VARSITY LACR
475114	11578 JOANNE LAVENDER	349684	2026-605		INV	06/09/2026	78.00	GIRLS JR VARSITY LACR
475115	11578 JOANNE LAVENDER	349685	2026-606		INV	06/09/2026	104.00	GIRLS VARSTY LACROSSE
475116	11578 JOANNE LAVENDER	349686	2026-607		INV	06/09/2026	78.00	GIRLS JR V LACROSSE V
475117	11578 JOANNE LAVENDER	349687	2026-608		INV	06/09/2026	104.00	GIRLS VARSITY LAX VS
475118	434520 STEPHEN M LEAHY	349688	2026-609		INV	06/09/2026	78.00	BOYS JR VARSITY LACRO
475119	434520 STEPHEN M LEAHY	349689	2026-610		INV	06/09/2026	104.00	BOYS VARSITY LACROSSE
475120	434520 STEPHEN M LEAHY	349690	2026-611		INV	06/09/2026	104.00	BOYS VARSITY LACROSSE
475121	434520 STEPHEN M LEAHY	349691	2026-612		INV	06/09/2026	78.00	BOYS JR VARSITY LACRO
475122	24851 KILEY MCCARTHY	349692	2026-613		INV	06/09/2026	104.00	GIRLS VARSITY LACROSS
475123	21695 KEVIN MCGLINCHY	349693	2026-614		INV	06/09/2026	117.00	BOYS JR V BASEBALL VS
475124	21695 KEVIN MCGLINCHY	349694	2026-615		INV	06/09/2026	117.00	BOYS JR V BASEBALL VS
475125	24852 ONIAS MIRBEL	349695	2026-616		INV	06/09/2026	78.00	BOYS JR VARSITY LACRO
475126	22961 JAMES PAGNONI	349696	2026-617		INV	06/09/2026	104.00	GIRLS VARSITY SOFTBAL
475127	24009 GRAHAM PATTON	349697	2026-618		INV	06/09/2026	104.00	BOYS VARSITY LACROSSE
475128	14640 ANDREW R. PUGLIA	349698	2026-619		INV	06/09/2026	104.00	BOYS VARSITY BASEBALL
475129	9138 CHERYL C M SABA	349699	2026-620		INV	06/09/2026	104.00	GIRLS VARSITY SOFTBAL
475130	24853 COREY SHERMAN	349700	2026-621		INV	06/09/2026	78.00	BOYS JR VARSITY LACRO
475131	867100 PAUL UVA	349701	2026-622		INV	06/09/2026	104.00	BOYS VARSITY BASEBALL
475132	20572 BRADLEY S WEEDEN	349702	2026-623		INV	06/09/2026	104.00	BOYS VARSITY BASEBALL
475299	24844 SONYA PETRI	349866	FY26REFUND		INV	06/09/2026	367.87	FY26 FRANKLIN REFUND
475307	24896 DANIEL MAHONEY	349873	2026-624		INV	06/09/2026	117.00	BOYS JR VARSITY BASEB
475308	24897 SETH PARE	349874	2026-625		INV	06/09/2026	112.00	BOYS VARSITY BASEBALL
475309	17752 JEFFERY TRI	349875	2026-626		INV	06/09/2026	112.00	BOYS VARSITY BASEBALL
475461	24119 DANIEL GILDAY	350007	2026-627		INV	06/09/2026	78.00	GIRLS JR VARSITY SOFT
475462	24119 DANIEL GILDAY	350008	2026-628		INV	06/09/2026	117.00	GIRLS JR VARSITY SOFT
475465	320500 CHRISTOPHER GREGORY	350010	2026-629		INV	06/09/2026	104.00	GIRLS VARSITY LACROSS
475466	320500 CHRISTOPHER GREGORY	350011	2026-630		INV	06/09/2026	78.00	GIRLS JR VARSITY LACR
475468	628920 PAUL NOONAN	350013	2026-631		INV	06/09/2026	104.00	BOYS VARSITY LACROSSE
475471	19824 EDDIE RODRIGUEZ	350015	2026-632		INV	06/09/2026	104.00	BOYS VARSITY LACROSSE
475472	21525 ERIC STEELE	350017	2026-633		INV	06/09/2026	78.00	GIRLS JR VARSITY BASK
475495	320500 CHRISTOPHER GREGORY	350040	2026-590		INV	06/09/2026	78.00	GIRLS JRV LACROSSE VS
475496	320500 CHRISTOPHER GREGORY	350041	2026-591		INV	06/09/2026	104.00	GIRLS VARSITY LACROSS

WARRANT TOTAL

12,600.60

 Report generated: 06/05/2026 11:08:29
 User: Kim Candilieri (kcandilieri)
 Program ID: apwarrnt

Page 22



PRELIMINARY CITY OF MELROSE WARRANT REPORT

DATE: 06/04/2026
WARRANT: S26090
AMOUNT: 72,429.42

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: S26090 06/04/2026

CASH ACCOUNT:	00	104316	EASTERN HS SA 1510								
VENDOR	VENDOR NAME	REMIT	INVOICE	DOCUMENT	PO	TYPE	DUE DATE	AMOUNT	VOUCHER	CHECK	COMMENT
	RICHMOND	00000	26	350009		DD	06/09/2026	450.00	475463	21156	CHECK# 4256: DRAM734
	OLMSTEAD SOUND	00000	3579	350012		DD	06/09/2026	7,636.00	475467	21157	CHECK# 4260: DRAM403
	RILEY, DAVID A.	00000	06/02/27	350014		DD	06/09/2026	340.00	475469	21158	CHECK# 4261: CLAS203
	ARAMARK CORPORA	00000	20260527-GC350016			DD	06/09/2026	2,000.00	475470	21159	CHECK# 4262: CLAS178
	HJB RESTAURANT	00000	05/28/26	350018		DD	06/09/2026	4,492.90	475473	21160	CHECK# 4263: CLAS760
	DILLON	00000	28	350019		DD	06/09/2026	300.00	475474	21161	CHECK# 4264: DRAM762
	JOSEPH'S TRANSP	00000	28496	350020		DD	06/09/2026	1,200.00	475475	21162	CHECK# 4265: CLAS950
	AMAZON	00004	1C4G-JLQ1-R350047			DD	06/09/2026	101.87	475501	21163	CHECK# 4266: STUB325
	FEET WISE, INC.	00000	111519	350049		DD	06/09/2026	1,750.00	475504	21164	CHECK# 4267: CLAS753
	KRISTAPSONS	00000	27	350051		DD	06/09/2026	450.00	475506	21166	CHECK# 4268: DRAM735
	AMAZON	00004	1K9M-7LJ3-JR350052			DD	06/09/2026	269.98	475507	21167	CHECK# 4269: STUB325
	AMAZON	00004	1XXX-4VGW-W500077			DD	06/09/2026	189.97	475533	21168	CHECK# 4271: CLAS325
	BLACK	00000	JABERWOCK350126			DD	06/09/2026	375.00	475582	21169	CHECK# 4272: STAB186
	MUSIC THEATRE I	00000	1212023	350127		DD	06/09/2026	4,587.21	475583	21170	CHECK# 4273: DRAB400
	THE COOKIE MONS	00000	003269	350133		DD	06/09/2026	2,820.90	475590	21172	CHECK# 4274: CLAS682
	RILEY, DAVID A.	00000	05/15/26	350194		DD	06/09/2026	1,200.00	475651	21173	CHECK# 4275: CLAS203
	RAMSAYER	00001	3260506	350195		DD	06/09/2026	360.00	475652	21174	CHECK# 4276: DRAB51
	3RD ALARM WOOD	00000	0000732	350196		DD	06/09/2026	4,466.00	475653	21175	CHECK# 4278: CLAS421
	HOME DEPOT	00009	0882629538	350197		DD	06/09/2026	199.88	475655	21176	CHECK# 4279: DRAM36
	INSTRUMENTALIST	00001	02176M 2603	350198		DD	06/09/2026	162.00	475656	21177	CHECK# 4281: CHOP98
	HOME DEPOT	00009	0882621384	350200		DD	06/09/2026	176.32	475657	21178	CHECK# 4282: DRAM36
	HOME DEPOT	00009	0882665368	350201		DD	06/09/2026	329.58	475658	21179	CHECK# 4283: DRAM36
	HOME DEPOT	00009	0882665367	350202		DD	06/09/2026	264.36	475659	21180	CHECK# 4284: DRAM36
	HOME DEPOT	00009	0882403057	350203		DD	06/09/2026	95.94	475660	21181	CHECK# 4285: DRAM36
	HOME DEPOT	00009	0882634033	350204		DD	06/09/2026	332.65	475661	21182	CHECK# 4286: DRAM36
	HOME DEPOT	00009	902369065	350205		DD	06/09/2026	63.78	475662	21183	CHECK# 4287: DRAM36
	AMAZON	00004	1MXH-NTJH-4500206			DD	06/09/2026	827.07	475663	21184	CHECK# 4288: DRAB325
	AMAZON	00004	1F7J-XJKJ-7C3500207			DD	06/09/2026	8.49	475664	21185	CHECK# 4289: DRAB325
	AMAZON	00004	174M-96NC-D3500208			DD	06/09/2026	58.88	475666	21186	CHECK# 4290: DRAB325
	AMAZON	00004	1MRL-7QY1-K3500209			DD	06/09/2026	41.47	475667	21187	CHECK# 4291: DRAB325
	AMAZON	00004	1YKK-KDYV-D3500210			DD	06/09/2026	721.93	475668	21188	CHECK# 4292: DRAB325
	AMAZON	00004	1DPN-NH64-Q3500211			DD	06/09/2026	648.94	475669	21189	CHECK# 4293: DRAB325
	AMAZON	00004	1CHG-7VVF-W3500212			DD	06/09/2026	428.79	475670	21190	CHECK# 4294: DRAB325
	AMAZON	00004	1W76-MPXT-F3500213			DD	06/09/2026	89.75	475671	21191	CHECK# 4295: DRAB325
	AMAZON	00004	1PN9-G63M-Q3500214			DD	06/09/2026	2,261.96	475672	21192	CHECK# 4296: DRAB325
	AMAZON	00004	1L4R-D7DJ-R3500215			DD	06/09/2026	697.63	475673	21193	CHECK# 4297: DRAB325
	AMAZON	00004	1RPG-FRCM-P3500216			DD	06/09/2026	9.99	475674	21194	CHECK# 4298: DRAB325
	AMAZON	00004	14YY-7YTR-F3500217			DD	06/09/2026	339.44	475675	21195	CHECK# 4299: DRAB325
	AMAZON	00004	1TR4-CJC1-73500218			DD	06/09/2026	900.80	475676	21196	CHECK# 4300: DRAB325
	AMAZON	00004	1WKP-CM1X-B3500219			DD	06/09/2026	127.52	475677	21197	CHECK# 4301: DRAB325

Report generated: 06/04/2026 16:28:18
 User: Kim Candilieri (kcandilieri)
 Program ID: apwarrnt

PRELIMINARY CITY OF MELROSE WARRANT REPORT

Paid Invoice List

WARRANT: S26090 06/04/2026

CASH ACCOUNT: 00 104316		EASTERN HS SA 1510									
VENDOR	VENDOR NAME	REMIT	INVOICE	DOCUMENT	PO	TYPE	DUE DATE	AMOUNT	VOUCHER	CHECK	COMMENT
	HOME DEPOT	00009	0882570447	350220		DD	06/09/2026	840.53	475678	21198	CHECK# 4302: DRAM
	AMAZON	00004	1VGW-KQNG	350221		DD	06/09/2026	362.36	475679	21199	CHECK# 4303: DRAM
	ROSE BRAND	00001	969800	350222		DD	06/09/2026	98.20	475680	21200	CHECK# 4304: DRAM
	ROSE BRAND	00001	968741	350223		DD	06/09/2026	418.57	475681	21201	CHECK# 4305: DRAM
	NORTH SUBURBAN	00000	1338	350224		DD	06/09/2026	620.00	475682	21202	CHECK# 4306: FIE
	MELROSE CITY -	00000	MHSDFApril26	350225		DD	06/09/2026	386.75	475683	21203	CHECK# 4307: DRAM
	MELROSE CITY -	00000	WPFeb26	350226		DD	06/09/2026	1,022.13	475684	21204	CHECK# 4308: DRAM
	MELROSE CITY -	00000	MHSFHS050125	350227		DD	06/09/2026	386.75	475685	21205	CHECK# 4309: DRAM
	MELROSE CITY -	00000	METG Dinner	350228		DD	06/09/2026	165.75	475686	21206	CHECK# 4310: DRAM
	MELROSE CITY -	00000	DA11232025	350229		DD	06/09/2026	165.75	475687	21207	CHECK# 4311: CLAS
	MELROSE CITY -	00000	PPFG112025	350230		DD	06/09/2026	138.13	475688	21208	CHECK# 4312: CLAS
	DANVERSPORT YAC	00000	50125512	350231		DD	06/09/2026	20,567.50	475689	21209	CHECK# 4313: CLAS
	RILEY, DAVID A.	00000	05/26/26	350233		DD	06/09/2026	1,440.00	475691	21210	CHECK# 4314: CLAS
	MELROSE GRAD NI	00001	CLASS OF 2025	350234		DD	06/09/2026	4,040.00	475692	21211	CHECK# 4315: CLAS
TOTAL FOR CASH ACCOUNT:00 104316								72,429.42			



PRELIMINARY CITY OF MELROSE WARRANT REPORT

DATE: 06/09/2026
WARRANT: S26091
AMOUNT: 18,766.50

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: S26091 06/09/2026

CASH ACCOUNT: 00		104319	EASTERN MS SA 7683								
VENDOR	VENDOR NAME	REMIT	INVOICE	DOCUMENT	PO	TYPE	DUE DATE	AMOUNT	VOUCHER	CHECK	COMMENT
	NORTH SUBURBAN	00000	1341	349991	26321062	DD	06/09/2026	3,720.00	475444	21149	CHECK# 2900: CLAS
	NORTH SUBURBAN	00000	1342	350000	26321061	DD	06/09/2026	3,720.00	475454	21150	CHECK# 2899: 6TH
	NORTH SUBURBAN	00000	1339	350001	26321058	DD	06/09/2026	3,720.00	475455	21151	CHECK# 2898: M
	SEACOAST	00000	312240038-2	350002	26321060	DD	06/09/2026	1,725.00	475456	21152	CHECK# 2897: 6TH
	NORTH SUBURBAN	00000	1333	350003	26321048	DD	06/09/2026	3,720.00	475457	21153	CHECK# 2896: B
	NEW ENG AQUARIU	00001	100965701-2	350005	26321059	DD	06/09/2026	2,161.50	475459	21155	CHECK# 2895: M
TOTAL FOR CASH ACCOUNT:00		104319						18,766.50			



PRELIMINARY CITY OF MELROSE WARRANT REPORT

DATE: 06/09/2026
WARRANT: S26092
AMOUNT: 36.32

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: S26092 06/09/2026

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	MAY 2026	350239		DD	06/09/2026	36.32	475697	21212	MAY 2026: 1-398-685651
TOTAL FOR CASH ACCOUNT:		00	104200					36.32			



PRELIMINARY CITY OF MELROSE WARRANT REPORT

DATE: 06/09/2026
WARRANT: S26093
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: S26093 06/09/2026

CASH ACCOUNT: 00		104200	EASTERN VENDOR 1132								
VENDOR	VENDOR NAME	REMIT	INVOICE	DOCUMENT	PO	TYPE	DUE DATE	AMOUNT	VOUCHER	CHECK	COMMENT
	COMCAST HOLDING	00001	274460209	350240	26301008	DD	06/09/2026	1,625.00	475698	21213	FY26 JUNE INTEREST
TOTAL FOR CASH ACCOUNT:00		104200						1,625.00			

MELROSE PUBLIC SCHOOLS

Melrose, Massachusetts

FIELD TRIP APPLICATION FORM

INTERNATIONAL TRIPS☒ Initial Approval (one year prior)Date submitted: 5/20/2026☐ School Committee Approval (six months prior)

Date submitted: _____

☐ Final Approval, if required (three months prior)

Date submitted: _____

Please complete all of the information requested below when submitting a field trip request for approval. If an item does not apply, please indicate N/A.

International trips are authorized by the School Committee.

All approvals are required prior to the scheduled field trip.

Grade(s) or Class(es) French 2 students (9th and 10th graders) School Melrose High School

Destination Quebec City, Canada

Departure: Date Th, 11/5/26 Time 5:30am Departing From MHS

Return: Date Sat, 11/7/26 Time around 10:00pm Returning To MHS

Number of Students Attending +/- 48 Ratio of Chaperones to Students 1:10 to 1:12

Room/Cabin/Housing Assignments and Supervision Plan Students/chaperones will spend 2 nights in a hotel with nightly overnight security

Behavior Contract Pending Medical Release Forms Obtained Pending

Signed Field Trip Parental Consent and Release from Liability Agreement Forms Pending

Accommodations/Modifications Needed Dependent upon student applications

Means of Transportation/# of vehicles coach

Cost of Trip (including % paid by fundraising) approximately \$900

Educational Objectives: Curriculum related X Co-curricular X Interscholastic X

Daily Itinerary, if applicable (attach separate copy) 2025 proposal from Landmark Educational Tours

Submitted by Virginie Auvergne Date: 5/20/2026

Approved by Principal [Signature] Date: 5-20-26

Approved by Superintendent [Signature] Date: 6/2/26

Approved by School Committee _____ Date: _____

***NOTE:** A field trip involving students from multiple schools must have the written approval of **all** building principals

Sample from 2025 proposal from Landmark Educational Tours



Tour Code:
EYUXQVS2SR



Virginie Auvergne
ORGANIZER



**Melrose Public
Schools**
SCHOOL/GROUP
NAME



May 8, 2025
DEPARTURE DATE



May 10, 2025
RETURN DATE



3 Days
TOTAL DAYS
TRAVELING



2 Nights
TOTAL HOTEL
OVERNIGHTS

PER PAYING PASSENGER PRICING

Paying Youths (MINIMUM)	48	43	38	50
Complimentary Adults (MAXIMUM)	4	4	3	4
Paying Adults (MAXIMUM)	0	0	0	0
	\$769.00	\$814.00	\$861.00	\$760.00

Day 1
May 8, 2025

Day 2
May 9, 2025

Day 3
May 10, 2025

Day 1, Thursday May 8, 2025

Quebec City, QC

5:45 AM



Motorcoach

Buckle up for adventure! Travel in style and comfort with Premier Coach Company Inc. Our modern motorcoaches boast plush seating, individual climate control, and overhead storage for carry-on bags. Enjoy scenic views as you relax and bond with friends while on-board. With experienced drivers and a focus on safety, Premier

Coach will get you to your destination feeling refreshed and ready to explore!

Premier Coach Company, Inc.

11:00 AM

Border crossing into Canada. Make sure to have all of your documentation with you.

12:00 PM

Stop on route for lunch (own expense)

2:45 PM

Meet your tour manager

3:00 PM



Lower Town Quebec City Orientation Walking Tour

Walk the streets of Old Quebec and soak up the historic atmosphere of one of North America's oldest cities.

Landmark Educational Tours

5:00 PM

Hotel Accomodations - Palace Royal

Hotel Palace Royal



6:00 PM



Sit-down Dinner at L'Entrecote Saint-Jean

Savor a taste of France in Quebec City with dinner at L'Entrecote Saint-Jean! This Parisian-style perfect for any group looking for a classic parisian dinner experience. Soak in the warm atmosphere with exposed stone walls and a charming ambiance. It's perfect for fueling up for an evening of exploring Quebec City's nightlife!

[L'Entrecote Saint-Jean](#)

[MORE DETAILS](#)

8:00 PM



Guided Ghost Tour of Quebec

[Ghost Tours of Québec](#)

10:00 PM

Nightly Overnight Security at Palace Royal



Hotel Palace Royal

Day 2, Friday May 9, 2025

7:00 AM

Breakfast



Hotel Palace Royal

8:30 AM

Guided Tour of Plaines D'Abraham - Soldier of Martello Tower



Discover the rich history of Quebec City at the Plains of Abraham. Stroll through the park, visit the Battlefields Park Museum, and learn about the pivotal battles that shaped Canada. Enjoy stunning panoramic views of the city and the St. Lawrence River. This itinerary offers a unique blend of history, nature, and culture.

Plaines D'Abraham

11:45 AM

Lunch - Own Expense- your tour manager will provide recommendations

12:45 PM



Visit Basilique Saint Anne de Beaupré

Embark on a spiritual journey to the renowned Saint Anne de Beaupré Shrine in Quebec. Explore the magnificent basilica, admire the intricate stained glass windows, and pay respects to the patron saint of the impossible. Wander through the serene gardens and learn about the shrine's rich history.

Sanctuaire Sainte-Anne-de-Beaupré (Saint Anne de Beaupré Shrine)

2:00 PM



Visit the Montmorency Falls

Discover the breathtaking beauty of Parc de la Chute-Montmorency, just north of Quebec City. Marvel at the towering Montmorency Falls, one of the highest waterfalls in North America.

Parc de la Chute-Montmorency

6:00 PM

Sit-down Dinner at Érablière de Lac Beauport

Experience a delightful evening of traditional Québécois cuisine at Érablière de Lac Beauport. Enjoy a hearty maple-inspired dinner, featuring local specialties like maple-glazed salmon, sugar pie, and maple-cured bacon. Immerse yourself in the charming atmosphere of



this maple sugar shack and savor the flavors of the region.

Érabièrè du Lac-Bèaupòrt
(Sugar Shack)

[MORE DETAILS](#)

10:00 PM

Nightly Overnight Security at Palace Royal



Hotel Palace Royal

Day 3, Saturday May 10, 2025

8:00 AM

Breakfast



Hotel Palace Royal

9:00 AM

Load luggage into the motorcoach

9:30 AM



Professional Group Photo

Gather your group for a professional photo! Whether it's a park, a landmark, or a scenic view, we will capture your team's camaraderie and spirit.

Professional Group Photo -
Anton Fercher

10:00 AM



Visit the Morrin Center - Discovery Tour

Discover the secrets of our National Historic Site thanks to this guided tour. Walk through the sinister jail cells and decipher the graffiti carved into the floors by former inmates.

Learn about the extraordinary discoveries of some of Quebec's first scientists by visiting the rooms of Morrin College, the city's first English-language institute of higher education open from 1862 to 1902.

Then, let yourself be spellbound by the haunting stories surrounding the charming Victorian Library, home to a collection of literary gems, some of which date back to the 16th century.

Morrin Center

11:45 AM

Ride the Funiculaire du Vieux-Québec

Ride the Quebec Funiculaire, a scenic cable car that travels up and down the cliffs of Quebec City. Enjoy panoramic views of the city, the St. Lawrence River, and the surrounding countryside. A fun and unique way to experience the beauty of the city.



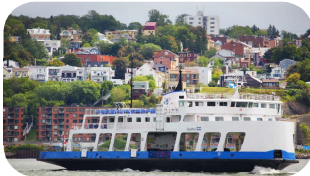
Funiculaire du Vieux-Québec

12:15 PM

Lunch - Own Expense- your tour manager will provide recommendations

2:00 PM

Ferry Crossing



Traversier de Levis

2:30 PM

Meet your motorcoach and depart for home

4:30 PM

Border crossing into the USA. Make sure to have all of your documentation with you.

