

Chelmsford School Department School Committee

Notice of Public Meeting

Email Posting to townclerk@townofchelmsford.us Thank you.

As required by G.L. c. 30 A, §18-25

DATE: Tuesday December 2, 2025 TIME: 6:00 p.m. ROOM: Conf. Room 1

PLACE: CPS Central Administration Office ADDRESS: 230 North Road

Filed with Town Clerk:

The Chelmsford School Committee (CSC) intends to conduct an in-person meeting on the date and time specified. The meeting will be live-streamed by Chelmsford Telemedia for interested community members to access and watch. Interested community members may e-mail Superintendent of Schools, Dr. Jay Lang, at langi@chelmsford.k12.ma.us prior to 12:00 p.m. on Tuesday December 2, 2025 to be scheduled to provide in-person input under the public participation portion(s) of the agenda.

CALL TO ORDER

PLEDGE OF ALLEGIANCE

CHAIR OPENING STATEMENT

CONSENT AGENDA

1. Approval of the minutes of the regular school committee meeting of November 18, 2025

CHS STUDENT REPRESENTATIVE ANNOUNCEMENTS

GOOD NEWS

PUBLIC COMMENTS:

The School Committee will hear from members of the public on items listed under New Business on the posted agenda. Speakers are asked to limit comments to 3 minutes to allow others an opportunity to speak. The School Committee will not respond directly to public comments, however will try to address comments when the item is reached on the agenda.

NEW BUSINESS

1. Spotlight on the Schools: McCarthy Middle School

- 2. FY2026 School Facility Work Order Summary: 1st Quarter (July September, 2025)
- 3. Private School Approval Process and Request for Consideration: Drake Academy
- 4. 2025/26 School Improvement Plans
- 5. October 1, 2025 Student Enrollment Report
- 6. SC Policy Discussion: IKFE Competency Determination (CD)
- 7. Tri-Board Budgetary Meeting: Monday December 8, 2025 at 6:00 p.m.
- 8. Parker Middle School Building Project Community Visioning Sessions:
 - a. Wednesday December 17, 2025 7:00 p.m. Chelmsford Elks, 300 Littleton Road
- 9. Approval of Field Trip Requests

REPORTS

1. Liaison Reports

ACTION/NEW ITEMS

1. Request for Reports & Updates

PUBLIC COMMENTS:

The School Committee will hear from members of the public on general matters of education interest. Speakers are asked to limit comments to 3 minutes to allow others an opportunity to speak. The School Committee will not respond directly to public comments, however will try to address comments at future meetings.

ADJOURNMENT

CHELMSFORD SCHOOL COMMITTEE REGULAR MEETING November 18, 2025 Meeting Minutes

Members Present: Mr. Dennis King (Chair), Ms. Maria Santos (Vice Chair), Ms. Diana Lebeaux (Secretary), Ms. Susan Mackinnon and Mr. John Moses.

Also present: Dr. Jay Lang (Superintendent), Dr. Linda Hirsch (Assistant Superintendent) and Ms. Joanna Johnson-Collins (Director of Business & Finance)

Call to Order

Mr. King called the meeting to order at 6:00 p.m.

Pledge of Allegiance

Chair Opening Statement

"This meeting is being live-streamed by Chelmsford Telemedia and posted to the CPS website for interested community members to access and watch. In-person public participation will be taking place tonight in accordance with the Chelmsford School Committee Public Participation Policy. Anyone speaking tonight during the public input portion of this meeting has notified the superintendent's office of their desire to speak and has been provided with these guidelines. Upon request written comments received no later than 12:00 p.m. on the day of this meeting will also be read and made part of the record of the meeting during the second public comment session."

CONSENT AGENDA

1. Approval of the minutes of the regular school committee meeting of October 21, 2025

Ms. Santos moved to approve the minutes of the regular school committee meeting of October 21, 2025. Mr. Moses seconded. Motion carries 5-0.

2. Approval of the minutes of the regular school committee meeting of November 3, 2025.

Ms. Santos moved to approve the minutes of the regular school committee meeting of November 3, 2025. Mr. Moses seconded. Motion carries 5-0.

CHS STUDENT REPRESENTATIVE ANNOUNCEMENTS

Patrick stated that this Thursday "Spirit Week" will start and will include: a "jelly bean counting contest"; a food and winter clothing drive; Karaoke and a "Powder Puff Game". The Pep Rally will take place on Wednesday and the annual Chelmsford vs. Billerica football game on Thursday (Thanksgiving Day).

Richie shared that last Sunday's Craft Fair was "a great success". The CHS Theatre Guild will present the musical, *Oklahoma*, this Thursday through Saturday. The Homecoming Dance will be held on November 25th.

GOOD NEWS

Dr. Hirsch shared that tomorrow will be a half day for elementary and middle schools but Not CHS.

Ms. Mackinnon shared that The Committee attended The Massachusetts Association of School Committees/The Massachusetts Association of School Superintendent's annual conference and appreciated the many "informative sessions that help us in the work that we do"!

The Chair added that November has been officially designated as SEPAC awareness month in Massachusetts.

PUBLIC COMMENTS:

None

NEW BUSINESS

1. Spotlight on the Departments: English Language Arts (Grades 5 – 12)

Ms. Abbey Dick, Department Coordinator for English Language Arts, came to the table to share what is taking place in English Language Arts in grades 5 through 12. She spoke of regular data meetings held to track student growth. Additional support is provided for students who need it as well as enrichment for those who perform beyond grade level. A writing concern for the past five years is that students are struggling in transitioning from "short answer questions to longer essays". Many students have difficulty showing through their writing what they really know. A focus now is on consistency in writing through the grades and idea development. This begins with a thesis statement and providing evidence and text details from what they have read. They need to include expressions of ideas and elaboration. They need be aware of the task to respond appropriately to the question/s for their essay. "Think SRSD (self-regulated strategy development)" is an organization that deals with the "science of writing". This program of explicit lessons begins in kindergarten and uses "consistent acronyms/concepts between schools, grades and classrooms, K-8". This leads to teaching writing with the same protocols and strategies and supports all learners and builds confidence in writing. This uses as exemplars successful essays by fellow students. These strategies work for all curriculum areas that involve reading and writing. Graphic organizers and colored highlighters are prominent in the program. The book used for this program is Releasing Writers. The program starts with teachers being responsible for quiding students to students working independently (released). Ms. Dick's detailed presentation and accompanying slides are well worth viewing of this segment of tonight's meeting on Chelmsford Telemedia/YouTube.

- 2. Parker Middle School Building Project Community Visioning Sessions:
- a. Thursday November 20, 2025 7:00 p.m. Chelmsford Elks, 300 Littleton Road

b. Wednesday December 17, 2025 7:00 p.m. Chelmsford Elks, 300 Littleton Road

Dr. Lang invited the community to attend the next Community Visioning Session to be held this Thursday and also to attend to third one on December 17th. Although it will not be broadcasted live, Chelmsford Telemedia will record both sessions for future viewing. Dr. Lang will look into seeing which languages the fliers about these events may be translated.

3. FY2027 Capital Planning & Prioritization

In tonight's agenda packet, Dr. Lang has included a list of eight school projects that he would like to present to The Capital Planning Committee. Currently, The Town has about \$6 million dollars to allocate for projects for The Town and The School District. Tonight's packet includes a memorandum with details on the eight projects he would like The Committee to discuss and prioritize for presentation tomorrow night to the capital planning group. These projects were shared at the last meeting to give The Committee time to consider them. Building safety and security projects "will rise to the top". The School Committee reviewed the list of capital projects prepared by Dr. Lang and discussed the priority order of each project to be submitted to the Town of Chelmsford Capital Planning Committee for consideration. After discussion, a motion was made by Ms. Santos, seconded by Mr. Moses, to submit the FY27 capital projects as presented totaling \$ 2.85 million in the following priority order:

SC Priority	Amount	School	Project Description
1	\$251,490	Byam & South Row Elementary Schools	Building Safety & Security Upgrade: Replace clock/intercom/PA system w/ integrated ENS System (Harrington model). The FY27 budget figure assigned to this project is \$ 767,421.
2	\$400,000	Byam & Harrington Elementary Schools	Building Safety & Security Upgrade: Replace/Upgrade the building intrusion (security) and fire panel systems. The FY27 budget figure assigned to this project is \$ 1,157,475.
3	\$113,850	McCarthy Middle School	Building Safety & Security Upgrade: Install a bi-directional antenna system to enhance portable radio communication with first responders.
4	\$1,100,000	Chelmsford High School, Harrington Elementary School, and McCarthy Middle School	Funding to perform a Phase 1 assessment, schematic design, and cost estimates for the replacement of the roof at Chelmsford High School, McCarthy Middle School (Phase 2), and Harrington Elementary School. Further, funding to replace a portion of the roof at Chelmsford High School over the student dining rooms (café) is included.

5	\$700,000	Byam Elementary School	Replace/rehabilitate parking lot, replace sloped granite curbing, and ADA exterior improvements.
6	\$150,000	Chelmsford High School	Switchgear Rehabilitation (Replace the original 1974 electrical switchgear, re-feed the existing feeders and branch circuits).
7	\$107,589	Harrington Elementary School	Install code-compliant non-slip floor throughout the kitchen and food service preparation areas.
8	\$30,000	Chelmsford High School	Funding to perform a Phase 1 assessment, schematic design, and cost estimate for the renovation of the student locker rooms (including flooring and reconfiguration for team rooms). The FY27 budget figure assigned to this project is \$ 600,000.

\$2,852,929 Total

Ms. Santos moved to reprioritize the capital plan requests as discussed. Mr. Moses seconded. Motion carries 5-0.

4. Personnel Report: October 2025

No action required.

5. Approval of Field Trip Requests

Ms. Santos moved to approve the McCarthy Middle School grade seven students viewing of *A Christmas Carol* at the Palace Theater on December 19, 2025, in Manchester, New Hampshire. Mr. Moses seconded. Motion carries 5-0.

Ms. Santos moved to approve the field trip by Chelmsford High School band members grades 9-12 to the US Coast Guard Academy on March 7, 2026, in New London, Connecticut. Mr. Moses seconded. Motion carries 5-0.

REPORTS

1. Liaison Reports

Ms. Mackinnon attended the Harrington PTO meeting where the principal shared that the new ENS (Emergency Notification System) is working very well! They are currently hosting a Reada-Thon. Their "Dine to Donate" will be at The Establishment on January 13, 2026.

Ms. Lebeaux shared that the South Row PTO is already planning activities for the fourth graders who will be leaving the school in June. The school is actively involved in Tier 2 Interventions. McCarthy's recycling event that was shared with Center School "was phenomenal" and earned

a net \$17,281with over 280 cars coming through! McCarthy hosted "The Sober Truth" program which was very well received. After School activities are flourishing at Parker and McCarthy. The Chelmsford Trans-gender Day of Visibility will be held at the CCA on March 29th from 2:00 through 5:00 p.m.

Ms. Santos added that the CHS PTO is already working on plans for "After Prom". Center School also shared excitement over the success of the recent "Recycle Day"! Center's "Trunk or Treat" was very well attended. Ms. Santos shared that The Wellness Committee is already at work on the fair to take place in March.

ACTION/NEW ITEMS

Ms. Santos would like an update on the roles of library and computer teachers. Dr. Lang said that Bill Silver will address that when he comes to speak to The Committee in the spring.

PUBLIC COMMENTS:

None

ADJOURNMENT at 7:15 p.m.

Ms. Santos motioned to adjourn. Mr. Moses seconded. Motion carries 5-0.

Respectfully submitted,

Sharon Giglio, Recording Secretary

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

From: Jay Lang, Ed.D., Superintendent of Schools

Date: November 28, 2025

Re: Spotlight on the Schools: McCarthy Middle School

Attached please find a PowerPoint presentation provided by McCarthy Principal Jeffery Parks in advance of the meeting presentation. I look forward to hearing the presentation and discussing the good work that is occurring at McCarthy Middle School with the members of the school committee.

PHONE: 978.251.5100 • FAX 987.251.5110



McCarthy Middle School

December 2, 2025

Chelmsford Public Schools - A Future Ready District



Agenda

Year 3 - Overview

Student Leadership

Quick Updates



Meet the Team

- Jeff Parks Principal
- Chris Cowan Asst. Principal
- Kate Dwyer Student Leader
- Lena Felzani Student Leader
- Sydney Morrissey Student Leader



McCarthy School Improvement Plan

- Student Achievement Goal: During the 2025-2026 school year, McCarthy Middle School students will exceed 100% median to typical growth on the iReady spring 2025 Math diagnostic.
- <u>CPS Strategic Plan-Academic Achievement</u>: Specific focus on Mathematics for students in grades K-8.
- Our Efforts: Utilizing weekly common meeting time to collaborate on short & long term goals in order to support positive student achievement and progress.



McCarthy School Improvement Plan

- <u>School Climate Goal</u>: Throughout the 2025-2026 school year, we will increase student positive behavior and sense of belonging by reinforcing consistent expectations and implementing restorative practices with a specific focus on mental health support.
- <u>CPS Strategic Plan-School Climate</u>: The district will focus on ensuring students have strong relationships with staff and their peers so students feel welcomed, included, and safe in school.
- Our Efforts: SEL Curriculum ongoing, smaller teams, and student recognition programs help us move toward overall success. Require restorative reflection sheets or conversations following disciplinary incidents before students return to class.

Student Leadership



ABOUT US!

McCarthy student leadership is a group of 12 eighth grade students selected by McCarthy teachers, or nominated by previous 8th grade students! We have meetings every other week to talk about fun activities for our school or, things we should change. We also got to attend a workshop at Southern New Hampshire University to help us become better leaders!

We will help select a group of 7th graders this spring who will takeover for next year.

This Year (so far!)

Our group meets early every few weeks to plan activities for our school! We also discuss things in the school we can improve. For example, we are planning our annual week long "McCarthy Team Olympics" rather than just one field day.

We brainstormed ideas for new games and activities. Pep rallies and spirit weeks are also planned during these meetings.

School Wide Events

As a leadership committee, we all collectively decided that school-spirit based activities would be great for our McCarthy community.

-Pep rallies/Spirit weeks

• Help to get people excited about being a part of the McCarthy community.

-Dances

• Instead of waiting until the end of the year - we plan to have an additional event for 8th grade after winter vacation.

Project 300~ One of the most significant Give-Back events we have!

In January, our school does a HUGE can drive called project 300. We ask McCarthy students to donate as many cans as they can. We then take these cans and donate them to salvation army for those who need food! This drive is run by one of our 8th grade math teachers, Mr. Gallagher.

Project 300!!!



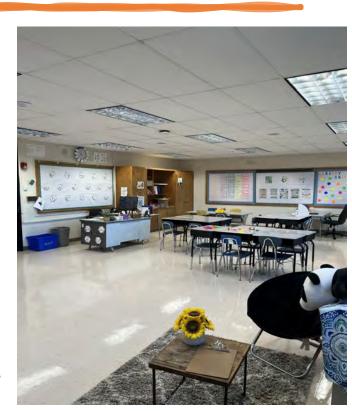
2025 - 2026 McCarthy Student Leaders



STEP Program - Update

Academic

- Assignment completion
- Collaboration with teachers on priority assignments
- Support with organization, self advocacy
- Social Emotional
 - Individual counseling
 - Crisis support
 - Collaboration with school staff
- Care Coordination
 - Case management academics, social emotional
 - Communication with caregivers referrals, resources
 - Communication with outside providers



STEP Program - Integrated Support

- 5 students actively involved (so far)
 - The support of STEP has resulted in significantly improved attendance for those students.
- Jill Cooley, LMHC and Intern has been supporting the program 1 day a week while Julia is out to provide clinical consultation.
- Courtney Morgan, last year's Intern joins us 3 days per week, and current Intern, Jordan Boschetto is with us daily.
- Having the STEP program well-established this year allowed us to more effectively transition and pre-plan for students coming from Parker who were experiencing school avoidance, mental health and health related concerns.

Year 3 Update

- Schedule Adjustment:
 - Our structure allows for 2 common meeting times each week where the whole grade is off at the same time.
 Teachers can meet by department or as a grade level.
- Staff Additions:
 - Additional Supervisor of Students Kevin Branco
 - Several teachers, paraeducators and aides wonderful additions to the school!

Cafeteria Upgrades - Completed last April vacation (2025).



Cafeteria Upgrades - Completed last April vacation (2025).

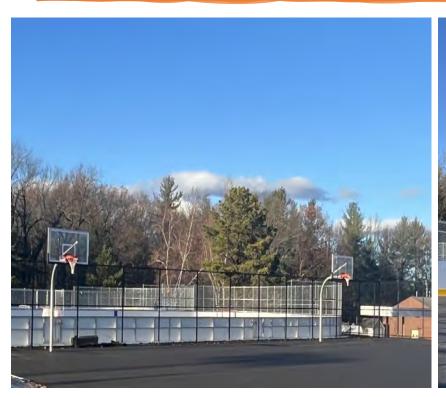


Outdoor Upgrades - "Old" Tennis Courts





Outdoor Upgrades - "Old" Tennis Courts





THANK YOU! Questions & Discussion



ENGINEERING 978-250-5228 FACILITIES 978-250-5228 HIGHWAY 978-250-5270 TRASH/RECYCLE 978-250-5203



PARKS SEWER STORMWATER 978-250-5228 978-250-5233 978-250-5228

Telephone: 978-250-5228

Fax: 978-250-2416

DEPARTMENT OF PUBLIC WORKS

9 Alpha Road Chelmsford, MA 01824

Christine Clancy, P.E. Director

MEMORANDUM

Date: 12/1/25

To: Dr. Jay Lang, Superintendent From: C. Clancy, DPW Director

Cc: Mr. Paul Cohen, Town Manager; Matthew Schweitzer, Facilities Manager

Subject: FY26 Q1 School Work Order Summary

This memorandum provides a summary of the school work order completions for the first quarter in FY26 (July 1, 2025 to September 30, 2025).

In January 2025, the DPW and School Department upgraded its work order management system to a new system, called Asset Essentials. This new database included added management and tracking features including the ability to create, update, and close work orders through the use of a mobile phone.

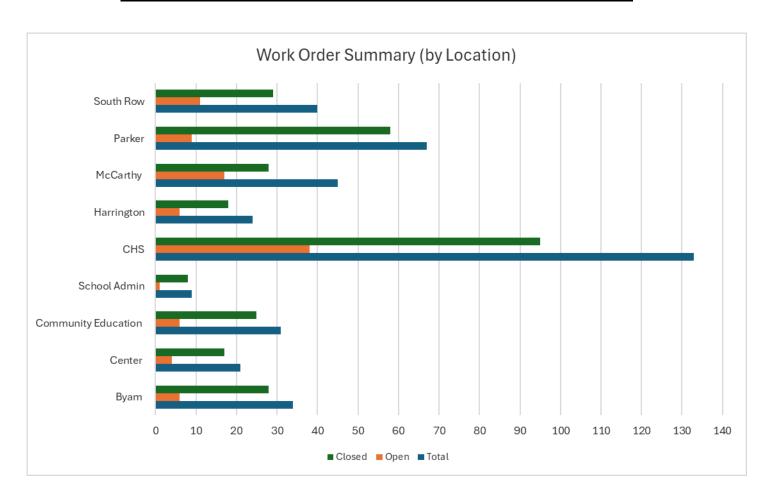
The DPW Facilities Division works closely with the School Department in the maintenance of the Town's nine school buildings. The routine maintenance and other repair needs are tracked and priotirized utilizing a work order database that is accessed by both the DPW and the School Department. The requests are tracked through 21 various trade categories. Work Order requests are often requested through the School Custodians and Principals but are also generated by the DPW Facilities Team. Work Orders are reviewed for completion and closed out as once the task has been completed. Larger capital or other necessary projects are not typically tracked through the Work Order Database.

In the fiscal calendar year FY2026 Quarter 1 (July 1, 2025 to September 30, 2025), a total of 404 school work orders were generated or closed through the Town's work order database. Approximately 76%, or 306 work of the school work orders, have been completed and closed. These numbers are similar to the reported numbers in FY2025 Quarter 1. The completion percentage is slighting lower this fiscal year (76% vs. 83%). This is likely due to a staffing shortage in the Facilities Department. The Town was without a second electrician for a good part of 2025 and recently hired a second electrician. The DPW also hired a new playground coordinator and a small engines repair laborer in FY26, Q2.

The following chart and graph depicts the total number of school work orders for each school and both the number and percent complete for each location completed in FY26, Q1.

Figures 1 and 2: FY26, Q1 School Work Order Summary (by Location)

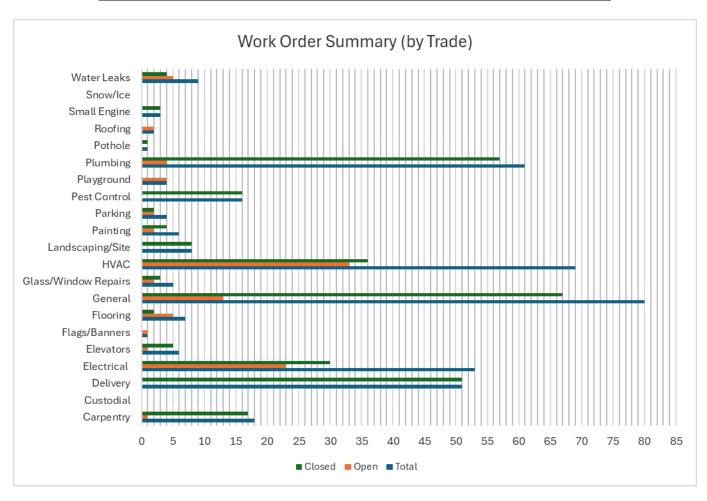
Work Order Summary (by location)					
School	Total	Open	Closed	% Complete	
Byam	34	6	28	82%	
Center	21	4	17	81%	
Community Education	31	6	25	81%	
School Admin	9	1	8	89%	
CHS	133	38	95	71%	
Harrington	24	6	18	75%	
McCarthy	45	17	28	62%	
Parker	67	9	58	87%	
South Row	40	11	29	73%	



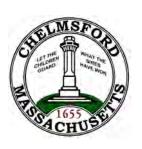
The following chart and graph depicts the total number of school work orders for each trade category and both the number and percent complete for each of the trades in FY26, Q1.

Figures 3 and 4: FY26, Q1 School Work Order Summary (by Trade)

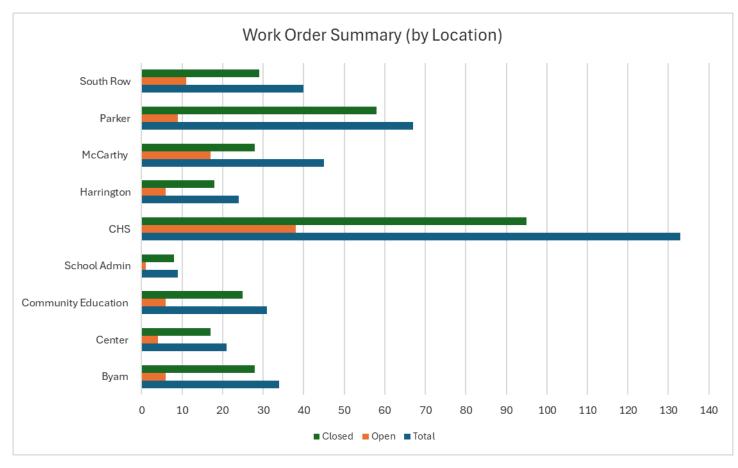
Work Order Summary (by trade)					
Trade	Total	Open	Closed	% Complete	
Carpentry	18	1	17	94%	
Custodial	0	0	0	na	
Delivery	51	0	51	100%	
Electrical	53	23	30	57%	
Elevators	6	1	5	83%	
Flags/Banners	1	1	0	n/a	
Flooring	7	5	2	29%	
General	80	13	67	84%	
Glass/Window Repairs	5	2	3	60%	
HVAC	69	33	36	52%	
Landscaping/Site	8	0	8	100%	
Painting	6	2	4	67%	
Parking	4	2	2	50%	
Pest Control	16	0	16	100%	
Playground	4	4	0	0%	
Plumbing	61	4	57	93%	
Pothole	1	0	1	100%	
Roofing	2	2	0	0%	
Small Engine	3	0	3	100%	
Snow/Ice	0	0	0	na	
Water Leaks	9	5	4	44%	



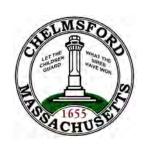
FY26, Q1 CHELMSFORD PUBLIC SCHOOLS WORK ORDER WORK METRICS – BY LOCATION



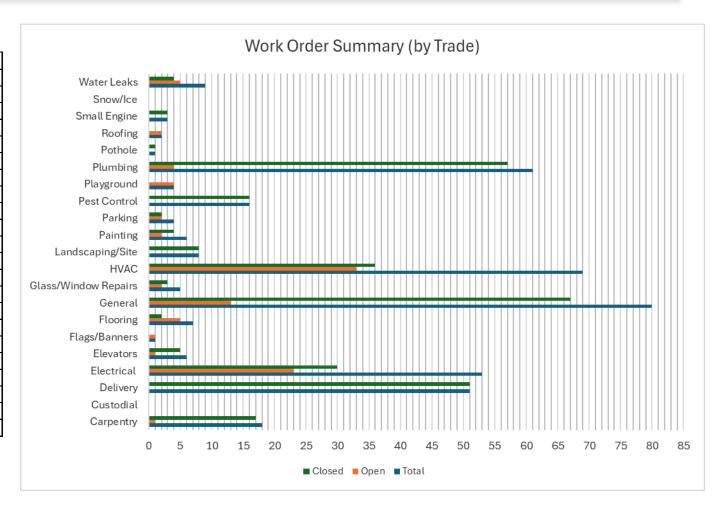
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Center	21	4	17	81%	
Community Education	31	6	25	81%	
School Admin	9	1	8	89%	
CHS	133	38	95	71%	
Harrington	24	6	18	75%	
McCarthy	45	17	28	62%	
Parker	67	9	58	87%	
South Row	40	11	29	73%	



FY26, Q1 CHELMSFORD PUBLIC SCHOOLS WORK ORDER WORK METRICS – BY TRADE



Work Order Summary (by trade)					
Trade	Total	Open	Closed	% Complete	
Carpentry	18	1	17	94%	
Custodial	0	0	0	na	
Delivery	51	0	51	100%	
Electrical	53	23	30	57%	
Elevators	6	1	5	83%	
Flags/Banners	1	1	0	n/a	
Flooring	7	5	2	29%	
General	80	13	67	84%	
Glass/Window Repairs	5	2	3	60%	
HVAC	69	33	36	52%	
Landscaping/Site	8	0	8	100%	
Painting	6	2	4	67%	
Parking	4	2	2	50%	
Pest Control	16	0	16	100%	
Playground	4	4	0	0%	
Plumbing	61	4	57	93%	
Pothole	1	0	1	100%	
Roofing	2	2	0	0%	
Small Engine	3	0	3	100%	
Snow/Ice	0	0	0	na	
Water Leaks	9	5	4	44%	



Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

From: Jay Lang, Ed.D., Superintendent of Schools

Date: November 28, 2025

Re: Request for Private School Approval – Drake Academy of Excellence

At the July 22, 2025 regular meeting of the school committee, an agenda item was presented pertaining to the approval sought by the Drake Academy of Excellence (DAE) to operate a private school in the Town of Chelmsford. A preliminary comparison was conducted between DAE's application and the "Criteria for Approval of a Private School by a School Committee" as outlined by the Massachusetts Department of Elementary and Secondary Education (DESE). The DESE criteria was attached for reference.

Following the July school committee meeting, I corresponded with a representative of DAE indicating four (4) deficiencies in the application were required to be addressed by the Committee in the final application packet presented by DAE to the Committee for review and approval. A copy of my July 23, 2025 correspondence with DAE is attached.

The revised and updated final application from DAE addresses the elements requested in the July 23, 2025 correspondence. The DAE application is structured to directly address and certify compliance with the criteria suggested by the Massachusetts Department of Elementary and Secondary Education (DESE) for private school approval by a local School Committee. The DAE application demonstrates alignment with mandatory state laws and recommended criteria across all key areas required for a local School Committee review of thoroughness and efficiency. A copy of the final application packet is attached for your review and approval.

PHONE: 978.251.5100 • FAX 987.251.5110

Jay Lang, Ed.D., Superintendent

July 23, 2025

VIA CERTIFIED MAIL, RETURN RECEIPT REQUESTED
AND VIA E-MAIL TO: econcepcion@drakeexcellence.org

Esther Concepcion, M.Ed. Executive Director Drake Academy of Excellence 275 Billerica Road, Unit 1B Chelmsford, MA 01824

Dear Ms. Concepcion:

I shared the application of Drake Academy of Excellence (DAE) to operate a private school in the Town of Chelmsford with the Chelmsford School Committee last evening at their regular meeting for initial review. I provided the attached memorandum to guide the Committees' initial review and consideration of your application for approval.

In reviewing the application of DAE to operate a private school in the Town of Chelmsford, a comparison has been conducted between DAE's application and the "Criteria for Approval of a Private School by a School Committee" as outlined by the Massachusetts Department of Elementary and Secondary Education (DESE).

The Committee requires the following elements of DAEs application to be addressed in the final application packet to be presented to the Committee for review and approval:

- 1. Physical Plant/Safety: While DAE commits to safety, the application states that essential documentation, such as the Certificate of Occupancy and various inspection certificates, will be provided after building renovation is complete. The School Committee must receive these crucial documents for review prior to consideration of approval to operate a private school in Town.
- 2. Financial Support: The detailed financial evidence (profit and loss, balance sheets, budgetary provisions) is stated as "provided upon request" rather than being included in the submitted application. The School Committee requests financial records be provided to allow for thorough review to confirm financial solvency of DAE to operate a private school in Town.
- 2. Hazing Policy: While general discipline is well-covered, the application does not explicitly state that the required annual hazing prohibition and disciplinary policy

Jay Lang, Ed.D., Superintendent

report will be filed for grades 6-8, as noted in the criteria. The School Committee requests this administrative detail be confirmed for DAE to operate a private school in Town.

4. Guidance and Counseling Programs: DAE explicitly states that it does not have a dedicated guidance counselor yet. While it proposes alternative support through its Collaborative Institute coaches with psychology backgrounds, the School Committee desires to assess if this alternative adequately fulfills the criterion for "adequate pupil personnel services" regarding guidance and counseling for DAE to operate a private school in Town.

An additional element the School Committee requires that must be fully addressed in the final application packet is the desired grade level scope DAE seeks approval of the School Committee to operate in the 2025/26 school year. The application packet submitted indicates DAE seeks to enroll up to twenty (20) students in Grade 1 for the 2025/26 school year and then add a grade level of students each year until the school enrolls Grades 1-8. However, of concern to the School Committee are recent social media posts from DAE seeking to enroll students in Grades 1-5 for the 2025/26 school year. The exact grade levels DAE seeks approval to operate as a private school in Town is required in the final application for School Committee review and approval.

Given the time sensitivity of the upcoming school year, I highly recommend DAE provide its final application packet with accompanying certificates and forms as outlined above by <u>no later than Thursday July 31, 2025</u>. The School Committee will consider the application of DAE at their regular meeting of August 5, 2025 if the required elements are met. In accordance with MG.L. c. 76, § 1, approval of the Chelmsford School Committee for DAE to operate as a private school in the Town of Chelmsford is required.

Several Committee members also expressed interest in visiting the site where DAE intends to operate a private school. If you would please provide dates and times the facility is available for a site visit(s), it would be greatly appreciated.

Yours truly,

Jay Lang, Ed.

Superintendent of Schools

cc: Dennis King, Chair, Chelmsford School Committee

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

From: Jay Lang, Ed.D., Superintendent of Schools

Date: July 19, 2025

Re: Request for Private School Approval – Drake Academy of Excellence

In reviewing the attached application of the Drake Academy of Excellence (DAE) to operate a private school in the Town of Chelmsford, for review and consideration of approval by the Chelmsford School Committee, a comparison has been conducted between DAE's application and the "Criteria for Approval of a Private School by a School Committee" as outlined by the Massachusetts Department of Elementary and Secondary Education (DESE). The DESE criteria is attached for your reference.

Below is an analysis of each required element, detailing DAE's response and whether it meets the outlined criteria:

1) Population To Be Served

Criteria Requirement: The application must address admissions criteria and provide documentation of the school's enrollment.

Drake Academy of Excellence Response: DAE, a private, non-profit elementary/middle school and teacher development program, is set to open in Chelmsford in Fall 2025. The proposed school will serve students in grades 1-8. DAE plans to open with 20 students in grade 1 in September 2025, and then add one grade level each year until a full enrollment of approximately 240 students is reached in 2033.

The school aims to enroll students from northwest Massachusetts (Chelmsford, Lowell, Dracut, Dunstable, Groton, and Tyngsboro) and southern New Hampshire (Nashua, Hudson, and Merrimack). DAE states a commitment to enrolling students from culturally diverse backgrounds, including low and high-income families, and students who have experienced varying levels of academic success (one-third successful, one-third average, one-third not successful, and some under grade level in reading and/or math). Ideal students are described as those not reaching their full potential in public school, unmotivated in private school, or those who have caused behavior problems, as well as those who have experienced high academic success in public school. Eligibility requires student applicants to be enrolled in or reside in Massachusetts or New Hampshire. First-grade applicants must have turned 6 by September 1st. The admission procedure for the

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2025-2026 school year involves submitting applications between October 1st and July 15th, followed by a parent/student interview and school tour. Approval notices are sent by the end of June, with a parent decision due by August 1st. DAE is currently accepting applications pending school board approval.

Evaluation: DAE provides a clear and detailed overview of the population it intends to serve, its enrollment projections, and specific admissions criteria and procedures. **This criterion is met.**

2) Physical Plant/Safety Health and Safety Issues

Criteria Requirement: The school must provide evidence of current compliance with various health and safety standards, including a Certificate of Occupancy, fire and safety inspections, elevator inspection (if applicable), lead paint prevention, other federal/state health and safety standards (e.g., PCB, asbestos, handicap accessibility), and copies of valid safety and health inspection certificates. Policies for kitchen security, dining facilities, bathing/toilet facilities, classroom space, health inspections, and pesticide use are also required.

Drake Academy of Excellence Response: DAE states that "the site, plant, and equipment adequately support the program and are operated to ensure the safety and health of the students". The application indicates that building safety documentation, including the Certificate of Occupancy, Fire inspection, Safety inspection, Elevator inspection (N/A), Compliance with lead paint poisoning prevention (for children under 6 years old), Compliance with other applicable federal and state health and safety standards (e.g., PCB, asbestos inspections, handicap accessibility), and Copies of valid safety and health inspection certificates, will be submitted to the school committee once building renovation is complete. DAE affirms that it is subject to the Massachusetts Pesticide Control Act. Regarding fire safety, fires or explosions resulting in loss of life must be reported in writing within 48 hours (excluding Sundays and holidays) to the fire marshal, using specific forms and providing details of the incident. The school will follow recommended CDC guidelines for Covid-19 and communicable diseases, and parents will receive a handbook outlining school guidelines and procedures for illnesses.

Evaluation: While DAE explicitly states that it is committed to ensuring safety and will comply with various regulations, the crucial documentation proving current compliance (e.g., Certificate of Occupancy, inspection certificates) is stated as pending submission *after* building renovation is complete, rather than being included in the current application. This means the application itself does not yet provide the "evidence of current" compliance as requested by the criteria.

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Therefore, this criterion is not fully met in the submitted documentation and will require follow-up upon completion of renovations.

3) Curriculum

Criteria Requirement: The curriculum offered should be "equivalent" to that in local public schools, specifically covering mathematics, science and technology, history and social science, English, foreign languages, arts (including Massachusetts Art Week), and physical education.

Drake Academy of Excellence Response: DAE asserts that its curriculum is "equivalent" to that offered in the local school system for the specified instructional areas. Instruction is provided in English Language Arts, Mathematics, Global Studies/History, and Science. Creative Arts include Music, Drama, Dance, Art, Spanish Immersion, Technology Integration, Leadership, Etiquette and Poise, Public Speaking, and Finance. Enrichment areas offered are KEVA, Science Olympiad, media, and dance. DAE is a "standards informed" school, referring to the Massachusetts Curriculum Frameworks to ensure students can transition into public schools if needed. The school partners with Julie Stern (Learning that Transfers) to train staff in authentic and rich learning. Specific curriculum guides mentioned are:

- English Language Arts: Fundations by Wilson Language Basics (grades 1-3) and Wilson Reading System (grades 4-8).
- Mathematics: Math in Focus: Singapore Math by Marshall Cavendish (grades 1-8).
- Science: FOSS Next Gen Science (grades 1-8).
- Social Studies: IMPACT by McGraw Hill (grades 1-5) and Facing History and Ourselves Curriculum and Pedagogy (grades 6-8).
- Positive Psychology: PEEC (grades 1-8).
- Social Emotional Learning and Leadership: iLEAD John Maxwell Elementary Curriculum (grades 1-8).
- Spanish: Risas y Sonrisas (grades 1-5, starting in grade 3).

Unified Arts Classes during the school day include Visual Arts, Music, Physical Education/Health, and Technology. Mandatory enrichment programs are also offered during the school day. The Massachusetts Curricular Standards for Math, ELA, Social Studies, and Science for grades 1-8 are included in the appendix. Lesson planning utilizes the Understanding by Design (UbD) model.

Evaluation: DAE provides a comprehensive and detailed curriculum plan that explicitly states its equivalence to public school offerings and lists specific programs and alignment with state standards. **This criterion is met.**

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4) Educational Materials

Criteria Requirement: Textbooks and individual instructional materials, including computers and other technology, must be adequate.

Drake Academy of Excellence Response: DAE states that in addition to the curriculum books, students will have access to fiction and nonfiction literature that enhances the curriculum. Each content area will include supplemental materials, such as math manipulatives and science materials. Classrooms will be equipped with computers for student use during technology blocks, and teachers will utilize smartboards for engaging and interactive instruction.

Evaluation: DAE provides sufficient detail regarding the adequacy of its educational materials, including traditional textbooks, supplemental materials, and technology. **This criterion is met.**

5) School Staff

Criteria Requirement: Instruction must be "thorough and efficient" based on teacher qualifications, adequate student/teacher ratio, regular evaluation of staff, and the school principal's review of criminal offender record information (CORI) for employees and volunteers. Mandated reporting for child abuse/neglect is also specified.

Drake Academy of Excellence Response:

- Teacher Qualifications: DAE commits to high standards despite no state requirements for private school teacher certification. Teachers must have a Bachelor's or Master's Degree in education, at least 2 years of teaching experience OR be newly graduated from UMASS Lowell, experience with elementary/middle school learners, appropriate teaching credentials, recent teaching experience, knowledge of instructional strategies, and a willingness to try new approaches. Key staff members' qualifications (Esther Concepción, Brittany Young, Susanna Katsman, Julie Jungalwala, Julie Stern, Jeannie Painter Wagner, Kayla S. McGarr) are detailed, showing relevant degrees and experience.
- Student/Teacher Ratio: DAE states its student:teacher ratio is 20:2.
- Regular Evaluation of Staff: DAE implements principles of a Deliberately Developmental Organization (DDO) and Immunity to Change, involving daily feedback and evaluation for professional skill and personal growth. Staff will be evaluated every quarter with classroom visits, and records kept in employee folders.
- CORI: The Head of School will review CORI for all current and prospective employees and volunteers, including those providing school

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- transportation, as required by law (M.G.L. c. 71, § 38R). CORI must be obtained at least every three years.
- Mandated Reporting: Private school teachers are obligated to immediately report suspected physical or emotional injury from abuse or neglect of a child under 18 to the Massachusetts Department of Children and Families (DCF) or the school administrator, who then notifies DCF (M.G.L. c. 119; §§21 and 51A). DAE states it understands this obligation.

Evaluation: DAE provides comprehensive information regarding teacher qualifications, a stated student-teacher ratio, a clear system for staff evaluation, and adherence to CORI and mandated reporting requirements. **This criterion is met.**

6) Administration

Criteria Requirement: The school must have a clearly defined organization that facilitates its objectives and mission.

Drake Academy of Excellence Response: DAE outlines a clearly defined organizational and leadership model. The structure includes:

- An Executive Board of Directors (fiscal management, administrative support, general oversight).
- An Advisory Board (community leaders providing oversight and advice).
- An Executive Director (Esther Concepción) responsible for mission communication, daily operations, and Executive Board supervision.
- Teachers and Coaches who implement, model, and embody DAE values.
- An Inspired Board / Dream Team focused on events, fundraising, and financial administration.

The organizational model is based on a Deliberately Developmental Organization (DDO), emphasizing workplace culture and personal development of staff, which is intended to promote communication, efficacy, and accountability. Leadership guiding principles include Transparency and Accountability, Integrity, and Service. These principles are applied from the Board of Directors to students, fostering trust and growth. Specific leadership styles (Instructional, Organizational, and Transformational) are integrated into their culture.

Evaluation: DAE presents a well-defined and multi-layered organizational and leadership structure that aligns with its stated objectives and mission. **This criterion is met.**

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7) Records

Criteria Requirement: The school must maintain an adequate and secure system of student records (attendance, health, discipline, progress reports), provide timely transcripts upon request, and efficiently transfer transcripts if the school ceases operation. Hazing policy filing for grades 6-12 is also noted.

Drake Academy of Excellence Response:

- Record System & Security: DAE uses Dream Class student management software to track daily student attendance and illnesses. Student records in Dream Class are kept secure using GDPR data encryption through Amazon Web Services (AWS) (27001 compliant), Privacy with Zotto, Pay with Stripe, and multifactor authentication.
- Massachusetts Law Compliance (Record Keeping): DAE confirms compliance with Mass. Gen. Laws regarding:
 - Reporting student enrollment (within 30 days) and withdrawals (within 10 days) to the superintendent.
 - Providing information to a justice if a pupil is awaiting court examination/trial or under court supervision.
 - Providing a free written transcript upon student request (first copy), and charging up to \$1/page or \$5/entire transcript for duplicates.
 - Efficiently transferring all current and former students' transcripts to the Massachusetts Department of Elementary and Secondary Education (DESE) or to the transferring school if DAE ceases operation. DAE explicitly states it is prepared to do this.
 - Discipline Records: A school-wide discipline policy is in place to minimize behavior problems, with clear expectations and consistent disciplinary actions across all staff. Consequences are escalating, from placing a name on the board to a parent/child meeting, and potential surrender of enrollment if the school is not a good fit (with no tuition refunds).
 - Progress Reports: Students engage in self-assessments and receive progress reports quarterly and at the end of each unit. This information is compiled into the Mastery Transcript Consortium (MTC), where students' work is assembled into portfolios as indicators of learning, focusing on the 8 Habits of Mind.
 - Hazing Policy: The criteria notes that a hazing policy report must be filed annually for grades 6-12 (M.G.L. ch. 269, section 19).
 DAE serves grades 1-8, making this applicable for grades 6-8.
 While DAE details its general discipline policy, the application does not explicitly state that the required annual hazing prohibition and disciplinary policy report will be filed with the board of education.

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Evaluation: DAE demonstrates a strong system for record maintenance, security, and adherence to state laws regarding transcripts and reporting. The only potential gap is the lack of explicit mention of filing the *annual hazing policy report* as required for schools including grades 6-8. Otherwise, **this criterion is largely met.**

8) Nursing, Health, Student Services

Criteria Requirement: The school must provide adequate pupil personnel services, including health care procedures, guidance and counseling programs, and a discipline policy. It also mentions eligibility for sight/hearing screening from the local school committee if non-discriminatory.

Drake Academy of Excellence Response:

- Health Care Procedures: All staff will be trained and maintain current CPR and First Aid certification, with records kept in staff files. A designated area for sickness and supervision until parent pickup will be available. The school also reiterates its commitment to reporting child abuse/neglect, understanding controlled substance laws, and reporting fires/explosions.
- Guidance and Counseling Programs: DAE states it does not currently have a dedicated guidance counselor. However, it notes that its school culture, built on honoring students' humanity, is expected to minimize behavior problems. Furthermore, parents (with permission) can access coaching and mentoring through DAE's Collaborative Institute, where coaches with a background in Psychology can discuss issues to support mental health and development.
- Discipline Policy: DAE implements a school-wide code of conduct with clear, consistent expectations and disciplinary actions.
- Screening Eligibility: DAE's certification statement explicitly confirms it "shall not discriminate on the basis of race, color...", which enables students to receive sight, hearing, and other physical defect screenings through the local school committee or board of health upon parent/guardian request.

Evaluation: DAE provides adequate health care procedures and a clear discipline policy. The non-discrimination statement also ensures eligibility for screenings. However, the *absence of a dedicated guidance counselor* and reliance on alternative coaching resources may be a point of consideration for the School Committee regarding the "adequacy" of guidance and counseling programs as typically defined in public school settings. Otherwise, **this criterion is largely met.**

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9) Special Education

Criteria Requirement: Students with disabilities attending private school at private expense are entitled to special education designed to meet their needs, potentially including an IEP if federally funded. State/local funded services must be provided in a public or neutral facility.

Drake Academy of Excellence Response: DAE cites the relevant Massachusetts General Laws regarding special education. It states that eligible students with disabilities attending private school at private expense are entitled to special education designed to meet their needs. The school district where the student resides must provide genuine opportunities to participate in the public school special education program, consistent with state constitutional limitations. Eligible students are entitled to an Individualized Education Program (IEP). Services funded by state or local monies must be provided in a public facility or other public or neutral site. If services are funded only with federal monies, they may be provided on private school grounds. DAE also notes the presence of another private non-profit school and treatment center in Chelmsford that serves students with disabilities.

Evaluation: DAE accurately states the entitlements and limitations regarding special education services for students attending private schools, as defined by Massachusetts law. The application does not indicate that DAE itself will directly provide extensive special education services on-site with state/local funds, but rather acknowledges the student's entitlement to such services from their resident public district or through federal programs, which aligns with the regulations. This criterion is met by demonstrating understanding and compliance with the state's framework for special education in private schools.

10) Financial Support

Criteria Requirement: The school must provide evidence of financial solvency and resources to sustain the educational program (e.g., profit and loss, balance sheets, budgetary provisions) and documentation of its legal status (articles of incorporation, tax-exempt status).

Drake Academy of Excellence Response: DAE states its financial viability stems from tuition, contributions/donations, and revenue generated from the Drake Academy of Excellence Teacher and Leadership Collaborative (DAETLC). The application notes that "Further budget will be provided upon request". Documentation of legal status, including Proof of 501c3 and a Certificate of Good Standing, are listed as present in the appendix.

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Evaluation: DAE identifies its funding sources and confirms the availability of legal status documentation. However, detailed financial evidence (like profit and loss statements or balance sheets) are not included in the application document, but is stated as "provided upon request". To fully meet this criterion, such financial evidence should be proactively provided as part of the application for review. Therefore, **this criterion is not fully met in the submitted application and requires the provision of the additional financial documentation.**

11) Student Learning Time

Criteria Requirement: The school must provide adequate student learning time, including the length of the school year and school day, and hours of instruction in each subject.

Drake Academy of Excellence Response: DAE states that students will be in school for a total of 36 weeks or 180 days, which is noted as being "as required by the Massachusetts Department of Education" (though this is a public school requirement, DAE adheres to it). A Daily School Schedule is provided (Monday-Friday). Student drop-off is from 8:00-8:10 a.m. The core school day runs from 8:10 a.m. to 4:00 p.m. (Monday-Thursday). Specific instructional blocks include Morning Meeting & Positive Education, Math, English Language Arts, Social Studies, Science, and Co-curriculars, interspersed with snack and recess, and lunch. Fridays have dismissal at 4:00 p.m. (no after-school programming). The first Friday of each month has dismissal at 12:15 p.m. for staff professional development. Optional after-school programs are available for an extra fee until 5:00 p.m.

Evaluation: DAE clearly defines its school year length and provides a detailed daily schedule with allocated instructional time for each subject, demonstrating adequate student learning time. **This criterion is met.**

12) Student Performance Assessment

Criteria Requirement: The school must periodically evaluate students' skills, competencies, and knowledge and document their progress.

Drake Academy of Excellence Response: DAE employs a variety of assessment methods to evaluate student learning and progress:

• Formative and summative assessments, quizzes, tests, and portfolios are used across English Language Arts, Mathematics, Science, Social Studies, and Spanish.

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- Specific assessment tools include Lexile (for reading level and growth),
 Ames Web (for benchmark assessments and progress monitoring), Wade Assessments by Wilson (for placement and progress monitoring), and iReady (for progress monitoring).
- Baseline assessments in ELA and Mathematics are administered in September.
- DAE states that standardized tests are not administered until grade 3. Progress is primarily documented through the Mastery Transcript Consortium (MTC), where students compile work into portfolios to demonstrate learning based on the 8 Habits of Mind. Students set their own learning goals and continually assess their progress. Additional assessment activities include exit tickets and debates. A "wellbeing chart" will also be used to assess instruction and student learning. The school's primary focus for assessment is on "the learning and growth that happens over the course of the year".

Evaluation: DAE provides a comprehensive approach to student performance assessment, detailing a range of methods, tools, and a philosophy that emphasizes continuous monitoring and student-driven assessment. **This criterion is met.**

13) Notification of Private School Closure

Criteria Requirement: The private school should provide timely notice of closure to the school committee and ensure the transfer of all student transcripts (current and former) to the Department of Elementary and Secondary Education or to the transferring school.

Drake Academy of Excellence Response: DAE explicitly states its commitment to complying with this requirement. In its "Certification Statement | General Statement of Assurances," DAE certifies that "if a private school closes, the owner must transfer all current and former students' transcripts to the Department or to the school to which a current student has transferred". This commitment is reiterated in the "Documentation of School's Enrollment" section, where DAE states it is "required and prepared to efficiently transfer transcripts of all students and former students to the Massachusetts Department of Elementary and Secondary Education and/or other schools in accordance with G.L. c. 71, § 34G" should it cease operation. Detailed information on transcript contents and transfer procedures is provided in the Records section.

Evaluation: DAE clearly acknowledges and demonstrates a full understanding of and readiness to comply with the legal requirements for notification and transcript transfer upon school closure. **This criterion is met.**

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Overall Summary for the Chelmsford School Committee:

The Drake Academy of Excellence (DAE) has submitted a detailed application that largely addresses the criteria for approval as outlined by the Massachusetts Department of Elementary and Secondary Education. Many key areas, including curriculum, staffing, administration, student learning time, and assessment, are thoroughly described and appear to meet the standards.

However, the School Committee should note two areas that require further attention or confirmation:

- 1. **Physical Plant/Safety:** While DAE commits to safety, the application states that essential documentation, such as the Certificate of Occupancy and various inspection certificates, will be provided *after* building renovation is complete. The School Committee should ensure these crucial documents are received and reviewed once available
- 2. **Financial Support:** The detailed financial evidence (profit and loss, balance sheets, budgetary provisions) is stated as "*provided upon request*" rather than being included in the submitted application. The School Committee should request and thoroughly review these documents to confirm financial solvency.
- 3. **Hazing Policy:** While general discipline is well-covered, the application does not explicitly state that the required annual hazing prohibition and disciplinary policy report will be filed for grades 6-8, as noted in the criteria. This is a minor administrative detail that should be confirmed.
- 4. **Guidance and Counseling Programs:** DAE explicitly states that it does not have a dedicated guidance counselor yet. While it proposes alternative support through its Collaborative Institute coaches with psychology backgrounds, the School Committee may wish to assess if this alternative adequately fulfills the criterion for "adequate pupil personnel services" regarding guidance and counseling.

Addressing these points would strengthen the application and provide the Chelmsford School Committee with a complete basis for its review and action.

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Criteria for Approval of a Private School by a School Committee

1) Population To Be Served

Admissions criteria; documentation of school's enrollment

2) Physical Plant/Safety

Health and Safety Issues (603 CMR 18.00, et. al.)

Address how the private school will maintain on-site safety, as well as that of any equipment used at the school in policy and procedure. Develop policy and procedure for display and maintenance of the following:

The school shows evidence of current:

- i. Certificate of Occupancy
- ii. Fire inspection
- iii. Sprinkler System Inspection
- iv. Fire Loss The fire marshal must be notified within 48 hours (excluding Sundays and holidays) in writing of any fire or explosion which resulted in a loss. The report should contain a statement of facts addressing cause and origin of the fire/explosion, scope of damage, insurance on the property, and other information as necessary.
- v. Safety inspection
- vi. Elevator inspection, if applicable
- vii. Compliance with lead paint poisoning prevention (for children under 6 years old
- viii. Compliance with other applicable federal and state health and safety standards (e.g., PCB, asbestos inspections, handicap accessibility)
- ix. Copies of valid safety and health inspection certificates
- x. Kitchen Security measures implemented which demonstrate safe and security of equipment used in the making and storage of food, as well as regular maintenance of the kitchen to ensure the sanitary condition of the area
- xi. Dining Rooms/Furniture/Utensils/Drinking Water policy and procedure indicating the use and maintenance of such facilities in accordance with the regulatory authority must be established
- xii. Bathing/Toilet Facilities water temperature, privacy issues, hygiene accommodations, mirrors, toiletries, access, flush sink or diaper rinsing sink and other regulations must be complied with. In day schools, the current requirement is one toilet and sink for every fourteen students in one or more well-ventilated bathrooms or a statement of why a lower ratio meets the school's needs.
- xiii. Classroom and General Space Requirements as required under the Code.
- xiv. Health Inspection per regulation guidelines
- xv. Pesticide Use– Policy should reflect that the private school is subject to the Massachusetts Pesticide Control Act and note any necessary requirements of that Act.

NOTE: As a general matter, policy should reflect that the site and any equipment in use on-site support the program adequately and are used and operated in such a manner as to ensure the health and safety of the student body

3) Curriculum

M.G.L. c.76 section 1 states that a school committee should approve a private school where the program meets "thoroughness and efficiency" language. Further, no mandate regarding curriculum offered by a private school is implied by this language. However, a curriculum that is equivalent to that offered by public schools should be offered, to include:

- i. Mathematics
- ii. science and technology
- iii. history and social science
- iv. English
- v. foreign languages
- vi. arts (Massachusetts Art Week (last week of May) it is wise to include a provision that celebrates this week by displaying student art works, exhibitions, or other ceremonies as required for public schools under M.G.L. ch. 6, section 15D.)
- vii. music
- viii. physical education

4) Educational Materials

Textbooks and individual instructional materials, including computers and other technology, are adequate.

5) School Staff

The instruction provided is "thorough and efficient" based on:

- i. teacher qualifications
- ii. adequate student/teacher ratio
- iii. regular evaluation of staff
- iv. the school principal reviews criminal offender record information (CORI) of current and prospective employees and volunteers, as required by law

Mandated Reporting – Under M.G.L. chapter 119, section 51A, a schoolteacher with reasonable cause to believe that a child under 18 is suffering physical or emotional injury due to either abuse, neglect, or both, must report immediately to their administrator or to DCF directly.

6) Administration

The school has a clearly defined organization that facilitates its objectives and mission.

7) Records

- A. The school maintains an adequate system of student records (e.g., attendance, health, discipline, progress reports).
- B. The student records are kept in a secure and organized manner that is consistent with federal and state student record laws to the extent applicable.
- C. The school maintains and timely provides transcripts in response to requests of students and former students in accordance with G.L. c. 71, § 34A.
- D. The school is prepared efficiently to transfer transcripts of all students and former students to the Massachusetts Department of Elementary and Secondary Education and/or other schools should it cease operation, in accordance with G.L. c. 71, § 34G.

Hazing Policy – Where Grades 6-12 are taught at the private school, an annual report must be filed to the board of education certifying notification of students by the private school of notice of the hazing prohibition and its adoption and distribution of a disciplinary policy that addresses organizers and participants of hazing under M.G.L. ch. 269, section 19.

8) Nursing, Health, Student Services

The local school committee or board of health may provide for sight, hearing, and other physical defect screening with request by a parent or guardian, where the private school has included language that it does not discriminate in entrance requirements on the basis of race or color. M.G.L. Ch. 71, section 57.

The school provides adequate pupil personnel services for all students (e.g., health care procedures, guidance and counseling programs, discipline policy).