5:30 PM

Stop on route for dinner (own expense)

Also Includes

TOUR LEADER

Included within the trip package is one Landmark Manager.



OVERNIGHT MANAGER

Overnight security is not included on this trip package. Please contact your Tour Specialist if you want to add overnight security.



It is strongly advised to consider travel protection to safeguard your investment in your educational trip.

You will have the opportunity to choose coverage when making your initial deposit. If you opt not to select travel protection at the time of deposit, you have a 14-day window from the date of the first deposit to make your insurance coverage selection.

TRAVEL PROTECTION



We highly recommend that you add the optional travel protection (with CFAR, cancel for any reason coverage) to your account at your next payment in order to protect your investment and have medical coverage while traveling abroad in case you need to cancel your trip for any of the reasons above and more, you will be covered by the optional Cancel For Any Reason (CFAR) plan. If you don't purchase Travel Protection, and you want to cancel your trip, Landmark's terms are 100% non-refundable. (You will have the opportunity to choose coverage when making your initial deposit. If you opt not to select insurance at the time of deposit, you have a 14-day window from the date of the first deposit to make your protection coverage selection.) for more information read more here:

<https://landmarkeducationaltours.com/travel-safety-support/>

Choose the Min Number of Students:

48
Students



TOTAL TRIP COST

Paying Passengers		48	Sub Total
Price Per Students	\$769.00	48	\$36,912.00
Per Paying Adults	\$769.00	0	\$0.00
Complimentary Adult	\$0.00	4	\$0.00

Total: \$36,912.00

Thank you for quoting your trip with **Landmark Educational Tours.**



Above includes the details of your group's quoted trip with Landmark Educational Tours. Please review this quote and let your Landmark Tour Specialist know if you have any questions or wish to change any of the information/inclusions.

If you are ready to move forward with reserving this trip for your group. Accepting the below terms and conditions is the first step in securing the trip. From there, a trip portal is created and a Landmark Tour Specialist will be in touch for next

steps and to explain how to manage our trip portal.

Landmark Educational Tours **Trip Organizer Agreement/ Terms and Conditions**

Section 1: Agreement Overview: This Customer Agreement, together with its attachments (the "Agreement"), is made between the Tour Operator (as defined below) and the Trip Organizer (referred to as "Customer," "Group," "Participant," "I," "You," "School," or "Your"). Please carefully review the entire Agreement to begin open enrollment or to confirm your trip booking or reservation. Your acceptance of the terms and conditions can be confirmed by one of the following methods:

- Checking the appropriate box on our online proposal platform.
- Providing approval via email or verbal confirmation of closed enrollment with your Landmark Specialist.
- Sending a signed copy of this Agreement to your Landmark Specialist.
- Mailing a signed copy to our office.

Section 2: Tour Operator: Trip packages and related itinerary components are organized by Landmark Educational Tours ("LET" or "Landmark Edu Tours"), a Massachusetts Limited Liability Company, located at 1 Central St, Suite 205, Middleton, MA 01949. LET coordinates travel services through independent vendors and suppliers but does not own or operate any airline, hotel, establishment, transportation service, insurance provider, tour, or event company included in its packages. LET is not responsible for the actions, policies, or regulations of these independent vendors and suppliers. If a Trip Organizer has any questions regarding the policies or regulations of these vendors, LET's team is available to assist by providing the necessary contact information.

I have read and understand and accept the terms and conditions

What "Accept Proposal" means

- ① The purpose of the proposal is to outline the trip components and pricing.
- ② Accepting the proposal means you are in agreement with the details of the trip, pricing details etc, presented for the number of participating students selected.
- ③ Accepting is not an engagement or obligation - it is to begin the enrollment process.
- ④ Trips with airfare, the enrollment period is 5 days for a trip with airfare and deposit period is 7 days after (for a total of 12 days)
- ⑤ Trips without airfare, the enrollment period is 15 days for a trip without airfare and deposit period is 15 days after (for a total of 30 days)

- ⑥ The decision point is after the enrollment period. At that time you can decide to move forward so deposits can be collected.
- ⑦ The Terms and Conditions will apply once the deposits are received.

ACCEPT PROPOSAL 

Copyright © Landmark Educational Tours All Rights Reserved.

MELROSE PUBLIC SCHOOLS
Melrose, Massachusetts

FIELD TRIP APPLICATION FORM DAY TRIPS & LONG-DISTANCE AND OVERNIGHT TRIPS

Please complete all of the information requested below when submitting a field trip request for approval. If an item does not apply, please indicate N/A.

Day trips are authorized by building principals. Superintendent and School Committee approval is not required.

Long-distance and overnight trips are authorized by the School Committee, except those required for student participation in competitions or contests, which require the Superintendent's approval.

All approvals are required prior to the scheduled field trip.

Day Trip _____ Long Distance (100+ miles) X Overnight Trip X
Grade(s) or Class(es) 8TH Grade School Melrose Veterans Memorial Middle School
Destination Washington D.C.
Departure: Date THURS 4/8 Time 5AM Departing From Boston - South Station
Return: Date SUN 4/11 Time 9PM Returning To Boston - South Station
Number of Students Attending Up to 300 Ratio of Chaperones to Students 1:10
Room/Cabin Assignments and Supervision Plan (long-distance and overnight trips) Chaperones / Overnight Hotel Security
Behavior Contract Code of Conduct Medical Release Forms Obtained Yes - on file
Signed Field Trip Parental Consent and Release from Liability Agreement Forms Yes - on file
Accommodations/Modifications Needed Handicapped Accessible Spaces / Paraprofessional Support
Means of Transportation/# of vehicles Round-trip Amtrak and Motorcoach for sightseeing
Cost of Trip (including % paid by ^{TBD} fundraising) \$1,549.00 per student for 4 days
Educational Objectives: Curriculum related X Co-curricular _____ interscholastic _____
Daily Itinerary, if applicable (long-distance and overnight trips) (attach separate copy) 4-day itinerary
Submitted by Elizabeth Manno Date: 5/29/2026
Approved by Principal* J Meriell Date: 5/29/26
Approved by Superintendent Cari Berman Date: 6/1/2026
Approved by School Committee _____ Date: _____

***NOTE:** A field trip involving students from multiple schools must have the written approval of **all** building principals.

Civics Leadership Seminar

Spring 2027: 8th Grade Civics Trip to
Washington D.C



Problem

- There's no Washington DC trip offered to 8th graders in Melrose.
- It feels like a missed opportunity after a year of learning Civics and the development of U.S. government.
- It is expensive and affordability may be a barrier for some.

**This is an academic travel
experience for 8th graders
who complete a Civics
related choice project to
earn a spot.**

Who is eligible to travel to Washington?



8th Grade Civics Students that complete **one** of the choice projects to **earn a spot** on the trip.

8th Grade Students on Trip

100-150 maximum



Pros:

- We will be able to **gather enough adult chaperones** (10-15) parents and teachers.
- Any **fundraising to minimize costs** for families (PTO etc) will be able to **stretch farther**.
- Group of 100-150 will make for a **more manageable**, high quality trip

Organization & Planning Ideas

- Civics Leadership Seminar (tentative name) could be started as a **Civics-related club** with advisor where members would then earn a spot on the trip.
- Develop an **application process** for students to apply then be granted or denied a spot on the trip
- A potential application requirement could be a **letter of recommendation** from a teacher/adult in the building.
There are a large number of applicants, we could consider a **lottery system**.

Spring 2027- Pilot Year

The future of this trip largely depends on student interest. The Spring 2027 trip would serve as a pilot year and an experimental trial of a DC Trip for 8th Graders with potential to expand in the future.

If we find there is a large amount of grade-wide interest, we can look into expanding the trip to a potential End of Year 8th Grade Trip in the coming years.

Civics Project Ideas to serve as a Trip Requirement



1. Legislative Intent Proposal
2. Local to Federal Bridge
3. Living History Narrative
(differentiated for students with accommodations)



Option 1: Legislative Intent Proposal

Aligns with MA
Grade 8 Civics
Framework:
Topic 5- Public
Policy



Students must identify a specific issue currently being debated in Congress. (Climate, digital privacy, student loan reform etc.)

Assignment: Research a bill, summarize opposing arguments, state a position backed by evidence.

Trip Connection: Students whose briefs get selected can hand deliver theirs to a Rep or Senator in DC

Option 2: “Local to Federal” Bridge

Makes the abstract federal government connect to their lives!



Students will trace a local problem from Melrose City government up the ladder to the Federal government.

Assignment: Identify a local issue (MBTA/transportation, local housing costs, environmental protection of Ell Pond)

Trip Connection: Students attend the trip with the goal of interviewing and asking a question to a federal official or staffer about the intersection of local/federal power.

Option 3: Living History Narrative (differentiated)

Students focus on the connection between past and present by choosing a specific monument or museum exhibit they intend to study.

Assignment: Create a multi-media “Preview Guide” (podcast, slideshow, storyboard or essay) explaining why a DC site is relevant to a Civil Rights

Trip Connection: While on-site, students can act as “student docents”, giving a 2 minute micro-talk to their peers about that location.

**Flip the
Script:
Students
Become the
Teachers!**



Chaperones 1:12 Ratio



Teachers

MVMMS or MHS Teachers
interested in helping out.



Melrose Parents

Melrose Parent Volunteers



School or RN Nurse

We'd need a nurse to join us
on the trip.



WASHINGTON, D.C.: THE CAPITAL TOUR

3, 4, or 5 days



Day 1: Washington, D.C.

- Arrive in Washington, D.C.
- Explore Washington, D.C. highlights:
Photo stops at the White House;
Lafayette Square, Site of the former
Black Lives Matter Plaza; Washington
Monument; WWII Memorial; Jefferson
Memorial & Tidal Basin
- Explore the Smithsonian, which may
include visits to: National Museum of
Natural History or National Museum of
American History
- + Smithsonian National Air and
Space Museum
- Take a night tour of Washington, D.C.:
Lincoln Memorial; Korean War
Veterans Memorial; Vietnam Veterans
Memorial

Day 2: Washington, D.C. • Mount Vernon

- Visit Arlington National Cemetery:
Changing of the Guard at the Tomb
of the Unknown Soldier; Kennedy
gravesites; Women in Military Service
for America Memorial
- Enjoy a photo stop at the Marine Corps
War Memorial and Pentagon Memorial
- Visit Mount Vernon: Mansion (pending
availability) and grounds, museum and
education center, The Slave Memorial,
George Washington's tomb
- + The Enslaved People of Mount
Vernon Tour
- Partake in an evening activity



Washington, D.C.

LINCOLN MEMORIAL

This tour is designed to illuminate the full story of the American experience, deepening students' understanding of our country's rich and diverse heritage and fostering cultural awareness, adaptability, and self-reflection.

- Mitch B., Tour Director



Day 3: Washington, D.C. • Return home

- Tour the U.S. Capitol and Visitor Center
(*subject to availability*)
 - + Professional photo-op outside the U.S. Capitol
- Take a photo stop at the U.S. Supreme Court and the Library of Congress
- Enjoy free time for lunch
 - + Visit the Museum of the Bible
- Depart for home

+ 4-DAY TOUR

Day 3: Washington, D.C.

- U.S. Capitol and Visitor Center Tour
(*subject to availability*)
- Take a photo stop at the U.S. Supreme Court and the Library of Congress
- Enjoy free time for lunch
- Visit the National Archives
(*time permitting*)
 - + Potomac River Cruise (*seasonal*)

Day 4: Washington, D.C. • Return home

- Photo stop at Ford's Theatre
- Visit the National Museum of African American History and Culture
- Depart for home

+ 5-DAY TOUR

Day 3: Washington, D.C.

- U.S. Capitol and Visitor Center Tour
(*subject to availability*)
 - + Professional photo-op outside the U.S. Capitol
- Take a photo stop at the U.S. Supreme Court and the Library of Congress
- Enjoy free time for lunch
 - + Visit the Museum of the Bible
- Visit the National Archives
(*time permitting*)
- Visit the Smithsonian museums (*time permitting*)
 - + Potomac River Cruise (*seasonal*)

Day 4: Washington, D.C.

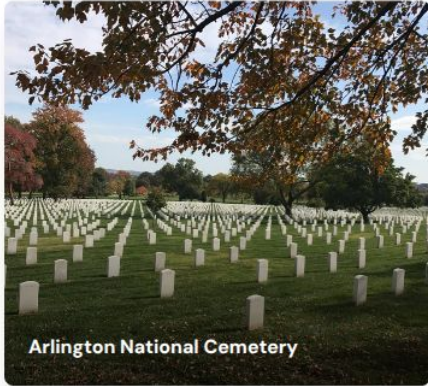
- Photo stop at Ford's Theatre
- Visit the National Museum of African American History and Culture
- Explore the U.S. Holocaust Memorial Museum: *Daniel's Story* exhibit
- Visit The People's House: A White House Experience
- Visit the Kennedy Center and the permanent *Art and Ideals* exhibit
 - + Theater performance

Day 5: Washington, D.C. • Return home

- Visit the International Spy Museum
(*subject to availability*)
- Depart for home

Itinerary subject to change. For complete financial and registration details, please refer to the Booking Conditions.

Washington DC Area Sites



Arlington National Cemetery



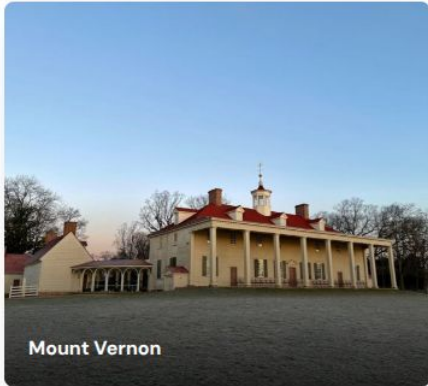
Capital Hill



Lincoln Memorial



Martin Luther King, Jr. Memorial



Mount Vernon



Smithsonian



Washington Monument



The White House

Estimated Trip Cost

\$1,549 per student for a 4-day itinerary

Cost Includes:

- Round Trip Transportation
- Hotel Accommodations
- Overnight Security (10 PM- 5 AM)
- Meals + All Gratuities
- Guided Tours & Activities
- Full Time Tour Director
- Training and Support
- Traveler Resources
- 24- hour Emergency Service

Next Steps..

1. Out of State Trip= School Committee Approval
2. Meet with Representative from EF Tours: Erin Subedi and Maggie McLaughlin
3. Hold a Parent Interest Meeting for incoming 8th Grade parents
4. Brainstorm Fundraising Opportunities to supplement cost for families.



DATE: June 9, 2026

TO: Melrose School Committee

FROM: Ken Kelley, *Deputy Supt. - Finance*

RE: Donation(s) received and update

Melrose Public Schools is fortunate to receive donations from gracious benefactors in support of our school system and programming. I would like to request your acceptance of the following donation(s) awarded to Melrose Public Schools.

Horace Mann School:

In summary from the Horace Mann PTO: The Horace Mann PTO has created a designated "Bike Bus fund" for needs specific to the Horace Mann Bike Bus. We are planning to use the majority of those funds to purchase new bike racks for the school. The bike racks will accommodate 10-15 additional bikes. The estimated cost of the new bike racks, with shipping included, is \$923. The PTO is coordinating with DPW for location and installation at the Horace Mann campus.

I would like to thank the above mentioned parties for their generous support of our schools.



Melrose Public Schools
Administrative Offices

360 Lynn Fells Parkway, Melrose, MA 02176

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

To: Melrose School Committee

cc: Cari Berman, Superintendent
Ken Kelley, Deputy Superintendent

From: Melanie Acevedo, Executive Director of Academics & Accountability
Mariellen Beaudoin, Olga Edmunds, and Katie Bilodeau, Library Media Specialists

Subject: Weeded Library Materials- Hoover, Horace Mann, and Lincoln

Date: June 9, 2026

To make room on the shelves for updated and popular books, routine weeding is conducted in each school library, especially at the end of the school year. The Library Media Specialists at Hoover, Horace Mann, and Lincoln have identified damaged, duplicate, outdated, and non-circulating books to weed from the school library collection. Books in good condition will be donated to students or to a non-profit, so they can be reused. Damaged books will be recycled.

The specific numbers of books weeded at each school include:

- Hoover- 347 books
- Horace Mann- 122 books
- Lincoln- 242 books

We would like to thank and acknowledge the Hoover, Horace Mann, and Lincoln School PTOs for continuing to support our library by providing new titles for our students to enjoy.



Melrose Public Schools
Administrative Offices

360 Lynn Fells Parkway, Melrose, MA 02176

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

To: Melrose School Committee

cc: Cari Berman, Superintendent
Ken Kelley, Deputy Superintendent
Principals

From: Melanie Acevedo, Executive Director of Academics & Accountability
Nora Tsoutsis, Director of Academics, 6-12

Subject: Surplus PreK-12 Curriculum Materials- All Schools

Date: June 9, 2026

The following is a request to recycle, dispose of, and/or donate instructional materials that no longer align with the Mathematics, Science, Social Studies, ELA, Multilingual Learner, and World Language curricula in Melrose Public Schools.

These instructional materials include:

- Previous PreK-12 core curriculum program and supplemental components no longer in use.
- PreK-12 sample and demo materials from curriculum review cycles.
- AP and course textbooks that have been updated and replaced.
- Damaged and outdated book room texts that are beyond their useful life.

Thanks to the passage of the override, we have been able to purchase several necessary updates to curriculum materials across many grades and subject areas. Removing the above-named materials will allow schools and classrooms to organize and store these new materials in preparation for the 2026-27 school year.

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	-150,000.00	.00	.00	.00	.00	.0%
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	363,676.31	24,143.36	13,976.83	96.5%
1410 BUSINESS AND FINANCE	241,775.00	31,000.00	272,775.00	253,662.32	76,369.60	-57,256.92	121.0%
1420 HUMAN RESOURCES AND BENEFI	333,156.52	-12,472.52	320,684.00	291,317.73	14,912.55	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	73,838.89	4,522.92	35.55	100.0%
2110 CURRICULUM DIR (SUPERVISOR	1,485,662.22	121,372.25	1,607,034.47	1,321,973.40	249,158.31	35,902.76	97.8%
2120 DEPART HEADS (NON-SUPERVIS	58,000.00	37,240.00	95,240.00	85,750.00	.00	9,490.00	90.0%
2210 SCHOOL LEADERSHIP-BUILDING	2,159,879.26	398,365.96	2,558,245.22	2,094,827.37	348,494.36	114,923.49	95.5%
2305 TEACHERS, CLASSROOM	24,100,684.89	2,404,491.30	26,505,176.19	21,213,335.41	3,281,168.08	2,010,672.70	92.4%
2320 MEDICAL/THERAPUTIC SERVICE	3,209,183.27	-101,334.37	3,107,848.90	2,684,337.49	621,746.20	-198,234.79	106.4%
2325 SUBSTITUTE TEACHERS	313,754.97	956.34	314,711.31	266,568.80	19,186.92	28,955.59	90.8%
2330 NON-CLER PARAPROF/INSTRUCT	3,219,882.76	-97,292.31	3,122,590.45	2,864,169.55	177,556.72	80,864.18	97.4%
2340 LIBRARIANS AND MEDIA CTR D	287,451.70	5,107.16	292,558.86	261,481.83	50,206.08	-19,129.05	106.5%
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	7,626.50	2,347.98	25.52	99.7%
2358 OUTSIDE PD PROVIDERS FOR I	15,500.00	.00	15,500.00	14,549.97	.00	950.03	93.9%
2410 TEXTBOOKS/SOFTWARE/MED/MAT	250,040.00	1,469,500.00	1,719,540.00	230,489.13	977,161.25	511,889.62	70.2%
2415 OTHER INSTRUCTIONAL MATERI	164,800.00	.00	164,800.00	89,708.89	9,490.48	65,600.63	60.2%
2420 INSTRUCTIONAL EQUIPMENT	183,750.00	.00	183,750.00	107,517.35	34,084.28	42,148.37	77.1%
2430 GENERAL SUPPLIES	86,750.00	.00	86,750.00	47,356.88	4,567.37	34,825.75	59.9%
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	745,162.96	90,463.75	3,811.12	99.5%
2800 PSYCHOLOGICAL SERVICES	871,620.11	-14,867.54	856,752.57	796,480.25	93,292.19	-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	1,780,264.82	410,388.39	154,259.79	93.4%
3510 ATHLETICS	1,009,766.03	.00	1,009,766.03	911,239.77	57,671.81	40,854.45	96.0%
4130 UTILITY SERVICES	22,000.00	.00	22,000.00	17,582.84	3,220.71	1,196.45	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	160,470.39	7,783.65	19,662.26	89.5%
4450 TECH INFRA MAINT SUPPT - A	55,910.40	1,397.76	57,308.16	54,311.92	.00	2,996.24	94.8%
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	76,549.01	.00	91,650.99	45.5%
9300 TUITION TO NON-PUBLIC SCHO	3,959,000.00	.00	3,959,000.00	2,590,360.32	547,457.60	821,182.08	79.3%
9400 TUITION TO COLLABORATIVE	1,146,482.85	.00	1,146,482.85	476,462.60	396,956.97	273,063.28	76.2%
TOTAL SCHOOL GENERAL FUND	47,649,000.00	4,117,675.00	51,766,675.00	40,187,869.50	7,537,864.30	4,040,941.20	92.2%
GRAND TOTAL	47,649,000.00	4,117,675.00	51,766,675.00	40,187,869.50	7,537,864.30	4,040,941.20	92.2%

** 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

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	5/31/26	
Fund #	Fund Name	Budgeted	Current Bal.	Current Bal.	Current Bal.	Current Bal.	Current Bal.	Current Bal.	Current Bal.	Current Bal.	Current Bal.	Current Bal.	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	\$590,708.35	\$ 266,708.35
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	\$407,890.63	\$ 147,890.63
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	\$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	\$2,502,846.13	\$ 1,102,846.13
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	\$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	\$715,325.58	\$ 340,325.58
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	\$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	\$1,715,700.79	\$ 1,565,700.79
n/a	Special Ed. Stab. req	\$250,000.00												\$ (250,000.00)

To Line	kkelley@melroseschools.com (Business Manager/CFO) cmolle@melroseschools.com (Food Service Director) cberman@melroseschools.com (Superintendent/CEO/Executive Director/Owner)	Sent	02/19/2026 10:24:15 AM
From Line	no-reply@doe.mass.edu	Dist List	To: Business Manager/CFO DESE Liaison Food Service Director Program Director Superintendent/CEO/Executive Director/Owner CC:
CC			
Subject	Closed Administrative Review with Fiscal Action (09-178)		

Dear Cari Berman:

In accordance with federal regulations, Khalia Smith conducted a Food Service Administrative Review on 01/07/2026. A Corrective Action Plan (CAP) was issued to your district and subsequently approved. In order for a CAP to be effective, these corrections must be maintained to ensure compliance with program regulations.