9) Special Education

Students with disabilities attending a private school at private expense are entitled to special education designed to meet those disabilities, including individualized education program (IEP) if not paid for with state funds, e.g. federal funds. In the case of IEP, if state monies are funding a given student, the student must be served in a public facility per M.G.L, ch. 71B, section 1; St. 1999, ch. 27, section 258; CMR 28.03(1)(e).

10) Financial Support

- A. The school provides evidence of financial solvency and resources e.g., profit and loss, balance sheets, budgetary provisions, and means of sustaining educational programs to sustain the educational program.
- B. The school presents documentation of its legal status. These may include copies of the articles of incorporation and the certification of tax-exempt status.

11) Student Learning Time

The school provides adequate student learning time (length of school year and school day) and hours of instruction in each subject.

12) Student Performance Assessment

The school periodically evaluates students' skills, competencies, and knowledge and documents their progress.

13) Notification of Private School Closure

The private school should provide notice in a timely manner to the school committee from which it received approval pursuant to G.L. c. 76, § 1. In addition, once it has ceased operation, G.L. 71, § 34G requires the owner or administrator of the school to transfer transcripts of all students and former students to the Department of Elementary and Secondary Education, except for students who are transferring to another public or private educational institution. In that case, the private school must transfer the student's records to the school that the student will be attending.

Disclaimers:

School Committee's liability for damages incurred by virtue of its approval of a private school:

The approval function that G.L. c. 76, \int 1, imposes upon school committees is fairly limited. Thus, as long as a school committee acts reasonably and in good faith in carrying out its statutory approval function, its potential liability is minimal. It would be advisable to make clear in school committee policy and procedures, deliberations and votes on private school approval, as well as in correspondence with interested parties about a particular private school, just how limited the school committee's responsibility is under G.L. c. 76, \int 1.

School Committee Notification of approval, disapproval, or school closure:

Department of Elementary and Secondary Education require school committees to report any approval within their jurisdiction to the Department. The form, Notification of New Private School requires the school committee to confirm that it has approved the private school, the date which the private school commenced operation, and other basic information, such as the school's street and e-mail addresses. The Department must collect and track this information for purposes of the various federal grant funds that it distributes to private schools.

In addition, the school committee should timely notify the Department of Elementary and Secondary Education if it has decided not to re-approve, or has revoked approval of, a private school, or if the school has closed. It is important for the Department to receive this information promptly, especially if the private school at issue has a special education program that the Department has approved for placement of publicly funded students with disabilities.

The Department will refer inquiries regarding the approval status of a particular private school to the superintendent of the district in which that school is located.



SCHOOL BOARD APPROVAL APPLICATION

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A. LETTER TO SCHOOL BOARD

Dear Chelmsford School Board,

We are living in the midst of one of the most exciting and hopeful eras in education. Elementary students have won the lottery, educationally speaking, and have many reasons to look on their future with hope and anticipation.

Over the past two decades, educational research has proven which school cultures, curricula, and teaching practices help children to thrive. Applying this research has transformed many schools and the lives of children all around the world. Schools such as the Geelong Grammar School in Australia, International School of Prague, Frankfurt International School, the American International School of Budapest, and the Ron Clark Academy in Atlanta are just a few of the schools that are leveraging this research and collaborating with experts to transform education and create school cultures that help young people to thrive. Their examples are inspiring!

What these schools have in common is that they are private facilities, and therefore, have the freedom and resources that allow them to implement this research systemically. However, in Massachusetts, these types of private schools come with a price tag ranging anywhere from \$40,000-\$90,000, an impossible commodity for most families. This issue is exactly why we exist today.

We present Drake Academy of Excellence, a model private, non-profit, elementary/middle school and teacher development program. We are not the savior, but a team of collaborators who want to see children thrive, just like you do. DAE was built to be a school that highlights the great work already being done, that elevates the education that learners are receiving, and provides access to those who are utilizing proven research to shift to a post-industrial model of learning.

After many years of hard work, we are thrilled to announce that we are opening our doors in Chelmsford in fall 2026! We look forward to working collaboratively with the educational community in Chelmsford and to amplify the great work that is already happening.

Sincerely,

Esther Concepción, Founder and Brittany Young, Cofounder

B. Information Sheet

Name of Proposed School: Drake Academy of Excellence Inc.

School Address (if known): 275 Billerica Road Unit 1B Chelmsford, MA 01824

Primary Contact Person: Esther Concepción

Role or relationship of contact person to proposal: School Founder, Principal, and Teacher

Daytime Telephone: 978-254-6828

Email: econcepcion@drakeexcellence.org

1. The proposed school will open in the fall of school year: 2026 - 2027

2. Grade span at full enrollment: 1 - 8

3. Total student enrollment when fully expanded: 240

C. Certification Statement | General Statement of Assurances

I. Certification Statement

Proposed School Name: Drake Academy of Excellence

Proposed School Location (City/Town): 275 Billerica Road Unit 1B Chelmsford, MA 01824

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief and that this application has been or is being sent to the superintendent of each of the districts from which we expect to draw students and from any contiguous districts. Further, I understand that, if approved, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. This is a true statement, made under the penalties of perjury.

Signature of:

Eshory

Esther J. Concepción Date: 9/10/2025

Daytime Phone: 978-254-6829

II. General Statement of Assurances

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for the private school, Drake Academy of Excellence Inc. at 275 Billerica Road Unit 1B Chelmsford, MA 01824 is true to the best of my knowledge and belief; and further, I certify that, if awarded approval, the school will abide by the following laws as set forth by the Massachusetts DESE.

- ⇒ The supervisory officers of all private schools must report the name, age and residence of any child enrolled in the school to the superintendent of schools in the town where the children reside within 30 days of enrollment. If a child withdraws from the school, the officers must notify the superintendent within 10 days. *Mass. Gen. Laws* c. 72, §2.
- ⇒ The local superintendent of schools files an annual report with the commissioner of education on or before May 1st on the number of pupils enrolled in nonpublic schools within the district. The information is collected during the months of January and February. *Mass. Gen. Laws* c. 72, §2A.
- ⇒ Private school administrators and teachers are required to provide information or reports requested by any justice relating to the attendance, conduct, and standing of any pupil enrolled, if the pupil is awaiting court examination or trial or is at that time under the supervision of the court. *Mass. Gen. Laws* c. 119, §69.

- ⇒ Persons operating an education institution have an obligation to provide a student with his or her written transcript upon the student's request. The first copy must be provided free. Schools may charge a fee for duplicates not exceeding \$1 for each page, but not exceeding \$5 for an entire transcript. Anyone denied a transcript may petition the courts for relief. *Mass. Gen. Laws* c. 71, §§34A and 34B.
- ⇒ If a private school closes, the owner must transfer all current and former students' transcripts to the Department or to the school to which a current student has transferred. *Mass. Gen. Laws* c. 71, §34G.
- ⇒ The principal or chief administrator of a private school must obtain at least every three years all available criminal offender record information from the department of criminal justice information services for any current or prospective employee or volunteer at the school "who may have direct and unmonitored contact with children, including any individual who regularly provides school related transportation to children." The principal or chief administrator of a private school must also obtain a state and national fingerprint-based check for all current and prospective school employees "who may have direct and unmonitored contract with children." Whether to require fingerprint-based check for volunteers is left to the discretion of each school. *Mass. Gen. Laws* c. 71, §38R.
- ⇒ The fingerprint-based background check requirements for public and private schools are spelled out in the regulations of the Department at 603 Code of Massachusetts Regulations (CMR) 51.00.
- ⇒ Private school teachers who have reasonable cause to believe a child under 18 is suffering physical or emotional injury resulting from abuse or neglect are under an obligation to immediately report the condition either to the Massachusetts Department of Children and Families or to the school administrator, who is then responsible for notifying the Department of Children and Families. *Mass. Gen. Laws* c. 119; §§21 and 51A.
- ⇒ Persons apprehended for manufacturing or distributing controlled substances within 300 feet of a private elementary, vocational, or secondary school will receive a mandatory sentence of not less than two years. *Mass. Gen. Laws* c. 94C, §32J.
- ⇒ Fires or explosions resulting in a loss of life must be reported in writing within 48 hours, excluding Sundays and holidays, to the fire marshal. Reports must be on forms furnished by the Massachusetts Department of Fire Services, and contain a statement of all known facts relating to the cause and origin of the fire or explosion, the extent of the damage, the insurance upon the damaged property, and other information as required. The fire marshal shall keep or cause to be kept a record of all fires or explosions occurring in the state, and ensure that the results of such investigations and records are open to public inspection. *Mass. Gen. Laws* c. 148, §2.
- ⇒ Private schools are subject to the *Massachusetts Pesticide Control Act. Mass. Gen. Laws* c. 132B; §§1 and 2.
- ⇒ Students who attend approved private schools are entitled to the same rights and privileges to transportation to and from school as are provided by law for public school students, within specified limits. *Mass. Gen. Laws* c. 76, §1.
- ⇒ Street or elevated railway companies must provide special rates for public and private school students during the days or evenings when school is in session not to exceed one-half of the regular fare. *Mass. Gen. Laws* c. 161, §108.

- ⇒ The use of state or local funds to pay for textbook loans to pupils of private schools violates the state constitution. *Bloom v. School Committee of Springfield*, 379 N.E.2d 578 (1978).
- ⇒ The Department suggests that the "thoroughness and efficiency" criteria can be interpreted to include approval based on the private school's textbooks and materials. <u>Advisory on Approval of Massachusetts Private Schools Pursuant to Mass. Gen. Laws c. 76, § 1.</u>
- ⇒ The Department suggests that the "thoroughness and efficiency" criteria can be interpreted to include approval based on the private school's student performance assessment procedures. Advisory on Approval of Massachusetts Private Schools Pursuant to Mass. Gen. Laws c. 76, § 1.
- ⇒ School committees may authorize the prepayment of tuition of a publicly place student with disabilities, for a period not exceeding three months, to any approved private school. *Mass. Gen. Laws* c. 71, §71D.
- ⇒ Eligible students with disabilities who attend private school at private expense are entitled to special education designed to meet their needs. The school district where the student with disabilities is a resident must provide genuine opportunities to participate in the public school special education program consistent with the state constitutional limitations. Eligible students are entitled to an individualized education program (IEP). Services provided or arranged for by the district pursuant to an IEP, if paid for with state or local funds, must be provided in a public facility or other public or neutral site. If services are funded only with federal monies, they may be provided on private school grounds. Administrative Advisory SPED 2007-2: IDEA-2004 and Private School Students (Updated July 2008).
- ⇒ Pupils attending private schools may receive screening for sight, hearing, and other physical defects through the local school committee or board of health at the request of a parent/guardian, providing the private school is approved and does not discriminate in its entrance requirements on the basis of race or color. *Mass. Gen. Laws* c. 71, §57.
- ⇒ Private schools are eligible to receive grants from the Massachusetts Science, Technology Engineering, and Mathematics Grant Fund with the purpose of increasing the number of qualified science, technology, engineering and mathematics teachers and improving the course offerings in the areas of science, technology, engineering and mathematics. *Mass. Gen. Laws* c. 29, §2MMM.
- ⇒ Private school property is exempt from property taxation as a "literary, benevolent, charitable and scientific institution." Mass. Gen. Laws c. 59, §5. Board of Assessors v. Garland School of Home Making, 6 N.E.2d 374 (1937).
- ⇒ Constitutional Provisions: The Massachusetts Constitution provides that no appropriation of public money may be made to aid a primary or secondary school that is not publicly owned and under the exclusive control of public officers authorized by the Commonwealth. *Mass. Const. Ann. Amend.* Art. 18 §2

D. School Committee Approval Checklist | School Committee Vote

I. School Committee Approval Checklist:

As suggested by the Massachusetts Department of Elementary and Secondary Education, the following criteria are adequately met in this document and warrant school board approval for Drake Academy of Excellence to operate in Chelmsford, Massachusetts.

Population to be served: Sections F, G / Page 11	
Admission criteria; documentation of school's enrollment	
Physical Plant/Safety: Section H / Page 14	
A. The school shows evidence of current: Certificate of Occupancy, fire inspection, safety inspection, elevator inspection (if applicable), compliance with lead paint poisoning prevention (for children under 6 years old), compliance with other applicable federal and state health and safety standards (e.g., PCB, asbestos inspections, handicap accessibility), and copies of valid safety and health inspection certificates.	
B. The site, plant, and equipment adequately support the program and are operated to ensure the safety and health of the students.	
Curriculum & Assessment: Section J / Page 21 The curriculum offered is "equivalent" to that offered in the local school system generally and, specifically, in terms of the following instructional areas: mathematics, science and technology, history and social science, English, foreign languages, the arts, physical education.	
Educational Materials: Section K / Page 31 Textbooks and individual instructional materials, including computers and other technology, are adequate.	
School Staff: Section L / Page 32 The instruction provided is "thorough and efficient" based on: Teacher qualifications, adequate student/teacher ratio, and regular evaluation of staff.	
CORI: Section L / Page 33 The school principal reviews criminal offender record information (CORI) of current and prospective employees and volunteers, as required by law.	
Administration: Section L / Page 32 The school has a clearly defined organization that facilitates its objectives.	
Records: Section P / Page 46 A. The school maintains an adequate system of student records (e.g., attendance, health, discipline, progress reports). B. The student records are kept in a secure and organized manner that is consistent with federal and state student record laws to the extent applicable.	

C. The school maintains and timely provides transcripts in response to requests of students and former students in accordance with G.L. c. 71, § 34A.	
D. The school is prepared efficiently to transfer transcripts of all students and former students to the Massachusetts Department of Elementary and Secondary Education and/or other schools should it cease operation, in accordance with G.L. c. 71, § 34G.	
Student Services: Section Q / Page 48 The school provides adequate pupil personnel services for all students (e.g., health care procedures, guidance and counseling programs, discipline policy).	
Financial Support: Section R / Page 56 (Budget in appendix pg. 67) The school provides evidence of financial solvency and resources to sustain the educational program.	
Legal Status: Section R / Page 56 (Documentation in appendix pg. 68-69) The school presents documentation of its legal status. These may include copies of the articles of incorporation and the certification of tax exempt status.	
Student Learning Time: Section S / Page 57 The school provides adequate student learning time (length of school year and school day) and hours of instruction in each subject.	
Student Performance Assessment: Section J / Page 21 The school periodically evaluates students' skills, competencies, and knowledge and documents their progress.	

II. School Committee Vote

<u>Name</u>	<u>Vote</u>
Mr. Dennis F. King II (Chair)	
Ms. Maria L. Santos, Vice Chair	
Ms. Diana M. Lebeaux, Secretary	
Mrs. Susan Mackinnon	
Mr. John W. Moses	

E. Executive Summary

Mission: The Drake Academy of Excellence is driven to transform education and leadership practices in the United States. In collaboration with the world's most prestigious universities and authorities in education, our model school implements proven research and is intentionally designed to scale on a national level. Shifting from industrialized practices and mindsets, our model prioritizes human development and unleashes the greatness in others by valuing their unique worth and fostering an enthusiasm for learning that empowers them to inspire, lead, and contribute to the world.

Vision: To be a catalyst for systemic educational change by modeling innovative and research driven strategies that develop students, teachers, and leaders.

Competitive advantage: Based on research and partnerships with educational leaders, we designed DAE to be a catalyst for systemic educational change by supporting children and adults as they shift from the ideals of manual labor, seen in the industrialized school model, to a framework that inspires students to develop the skills and mindsets that build academic excellence, emotional intelligence, and mental health. Because this level of mental complexity demands a completely different set of skills and higher levels of learning, our school is designed to be a hub where this level of development takes place. Not only do teachers and students engage in peer coaching, we also host a teacher and leadership development collaborative, where passionate teachers and leaders visit our school, learn how to implement this research, and receive ongoing coaching and accountability as they re-enter their workplaces.

Why we are unique: Our model is based on the understanding that deep learning and well-being are equally important in the long-term success of young children. At Drake, we follow the principles of Positive Education, prioritizing academic excellence, emotional intelligence, and strong mental health.

F. Systemic & Community Need | Population to be Served

I. Systemic & Community Need

A strong educational system that offers innovative and research-driven educational models and programs is essential for transforming current educational, economic, and social barriers. At a local level, there are 4 public elementary schools, 2 middle schools and 1 high school in Chelmsford ranging from K - grade 12. There is also 1 Montessori School, and a private non-profit school and treatment center that serves students with disabilities. Currently, there are no traditional private schools in Chelmsford.

II. Population to be Served

This private, non-profit school serves students in grades 1-8 and teachers and leaders from around the country who want to implement proven research and learn how to build life-long learners. We will open in September 2026 with a mixed grade classroom, serving grades 3, 4, with approximately 30 students. Each year, we will and add one grade level until a capacity enrollment in 2034 with approximately 240 students. We are committed to enrolling students from northwest Massachusetts (Chelmsford, Lowell, Dracut, Dunstable, Groton, and Tyngsboro) and southern NH (Nashua, Hudson, and Merrimack) who:

- ⇒ Are from the culturally diverse backgrounds represented in the communities we serve
- ⇒ Are from low income and high income families
- ⇒ Have experienced varying levels of academic success

G. Admissions Criteria | Documentation of School's Enrollment

I. Admissions Criteria

Our student body demonstrates our belief that all children can learn and thrive in the right environment. We enroll students who:

- Are representative of the various cultures in our service area
- Have been successful in school 1/3
- Have experienced average academic success 1/3
- Haven't experienced academic success 1/3
- Are under grade level in reading and/or math

An ideal Drake Academy of Excellence student is someone who:

- ⇒ Is not reaching their full potential in public school.
- ⇒ Is unmotivated and not thriving in private school.
- ⇒ Has caused behavior problems in school.
- ⇒ Has experienced high levels of academic success in public school.

Student Eligibility:

- ⇒ All student applicants must be enrolled in either Massachusetts or New Hampshire when they apply.
- ⇒ Applicants must reside in either Massachusetts or New Hampshire.
- ⇒ Once admission decisions are made, we do not have a waiting list.
- \Rightarrow Regardless of the situation, we do not accept rolling applications.

Admission Procedure:

- For the 26/27 school year, applications will be accepted between October 1st and May 15th. Acceptances will be sent out on June 1st with a parent decision due on July 15th.
- Before applying, students must meet all eligibility requirements.

II. Documentation of School's Enrollment

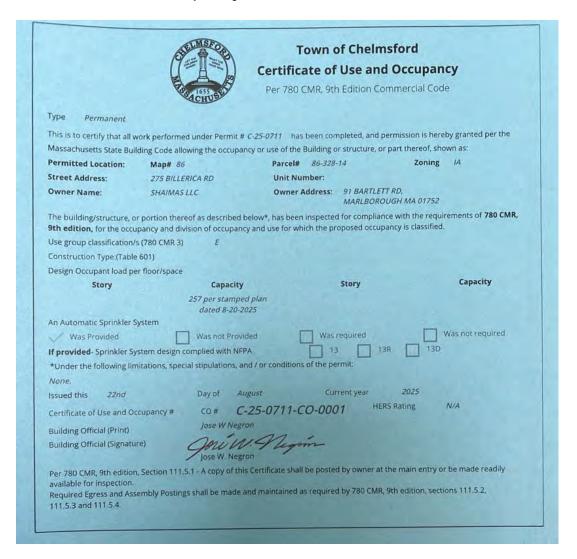
We will start accepting applications for the 26/27 school year on October 1, 2025. According to MA DESE, should Drake Academy of Excellence cease operation, we are required and prepared to efficiently transfer transcripts of all students and former students to the Massachusetts Department of Elementary and Secondary Education and/or other schools in accordance with G.L. c. 71, § 34G.

H. Physical Plant | Safety

The site, plant, and equipment adequately support the program and are operated to ensure the safety and health of the students.

The following building safety documentation will be submitted to the school committee once building renovation is complete.

I. Certificate of Occupancy



II. Fire Prevention and Safety Inspection



III. Elevator Inspection - N/A

IV. Compliance with lead paint poisoning prevention (for children under 6 years old) – Building built after asbestos use. No children under 6 being enrolled.

V. Compliance with other applicable federal and state health and safety standards Handicap accessible: See architect affidavit below:



Final Construction Control Document

To be submitted at the completion of construction by a

Registered Design Professional

for work per the 9th edition of the

Massachusetts State Building Code, 780 CMR, Section 107.6.4

Project Title: DRAKE ACADEMY OF EXCELLENCE Date: 08-21-25 Permit No. #: C-25-0711

Property Address: 271 BILLERICA ROAD - CHELMSFORD, MA

Project: Check (x) one or both as applicable:

New construction X Existing Construction

Project description: Interior renovation for a new Educational facility. Add one new Student handicap toilet. Added a new ramp to the existing raised platform. Redo the entry handicap ramp.

I. Charles Cochran, MA Registration Number: 6559 Expiration date: 08-31-26, I am a registered design professional, and hereby certify that I have prepared or directly supervised the preparation of all design plans, computations and specifications concerning:

X Entire Project Fire Protection X Architectural Electrical

Structural

Mechanical

for the above named project. I certify that I, or my designee, have performed the necessary professional services and was present at the construction site on a regular and periodic basis to determine that the work proceeded in accordance with the requirements of 780 CMR and the design documents prepared by me and approved as part of the building permit, and that I or my designee:

- Have reviewed, for conformance to this code and the design concept, shop drawings, samples, and other submittals by the contractor in accordance with the requirements of the construction documents.
- 2. Have performed the duties for registered design professionals in 780 CMR Chapter 17, as applicable.
- Have been present at intervals appropriate to the stage of construction to become generally familiar with the
 progress and quality of the work and to determine if the work was performed in a manner consistent with the
 construction documents and this code.

Enter in the space to the right a "wet" OF ARCHITECTURE electronic signature and seal:

Phone number: 617-694-5356 Email; cac@cornerstonearchitects.com

Building Official Use Only

Building Official Name:

Fermit No.:

Duic:

VI. Health inspection certificate - N/A. We are not serving food and were told by the Chelmsford Health Inspector that we do not need an inspection (see email below)

Donna Greenwood

Wed, Aug 20, 1:57 PM

Good afternoon,

You do not need an inspection from the Health Department. If you decide to put in a kitchen, please let us know.

Thank you, Donna

Donna Greenwood

Public Health Director
Town of Chelmsford
phone. 978-250-5241
email. DGreenwood@chelmsfordma.gov
50 Billerica Rd
Chelmsford, MA, 01824, USA
www.chelmsfordma.gov

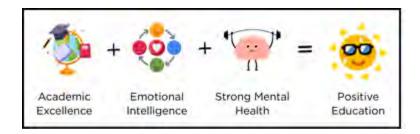
I. Educational Philosophy | Model of Learning and Understanding

- I. Educational Philosophy: We are all learners, all the time.
- II. Model of Learning and Understanding: Our model focuses on empowering children to learn and build the tools that promote well-being. Every touchpoint in the school, from the student to instruction, from parents to the community, emphasizes Positive Education, learning that is visible, learning that transfers (a way of making sense of new content and how it helps us to understand our world).

To build our model of learning and understanding, we follow the research and principles of:

- ⇒ Positive Education
- ⇒ Learning that Transfers
- ⇒ Visible Learning

Positive Education: We teach students how to develop the character strengths and mental fortitude inherent in learners and in those who experience well-being. Positive Education includes three inter-connected elements that are baked into all that we do at Drake: Academic excellence, emotional intelligence, and strong mental health.



Learning that Transfers: To have transfer-focused classrooms, we shift from traditional learning models and student/teacher roles. These shifts empower students to experience the thrill of learning and engagement (see chart below).

	In a Non-Transfer-Focused Classroom	In a Transfer-Focused Classroom
Student role	Receiver of knowledge	Director of their own learning
	Collector of disconnected bits of information	Cognitive apprenticeship
Teacher role	Instructor of knowledge	Designer of empowering lessons
	Director of learning	Modeling thinking
Curriculum	Atomized bits of knowledge and skills, not necessarily connected to students' lives	Deliberately builds organizing schema, honors students' prior knowledge and experiences.
Assessment	What do students know and what can they do?	How well are students building organizing schema? How well are we teaching?
Instruction	Linear; students study one topic at a time then move on, mastery signals moving on to something new	Iterative; connected to students' prior knowledge, transfer deepens learning, understanding is interrogated
Leadership	Enforcer of rules Checker of grade books	Partners with teachers for long-term student growth
Parents	Called upon for grading, reporting, or student misbehavior	Partners with teachers for long-term student growth
Community	Operates separately from the school	Collaborator and provider of valuable, practical learning for students

Adapted from Learning that Transfers (Stern, J. 2021)

Following the Learning that Transfers model allows us to build lessons and units that incorporate students' prior knowledge and build organizing schema to foster transfer. Shift in Student and Teacher Roles

STUDENT ROLE	TEACHER ROLE
DIRECTOR of their own learning	DESIGNER of empowering lesson plans
DETECTIVE of their own learning	DETECTIVE of student thinking
COLLABORATOR with peers and teachers	EVALUATOR of their own impact on learning
PATTERN-SEEKER through diverse ideas and experiences	CURATOR of diverse resources and experiences
Might look like:	Might look like:
Co-constructing success criteria	Establishing a collaborative, safe culture
Setting goals	Establishing credibility
Monitoring their thinking	Making thinking routine
Self-questioning	Modeling thinking
Self-regulating	Modeling risk taking
Selecting among strategies	Modeling learning from errors

Providing self and peer feedback	Cognitive coaching students
Applying feedback	Providing and soliciting feedback
Deciding what to investigate next	Adjusting instruction
Adjusting learning behavior	

Adapted from Learning that Transfers (Stern, J. 2021)

Visible Learning: Students build the skills of visible learners and are able to drive, monitor, and assess their learning. Teachers are guides that lead students to develop the following characteristics of visible learners:

Characteristics of Assessment-Capable Visible Learners:

- 1) I know where I am going.
- 2) I have the tools for the journey.
- 3) I monitor my progress.
- 4) I recognize when I'm ready for what's next.
- 5) I know what to do next.

J. Curriculum & Assessment

I. Curriculum

The curriculum offered is "equivalent" to that offered in the local school system generally and, specifically, in terms of the following instructional areas: Mathematics, science and technology history and social science, English, foreign language, the arts, physical education.

We provide instruction in English Language Arts, Mathematics, Global Studies/History, and Science. Creative Arts: Music, Drama, Dance, Art, Spanish Immersion, Technology Integration, Leadership, Etiquette and Poise, Public Speaking, Finance.

Enrichment: We offer the following enrichment areas: KEVA, Science Olympiad, media, and dance.

We are a standards informed school, meaning that we look to the Massachusetts Curriculum Frameworks to ensure that our learners can transition into public schools when necessary. To build on the standards and to help our students meet high levels of learning, we have partnered with Julie Stern with Learning that Transfers to train our staff and model for visiting educators how authentic and rich learning, through transferring concepts across curricular areas, takes place in a school.

Listed below are the curriculum guides we will be using, as well as the curricular frameworks for Math, ELA, Social Studies, and Science for grades 1-8.

English Language Arts: Fundations by Wilson Language Basics (reading writing, spelling, handwriting). Wilson Reading System

Assessment: Formative and summative assessments, quizzes tests, portfolios
Lexile - Find books at the right level and measure growth throughout the year
Ames Web - Benchmark assessments, progress monitoring
Wade Assessments by Wilson - Placement and progress monitoring
iReady - Progress monitoring
DIBELS

LTRS - Professional development

Mathematics: Math in Focus: Singapore Math by Marshall Cavendish (Grades 1-8)
Assessment: Formative and summative assessments, quizzes tests, portfolios
Singapore Mathematics Thinking Skills and Heuristics: The underlying processes and strategies essential to problem solving.

Science: FOSS Next Gen Science (Grades 1-8)

Assessment: Formative and summative assessments, quizzes tests, student science experiment notebooks

Social Studies: IMPACT by McGraw Hill (Grades 1-5). Facing History and Ourselves Curriculum and Pedagogy (Grades 6-8)

Assessment: Formative and summative assessments, guizzes tests, student discussions

Positive Psychology: PEEC (Grades 1-8)

Assessment: Growth will be tracked over time. Formative and summative assessments, strengths finder quizzes.