This email serves as confirmation that the School Year 2025-26 Administrative Review has been closed by DESE's Office for Food and Nutrition Programs. Below is the claim adjustment due to deficiencies identified during the review month and/or day of review.

National School Lunch Program (NSLP): \$550.85 (waived)
School Breakfast Program (SBP): \$14.76 (waived)

If the total fiscal action by program is under the \$600 threshold set by USDA, the disallowance is waived.

Every SFA has the right to appeal by submitting a written request to the Department of Elementary and Secondary Education. The request must be postmarked within 15 calendar days from receiving the notice of Withholding of Payments or fiscal action from DESE. [7 CFR 210.18(p)]

Please refer to the Document and Reference Library for the Appeal Procedures. Procedures are located under NSLP - Administrative Review.

If you have any questions regarding the School Year 2025-26 Administrative Review, please contact Amanda Chisholm, Child Nutrition Programs Compliance Monitoring Coordinator, at Amanda.B.Chisholm@mass.gov.

Sincerely,

Robert M. Leshin
Director
Office for Food and Nutrition Programs



MELROSE HIGH SCHOOL

360 Lynn Fells Parkway
Melrose, Massachusetts 02176
Telephone: (781) 979-2200
Fax: (781) 979-2206

Jason Merrill
Principal
Bryan Corrigan
Deputy Principal
Christopher Beaver
Assistant Principal

June 4, 2026

The following changes were made to the Secondary Student Handbook & Code of Conduct, Grades 6-12, for the 2026-27 school year:

- Updated RESPONSIBILITY FOR REGULAR ATTENDANCE to include the Class Skipping and First-Block Tardies: Range of Consequences Chart (pg. 15).
- Added "A student that is considered chronically absent (18 or more absences in a school year) may be referred to Summer Learning Academy to make up for missed instruction time." (pg. 15)
- Updated RESPONSIBILITY FOR APPROPRIATE USE OF ELECTRONIC DEVICES to emphasize parental responsibility for phone pickup after confiscation (pg. 19)
- Updated Chromebook Policy (pg. 20)
- Updated MHS PBIS Statement (pg. 21)
- Updated range of consequences (pg. 42-48)

Sincerely,

Jason Merrill, Principal

Bryan Corrigan, Deputy Principal

Christopher Beaver, Assistant Principal

Michelle Sewyck, Assistant Principal

Steve Black, Assistant Principal

Nick Tuccinardi, Dean

**Secondary
Student Handbook
&
Code of Conduct
Grades 6-12- DRAFT
2026-2027**



**Melrose Public Schools
Melrose, Massachusetts**

Melrose Public Schools

Dear Parents/Caregivers//Students,

Welcome to Melrose Veterans Memorial Middle School and Melrose High School. Our secondary school campus represents a place of growth and preparation. We strive to support each child to achieve their highest potential by establishing high expectations. In order to make this happen, we firmly believe that the process of education is both lifelong and community oriented. A high level of involvement and good communication between administrators, teachers, parents/caregivers, and students is essential to reach goals.

The alignment of schedules, sharing of resources and collaboration by staff and administration between buildings will provide greater opportunities to challenge and support students. One of our goals is to continue to provide a safe and caring learning environment where all students can succeed. It is our hope that a unified secondary campus will help us in achieving these goals.

This handbook and code of conduct serves as a guide, which will be the cornerstone of communication as we work together throughout the school year. It contains expectations around student behavior, personal interactions and responsibilities. Please keep it in a place that is handy for future reference. We hope you will find it helpful.

Make sure you and your child/ren sign and return the acknowledgement page of the booklet at the beginning of the school year.

Sincerely,

Jason Merrill

Mr. Jason Merrill, Principal, Secondary Schools

Bryan Corrigan

Mr. Bryan Corrigan, Deputy Principal, Secondary Schools

If you need a translated version of this handbook, please call your child's school.

Si necesita una versión traducida de este manual, por favor llame a la escuela de su hijo.

Si vous avez besoin d'une version traduite de ce manuel, s'il vous plaît appelez l'école de votre enfant.

Se você precisa de uma versão traduzida deste manual, ligue para a escola do seu filho.

如果您需要這本手冊的翻譯版本，請致電您的孩子的學校。

All caregivers will be required to sign off that they have received and read the Student Handbook and that their child understands the rules and regulations of the Melrose Public Schools as presented in this book. I understand at all school events I/my child is expected to adhere to the Code of Discipline as outlined in the Student Handbook.

Melrose Public Schools Secondary Administrative Team

Central Administration

360 Lynn Fells Parkway

Melrose, MA 02176

781-665-2000

www.melroseschools.com

Superintendent – Cari Berman	781-979-2294
Deputy Superintendent – Kenneth Kelley	781-979-2290
Special Education Director- Linda Chase	781-979-2160
Special Education Director- Marc Kerble	781-979-2160
Executive Director for Academics/Accountability- Melanie Acevedo	781-979-2108
Director of Student Relations- Doreen Ward	781-979-2166
Director of Academics, 6-12- Nora Tsoutsis	781-979-2100
Director of STEM, 6-12- TBD	781-979-2100
Assistant City Solicitor for School and Labor – Amy Lindquist	781-462-2110

Melrose High School

360 Lynn Fells Parkway

Melrose, MA 02176

781-979-2200

<https://www.melroseschools.com/o/mhs>

Attendance / Tardy Line	781-979-2200
Principal – Mr. Jason Merrill	781-979-2202
Deputy Principal – Mr. Bryan Corrigan	781-462-3220
Assistant Principal – Mr. Christopher Beaver	781-462-3231
Director of Athletics – Mr. Stephen Fogarty	781-979-2200
Special Education Coordinator– Mrs. Roxanne Wilson	

Melrose Veterans Memorial Middle School

350 Lynn Fells Parkway

Melrose, MA 02176

781-979-2100

<https://www.melroseschools.com/o/mvmmms>

Attendance / Tardy Line	781-979-2116
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 – Marissa Puccio	781-979-2100

Melrose Public Schools

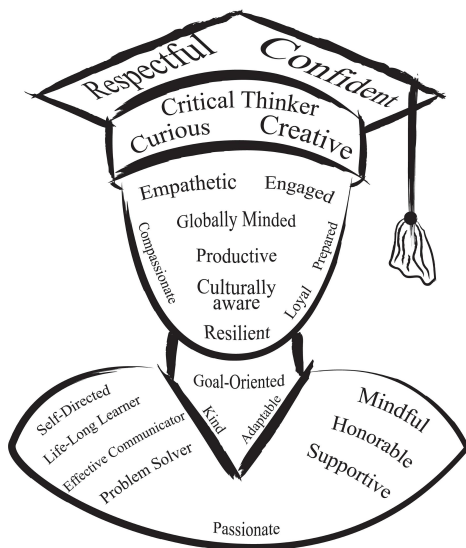
Vision Statement

Every student will be an engaged, challenged, enriched, and self-directed learner.

Melrose Public Schools

Mission Statement

The Melrose Public Schools will provide and sustain a thriving and dynamic teaching and learning environment, preparing every student to excel in their authentic life and global citizenship, as supported by an engaged community.



Vision of a Graduate

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

MHS Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-9:17	Crew	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	FLEX	A	G
	F, G Drop	A Drop	D, E Drop	C Drop	B Drop

See also: [Friday Early Release Week Schedule \(MHS\)](#)

MVMMS Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:19	PRIME	PRIME	PRIME	PRIME	PRIME
8:22-9:17	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

See also: [Friday Early Release Day Schedule \(MVMMS\)](#)

Table of Contents:

I.	Right to an Equal Education	7
A.	Non-Discrimination Policy	7
B.	Definitions	8
C.	Procedure for Filing Complaints	9
D.	Rights of Eighteen-Year-Old Students	10
E.	Rights of Students with Disabilities	10
II.	Rights of Freedom of Expression	11
A.	Freedom of Speech	11
B.	Freedom of the Press	11
C.	Freedom of Assembly	11
D.	Freedom of Petition	11
E.	Freedom of Religion	11
III.	Rights of Students and Families Regarding Student Records	11
A.	Access to Student Records by Parents/Caregivers and Eligible Students	12
B.	Amendment of Student Records	12
C.	Access to Student Records by Third Parties	12
D.	Release of Information	13
E.	Disclosure of Contact Information	13
F.	Information to Charter Schools	13
G.	Transfer of School Records to New School	13
H.	Destruction of Records	14
I.	Complaint Process	14
J.	PPRA Notice	14
IV.	Responsibility for Regular Attendance	15
V.	Responsibility for Academic Honesty	17
VI.	Responsibility for Appropriate Use of Electronic Devices	18
VII.	Responsibility for Appearance	19
VIII.	Responsibility for Positive Behavior	19
A.	Emergency Support for Positive Behavior	24
B.	Responsibility Regarding Alcohol and Illicit Drugs	24
C.	Responsibility Regarding Tobacco	24
D.	Responsibility Regarding Weapons	25
E.	Responsibility Regarding Fires	25
F.	Bullying Prevention and Intervention Plan	25
G.	Responsibility for Preventing Hazing	26
H.	Melrose Public Schools Lunch Policy - Secondary	26
I.	Responsibility for Preventing Teen Dating Abuse	27
IX.	Rules of Behavior and Discipline of Students	27
•	Chapter 222 of the Acts of 2012	
A.	Due Process	28
B.	Range of Consequences	30
C.	Expulsion Policy	32
D.	Guidelines for Responses to Breach of School Rules	36
E.	Other Discipline Guidelines	43
F.	Discipline of Special Education Students	43
G.	Graffiti	44
H.	Felony or Felony Delinquency	44
I.	Search and Seizure Policy	44
J.	Selected State Statutes	46
K.	Discrimination and Harassment Grievance Procedures	50
X.	Health Information	54
A.	Immunizations and Physical Examination Requirements	54

B. Nurse	55
C. Human Sexuality Education – Health Education	55
D. Concussion Procedures	56
E. Pregnancy	57
F. Field Trips	58

Students’ Rights and Responsibilities

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 781-979-2166. 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.

C. Rights of Eighteen-Year-Old Students:

- When a student reaches the age of eighteen, they shall have the following rights:
 - They may sign their own absence notes, though school officials may require satisfactory verification as to the cause of the absence.
 - They may sign their own permission slips for field trips.
 - They may authorize or limit access to their own school records.
 - They may withdraw from school without permission of a parent/caregiver.
 - They have all the rights which would belong to a parent/caregiver in connection with the special education process, including the right to consent to or object to their individual education plan (IEP).

D. Rights of Students with Disabilities

- Under 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 student is entitled to special education services if they meet all three of the following requirements:
 - They are between the ages of 3 and 22
 - They have not obtained a high school diploma or its equivalent
 - They have a physical, emotional or educational disability which keeps them from progressing effectively in a regular classroom
- One year prior to the student reaching age eighteen, the IEP Team must inform the student of their rights at age eighteen to make all decisions in relation to special education programs and services. Upon reaching the age of eighteen, the student has decision-making authority and signs the IEP. There are three exceptions, however, that can be made:
 - If the parent/caregiver has sought and received guardianship from a court of competent jurisdiction, then the parent/caregiver retains full decision-making authority.
 - The student, upon reaching the age of majority (18) and in the absence of any court actions to the contrary, may choose to share decision-making with their parent/caregiver (or other willing adult), including allowing the parent/caregiver to co-sign the IEP. Such a choice is made in the presence of the Team and is documented in written form. The student's choice prevails at any time that a disagreement occurs between the adult student and the parent/caregiver or other adult with whom the student has shared decision-making.
 - The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to delegate continued decision-making to their parent/caregiver or other willing adult. Such a choice is made in the presence of at least one representative of the school district and one other witness and is documented in written form and maintained in the student record.
- 504 Accommodation Plans are developed and implemented to protect qualified individuals with disabilities to ensure that those students receive an appropriate education. In order to

be eligible for a 504 Accommodation Plan, the student must be found eligible for accommodations under Section 504. To be found eligible for accommodations under Section 504, the student must have a physical or mental impairment which substantially limits one or more major life activities. Major life activities include, but are not limited to; caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, working, and learning.

- Students who must be absent from school or remain in the hospital for medical reasons will be provided with educational services in the home or hospital. To be eligible for these services, students need to have a physician's written order and to be in the home or hospital for a period not less than fourteen schooldays in any school year. To obtain home or hospital services, parents/caregivers should contact their child's principal or school counselor and provide the requested written documentation from the physician. Such educational services shall not be considered special education unless the student has been determined eligible for such services and the services include requirements of the student's IEP.

I. RIGHTS OF FREEDOM OF EXPRESSION

A. Freedom of Speech:

All students are free to express their own points of view and are protected from those who would inhibit that expression. However, freedom of speech is a right that carries with it certain responsibilities and its exercise is subject to certain limitations as to time, manner and place. The Melrose Public Schools may also restrict or limit speech that causes disorder or disruption within the school.

B. Freedom of the Press:

The Melrose Public Schools have a proud tradition of publications and performances which have provided a legitimate forum for student opinions and views. Our secondary schools have always supported an atmosphere where it has been possible for students and faculty members to exercise their First Amendment rights in a responsible manner. Principals will continue to appoint highly qualified faculty advisors and the students will continue to uphold the highest standards of freedom of expression avoiding libel, slander and that which would substantially interfere with the work of the school or impinge on the rights of other students.

C. Freedom of Assembly:

Associations may be organized within the school for political, social, athletic or other proper and lawful purposes, subject to reasonable limitations as to time, manner and place of assembly.

D. Freedom of Petition:

Students are free to collect signatures on petitions concerning either in-school or out-of-school issues as long as this activity does not interfere with the regular operation of the school.

E. Freedom of Religion:

Melrose Public Schools shall not interfere with or infringe upon the religious freedom of its students. The study of religion or of the Bible from a literary or historical point of view is permitted but must be presented objectively.

II. RIGHTS OF STUDENTS AND 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/caregivers (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/caregiver 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.

A. Access to Student Records by Parents/Caregivers and Eligible Students

- The term “student record” refers to those education records that are maintained by a school district and contain personally identifiable information about a student, such as a transcript, standardized test results, class rank, extracurricular activities, evaluations, disciplinary records and special education records.
- The parent/caregiver of a student, and a student who has entered ninth grade or is at least fourteen years old (“eligible student”), has the right, upon request, to inspect and, for a copying fee, to obtain photocopies of all or any portion of the student record. Once a student reaches eighteen years of age, the rights formally given to the parent/caregiver transfer to the student.
- A parent/caregiver or eligible student who wishes to access a student record should submit a written request to the Principal, identifying the portion of the record that they wish to inspect. The Principal will make arrangements for access and notify the parent/caregiver or eligible student when and where the record may be inspected. The school will make a student’s record available as soon as practicable but no later than ten (10) calendar days after a request, unless the request is made by a non-custodial parent/caregiver. Schools must follow specific procedures if a non-custodial parent/caregiver seeks access to a student’s record, requests must be submitted in writing to the Principal.
- The parent/caregiver and eligible student have the right, upon request, to meet with professionally qualified school personnel to have the contents of a student’s record explained and interpreted or to have the record inspected or interpreted by a third party at private expense.

B. Amendment of Student Records

The parent/caregiver and eligible student are permitted to add relevant comments, information or other written material to the student's record or to request the Principal to amend or delete information from the record (except for information inserted by a student's Evaluation Team). If a parent/caregiver or eligible student wishes to have a student record amended, they should write to the Principal, clearly identifying the part(s) of the record that the parent/caregiver or student wishes to have changed and the reason(s) for the amendment. If the Principal decides not to amend the record as requested, the Principal will notify the parent/caregiver or eligible student of the decision in writing and will provide information relative to the right to a hearing with the Principal regarding the request for the amendment and the right to appeal the Principal's decision to the Superintendent and School Committee.

C. 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/caregiver 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 in connection with a health or safety emergency when the release of such information is necessary to protect the health or safety of the student or other individuals (for example, the local police department)

D. Release of Information

Pursuant to 603 CMR 23.07 (4)(a) a school district may disclose the following information without the parent's/caregiver's or eligible student's consent, unless the parent/caregiver or student notifies the Principal in writing (within the first three weeks of school) 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/caregiver or eligible student, the school will comply with all appropriate requests for directory information.

E. Disclosure of Contact Information to Military Recruiters, Institutions of Higher Education and Prospective Employers.

In accordance with Federal law, Melrose High School will release the names, addresses and telephone numbers of its students to United States military recruiters, colleges, universities and other postsecondary educational institutions and prospective employers upon request without written parent/caregiver or student consent. A parent/caregiver or eligible student, however, may request that the school not release this information by notifying the Principal in writing (within the first three weeks of school) that such information is not to be released without prior parent/caregiver or student consent. If no such written notice is received from a parent/caregiver or eligible student, the school will comply with all appropriate requests to disclose this basic contact information.

F. Information to Charter Schools

Under State Law, upon receipt of a request from a Commonwealth charter school, the school district will release the names and addresses of public school students to a third party mail house that has been approved by the Massachusetts Department of Elementary and Secondary Education so that the Commonwealth charter school may send recruiting information to students who are eligible to enroll in the charter school. If a parent/caregiver or eligible student does not want the school district to release this information without their prior consent, the parent/caregiver or student must notify the Principal in writing (within the first three weeks of school) each year. If no such written notice is received from the parent/caregiver or eligible student, the school will comply with all appropriate requests for contact information from Commonwealth charter schools.

G. Transfer of School Records to New School

The school district will forward a student's "complete school record," including disciplinary and special education records, upon request to officials of another public school in which the student seeks or intends to enroll or already has enrolled, if the disclosure is for purposes of the student's enrollment or transfer. The parent/caregiver or eligible student has the right to receive a copy of the school record that is forwarded to the new school.

H. Destruction of Records

Under the law, a student's transcript must be maintained by the school district for sixty (60) years after the student graduates, transfers, or withdraws. Other parts of the student record, however, such as the temporary record, must be destroyed within seven (7) years after the student leaves the school system. School authorities also are 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 is destroyed, the parent/caregiver and eligible student must be notified and given an opportunity to receive a copy of the information before its destruction.

I. Complaint Process

If a parent/caregiver or student believes that the school district has failed to comply with the requirements of FERPA, They may file a complaint with the United States Department of Education at <https://studentprivacy.ed.gov/file-a-complaint> or mail the complaint to the following address:

Family Policy Compliance Office
United States Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-8520

J. 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 parents/caregivers and obtain consent or allow parents/caregivers to opt their student 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 student’s parent/caregiver;
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/caregivers; or
8. Income, other than as required by law to determine program eligibility.

The Melrose Public Schools will provide parents/caregivers, 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/caregivers 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/caregiver wishes to opt their child out of participation in the survey, passive parent/caregiver consent for participation will be assumed).

Student Responsibilities:

III. RESPONSIBILITY FOR REGULAR ATTENDANCE

Links:

- Secondary Schools [Attendance Intervention Plan](#)
- Parents/Caregivers have the responsibility of reporting student absences. Parents/Caregivers should call:
 - 781-979-2116 for MVMMS
 - 781-979-2200, Extension 1 to be connected to the Attendance Office for MHS.

This notification allows school personnel to know that your child is safe and that the parent/caregiver is aware of the absence.

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, their family, and the school to ensure that the student attends school each day that they are not sick. Failure to attend school, except under extraordinary circumstances, will require school personnel to seek help for the student and the student's family through court action and/or through the Massachusetts Department of Children and Families.

Regular and punctual school attendance is essential for success in school. Melrose Public Schools recognizes that parents/caregivers of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly in accordance with state law. Students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays. A student may be excused for other exceptional reasons with approval of the principal or designee. Parents/caregivers will provide a written explanation for the absence or tardiness of a student, and in advance for types of absences where advance notice is possible.

In order to be dismissed from school, a student must present a note, signed by the parent/caregiver, at the beginning of the school day. Students who fall ill during the school day may be dismissed by the nurse, after confirmation by the parent/caregiver, or by the secretary, if approved by an administrator.

A student will not be eligible to participate in the day's co-curricular activities if the student is tardy after 9:15 A.M. or dismissed before 1:45 P.M. without medical documentation or verified extenuating circumstances. Participation will not be allowed without the pre-approval of the Principal or designee. Furthermore, in order to participate in events on non-school days, students must be in attendance on the day prior.

Massachusetts law (G.L. c. 76, §1B) requires that each school notifies a parent/caregiver of the child's absence if the school has not received notification of the absence from the parent or guardian within 3 days of the absence. The school must also have a policy of notifying the parent or guardian of a student who has at least 5 days in which the student has missed 2 or more periods unexcused in a school year or who has missed 5 or more school days unexcused in a school year.

Massachusetts law (G.L. c. 76, §1B) requires that the school principal or headmaster, or a designee, make a reasonable effort to meet with the parent or guardian of a student who has 5 or more unexcused absences to develop action steps for student attendance. The action steps shall be developed jointly and agreed upon by the school principal or headmaster, or a designee, the student, and the student's parent or guardian and with input from other relevant school personnel and officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Melrose Veterans Memorial Middle School: Students who are absent from school for any reason are expected to make up missing work for their classes. Parents/Caregivers and students that are chronically absent will be asked to attend a meeting to develop an attendance improvement plan.

Daily Attendance: Five (5) unexcused tardies at the start of the school day will result in one after-school detention. When students are chronically tardy, parents/caregivers will be asked to attend a meeting to develop an attendance improvement plan.

Class Attendance: Students who are tardy to class without a pass or students who skip a class may be asked to serve an after-school detention. Parents/Caregivers of students who are chronically tardy to classes or who repeatedly skip classes will be asked to attend a meeting and create an attendance improvement plan.

A student that is considered chronically absent (18 or more absences in a school year) may be referred to Summer Learning Academy to make up for missed instruction time.

Melrose High School: Seven (7) unexcused absences in a 1.0 credit course in any quarter will result in the removal of credit for that quarter or four (4) unexcused absences for a 0.5 credit course. In addition, three (3) unexcused tardies, arrival after the start time of the class, to any class equals one absence from that class. For fourth quarter seniors, four (4) unexcused absences will result in a failing grade for that term. Students at Melrose High School who exceed this limit will be given an opportunity to participate in an appeal process.

Five (5) tardies in the period of two school weeks will result in one after-school detention. Continuous tardies after this will result in progressively increased consequences, including an in-person parent meeting. See the [**Class Skipping and First-Block Tardies: Range of Consequences Chart**](#).

Per MA Law Chapter 76, Section 1, the school principal may excuse cases of necessary absence for other causes not exceeding seven day sessions or fourteen half day sessions in any period of six months. Absences may be excused, with documentation provided, for any of the following reasons: visit to a doctor or medical professional; attendance at court; or bereavement. Seniors at Melrose High School are allowed three excused absences for college visits, with documentation. Students may apply to have other absences excused by submitting a request that the circumstances in writing to an assistant principal prior to the date of their absence. Students who exceed, or expect to 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.

If a student is absent for ten (10) days in a half-year period (18 weeks) without clear communication about the reason, the student's parent(s)/caregiver(s) will be contacted by the principal or designee. If necessary, a meeting including the parent(s)/caregiver(s), principal or designee, and student will be held to determine the reasons for the absence and to encourage the student to attend school regularly. When necessary, an officer from the Melrose Police Department will be asked to join this meeting. A record of this meeting and the reason for the absence will be filed in the student's permanent record.

No student who has not graduated from high school shall be considered to have permanently left public school unless an administrator of the school which the student last attended has sent notice within a period of five (5) days from the student's tenth (10) consecutive absence to the student and the parent/caregiver, of that student in both the primary language of the parent/caregiver, to the extent practicable, and English. The notice shall initially offer at least 2 dates and times for an exit interview between the superintendent, or a designee, and the student and the parent/caregiver of the student to occur prior to the student permanently leaving school and shall include contact information for scheduling the exit interview. The notice shall indicate that the parties shall agree upon a date and time for the exit interview, and that interview shall occur within ten (10) days after the sending of the notice. The time for the exit interview may be extended at the request of the parent/caregiver and no extension shall be for longer than fourteen (14) days. The superintendent, or a designee, may proceed with any such interview without a parent/caregiver if the superintendent, or a designee, makes a good faith effort to include the parent/caregiver. The exit interview shall be for the purpose of discussing the reasons for the student permanently leaving school and to consider alternative education or other placements.

The superintendent or a designee shall convene a team of school personnel, such as the principal, guidance counselor, teachers, attendance officer and other relevant school staff, to participate in the exit interview with the student and the parent/caregiver of the student. During the exit interview, the student shall be given information about the detrimental effects of early withdrawal from school, the benefits of earning a high school diploma and the alternative education programs and services available to the student. M.G.L. c.76 §18 Chapter 222, section 8.

A student may be re-enrolled in school after an extended absence, but academic credits and promotion to the next grade are likely to be seriously jeopardized by the student's lack of academic progress during the extended absence. Therefore, lengthy absences for extended trips are strongly discouraged by the Melrose Public Schools; as teachers cannot provide the advance assignments or study aids a child would need over long periods of time to maintain the pace of learning in their classroom.

IV. RESPONSIBILITY FOR ACADEMIC HONESTY

Students in the Melrose Public Schools have a great deal of freedom to pursue individual research and writing (information on academic options can be found in the program of studies). However, they are expected to do this work honestly and never to represent any other person's work as their own, to allow any other student to copy their work, or to obtain test information ahead of time or pass such information to others.

Teachers at both Melrose High School and Middle School discuss plagiarism, cheating, and forgery at the beginning of each academic course and talk with students about the academic and ethical reasons for avoiding these behaviors and make clear what the expectations in their classroom are.

Consequences/penalties for plagiarism, cheating, forgery: If a teacher and administrator believe that an offense has occurred, they meet with the student.

When they determine that the student has committed a first offense on a formative assessment:

- The student receives no credit for the assignment. The teacher and administrator decide whether the student deserves a chance to redo the work and what credit will be given.
- The teacher or administrator informs the parent(s)/caregiver(s).

When they determine that the student has committed a second offense:

- The student receives no credit for the assignment with no makeup, and the term grade reflects this.

Further offenses result in more serious disciplinary action which include but not limited to:

Detention, Saturday School, 1 Day Suspension

When they determine that the student has committed an offense on a summative assessment:

- The student receives no credit for the assignment. The student must complete all required formative assessments before being given the opportunity to re-do the plagiarized summative assessment. The teacher and administrator will decide on a timeline for this process. Students who plagiarize their first attempt of a summative will not be given an opportunity to complete revisions or retakes on the resubmitted summative assessment.
- The teacher or administrator informs the parent(s)/caregiver(s).

Further offenses result in more serious disciplinary action which include but not limited to:

Detention, Saturday School, 1 Day Suspension.

Staff will communicate expectations around the use of Artificial Intelligence in regard to student learning.

Below is sample language that may be used by staff and may be included on class syllabi:

- *This class assumes that the work you submit—all process work, drafts, low-stakes writing, final versions, and all other submissions—will be generated by you, working individually or in groups with your classmates.*
- *Submitting AI-generated work (created with the aid of tools like ChatGPT) is only acceptable in this class when indicated by your teacher and otherwise, will be considered a violation of the MHS Responsibility for Academic Honesty.*
- *A lack of compliance with class expectations regarding AI usage may negatively impact assignment or class grades. In this class, any writing, media, or other submissions not explicitly identified as AI-generated will be assumed as original to the student. Please refer to the [AI Assessment Scale](#) and ask your teacher before submitting work if you have questions about the class AI policy. ([Source](#))*

V. RESPONSIBILITY FOR APPROPRIATE USE OF ELECTRONIC DEVICES

A. Privacy and Information Security

All Melrose students are provided a personal Google account and its suite of online productivity and educational applications all parent/guardians must review and sign off on the [Acceptable Use for Information Technologies](#) through ASPEN at the beginning of the school year. It is the expectation of Melrose Public Schools that students will use any and all school or personal accounts in a manner that is positive, 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, storing, and sharing personal information and data.

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 Secondary Schools Code of Conduct applies to all digital interactions on the school network and on personal devices used on school grounds. 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.
- Filming or recording any person without their permission.

B. Cell Phone Policy

The cell phone policy stated below is subject to changes based on pending legislation in the state of Massachusetts.

Melrose Public Schools will implement a policy and system that creates phone-free spaces in order to maximize learning, classroom engagement, and create a community where all students have the opportunity to engage in meaningful learning.

The use of electronic devices, such as cell phones, earbuds, and headphones, are strictly prohibited in classrooms and learning spaces. All such devices should be AWAY and OUT OF SIGHT (i.e., in pockets, personal small bags or teacher-designated areas). Noise cancelling devices will be permitted for students who

have this accommodation on an IEP or 504 plan. Phones will also be permitted for students who use them for medical reasons, for example, students who are diabetics.

All staff members are expected to set the norm and expectation in their classrooms and shared learning spaces (i.e. MHS Learning Commons) that cell phone use is strictly prohibited. Teachers may collect phones at the beginning of class and store them in their designated spaces (ex. phone condo, shoe holder, basket, ect.), or students can keep their phones in their backpacks or pockets if permitted to do so by their teacher. Teachers who collect phones will return them at the end of the class period. All phones should remain in phone condos, or backpacks when students leave the classroom for breaks (ex. walking, bathroom, to see counselor). Students who have phones in their pockets must put their phones in designated areas before exiting the room for bathroom breaks!

Any Infraction to the Cell Phone Policy: The student's cell phone will be turned into the Main Office. The cell phone will not be returned to the student and must be picked up by a parent or guardian.

Caregiver/student communication during school hours

If a caregiver or student needs to engage in two way communication:

- Students can use school phones in the main office.
- A caregiver can contact the main office throughout the school day.

MPS is not liable or responsible for lost or stolen cell phones or other devices. We will not investigate such theft, therefore students are strongly advised to store their devices in their lockers, in their bags, or at home.

The MPS administration reserves the right to adjust these consequences on a case-by-case basis if needed. For example, extreme behaviors that break the law or engage in cyber bullying or harassment of other students may result in suspension and/phone privilege revocation.

Melrose High School Allowable Use:

Students are allowed to use their cell phones in the Learning Commons before and after school. Cell phones in the Learning Commons are prohibited during school hours 8:20-2:40.

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 School 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. Please see the [Acceptable Use for Information Technologies](#).

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 the originality and proper attribution that results from access to the totality of human scholarship.

In all digital interactions, students will be expected to model behaviors that are considered appropriate in one's physical (non-digital) life.

Use of Personal Devices/Bring Your Own Device (BYOD)

Please see the Chromebook and Device Policy approved by the Melrose School Committee:

<https://www.melroseschools.com/page/chromebooks>

VI. RESPONSIBILITY FOR APPEARANCE

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.

VII. RESPONSIBILITY FOR POSITIVE BEHAVIOR

Students and staff will all work towards upholding the Melrose school community values together. We will recognize and celebrate each other for these, and we will hold each other accountable to meet them. Using the Positive Behavior Expectations Rubric below, we can meet universal expectations of behavior and respect the community and ourselves. Using the Behavior Flow Chart below, teachers and staff will help hold students and each other accountable.

Melrose High School
Positive Behavior Statement
We are **M**indful, **H**onorable and **S**upportive

AT MELROSE HIGH SCHOOL, WE...

MODEL KINDNESS

EXHIBIT HARD WORK

LEAD BY EXAMPLE,

REACH FOR SUCCESS

OVERCOME ADVERSITY

SELF ADVOCATE

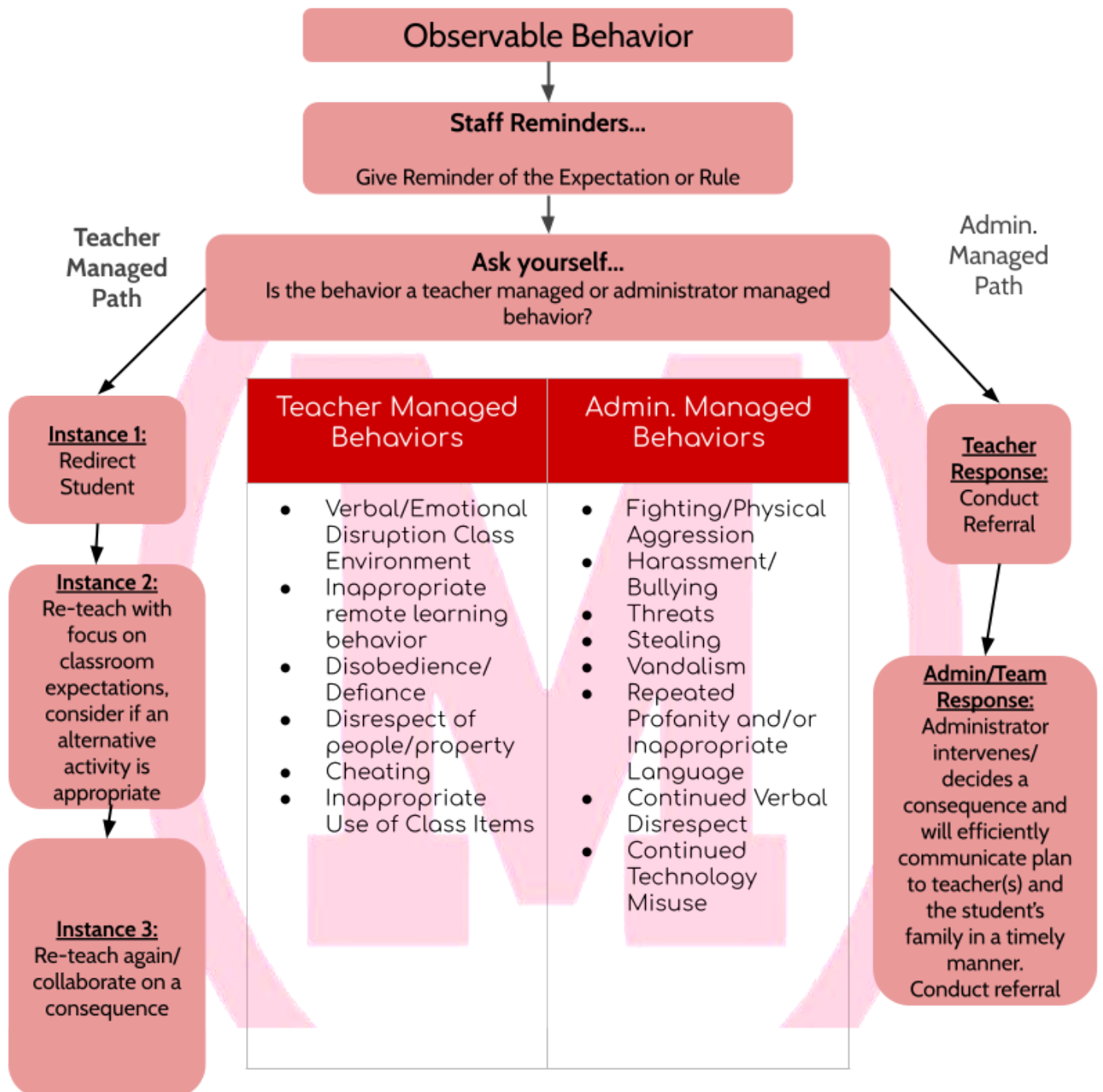
EMBRACE INCLUSION



MHS Positive Behavior Expectations Rubric

WE ARE ...	Classroom / Offices	Hallway/Common Spaces	Cafeteria	Bathrooms and Locker Rooms	School Events	Learning Common, Tech Spaces, and Devices
<u>Mindful</u>	• Listening to others • Respecting others' opinions and privacy • Self-regulating • Respecting classroom property	• Aware of appropriate noise level • Conscious of our surroundings • Displaying affection appropriately • Respectful of personal space • Walking on the right-hand side of the hallway	• Putting trash or recycling in barrels • Self-regulating • Using appropriate language • Courteous to all cafeteria workers, staff members, and peers	• Keeping floors and walls dry and clean • Reporting any lack of supplies • Locking up our valuables • Washing our hands	• Listening and being respectful • Participating appropriately • Entering and exiting in an orderly fashion	• Returning equipment, materials, and furniture to its proper place • Working quietly without disturbing others • Treating learning materials respectfully • Logging off and plugging in devices
<u>Honorable</u>	• Doing our own work • On time • Prepared • Engaged in learning • Taking responsibility for our actions	• Using passing time effectively • Using appropriate language • Looking out for our peers	• Following staff directions • Remaining in the cafeteria unless we have permission to eat somewhere else • Keeping food in the cafeteria so the building remains clean	• Using the bathroom for its intended purpose (go, flush, wash, leave) • Reporting vandalism, damage, or inappropriate behavior to an adult	• Respectful of visitors, guests, and members of opposing teams • Becoming active members of the school community • Demonstrating unity whether we succeed or fail	• Using the space for educational and academic purposes • Using technology appropriately
<u>Supportive</u>	• Listening to others • Respecting different perspectives • Actively participating • Encouraging our peers	• Holding doors for others • Actively helping others beyond being bystanders	• Respecting each other's personal space • Being inclusive	• Respecting each other's privacy • Speaking up for our peers	• Supporting our peers using positive language • Showing positive enthusiasm • Representing MHS in a positive way	• Helping our peers • Seeking help when needed

Melrose High School Behavior Flow Chart



MVMMS PBIS



Safe	We create a space where we all feel supported and protected.
Thriving	We are growing, learning, and communicating successfully.
Integrity	We are honest and do the right things, even when no one is watching. We own up to our actions and take pride in our work.
Community	We include others, respect the space around us, and create a sense of belonging for all members of our school. We are upstanders.
Kind	We treat others the way we want to be treated. We respect everyone's uniqueness.

Melrose Middle School Behavior Flow Chart



A. Emergency Support for Behavior

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)/caregiver(s) will receive notification if physical restraint has occurred.

Risk Assessment

- 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.

B. Responsibility Regarding Alcohol and Illicit Drugs

A goal of the Melrose Public Schools is to promote and maintain a safe and drug-free learning environment for all students and staff. The use of alcohol and/or illicit drugs interferes with the learning, growth and well-being of students, families and the entire school community. Alcohol and illicit drugs do not have a place in an educational environment and will not be tolerated on school property or at any school-sponsored event.

Illicit drugs include:

- Controlled substances as defined in G.L., c.94C (e.g. cocaine, marijuana, LSD, steroids)
- The misuse of prescription or over-the-counter drugs
- Products misused for the purpose of mind-altering effects (e.g. aerosols, solvents)

Students are strictly prohibited from having alcohol and/or illicit drugs in their system during school hours, on school property or at any school-sponsored event. Prohibited activities include, but are not limited to:

- Using or being under the influence – when a student drinks alcohol, sniffs inhalants, ingests medications, smokes or vapes marijuana, uses any drug classified as a narcotic, barbiturate, amphetamine, hallucinogen, or any other controlled substance as defined in Massachusetts General Law 94c; or when the use of these substances has been determined through an investigation.
- Possession – when a student has drugs, drug paraphernalia, or alcohol on their person or among their belongings.
- Transactions – any involvement or attempt in the sale or exchange of drugs or alcohol.

Students who violate this policy will be subject to disciplinary action up to and including expulsion as delineated in the discipline codes and suspensions/expulsion section of this handbook.

In addition to, or as part of, the disciplinary response to such abuses, prevention and intervention services will be offered to students and families to support the system-wide goal of a safe and drug free environment. In a case where a student self-discloses or seeks help with regard to an alcohol or other drug use problem which is not in current violation of school policy, no disciplinary action will be taken. However, because the use of alcohol and/or drugs by students at any time creates potential problems, a range of supportive services will be offered based on the best interest of the student and school community. In addition to the rules and regulations

outlined above, student-athletes will also be responsible for complying with the rules and regulations of the Massachusetts Interscholastic Athletic Association.

C. Responsibility Regarding Tobacco/Nicotine

In accordance with G.L. c.71, §2A, it is the policy of the Melrose Public Schools to prohibit the use of all tobacco/nicotine products, including Vaporizers, E-Cigarettes and Hookah Pens, as well as all smoking materials within all school facilities, on all school grounds, and on all school buses by any individual, including school personnel.

D. Responsibility Regarding Weapons

It is imperative to ensure a safe school environment, as per G.L. c.71, §37H, for all students and staff; therefore, any student in possession of a weapon or object which might be used as a weapon will be suspended from school awaiting the outcome of an expulsion hearing. Weapons used in a threatening manner may require that a student undergo a risk assessment evaluation prior to that hearing. In addition, school department personnel shall report in writing to their immediate supervisor any 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/or the School Committee. M.G.L. c.71, §37L.

E. Responsibility Regarding Fires

It is required that the principal of any Melrose school submit a written report of any incident involving unauthorized ignition of a fire to the head of the Fire Department within twenty-four (24) hours under G.L. c.148, §2A. It is also required that the Melrose Police Department be notified.

F. Bullying Prevention and Intervention Plan

Bullying is defined by M.G.L. c. 71, § 37O. 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/caregivers of the victim. 4) The principal(s) will notify parents/caregivers 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. The District will ensure that it is not placing an obligation on the student with the disability to avoid or handle the bullying. Parents/Caregivers 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 Program Resolution System (PRS). That information can be found at: <https://www.doe.mass.edu/prs/>, emails can be sent to DESEcompliance@mass.gov or individuals can 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/Caregivers (both the victim's parents/caregivers and the aggressor's parents/caregivers) will be notified. Consequences for the infraction of aggressive behavior and/or bullying are listed in the [**Infraction Consequences Rubric**](#) located in the Rules for Behavior and Discipline of Students section of this handbook. The Melrose Public School's Bullying Prevention and Intervention Plan can be found on the District's website at: <https://www.melroseschools.com/page/district-wide-policies-procedures>

Parents/Caregivers may report bullying by completing the [**MPS Bullying Reporting Form**](#) and submitting it to a principal or other staff member. The form can be submitted digitally or as a hard copy. Hard copies of blank forms can be found at the main office.

G. Responsibility for Preventing Hazing

All students are welcome into every aspect of our school community. Therefore, it is imperative that each individual feel safe. The hazing of students as part of an initiation into any student organization or class conducted by any individual or group will not be tolerated.

As used in this handbook, "hazing" is defined as "any conduct or method of initiation into any student organization which willfully or recklessly endangers the physical or mental health of any student or other person." See G.L. c 269, §§17-19.

Any such initiation, which happens during or after school hours, will be referred for disciplinary action, as will persons who, through intimidation, may try to prevent any person or persons from reporting such acts. All team captains and club officers will be required to sign a statement acknowledging this policy.

H. Melrose Public Schools Lunch Policy - Secondary

It is Melrose Public School District's intent that children not be hungry at school. The state of Massachusetts has designated one free breakfast/lunch will be offered to each student.

It is the responsibility of students, parents/caregivers to pay for any additional meals and ala carte items from the cafeteria. The Lunch POS account is a debit, not a credit account, and we highly encourage prepayment to provide a faster point of service.

Information regarding the cost of breakfast and lunch, nutritional guidelines and family meals applications for the free or reduced meals program are available through the district website:

<https://www.melroseschools.com/district-home/students-families/files/free-reduced-meals-application>

Students participating in (free) lunch or breakfast are responsible for having funds available for their additional purchases. In the event that a student's account obtains a negative balance, they will not be able to purchase additional meals or ala carte items. Repayment is expected the next school day. The selection will then be limited to one reimbursable meal until payment is received and the negative balance is paid. Student negative account balances that remain unpaid will result in parent/caregiver contact for payment.

Balances can be checked and prepayments can be made online at Melrose Public School website at:

<https://www.melroseschools.com/district-home/pages/online-payments>

This site allows parents/caregivers of students to prepay money directly into their child's account, monitor their child's food purchases, set up low-balance email reminders, and schedule recurring payment. Please advise that there is a service fee with MySchoolBucks. We highly recommend sending in cash/check to add money into the lunch account.

I. Responsibility for Preventing Teen Dating Abuse

Teen dating abuse or violence is the use of abusive behaviors by a person to harm, threaten, intimidate or control a current or former dating partner. Dating abuse can include, but is not limited to, verbal, emotional, physical and sexual abuse, sexual violence, and stalking. It can also include using the internet, social networking sites, phones or text messaging to harass, pressure, or victimize.

The Melrose Public Schools will not tolerate dating abuse or violence of any kind, and will take the steps necessary to prevent teen dating abuse, intervene when relationship violence occurs, and help promote healthy relationships among all students.

All Melrose Public School secondary students will receive education on the issue of teen dating abuse, including definitions, warning signs and resources for help through Health and Wellness classes and other special programs.

Students who observe an act of teen dating abuse, sexual violence, or stalking, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to school faculty and/or staff. The targeted student shall, however, not be held responsible for failing to report teen dating abuse, sexual violence, or stalking.

When teen dating abuse has occurred or is suspected, an Incident Report can be filed by a student, staff member, parent/caregiver or other concerned party. The report can be verbal or in writing and should be filed with an administrator or the Guidance Department.

A prompt, fair and full investigation of the allegations will be conducted by an administrator. The investigation will include private interviews with the target and/or person filing the report to make a determination whether the reported behaviors constitute dating abuse or other forms of harassment. The alleged offender will also be interviewed separately. At no time shall the alleged offender and targeted student be brought together for a meeting.

If it is determined that inappropriate behaviors occurred, prompt action will be taken to eliminate the offending behavior(s) and apply appropriate disciplinary action. Consequences for infractions of teen dating abuse are listed in the [Infraction Consequences Rubric](#) located in the Rules for Behavior and Discipline of Students section of this handbook.

It is the policy of the school that parents/caregivers of the students involved will be contacted in situations involving dating abuse. School administrators, in collaboration with staff, will develop and implement an appropriate safety plan for the target of abuse. Community resources for additional services may be offered to both the offending and targeted student.

VIII. RULES OF BEHAVIOR AND DISCIPLINE OF STUDENTS

The Melrose Public Schools Code of Conduct serves to support our goals and our mission to provide a safe and educationally stimulating environment for all students. Students should come to school ready to learn with a clear understanding of what is acceptable behavior in a school setting. The common threads of our rules are respect of and civility toward all people (students, teachers, staff, visitors, guests, etc.) and responsibility for one's actions. Adolescents sometimes make mistakes based on poor judgment, peer pressure, or distractions in their personal lives. Minor infractions are handled by classroom teachers. A teacher will often make a verbal reprimand, contact parents/caregivers, and/or assign a teacher detention. Teachers will refer more serious infractions or persistent infractions to an administrator. Please see Page 19 for the Melrose High School Behavior Flow Chart.