Social Emotional Learning and Leadership: (Grades 1-8) iLEAD John Maxwell Elementary Curriculum

Assessment: Panorama Family-School Relationship Survey

Spanish: Risas y Sonrisas (1-5, starting in grade 3)

Assessment: Formative and summative assessments, quizzes tests, student discussions

Unified Arts Classes taking place during the school day:

- Visual Arts
- Music
- Physical Education/Health
- Technology

Mandatory Enrichment Programs taking place during the school day:

- Keva
- Science Olympiad
- John Maxwell iLead Leadership
- Life Skills

After school programs available to families at an extra cost:

- Dance: Taught by Joanne Idarraga from Planet Dance
- Media Facilitated by Faith Brodi with Billerica Access Television

Please see the appendix for Massachusetts Curricular Standards.

Guiding Principles

As a school that is committed to following proven research, the Drake Academy of Excellence understands that this research must be built into each section of our model. We are dedicated to being cognizant of research, reflective in our practice, and adapting to best meet the needs of our students.

Curriculum and pedagogy must be:

Research-driven	Rooted in humanity
Aligned with principles of Positive Psychology	Rigorous
Relevant	Engaging
Scaffolded	Globally-driven
Antiracist	Culturally responsive

Guiding Research

To begin the work of teaching children how to learn and to provide them with the foundation they will need to succeed in the future, we have aligned ourselves with the consensus found among researchers regarding what children need to learn and know to experience academic and personal success.

The consensus found among leading researchers and experts about what is most important for children to learn, align with the DAE Habits of Mind and the research conducted by our partner, Julie Jungalwala. This is what drives our instruction and curriculum design.

TONY WAGNER'S	SIR	HEWLETT	PARTNERSHIP	INSTITUTE	DRAKE	
THE GLOBAL	ROBINSON'S	FOUNDATION'S	FOR 21ST	FOR	ACADEMY OF	
ACHIEVEMENT	CREATIVE	DEEPER	CENTURY	FUTURE OF	EXCELLENCE	
GAP SCHOOLS		LEARNING	SKILLS	LEARNING	HABITS OF	
		NETWORK		WORTHY	<u>MIND</u>	
				SKILLS		
Critical thinking and problem solving	Curiosity	Mastery of core academic content	Learning and innovation skills (the 4Cs): Communication Collaboration Creativity Critical thinking	Self-directed learning	Critical thinking	
Collaboration across networks and leading by influence	Creativity	Critical thinking and complex problem solving	Life and career skills	Creativity and innovation	Self-reflection and assessment	
Agility and adaptability			Information, media, and technology skills	Planning, adaptability and agility	Communication	
Initiative and entrepreneurship	Communication	Effective communication	Key subjects- 3Rs and 21st century themes	Strengths, awareness and application	Transfer of knowledge	

Effective oral and written communication	Collaboration	Learning how to learn	Self-efficacy	Confidence, agency, responsibility, and purpose
Accessing and analyzing information	Compassion	An "academic mindset"	Global citizenship	Learning how to be a life-long learner
Curiosity and imagination	Composure		Relationship building	Compassion that leads to action
	Citizenship		Critical thinking and problem solving	Sustainability

Habit of Mind 1: Critical Thinking

Our world demands higher levels of thinking than ever before. To prepare our students and teachers for the future, we foster critical thinking to develop the habits of mind that lead to authentic learning. Teachers and leaders model critical thinking and engage students in deep learning by utilizing essential questions, Immunity to Change methodologies, and mind work tools. Students are supported in the development of a mental infrastructure that increases their capacity for higher order thinking.

Habit of Mind 2: Self-reflection and Assessment

Reflecting on one's actions and assessing outcomes is essential to human growth and development. Since DAE is built as a Deliberately Developmental Organization (DDO), staff and students alike are accountable to improve the performance of the community as a whole. Students and staff will engage in self-assessment through a range of opportunities such as quarterly and yearly goal setting and evaluations, shared grading, and portfolio reviews. Our culture inspires students to bring their whole selves to school and provides a safe space where they can engage in self-reflection to maximize their potential.

Habits of Mind 3: Communication

Communication and sharing of thoughts and ideas are among the most essential of human needs. At DAE, we recognize the importance of creating an environment that provides a safe space for students to share ideas while supporting effective and meaningful communication. Rational discourse is key to supporting students as they confidently navigate the world and become active listeners, inspired advocates, and empowered learners.

Habit of Mind 4: Transfer of Knowledge

Being able to transfer skills and knowledge from one concept to another is a key indicator in true learning, yet it is often overlooked in schools and curriculum design. Built upon the research of John Hattie and the expertise of Julie Stern, DAE provides students with opportunities to make personal connections with content through authentic and rich learning experiences.

Habit of Mind 5: Confidence, Agency, Responsibility, and Purpose

Each and every person is unique and has something of great value and meaning to contribute to this world. We believe that every student has the responsibility to use their strengths and blessings to help make the world a better place. At DAE we nurture students to be confident in who they are, to bring their whole selves to school, and develop their unique skills and talents to create a better world

Habit of Mind 6: Learning how to be a Life-Long Learner

Schools should foster a deep love for learning that translates into a life-long commitment to education. We partner with leading experts in education to ensure that our learning model is fun and instills a passion for learning in our students and teachers. We ALL are learners at DAE, working together to actively and enthusiastically pursue knowledge.

Habit of Mind 7: Compassion that Leads to Action

Even though society stresses "me", DAE values "we" and is committed to the meaning found in the service of others. This is not limited to students. Our staff is dedicated to this work, not only through modeling but also through building learning experiences that are centered on compassion, humanity, and service.

Habit of Mind 8: Sustainability

The systems that we have relied on for centuries are no longer sufficient for this world. On many fronts, we are on the brink of crisis because these outdated systems have not been replaced with innovative and agile models intentionally designed to help people develop and thrive. DAE is not only dedicated to the human development of our students, and staff, we are committed to working with our students to find solutions to the environmental, social, and economic concerns we face. The Collaborative Learning institute (DCLI) extends this commitment by providing the community with the necessary tools to help shift existing environmental and social systems and create a more sustainable and healthy world.

Prioritizing Standards:

Drake Academy of Excellence is standards informed. To ensure that we have the most research aligned and rigorous curriculum possible, we "unpack" the standards and prioritize them based on the following criteria as seen in Learning that Transfers.

Criteria for Prioritizing Standards

Criteria	Guiding Questions
Disciplinary Vision	Do the concepts and skills within the standard serve as powerful vessels for conveying my disciplinary vision to students?
Cohesive Transfer	Do the concepts and skills within the standard reveal the underlying structure that will transfer between grade levels creating a cohesive curriculum?
Real - World	Do the concepts and skills within the standard transfer to real-world application?
Interdisciplinary	Do the concepts and skills within the standard transfer between domains of the discipline or across disciplines creating interdisciplinary connections?
High Stakes	Do the concepts and skills within the standard have greater weight on high stakes tests?

Lesson Planning:

As use the Understanding by Design (UbD) model to build our lessons and plan for instruction:

The UbD Backward Design process:

- 1. Identify desired results
- 2. Determine acceptable evidence
- 3. Plan learning experiences and instruction

Instructional Design:

- 1- Learning that Transfers (Julie Stern) This forms a type of scaffolding in the brain and students are able to experience rich and authentic learning while building brain capacity and efficiency as they continue to learn.
- **2- Immunity to Change/Mind Work (Bob Keagan and Lisa Lahey)** When students and teachers shift from the ideals of manual labor, as seen in the industrialized model, to a framework that focuses on increasing mental capacity, they become drivers of their own growth and learning.
- **3- Humanity-centered learning and leading** When humanity is the lens through which we approach all learning, teachers are coaches who nurture the unique strengths and passions of each student.
- **4- Well-being and flourishing** Utilizing the principles of Positive Psychology as the cornerstone to learning and growth builds strong and resilient children who know how to handle challenges and overcome obstacles.

- 5- Project Based Learning Project Based Learning supports the concepts in Learning that Transfers, allows students to work collaboratively over time to solve a problem, acquire a skill, and investigate content further. This approach allows children the rich experience of learning by trial and error and to learn while doing, in order to make learning stick.
- **6- Creativity (music, drama, dance, art)** The Drake Academy acknowledges the positive impact the arts have on learning and we incorporate music, dance, and drama into each content area for immersive experience.
- **7- Service Learning** Every human being is at their best when they are helping others. We combine service projects with learning, so students are challenged and equipped to solve real-world problems out in the community. We utilize Jane Goodall's Roots and Shoots program to facilitate this in our school curriculum.

We have a traditional grading system for grades 1-8. In September, students will participate in baseline assessments in ELA and Mathematics. Standardized tests are not administered until grade 3. Throughout the year, they will be assessed using the Mastery Transcript Consortium (MTC). As a team, our staff will review the 8 Habits of Mind to determine the criteria of growth in learning in each area. Students will assemble their work into portfolios and upload this into MTC as indicators of learning. Students will also participate in formative and summative assessments, quizzes, tests, exit tickets, and debates to assess for learning.

Below is a chart much like the one we will use to assess learning throughout the year. Students understanding will also be measured in formative and summative assessments as well as exit tickets, quizzes, and tests, in addition to a standardized test at the end of each year (when we start formal standardizes testing is tbd). However, as we are a learning institution, we are primarily focused on the learning and growth that happens over the course of the year. As you can see below, there are 6 competency based areas, each with several learning targets, described on the next page. We have already laid out our 8 Habits of Mind, which will be our competencies in this chart. Our students will determine their learning goals for each habit of mind and continually assess their progress and mastery. Then they will determine the evidence that they feel most demonstrates their mastery and include that in their transcript.

We will also refer to the wellbeing chart below to assess our instruction and student learning.





Advanced Credits (ACs)





All Required FCs

All Available ACs



Earned

····· In progress

?

Applied Analytical and Critical Thinking

Problem Solving Evaluating Evidence

Ideation Iteration Reasoning

Information Literacy
Compelling Curiosity

Authentic Contribution +

Transfer +

Advanced Statistical Reasoning + A

Statistical Reasoning A

Self Directed Learner

Process Engagement + Self-Determination + •

Academic & Intrapersonal Reflection

Self-Advocacy

Integrity & Responsible Decision

Making

Resourcefulness Goal Setting Resilience Growth Mindset

Leadership, Civic Engagement, and Social Influence

Leadership Collaboration +
Historical Connections A
Digital Citizenship
Global Citizenship
Geographical Analysis
Project Leadership
Community Engagement +
Exploring Perspectives
Student Designed Project +
Emergent Leadership + O A
Global Interdependence +

Ethical and Moral Integrity +

Communication and Collaboration

Articulation in Writing Responsible Contribution Academic Conversations Creative and Formal Written Expressions

Literature Analysis
Negotiation

Fostering Collaborative Team

Environment

Deep Listening +

Public Speaking +

Persuasion +

Adaptive Learning

Bilingualism
Historical Reasoning
Mathematical Reasoning
Scientific Process
Data Interpretation
Science of Learning

Scientific Reasoning & Process A

Advanced Scientific Investigation +

Creativity and Innovation

Original Expression
Entrepreneurship
Applied Project Design +
Divergent/Lateral Thinking +
Public Exhibition Design +
Advanced Original Expression +

Public Exhibition of Work
Apprenticeship
Creativity From Synthesis
Creativity From Transfer



Building strong children by equipping them with the tools to learn and the the skills that promote their well-being.

SPIRITUAL Receiving Essential Human Needs from Myself and Others

Purpose, Significance/Value, Meaning, Connection, Acceptance

Positive Education: Academic excellence, emotional intelligence, strong mental health

Building the Mindsets and Character Traits of a Learner

Mindsets: Resilience. Engagement, Critical thinking, Mental agility, Curiosity, Creativity

Character traits: Humility, Optimism, Self-discipline, Persistence, Generosity toward others, Enthusiasm, Courage

Positive Education: Academic excellence, emotional intelligence, strong mental health

DAE's Skills for Learning Excellence

Compassion that leads to action Confidence, agency, responsibility, purpose

Sustainability

Resilience and optimism Critical thinking

Learning how to learn

Communication

Self-reflection and assessment

Positive Education: Academic excellence, emotional intelligence, strong mental health

Flourishing/Thriving

Positive emotion, Engagement, Relationships, Meaning, Achievement Positive Education: Academic excellence, emotional intelligence, strong mental health

RELATIONAL

K. Educational Materials

Textbooks and individual instructional materials, including computers and other technology, are adequate.

In addition to the curriculum books mentioned above, students will have access to fiction and nonfiction literature that enhances the curriculum in each subject. For each content area, we are including supplemental materials, such as math manipulatives and science materials. Each classroom is equipped with computers for student use during technology blocks. Teachers also utilize a smartboard to provide engaging and interactive instruction.

L. School Staff | CORI | Administration

I. School Staff

Head of School / Teacher:



Esther Concepción M.Ed., Founder, Executive Director

Esther is passionate about creating environments in which children thrive academically and emotionally and has experienced success using the philosophies in this plan to increase academic rigor, teacher and student engagement, and positive relationships between leaders, teachers and students.

Admin. Coordinator, Director of V.O.I.C.E.S Initiative



Brittany Young, M.A.P.P., Cofounder

Brittany's calling was found after her son Ryker was turned away from volunteeering at a local animal shelter because he was "too young". It was because of this experience that Brittany found her true passion, to empower children to make a difference in their communities. With his mom's quidance, Ryker formed his own organization, Ryker's Pawsome Box

Adventure, that delivers boxes full of blankets, toys, and treats to animal shelters. This organization has impacted the lives of animals in 200 shelters throughout New England. When hurricane Laura hit Lousiana, Ryker collected 1,304 pounds of animal food and 1,200 bottles for relief efforts. Over the years, Ryker expanded his community impact to include trash pick up days, creating and sending greeting cards to nursing home residents, delivering appreciation bags to first responders, and thank you cards to hospital staff, (just to name a few). When Brittany heard about the mission of Drake Academy of Excellence, she knew that she had to help empower other children. She believes that all children need to know that they can make a difference wherever they go, and that no act of kindness is ever too small. Brittany is a member of Alpha Signa Lambda Honors Society and the National Society of Leadership and Success.

Additional staff for 2026 school year:

Bilingual School Secretary (1)
Reading Specialist / part-time (1)
Music teacher / part-time (1)
Art teacher / part-time (1)

II. CORI

We will be conducting background checks (CORI's) on all of our staff including volunteers and contracted employees. As per Massachusetts General Law and in compliance with the standards set forth by MA DESE, M.G.L. c. 71, § 38R requires all schools to conduct criminal background checks on current and prospective employees and volunteers, including those who regularly provide school related transportation to students, who may have direct and unmonitored contact with children. CORI must be obtained from the CHSB at least every three years during an individual's term of employment or service. In addition, M.G.L. c. 6, § 172I, requires schools to obtain CORI of employees of taxicab companies that have contracted with the schools to provide transportation to pupils under M.G.L. c. 71, § 7A. Contracting taxicab companies are required to submit the names of employees who may have direct and unmonitored contact with pupils to the appropriate school committee or school superintendent prior to those drivers transporting any pupil.

The law also allows schools to conduct CORI checks on subcontractors or laborers commissioned to do work on school grounds that may have direct and unmonitored contact with children. This includes school bus or van drivers employed by a transportation company under contract with the district to provide transportation services to students.

III. Administration

Head of School:



Esther Concepción M.Ed., Founder, Executive Director



Brittany Young B.A. Certified Positive Educator, Co-Founder, Admin. Coordinator, Director of V.O.I.C.E.S Initiative

M. Governance

The school organization has a clearly defined organization that facilitates its objectives.

I. Governance



A. Executive Board of Directors

The Drake Academy of Excellence Executive Board of Directors is comprised of a diverse group of professionals from financial, business, education, and leadership backgrounds. It provides fiscal management, administrative support, and general oversight to ensure that all business operations are adhering to and furthering the mission and vision of the organization.



B. Advisory Board

The Advisory Board is comprised of influential community leaders who have a pulse on the happenings and needs of the community. As we make decisions, we rely on their advice and expertise. They provide broad oversight and advice to help make DAE a school of impact.















C. Executive Director

Esther Concepción M.Ed., Founder, Drake Academy of Excellence



The Executive Director has responsibility for communicating and managing the mission and vision of the school to stakeholders, administration, and staff. This includes supervising the daily operations of the organization and Executive Board.

D. Teachers and Coaches

Drake Academy of Excellence teachers and coaches are the hands-on experts who implement, model, and embody the DAE values and principles that further the mission and vision.



Susanna Katsman - Susanna is an instructor for Harvard Extension School's Professional Development Program "Essential Management Skills for Emerging Leaders." Susanna holds an Ed.M. in Human Development and Psychology from the Harvard Graduate School of Education, an M.A. in Biology from Brandeis University and is trained and qualified in Immunity to Change Facilitation by Minds at Work.



Julie Jungalwala - Julie is the founder and Executive Director of the Institute for the Future of Learning, a nonprofit organization transforming the factory model of education for a diverse range of public schools, independent schools, public charter schools, and educational organizations. She earned a master's degree in technology, innovation, and education at Harvard Graduate School of Education.



Julie Stern - Julie is the four-time best-selling author of *Learning That Transfers, Visible Learning for Social Studies, The On-Your-Feet-Guide to Learning Transfer,* and *Tools for Teaching Conceptual Understanding, Elementary and Secondary.* Julie is one of the country's preeminent scholars and practitioners of research-backed adult learning.

E. Inspired Board / Dream Team

The Inspired Board / Dream Team is made up of individuals who believe in the DAE mission and vision and who work together to make it successful through events, fundraising, and financial administration.



Raphael Garcia



Alexia Hang-Las



Anny Chum



Linny Ngoun



Ana Estrella



Ernesto Concepción



Van Chum

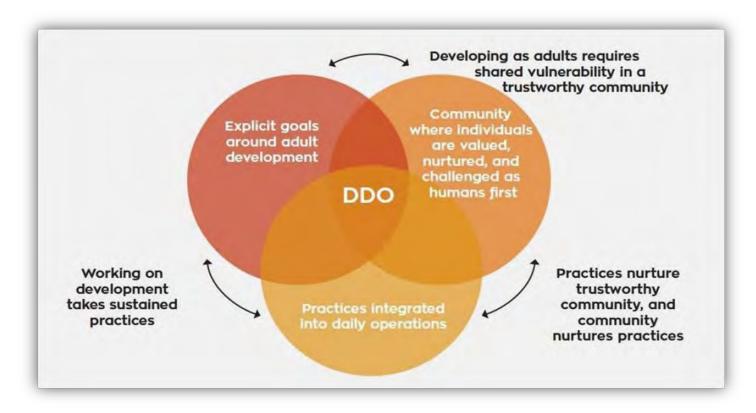
N. Organizational and Leadership Model

I. Organizational Model

The Drake Academy of Excellence is designed as a Deliberately Developmental Organization, and is based on the research of Bob Keagan and Lisa Lahey with the Harvard Graduate School of Education. Under this umbrella of a DDO, several styles of leadership are baked into our culture. They are how our leaders operate and expect those within our school, from the Board of Directors to students.

The principles that the Drake Academy uses to maximize the efficacy of the entire team:

This model includes the areas of Instructional Leadership, Organizational Leadership, and Transformative Leadership and fall under the umbrella of Deliberately Developmental Organizations (DDOs). DDOs prioritize workplace culture and the personal development of each staff member while simultaneously focusing on achieving organizational objectives. Adherence to this model promotes communication, efficacy, and accountability.



Retrieved from DeWitt, P. (2020). Education Week. Does Instructional Leadership have to be so Complicated?

http://blogs.edweek.org/edweek/finding common ground/2019/05/does instructional leadership have to be so complicated.html

II. Leadership Model:

Drake Academy of Excellence Leadership Guiding Principles



1) Transparency and Accountability

To the Drake Academy of Excellence, transparency means understanding that we all have weaknesses, biases, and shortcomings. Rather than spending valuable energy trying to hide our mistakes or weaknesses, we shed light on them so we can grow. Implementation of DDO practices allows us to maintain this level of transparency and function from a space of honesty and transparency.

Accountability means that we have people around us who help us see our blind spots and call us to be our best even when it's not comfortable or convenient. Oftentimes, leaders build protective walls around each other in fear that their weaknesses will be exposed and those they lead may view them as incompetent. This reaction has the opposite effect and prevents leaders from being held accountable for their actions. From the Drake Academy of Excellence Board of Directors to staff members, we understand what is at stake, we set the example for our staff and students, and have checked our egos at the door in order to accomplish this most important work. Expectations are clearly communicated and the right systems have been put in place that allow us to hold ourselves and others accountable.

2) Integrity

To truly impact and inspire others, our students, parents, and teachers must to be able to trust that we will act with integrity. Integrity is learned when we take responsibility for our actions and are accountable for our choices. As a Deliberately Developmental Organization, administrators, staff, and students view negative consequences as positive learning opportunities and learn from their actions in a safe and nurturing space. At the Drake Academy of Excellence, acting with integrity means:

- ⇒ That we are all learners all the time and operate from the belief that no one is off the hook.
- ⇒ That our words and actions align and our values represent **who we are** rather than **what we do.**
- ⇒ In our decisions and practices, we ask what is right rather than who is right.

Today, in many schools, parents can threaten to remove funding or support in response to a consequence. At the Drake Academy, we will not be bought out, leaned on, or bullied into abandoning the integrity of our school because we understand the negative impact this dynamic has on the future success of parents, students, and teachers. Prior to onboarding and enrollment, our standards are clearly communicated to teachers, parents, and students, who sign a contract agreeing to this standard. This understanding fosters positive relationships and creates a foundation and climate built on trust.

3) Service

"Life's most urgent question is: What are you doing for others?" - Martin Luther King Jr. Drake Academy of Excellence is rooted in a desire to serve because we know that we experience true meaning when we help others. We also understand that you must value who you are before you can begin to add value to others. Living the principles of a Deliberately Developmental Organization enhances our feelings of self-worth and inspires us to value and bring out the best in others.

Seeing the unique value of students, parents, and teachers is the opposite of the standardization and compliance seen in the industrial school model. We believe that you can't value someone if you don't see them as unique individuals, and you won't serve someone that you think has little value. Because our school is focused on seeing the worth of each student, parent, and teacher, they are inspired to bring their whole selves to school and develop their unique gifts through our peer coaching program.

a. Instructional Leadership:

The premise behind instructional leadership is that it focuses on learning, the quality of instruction, how to increase the impact the teachers have on student learning, and the

science behind learning. Instructional leadership focuses on the following areas that work in unison.

- 1) Implementation Without properly understanding implementation science and putting it into practice, any new improvement is doomed to fail.
- 2) **Concepts of Learning** Understanding areas of learning like conceptual understanding, knowledge dimensions (i.e. Factual, Conceptual, etc.) and surface, deep, and transfer-level learning.
- **3) Student Engagement** When we look at the research around student alienation, we will find that student engagement has to be looked at from two different standpoints. Those two standpoints are social-emotional learning and academic learning.
- 4) Instructional Strategies Research shows that there are specific strategies that need to be used for surface learning, others that lead to deep learning, and many others that inspire transfer-level learning, which is why we must separate concepts, student engagement, and instructional strategies to understand each one properly.
- 5) Collective Efficacy Too many leaders approach collective efficacy as if it's the thing they need to build. The reality is that we build collective efficacy when we bring diverse people together and focus on an improvement that will impact students. Collective efficacy is built when people work together on a specific improvement.
- 6) **Evidence of Impact -** If you're not collecting evidence of impact, then you are just having really nice conversations around learning that may not be going anywhere.

School Member Support: Just as students of Drake Academy of Excellence need the right mix of challenges and supports in order to learn and thrive, the teaching faculty, administration and support staff need the right mix of challenges and supports in order to grow as people, life-long learners and dedicated professionals. We aim to implement best practices from the Deliberately Developmental Organization model to support both technical (INformational) and adaptive (TRANSformational) learning of adults. Deliberately Developmental Organizations mine challenges, failures, and conflicts for the rich learning they have to offer, thus empowering all of their constituencies to grow beyond their existing paradigms of themselves. By aligning organizational practices with its mission and by using adaptive learning tools to knit together its community, the

Drake Academy of Excellence will grow, self-transform, and thrive amidst the challenges of today's life and educational landscape.

b. Organizational Leadership:

Organizational Leadership deals with meeting the challenges and goals put forth by the organization and individual employees. It requires leaders to focus on the present and future simultaneously and requires a solid understanding of the strengths and weaknesses of the company and how to strengthen the organization.

c. Transformational Leadership:

Where the leader works with teams to identify needed change and create a vision that guides the team through the change toward growth. Transformational leaders focus in large part on teachers, setting goals and direction for progress. In this model teaches are given high levels of autonomy. Transformational leaders are usually passionate and energetic and are concerned with helping every member on the team be successful. Teamwork can make a dream work!

O. Drake Academy of Excellence | Drake Collaborative Learning Institute

I. Drake Academy of Excellence

We are a private non-profit elementary/middle school and teacher and leadership development program.



II. Drake Collaborative Learning Institute

Our mission has always been to collaborate with the best and most innovative names in education and leadership. To make that happen, over the past several years, we have built working partnerships with these very people. They have helped validate our mission and have pushed us to think critically about our work and the example we set in educational and leadership practices. We will continue to forge more partnerships within the Harvard Graduate School of Education and other leading researchers as we continue this important work.

We offer two tracks for participants:

Track 1: Facilitators of Learning: A teacher development program that trains teachers how to make learning tangible for students so that they connect with content and master concepts instead of memorizing facts. Through a combination of theory, practice, and ongoing coaching, teachers:

- Learn how to learn
- Learn the process of teaching others how to learn

For: Teachers

Includes: Workshops, experiential learning, coaching and mentoring

Instructors: Susanna Katsman and Julie Stern

Target Number of Attendees per Session: 15

Offered: 2x/month from January to December

Workshop Options and Cost: 1 day/\$550 or 2 day/\$995

Track 2: Agents of Change: A leadership development program designed for change agents to learn how to create systemic change in schools by building a learning culture, prioritizing humanity, and building the capacity of those they lead.

For: Leaders

Includes: Workshops, coaching, and mentoring

Instructor: Julie Jungalwala

Program Pricing: \$3250/module \$13,000/entire course (4 modules)

Target Number of Attendees per Session: 15

Offered: A 15 month training program equivalent to a 6 credit graduate course

composed of four modules of 3 months each.

Drake Collaborative Learning Institute Coaches

In order to shift from the industrial model of education to a model that promotes learning and human development, The Drake Academy of Excellence has formed collaborations to build and implement the methodology seen in Deliberately Developmental Organizations, Immunity to Change, Minds at Work, and Learning that Transfers with the following leaders:



Susanna Katsman - Susanna is passionate about supporting the development of emerging leaders. She skillfully guides her program participants to identify their goals and facilitates the achievement of meaningful and sustainable changes in mindset and behavior. Her work is based on Adult Development and Adaptive Leadership theories and includes tools such as Immunity to Change, Communication Style

Diagnostic, DiSC, and CliftonStrengths. Over the past twenty years, Susanna has held leadership roles in Fundraising Development Operations and Organizational Development within Health Care and Higher Education sectors, including overseeing Training & Development on the Harvard Longwood Campus. As a result, she has over ten years of experience designing and delivering programs across organizational functions. Susanna holds an Ed.M. in Human Development and Psychology from the Harvard Graduate School of Education, an M.A. in Biology from Brandeis University and is trained and qualified in Immunity to Change Facilitation by Minds at Work. In addition to serving her client organizations, she subcontracts as a Senior Facilitator and Consultant.

Susanna will be working with middle leaders within DAE and support their growth and leadership by utilizing Immunity to Change methodology through peer coaching throughout the year. Susanna, with the help of colleagues who are trained in ITC and

DDO practices, will coach and mentor school staff on the same curriculum covered in tracks 1 and 2 of our Teacher and Leadership Development Collaborative. This allows school staff to learn and be prepared to model these competencies for visiting educators and leaders who attend the DAE development program.



Julie Stern - Julie has nearly two decades experience facilitating adult learning, and feels lucky to partner with educators to take their practice to the next level. She is a four-time, best-selling author of Learning That Transfers, Visible Learning for Social Studies, The On-Your-Feet-Guide to Learning Transfer, and Tools for Teaching Conceptual Understanding, Elementary and Secondary. Julie will be training our staff as well as

visiting educators and leaders on the principles of Learning that Transfers.



Julie Jungalwala - Julie is a coach and advisor to school leaders, educational institutions, and foundations whose mission is to shape the future of K-12 education. She has over fifteen years' experience building effective learning environments that unlock human potential and enable organizational culture to adapt and grow during times of change. She is the founder and executive director of the Institute for the Future of

Learning, a nonprofit organization dedicated to helping transform the factory model of education. The Institute works with a diverse range of clients including public schools, independent schools, public charter schools, and educational philanthropic organizations. Julie graduated from Harvard's Graduate School of Education with a master's degree in technology, innovation, and education.

Julie will be working with executive level leaders and senior school leadership to help them to lead the change we are seeking in education.

P. Records

- I. The school maintains an adequate system of student records (e.g., attendance, health, discipline, progress reports).
- **a. Attendance** We use the student management software Dream Class to track daily student attendance. In compliance with Massachusetts law:
- The Head of School will report the name, age and residence of any child enrolled in the school to the superintendent of schools in the town where the children reside within 30 days of enrollment. If a child withdraws from the school, the officers must notify the superintendent within 10 days. *Mass. Gen. Laws* c. 72, §2. The local superintendent of schools files an annual report with the commissioner of education on or before May 1st on the number of pupils enrolled in nonpublic schools within the district. The information is collected during the months of January and February. *Mass. Gen. Laws* c. 72, §2A.
- Provides information or reports requested by any justice relating to the attendance, conduct, and standing of any pupil enrolled, if the pupil is awaiting court examination or trial or is at that time under the supervision of the court. *Mass. Gen. Laws* c. 119, §69.
- Provides a student with his or her written transcript upon the student's request. The first copy must be provided free. Schools may charge a fee for duplicates not exceeding \$1 for each page, but not exceeding \$5 for an entire transcript. Anyone denied a transcript may petition the courts for relief. *Mass. Gen. Laws* c. 71, §§34A and 34B.
- Transfers all current and former students' transcripts to the Department or to the school to which a current student has transferred. *Mass. Gen. Laws* c. 71, §34G.
- **b.** Health Student illnesses are tracked in Dream Class. We follow the recommended CDC guidelines for Covid-19 and communicable diseases. Parents are provided with a handbook that lists the school guidelines and procedures to follow when illnesses occur.
- **c. Discipline** Our passionate and fun culture keeps students engaged and minimizes behavior problems. Our code of conduct and learning culture help us to get ahead of the problems and act before behavior becomes a major issue. We also have a schoolwide discipline policy, meaning that the expectations are the same throughout the entire school and that any staff member can enforce the rules. This helps children know what to expect, giving them a sense of security as they interact with staff members.
- d. Progress reports Because we are building a learning culture and instilling learning mindsets and habits, students and teachers alike continually ask themselves the same questions: What am I learning? What do I need to learn next? These questions drive our content and assessment. Students will perform self-assessments and receive progress reports from teachers each quarter and at the end of each unit. This information will be compiled into the Mastery Transcript Consortium as a record of learning. Students are required to reflect on their own growth and learning on a daily basis.

II. The student records are kept in a secure and organized manner that is consistent with federal and state student record laws to the extent applicable.

Student records are kept in Dream Class. Dream Class uses GDPR data encryption through (27001 compliant through Amazon Web Services (AWS). Privacy with Zotto, Pay with Stripe, multifactor authentication.

III. The school maintains and timely provides transcripts in response to requests of students and former students in accordance with G.L. c. 71, § 34A.

Student learning progress will be tracked through teacher assessments and in Mastery Transcript Consortium. Following G.L. c. 71, § 34A: Any person operating or maintaining an educational institution within the commonwealth shall, upon request of any student or former student thereof, furnish to him a written transcript of his record as a student. There shall be no charge for any transcript originally furnished by any such person hereunder, but for any duplicate or additional transcript furnished hereunder a charge of not exceeding one dollar for each page, but not exceeding five dollars for an entire transcript, may be made by such person.

IV. The school is prepared efficiently to transfer transcripts of all students and former students to the Massachusetts Department of Elementary and Secondary Education and/or other schools should it cease operation, in accordance with G.L. c. 71, § 34G.

Yes, Following Massachusetts Law Section 34G: In the event that any private educational institution providing a course of study through the twelfth grade level ceases operation, the owner or administrators shall transfer transcripts of all students or former students to the department of education; provided, however, that in the case of a student who is transferring to another private or public educational institution, such student's records shall be transferred to the school the student will be attending, rather than to the department. The department may, upon request of a former student of an educational institution which has transferred transcripts pursuant to this provision, provide such student with a copy of his transcript. For the purposes of this section a transcript shall mean the documentary record or records which contain the name, address and phone number of the student, the student's birthdate, name, address and phone number of parent or guardian, course titles, grades, or equivalent thereof when grades are not applicable, course credit, grade level completed and the year completed. Said educational institution shall limit the student record information transmitted to the department to that required to be contained in the transcript. Drake Academy of Excellence is prepared to efficiently transfer transcripts of current and former students to Massachusetts Department of Elementary and Secondary Education and/or other schools should it cease operation.

Q. Student Services

The instruction provided is "thorough and efficient" based on: Teacher qualifications, adequate student/teacher ratio, regular evaluation of staff, the school principal reviews criminal offender record information (CORI) of current and prospective employees and volunteers, as required by law.

The school provides adequate pupil personnel services for all students (e.g., health care procedures, guidance and counseling programs, discipline policy).

I. Teacher Qualifications

According to the U.S. Department of Education, private schools have no requirements for teacher certification or licensing, However, Drake Academy of Excellence is committed to maintaining high standards in order to promote excellence in education. To that end, we hire teachers who have:

- A Bachelor's or Master's Degree in education
- At least 2 years teaching experience OR newly graduated teachers from UMASS Lowell
- Experience teaching elementary/middle school learners
- Teaching credentials appropriate for the level of students being taught
- Recent teaching experience or activities in area of primary instruction
- Knowledge of instructional strategies that increase learning and engagement
- A willingness to try new strategies and develop new ways of teaching and learning

II. Adequate Student/Teacher Ratio

Our student:teacher ratio is 20:2

III. Regular Evaluation of Staff

Built into our school model is the implementation of Deliberately Developmental Organization and Immunity to Change principles. This means that our entire staff is engaged in daily feedback and evaluation, both in their professional skill, and as human beings who seek growth. Staff will be evaluated every quarter with classroom visits to document what is going well and what may need to be improved. Records of these evaluations will be kept in each employee's folder.

IV. Review of Criminal offender record information (CORI)

Yes. The Head of School will review criminal offender record information (CORI) of current and prospective employees and volunteers, as required by law and keep the records in a secure file. As mandated by law, we will run a CORI every 3 years during employment and destroy any previous CORI forms. Per Massachusetts General Law and in compliance with the standards set

forth by MA DESE, M.G.L. c. 71, § 38R requires all schools to conduct criminal background checks on current and prospective employees and volunteers, including those who regularly provide school related transportation to students, who may have direct and unmonitored contact with children. CORI must be obtained from the CHSB at least every three years during an individual's term of employment or service. In addition, M.G.L. c. 6, § 172I, requires schools to obtain CORI of employees of taxicab companies that have contracted with the schools to provide transportation to pupils under M.G.L. c. 71, § 7A. Contracting taxicab companies are required to submit the names of employees who may have direct and unmonitored contact with pupils to the appropriate school committee or school superintendent prior to those drivers transporting any pupil.

The law also allows schools to conduct CORI checks on subcontractors or laborers commissioned to do work on school grounds that may have direct and unmonitored contact with children. This includes school bus or van drivers employed by a transportation company under contract with the district to provide transportation services to students.

V. Health care procedures

In Accordance with MA law:

- Obtain at least every three years all available criminal offender record information from the department of criminal justice information services for any current or prospective employee or volunteer at the school "who may have direct and unmonitored contact with children, including any individual who regularly provides school related transportation to children." The principal or chief administrator of a private school must also obtain a state and national fingerprint-based check for all current and prospective school employees "who may have direct and unmonitored contract with children." Whether to require fingerprint-based check for volunteers is left to the discretion of each school. Mass. Gen. Laws c. 71, §38R.
- a. If we have reasonable cause to believe a child under 18 is suffering physical or emotional injury resulting from abuse or neglect are under an obligation to immediately report the condition either to the Massachusetts Department of Children and Families or to the school administrator, who is then responsible for notifying the Department of Children and Families. Mass. Gen. Laws c. 119; §§21 and 51A.
- b. Understand that persons apprehended for manufacturing or distributing controlled substances within 300 feet of a private elementary, vocational, or secondary school will receive a mandatory sentence of not less than two years. Mass. Gen. Laws c. 94C, §32J.
- c. File, at least annually, a report with the board of education certifying that the school has informed its students of the hazing prohibition and adopted and disseminated a disciplinary policy on the organizers and participants of hazing. Mass. Gen. Laws c. 269, §19.
- d. Report fires or explosions resulting in a loss of life in writing within 48 hours, excluding Sundays and holidays, to the fire marshal. Reports must be on forms furnished by the Massachusetts Department of Fire Services, and contain a statement of all known facts relating to the cause and origin of the fire or explosion, the extent of the damage, the insurance upon the damaged property, and other information as required. The fire marshal shall keep or cause to be kept a record of all fires or explosions occurring in the state, and

ensure that the results of such investigations and records are open to public inspection. Mass. Gen. Laws c. 148, §2.

- e. Understand that as a private school, are subject to the Massachusetts Pesticide Control Act. Mass. Gen. Laws c. 132B; §§1 and 2.
- f. In addition, all staff will be trained and maintain a current CPR and First Aid certification. Record of this will be kept in staff files and renewed as required. Students have access to a designated area for sickness and supervision as needed until parent pickup.

VI. Guidance and counseling programs

At Drake, we believe every student has the potential to flourish. While we do not have a dedicated school Guidance Counselor yet, our model and foundation lends itself to guidance and counseling practices that promote well-being. With permission, parents will be able to discuss any issues with our coaches, who have a background in Psychology. We have built an intentional layer of guidance and coaching in our school to ensure that staff, parents, and students have access to resources that will support their mental health and development.

In addition, members of our staff hold a variety of qualifications and certifications that help shape our guidance and counseling program:

- ⇒ Each student is assigned to a staff member whose role it is to support the student academically, mentally, and socially. Administration, staff, and parents work as a team to determine if further support is needed. If further support is needed, parents will seek a child psychologist to support their child's mental health.
- ⇒ Certificate in Positive Education
- ⇒ Bachelor's in Psychology
- ⇒ Certification in Special Education
- ⇒ Training in Collaborative Problem Solving A program developed at Massachusetts General Hospital, a <u>top-ranked Department of Psychiatry in the United States.</u> CPS is proven to reduce challenging behavior, teach kids the skills they lack, and build relationships with the adults in their lives.
- ⇒ Each staff member attends professional development sessions that include instruction in Positive Education and the latest well-being, relationship building research.

Our guidance and counseling program supports academic success, emotional wellbeing, social development, and character growth through a strengths-based, inclusive approach rooted in Positive Education.

Guidance and Counseling Program Core Pillars

1. Academic Guidance

 Goal Setting & Growth Mindset Coaching: Students learn how to set goals, track progress, and reflect.

- **Learning Styles & Study Habits**: Counselors help students identify their learning preferences and develop effective strategies.
- Transition Support: Support for students moving into new grades, especially entry into middle school (grades 6-8).

2. Social-Emotional Counseling

- **Positive Psychology Practices**: Each day begins with Positive Education circles where students engage in strengths spotting, gratitude exercises, strength-spotting, and growth mindset affirmations. Everyday ends with a check-in to ensure support and well-being.
- Restorative Circles: Used to build empathy, resolve conflicts, and repair harm.
- Friendship & Empathy Workshops: Especially tied to the values of our *House of Friendship* (Khmer).

3. Character & Values Development

- **House System Integration**: Students earn points for displaying house values (e.g., courage, wisdom, kindness, friendship).
- Service Learning: Age-appropriate community projects linked to empathy and leadership.
- **Moral Reasoning Dialogues**: Weekly discussions that build ethical thinking and social responsibility.

4. Mental Health Support

- Tiered Support Model:
 - Tier 1: Whole-school wellbeing curriculum (mindfulness, SEL lessons, movement breaks).
 - o Tier 2: Small group interventions (grief group, anxiety management, social skills).
 - Tier 3: Individual counseling and referrals (with parental consent).
- Referral Network: Partnerships with local mental health professionals and clinics.

5. College, Career & Purpose Exploration (Grades 6-8)

- **Purpose Discovery**: Introduce the concept of ikigai what students love, are good at, and the world needs.
- Career Days: Local professionals, especially in service-oriented roles, share their journeys.
- **Leadership Coaching**: Students explore what leadership looks like for them within the school and community.

Delivery Methods

- ⇒ Weekly one-on-one check-ins
- ⇒ Small group counseling by theme
- ⇒ Parent coffee chats and resources on child development
- ⇒ Teacher-counselor collaboration meetings to support student plans

Assessment & Evaluation

Student wellbeing surveys – At Drake, we will utilize Panorama Family-School Relationships Survey. This survey is used starting in grade 3 and changes the measure to be developmentally appropriate for 1st and 2nd grade. This survey measures:

- √ Family engagement
- ✓ School fit
- √ Family support
- √ Family efficacy
- ✓ Learning behaviors
- √ School climate
- ✓ Grit
- ✓ Barriers to engagement
- √ Roles and responsibilities
- √ School safety

In year one, the survey will be administered on 11/1, 3/1, and 6/1. In subsequent years, it will be administered on 9/15, 11/15, 3/1, and 6/1. Results will be reviewed with staff, who will determine steps to improve the student-school experience.

SEL skills rubrics and progress reports - At Drake, our programming includes several key pieces that enhance SEL and well-being:

⇒ We use the PEEC Curriculum (Positive Education Enhanced Curriculum) developed by the Institute of Positive Education at Geelong Grammar School) to guide our Positive Psychology instruction

Morning Meetings with PEEC

- Foster a sense of belonging and psychological safety
- Develop student wellbeing literacy
- Practice the five elements of PERMA (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment)
- Reinforce schoolwide values and House principles

At Drake, we understand that children need support in order to flourish. We have intentionally built our model on research designed to promote human flourishing. With the plan that we have in place, we believe that our students will be well prepared to meet the challenges of school and life, and that they will have the necessary supports to use as needed.

VII. Discipline policy

To avoid confusion or frustration due to different behavioral expectations from classroom to classroom or teacher to teacher, we have a clear set of expectations.

Teachers work together to come up with a school wide code of conduct as well as the appropriate disciplinary action for each behavior (i.e. if a child comes to any class without a pencil, the schoolwide discipline for that behavior might be to receive a detention). This will eliminate mixed messages and frustration between staff and students. During class time, children who disrupt the learning of others will be given the following consequence:

First offense: Child puts name on board

2nd offense: Child puts a checkmark next to their name

3rd offense: Child puts a second checkmark next to their name

4th offense: Meet with parent and child the same day to discuss the issue and make a plan to be

successful in the future.

Note: If there are several offenses and no improvement, or if it becomes clear that DAE is not the best fit for a student, they will surrender their enrollment and find a school that better meets their needs. No refunds on tuition will be given to any families who find themselves in this situation.

VIII. Hazing policy | Annual hazing & disciplinary report form

a. Hazing Policy for Grades 6-8

Policy Statement: DAE is committed to maintaining a school environment that is safe, respectful, and inclusive. Hazing of any kind is strictly prohibited and will not be tolerated. This policy applies to all students, staff, faculty, volunteers, and visitors associated with the school.

Definition of Hazing: Hazing is defined as any conduct, whether on or off school grounds, that recklessly or intentionally endangers the mental, emotional, or physical health or safety of a student for the purpose of initiation into, admission into, affiliation with, or as a condition for continued membership in any school-related group, club, team, or activity. This includes, but is not limited to:

- Physical harm or restraint
- Forced consumption of food, alcohol, or any other substance
- Acts of humiliation, intimidation, or degradation
- Sleep deprivation or forced exclusion from social contact
- Any behavior that causes emotional distress or poses a risk to health and safety

Prohibited Activities: All forms of hazing are strictly prohibited, regardless of whether the individual consents to participate. The school will take disciplinary action for any hazing behavior, including activities that are perceived as "tradition" or "initiation rituals."

Reporting and Investigation: Any student, parent, guardian, staff member, or community member who becomes aware of an incident of hazing is encouraged to report it immediately to a school administrator. Reports may be made anonymously. All reported incidents will be promptly and thoroughly investigated in accordance with school disciplinary procedures.

Disciplinary Action: Any student or staff member found to have engaged in hazing will be subject to disciplinary measures, up to and including suspension, expulsion, or termination of employment, consistent with the school's code of conduct. In addition, any individual who had knowledge of hazing and failed to report or intervene may also face consequences.

b. Annual Hazing Prohibition and Disciplinary Policy Report

In compliance with school policy and Massachusetts state law, Drake Academy of Excellence will prepare and file an *Annual Hazing Prohibition and Disciplinary Policy Report* no later than July 1 of each year. This report will include the following:

- 1. A statement affirming that the school has issued its hazing policy to all students and staff in grades 6-8.
- 2. A description of the methods used to communicate and educate students and staff about the policy (e.g., student handbooks, assemblies, parent communication).
- 3. A record of any hazing incidents reported, investigated, and the resulting disciplinary actions taken, while protecting the identity and privacy of the individuals involved.
- 4. A summary of training or prevention programs implemented throughout the academic year.
- 5. Any revisions or updates made to the hazing policy.

This report will be reviewed by school leadership, retained in the school's compliance records, and made available to parents, guardians, and the public upon request.

Prevention and Education: The school will provide age-appropriate education on hazing prevention to all students in grades 6-8. This includes discussions on peer pressure, personal boundaries, respectful group dynamics, and how to seek help if they witness or experience hazing.

Acknowledgment: All students in grades 6-8 and their parents/guardians will be required to sign an acknowledgment form each year confirming that they have read, understood, and agree to abide by the school's Hazing Policy.

R. Financial Support | Legal Status

a. The school provides evidence of financial solvency and resources to sustain the educational program.

The financial viability of Drake Academy of Excellence comes from a variety of funding sources: Tuition, contributions/donations, revenue generated from Drake Academy of Excellence Teacher and Leadership Collaborative (DAETLC). Please see budget in appendix.

b. The school presents documentation of its legal status. These may include copies of the articles of incorporation and the certification of tax exempt status.

Please see documents in the appendix.

S. Student Learning Time | School Calendar and Schedule

The school provides adequate student learning time (length of school year and school day) and hours of instruction in each subject.

I. Student Learning Time

Students are in school for a total of 36 weeks or 180 days, as required by the Massachusetts Department of Education.

II. School Calendar



2026 / 2027 Drake School Calendar

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10	11	12	13	14		14	15	16	17	18		12:15 DISMISSAL			
17	18	19	20	21		21	22	23	24	25		HOLIDAY - CLOSED			
24	25	26	27	28		28	29	30				LAST DAY/END 12:30			
	36 weeks in school														



Daily School Schedule

Dear parents,

Our schedule reflects our commitment to academic excellence, emotional intelligence, and strong mental health. We begin each morning by coming together with a morning meeting and then we dive right into our positive education lesson. This gives teachers and students the opportunity to build positive relationships and to learn from one another.

TIME /DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45 - 8:00	TEACHER ARRIVAL				
8:00 - 8:10		STUDENT DROP OFF			
8:10 - 9:05		MORNING MEETING & POSITIVE EDUCATION LESSON			ON
9:05 - 9:50		MATH			
9:50 - 10:45	SNACK & RECESS				
10:45 - 12:00	ENGLISH LANGUAGE ARTS				
12:00 - 12:30		LUNCH			
12:30 - 1:15		SOCIAL STUDIES			
1:15 - 2:00	RECESS				
2:00 - 2:45	SCIENCE				
2:45 - 3:30	SERVICE LEARNING				
3:00 - 3:45	CO-CURRICULARS				
3:45 - 4:00	CHECK IN/REFLECTION				
4:00	DISMISSAL				
4:00 - 5:00	AFTER SCHOOL PROGRAMMING MIXED AGES / GRADES (Extra Fee)				
Every Friday - Dismissal @ 4:00 (no after school programming).					
First Friday of each month - Dismissal @ 12:15 (1/2 day for staff PD).					
5/4/20			5/4/2025		
Drake Academy of Excellence Main num			Main number		

Drake Academy of Excellence 275 Billerica Road Unit 1B Chelmsford, MA 01824 Main number 978-254-6828

T. Appendix

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A. Sample Criteria for Approval of a Private School by a School Committee

I. Population to be Served

Admissions criteria; documentation of school's enrollment

II. Physical Plant/Safety

A. The school shows evidence of current:

- i) Certificate of Occupancy
- ii) Fire inspection
- iii) Safety inspection
- iv) Elevator inspection, if applicable
- v) Compliance with lead paint poisoning prevention (for children under 6 years old)
- vi) Compliance with other applicable federal and state health and safety standards (e.g.,
- PCB, asbestos inspections, handicap accessibility)
- vii) Copies of valid safety and health inspection certificates

B. The site, plant, and equipment adequately support the program and are operated to ensure the safety and health of the students.

III. Curriculum

The curriculum offered is "equivalent" to that offered in the local school system generally and, specifically, in terms of the following instructional areas:

- i) mathematics
- ii) science and technology
- iii) history and social science
- iv) English
- v) foreign languages
- vi) the arts
- vii) physical education

IV. Educational Materials

Textbooks and individual instructional materials, including computers and other technology, are adequate.

V. School Staff

The instruction provided is "thorough and efficient" based on:

- i) teacher qualifications
- ii) adequate student/teacher ratio
- iii) regular evaluation of staff
- iv) the school principal reviews criminal offender record information (CORI) of current and prospective employees and volunteers, as required by law

VI. Administration

The school has a clearly defined organization that facilitates its objectives.

VII. Records

- A. The school maintains an adequate system of student records (e.g., attendance, health, discipline, progress reports).
- B. The student records are kept in a secure and organized manner that is consistent with federal and state student record laws to the extent applicable.
- C. The school maintains and timely provides transcripts in response to requests of students and former students in accordance with G.L. c. 71, § 34A.
- D. The school is prepared efficiently to transfer transcripts of all students and former students to the Massachusetts Department of Elementary and Secondary Education and/or other schools should it cease operation, in accordance with G.L. c. 71, § 34G.

VIII. Student Services

The school provides adequate pupil personnel services for all students (e.g., health care procedures, guidance and counseling programs, discipline policy).

IX. Financial Support

- A. The school provides evidence of financial solvency and resources to sustain the educational program.
- B. The school presents documentation of its legal status. These may include copies of the articles of incorporation and the certification of tax exempt status.

X. Student Learning Time

The school provides adequate student learning time (length of school year and school day) and hours of instruction in each subject.

XI. Student Performance Assessment

The school periodically evaluates students' skills, competencies, and knowledge and documents their progress.

B. Massachusetts State Regulations for MA Private Schools

Updated November 16, 2016

I. Registration, Licensing, and Approval

- Accreditation: no requirements
- Registration: requirements
- Licensing: no requirements
- Approval: mandatory
 - Attendance at a private school satisfies the compulsory attendance requirement if the school is approved by the school committee. Massachusetts General Laws (*Mass. Gen. Laws*) chapter (c.) 76, §1. (The "school committee" in Massachusetts is the local educational agency.)
 - School committees will approve a private school when satisfied that its instruction equals the public schools in the same town in thoroughness and efficiency and that private students are making the same progress as public school students. A school committee may not withhold approval based on the school's religious teaching. *Mass. Gen. Laws* c. 76, §1.

II. Teacher Certification

• No state policy currently exists.

III. Length of School Year and Days

Massachusetts' law does not specify a required length of school year for private schools.
However, a memorandum put out by the Massachusetts Department of Elementary and
Secondary Education (Department) suggests a school committee include in the criteria for
approval adequate student learning time. Student learning time includes the number of school
days, and hours in a school day. Advisory on Approval of Massachusetts Private Schools
Pursuant to Mass. Gen. Laws c. 76, § 1.

IV. Curriculum

- There is no mandate regarding what courses private schools shall teach. The Department suggests that the "thoroughness and efficiency" criteria can be interpreted to include approval based on the private school's program of studies and curriculum. Advisory on Approval of Massachusetts Private Schools Pursuant to Mass. Gen. Laws c. 76, § 1.
- Massachusetts Art Week is celebrated the last week of May and private schools are encouraged to observe the tradition by the display of works of art and appropriate exhibitions and ceremonies. *Mass. Gen. Laws* c. 6, §15D.

V. Recordkeeping and Reports

- The supervisory officers of all private schools must report the name, age and residence of any child enrolled in the school to the superintendent of schools in the town where the children reside within 30 days of enrollment. If a child withdraws from the school, the officers must notify the superintendent within 10 days. *Mass. Gen. Laws* c. 72, §2.
- The local superintendent of schools files an annual report with the commissioner of education on or before May 1st on the number of pupils enrolled in nonpublic schools within the district. The information is collected during the months of January and February. *Mass. Gen. Laws* c. 72, §2A.

- Private school administrators and teachers are required to provide information or reports
 requested by any justice relating to the attendance, conduct, and standing of any pupil enrolled, if
 the pupil is awaiting court examination or trial or is at that time under the supervision of the
 court. Mass. Gen. Laws c. 119, §69.
- Persons operating an education institution have an obligation to provide a student with his or her written transcript upon the student's request. The first copy must be provided free. Schools may charge a fee for duplicates not exceeding \$1 for each page, but not exceeding \$5 for an entire transcript. Anyone denied a transcript may petition the courts for relief. *Mass. Gen. Laws* c. 71, §§34A and 34B.
- If a private school closes, the owner must transfer all current and former students' transcripts to the Department or to the school to which a current student has transferred. *Mass. Gen. Laws* c. 71, §34G.

VI. Health and Safety Requirements

- The principal or chief administrator of a private school must obtain at least every three years all available criminal offender record information from the department of criminal justice information services for any current or prospective employee or volunteer at the school "who may have direct and unmonitored contact with children, including any individual who regularly provides school related transportation to children." The principal or chief administrator of a private school must also obtain a state and national fingerprint-based check for all current and prospective school employees "who may have direct and unmonitored contract with children." Whether to require fingerprint-based check for volunteers is left to the discretion of each school. Mass. Gen. Laws c. 71, §38R.
 - The fingerprint-based background check requirements for public and private schools are spelled out in the regulations of the Department at 603 Code of Massachusetts Regulations (CMR) 51.00.
- Private school teachers who have reasonable cause to believe a child under 18 is suffering physical or emotional injury resulting from abuse or neglect are under an obligation to immediately report the condition either to the Massachusetts Department of Children and Families or to the school administrator, who is then responsible for notifying the Department of Children and Families. *Mass. Gen. Laws* c. 119; §§21 and 51A.
- Persons apprehended for manufacturing or distributing controlled substances within 300 feet of a private elementary, vocational, or secondary school will receive a mandatory sentence of not less than two years. *Mass. Gen. Laws* c. 94C, §32J.
- Each institution of secondary education must file at least annually a report with the board of education certifying that the school has informed its students of the hazing prohibition and adopted and disseminated a disciplinary policy on the organizers and participants of hazing. *Mass. Gen. Laws* c. 269, §19.
- Fires or explosions resulting in a loss of life must be reported in writing within 48 hours, excluding Sundays and holidays, to the fire marshal. Reports must be on forms furnished by the Massachusetts Department of Fire Services, and contain a statement of all known facts relating to the cause and origin of the fire or explosion, the extent of the damage, the insurance upon the damaged property, and other information as required. The fire marshal shall keep or cause to be kept a record of all fires or explosions occurring in the state, and ensure that the results of such investigations and records are open to public inspection. *Mass. Gen. Laws* c. 148, §2.
- Private schools are subject to the *Massachusetts Pesticide Control Act. Mass. Gen. Laws* c. 132B; §§1 and 2.

VII. Transportation

- Students who attend approved private schools are entitled to the same rights and privileges to transportation to and from school as are provided by law for public school students, within specified limits. *Mass. Gen. Laws* c. 76, §1.
- Street or elevated railway companies must provide special rates for public and private school students during the days or evenings when school is in session not to exceed one-half of the regular fare. *Mass. Gen. Laws* c. 161, §108.