The principal or assistant principal assigns disciplinary consequences for infractions which occur outside the class setting, chronic problems in the classroom or misbehavior which is a serious breach of our code,

especially student misbehavior involving safety issues or threats. Assigning office detention and/or suspension is the responsibility of the principal or the assistant principal. Expulsion procedures are the responsibility of the principal, superintendent, and/or School Committee in accordance with Massachusetts General Law.

A. 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 for violation of school rules: 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.

3. Short Term Disciplinary Sanctions:

a. 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 they 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/caregiver will receive notification by telephone (or in person) and in writing (in English and the primary language spoken in the home of the student). The notice will include: 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.

b. Emergency Removal: A student may be removed from school immediately, when charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school. This emergency removal may not exceed two (2) days following the day of the emergency removal. Within the two (2) days the Principal shall: (1) make immediate and reasonable efforts to orally notify the student and the student’s parent/caregiver of the emergency removal and the reason for the need for the emergency removal; (2) provide written notice to student and parent/caregiver which shall include: the charges; the reasons for the suspension or exclusion; the opportunity to meet with the principal or designee to discuss the charges prior to the expiration of the two (2) days (unless an extension is agreed to by the student, parents/caregivers and principal); and the reasons for the suspension or exclusion taking effect.

4. Expedited Evaluation Process:

a. If prior to the disciplinary action, the district had knowledge that the student may be a student with a disability, then the district makes all protections 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/caregiver 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 they receive all procedural protections subsequent to the finding of eligibility.

5. Long Term Disciplinary Sanctions:

a. 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)/caregiver(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.

b. Following this hearing, the decision maker (principal) will issue a written decision. The written decision shall inform the parent(s)/caregiver(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 their 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.

c. The parent(s)/caregiver(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.

6. 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 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.

B. Range of Consequences:

Where appropriate, educators will use restorative practices in lieu of, or in addition to, the consequences listed below. Restorative practices may include, but are not limited to, restorative chats, restorative circles, apologies, community service, restitution, and educational programming.

Verbal Warning: Administrative or teacher conference with student.

Written Warning: Written report to be entered into student records.

Teacher Detention: A teacher detention is held after school by the teacher with or without an office referral.

Office Detention: An office detention is held after school for 45 minutes and is assigned by the principal and/or assistant principal.

Saturday Detention: Saturday Detention is a three hour service experience designed to provide students with an opportunity to restore a connection with the school community, while not missing school.

Alternative Learning: Alternative learning places the student in a supervised work space within the school setting for the course of the school day. Students will continue to have access to the general education curriculum and special education services as stated in their IEP, if applicable.

Diversion: Diversion is designed to work with students as an alternative to formal discipline. The diversion program allows a student the opportunity to complete an individually tailored remedial program which may include a combination of conditions such as an educational program, counseling, community service, letter of apology, and restitution. Participation in the program is completely voluntary and requires the student to accept responsibility for their conduct and engage in the program with a positive attitude.

Input regarding whether to divert a particular student is always sought from teachers, administrators, the victims/and other parties involved, and the school resource officer. The assistant principal will monitor the student's compliance throughout the student's participation in the program. If the school administration determines that the student has satisfied all requirements of their diversion contract, there will be no further action taken by the school. If the student withdraws or does not successfully complete the diversion program, the school administration may impose more traditional disciplinary sanctions.

Diversion Goals:

- Acceptance of responsibility and consequences

- Reform and educate
- Individual and community accountability and restitution
- Prevent future discipline infractions

Eligibility:

- Any student that is referred for discipline
- No prior criminal involvement in the Commonwealth or any other jurisdiction
- The student must be willing to accept responsibility for their actions and conduct
- The student must be willing to participate and engage in the Diversion Program

Eligible Circumstances:

- Most discipline infractions as stated in the student handbook
- Infractions constituting harassment based on the victim's membership in a protected class if the victim consents

Ineligible circumstances:

- Infractions involving serious assaulting or threatening behavior
- Infractions involving possession of a weapon or felony charges
- Repeat offenders

Note: The final determination of a student's eligibility for the diversion program is within the sole discretion of the Melrose Public School system and may be based on additional factors not specifically included within these guidelines.

Process:

- Referral – After a student is referred to an administrator for discipline, the circumstance will be evaluated for diversion by the assistant principal.
- Evaluation – The assistant principal's evaluation will consist of a factual review of the information involved in the situation; consultation with the appropriate parties involved, teachers, students, and or victims. A student with a history of poor behavior or rules violations may not be considered for this program.
- Diversion Meeting – If the student is found to be eligible, the student and parent(s) will meet with the assistant principal to discuss a remedial behavioral plan. To be accepted into the Diversion Program, the student must accept full responsibility for their actions and display a positive attitude. Negative influences, problematic behaviors and decision-making skills are identified. The student and parent(s) will sign a written diversion contract which includes agreement to a remedial plan as identified in the agreement. The remedial plan may include, but is not limited to, educational programming, community service, letter of apology, restitution, essay writing, and/or other case specific conditions. The duration of a diversion agreement and the date by which conditions must be met is generally five (5) to ten (10) weeks.
- Conclusion of Case – Student successfully completes conditions in diversion contract and the case is closed without any further penalty. Student withdraws from the diversion program and

formal traditional discipline will be imposed. Student violates conditions in the diversion contract and formal traditional discipline will be imposed.

External Suspension: External suspension involves the exclusion of the student from the school setting. Any student who is externally suspended is not to be on the campus or seen from the campus at any time during the suspension, unless authorized by the principal. This stay-away provision includes before school, during school, after school, and/or all school activities that occur during the suspension including all co-curricular activities.

Academic Probation (Melrose High School): Upon issue of a report card, a student failing two or more credits or has two or more incompletes or a combination of a failure and incompletes will be placed on Academic Probation. Academic Probation will begin on that date and extend until the next progress report is issued. At that time, if it is determined that the student is no longer failing two or more credits (based on term grades in each subject, not final grades), eligibility to participate will be restored. Violation of Academic Probation will result in one day suspension and/or a personal growth project.

Students who are on Academic Probation are not eligible to participate in athletic contests or events. Students may continue to attend practices and travel with the team. Other restrictions may include not being able to attend any co-curricular activities and events. Any student who fails two or more credits for the year will be on Academic Probation through progress reports of term one the following school year, or completion of summer school with passing grades.

Expulsion: See below.

Public Service: Service as a consequence for misconduct is imposed in two ways. When appropriate to the offense, a student may be required to perform school service during and/or after school hours as a consequence of their actions. Such service would be performed under the supervision of an administrator, appropriate school staff and/or designee. For a suspension of three or more days, a student may be required to perform service within the community under the supervision of local authorities. Assignments to school service are at the discretion of the administration.

Disciplinary Procedures:

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.

3. **Short Term Disciplinary Sanctions:** Except where circumstances require the student's immediate removal from the school environment, prior to the imposition of any disciplinary sanction that might result in a student's suspension from school for ten (10) consecutive school days or less, the student will be given oral notice of the offense with which they is charged and an opportunity to respond. In the event that the principal determines that the student will be suspended from school, the student's parent(s)/caregiver(s) will be notified by telephone and in writing.
4. **Long Term Disciplinary Sanctions:** Prior to the imposition of any disciplinary sanction that would result in the student's suspension for more than ten (10) consecutive school days or expulsion, the parent(s)/caregiver(s) will be given written notice of a hearing at which they may be represented by an attorney (at private expense) and may examine and present witnesses and documentary evidence. Following this hearing, the hearing officer (principal/school committee) will issue a written decision. The parent(s)/caregiver(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, 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. Within five (5) schooldays of any disciplinary appeal hearing, the reviewing hearing officer (superintendent/school committee) will render a written decision on the student's appeal.

C. Expulsion Policy

The authority to expel a student from a public school is given to the principal of the school under the provisions of M.G.L. c.71, §37H and 37H1/2. Expulsion proceedings will be considered for severe disciplinary problems. The specific applicable provisions of the Education Reform Law are as follows:

- 1.) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin; may be subject to expulsion from school by the principal.
- 2.) Any student who assaults a principal, assistant principal, teacher, paraprofessional, or other educational staff on the premises or at school-sponsored or at school-related events, including athletic games, may be subject to expulsion from the school by the principal.
- 3.) Any student who is charged with a violation of paragraphs (1) or (2) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along

with the opportunity to present witnesses at said hearing before the principal. After said hearing, a principal may, in their discretion, decide to suspend rather than to expel a student who has been determined by the principal to have violated either (1) or (2). 4.) Any student who is expelled from a school pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of their appeal. The student has the right to counsel at a hearing **all shall** not be limited solely to a factual determination of whether the student has violated any provisions of this section. 5.) When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, the superintendent of the sending school shall notify the superintendent of the receiving school of the reasons for the pupil's expulsion.

See the chart below for more details.

Offenses: Consequence: Due Process: Appeal from Principal's Decision:	On school premises or at school-sponsored events or activities: ● Possession of a dangerous weapon ● Possession of a controlled substance ● Assault on a member of the educational staff ● Exclusion for amount of time up to expulsion; ● Principal may suspend and not expel as They deem appropriate ● Constitutional due process; ● Prior notice to student of charge and written notice of right to hearing; ● Right to representation at hearing; and to present evidence and witnesses at hearing. ● Right to appeal expulsion decision to superintendent ● Timeline for requesting appeal: ten days from date of expulsion ● Right to counsel at hearing ● Superintendent can make factual determinations as well as determine consequences.
Offenses: Consequence: Due Process:	1. A felony charge or felony delinquency complaint against a student. 2. Conviction, adjudication, or admission of guilt with respect to such felony. 1. Felony charge or felony delinquency complaint: suspension for a period of time deemed appropriate by principal if the principal determines the student's continued presence would have a substantial detriment on the general welfare of the school. 2. Felony or felony delinquency conviction or adjudication or admission of guilt with respect to such felony: removal for a period of time up to expulsion (i.e. permanent exclusion) if the principal determines that the student's continued presence would have a substantial detriment on the general welfare of the school. ● Constitutional due process;

Appeal from Principal's Decision:	• Written notice of the charges and of the reasons before the suspension takes effect; • Principal may determine the appropriate amount of time for suspension; • Written notice of the right to appeal to the superintendent; • Suspension remains in effect pending appeal to the superintendent. • Timeline for requesting appeal: no later than 5 calendar days following the effective date of the suspension/expulsion • Superintendent must hold a hearing within 3 calendar days of receipt of request and issue a decision within 5 calendar days. • Superintendent may overturn or alter the decision. A student may appeal a suspension decision and the subsequent expulsion decision (following the conviction, adjudication or admission of guilt) regarding the same offense.
Offenses: Consequence: Due Process:	Any offense that is not addressed in 37H or 37H 1/2. • May not suspend a student from school long-term (i.e. more than 10 days) until other remedies and consequences have been considered; consider ways to re-engage the student in learning. • Consequences other than suspension may draw from evidence- based strategies and programs such as mediation, conflict resolution, restorative justice, and behavioral interventions and supports. • No student may be suspended for more than 90 schooldays in a school year • Except for in-school suspension and emergency removals, prior oral and written notice of the charge to the student, and to the student's parent/caregiver, and the opportunity for a meeting/hearing with the principal before suspension takes effect. Consult 603 CMR 53:08 for details on notices. • Consult 603 CMR 53:07 for emergency removal process and 603 CMR 53:10 for in-school suspension process • Explicit requirement to translate notice of the charges and the reasons in primary language of the home if other than English, or other means of communication where appropriate. • Principal must make and document reasonable efforts to include the parent/caregiver in meeting/hearing with the student. • Principal must audiotape the hearing if requested by the parent/caregiver and all those attending the hearing must be informed of the taping. • Following the hearing, the principal must provide a written decision; and if a long-term suspension is imposed, must inform student and caregiver in writing of the right to appeal to the superintendent and the process to be followed; translate notice of appeal rights in primary language of the home, or other means of communication where appropriate.

**Appeal from
Principal's
Decision:**

- Before any out-of-school suspension of a student in preschool or grades K – 3, the principal must notify the superintendent in writing of the alleged misconduct and the reasons for suspending the student out-of-school.
- Timeline for requesting appeal: written request not later than 5 calendar days following effective date of suspension; parent/caregiver can request extension for up to 7 calendar days, which must be granted.
- The superintendent must hold a hearing within 3 calendar days of the parent's/caregiver's request for a hearing. The student or parent/caregiver may request up to 7 additional calendar days. If so, the superintendent must allow the extension. The superintendent may have the hearing without the parent/caregiver if the superintendent has made a good faith effort to include the parent/caregiver.
- The student has the right to present oral and written testimony, to cross-examine witnesses, and to counsel at their expense at the hearing.
- The superintendent must audiotape the hearing and notify hearing participants that the hearing will be taped.
- The superintendent determines the facts and consequences, if any, but cannot impose a consequence greater than the principal decided. A written decision is due within 5 calendar days of the hearing.

Provision of Education Services:

Provide every student an opportunity to make *academic progress* during the period of suspension (whether in-school or out-of-school) or expulsion, to make up assignments, and earn credits missed. A district that suspends or expels a student for *more than 10 consecutive days* must provide the student and the parent/caregiver with *a list* of alternative educational services.

See G.L. c. 76, §21 and 603 CMR 53.13 for details, including required notice.

Discipline Collection and Reporting:

- Collect and report to the Department data concerning the types and lengths of removals, suspensions, and expulsions, and access to education services
- Periodically review discipline data by selected student populations; determine extent of disciplinary removals and the impact on such populations; adjust practice as appropriate
- The department will provide assistance to school(s) if the Commissioner identifies school(s) in district that have the highest percentage of suspensions or expulsions in Massachusetts for more than 10 cumulative days in a school year.
- Create a plan to address disparities if the Commissioner determines that school or district discipline data reflect significant disparities by race and ethnicity, or disabilities.

See [603 CMR 53.14](#) for details.

D. Guidelines for Responses to Breach of School Rules

In response to infractions of the Code of Conduct, Melrose High School and Melrose Veterans Memorial Middle School Administration will use the alternative remedies that include: (1) conflict resolution; (2) mediation; (3) collaborative problem solving and (4) restorative practices including: acceptance of responsibility, education, prevention, counseling, and a range of consequences including diversion.

The infraction consequences listed are not exhaustive nor are they meant to be; rather these are guidelines for addressing inappropriate conduct and suggested disciplinary consequences at both the Melrose Veterans Memorial Middle School and Melrose High School. It should be noted that a range of discipline is possible within these guidelines, and school administrators have the discretion to impose more severe consequences including, but not limited to, suspension or expulsion from school, depending on the individual circumstances presented. In some instances, consequences may carry over from one year to the next. For example, MIAA consequences, long term suspensions and exclusion. Please be aware that some behavior warrants police investigation as the breach of conduct may also be a criminal offense.

Restorative Practices at MVMMS and MHS

Restorative Practices is a social science that studies how to build social capital and recognizes the importance of prioritizing the relationships and connections between all people within a school community and provides a framework for creating positive school culture and climate.

Much of Restorative Practices occurs in the classrooms and as an entire school community to build positive relationships with one another. This represents 80% of the actions for restorative practices.

However, about 15-20% of the practices occur when there has been damage done to those relationships. Some of this can be done less formally through impromptu work by staff and students. However, some, which focus on restoring community, require a more formal process. Beyond building the foundation for building community, The Melrose Public Schools are committed to providing a fair and balanced system for students when they have caused harm by breaking those social expectations to take responsibility for their actions, acknowledge the harm and impact it has created and take steps to make it right.

Restorative Practices will be considered by school administration when reviewing corrective actions and investigating reported incidents.

Punitive - Traditional Discipline	Restorative - Possibility for relationship repair
What rule has been broken?	Who has been harmed and how?
Establish guilt or innocence	Identify needs and obligations
Accountability = Punishment	Accountability = Understand impact, take responsibility, make amends
Suppress misbehavior and conflict	Recognize misbehavior and conflict as a learning opportunity

Authority driven disciplinary actions	Those impacted determine resolution collectively with guidance
Uses fear of punishment and exclusion as motive for positive behavior	Positive behavior results from opportunity to make amends and honorably reintegrate

Infraction Consequences

Observable or Determined Behavior, in person, or electronically	Range of Consequences - school administrators have the discretion to impose more severe consequences including, but not limited to, suspension or expulsion from school, depending on the individual circumstances presented. Discipline may progress toward maximum consequences when behaviors become repetitive. Restorative Practices should be considered where appropriate. Community Service or Saturday Detention may be assigned in lieu of School Suspension when appropriate.	
	Minimum	Maximum
Verbal/Emotional: Teasing, Making fun of others, name-calling, Mocking, and other such acts	Parent/Caregiver Contact Written Warning	5 day suspension Police Referral
Severe Verbal/Emotional: Excluding others from a group activity which the person has the right to be part of, Inciting or cheering on aggression, Starting/spreading rumors, Written harassment threatening and other such acts, including verbal and/or emotional acts of retaliation against those who speak up or stand up to such behaviors	Parent/Caregiver Contact 1 Office Detention Counseling	5 day suspension Police Referral Expulsion
Physical: When one student engages in pushing, shoving, touching, and other such acts against another student	Parent/Caregiver Contact Written Warning	10 day suspension Police referral
Severe Physical: When one student engages in hitting, punching, kicking, tripping, spitting and other such acts, including physical acts of retaliation against those who speak up or stand up to such behaviors	Parent/Caregiver Contact Counseling 3 Office Detentions	10 day suspension Police Referral
Skiping Class: Skipping class is not attending a scheduled class without permission.	Verbal Warning	2 day Suspension Saturday Detention
Failure to Report After School:	Parent/Caregiver Contact	5 detentions

Failure to report after school is not reporting after school for a teacher or office detention.	1 Detention	
Fighting: Fighting is two or more people harming or attempting to inflict bodily harm against each other	1 day suspension	10 day suspension
Forging a signature, including, but not limited to parent/caregiver or staff.	Parent/Caregiver Contact	Detention

Observable or Determined Behavior in person, or electronically	Range of Consequences - school administrators have the discretion to impose more severe consequences including, but not limited to, suspension or expulsion from school, depending on the individual circumstances presented. Discipline may progress toward maximum consequences when behaviors become repetitive. Restorative Practices should be considered where appropriate. Community Service or Saturday Detention may be assigned in lieu of School Suspension when appropriate.	
	Minimum	Maximum
Gambling or Playing Cards: This refers to betting money on the outcome of a game, contest or event, playing cards, poker, etc.	Parent/Caregiver Contact 1 Detention	3 day suspension
Harassment of a Staff Member: This refers to repeated and/or deliberate and/or consistent emotional harassment of a teacher or staff by performing unkind or mean acts.	Parent/Caregiver Contact Suspension for 1 day	10 day suspension
Hazing: Hazing includes any conduct or method of initiation into any student organization which willfully or recklessly endangers the physical or mental health of any student or other person. (Under M.G.L., c 269, sec. 17 - Crime of Hazing, such conduct, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or person shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one	Parent/Caregiver Contact 1 Detention	Parent/Caregiver Contact 10 day suspension plus police referral and suspension from the student organization for one year when applicable.

year, or both such fine and imprisonment.)		
Inciting Violence or Breach of School Rules: Inciting violence refers to actions by any student(s) who knowingly and willingly incite or instigate an action or event that is a breach of the Code of Conduct. For example, students that go out of their normal routine to stand around two or more students who have a disagreement and yell “fight - fight - fight!” and/or encourage such crimes by their presence, deeds, and/or actions. Other examples and/or actions include, but are not limited to, writing incendiary notes, making incendiary gestures, offering negative peer pressure, “cheering on” and/or stating incendiary words that encourage two or more students to fight or commit another breach of conduct. One of the intents of this rule is to discourage and prohibit young people from attending, encouraging, and/or watching or recording crimes such as altercations (fights), acts of bullying, acts of hatred, vandalism, strife, unhealthy behavior, and other such breaches of the Code of Conduct. If you hear that there is going to be a crime committed (fight, assault, etc.), do not go to watch and/or participate in it. Seek help from an adult.	Parent/Caregiver Contact 1 Detention	10 day Suspension and police referral
Infringement of Civil Rights or Hate Crime: This refers to complaints of civil rights violations which may take the form of references or gestures related to race, color, sex, religion, national origin, disability, gender identity, and/or sexual orientation. These actions constitute a hate crime when they are motivated in whole or	Parent/Caregiver Contact Suspension for 1 day	10 day Suspension and police referral

part, by hatred, bias, or prejudice based on a student's or group's protected status (G.L. c.265 s. 39)		
Insubordination or Defiance: This refers to a student who refuses to follow reasonable directions by a teacher and/or a staff member; being uncooperative to the point of creating a disruptive environment that will not be tolerated.	Parent/Caregiver Contact	5 day Suspension
Out of Supervised Area: This refers to students who leave the school campus, gain unauthorized access to the adjacent school, including during lunch, or enter classrooms or areas of the building (such as stairwells) that have no supervision.	Parent/Caregiver Contact	5 day Suspension
Possession or selling of firecrackers, lighters, matches, stink bombs, or other such devices	Parent/Caregiver Contact Confiscation of illegal materials Suspension Police referral	
Profane, derogatory, obscene, vulgar languages, gestures, and/or images or items that mimic weapons	Parent/Caregiver Contact Office Detention	10 day suspension
Pulling false fire alarm or false 911 call: Existing M.G. Laws criminalize false fire alarms (G.L. c.266 sec. 13) and false reports of an explosive or other dangerous substances (M.G.L. c. 266, sec. 14). The same penalty will apply to false 911 police calls.	Parent/Caregiver Contact Counseling 3 day minimum suspension Police referral	
Sexual harassment: This refers to unwelcome sexual advances, de-panting (pulling one's clothes down), creating an intimidating, hostile, or humiliating environment due to sexual remarks and/or other physical or verbal conduct of a sexual nature.	Parent/Caregiver Conference Counseling Saturday School	10 day suspension