VIII. Textbooks

- The use of state or local funds to pay for textbook loans to pupils of private schools violates the state constitution. *Bloom v. School Committee of Springfield*, 379 N.E.2d 578 (1978).
- The Department suggests that the "thoroughness and efficiency" criteria can be interpreted to include approval based on the private school's textbooks and materials. <u>Advisory on Approval of Massachusetts Private Schools Pursuant to Mass. Gen. Laws c. 76, § 1</u>.

IX. Testing

 The Department suggests that the "thoroughness and efficiency" criteria can be interpreted to include approval based on the private school's student performance assessment procedures. <u>Advisory on Approval of Massachusetts Private Schools Pursuant to Mass. Gen.</u> <u>Laws c. 76, § 1.</u>

X. Special Education

- If appropriate, publicly funded eligible students with disabilities requiring special education may be placed in a public or approved private special education program in accordance with 603 CMR 28.09 (1). Mass. Gen. Laws c. 71B, §10.
- School committees may authorize the prepayment of tuition of a publicly place student with disabilities, for a period not exceeding three months, to any approved private school. *Mass. Gen. Laws* c. 71, §71D.
- Eligible students with disabilities who attend private school at private expense are entitled to special education designed to meet their needs. The school district where the student with disabilities is a resident must provide genuine opportunities to participate in the public school special education program consistent with the state constitutional limitations. Eligible students are entitled to an individualized education program (IEP). Services provided or arranged for by the district pursuant to an IEP, if paid for with state or local funds, must be provided in a public facility or other public or neutral site. If services are funded only with federal monies, they may be provided on private school grounds. Administrative Advisory SPED 2007-2: IDEA-2004 and Private School Students (Updated July 2008).

XI. Nursing and Health

Pupils attending private schools may receive screening for sight, hearing, and other physical
defects through the local school committee or board of health at the request of a
parent/guardian, providing the private school is approved and does not discriminate in its
entrance requirements on the basis of race or color. *Mass. Gen. Laws* c. 71, §57.

XII. Technology

• Private schools are eligible to receive grants from the Massachusetts Science, Technology Engineering, and Mathematics Grant Fund with the purpose of increasing the number of qualified science, technology, engineering and mathematics teachers and improving the course offerings in the areas of science, technology, engineering and mathematics. *Mass. Gen. Laws* c. 29, §2MMM.

XIII. Professional Development

• By statute, one of the 14-member Massachusetts Educational Communications Commission must be a representative of private elementary and secondary education. *Mass. Gen. Laws* c. 6, §158.

XIV. Reimbursement for Performing State and Local Functions

• No state policy currently exists.

XV. Tax Exemption

• Private school property is exempt from property taxation as a "literary, benevolent, charitable and scientific institution." Mass. Gen. Laws c. 59, §5. Board of Assessors v. Garland School of Home Making, 6 N.E.2d 374 (1937).

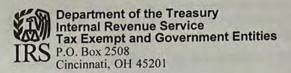
XVI. Public Aid for Private Education

- Constitutional Provisions: The Massachusetts Constitution provides that no appropriation of public money may be made to aid a primary or secondary school that is not publicly owned and under the exclusive control of public officers authorized by the Commonwealth. *Mass.* Const. Ann. Amend. Art. 18 §2.
- **Programs for financial assistance for attendance at private schools:** No such programs currently exist.

C. Financial Plan

The second second		-		A STATE OF THE PARTY OF THE PAR	
ticipated Revenues	\$320,000	\$595,200	\$865,650	\$1,150,610	\$1,450,918
ition	\$200,000	\$450,000	\$695,250	\$954,810	\$1,229,316
Tution Rate	\$10,000	\$12,500	\$12,875	\$13,261 72	\$13,659
# Students restment Income	\$0	\$200	\$400	3800	31.600
sh Donations	\$100.000	\$120,000	\$140,000	\$160,000	\$180,000
ndralsers	\$20,000	\$25,000	\$30,000	\$35,000	\$40,000
penditures	\$ 411,030.67	\$ 597,765.51	\$ 829,706.21	\$ 966,593.04	\$ 1,113,191.8
meral & Administrative	\$341,781	\$454,863	\$551,924	\$603,431	\$661,339
Salaries	\$140,000	\$165,000	\$206,350	\$237,741	\$274,173
Principal (Esther)	\$50,000	\$60,000	\$80,000	\$100,000	\$120,000
Administrative Support	\$40,000 \$50,000	\$45,000 \$50,000	\$46,350	\$47,741 \$90,000	\$49,173
Director of VOICES Initiative (Brittany) Accounting/Audit	\$1,545	\$1,591	\$1,639	\$1,688	\$1,739
Legal	\$1.030	\$1.061	\$1,093	\$1,126	\$1,159
Payroll Fees	\$2,500	\$3,000	\$4,000	\$5,000	\$6,000
Health Insurance Premiums	\$0	\$5,500	\$16,500	\$18,000	\$20,000
Insurance	\$3,000	\$6,000	\$9,000	\$12,000	\$15,000
Retirement Plan Contributions	\$0	\$0	\$25,193	\$32,050	\$39,496
Security Deposit	\$0	\$0	\$0	\$0	\$0
Rent	\$153,839	\$223,180	\$230,916	\$237,843	\$244,979
Construction/Reserve Fund	\$0	\$0	\$0	\$0	\$0
New Eathroom	\$0	\$0	\$0	\$0	\$0
Palyground construction	\$0	\$0	\$0	50	\$0
Other Fringe Benefits	\$0	\$0	\$0	\$0	\$0
Other Professional Services	\$0	\$0	\$0	\$0	\$0
Office Supplies and Materials	\$4,000	\$8,000	\$10,000	\$10,000	\$10,000
Telecom & internet	\$3,600	\$3,708	\$3,819	\$3,934	\$4,052
Travel Expenses	\$0 \$1.236	\$0 \$1,273	\$0 \$1,311	\$0 \$1,351	\$1,391
Student Management Software	\$206	\$212	\$219	\$225	\$232
Bank charges Dues, Licenses, and Subscriptions	\$1,000	\$1.030	\$1,061	\$1,093	\$1,126
IT Hardware Maintenance	\$5,000	\$5.250	\$5,500	\$5,750	\$6,000
ITSupport	\$2,000	\$2,060	\$2,122	\$2,185	\$2,251
Marketing & Communications	\$20,000	\$25,000	\$30,000	\$30,000	\$30,000
Fundraising	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814
Professional Development	\$0	\$0	\$0	\$0	\$0
Mailings & Postage	\$325	\$423	\$549	\$714	\$928
structional Services	\$36,750	\$112,903	\$246,883	\$331,335	\$419,071
Salaries Teachers	\$0	\$72,100	\$148,526	\$229,473	\$315,142
Number of Teachers	\$0	1.00	2.00	3.00	4.00
Salary	\$70,000	\$72,100 \$10,000	\$74,263	\$76,491	\$78,786
Music Teacher	\$10,000 \$20,000	\$20,000	\$20,000 \$65,000	\$20,000 \$66,950	\$20,000
Reading Specialist Curriculum	\$5,000	\$6,000	\$7,000	\$8,000	\$8,000
Instructional Technology	\$1.250	\$1,288	\$1,326	\$1,366	\$1,407
instructional Supplies & Materials	\$500	\$515	\$530	\$546	\$563
Testing & Assessment	80	50	80	50	50
Dues, Licenses, and Subscriptions	\$0	\$0	\$0	\$0	\$0
Staff Stipends	\$0	\$0	\$0	\$0	\$0
Field Trips	\$0	\$0	\$0	\$0	50
Furniture & Equipment	\$0	\$0	\$0	\$0	\$0
Health Services	\$0	\$0	\$0	\$0	30
Student Transportation	\$0	\$0	\$0	50	\$0
Food Services	\$0	\$0	\$0	\$0	\$0
Athletics	\$0	\$3,000	\$4,500	\$5,000	\$5,000
mpus Maintenance	\$32,500	\$30,000	\$30,900	\$31,827	532,782
Utilities	\$7,500	\$7,725	\$7,957	\$8,195	38,441
Security System	\$7,500	\$250	\$258	\$285	\$273
HVAC Para Control	\$0	\$2,500 \$1,500	\$2,575 \$1,545	\$2,652	\$2,732
Pest Control	\$0	\$1,500	\$1,545	\$1,591	\$1,639
Equipment Rental/Lease Cleaning & Maintenance Supplies/Tools	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814
General Infrastructure Upkeep	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814
Contracted cleaning services	\$12,500	\$12,875	\$13,261	\$13,659	\$14,069
scellaneous	\$0	\$0	50	\$0	50
Miscellaneous Charges	1				

D. Proof of 501c3



DRAKE ACADEMY OF EXCELLENCE INC 109 DUDLEY ROAD BILLERICA, MA 01821 Date: 12/07/2021 Employer ID number: 85-0689442 Person to contact: Name: Sheila M Robinson ID number: 31220 Telephone: (877)829-5500 Accounting period ending: December 31 Public charity status: 170(b)(1)(A)(ii) Form 990 / 990-EZ / 990-N required: Effective date of exemption: April 10, 2020 Contribution deductibility: Yes Addendum applies: No 26053547004821

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Letter 947 (Rev. 2-2020) Catalog Number 35152P

E. Certificate of Good Standing



The Commonwealth of Massachusetts Secretary of the Commonwealth State House, Boston, Massachusetts 0213.8

Date: May 09, 2025

To Whom It May Concern:

Unereby certify that according to the records of this office,

DRAKE ACADEMY OF EXCELLENCE, INC.

is a domestic corporation organized on April 10, 2020

I further certify that there are no proceedings presently pending under the Massachusetts General Laws Chapter 180 section 26 A, for revocation of the charter of said corporation, that the State Secretary has not received notice of dissolution of the corporation pursuant to Massachusetts General Laws, Chapter 180, Section 11, 11A, or 11B; that said corporation has filed all annual reports, and paid all fees with respect to such reports, and so far as appears of record said corporation has legal existence and is in good standing with this office.

THORE IN THE PARTY OF THE PARTY

In testimony of which,
I have hereunto affixed the
Great Seal of the Commonwealth

on the date first above written.

Secretary of the Commonwealth

Certificate Number: 25050134240

Verify this Certificate at: http://corp.sec.state.ma.us/Corp/Web/Certificates/Verify.aspx

Processed by: smc

Founding principles The Drake Academy of Excellence will ...

Cultivate a nurturing and fun family climate where students, families, and staff feel welcome, seen, and respected.

Approach learning through the lens of humanity.

Nurture the heart of each student through a values based curriculum that emphasizes teamwork, honesty, humility, compassion, hard work, and respect.

Provide appropriate challenges and supports for adults and children so that all can flourish.

Embrace DAE's motto: No Fear!

Facilitate fun learning experiences that target students' individual talents and interests and foster a true excitement for learning!

Surround ourselves with those who challenge us to grow and be our best.

Produce capable, compassionate, and community-oriented students that are well prepared to take on the challenges of today's world.

Foster an environment that is a safe haven for unlocking true human potential.

Seek out excellent teachers who are passionate about uplifting young children.

Provide dynamic and engaging instruction so every student is challenged and develops a passion for learning, personal growth, and community service.

Embrace diversity and celebrate our differences.

Become a model school that transforms educational and leadership practices and shifts existing systems and mindsets.

Inspire excellence in ourselves and in others.



G. Staff



CONTACT

978-930-1671



econcep3@gmail.com



28 Valleyview Drive Merrimack, NH 03054

SKILLS

- Design Thinking
- · Strategic Thinking and Planning
- · Research Implementation
- · Problem-Solving
- · Transformative/Organizational Leadership
- Project Management
- Strong Communication

AWARDS

Magna Cum Laude - Fitchburg State College

2013

Trained at the Ron Clark Academy

SCHOOL FOUNDER NON-PROFIT EXECUTIVE DIRECTOR

ESTHER J. CONCEPCIÓN

Passionate and dedicated educator eager to teach and inspire students to develop a love of learning. Articulate communicator, motivated to work alongside parents and staff to facilitate high academic interest and achievement for each student.

EDUCATION

2018

SOUTHERN NEW HAMPSHIRE UNIVERSITY M.ED. CURRICULUM DESIGN & INSTRUCTION/EDUCATIONAL LEADERSHIP

2007

FITCHBURG STATE COLLEGE **B.S. EARLY CHILDHOOD EDUCATION**

EXPERIENCE

FOUNDER, DRAKE ACADEMY OF EXCELLENCE INC.

2020 - PRESENT

- ESTABLISH LEGAL NONPROFIT SCHOOL
- OVERSEE ALL ELEMENTS OF SCHOOL STARTUP AND OPERATION
- ENGAGE AND MAINTAIN POSTIVE WORKING RELATIONSHIPS WITH SCHOOL STAKEHOLDERS

2020 - 2022

3RD GRADE TEACHER, VIRTUAL LEARNING ACADEMY CHARTER SCHOOL (VLACS)

• RESPONSIBLE FOR 3RD GRADE ELA, SCIENCE, SOCIAL STUDIES, MATH, AND ENRICHMENT INSTRUCTION

CULTURE/INNOVATION SPECIALIST, WORLD ACADEMY

- WORK WITH SCHOOL LEADERS AND STAFF MEMBERS TO IDENTIFY DESIRED AREAS FOR GROWTH
- SET GOALS AND ESTABLISH TIMELINES FOR IDENTIFIED GROWTH AREAS
- APPLY RESEARCH, SOUND PRACTICE, DEVELOPMENT MODELS

2018

3RD - 5TH GRADE MATH INTERVENTIONIST, FAIRGROUNDS **ELEMENTARY SCHOOL**

• WORK WITH SMALL GROUPS TO INCREASE MATH FLUENCY





978-254-6830



byoung@drakeexcellence.org



275 Billerica Road Unit 1-B Chelmsford, MA 01824

HONOR SOCIETIES

National Honor Society of Leadership and Success Alpha Sigma Lambda

The International Honor Society in Psychology

HONORS/AWARDS

Honor Roll - 3/2023, 5/2023, 7/2023. 9/2023, 1/2024, 3/2024

President's List - 5/2023, 9/2023, 1/2024

Highest Honors - 5/2024

ORGANIZATIONAL MEMBERSHIPS

International Positive Psychology Association Positive Education School Association International Positive Education Network

BRITTANY YOUNG

"The difference between what we do and what we are capable of doing would suffice to solve most of the world's problem." – Mahatma Gandhi

PROFESSIONAL SUMMARY

Driven by a passion for enacting positive systemic change, I transitioned from a 14-year career in veterinary medicine to co-founding an innovative elementary school. This significant shift underscores my commitment to empowering children by equipping them with the tools and guidance necessary for academic and personal success. I aim to leverage my degree in positive psychology to cultivate an environment where everyone can flourish and thrive.

EDUCATION

Center for Positive Education 2024-2025

Certified Positive Educator

SOUTHERN NEW HAMPSHIRE UNIVERSITY 2023-2024

BA Psychology w/conc in Child & Adolescent Development Cumulative GPA 3.958

HOLYOKE COMMUNITY COLLEGE 2008-2010

AS Veterinary Technology Cumulative GPA 3.147

WORK EXPERIENCE

2022-PRESENT

DRAKE ACADEMY OF EXCELLENCE INC.

Co-Founder, Admin. Coordinator, Director of V.O.I.C.E.S Initiative

2010-2023

GATEWAY VETERINARY CLINIC

Veterinary Technician/Hospital Manager

Jeannie Painter Wagner

PO Box 1176, Merrimack NH 03054 603-566-9455 jajesasa@aol.com

Experience

9/2004-present

Resource Teacher • James Mastricola Upper Elementary School • Merrimack School District. Merrimack NH

- Resource teacher for students in 5ⁿ grade, provide differentiation support to the general curriculum, provide specialized individual and small group instruction in accordance with IEP, develop IEP with specific, targeted goals and objectives, using researchbased tools for progress monitoring
- Resource teacher for students in 5-6 grade, provide individualized/small group instruction using alternative reading programs such as O-G, Wilson, Reading Milestones and alternative math programs such as Transitions Math according to IEP goals. Provided weekly feedback to students and parents as to progress toward grade level mastery, trained in Orton-Gillingham, Wilson Reading steps 1-6

9/1984-6/2004

Resource Teacher • Reeds Ferry Elementary School • Merrimack School District, Merrimack, NH

- Resource teacher for students in grades 4-5, provide differentiation support to the general education curriculum for all identified students, trained in Wilson reading program steps 1-6, develop IEP with specific, targeted goals and objectives, using QRI and other research-based tools for progress monitoring
- Resource teacher for students grade 1-5 with severe learning disabilities, provide inclusion opportunities grades 1-5, provide specialized academic instruction and behavioral supports according to IEP goals, develop targeted goals and objectives for IEP
- Resource teacher for students grade 1-5 with significant special needs, provide
 inclusion opportunities grades 1-5, medical support and specialized individual academic
 and life skill instruction and behavioral supports according to IEP goals, develop
 targeted goals and objectives for IEP

8/1982-8/1984

Early Intervention Teacher • The Moore Center • Manchester, NH

 Provided developmental monitoring and activities for infants and toddlers 1-3 years old in a home setting. Supported transition to public school setting at the age of 3.
 Participated in ChildFind for Southern NH

Education

2023 C.A.G.S. Language Based Learning Disabilities and Dyslexia, Southern New Hampshire University, Manchester NH

2009 M.Ed. Curriculum and Instruction specializing in Literacy, Lesley University, Cambridge, MA

1979 B.A. English Education, Speech and Drama, University of Michigan, Ann Arbor, MI

KAYLA S. McGARR

EDUCATION

Master of Music Education

Gordon College, Wenham, MA Graduation: August 2015 GPA (3.95)

Certification in First Steps in Music

Methodologist and Instructor: John Feierabend Completion: July 2014

Certification in Conversational Solfege, levels I and II

Methodologist and Instructor: John Feierabend Completion: July 2013

Bachelor of Music Education (Voice), Choral Concentration

Gordon College, Wenham, MA Graduation: May 2009

- Music Education Major of the Year Award, Gordon College (Fall 2008 Spring 2009)
- GPA (3.59)
- Discipleship Scholarship, Recipient (Fall 2005 Spring 2009)
- Presidential Honors: GPA above 3.75 and no grade below a C (Spring 2008)
- Dean's List: GPA between 3.50 & 3.74 and no grade below a C (Fall 2005, 2006, 2008, Spring 2007)

MASSACHUSETTS INITIAL LICENSURE

- Pre K-12
- General Music / Choral / Instrumental
- NASDTEC: National Association of State Directors of Teacher Education and Certification
- Teaching Certificate #436763

TEACHING EXPERIENCE

Dutile/Parker Elementary Schools - Billerica Public Schools, MA (August 2009 - present)

Grades K-Five General Music/Choral Specialist

- Supervising Practitioner for UMASS Lowell and Gordon College music education practicums.
- Teach collegiate demonstration lessons for Gordon College Lab School.
- *Honor Thy Teacher* Award, nominated by specific families of students within the district for one's impact and dedication to student learning. (2014, 2015, 2016, 2017, 2018, 2019, 2022, 2023)
- Grant writer and recipient for classroom instruments and materials.
- Co-creator of annual "Evening with the Arts" advocacy night for students, parents, and administrators, create and deliver hands-on lessons and demonstrations.
- Sequence music literacy curriculum, create units, and lesson plans based on John Feierabend's First Steps in Music and Conversational Solfege and Kenneth Phillips' Teaching Kids to Sing.
- Created and piloted district's first ukulele in-school program.

- Organize and conduct in-school and after-school performances at sporting events and community centers, featuring student choral concerts, Orff instrumental ensembles, and musicals.
- Musical director for cross-curricular events and initiatives (ie. assemblies, graduation ceremonies, Poetry Slam, Talent Show, Field Day, other special events).
- RTI interventionist for students with social and/or emotional disabilities.
- Co-creator of after-school volleyball incentive program for students in grades three through five.

Student Teaching Practicum (January – May 2009)

Dutile Elementary School - Billerica, MA

- Grades One Five General Music/Chorus
 - Coordinated professional piano performance.
 - Conducted at the All-Town Chorus Concert, accompanied and assisted rehearsals on piano.
 - Organized choral performance recording for school PTO meeting.

Billerica Memorial High School - Billerica MA

- Select Vocal Ensemble
 - Created lesson plans, conducted rehearsals, developed beginning sight-reading program, created warm-ups to improve vocal technique, researched and created concert program notes.
- High School Musical (Beauty and the Beast)
 - Conducted sectional rehearsals, created and taught characterization techniques, assisted in ensemble rehearsals, assessed rehearsal run-throughs and provided feedback to students, rehearsed lines with individual students, assisted in set design and construction, ticket sales.
- Popular Music (elective class)
 - Created and implemented lesson plans, incorporating Soundtrack Music and Music Aesthetics.

Summer Music Academy (2008, 2009)

- Beginning Music Theory: Created and taught score analysis and composition for mixed class, ages 8-15.
- World Music: Created and taught "Latin American Music."
- *Junior Chorus*: Co-directed rehearsals and sectionals, assisted in performance.

Teaching Grant Writer and Winner – Lynn, MA (April 2008)

• Grade Five Percussion Ensemble workshop taught with concluding performance, purchased instruments later donated to school.

LEADERSHIP/EXTRACURRICULAR

Children's Choir Founder and Artistic Director – Boston Church of Christ (2012 – present)

- Conducts concerts and rehearsals for children ages six through sixteen.
- Concert audience attendees 200-2,200 people per concert

Massachusetts Northeast District Junior Girls Chorus – Manager (2012), Assistant Manager (2011)

• Drafted conductor candidates for board approval, selected audition adjudicators, co-coordinated auditions, selected accompanist and instrumental soloists, prepared rehearsal space, drafted program notes, directed sectionals.

HOPE Worldwide Medical/Educational Brigade – San Pedro Sula, Honduras (June 2010, Jan 2011, Jan 2012)

• Coordinated children's footwear donation drive at school to bring on brigade, taught music to children ages three to sixteen, conversed in conversational Spanish to children and their families.

MMEA All-State Conference (2008 – present, annually), Collegiate Ambassador (2008)

• Prepared concert venues and clinics, formally introduced clinicians and informal concerts, assisted in Boston Symphony Hall performance, coordinated scheduling, student chaperone.

Advises new teachers and collegiate students both in-person and remotely, models demonstration lessons.

H. Partner Endorsements



The Drake Academy of Excellence has partnered with Julie Jungalwala and the Institute for the Future of Learning in order to ensure that our mindsets, beliefs, and practices promote human development, build a positive school culture, and utilize effective leadership strategies.

Because the mission of DAE is to shift systems and "provide an innovative model for education", we believe that our collaboration with Julie will not only give us the tools and direction we need to shift education in our own school, but in other schools in our area and across the country. Our teacher and leadership development collaborative gives us a direct point of contact and interaction with teachers and leaders who are invested in shifting education in our country. We believe that involvement with the right people and leaders is critical to the success of this project and we are thrilled to be partnering with Julie and Susanna in this incredibly important work.

Who is Julie? Julie Jungalwala is a coach and advisor to school leaders, educational institutions, and foundations whose mission is to shape the future of K-12 education. She has over fifteen years' experience building effective learning environments that unlock human potential and enable organizational culture to adapt and grow during times of change. She is the founder and executive director of the Institute for the Future of Learning, a nonprofit organization dedicated to helping transform the factory model of education. The Institute works with a diverse range of clients including public schools, independent schools, public charter schools, and educational philanthropic organizations. Julie graduated from Harvard's Graduate School of Education with a master's degree in technology, innovation, and education.

Julie's Thoughts on the Drake Academy of Excellence:

Q: You must have many requests for partnerships and you must have to choose which schools and leaders to help. Why have you agreed to work with DAE? What called you to form this partnership with them?

A: Systems level change requires adult behavioral change (further explanation here). We will not have a system of education that supports the whole child until and unless we support whole adults within these learning environments too. Pre-Covid, the education system was under huge duress as many leaders and teachers made herculean efforts to transform practice while propping up an obsolete 100+ year system. Two years into the pandemic, the inadequacies of the system have been laid bare and we can no longer ignore them. The system needs an exemplar of what it to takes to nurture adult

development as we nurture the development of children in parallel fashion. The mission of DAE is to be that exemplar.

I am under no illusion of just how hard it is to get a new school off the ground. I believe in Esther and the board she has assembled to lead this important work. They are learners, who embrace the uncertainty ahead and the possibility inherent in the realization of the mission. It will be challenging, but this is the work that is sorely needed right now.

Q: Children, teachers, and leaders have unique needs that aren't being met in the current industrial school model. How do you think DAE will serve them and help meet their needs?

A: By meeting each child and adult where they are. By helping them design, build and live a life of their own choosing. By constantly personalizing the learning environment to each learner's proximal zone of development. By grounding the work in what the research tells us with regards to how humans learn, grow and thrive.

Q: What is different about DAE compared to other schools and what are the things about DAE that resonate with you?

A: The biggest difference is the focus on adult development – both from a leadership development perspective and a teacher development perspective. Effective professional development needs to be job embedded¹ and the Drake Academy's mission is to be a lab for this work. In addition, parent partnership is critical in realizing the potential of this model, DAE is building in the scaffolding and supports for this partnership from day 1.

Q: You've known Esther since 2018. How would you describe her? What is it that struck you about her and the plans she has to create systemic change in education?

A: I would describe Esther as visionary, positive, heartfelt – all with a focus on moving things forward. She also understands the critical importance of surrounding herself with the right people – this is essential to standing up the school and realizing DAE's bold vision.

¹ https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf

At Drake, we implement the PERMA framework, developed by Dr. Martin Seligman, the founding father of Positive Psychology. PERMA is a research-backed model for well-being used in schools around the world.



- P Positive Emotion Cultivating joy, gratitude, and hope - children learn happiness is a skill that they can practice and develop
- **E- Engagement -** Helping students to be deeply involved in activities that challenge and excite them.
- R- Relationships Building strong, supportive connections. Kids thrive when they feel seen, safe, and valued.
- **M- Meaning -** Guiding students to connect with a bigger purpose understanding their place in the world and how they can contribute.
- A- Accomplishment Celebrating effort, growth, and goals. Students build confidence as they recognize their own strengths and successes.



THE OUTCOME

When we equip students with the tools they need to learn and to experience well-being, they will flourish!



POSITIVE EDUCATION

While many U.S. schools incorporate parts of Positive Psychology, such as socialemotional learning (SEL), very few have committed to fully embedding Positive Psychology systemically across curriculum, culture, and leadership.

At Drake, we live, learn, teach, and model the principles of Positive Psychology across the entire school community — from the classroom to the playground, and from leadership to support staff.



HOW DRAKE TEACHES THE PERMA MODEL

At DAE, we don't just hope our students grow into kind, confident, and capable people — we intentionally teach them the skills they need to get there. These aren't just "extra" lessons — they're built into everything we do, every single day.

PERMA GOAL	SKILL/MINDSET TAUGHT	EXAMPLE IN ACTION		
Positive Emotion/ Optimism	"I believe something good can happen."	Morning meetings include "What I'm looking forward to today," and children learn to reframe negative thoughts with guided stories and role play.		
Engagement	ind "I find meaning and joy in learning."	Lessons are hands-on and student led. Whether growing a class garden, exploring science through experiments, or acting out history stories — learning is active and joyful.		
Relationships	"I show kindness, empathy, and respect to others."	Students learn to give "appreciations" during class meetings and practice resolving small conflicts using simple tools like "I feel I need"		
Meaning	"I can use my strengths to positively impact my classmates, family, and community."	Students participate in classroom service projects, like creating "kindness kits" for local shelters.		
Achievement	"I set goals and work toward them."	Students set weekly goals (academic or personal) and check in with teachers in 1:1 mini- conferences to reflect on effort and celebrate success.		
Growth Mindset	"I can grow my abilities through effort and learning."	Students reflect on a challenge they faced and write "I used to think now I know" journals to celebrate progress, not perfection.		
Resilience	"I can bounce back after a setback."	After a tough quiz or peer conflict, students use "resilience circles" to talk through emotions, problem-solve, and make a plan for next time.		

H. Massachusetts Curricular Standards

CURRICULUM SCOPE AND SEQUENCE FOR GRADES 1 TO 8

GRADE 1

MATH INTEGRATION

Algebraic Thinking Power Standards (ATPS)

ATPS. 1. Represent and solve problems involving addition and subtraction.

ATPS. 2. Understand and apply properties of operations and the relationship between addition and subtraction.

ATPS. 3. Add and subtract within 20.

ATPS. 4. Work with addition and subtraction equations.

Number and Operations Power Standards (NOPS)

NOPS. 1. Extend the counting sequence.

NOPS. 2. Understand place value.

NOPS. 3. Use place value understanding and properties of operations to add and subtract.

Measurement and Data Power Standards (MDPS)

MDPS. 1. Measure lengths indirectly and by iterating length units.

MDPS. 2. Tell and write time.

MDPS. 3. Represent and interpret data.

MDPS. 4. Work with money.

Geometry Power Standards (GPS)

GPS. 1. Reason with shapes and their attributes.

GRADE 1 ENGLISH LANGUAGE ARTS INTEGRATION

Reading Power Standards (RPS)

RPS. 1. Ask and answer questions about key details in a text.

RPS. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RPS. 3. Describe characters, settings, and major events in a story, using key details. RPS. 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language Standards 4-6 on applying knowledge of vocabulary to reading)

RPS. 5. Identify characteristics of common types of stories, including folktales and fairy tales.

RPS. 6. Identify who is telling the story at various points in a text.

RPS. 7. Use illustrations and details in a story to describe its characters, setting, or events. RPS. 8. Compare and contrast the adventures and experiences of characters in stories. RPS. 9. With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.

Reading Power Standards for Informational Text (RPSIT)

RPSIT. 1. Ask and answer questions about key details in a text.

RPSIT. 2. Identify the main topic and retell key details of a text.

RPSIT. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RPSIT. 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RPSIT. 5. Know and use various text features. RPSIT. 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RPSIT. 10. With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

Reading Power Standards for Foundational Skills

Reading Power Standards for Foundational Skills (RPSFS)

RPSFS. 1. Demonstrate understanding of the organization and basic features of print.

RPSFS. 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RPSFS. 3. Know and apply grade-level phonics and word analysis skills in decoding words.

RPSFS. 4. Read with sufficient accuracy and fluency to support comprehension.

Writing Power Standards (WPS)

WPS. 1. Write opinion pieces that introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

WPS. 2. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

WPS. 3. Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.

WPS.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.) WPS. 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

WPS. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. WPS. 7. Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).

WPS. 8. With guidance and support from adults,

	RPSIT. 7. Use the illustrations and details in a	recall information from experiences or gather
	text to describe its key ideas.	information from provided sources to answer a
	RPSIT. 8. Identify the reasons an author gives	question.
	to support points in a text.	WPS. 9. (Begins in 4th grade)
	RPSIT. 9. Identify basic similarities in and	WPS. 10. Write routinely for a range of tasks,
	differences between two texts on the same	purposes, and audiences.
	topic.	
GRADE 1 ENGLISH	Speaking and Listening Power Standards	Language Power Standards (LPS)
LANGUAGE ARTS	(SLPS)	LPS. 1. Demonstrate command of the conventions of
INTEGRATION	SLPS. 1. Participate in collaborative	standard English grammar and usage when writing
(CONTINUED)	conversations with diverse partners about	or speaking; retain and further develop language
	grade 1 topics and texts with peers and adults	skills learned in previous grades.
	in small and larger groups.	LPS. 2. Demonstrate command of the conventions of
	SLPS. 2. Ask and answer questions about key	standard English capitalization, punctuation, and
	details in a text read aloud or information	spelling when writing.
	presented orally or through other media.	LPS. 3. (Begins in grade 2).
	SLPS. 3. Ask and answer questions about	LPS. 4. Determine or clarify the meaning of unknown
	what a speaker says in order to gather	and multiple-meaning words and phrases based on
	additional information or clarify something	grade 1 reading and content, choosing flexibly from
	that is not understood.	an array of strategies.
	SLPS. 4. Describe people, places, things, and	LPS. 5. With guidance and support from adults,
	events with relevant details, expressing ideas	demonstrate understanding of word relationships
	and feelings clearly and using appropriate	and nuances in word meanings.
	vocabulary. (See grade 1 Language Standards	LPS. 6. Use words and phrases acquired through
	4-6 for specific expectations regarding	conversations, activities in the grade 1 curriculum,
	vocabulary.)	reading and being read to, and responding to texts,
	SLPS. 5. Add drawings or other visual displays	including using frequently occurring conjunctions
	to descriptions when appropriate to clarify	(e.g., because) to signal simple relationships.
	ideas, thoughts, and feelings.	
	SLPS. 6. Produce complete sentences when	
	appropriate to task and situation. (See grade 1	
	Language Standard 1 for specific	
	expectations.)	

GRADE 1 SOCIAL **STUDIES INTEGRATION**

Topic 1. Civics Power Standards (CPS)

CPS. 1. Demonstrate understanding of the benefits of being part of a group and explain what it means to be a member of a group; follow the group's rules, limits, responsibilities and expectations, and explain reasons for rules to others.

CPS. 2. Investigate the various roles that members of a group play and explain how those roles contribute to achieving a common goal.

CPS. 3. Demonstrate understanding that a leader is also a member of a group, but takes on a different role with more responsibility for inspiring others, organizing and delegating activities, and helping the group make decisions.

CPS. 4. Analyze examples of leadership and leaders from history, everyday life, and from literature and informational texts read or read aloud, and describe the qualities of a good leader.

CPS. 5. Give examples of why members of a group who hold different views need ways to make decisions, and explain how members of a group can make fair decisions or choose leaders by voting.

CPS. 6. Explain that an election is a kind of voting in which people select leaders. CPS. 7. Identify some leaders who are chosen by elections (e.g., the President of the United States, the Governor of Massachusetts, the captain of a soccer team) and explain their roles.

CPS. 8. Demonstrate understanding that members of a town, city, or nation in the United States are called citizens, and that their rights and responsibilities include • electing leaders who serve fixed terms • paying attention to the leader's actions, and • deciding whether or not to re-elect them on the basis of how well they have served citizens. CPS. 9. Explain that all people born in the United States are citizens, while some people become citizens after moving to the Unites States from another country. Understand that some residents of the United States are not citizens, but are still members of the community with rights and responsibilities.

CPS. 10. Evaluate the qualities of a good citizen or member of the community, drawing on examples from history, literature, informational texts, news reports, and personal experiences and features.

Geography Power Standards (GPS)

GPS. 1. Explain that a map represents spaces and helps one identify locations and features. GPS. 2. Identify and use language for cardinal directions (north, east, south, west) when locating and describing places on a map; use a map to identify the location of major cities and capitals (e.g., Boston, Massachusetts, Washington D.C., Mexico City, Mexico) and investigate factors that explain why these locations became important cities. GPS. 3. Explain that a city that is called a capital is the center of government for a state or nation. GPS. 4. Locate and explain physical features (e.g., continents, oceans, rivers, lakes, mountains) on maps and construct maps and other representations of local places.

GPS. 5. Demonstrate understanding that people from different parts of the world can have different ways of living, customs, and languages.

History Power Standards (HPS)

HPS. 1. Provide evidence to explain some of the ways in which the people of the United States are unified (e.g., share a common national history) and diverse (e.g., have different backgrounds, hold different beliefs, and have different celebrations, cultural traditions, and family structures). HPS. 2. Demonstrate understanding of the ways people show pride in belonging to the United States by recognizing and explaining the meaning of unifying symbols, phrases, and songs: a. national symbols (e.g., the United States flag, the bald eagle, the White House, and the Statue of Liberty) b. words, mottoes, phrases, sentences associated with the United States (e.g., "U.S." or "America" standing for United States of America, the Latin motto, "E pluribus unum," on coins, currency, and the seal of the United States, Pledge of Allegiance") c. the melodies/lyrics of patriotic songs (e.g., "America the Beautiful," "My Country, 'Tis of Thee," "God Bless America," "The Star-Spangled Banner") HPS. 3. Recognize and document sequential patterns in seasonal events or personal experiences, using a calendar and words and phrases relating to chronology and time, (e.g., in the past or future; present, past, and future tenses of verbs).

Economics Power Standards (EPS)

EPS. 1. Explain the relationship between natural resources and industries and jobs in a particular location (e.g., fishing, shipbuilding, farming, trading, mining, lumbering, manufacturing).

EPS. 2. Distinguish a renewable resource from a non-renewable resource.

EPS. 3. Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services.

EPS. 4. Explain what it means to be employed and define the terms income, wages, and salary.

EPS. 5. Give examples of products (goods) that people buy and use.

EPS. 6. Give examples of services people do for each other.

EPS. 7. Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two).EPS. 8. Analyze examples of voluntary choices people make about buying goods and services.

EPS. 9. Compare and contrast reasons why people save some of their money (e.g., deciding to put some of it aside for later for a future purchase, for a charitable donation or for an emergency.

GRADE 1 SCIENCE INTEGRATION

Earth & Space Sciences Power Standards (ESSPS)

Earth's Place in the Universe
ESSPS. 1. Use observations of the Sun, Moon, and stars to describe that each appears to rise in one part of the sky, appears to move across the sky, and appears to set.
ESSPS. 2. Analyze provided data to identify relationships among seasonal patterns of change, including relative sunrise and sunset time changes, seasonal temperature and rainfall or snowfall patterns, and seasonal changes to the environment.

Life Science Power Standards (LSPS)

From Molecules to Organisms: Structures and Processes

LSPS. 1. Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air, and (b) plants have roots, stems, leaves, flowers, and fruits that are used to take in water, air, and other nutrients, and produce food for the plant.

LSPS. 2. Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive. Heredity: Inheritance and Variation of Traits LSPS. 3. Use information from observations (first-hand and from media) to identify similarities and differences among individual plants or animals of the same kind.

CURRICULUM SCOPE AND SEQUENCE GRADE 2

GRADE 2

MATH INTEGRATION

Algebraic Thinking Power Standards (ATPS)

ATPS. 1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. ATPS. 2. Fluently add and subtract within 20

using mental strategies. 9 By end of grade 2, know from memory all sums of two single-digit numbers and related differences.
ATPS. 3. Determine whether a group of

objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

ATPS. 4. Use addition to find the total number of objects arranged in rectangular arrays with up to five rows and up to five columns; write an equation to express the total as a sum of equal addends.

Number and Operations Power Standards (NOPS)

NOPS. 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.

NOPS. 2. Count within 1,000; skip-count by 5s, 10s, and 100s. Identify patterns in skip counting starting at any number.

NOPS. 3. Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.

NOPS. 4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

NOPS. 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

NOPS. 6. Add up to four two-digit numbers using strategies based on place value and properties of operations.

NOPS. 7. Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

NOPS. 8. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. NOPS. 9. Explain why addition and

Measurement and Data Power Standards (MDPS)

MDPS. 1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
MDPS. 2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
MDPS. 3. Estimate lengths using units of inches, feet, centimeters, and meters.

MDPS. 4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

MDPS. 5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

MDPS. 6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2... and represent whole-number sums and differences within 100 on a number line diagram.

MDPS. 7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

MDPS. 8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies (up to \$10), using \$ and ¢ symbols appropriately and whole dollar amounts.

MDPS. 9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Organize and record the data on a line plot (dot plot) where the horizontal scale is marked off in whole-number units.

MDPS. 10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Geometry Power Standards (GPS)

GPS. 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.12 Identify triangles, squares, rectangles, rhombuses, trapezoids, pentagons, hexagons, and cubes.

GPS. 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

GPS. 3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

subtraction strategies work, using place value and the properties of operations.	
and the properties of operations.	

GRADE 2

ENGLISH LANGUAGE ARTS INTEGRATION

Reading Power Standards (RPS)

RPS. 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RPS. 2. Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

3. Describe how characters in a story respond to major events and challenges.

RPS. 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4-6 on applying knowledge of vocabulary to reading.)

RPS. 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RPS. 6. Explain what dialogue is and how it can reveal characters' thoughts and perspectives. RPS. 7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RPS. 8. (Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.)

RPS. 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RPS. 10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

Reading Power Standards for Informational Text (RPSIT)

RPSIT. 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text

RPSIT. 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RPSIT. 3. Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.
RPSIT. 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (See grade 2 Language Standards 4-6 on applying knowledge of vocabulary to reading.)

RPSIT. 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RPSIT. 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RPSIT. 8. Describe how reasons support specific points the author makes in a text.

RPSIT. 9. Compare and contrast the most important points presented by two texts on the same topic. RPSIT. 10. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.

Reading Power Standards for Foundational Skills (RPSFS)

RPSFS. 1. Know and apply grade-level phonics and word analysis skills in decoding words.

RPSFS. 2. Read with sufficient accuracy and fluency to support comprehension.

Writing Power Standards (WPS)

WPS. 1. Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

WPS. 2. Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

WPS. 3. Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.

WPS. 4. Produce writing in which the development

WPS. 4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.

WPS. 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

WPS. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

WPS. 7. Participate in shared research and writing

WPS. 7. Participate in shared research and writing projects.

WPS. 8. Recall information from experiences or gather information from provided sources to answer a question.

WPS. 9. (Begins in grade 4.)

WPS. 10. Write routinely for a range of tasks, purposes, and audiences.

RPSIT. 6. Identify the main purpose of a text.	
RPSIT. 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
explain, or describe.	
·	

GRADE 2 ENGLISH LANGUAGE ARTS INTEGRATION (CONTINUED)

Speaking and Listening Power Standards (SLPS)

SLPS. 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SLPS. 2. 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SLPS. 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SLPS. 4. Tell a story, recount an experience, or explain how to solve a mathematical problem with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences and using appropriate vocabulary.

SLPS. 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or descriptions of experiences when appropriate to clarify ideas, thoughts, and feelings.

SLPS. 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Power Standards (LPS)

LPS. 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

LPS. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LPS. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LPS. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

LPS. 5. Demonstrate understanding of word relationships and nuances in word meanings. LPS. 6. Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

GRADE 2 SOCIAL STUDIES INTEGRATION

Reading and Making Maps Power Standards (RMMPS)

RMMPS. 1. Explain the kinds of information provided by components of a map (e.g., compass rose/cardinal directions, scale, key/legend, title) and give examples of how maps can show relationships between humans and the environment (e.g., travel, roads, natural resources, agriculture, mining). RMMPS. 2. Compare different kinds of map projections (e.g., Mercator, Peters) and explain how they represent the world differently.

RMMPS. 3. Construct a map of a familiar location (e.g., the school, the neighborhood, a park).

Geography and its Effects on People Power Standards (GPPS)

GPPS. 1. On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes, seas, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains). GPPS. 2. On a map of the world and on a globe, locate the oceans of the world, and explain the importance of oceans and how they make the world habitable.

GPPS. 3. Explain how the location of landforms and bodies of water helps determine conditions (i.e., climate, weather, vegetation) for habitable living.

GPPS. 4. Explain and describe human interaction with the physical world.

Migrations and Cultures (MCPS)

MCPS. 1. Investigate reasons why people migrate (move) to different places around the world, recognizing that some migration is voluntary, some forced.

EPS. 4. Explain what it means to be employed and define the terms income, wages, and salary.

EPS. 5. Give examples of products (goods) that people buy and use.

EPS. 6. Give examples of services people do for each other.

EPS. 7. Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two).

EPS. 8. Analyze examples of voluntary choices people make about buying goods and services (e.g., to buy from a company that supports its workers or protects the environment).

EPS. 9. Compare and contrast reasons why people save some of their money (e.g., deciding to put some of it aside for later for a

MCPS. 2. Give examples of why the United States is called "a nation of immigrants".

MCPS. 3. Conduct interviews with family members, neighbors, friends, or school staff to discover where their families came from, how and why they moved to where they now live, and when and why their families came to Massachusetts.

MCPS. 4. Identify what individuals and families bring with them (e.g., memories, cultural traits, goods, ideas, and languages or ways of speaking) when they move to a different place and identify the significant impacts of migration; identify elements that define the culture of a society (e.g., language, literature, arts, religion, traditions, customs); explain how the community is enriched by contributions from all the people who form it today.

Civics Power Standards (CPS)

CPS. 1. Recognize the difference between physical geography and political geography.

CPS. 2. Explain the characteristics of a country.
CPS. 3. Locate and analyze information and present a short research report on the physical features, resources, and people of a country outside the United States.

Economics Power Standards (EPS)

EPS. 1. Explain the relationship between natural resources and industries and jobs in a particular location (e.g., fishing, shipbuilding, farming, trading, mining, lumbering, manufacturing).

EPS. 2. Distinguish a renewable resource from a non-renewable resource.

EPS. 3. Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services.

	future purchase, for a charitable donation or	
	for an emergency).	
	CURRICULUM SCOPE AND SE	OUENCE GRADE 3
GRADE 3	Algebraic Thinking Power Standards (ATPS)	Number and Operations Fractions Power Standards
MATH	ATPS. 1. Interpret products of whole numbers,	(NOFPS)
INTEGRATION	e.g., interpret 5×7 as the total number of	NOFPS. 1. Understand a fraction 1/b as the quantity
	objects in five groups of seven objects each.	formed by 1 part when a whole (a single unit) is
	ATPS. 2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the	partitioned into b equal parts; understand a fraction a /b as the quantity formed by a parts of size 1/b.
	number of objects in each share when 56	NOFPS. 2. Understand a fraction as a number on the
	objects are partitioned equally into 8 shares,	number line; represent fractions on a number line
	or as a number of shares when 56 objects are	diagram.
	partitioned into equal shares of 8 objects	NOFPS. 3. Explain equivalence of fractions in special
	each. ATPS. 3. Use multiplication and division within	cases, and compare fractions by reasoning about their size.
	100 to solve word problems in situations	Measurement and Data Power Standards (MDPS)
	involving equal groups, arrays, and	MDPS. 1. Tell and write time to the nearest minute
	measurement quantities, e.g., by using	and measure time intervals in minutes. Solve word
	drawings and equations with a symbol for the	problems involving addition and subtraction of time
	unknown number to represent the problem. ATPS. 4. Determine the unknown whole	intervals in minutes. MDPS. 2. Measure and estimate liquid volumes and
	ATF3. 4. Determine the unknown whole	MDI 3. 2. Medadie dila estillate liquia volulles dila

number in a multiplication or division equation relating three whole numbers.

ATPS. 5. Apply properties of operations to multiply.

ATPS. 6. Understand division as an unknown-factor problem.

ATPS. 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of grade 3, know from memory all products of two single-digit numbers and related division facts.

ATPS. 8. Solve two-step word problems using the four operations for problems posed with whole numbers and having whole number answers. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding. ATPS. 9. Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.

Number and Operations Power Standards (NOPS)

NOPS. 1. Use place value understanding to round whole numbers to the nearest 10 or 100

NOPS. 2. Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

NOPS. 3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

masses of objects using standard metric units of grams (g), kilograms (kg), and liters.

MDPS. 3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.

MDPS. 4. Generate measurement data by measuring lengths of objects using rulers marked with halves and fourths of an inch. Record and show the data by making a line plot (dot plot), where the horizontal scale is marked off in appropriate units—whole numbers, halves, or fourths.

MDPS. 5. Recognize area as an attribute of plane figures and understand concepts of area measurement.

MDPS. 6. Measure areas by counting unit squares (square cm, square m, square in., square ft., and non-standard units).

MDPS. 7. Relate area to the operations of multiplication and addition.

MDPS. 8. Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Geometry Power Standards (GPS)

GPS. 1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Compare and classify shapes by their sides and angles (right angle/non-right angle). Recognize rhombuses, rectangles, squares, and trapezoids as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

GPS. 2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

GRADE 3 ENGLISH LANGUAGE ARTS INTEGRATION

Reading Power Standards (RPS)

RPS. 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RPS. 2. Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in a text.

RPS. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RPS. 4. Determine the meaning of words and phrases as they are used in a text,

Reading Power Standards for Informational Text (RPSIT)

RPSIT. 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RPSIT. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RPSIT. 3. Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RPSIT. 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

distinguishing literal from figurative language. RPS. 5. Identify common structural elements of fiction (e.g., problem, solution); describe how each successive part of a text builds on earlier sections.

RPS. 6. Distinguish their own point of view from that of a text's narrator or those of its characters.

RPS. 7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RPS. 8. (Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.)

RPS. 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RPS. 10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3.

Reading Power Standards for Foundational Skills (RPSFS)

RPSFS. 1. Know and apply grade-level phonics and word analysis skills in decoding words.

RPSFS. 2. Read with sufficient accuracy and fluency to support comprehension.

Writing Power Standards (WPS)

WPS. 1. Write opinion pieces on topics or texts, supporting an opinion with reasons. WPS. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

WPS. 3. Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

WPS. 4. Produce writing in which the development and organization are appropriate to task, purpose, and audience. WPS. 5. Develop and strengthen writing as needed by planning, revising, and editing. WPS. 6. Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

WPS. 7. Conduct short research projects that build knowledge about a topic.

WPS. 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

WPS. 9. (Begins in grade 4.)

WPS. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of

RPSIT. 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RPSIT. 6. Distinguish their own point of view from that of the author of a text.

RPSIT. 7. Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RPSIT. 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RPSIT. 9. Compare and contrast the most important points and key details presented in two texts on the same topic.

RPSIT. 10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.

Speaking and Listening Power Standards (SLPS)

SLPS. 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SLPS. 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SLPS. 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail

SLPS. 4. Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary.

SLPS. 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SLPS. 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Power Standards (LPS)

LPS. 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

LPS. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LPS. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LPS. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

discipline-specific tasks, purposes, ar	ıd
audiences.	

LPS. 5. Demonstrate understanding of word relationships and nuances in word meanings. LPS. 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

GRADE 3 SOCIAL STUDIES INTEGRATION

Massachusetts Cities and Towns Power Standards (MCTPS)

MCTPS. 1. On a current map of Massachusetts, use cardinal directions, map scales, legends, and titles to locate and describe the city or town where the school students attend is located, its local geographic features and historic landmarks, and their significance.

MCTPS. 2. Research the demographic origins of the town or city (e.g., the Native People who originally lived there or still live there, the people who established it as a colonial town, its founding date, and the free, indentured, and enslaved women and men who contributed to the wellbeing of the

MCTPS. 3. Explain why classrooms, schools, towns, and cities have governments, what governments do, how local governments are organized in Massachusetts, and how people participate in and contribute to their communities.

The Geography and Native Peoples of Massachusetts Power Standards (GNPMPS)

GNPSMPS. 1. On a physical map of North America, use cardinal directions, map scales, legends, and titles to locate the Northeast region and identify important physical features.

GNPMPS. 2. On a political map of the current United States, locate the New England states. GNPMPS. 3. Explain the diversity of Native Puritans, the Massachusetts Bay Colony, Native Peoples, and Africans Power Standards (PMNAPS)

PMNAPS. 1. Compare and contrast the roles and leadership decisions of early English leaders of the Puritans of the Massachusetts Bay Colony and the Pilgrims of the Plymouth colony.

PMNAPS. 2. Explain why Puritan men and women migrated in great numbers to Massachusetts in the 17th century, how they moved west from the Atlantic coast, and the consequences of their migration for the Native Peoples of the region.

PMNAPS. 3. Using visual primary sources such as paintings, artifacts, historic buildings, or text sources, analyze details of daily life, housing, education, and work of the Puritan men, women, and children of the Massachusetts Bay Colony, including self-employed farmers and artisans, indentured servants, employees, and enslaved people.

PMNAPS. 4. Explain that in the 17th and 18th century slavery was legal in all the French, Dutch, and Spanish, and English colonies, including Massachusetts and that colonial Massachusetts had both free and enslaved Africans in its population. PMNAPS. 5. Explain the importance of maritime commerce and the practice of bartering – exchanging goods or services without payment in money—in the development of the economy of colonial Massachusetts, using materials from historical societies and history museums as reference materials.

Massachusetts in the 18th century through the American Revolution Power Standards (MARPS) MARPS. 1. Using a historical map, explain the extent of the Province of Massachusetts in the 17th and 18th

Peoples, present and past, in Massachusetts and the New England region.

European Explorers Native Peoples In the Northeast Power Standards (EENPPS)

EENPPS. 1. Locate North America, the Atlantic Ocean, and Europe on a map, explain how Native Peoples first came into contact with Europeans, and explain why Europeans in the 16th-17th centuries sailed westward across the Atlantic.

EENPPS. 2. Trace on a map the voyages of European explorers of the Northeast coast of North America

EENPPS. 3. Explain how any one of the explorers described the Native Peoples and the new lands, and compare an early 17th century map of New England with a current one.

Pilgrims, the Plymouth Colony, and Native Communities Power Standards (PPNCPS)
PPNCPS. 1. Explain who the Pilgrim men and women were and why they left Europe to seek a place where they would have the right to practice their religion; describe their journey, the government of their early years in the Plymouth Colony, and analyze their relationships with the Wampanoag and Abenaki/Wabanaki people.

centuries (including territory which is now included in Maine, Nova Scotia, and New Brunswick, as well as Martha's Vineyard and Nantucket). Explain reasons for the growth of towns and cities in Massachusetts in the 1700s.

MARPS. 2. Analyze the connection between events, locations, and individuals in Massachusetts in the early 1770s and the beginning of the American Revolution, using sources such as historical maps, paintings, and texts of the period.

MARPS. 3. Analyze how the colonists' sense of justice denied led to declaring independence, and what the words of the Declaration of Independence say about what its writers believed.

MARPS. 4. Explain how, after the Revolution, the leaders of the new United States had to write a plan for how to govern the nation, and that this plan is called the Constitution. Explain that the rights of citizens are spelled out in the Constitution's first ten Amendments, known as the Bill of Rights; explain that full citizenship rights were restricted to white male property owners over the age of 21 in the new Republic.

MARPS. 5. Explain that states as well as nations have plans of government; recognize that the Constitution of Massachusetts (1780) is the oldest functioning constitution in the world, that its primary author was John Adams, and that, in addition to outlining government, it gives basic rights to citizens of the Commonwealth.

GRADE 3 SCIENCE INTEGRATION

Earth & Space Sciences Power Standards (ESPS)

ESPS. 1. Use graphs and tables of local weather data to describe and predict typical weather during a particular season in an area. ESSPS 2. Obtain and summarize information about the climate of different regions of the world to illustrate that typical weather conditions over a year vary by region.

Earth & Human Activity Power Standards (EHAPS)

EHAPS. 1. Evaluate the merit of a design solution that reduces the damage caused by weather.

Life Science Power Standards (LSPS)

From Molecules to Organisms: Structures and Processes

LSPS. 1. Use simple graphical representations to show that different types of organisms have unique and diverse life cycles. Describe that all organisms have birth, growth, reproduction, and death in common but there are a variety of ways in which these happen. LSPS not included

Heredity: Inheritance and Variation of Traits Power Standards (HPS)

HPS. 1. Provide evidence, including through the analysis of data that plants and animals have traits inherited from parents and that variations of these traits exist in a group of similar organisms.

HPS. 2. Distinguish between inherited characteristics and those characteristics that result from a direct interaction with the environment. Give examples of characteristics of living organisms that are influenced by both inheritance and the environment.

Biological Evolution: Unity and Diversity Power Standards (BEPS)

BEPS. 1. Use fossils to describe types of organisms and their environments that existed long ago and compare those to living organisms and their environments. Recognize that most kinds of plants and animals that once lived on Earth are no longer found anywhere.

BEPS. 2. Use evidence to construct an explanation for how the variations in characteristics among individuals within the same species may provide advantages to these individuals in their survival and reproduction.

BEPS. 3. Construct an argument with evidence that in a particular environment some organisms can survive well, some survive less well, and some cannot survive. BEPS. 4. Analyze and interpret given data about changes in a habitat and describe how the changes may affect the ability of organisms that live in that habitat to survive and reproduce.

BEPS. 5. Provide evidence to support a claim that the survival of a population is dependent upon reproduction.

Physical Science Power Standards (PSPS)

Motion and Stability: Forces and Interactions (MSPS) MSPS. 1. Provide evidence to explain the effect of multiple forces, including friction, on an object. Include balanced forces that do not change the motion of the object and unbalanced forces that do change the motion of the object.