Smoking/Vaping: This refers to the use or possession of all tobacco/nicotine products, including E-Cigarettes and Hookah Pens, as well as all smoking/vaping materials within the school building, on school grounds, on school buses, during field trips or during school activities which is a violation of M.G.L., c71, sec. 2A, and Melrose City Ordinance #11-27, (1997).	Parent/Caregiver Contact Confiscation of smoking related materials Counseling 3 hours of Community Service <u>or</u> Saturday Detention	5 day suspension Referral to a vaping education program
Stealing/Theft: This refers to the intentional, willful, and malicious act of taking without permission property that belongs to someone else.	Parent/Caregiver Contact Detention Restitution Police referral	10 day suspension Possible expulsion
Technology Misuse: This refers to the unauthorized use of cell phones, smartwatches, cameras, recorders, computers, and other such technology devices. The use of camera phones or other such picture taking or recording devices are strictly prohibited without the consent of principal or their designee.	Parent/Caregiver Contact Detention	10 day suspension
Threat of Personal Injury or Harassment: This refers to taunting, teasing, tormenting and/or agitating of an individual to the point of interfering with their rights. These are threats of verbal and/or physical abuse.	Parent/Caregiver Contact Detention	10 day suspension Possible expulsion
Truancy: Truancy is not reporting to school, leaving school without permission, or skipping several and/or all classes.	Parent/Caregiver Contact Counseling	3 day suspension Saturday Detention
Unexcused Tardiness to School (repeated): This refers to not reporting to school on time.	Parent/Caregiver Contact Counseling Detention	Parental conference and/or court referral. Saturday Detention
Violation of Parking Policy: This refers to students parking in authorized spaces on school campus, including, but limited to, staff parking spots.	Parent/Caregiver Contact Removal of vehicle Detention	2 day Suspension

Vandalism: Vandalism is the intentional, willful, and malicious or wanton destruction of private or public property in which a person paints, marks, scratches, etches, places stickers on or otherwise defaces, removes or destroys property. Intentional destruction of chromebooks could result in disciplinary action as well as a monetary expense. Please see Chromebook Borrowing agreement: https://www.melroseschools.com/page/chromebooks	Parent/Caregiver Contact Restitution and/or 1 day suspension Police referral	10 day suspension Saturday Detention
Possession of a Dangerous Weapon: This refers to any dangerous weapon, including, but not limited to, a gun or knife (see Education Reform Law).	Parent/Caregiver Contact Counseling Police referral Possible suspension or expulsion from school	

Offenses Covered by M.G.L. c.71 §37H 1/2	
Observable or Determined Behavior in person, or electronically	Consequences
On school premises or at school-sponsored events or activities: • Possession of a dangerous weapon • Possession of a controlled substance • Assault on a member of the educational staff	Exclusion for amount of time up to expulsion; Principal may suspend and not expel as they deem appropriate
A. A felony charge or felony delinquency complaint against a student. B. Conviction, adjudication, or admission of guilt with respect to such felony.	A. Felony charge or felony delinquency complaint: suspension for a period of time deemed appropriate by principal <i>if</i> the principal determines the student's continued presence would have a substantial detriment on the general welfare of the school. B. Felony or felony delinquency conviction or adjudication or admission of guilt with respect to such felony: removal for a period of time up to expulsion (i.e. permanent exclusion) <i>if</i> the principal determines that the student's continued presence would have a substantial detriment on the general welfare of the school.
POLICE REPORT OF USE, POSSESSION, DISTRIBUTION OF A CONTROLLED SUBSTANCE (Drugs	Immediate suspension from two (2) consecutive contests in athletics and/or suspension for four weeks as a member of any MPS club or organization that they belong to. In addition, the student will be

and/or Alcohol): This includes, but is not limited to alcoholic beverages, marijuana, cocaine, and/or controlled substances (see Education Reform Law).	removed from any leadership position they hold in a sport, club, or organization. Second and subsequent violations will result in immediate suspension from four consecutive games. In addition, the student will be suspended from the club or organization that they belong to for the remainder of the school year or for a minimum of 8 months. This could carry over into the next school year. Students who participate in an approved chemical dependency program or treatment program may be certified for reinstatement into activities after a minimum of two games has been served. The director or a counselor of a chemical dependency treatment center must issue such certification. Athletes will be held to the MIAA standards of the Drug and Alcohol Policy.
ASSAULT ON SCHOOL PERSONNEL: This refers to an assault on a principal, assistant principal, teacher, teacher's aide or other educational staff (see Educational Reform Law).	Parent/Caregiver Contact Counseling 10 day suspension Police referral Expulsion from school.
FAKE BOMBS OR HOAX DEVICES: Effective April 12, 2001, under M.G.L., c 266, sec. 102A 1/2, "It is a felony for any person to possess, transport, use or place, or cause another person to possess, transport, use or place a fake bomb or 'hoax device' with the intent to cause anxiety, unrest, fear, or personal discomfort to any person or group of persons. A 'hoax device' is any device that would cause a person to reasonably believe that it places in danger life or property by fire or explosion." Written threats may be treated as hoax devices.	Parent/Caregiver Contact Counseling 10 day suspension Police referral Expulsion from school
Any offense that is not addressed in 37H or 37H 1/2.	May not suspend a student from school long-term (i.e. more than 10 days) until other remedies and consequences have been considered; consider ways to re-engage the student in learning.

	Consequences other than suspension may draw from evidence- based strategies and programs such as mediation, conflict resolution, restorative justice, and behavioral interventions and supports. No student may be suspended for more than 90 school days in a school year.
--	---

E. Other Discipline Guidelines

All cases of student misbehavior at Melrose Public Schools will be treated individually. We will make every attempt to make each disciplinary case a learning situation. If a student makes a mistake, our main goal is to educate and to help the student to learn not to make the same or similar mistakes again. Students who continuously act inappropriately will be referred to the administration. Student athletes should refer to www.miaa.net for a complete list of rules and regulations.

F. Discipline of Special Education Students

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act and related regulations require that additional provisions be made for students who have been found eligible for special education services and who the school district knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined in Sec. 504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline that will result in the student's removal for more than ten (10) consecutive school days or in a given year. The following additional requirements apply to the discipline of students with disabilities:

- 1) Students with disabilities may be excluded from their programs for up to ten (10) schools days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from their program for more than ten (10) consecutive school days in a given school year or subjected to a pattern of removal consisting of a "change in placement," building administrators, the parent(s)/caregiver(s), and relevant members of the student's IEP or 504 Team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination). In most instances, for disciplinary exclusions exceeding ten (10) school days in a single school year, a student receiving services under an IEP shall have a right to the services to provide him/her with a free appropriate public education during the period of exclusion.
- 2) If the building administrators, the parent(s)/caregiver(s), and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students, but will continue to provide a free, appropriate public education to those students with IEPs. If the relevant members of the student's 504 Team, however, determine that the student's conduct was not a manifestation of the student's disability, unlike students with IEPs, the student is not entitled to

services during the period of disciplinary exclusion. The student's IEP will identify the services necessary to provide a free, appropriate public education during the period of exclusion, review any existing behavior intervention plan or, where appropriate, conduct a functional behavioral assessment.

- 3) If the building administrators, the parent(s)/caregiver(s), and relevant members of the student's IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parent(s)/caregiver(s) consent to, a new placement or unless the District obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The student's Team shall also review, and modify as appropriate, any existing behavior intervention plan or arrange for a functional behavioral assessment.
- 4) If a student with a disability possess or uses illegal drugs, sells or solicits a controlled substance, possess a weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may place the student in an interim alternative educational setting (IAES) for up to forty-five (45) school days. A court or BSEA Hearing Officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days.

G. Graffiti

An Act prohibiting graffiti, M.G.L. c266, sec. 126 A, states "whoever intentionally, willfully and maliciously or wantonly, paints, marks, scratches, etches or otherwise marks, mars, injures, defaces or destroys the real or personal property of another including but not limited to a wall, fence, building, sign, rock, monument, gravestone, or tablet, shall be punished by imprisonment in a state prison for a term of not more than three years or by imprisonment in the house of correction for not more than two years".

M.G.L. c266, sec. 126 B, states "whoever sprays or applies paint or places a sticker upon a building, wall, fence, sign, tablet, gravestone, monument or other thing on a public way or adjoining to it, or in public view, or on private property, such person known or commonly known as "taggers" and such conduct or activity known or commonly known as "tagging", or other words or phrases associated to such persons, conduct or activity, and either as an individual or in a group, joins together with said group, with the intent to deface, mar, damage, mark or destroy such property, shall be punished by imprisonment in a house of correction for not more than two years. A police officer may arrest any person for the commission of the offenses prohibited by this section without warrant if said police officer has probable cause to believe that said person has committed the offense prohibited by this section."

GRAFFITI COMMITTED BY ANYONE UNDER THE AGE OF 16 YEARS OLD: Upon conviction of either 126 A or 126 B, if the individual convicted is under the age of 16, then one year shall be added to the minimum age eligibility for driving. These statutes also require those convicted for violating either of them to pay for the removal of the damage.

H. Felony or Felony Delinquency

If a student is charged with a felony or felony delinquency, the principal may determine, after a school-based hearing, that a student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school. The result may be external suspension. M.G.L. c.71, §37H1/2. The principal must explain their rationale in writing to the superintendent, including a description of the anticipated detrimental effect on the school.

If a student is convicted of (or, in court, admits guilt to) a felony or a felony delinquency and the principal determines, after a school-based hearing, that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, then the result may be an expulsion. The principal must explain their rationale in writing to the superintendent, including a description of the anticipated detrimental effect on the school.

I. Search and Seizure Policy

The Fourth Amendment of the United States Constitution protects students from unreasonable searches and seizures by public school officials and teachers. Where a student has a legitimate expectation of privacy, a search of the student's person or personal belongings brought onto school property, including a vehicle driven by a student, will be lawful if it meets two criteria:

1. School officials must have reasonable suspicion at the time of the search to believe that it will disclose evidence of a violation of a school rule or a violation of the law.
A determination as to whether reasonable suspicion exists necessarily requires the exercise of common sense and good judgment. The suspicion that will justify a student search must be more than a generalized suspicion, unsubstantiated rumor or hunch; it must be based on the observation or credible report of specific behavior or physical evidence that reasonably would lead someone to believe that a particular student has violated or is violating a school rule or the law.
2. The scope of the search must be reasonable in relation to the intrusion upon the student's privacy. In other words, there must be a reasonable likelihood that the contraband being sought will be found in the area or object being searched.
Additionally, the search must not be excessively intrusive in light of the age and gender of the student and the nature of the suspected infraction.

When reasonable suspicion exists, the Principal or the Principal's designee may authorize the search of a student or the student's property. Ordinarily, the search of a student should be conducted by an individual of the same gender as the student. All searches will be conducted in the presence of at least (1) school administrator.

If a Principal believes that a student may possess a dangerous weapon or object or otherwise has reason to believe that the search may jeopardize the Principal's safety, the Principal should notify the School Resource

Officer or the Melrose Police Department to arrange for an officer to be present and, if appropriate, to conduct the physical search. Except in circumstances where a police officer conducts a physical search at the request of a Principal or Principal's designee to ensure the school administrators' safety, a police officer must obtain a valid search warrant, based on probable cause, before searching a student or the student's property.

Lockers, desks and other equipment provided by the Melrose Public Schools for the use and convenience of students while in school remain the property of the School Department and students do not have a legitimate expectation of privacy in those lockers, desks and other equipment. School officials retain the right to search student lockers, desks and equipment, as well as any personal effects found therein, based on reasonable suspicion to believe that they contain evidence of a violation of a school rule or the law. A search of property assigned to a student will be conducted, when practicable, in the presence of the student, and the student will be informed of the reason for the search at that time.

Students are not allowed to place in their lockers, desks or other equipment provided by the School Department any weapons, illegal drugs or drug-related paraphernalia, alcoholic beverages, stolen property or any other contraband or items of no reasonable use to students while at school. School officials also may conduct periodic inspections of lockers, desks and other equipment to ensure compliance with this rule.

In the event that any search yields evidence of a violation of law, such evidence will be seized by school authorities and turned over to the appropriate law enforcement officials. Items that may be used to disrupt or interfere with the educational process may be removed from the student's possession.

J. Selected State Statutes Pertaining to Student Conduct:

M.G.L. c.71, § 37H:

The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Said policies shall further restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from idling such vehicles on school grounds, consistent with section 16B of chapter 90 and regulations adopted pursuant thereto and by the department. The policies shall also prohibit bullying as defined in section 37O and shall include the student-related sections of the bullying prevention and intervention plan required by said section 37O. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures ensuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of a student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The student handbook shall include an age-appropriate summary of the student-related sections of the bullying prevention and intervention plan required by section 37O. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

M.G.L. c.71, §37H1/2:

Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of their right to appeal and the process for appealing such suspension; provided,

however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of their request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent/caregiver within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such a decision shall be the final decision of the city, town or regional school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of their request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent/caregiver within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such a decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Upon expulsion of such a student, no school or school district shall be required to provide educational services to such student.

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/caregiver 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/caregiver of the student is included in the meeting, provided that such meeting may take place without the parent/caregiver only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent/caregiver 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/caregiver 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/caregiver 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/caregiver 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/caregiver of the student within 3 school days of the student's request for an appeal; provided that a student or a parent/caregiver 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/caregiver of the student if the superintendent, or a designee, makes a good faith effort to include the parent/caregiver. 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.

M.G.L. c.269:

Section 17: Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18: Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Section 19: Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution’s compliance with this section’s requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution’s recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an

attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of postsecondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of postsecondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Melrose Public Schools

Discrimination and Harassment Grievance Procedures

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.

Definitions

For the purpose of this Procedure, the term “Principal” shall mean “Principal or designee;” the term “Title IX and Civil Rights Coordinator” shall mean “Title IX and Civil Rights Coordinator or designee;” and the term “Superintendent” shall mean “Superintendent or designee.” A designee will be engaged to ensure that no decision maker has a conflict of interest or bias for or against either party generally or an individual party.

The individual who experienced alleged discrimination, harassment, or retaliation will be referred to as the “alleged victim” and the individual who is alleged to have engaged in discrimination, harassment, or retaliation will be referred to as the “alleged offender.” When the alleged victim and the alleged offender are discussed collectively, they will be referred to as “the parties” and may be referred to as a “party.” There may be instances where another person, who has not experienced but is aware of the occurrence of prohibited conduct, may bring a complaint under this Procedure, and that person is referred to as the “reporter.” In those limited circumstances, the District will determine which of the protections provided to the alleged victim under the Procedure are also applicable to the reporter.

Prohibited Conduct

Discrimination and harassment, in any form or for any reason is prohibited by the Policy. This includes discrimination and harassment by students; employees including administrators, certified and support personnel; vendors; and other community members participating or attempting to participate in District programs or activities. This also includes the creation of a hostile (work) environment within the District’s education programs or activities, whether or not the alleged conduct occurred outside of school or on social media.

It is unlawful to retaliate against any individual who has raised allegations of discrimination or harassment to District officials; made an internal complaint or cooperated in an investigation of a complaint under this Procedure; or made a complaint, testified, or participated in any manner in an OCR investigation or proceeding.

Students whose conduct violates the Policy will be subject to disciplinary action up to and including suspension or expulsion pursuant to disciplinary codes. Employees whose conduct violates the Policy will be subject to discipline up to and including, termination of employment, subject to contractual disciplinary obligations.

CONFIDENTIALITY

The District will keep the identity of alleged victims, alleged offenders, and witnesses confidential, except as permitted by the Family Educational Rights and Privacy Act (FERPA), as otherwise required by law, and/or as necessary to carry out this Procedure. The District will take reasonable steps to protect the privacy of the parties and witnesses during its grievance proceedings, provided that the steps do not restrict the ability of the parties to: obtain and present evidence, including by speaking to witnesses, subject to the prohibitions against retaliation; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The District will not disclose personally identifiable information obtained in the course of complying with this Procedure, except in the following circumstances: (1) when the District has obtained prior written consent from a person with the legal right to consent to the disclosure; (2) when the information is disclosed to a parent, guardian, or other authorized legal representative with the legal

right to receive disclosures on behalf of the person whose personally identifiable information is at issue; (3) to carry out the purposes of this Procedure, including action taken to address conduct that reasonably may constitute sex discrimination under Title IX in the District's education program or activity; (4) as required by Federal law, Federal regulations, or the terms and conditions of a Federal award, including a grant award or other funding agreement; or (5) to the extent such disclosures are not otherwise in conflict with Title IX, when required by State or local law or when permitted under FERPA or its implementing regulations.

Supportive Measures

The District will provide prompt and reasonable supportive measures, if appropriate, to protect the safety of the parties, the educational environment, the District and/or school community; to deter retaliation; to provide support during this Procedure; and to preserve the integrity of the investigation and resolution process. Upon receiving actual or constructive notice of alleged discrimination, harassment, or retaliation, the Title IX and Civil Rights Coordinator will identify whether reasonable supportive measures are appropriate. Supportive measures may be provided regardless of whether a formal complaint is filed.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening the alleged victims or alleged offenders, not for punitive or disciplinary reason, and without charge to restore/preserve party's access to education program or activity (including safety), or to provide support during grievance/informal resolution process.

Supportive measures may include: (1) access to counseling services; (2) changes to class schedules; (3) extensions of deadlines or other course-related adjustments; (4) no contact orders; (5) training and education programs and (6) any measures consistent with federal, state, or local law and the District's educational mission that can be used to achieve the goals of this Procedure. Interim or supportive measures should be designed in a fair manner to meet the goals stated in this section and so as to not unreasonably burden all affected, including the alleged victim and alleged offender. Requests for interim or supportive measures should be directed to the Title IX and Civil Rights Coordinator. The Title IX and Civil Rights Coordinator will identify whether reasonable interim or supportive measures are appropriate regardless of whether or not such measures are requested. The parties or other persons will be provided with a timely opportunity to seek modifications or reversal of a decision to provide, deny, modify, or terminate supportive measures applicable to them. Violations of the restrictions imposed by supportive measures could be considered a violation of school rules and may be considered in determining whether discrimination or harassment has occurred.

If an alleged victim or alleged offender seeks a modification or reversal of the decision to provide, deny, modify, or terminate supportive measures applicable to them, this request will be considered by an impartial employee. The impartial employee will be someone other than the employee who made the challenged decision and who exercises the authority to modify or reverse the decision, if the impartial employee determines that the decision to provide, deny, modify, or terminate the supportive measure was inconsistent with the definition of supportive measures as set forth in this procedure. An alleged victim or alleged offender will also have the opportunity to seek additional modification or termination of a supportive measure applicable to them if circumstances change materially.

The Title IX Coordinator shall not disclose information about any supportive measures to persons other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless necessary to provide the supportive measure or to restore or preserve a party's access to the education program or activity, or as consistent with the confidentiality section of this Procedure.

If the alleged victim or alleged offender is a student with a disability, the Title IX Coordinator will consult with one or more members, as appropriate, of the student's Individualized Education Program (IEP) team, if any, or one or more members, as appropriate, of the group of persons responsible for the student's placement decision, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, in the implementation of supportive measures.

Informal Resolution Process

In lieu of resolving allegations through the formal investigation process set out in the District's Grievance Procedure, the District may opt to offer the parties participation in an Informal Resolution Process. The filing of a complaint is not required to initiate an Informal Resolution Process. The District may offer informal resolution when it receives information about conduct that reasonably may constitute discrimination, harassment, and/or retaliation. Both parties must give voluntary, informed, written consent prior to the initiation of the Informal Resolution Process.

Prior to engaging in informal resolution, the District will provide notice to the parties of the allegations; notice of the right to withdraw from the Informal Resolution Process and to initiate the formal Grievance Procedures; and what information the District will maintain and whether and how the District could disclose such information for use in the Grievance Procedure, if the Grievance Procedure is initiated or resumed.

The District does not offer informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of a student, or when such a process would conflict with federal, state, or local law.

The Informal Resolution Process shall not exceed twenty-five (25) school days unless an extension of that timeline is agreed to by the District and consented to by both parties.

Leniency on Other Procedure or Rule Violations

To encourage formal and informal reports of discrimination, harassment or retaliation, the District may at any point in an investigation offer leniency with respect to potential violations of other District or school policies that may come to light as a result of such reports, depending on the circumstances.

Formal Process

Any student; employee including teachers, certified and support personnel; and community members who believes they have been subjected to discrimination, harassment, or retaliation should report their concern promptly to the Title IX and Civil Rights Coordinator. Students may also report incidents of discrimination and harassment to school personnel, administrator or other District official. Any complaint received by school personnel should be promptly reported to the Title IX and Civil Rights Coordinator. If the Principal receives the report or complaint, they will notify the Title IX and Civil Rights Coordinator.

A formal complaint shall state (if known to the reporter or alleged victim) the name(s) of the persons involved and witnesses to the conduct; describe the conduct; and identify, to the extent possible, the dates and locations of the conduct. The complaint shall be signed and dated by the reporter and/or alleged victim. Upon receipt of a complaint, the Title IX and Civil Rights Coordinator will assign it to the responsible Principal to conduct a prompt and equitable investigation. If the report concerns harassment, the responsible Principal will take appropriate steps to end the harassment, eliminate any hostile environment and its effects, and prevent the harassment from recurring. A failure to do so may result in remedial or corrective action.

Investigations may be initiated when the District has actual or constructive knowledge of any hostile environment or whenever warranted, in the absence of a formal complaint, or after a formal complaint has been withdrawn. Where an alleged victim specifically requests that a complaint not be investigated, an investigation may be initiated if the Title IX and Civil Rights Coordinator determines that the facts warrant an investigation. In making this decision, the Title IX and Civil Rights Coordinator will take into account concerns articulated by the parties, the best interests of the community, fairness to all concerned, and the District's legal obligations under applicable state and federal laws.

Alleged victims and reporters should be aware that although the District will often be able to maintain confidentiality of reporting persons, the District may sometimes be required to take actions to protect the safety of the school community that may result in the identity of the reporting person being disclosed (to the police, for example). When reporters or alleged victims seek to remain anonymous or have their identities kept confidential, they will be informed that honoring such a request may limit the ability of the District to respond fully to any reported event, including discipline against an alleged offender, and that the retaliation against individuals who reports discrimination or harassment is prohibited.

Notice of Allegations

Upon receipt of a formal complaint, the Principal will provide a notice of allegations to both parties which includes: (a) a copy of the Procedures; (b) sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved, the conduct alleged, the date(s) and location(s) of the allegations to the extent that information is available; (c) a statement that retaliation is prohibited; and (d) a statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence.

Emergency Removal

The District may remove an alleged offender on an emergency basis at any time provided that the District: (1) undertakes an individualized safety and risk analysis; (2) determines that an imminent and serious threat to the health or safety of the alleged victim or any student, employees, or other individual arising from the allegations of harassment, discrimination, and/or retaliation justifies removal; and (3) provides the alleged offender with notice and the opportunity to challenge the decision immediately following the removal.

Dismissal of Complaints

The Principal may dismiss a complaint of discrimination, harassment, or retaliation prohibited by the Policy for any of the following reasons: (a) the Principal is unable to identify the alleged offender after taking reasonable steps to do so; (b) the alleged offender is not participating in District education program or activity or is not employed by the District; (c) the alleged victim voluntarily withdraws any or all of the allegations and the Principal declines to initiate an investigation and subsequently determines that, without the alleged victim's withdrawn allegations, the remaining allegations, if any, would not violate the Policy if proven; or (d) the alleged conduct, even if substantiated, would not violate the Policy.

The Principal will notify the alleged victim of the basis for the dismissal within ten (10) school days after the dismissal decision is made. If the dismissal occurs after the alleged offender has been notified of the allegations, then the Principal will also notify the alleged offender of the dismissal and the basis for the dismissal promptly following notifications to the alleged victim, or simultaneously if notification is in writing.

Dismissals may be appealed on the following basis:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and
- The Principal or Title IX and Civil Rights Coordinator had a conflict of interest or bias for or against alleged victim or alleged offender generally or an individual alleged victim or alleged offender that would change the outcome.

If the dismissal is appealed, the Title IX and Civil Rights Coordinator will:

- Notify the parties of any appeal, including providing the notice of the allegations;
- Implement appeal procedures equally for the parties;
- Provide the parties a reasonable and equal opportunity to make a statement in support of, or to challenge, the outcome; and
- Notify the parties of the result of the appeal and the rationale for the result.

Timeframes

The District will seek to complete any investigation within twenty (20) school days after receipt of a report or complaint. If the District initiated the investigation due to actual or constructive notice of a hostile environment, the District will seek to complete the investigation within forty-five (45) school days of the date of notice. The investigator may impose reasonable timeframes on all parties to allow the timely completion of the investigation. The investigator may extend the investigation period beyond the time period identified above because of good cause, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If a complaint or report is received after June 1 of a given school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above- referenced time frame, but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify both parties of the extension and provide the reason for the extension. Although cooperation with law enforcement may require temporary suspensions of an investigation, the District will promptly resume its

investigation upon being advised that law enforcement's evidence gathering is completed. If appropriate, the District will continue to provide appropriate interim or supportive measures throughout the investigation, including during any suspension or extension of the investigation.

Investigation

If the Title IX and Civil Rights Coordinator determines that it is appropriate to open a formal investigation, the Title IX and Civil Rights Coordinator will assign it to the responsible Principal to conduct an investigation. In the event that the report involves an accusation against the Principal or Title IX and Civil Rights Coordinator, an external investigator will conduct the investigation. Any formal complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority.

The burden is on the Principal—not on the parties—to conduct an investigation which gathers sufficient evidence to determine whether the Policy was violated. The Principal will gather any documentation or other evidence relevant to the complaint. The Principal will question the parties and witnesses, if any, to adequately assess credibility to the extent credibility is both in dispute and relevant to evaluating the allegations. The Principal will determine what evidence is relevant and what evidence is impermissible regardless of relevance. During the formal resolution process, the parties will have an equal opportunity to be heard and present fact witnesses and other inculpatory and exculpatory relevant evidence that is not otherwise impermissible to the Principal. The Principal will keep a written record of the investigation process.

If either party is a student with a disability, the Principal will consult with the student's Section 504 or Individualized Education Program team to determine appropriate steps to comply with Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, and Section 504 of the Rehabilitation Act of 1973. The Principal will take reasonable steps to protect the privacy of the parties and witnesses throughout the Process, as long as the steps do not restrict either party's ability to obtain and present evidence (i.e. speaking to witnesses); consult with family members, confidential resources, or advisors; or otherwise prepare for or participate in the Process. The Principal will also take reasonable steps to prevent the unauthorized disclosure of information and evidence obtained solely through this process. Unionized staff are permitted to attend investigative interviews with a union representative if they have a reasonable expectation of possible discipline or sanction.

At the conclusion of the investigation, the Principal will submit the investigation report to the Title IX and Civil Rights Coordinator. The parties will have an equal opportunity to access the relevant evidence to the allegations of a Policy violation and not otherwise impermissible; and respond to evidence. The Title IX and Civil Rights Coordinator will ensure the investigation is adequate, reliable, and impartial, which means the Title IX and Civil Rights Coordinator will review all evidence the Principal gathered through the investigation as well as the parties response to the evidence. The Title IX and Civil Rights Coordinator will make factual findings based on a preponderance of the evidence standard.

Nothing in this Procedure will preclude the Principal and Title IX and Civil Rights Coordinator, in their discretion, from completing the investigation sooner than the time period described above.

Notice of Outcome

The notification of the outcome of the investigation, including a description of the remedies taken, will be provided to the parties within forty-five (45) school days of the receipt of the complaint.

The Notice of Outcome will include the finding of whether the Policy was violated, and the rationale for such determination. If the Title IX and Civil Rights Coordinator determines the Policy was violated, the Principal shall take steps to end the conduct; eliminate any hostile environment and its effects; and prevent any harassment from recurring. The Title IX and Civil Rights Coordinator will coordinate and notify the alleged victim of any appropriate disciplinary action in accordance with federal, state, and local law. Provided that the Title IX and Civil Rights Coordinator undertakes an individualized safety and risk analysis; determines that an imminent and serious threat to the health or safety of the alleged victim or any students, employees, or other persons arising from the allegations justifies removal; complies with IDEA, Section 504, and Title II; provides the alleged offender with notice and an opportunity to challenge the decision immediately following the removal, nothing in the Procedure shall be interpreted as limiting or prohibiting the District's ability to take appropriate disciplinary action against the alleged offender in accordance with the applicable code(s) of conduct or employment contracts or policies, where appropriate, prior to completion of the investigation, in accordance with the due process rights of employees and students, as applicable.

Appeal- If either party is dissatisfied with the results of the investigation, an appeal may be made to the Superintendent or his designee within seven (7) calendar days after receiving notice of the outcome of the investigation, except for the offender in cases in which the offender is subject to long-term suspension or leave of absence as a result of a finding of a Policy violation. In such an instance, the appeal rights of the offender will be provided in a manner consistent with the relevant disciplinary due process requirements applicable to the circumstances (e.g., Title VI; Section 504; Title IX; Title II; M.G.L. c. 71, 37H, 37H ½ or 37H ¾). Appeals must be made in writing to the Superintendent, Melrose Public Schools: 360 Lynn Fells Parkway, Melrose, Massachusetts 02176; adeleidi@melroseschools.com. The Superintendent will decide the appeal and notify both parties of the outcome within thirty (30) calendar days of the date of receipt of the written appeal.

Identification of Title IX and Civil Rights Coordinator:

Doreen Ward

Director of Student Relations

360 Lynn Fells Parkway

Melrose, Massachusetts 02176

781-979-2166

Dward@melroseschools.com

Legal Ref: Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act of 1990; Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; the Age Act; M.G.L. c. 151B and c. 151C; and M.G.L. c. 76, § 5; SC Policy JICFB, Bullying Prevention; SC Policy AC, Nondiscrimination.

IX. HEALTH INFORMATION

A. Immunizations and Physical Examination Requirements

All students must have a record of immunizations on file with the school nurse. According to Massachusetts General Laws, c.76, §15, “No child shall, except as hereinafter provided, be admitted to school except under presentation of a physician’s certificate that the child has been successfully immunized against diphtheria, pertussis (whooping cough), tetanus, measles and poliomyelitis and such other communicable diseases as may be specified from time to time by the Department of Health.” An Addendum (105 CMR 220.000) was added that requires successful immunizations against mumps, rubella, and hepatitis B. Melrose Public Schools follow the Massachusetts State guidelines and may have other requirements that are subject to change. All students in grade 6 are offered the hepatitis B and measles immunizations free of charge during the school year. The school nurse, in conjunction with the Melrose Health Department, will send out notification of the free immunizations. Students transferring into Melrose Schools must present an immunization record and recent (within six months) physical examination form to the school nurse. Records may be transferred from the previous school district. All students entering grade 7, in compliance with Massachusetts General Laws, , shall have a physical examination by December 30, 2013. All students are encouraged to have the physical examinations performed by their private physician during the summer vacation. If a student does not have a private physician or health insurance, please contact the school nurse for assistance. The Children’s Medical Security Plan is available to all children up to and including age nineteen. The Melrose School Physician is available on a very limited basis. Notices will be sent to all grade 6 students explaining the physical examination requirement for grade 7. If the school nurse does not receive the completed physical examination form from a grade 7 students by the last day in December, the student’s name will be forwarded to the principal. The current immunizations requirements (subject to change by M.G.L. and D.P.H) for grade 7 students are as follows: 3 doses of Hepatitis B, 1 Td booster, >4 doses Polio, 2 doses MMR, 2 doses Varicella (if >13 years, 1 dose if <13 years) or documented history of the disease from a physician. It is also recommended that prior to the beginning of their sophomore year all students receive a physical examination. Any students wishing to play school sports must also have a physical examination each year before the start of the practice sessions for that sport, or one during the year if the student plays more than one sport. Tenth graders are required to receive a TD booster if none has been administered within five years. If you have any questions about the Immunization and Physical Examination Policy, call your school nurse.

B. Nurse

Students who feel ill during class should obtain a pass from their classroom teacher to report to the Nurse’s Office. The Nurse’s Office is usually open, but in the event it is closed, students should report to the Main Office. All medicines must be kept in the Nurse’s Office. Prescription medications must be brought to the nurse in the pharmacy-labeled container. A consent form signed by the parent/caregiver is required. Non-prescription medication should be properly labeled with the student’s full name, name of the medication, dosage interval, indications, contraindications, and special instructions. Prescription medication, non-prescription medication, and/or pills must be brought to the nurse in the original container from the pharmacy and/or place of purchase along with a permission slip signed by the parent. No medication will be accepted in plastic bags or envelopes. For short-term medications such as antibiotics, the prescription must be

sent to the nurse in the original pharmacy-labeled container with the doctor's name, the date, the name of medication, and the dosage clearly labeled. A parent permission form must be signed, but a physician's signature is not needed for short-term use. For daily prescription medications, a signed permission form from both the parent and physician is required. All medicines are kept in the locked medicine cabinet. For students using inhalers, an asthma action card must be filled out by the parent in addition to the consent forms. Students must have a pass from a staff member to be admitted to the Nurse's Office. No one will be admitted to the Nurse's Office between periods except for emergencies such as bleeding, fainting, or vomiting.

C. Human Sexuality Education - Health Education

Information from M.G.L., c.71, § 32, pertains to sex education curriculum in our public schools. Melrose Public Schools affords parents/caregivers the flexibility, as required by law, to exempt their son/daughter from any portion of any course that teaches or involves human sexuality education or human sexuality issues. In order to exempt your son/daughter from any portion of a course that pertains to these issues, the parent/caregiver must provide written notification to the school principal. Students who are exempted from such units in a course will not be penalized by reason of such exemption. Every reasonable effort will be made, to the extent practicable, to make program instructional materials reasonably accessible to parents/caregivers for inspection and review. There are three health courses offered at Melrose Middle School. The sixth grade students may be enrolled in Course #056 – Health 6. The seventh grade students may be enrolled in Course #057 – Health 7, and the eighth grade students may be enrolled in Course #058 – Health 8. For more information, contact the principal and/or the health teachers at 781-979-2100. High school students enrolled in wellness classes who are looking for an exemption due to content should contact the classroom teacher or the Wellness Curriculum Coordinator.

D. Concussion Procedures

The Melrose School Committee adopted a policy (JJIF) to address the identification and proper handling of suspected head injury in students participating in school-based athletics and marching band in accordance with Mass. Gen. L. c. 111, Section 222 ("Section 222") and accompanying regulations (105 CMR 201. et seq.) ("Regulations"). These procedures serve to define the roles and responsibilities of staff, as well as inform parents and community members of the role they play and their responsibilities in addressing the reality of concussions in sports related head injuries.

Roles and Responsibilities

The Athletic Director, under the Supervision of the Superintendent, shall be responsible for the general implementation of these procedures as it relates to students in grades 6 through 12 who participate in extracurricular athletic activities and/or marching band. Coaches are required to instruct students in form, technique and skills that minimize sports-related head injury and are directed to discourage and prohibit students from engaging in any unreasonably dangerous athletic technique that endangers the health and safety of a student, including using a helmet or any other sports equipment as a weapon. Students who engage in unreasonably dangerous behavior while participating in extracurricular athletic activities may be excluded from the privilege of participating in extracurricular athletic activities and, further, may be subject to disciplinary consequences in accordance with the code of conduct.

Prerequisites to Participate in Student Athletics or Marching Band

At or before the start of each sport or band season, students/parents shall provide the following to the Athletic Director or their designee:

1. Documentation of the student's annual physical examination;
2. A completed form for Pre-Participation Head Injury/Concussion Reporting for Extra-curricular Activities ("Pre-Participation Form") which shall include:
 - a. A comprehensive history with up-to-date information relative to concussion history, any history regarding head, face or cervical spine injury and/or any history of co-existent concussion injuries; and
 - b. Signatures of both the parent and the student.
3. A certification of completion for any Department approved course or a signed acknowledgment as to their receipt and review of Department approved written materials. The certification is valid for one school year. If the student/parent has not provided the above documentation, the student will not be permitted to participate in the activity, including but not limited to try-outs or practices.
4. Fulfillment of User Fee.extracurricular

Removal due to Head Injury and Procedures for Returning to the Activity

Any student, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, or loses consciousness, even briefly, shall be removed from the practice or competition immediately and may not return to practice or competition that day. The student must provide a completed Department Post Sports-Related Head Injury Medical Clearance and Authorization Form to the Athletic Director prior to any resumption of participation in an extracurricular athletic activity.

If a student is diagnosed with a concussion, school personnel, including but not limited to teachers, school nurse, and certified athletic trainer, along with parents shall develop a written graduated entry plan for return to full academics and extracurricular activities. Accommodations may include, as appropriate: provision for physical or cognitive rest; graduated return to classroom studies; estimated time intervals for resuming activities; assessments by the school nurse; periodic medical assessment by a physician until the student is authorized to participate fully in classroom and extracurricular activities. The school physician and/or student's physician may be consulted as appropriate in devising the graduated entry plan.

Reporting Requirements

The Athletic Director shall disseminate to coaches and band directors copies of the Pre-participation Form for all of that coach's team or band director's band members. The Athletic Director shall ensure that the nurse receives a copy and reviews any forms that indicate a history of head injury, with review by the school physician and certified athletic trainer if appropriate. The Athletic Director shall also ensure proper dissemination and review of reports relating to head injury during the sports season. All coaches are required to report any circumstances in which the student was removed from play for suspected head injury, suspected concussion, or loss of consciousness and the nature of the suspected injury to the student's parent in person or by telephone immediately after the competition or practice, with written confirmation to the parent by paper or electronic format no later than the end of the next business day. The coach must also notify the Athletic Director and school nurse of the removal from play and the nature of the suspected injury no later than the end of the

next business day. The coach must also complete a Department Report of Head Injury during Sports Season Form and provide it to the Athletic Director, parent, certified athletic trainer and school nurse. All parents are required to complete and submit the Department Report of Head Injury during Sports Season Form to the Athletic Director if a student sustains a head injury outside of the extracurricular activity.

E. Pregnancy

Pregnant students will be permitted to continue in school. While not required for attendance, it is recommended that said student be under the supervision of a physician. The student, parent/caregiver and her physician, in cooperation with the school staff, will develop an appropriate educational plan if it is agreed she should no longer attend school regularly.

Every effort will be made to see that the educational program of the student is disrupted as little as possible; that health counseling services, as well as instruction are offered; that return to school after delivery is encouraged; and that every opportunity to complete high school is provided.

Legal Ref.: M.G.L. Ch. 71, Sec. 84

F. Field Trips/Transportation

Field trips should be considered “school-off-school-grounds.” Students may be required to pay for the cost of trips, including transportation. Permission slips are required for each trip. Please note that students may leave the secondary campus with teachers to participate in activities without a permission slip. The school will communicate this prior, examples would include Wellness classes, activities at Memorial Hall, and safety drills. Students are representatives of the school community when they are on field trips. We have high expectations concerning their behavior. All school rules apply and this also extends to the buses provided by the school for all school sanctioned events as well as daily transportation of students in the METCO program. The school may, as a disciplinary measure, notify parents and students in advance if an individual is not permitted to attend a field trip due to inappropriate behavior or be permitted to ride transportation (including daily transportation for student in the METCO program). If the cost of a field trip creates a financial hardship, the principal can reduce or waive the fee. All requests for waivers will be kept confidential.

The Field and Student Travel Policy is available here: <https://www.melroseschools.com/page/policy-manual>

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

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

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

Melrose High School



Program of Studies 2026-27

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

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

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

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

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 لترجمة هذه الوثيقة، المرجو مراسلة مدير المدرسة

Melrose High School

360 Lynn Fells Parkway
Melrose, Massachusetts 02176

Administration <i>781-979-2200</i>	School Counseling <i>781-979-2210</i>	Directors/Coordinators
Jason Merrill Principal 781-979-2203	Kerri Ciulla Counselor 781-979-2229	Melanie Acevedo Executive Director of Academics and Accountability 781-979-3338
Christopher Beaver Assistant Principal 781-462-3231	Francesca LoGrasso Counselor 781-462-3274	Steve Black Visual and Performing Arts Coordinator, K-12 781-462-3123
Bryan Corrigan Deputy Principal 781-462-3220	Joseph Parrillo Counselor 781-462-3233	Stephen Fogarty Athletics Director 781-462-3223
Nick Tuccinardi Dean of Students 781-462-3260	Sunni Rogers Counselor 781-462-3237	Nora Tsoutsis Director of Academics, 6-12 781-462-4355
	Jennifer Vieira Counselor 781-462-3236	Roxanne Wilson Special Education Coordinator, 9-12 781-462-4143

Table of Contents

<u>Core Values and Beliefs</u>	<u>3</u>
<u>Graduation Requirements</u>	<u>4</u>
<u>Grading and Examinations</u>	<u>6</u>
<u>Senior Internship Policy</u>	<u>6</u>
<u>Credit Recovery Policy</u>	<u>7</u>
<u>Resources and Supports for Students</u>	<u>7</u>
<u>Counseling and Student Services</u>	<u>9</u>
<u>English</u>	<u>14</u>
<u>Mathematics</u>	<u>17</u>
<u>Social Studies</u>	<u>23</u>
<u>World Languages</u>	<u>28</u>
<u>Science, Technology, and Engineering</u>	<u>38</u>
<u>Computer Science</u>	<u>45</u>
<u>Business</u>	<u>47</u>
<u>Visual and Performing Arts</u>	<u>48</u>
<u>Wellness</u>	<u>54</u>
<u>Additional Learning Opportunities</u>	<u>56</u>
<u>Late Start/Early Release Policy</u>	<u>59</u>
<u>Special Education</u>	<u>60</u>
<u>Global Education in Melrose (GEM) Pathway</u>	<u>62</u>
<u>Science, Technology, Engineering, Mathematics Pathway</u>	<u>63</u>
<u>Visual and Performing Arts Pathway</u>	<u>65</u>
<u>Graduation Requirements Reference Table</u>	<u>66</u>
<u>Elective Offerings Reference Table</u>	<u>69</u>

MELROSE HIGH SCHOOL

Core Values and Beliefs

We are Mindful, Honorable and Supportive.



AT MELROSE HIGH SCHOOL, WE...

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

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

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

GRADUATION REQUIREMENTS

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

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

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

COLLEGE & CAREER READINESS

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

ADVANCED PLACEMENT

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

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

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

MASSCORE

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

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

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

SEMESTER CREDIT

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

GRADING AND EXAMINATIONS

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

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

SENIOR INTERNSHIP POLICY

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

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

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

CREDIT RECOVERY POLICY

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

POLICY FOR EXTERNAL AND SUPPLEMENTAL COURSEWORK

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

RESOURCES AND SUPPORTS FOR STUDENTS

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

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

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

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

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

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

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

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

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

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

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

COUNSELING AND STUDENT SERVICES

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

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

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

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

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

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

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

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

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

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

Grade Point Average

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

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

D-	62-60	0.67
F	<60	0.00

Massachusetts Comprehensive Assessment System

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

Scheduling

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

Schedule Changes

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

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

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

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

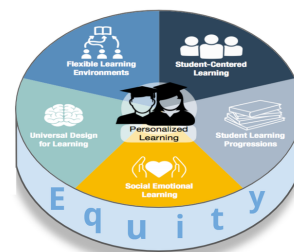
2	Student	Submit the Override Form	Students will initiate next steps by submitting the Override Form . Meetings will begin to be scheduled once the override request window closes (April 30, 2026).
3	Student, Parent / Guardian(s) <i>and</i> Director/Designated Administrator	Conversation with the appropriate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

Add/Drop Policy

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

Diversity, Equity, and Inclusion

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



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

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

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

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

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

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

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

ENGLISH

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

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

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

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

102 H English 2

Level: H

1.0 Credit, Grade 10

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

Prerequisite: Successful completion of English 1.

103 English 3

Level: CP

1.0 Credit, Grade 11

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

Prerequisite: Successful completion of English 2.

103 H English 3

Level: H

1.0 Credit , Grade 11

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

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

103AP AP English Language and Composition

Level: AP

1.0 Credit, Grade 11

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

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

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

104 English 4

Level: CP

1.0 Credit, Grade 12

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

Prerequisite: Successful completion of English 3.

104 H English 4

Level: H

1.0 Credit, Grade 12

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

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

104AP AP English Literature and Composition

Level: AP

1.0 Credit, Grade 12

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

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

105.5 Creative Writing

Level: CP

0.5 Credit, Grades 9-12

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

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

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

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

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

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

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

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

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

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

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

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

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

MATHEMATICS

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

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

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

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

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

201 Algebra 1

Level: Unleveled

1.0 Credit, Grade 9

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

202 Geometry

Level: CP

1.0 Credit, Grades 9-10

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

Prerequisite: Algebra 1

202.5 Accelerated Geometry

Level: Honors

0.5 Credit, Grade 9-10

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

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

203 Algebra 2

Level: CP

1.0 Credit, Grades 10-11

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

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

203H Algebra 2

Level: H

1.0 Credit, Grades 10-11

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

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

204 Integrated 1: Algebra 1

Level: Unleveled

1.0 Credit, Grade 9

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

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

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

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

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

Prerequisite: *Successful completion of Integrated 1*

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

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

Prerequisite: *Successful completion of Integrated 2*

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

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

Prerequisite: *Successful completion of Integrated 3*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SOCIAL STUDIES

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

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

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

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

301 World Studies

Level: Unleveled

1.0 Credit, Grade 9

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

321AP AP World History: Modern

Level: AP

1.0 Credit, Grade 9 or 12

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

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

319 United States History I

Level: CP

1.0 Credit, Grade 10

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

319H United States History I

Level: H

1.0 Credit, Grade 10

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

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

325AP AP United States History

Level: AP

1.0 Credit, Grades 10-11

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

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

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

304 US History II in a Global Context

Level: CP

1.0 Credit, Grade 11

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

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

304H US History II in a Global Context

Level: H

1.0 Credit, Grade 11

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

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

306H Psychology

Level: H

1.0 Credit, Grades 11-12

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

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

306AP AP Psychology

Level: AP

1.0 Credit, Grades 11-12

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

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

307AP AP Economics

Level: AP

1.0 Credit, Grades 11-12

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

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

308AP AP United States Government & Politics

Level: AP

1.0 Credit, Grades 11-12

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

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

302AP AP European History

Level: AP

1.0 Credit, Grades 11-12

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

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

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

322AP AP African American Studies

Level: AP

1.0 Credit, Grades 10-12

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

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

313.5 Sports in Society

Level: CP

0.5 Credit, Grades 9-12

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

314.5 History through Film

Level: CP

0.5 Credit, Grades 9-12

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

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

315.5 American Pop Culture of the 20th Century

Level: CP

0.5 Credit, Grades 9-12

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

317.5 Media Literacy through Current Events

Level: CP

0.5 Credit, Grades 10-12

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

320 Holocaust and Genocide Studies

Level: Honors

1.0 Credit, Grades 10-12

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

335H Introduction to Law

Level: Honors

1.0 Credit, Grades 11-12

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

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

324.5 History of Boston

Level: CP

0.5 Credit, Grades 9-12

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

WORLD LANGUAGES

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

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

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

Important World Language Department Notes:

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



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

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

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

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

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

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

Modern Languages: French

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

401 French 1 - Novice High	Level: Unleveled	1.0 Credit, Grades 9-12
-----------------------------------	-------------------------	--------------------------------

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

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

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

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

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

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

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

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

Level: CP
Level: H

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

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

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

405 French 5 - Intermediate High (1)

Level: H/AP

1 Credit, Grades 9-12

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

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

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

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

Modern Languages: German

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

411 German 1 - Novice High

Level: Unleveled

1.0 Credit, Grades 9-12

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

formulaic language that has been highly practiced and memorized.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Modern Languages: Italian

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

421 Italian 1 - Novice High

Level: Unleveled

1.0 Credit, Grades 9-12

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

422 Italian 2 - Intermediate Low

Level: Unleveled

1.0 Credit, Grades 9-12

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

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

423 Italian 3 - Intermediate Mid (1)

Level: CP

1.0 Credit, Grades 9-12

423 H Italian 3 - Intermediate Mid (1)

Level: H

1.0 Credit, Grades 9-12

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

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

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

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

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

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

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

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

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

Modern Languages: Spanish

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

431	Spanish 1 - Novice High	Level: Unleveled	1.0 Credit, Grades 9-12
------------	--------------------------------	-------------------------	--------------------------------

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Classical Languages: Latin

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

441 Latin 1 - Novice High	Level: Unleveled	1.0 Credit, Grades 9-12
----------------------------------	-------------------------	--------------------------------

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

442 Latin 2 - Intermediate Low	Level: Unleveled	1.0 Credit, Grades 9-12
---------------------------------------	-------------------------	--------------------------------

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

Prerequisite: *Latin 1 - Novice High*

443 H Latin 3 - Intermediate Mid (1)	Level: H	1.0 Credit, Grades 9-12
---	-----------------	--------------------------------

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

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

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

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

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

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

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

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

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

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

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

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

SCIENCE, TECHNOLOGY AND ENGINEERING

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

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

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

SCIENCE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

504 Physics (L)

Level: CP

1.0 STE Credit, Grades 11-12

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

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

504H Physics (L)

Level: H

1.0 STE Credit, Grades 11-12

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

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

504AP AP Physics 1 (L)

Level: AP

1.0 STE Credit, Grades 10-12

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

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

541AP AP Physics 2 (L)

Level: AP

1.0 STE Credit, Grades 11-12

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

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

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

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

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

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

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

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

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

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

Prerequisites: *Successful completion of Biology.*

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

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

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

531 Human Health and Disease (L)

Level: CP

1.0 STE Credit, Grades 10-12

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

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

507H Anatomy and Physiology 1 (L)

Level: Honors

1.0 Credit, Grades 10-12

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

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

540H Anatomy and Physiology 2 (L)

Level: Honors

1.0 Credit, Grades 10-12

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

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

508 Marine Science (L)

Level: CP

1.0 STE Credit, Grades 10-12

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

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

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

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

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

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

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

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

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

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

***Prerequisite:** none*

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

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

***Prerequisite:** Successful completion of Biology.*

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

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

***Prerequisite:** Successful completion of Biology or AP Biology*

Technology and Engineering

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

518.5 Introduction to Engineering & Robotics

Level: CP

0.5 Credit, Grades 9-12

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

Computer Science

523 AP

AP Computer Science Principles

Level: AP

1.0 Credit, Grades 9-12

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

524AP

AP Computer Science A

Level: AP

1.0 Credit, Grades 10-12

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

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

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

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

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

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

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

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

Video Production

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

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

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

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

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

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

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

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

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

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

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

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

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

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

BUSINESS

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

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

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

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

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

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

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

Prerequisites: *Algebra 1 completed or taken concurrently.*

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

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

Prerequisites: Successful completion of Accounting 1 and teacher recommendation.

604.5	Personal Finance	Level: CP	0.5 Credit, Grades 9-12
--------------	-------------------------	------------------	--------------------------------

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

VISUAL & PERFORMING ARTS



Performing Arts: Music

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

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

701 and 701H Band

Level: CP and H

1.0 Credit, Grades 9-12

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

702.5

Music Studio

Level: CP

0.5 Credit, Grades 9-12

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

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

703 & 703 H Chorus

Level: CP and H

1.0 Credit, Grades 9-12

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Performing Arts: Theater

812.5 Theatre Arts

Level: CP

0.5 Credit, Grades 9-12

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

815.5 Technical Theater and Stage Design

Level: CP

0.5 Credit, Grades 9-12

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

816.5 Advanced Acting Studio

Level: Honors

0.5 Credit, Grades 10-12

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

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

Co-Curricular Programs in the Performing Arts



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

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

Visual Art

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

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

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

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

801 Foundations in Art

Level: CP

1 Credit, Grade 9- 12

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

801.5 Intro to 2D Art

Level: CP

0.5 credit, Grades 9- 12

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

803.5 Intro to 3D Art

Level: CP

0.5 credit, Grades 9- 12

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

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

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

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

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

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

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

811AP AP Studio Art	Level: AP	1 Credit, Grades 10-12
----------------------------	------------------	-------------------------------

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

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

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

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

804 Photography I	Level: CP	1 Credit, Grades 9-12
--------------------------	------------------	------------------------------

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

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

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

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

Prerequisites: *Successful completion of Photography 1.*

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

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

Prerequisites: *Successful completion of Photography 2.*

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

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

WELLNESS DEPARTMENT

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

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

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

901.5 Wellness 1

Level: CP

0.5 Credit, Grade 9

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

902.5 Wellness 2

Level: CP

0.5 Credit, Grade 10

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

Prerequisite: Successful completion of Wellness 1

903.5 Wellness 3

Level: CP

0.5 Credit, Grade 11

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

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

Prerequisite: *Successful completion of Wellness 2*

912.5 Unified Fitness

Level: CP

0.5 Credit, Grades 9-12

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

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

904.5 Lifetime and Recreational Activities

Level: CP

0.5 Credit, Grades 9-12

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

907.5 Strength and Conditioning

Level: CP

0.5 Credit, Grades 9-12

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

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

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

ADDITIONAL MHS LEARNING OPPORTUNITIES

997.5 Library Intern

Level: Unleveled

0.5 Credit, Grades 11-12

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

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

881 Online/ Blended Learning

Level: PD/CP/H/AP

1 Credit, Grades 9-12

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

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

998.5 Peer Mentoring

Level: Unleveled

0.5 Credit, Grades 9-12

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

Prerequisites: application and referral

098.5 Freshman FOCUS Lab

Level: Unleveled

0.5 Credit, Grade 9

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

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

099.5 FOCUS Lab

Level: Unleveled

0.5 Credit, Grade 10-12

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

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

956.5 ACCESS Academic Support

Level: Unleveled

0.5 Credit, Grades 9-12

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

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

957.5 AAA Intervention

Level: Unleveled

0.5 Credit, Grade 9-12

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

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

961 SSC: Student Success Center - English

Level: CP

1.0 Credit

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

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

962 SSC: Student Success Center - History

Level: CP

1.0 Credit

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

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

963 SSC: Student Success Center - Math

Level: CP

1.0 Credit

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

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

964 SSC: Student Success Center - Science

Level: CP

1.0 Credit

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

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

931.5 SSC: Student Success Center - Wellness

Level: CP

0.5 Credit

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

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

AP Capstone Diploma Program

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

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

940AP AP Seminar

Level: AP

1 Credit, Grades 10-12

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

Prerequisite: *Successful completion of grade 9 curriculum.*

950AP AP Research

Level: AP

1 Credit, Grades 11-12

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

Prerequisite: *Successful completion of AP Seminar.*

LATE START/EARLY RELEASE

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

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

1001.5 Late Start

Level: PD

No Credit

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

1002.5 Early Release

Level: PD

No Credit

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

SPECIAL EDUCATION

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

960.5 Academic Support Lab

Level: Unleveled

0.5 Credit, Grades 9-12

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

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

954.5 Transition Skills Lab

Level: Unleveled

0.5 Credit, Grades 9-12

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

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

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

Level: Unleveled/CP

1.0 Credit, Grades 9-12

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

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

976.5 Daily Living Skills

Level: Unleveled

0.5 Credit, Grades 9-12

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

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

Prerequisite: *Special Education TEAM Decision*

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

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

Prerequisite: *Special Education TEAM Decision*

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

ENGLISH LEARNER PROGRAM

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

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

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

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

PATHWAYS OF STUDY

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

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



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

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

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

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

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

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

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

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

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

Visual & Performing Arts Pathways



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

Graduation Requirements Reference Table

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

		511.5 561.5	Forensics Botany Additional Courses considered for Year 4 of Science Computer Science (Including Video Production) Any Technology and Engineering Course (CAD, Engineering, Robotics)	
Social Studies	3.0	301 321 319 & 319H 325AP 304 & 304H 304AP	World Studies AP World History: Modern American Studies AP United States History Modern Global Studies AP United States History 2 <i>Note: All students must earn credits in World Studies, Modern Global Studies (or AP U.S. History). Any elective that is listed in the Social Studies Program of Studies may count toward a Social Studies graduation requirement.</i>	
Civic Action Project		Students will complete the Civics Project via MHS coursework in English 10H.		
Visual & Performing Arts	2.0		All Art, Music, Theatre Arts, CAD, Video Production, and Creative Writing Courses fulfill this requirement.	
			*Business courses will continue to count towards Visual & Performing Arts credits for the Class of 2027	
			<table><tr><th>Class of 2027*</th><th>Class of 2028, 2029, 2030</th></tr><tr><td>1. Chorus 1.0 2. Band 1.0 3. Orchestra 1.0 4. Guitar .5 5. Guitar II 6. Piano .5 7. Music Studio Independent Study .5/1.0 8. Digital Music, Theory, Composition 9. Theater .5 10. Advanced Acting Studio 11. Technical Theatre 12. A Brush Through History 13. Foundations in Art 1.0 14. Intro. To 2D Art .5 15. Intro. To 3D Art .5 16. Advanced 2D Art 1.0 17. Advanced 3D Art 1.0 18. AP Studio Art 1.0 19. Portfolio Development .5/1.0 20. Photo 1 1.0 21. Photo 2 1.0 22. Advanced Photo 1.0 23. Intro. To CAD 24. Foundations of CAD</td><td>1. Chorus 1.0 2. Band 1.0 3. Orchestra 1.0 4. Guitar .5 5. Guitar II 6. Piano .5 7. Music Studio Independent Study .5/1.0 8. Digital Music, Theory, Composition 9. Theater .5 10. Advanced Acting Studio 11. Technical Theatre 12. A Brush Through History 13. Foundations in Art 1.0 14. Intro. To 2D Art .5 15. Intro. To 3D Art .5 16. Advanced 2D Art 1.0 17. Advanced 3D Art 1.0 18. AP Studio Art 1.0 19. Portfolio Development .5/1.0 20. Photo 1 1.0 21. Photo 2 1.0 22. Advanced Photo 1.0 23. Intro. To CAD 24. Foundations of CAD</td></tr></table>	Class of 2027*
Class of 2027*	Class of 2028, 2029, 2030			
1. Chorus 1.0 2. Band 1.0 3. Orchestra 1.0 4. Guitar .5 5. Guitar II 6. Piano .5 7. Music Studio Independent Study .5/1.0 8. Digital Music, Theory, Composition 9. Theater .5 10. Advanced Acting Studio 11. Technical Theatre 12. A Brush Through History 13. Foundations in Art 1.0 14. Intro. To 2D Art .5 15. Intro. To 3D Art .5 16. Advanced 2D Art 1.0 17. Advanced 3D Art 1.0 18. AP Studio Art 1.0 19. Portfolio Development .5/1.0 20. Photo 1 1.0 21. Photo 2 1.0 22. Advanced Photo 1.0 23. Intro. To CAD 24. Foundations of CAD	1. Chorus 1.0 2. Band 1.0 3. Orchestra 1.0 4. Guitar .5 5. Guitar II 6. Piano .5 7. Music Studio Independent Study .5/1.0 8. Digital Music, Theory, Composition 9. Theater .5 10. Advanced Acting Studio 11. Technical Theatre 12. A Brush Through History 13. Foundations in Art 1.0 14. Intro. To 2D Art .5 15. Intro. To 3D Art .5 16. Advanced 2D Art 1.0 17. Advanced 3D Art 1.0 18. AP Studio Art 1.0 19. Portfolio Development .5/1.0 20. Photo 1 1.0 21. Photo 2 1.0 22. Advanced Photo 1.0 23. Intro. To CAD 24. Foundations of CAD			

			25. Intermediate CAD for Architecture 26. Intermediate CAD for Engineering 27. Advanced Projects in CAD 28. Advanced Projects in Architecture 29. Advanced Projects in Engineering 30. Video Production 31. Intro. To Video Production 32. Advanced Video Production 33. Broadcast Journalism 34. Video Special Projects 35. Marketing 36. Creative Writing 37. Intro to Computer Science 38. Computer Science Principles 39. Advanced Computer Science 40. Computer Science A 41. AP Computer Science 42. Game Design 43. Web Design 44. Business Management 45. Business Management 2 46. Accounting 47. Accounting 2 48. Personal Finance 25. Intermediate CAD for Architecture 26. Intermediate CAD for Engineering 27. Advanced Projects in CAD 28. Advanced Projects in Architecture 29. Advanced Projects in Engineering 30. Video Production 31. Intro. To Video Production 32. Advanced Video Production 33. Broadcast Journalism 34. Video Special Projects 35. Marketing 36. Creative Writing
World Languages	2.0	Graduation requirement: Two years of the same language: French, German, Italian, Latin, Spanish. Levels are listed as follows: Beginner Level 1, Beginner Level 2, Intermediate Level 3, Intermediate Level 4, Intermediate Level 5/AP/Dual Enrollment. Note: If a student switches to another language, after completing one year of a language, the student is required to complete two years of the new language. Electives: include any level of a language, or a second language, after the two years are complete.	
Wellness	2.0	901.5 902.5 903.5 *912.5	Wellness 1 (0.5 credits) Wellness 2 (0.5 credits) Wellness 3 (0.5 credits) *Unified Fitness (0.5)
Electives	3.0	Any course taken in addition to/ beyond graduation requirements to reach 24 total credits.	
Total Credits	24.0		

Elective Offerings Reference Table

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

Mathematics	202.5 Accelerated Geometry* *Requires teacher approval	202.5 Accelerated Geometry* *Requires teacher approval In addition to the above electives, students may take two 2.0 math classes with administrator approval. See list on Graduation Requirements Reference Table .	202.5 Accelerated Geometry* *Requires teacher approval In addition to the above electives, students may take two 2.0 math classes with administrator approval. See list on Graduation Requirements Reference Table .	Students may take two 2.0 math classes with administrator approval. See list on Graduation Requirements Reference Table .
Science	511.5 Forensics (0.5)	509.5 Astronomy (0.5) 510 Bioethical Issues (1.0) 511.5 Forensics (0.5) 561.5 Botany (0.5) In addition to the above electives, students may take two 1.0 science classes or AP Classes. See list on Graduation Requirements Reference Table .	509.5 Astronomy (0.5) 510 Bioethical Issues (1.0) 511.5 Forensics (0.5) 561.5 Botany (0.5) In addition to the above electives, students may take two 1.0 science classes or AP Classes. See list on Graduation Requirements Reference Table <i>Example: A student can take AP Environmental Science as their core science and Anatomy as an elective.</i>	509.5 Astronomy (0.5) 510 Bioethical Issues (1.0) 511.5 Forensics (0.5) 561.5 Botany (0.5) In addition to the above electives, students may take two 1.0 science classes or AP Classes. See list on Graduation Requirements Reference Table <i>Example: A student can take AP Environmental Science as their core science and Anatomy as an elective.</i>
Social Studies	313.5 Sports in Society (0.5) 314.5 History through Film (0.5) 315.5 American Pop Culture of the 20th Century (0.5) 320 Holocaust and Genocide Studies (1.0) 324.5 History of Boston (0.5)	321AP AP World History: Modern 313.5 Sports in Society (0.5) 314.5 History through Film (0.5) 315.5 American Pop Culture of the 20th Century (0.5) 317.5 Media Literacy through Current Events (0.5) 320 Holocaust and Genocide Studies (1.0) 324.5 History of Boston (0.5)	306H Psychology 306AP AP Psychology 307H Economics 307AP AP Economics 308 AP AP United States Government and Politics 321AP AP World History: Modern 313.5 Sports in Society (0.5) 314.5 History through Film (0.5) 315.5 American Pop Culture of the 20th Century (0.5) 317.5 Media Literacy through Current Events (0.5) 320 Holocaust and Genocide Studies (1.0) 335H Introduction to Law 324.5 History of Boston (0.5)	306H Psychology 306AP AP Psychology 307H Economics 307AP AP Economics 308 AP AP United States Government and Politics 321AP AP World History: Modern 313.5 Sports in Society (0.5) 314.5 History through Film (0.5) 315.5 American Pop Culture of the 20th Century (0.5) 317.5 Media Literacy through Current Events (0.5) 320 Holocaust and Genocide Studies (1.0) 335H Introduction to Law 324.5 History of Boston (0.5)
Visual & Performing Arts	<u>Music</u> 701&701H Band 703&703H Chorus 705&705H Orchestra 706.5 Intro. To Piano (0.5) 707.5 Guitar (0.5) 709.5 Guitar II (0.5) 708.5 Digital Music, Composition, and Theory (0.5) 702.5 Music Studio (0.5) <u>Performing Arts: Theater</u> 812.5 Theatre Arts (0.5) 815.5 Technical Theater and Stage Design (0.5) 816.5 Advanced Acting Studio (0.5)	<u>Music</u> 701&701H Band 703&703H Chorus 705&705H Orchestra 706.5 Intro. To Piano (0.5) 707.5 Guitar (0.5) 709.5 Guitar II (0.5) 710.5 Guitar III (0.5) 708.5 Digital Music, Composition, and Theory (0.5) 702.5 Music Studio (0.5) <u>Performing Arts: Theater</u> 812.5 Theatre Arts (0.5) 815.5 Technical Theater and Stage Design (0.5) 816.5 Advanced Acting Studio (0.5)	<u>Music</u> 701&701H Band 703&703H Chorus 705&705H Orchestra 706.5 Intro. To Piano (0.5) 707.5 Guitar (0.5) 709.5 Guitar II (0.5) 710.5 Guitar III (0.5) 708.5 Digital Music, Composition, and Theory (0.5) 702.5 Music Studio (0.5) <u>Performing Arts: Theater</u> 812.5 Theatre Arts (0.5) 815.5 Technical Theater and Stage Design (0.5) 816.5 Advanced Acting Studio (0.5)	<u>Music</u> 701&701H Band 703&703H Chorus 705&705H Orchestra 706.5 Intro. To Piano (0.5) 707.5 Guitar (0.5) 709.5 Guitar II (0.5) 710.5 Guitar III (0.5) 708.5 Digital Music, Composition, and Theory (0.5) 702.5 Music Studio (0.5) <u>Performing Arts: Theater</u> 812.5 Theatre Arts (0.5) 815.5 Technical Theater and Stage Design (0.5) 816.5 Advanced Acting Studio (0.5)

	<u>Visual Art</u> 801 Foundations in Art 801.5 Intro to 2D Art (0.5) 803.5 Intro to 3D Art (0.5) 804 Photography I 813.5 Brush Through History (0.5)	<u>Visual Art</u> 801 Foundations in Art 801.5 Intro to 2D Art (0.5) 803.5 Intro to 3D Art (0.5) 802H Advanced 2D Art I 802.2H Advanced 2D Art II 802.3H Advanced 2D Art III 803H Advanced 3D Art I 803.2H Advanced 3D Art II 803.3H Advanced 3D Art III 811AP AP Studio Art 811 Portfolio Development 811.5 Portfolio Development (0.5) 804 Photography I 805H Photography II 813.5 Brush Through History (0.5)	<u>Visual Art</u> 801 Foundations in Art 801.5 Intro to 2D Art (0.5) 803.5 Intro to 3D Art (0.5) 802H Advanced 2D Art I 802.2H Advanced 2D Art II 802.3H Advanced 2D Art III 803H Advanced 3D Art I 803.2H Advanced 3D Art II 803.3H Advanced 3D Art III 811AP AP Studio Art 811 Portfolio Development 811.5 Portfolio Development (0.5) 804 Photography I 805H Photography II 806H Advanced Photography 813.5 Brush Through History (0.5)	<u>Visual Art</u> 801 Foundations in Art 801.5 Intro to 2D Art (0.5) 803.5 Intro to 3D Art (0.5) 802H Advanced 2D Art I 802.2H Advanced 2D Art II 802.3H Advanced 2D Art III 803H Advanced 3D Art I 803.2H Advanced 3D Art II 803.3H Advanced 3D Art III 811AP AP Studio Art 811 Portfolio Development 811.5 Portfolio Development (0.5) 804 Photography I 805H Photography II 806H Advanced Photography 813.5 Brush Through History (0.5)
World Languages	450.5 Ancient Greek Mythology “Electives” would be any level of the language -- or a second language -- after those two years are complete. Levels are generally listed as the following: Beginner Level 1 Beginner Level 2 Intermediate Level 3 Intermediate Level 4 Intermediate Level 5 / AP / Dual Enrollment			
Wellness	904.5 Lifetime and Recreational Activities (0.5) 907.5 Strength and Conditioning (0.5) 912.5 Unified Fitness (0.5)	904.5 Lifetime and Recreational Activities (0.5) 907.5 Strength and Conditioning (0.5) 912.5 Unified Fitness (0.5)	904.5 Lifetime and Recreational Activities (0.5) 907.5 Strength and Conditioning (0.5) 912.5 Unified Fitness (0.5)	904.5 Lifetime and Recreational Activities (0.5) 907.5 Strength and Conditioning (0.5) 912.5 Unified Fitness (0.5)
Additional Learning Opportunities	098.5 Freshman FOCUS Lab (0.5)	099.5 FOCUS Lab (0.5)	099.5 FOCUS Lab (0.5) 997.5 Library Intern (0.5)	099.5 FOCUS Lab (0.5) 997.5 Library Intern (0.5) 1001 Late Start 1002 Early Release

Meeting Date	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/Rev'l 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
	Recognition of Retirees	Superintendent	Report
	Food Service Audit Closeout	F&F	Report
	Monthly Budget Summary/Grants/Revolving Accts.	F&F	Vote
	Secondary Code of Conduct & Handbook	EP&P	Vote
	MHS Program of Studies	EP&P	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
	Personnel Report	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
	Site Councils Update	EP&P	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
	Policy review	P&P	Possible vote
	Supt. End of Cycle Evaluation: Report and Comments	SC Chair	Vote
	Rolling Agenda	SC Chair	Report
	Outreach reports	SC Chair	Report