MSPS. 2. Conduct an investigation to determine the nature of the forces between two magnets based on their orientations and distance relative to each other. Technology/Engineering Power Standards (TEPS) Engineering Design

EDPS. 1. Define a simple design problem that reflects a need or a want. Include criteria for success and constraints on materials, time, or cost that a potential solution must meet.

EDPS. 2. Generate several possible solutions to a given design problem. Compare each solution based on how well each is likely to meet the criteria and constraints of the design problem

EDPS. 3. Gather information using various informational resources on possible solutions to a design problem. Present different representations of a design solution.

CURRICULUM SCOPE AND SEQUENCE GRADE 4

GRADE 4 MATH INTEGRATION

Algebraic Thinking Power Standards (ATPS)

ATPS. 1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

ATPS. 2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. 19

ATPS. 3. Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

ATPS. 4. Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

ATPS. 5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Number and Operations Power Standards (NOPS)

NOPS. 1. Recognize that in a multi-digit whole number, a digit in any place represents 10 times as much as it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.

NOPS. 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

NOPS. 3. Use place value understanding to round multi-digit whole numbers to any place.

NOPS. 4. Fluently add and subtract multidigit whole numbers using the standard algorithm. NOPS. 5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

NOPS. 6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Number and Operations Fractions Power Standards (NOFPS)

NOFPS. 1. Explain why a fraction a /b is equivalent to a fraction (n × a) /(n × b) by using visual fraction models, with attention to how the numbers and sizes of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions, including fractions greater than 1. NOFPS. 2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or.

NOFPS. 3. Understand a fraction a/b with a > 1 as a sum of fractions 1/b.

NOFPS. 4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

NOFPS. 5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.

NOFPS. 6. Use decimal notation to represent fractions with denominators 10 or 100. NOFPS. 7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or, <, and justify the conclusions, e.g. by using a visual model.

Measurement and Data Power Standards (MDPS) MDPS. 1. Know relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

Measurement and Data Power Standards (MDPS)

MDPS 2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

MDPS. 3. Apply the area and perimeter formulas for rectangles in real-world and mathematical problems.

MDPS. 4. Make a line plot (dot plot) representation to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots (dot plots).

MDPS. 5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "onedegree angle," and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees. MDPS. 6. Measure angles in wholenumber degrees using a protractor. Sketch angles of specified measure. MDPS. 7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in realworld and mathematical problems, e.g., by using an equation with a symbol for the

Geometry Power Standards (GPS)

GPS. 1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

GPS. 2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

GPS. 3. Recognize a line of symmetry for a twodimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

GRADE 4 ENGLISH LANGUAGE ARTS INTEGRATION

Reading Power Standards (RPS)

unknown angle measure.

RPS. 1. Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.

RPS. 2. Determine a theme of a story, drama, or poem from details in the text; summarize a text.

RPS. 3. Describe in depth a character, setting, or event in a story or drama,

RPSIT. 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4-6 on applying knowledge of vocabulary to reading.) RPSIT. 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

drawing on specific details in the text (e.g., a character's thoughts, words, or actions). RPS. 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean); explain how figurative language (e.g., simile, metaphor) enriches a text. (See grade 4 Language Standards 4-6 on applying knowledge of vocabulary to reading.)

RPS.5. Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a text. RPS. 6. Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations. RPS. 7. Make connections between a written story or drama and its visual or oral presentation, identifying where the presentation reflects specific descriptions and directions in the written text. RPS. 8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.)

RPS. 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RPS. 10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.

Reading Power Standards for Informational Text (RPSIT)

RPSIT. 1 Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.

RPSIT. 2. Determine the main idea of a text and explain how it is supported by key details; summarize a text.

RPSIT. 3. Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.

RPSIT. 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RPSIT. 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.

RPSIT. 8. Explain how an author uses reasons and evidence to support particular points in a text. 9. Integrate information from two texts on the same topic in order to write or speak knowledgeably about the subject.

RPSIT. 9. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.

Writing Power Standards (WPS)

WPS. 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped in paragraphs and sections to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented

WPS. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension, b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic, e. Provide a concluding statement or section related to the information or explanation presented. WPS. 3. Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear

GRADE 4 ENGLISH LANGUAGE ARTS

a. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence. b. Use

Speaking and Listening Power Standards (SLPS) SLPS. 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4

sequences.)

INTEGRATION (CONTINUED)

dialogue and description to develop experiences or events or show responses to situations. c. Use a variety of transitional words and phrases to manage sequence. d. Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely. e. Provide a sense of closure appropriate to the narrated experiences or events. f. For poems, use patterns of sound (e.g., rhyme, rhythm, alliteration, consonance) and visual patterns (e.g., line length, grouped lines as stanzas or verses) to create works that are distinctly different in form from prose narratives.

WPS. 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

WPS. 5. Develop and strengthen writing as needed by planning, revising, and editing. a. Demonstrate command of standard English conventions (as described in Language Standards 1-3 up to and including grade 4). b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately. WPS. 6. Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. WPS. 7. Conduct short research projects

that build knowledge through investigation of different aspects of a topic.

WPS. 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

WPS. 9. Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.

WPS. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. SLPS. 2. Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SLPS. 3. Identify the reasons and evidence a speaker provides to support particular points. SLPS. 4. Report on a topic, text, procedure, or solution to a mathematical problem, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary.

SLPS. 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. SLPS. 6. Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language Power Standards (LPS)

LPS. 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. a. Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences. b. Correctly use frequently confused words (e.g., their/there). c. Use helping verbs, also known as auxiliaries (e.g., can, may, might, should), to convey various conditions of possibility, likelihood, obligation, or permission, choosing among helping verbs depending on the overall meaning of the sentence. d. Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence. e. Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.

f. Form and use progressive verb tenses. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive. b. Use correct capitalization, c. Use commas and quotation marks to mark direct speech and quotations from a text. d. Use a comma before a coordinating conjunction in a compound sentence. e. Spell grade-appropriate words correctly. consulting references as needed. LPS. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion). LPS. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, b. Use common, gradeappropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.). e. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *). LPS. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). LPS. 6. Acquire and use accurately grade-

appropriate general academic and

and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered)

GRADE 4 SOCIAL STUDIES INTEGRATION

Topic 1. North America: geography and map skills

Supporting Question: What are the physical features and nations of North America?

NA. 1. On a physical map of North America, use cardinal directions, map scales, key/legend (symbols for mountains, rivers, deserts, lakes, cities), and title to locate and identify important physical features (e.g., Mississippi and Rio Grande Rivers, Great Lakes, Atlantic and Pacific Oceans, Gulf of Mexico, Hudson's Bay, Appalachian Mountains, Rocky Mountains, Sierra Madre, the Great Basin, Mojave, Sonoran, and Chihuahuan Deserts, the Yucatan Peninsula, the Caribbean Sea).

NA. 2. On a political map of North America, locate Canada and its provinces, Mexico and its states, the nations of the Caribbean, and the United States of America and its states; explain the meaning of the terms continent, country, nation, county, state, province, and city. NA. 3. Research, analyze, and convey information about Canada or Mexico by consulting maps, atlases, encyclopedias, digital information and satellite images, photographs, or news articles; organizing materials, and making an oral or written presentation about topics such as the peoples, population size, languages, forms of government, major cities, environment, natural resources, industries, and national landmarks. Topic 2. Ancient civilizations of North **America**

Supporting Question: How do archaeologists develop theories about ancient migrations?

AC. 1. Evaluate competing theories about the origins of people in North America (e.g., theories that people migrated across a land bridge that connected present-day Siberia to Alaska or theories that they came by a maritime route) and evidence for dating the existence of early populations in North America to about 15,000 years ago.

AC. 2. Using maps of historic Native Peoples' culture regions of North America and photographs, identify archaeological evidence of some of the characteristics of major civilizations of this period (e.g., AC. 4. Give examples of some archaeological sites of Native Peoples in North America that are preserved as national or state monuments, parks, or international heritage sites (e.g., Teotihuacan in Mexico, Mesa Verde National Park in Colorado, Cahokia Mounds State Historic Site in Illinois, Chaco Culture National Historic Park in New Mexico) and explain their importance in presenting a comprehensive history of Americans and American life.

Topic 3. Early European exploration and conquest Supporting Question: What were the reasons for European voyages across the Atlantic Ocean? EEE. 1. Explain how historians studying the European voyages to the Americas use archaeological evidence, maps, illustrations, and texts produced in Europe at the time, and that all of these materials are called primary sources. EEE. 2. Explain who the Vikings were and describe evidence of their early encounters with Native Peoples along the North American Atlantic coast. EEE. 3. Trace on a map European explorations of North America and the Caribbean Islands in the 15th and 16th centuries (e.g., voyages of Vasco Nuñes de Balboa, Jacques Cartier, Cristobal Colon [Christopher Columbus], Ferdinand Magellan, Juan Ponce De Leon, Amerigo Vespucci, Hernán Cortés), evaluate the reasons for the voyages, noting that they were part of an effort by European nations to expand their empires, find new routes for trade with Asia, new opportunities for colonization, and new natural resources; make a timeline of their landings and conquests.

Topic 4. The expansion of the United States over time and its regions today Supporting Question: How has the environment shaped the development of each region? EUS. 1. Describe how the construction of canals, roads, and railways in the 19th century helped the United States to expand westward.

EUS. 2. Give examples of some of the ways the United States acquired new states (beyond the 13 original states) and additional territories between 1791 and 1898, including purchasing land called the Louisiana Territory from France, adding territory in the Southwest as a result of war with Mexico, settling a treaty with Britain to gain land called the Oregon Territory in the Northwest, purchasing Alaska from Russia, annexing Hawaii, and adding territories such as Puerto Rico as a result of a war with Spain.

EUS. 3. Compare different reasons why men and women States wanted to move West in the 19th century, and describe aspects of pioneer life on the frontier (e.g., wagon train journeys on the Oregon

stone tools, ceramics, mound-building, cliff dwellings).

AC. 3. Explain how archaeologists conduct research (e.g., by participating in excavations, studying artifacts and organic remains, climate and astronomical data, and collaborating with other scholars) to develop theories about migration, settlement patterns, and cultures in prehistoric periods.

and Santa Fe Trails, and settlements in the western territories).

EUS. 4. Explain that many different groups of people immigrated to the United States from other places voluntarily and some were brought to the United States against their will (as in the case of people of Africa).
EUS. 5. Show understanding that in the middle of the 19th century, the people of the United States were deeply divided over the question of slavery and its expansion into newly settled parts of the West, which led to the Civil War from 1861 to 1865.

The Northeast

NE. 1. On a political map of the United States, locate the states in the Northeast (listed alphabetically: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island and Vermont).

NE. 2. Using resources such as print and

NE. 2. Using resources such as print and online atlases, topographical maps, or road maps, construct a map of the Northeast that shows important cities, state capitals, physical features (e.g., waterways and mountains), and that includes a title, scale, compass, and map key.

NE. 3. Explain the benefits in the 18th century of becoming a state in the United States (as opposed to a British colony) and, as a class, construct a timeline that shows when each of the states in the region was admitted into the United States (Connecticut-1788, Maine, originally part of Massachusetts-1788, as a separate state-1820, Massachusetts-1788, New Hampshire-1788, New Jersey-1787, New York-1788, Pennsylvania-1787, Rhode Island-1790, Vermont-1791).

NE. 4. Develop questions, conduct research, and analyze how people have adapted to the environment of the Northeast, and how physical features and natural resources affected settlement patterns, the growth of major urban/suburban areas, industries or trade. 5. Describe the diverse cultural nature of the region, including

Dominicans, Mexicans, Salvadorans, Colombians, Guatemalans, Brazilians, Haitians, Vietnamese, Cambodians, Chinese, Indians, and Somalis) The Southeast

SE. 1. On a political map of the United States, locate the states and the national capital city in the Southeast, and the U.S. territories in the Caribbean; add to the timeline the admission dates for states in the Southeast (listed alphabetically: Alabama-1819, Arkansas-1836, Delaware-1787, Florida-1845, Georgia-1788, Kentucky-1792, Louisiana-1812, Maryland-1788, Mississippi-1817, North Carolina-1789, South Carolina-1788, Tennessee-1796, Virginia-1788, West Virginia-1863); territories Puerto Rico, and the United States Virgin Islands.

SE. 2. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Powhatan Chiefdom, Seminole, Cherokee, Creek), African Americans, Europeans (e.g., the early Spanish settlements in Florida) and immigrant groups from other regions of the world.

SE. 3. Explain how natural disasters, such as hurricanes and floods, have affected the region, and how government and citizens have responded to catastrophic natural events.

SE. 4. Describe the role of Washington, D.C. as the national capital, and give examples of its national cultural and civic resources (e.g., the White House, U.S. Capitol Building, Supreme Court, Library of Congress, the Smithsonian Institution, cemeteries and monuments).

SE. 5. Using resources such as print and online atlases, or state websites, construct a map of a state in the Southeast region that provides information about physical features (e.g., waterways and mountains) and that includes a title, scale, compass, and map key.

The Midwest

MW. 1. On a political map of the United States, locate the states in the Midwest; add to the timeline the admission dates for states in the Midwest (listed alphabetically: Illinois-1818, Indiana-1816, Iowa-1846, Kansas-1861, Michigan-1838, Minnesota-1858, Missouri-1821, Nebraska-1867, North Dakota-1889, Ohio-1803, South Dakota-1889, Wisconsin-1848). MW. 2. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Sioux, Mandan, Ojibwe/Chippewa), African Americans, Europeans and immigrant groups from other regions of the world.

contributions of Native Peoples (e.g., Wampanoag, Iroquois, Abenaki), Africans, Europeans (e.g., the early settlements of the Dutch in New York, French near Canada, Germans in Pennsylvania, the English in Massachusetts, Rhode Island, Connecticut, Vermont and New Hampshire, subsequent 19th and early 20th century immigration by groups such as Irish, Italian, Portuguese, and Eastern Europeans) and various other immigrant groups from other regions of the world in the later 20th and 21st centuries (e.g., Puerto Ricans,

MW. 3. Explain how natural disasters, such as tornadoes and drought, have affected the region, and how government and citizens have responded to catastrophic natural events.

MW. 4. Using resources such as print and online atlases, historical sources, or national or state websites, construct a map of a state in the Midwest region that provides information about physical features (e.g., waterways and mountains), natural resources and industries such as agriculture and that includes a title, scale, compass, and map key.

The Southwest

SW. 1. On a political map of the United States, locate the states in the Southwest; add to the timeline the admission dates for states in the Southwest (listed alphabetically, Arizona-1912, New Mexico-1912, Oklahoma-1907, and Texas-1845). SW. 2. Explain that Texas, Arizona, and New Mexico were territories that formerly belonged to Mexico; that Texas declared independence from Mexico in 1836, and that Arizona and New Mexico were taken by the United States as a result of the Mexican-American War 1846-1848.

SW. 3. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Pueblo, Navajo, Apache, Comanche), African Americans, Europeans (e.g., the Spanish in Texas, Arizona, and New Mexico), Mexicans, and immigrant groups from other regions of the world settling in the region over time.

SW. 4. Explain how natural disasters, such as hurricanes and drought, have affected the region, and how government and citizens have responded to catastrophic natural events.

SW. 5. Using resources such as print and online atlases, historical sources, or state websites, construct a map of a state in the Southwest region that provides information about physical features (e.g., waterways and mountains), climate, settlements and movements of Native Peoples (including current reservation lands), European exploration and pioneer settlements of the 17th-19th centuries and that includes a title, scale, compass, and map key.

The West

W. 1. On a political map of the United States, locate the states in the West and the U.S. territories in the Pacific Ocean; add to the timeline the admission dates for states in the Southwest (states listed alphabetically, Alaska-1959, California-1850, Colorado-1876, Hawaii-1959, Idaho-1890, Montana-1889, Nevada-1864, Oregon-1859, Utah-1896, Washington-1889, Wyoming-1890); territories: American Samoa, Guam, Midway Islands, Northern Mariana Islands, and Wake Island.

W. 2. Explain that California, Colorado, and Utah were territories that belonged to Mexico and were taken by the United States as a result of the Mexican-American War 1846-1848. W. 3. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Paiute, Coast Salish) African Americans, Europeans (e.g. the Spanish in California), the Mexicans, the Chinese, Japanese, and immigrant groups from other regions of the world over time.

W. 4. Explain how disasters, such as drought and forest fires, have affected the region, and how government and citizens have responded to catastrophic events.

W. 5. Using resources such as print and online atlases, or state websites, construct a map of a state in the West region that provides information about physical features (e.g., waterways and mountains), important landmarks, national parks, and historic sites and that includes a title, scale, compass, and map key.

GRADE 4 SCIENCE INTEGRATION

Earth & Space Sciences Power Standards (ESPS)

ESPS. 1. Use evidence from a given landscape that includes simple landforms and rock layers to support a claim about the role of erosion or deposition in the formation of the landscape over long periods of time.

ESPS. 2. Make observations and collect data to provide evidence that rocks, soils, and sediments are broken into smaller pieces through mechanical weathering and moved around through erosion. ESPS. 3. Analyze and interpret maps of Earth's mountain ranges, deep ocean trenches, volcanoes, and earthquake epicenters to describe patterns of these features and their locations relative to boundaries between continents and oceans.

ESPS. 4. Obtain information to describe that energy and fuels humans use are derived from natural resources and that some energy and fuel sources are renewable and some are not.
ESPS. 5. Evaluate different solutions to reduce the impacts of a natural event such as an earthquake, blizzard, or flood on humans.

Life Science Power Standards (LSPS)

LSPS. 1. Construct an argument that animals and plants have internal and external structures that support their survival, growth, behavior, and reproduction.

Physical Science Power Standards (PSPS) PSPS. 1. Use evidence to construct an explanation relating the speed of an object to the energy of that object. PSPS. 2. Make observations to show that energy can be transferred from place to place by sound, light, heat, and electric currents.

PSPS. 3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.

PSPS. 4. Apply scientific principles of energy and motion to test and refine a device that converts kinetic energy to electrical energy or uses stored energy to cause motion or produce light or sound. PSPS. 5. Develop a model of a simple mechanical wave (including sound) to communicate that waves (a) are regular patterns of motion along which energy travels and (b) can cause objects to move. PSPS. 6. Develop a model to describe that light must reflect off an object and enter the eye for the object to be seen.

PSPS. 7. Develop and compare multiple ways to transfer information through encoding, sending, receiving, and decoding a pattern.

Technology and Engineering Power Standards (TEPS)

TEPS. 1. Plan and carry out tests of one or more design features of a given model or prototype in which variables are controlled and failure points are considered to identify which features need to be improved. Apply the results of tests to redesign a model or prototype.

TEPS. 2. Evaluate relevant design features that must be considered in building a model or prototype of a solution to a given design problem.

GRADE 5

MATH INTEGRATION

Algebraic Thinking Power Standards (ATPS)

ATPS. 1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols, e.g., (6 x 30) + (6 x 1/2). 2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. ATPS. 2. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

Number and Operations Power Standards (NOPS)

NOPS. 1. Recognize that in a multi-digit number, including decimals, a digit in any place represents 10 times as much as it represents in the place to its right and 1 /10 of what it represents in the place to its left.

NOPS. 2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use wholenumber exponents to denote powers of 10.

NOPS. 3. Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

NOPS. 4. Use place value understanding to round decimals to any place.
NOPS. 5. Fluently multiply multi-digit whole numbers. (Include two-digit x four-digit numbers and, three-digit x three-digit numbers) using the standard algorithm.

NOPS. 6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

NOPS. 7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction and between multiplication and division; relate the strategy to a written method and explain the reasoning used.

Number and Operations Fractions Power Standards (NOFPS)

NOFPS. 1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. NOFPS. 2. Solve word problems involving addition and subtraction of fractions referring to the same whole (the whole can be a set of objects), including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

NOFPS. 3. Interpret a fraction as division of the numerator by the denominator (a/b = a \div b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

NOFPS. 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product (a/b) \times q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a \times q \div b.

Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

NOFPS. 5. Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a $/b = (n \times a)/(n \times b)$ to the effect of multiplying a /b by 1.

NOFPS. 6. Solve real-world problems involving multiplication of fractions and

rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths

mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

NOFPS. 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.21 a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. Interpret division of a whole number by a unit fraction, and compute such quotients.

NOFPS. 8. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.

Measurement and Data Power Standards (MDPS)

MDPS. 1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems.

MDPS. 2. Make a line plot (dot plot) to display a data set of measurements in fractions of a unit. Use operations on fractions for this grade to solve problems involving information presented in line plot (dot plot).

MDPS. 3, 3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. 4. Measure volumes by counting unit cubes, using cubic cm, cubic in., cubic ft., and non-standard units.

MDPS. 5. Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with wholenumber edge lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold wholenumber products as volumes, e.g., to represent the associative property of multiplication. b. Apply the formula $V = I \times I$ $\mathbf{w} \times \mathbf{h}$ and $\mathbf{V} = \mathbf{B} \times \mathbf{h}$ (where B stands for the area of the base) for

in the context of solving real-world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.

Geometry Power Standards (GPS)

GPS. 1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the zero on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

GPS. 2. Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. GPS. 3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.

GPS. 4. Classify two-dimensional figures in a hierarchy based on properties.

Reading Power Standards for Foundational Skills (RPSFS)

RPSFS. 1. Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RPSFS. 2. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GRADE 5

ENGLISH LANGUAGE ARTS INTEGRAION

Reading Power Standards (RPS)

RPS. 1. Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)

RPS. 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize a text.

RPS. 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RPS. 4. Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4-6 on applying knowledge of vocabulary to reading.)

RPS. 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RPS. 6. Describe how a narrator's or speaker's point of view influences how events are described in a story, myth, poem, or drama.

RPS. 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).

RPS. 8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.)

RPS. 9. Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar themes and topics.

RPS. 10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5.

Reading Power Standards for Informational Text (RPSIT)

RPSIT. 1. Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)

RPSIT. 2. Determine one or more main ideas of a text and explain how they are

RPSIT. 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.

RPSIT. 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RPSIT. 5. Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.

RPSIT. 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent.

RPSIT. 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RPSIT. 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RPSIT. 9. Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

RPSIT. 10. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.

Writing Power Standards (WPS)

WPS. 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. 3. Construct viable arguments and respond to the reasoning of others.

WPS. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement

supported by key details; summarize a text.

WPS. 3. Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences. a. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence. b. Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations. c. Use a variety of transitional words, phrases, and clauses to manage sequence. d. Use concrete words and phrases and sensory details to convey experiences or events precisely. e. Provide a sense of closure appropriate to the narrated experiences or events. f. For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.) q. For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.

WPS. 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)

WPS. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. a. Demonstrate command of standard English conventions (as described in Language Standards 1- 3 up to and including grade 5). b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4-6 up to and including grade 5). WPS. 6. Use technology, including current

web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

WPS. 7. Conduct short research projects

WPS. 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Language Power Standards (LPS)
LP. 1. Demonstrate command of the
conventions of standard English
grammar and usage when writing or

or section related to the information or explanation presented.

RPS. 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

RPS. 9. Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.

RPS. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Power Standards (SLPS) SLPS. 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly, a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the

SLPS. 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SLPS. 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

discussions.

SLPS. 4. Report on a topic, text, procedure, or solution to a mathematical problem, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary.

SLPS. 5. Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. SLPS. 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

LPS. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect

speaking; retain and further develop language skills learned in previous grades. a. Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence. b. Recognize and correct inappropriate shifts in verb tense.11 c. Use active and passive verbs, choosing between them depending on the overall meaning of the sentence. Word Usage d. Form and use perfect verb tenses. LPS. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive. b. Use punctuation to separate items in a series.12 c. Use a comma to separate an introductory element from the rest of the sentence. d. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). e. Use underlining, quotation marks, or italics to indicate titles of works. f. Spell grade-appropriate words correctly, consulting references as needed.

LPS. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.12 b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, gradeappropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.). e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature). LPS. 6. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context, b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

GRADE 5

SOCIAL STUDIES INTEGRATION Early Colonization Power Standards (ECPS)

Supporting Question: To what extent was North America a land of opportunity, and for whom?

ECPS. 1. Explain the early relationships of English settlers to Native Peoples in the 1600s and 1700s, including the impact of diseases introduced by Europeans in severely reducing Native populations, the differing views on land ownership or use, property rights, and the conflicts between the two groups (e.g., the Pequot and King Philip's Wars in New England). ECPS. 2. Compare the different reasons colonies were established and research one of the founders of a colony (e.g., Lord Baltimore in Maryland, William Penn in Pennsylvania, John Smith in Virginia,

a. Enslaved African Americans were property that could be bought, sold, and separated from their families by their owners; they were generally not taught to read or write, and generally owned no property; they suffered many kinds of abuse and could be punished if they were caught after running away from their masters. A number of slave rebellions resulted from these harsh conditions. b. Many enslaved Africans became skilled artisans, such as cabinetmakers, coopers, and ironworkers and could be hired out to work. c. Some Africans came to America as indentured servants or sailors and were freed when their service was completed; some former slaves were granted freedom and some in the North took legal action to obtain their freedom (e.g., in Massachusetts, Elizabeth Freeman, Quock Walker, and Prince Hall). d. States in the North adopted gradual emancipation (for example, Massachusetts outlawed slavery in 1783 and no enslaved people

Roger Williams in Rhode Island, John Winthrop in Massachusetts). ECPS. 3. Analyze the reasons why English colonists had the strongest influence on the language, political institutions, and political principles of the country that became the United States of America, even though other major European nations also explored North America (e.g., the relatively small number of colonists from other nations, England's history of self- government, high rates of literacy, and strong economic, and military

position in the world). ECPS. 4. On a map of the United States. locate the first 13 colonies and describe the impact of regional differences in climate on the types of crops that could be grown or harvested profitably in the Northern, mid-Atlantic, and Southern colonies: describe varied sources of labor (e.g., self-employed colonists, apprentices, employees, indentured servants, free and enslaved Africans). ECPS. 5. Describe the origins of slavery. its legal status in all the colonies through the 18th century, and the prevalence of slave ownership, including by many of the country's early leaders (e.g., George Washington, Thomas Jefferson, James Madison, George Mason.) ECPS. 6. Describe the Triangular Trade and the harsh conditions of trans-Atlantic voyages (called the Middle Passage) for enslaved Africans.

ECPS. 7. Compare and contrast the living and working conditions of enslaved and free Africans in the colonies in the 18th century, and explain how some enslaved people sought their freedom.

appear in the 1790 Massachusetts census); free African Americans could have families, own property, hold jobs, and earn a living.

Revolutionary War Power Standards (RWPS) RWPS. 1. Reasons for revolution, the Revolutionary War, and the formation of government Explain the reasons for the French and Indian War and how its costs led to an overhaul of British imperial policy; explain key British policies and the colonial response to them. a. policies: the Proclamation of 1763, the Sugar Act (1764), the Stamp Act (1765), the Townsend Duties (1767), the Tea Act (1773), the Intolerable Acts (1774) b. the slogan, "no taxation without representation" c. the roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea (1773), the Suffolk Resolves (1774), in which Massachusetts declared a boycott of British goods, the early battles between Massachusetts colonists and the British soldiers in Lexington, Concord, and Bunker Hill (1775) and the evacuation of the British from Boston (1776) d. the role of women in the boycott of British textiles and tea, in writing to support liberty, in managing family farms and businesses, raising funds for the war, and supporting the Continental Army (1760s-1780s) RWPS. 2. On a historic map of the Boston area in the

RWPS. 2. On a historic map of the Boston area in the 1770s, locate important sites in the preRevolutionary and Revolutionary period and analyze the role and the significance of Massachusetts people such Samuel Adams, Crispus Attucks, John Hancock, James Otis, Paul Revere, John and Abigail Adams, Mercy Otis Warren, Phillis Wheatley, Peter Salem. RWPS. 3. Explain the development of colonial governments and describe how these developments (e.g., legislative bodies, town meetings, and charters on individual freedoms and rights) contributed to the Revolution

RWPS. 4. Read the Declaration of Independence (1776), explain its main argument, the reasons given for seeking independence, the meaning of the key ideas on equality and natural and legal rights, and the rule of law.

RWPS. 5. Describe the impact of events as the Revolutionary War continued; locate the sites of events on a map, and explain the factors leading to American victory and British defeat. a. The Battles of Trenton in New Jersey (1776) and Saratoga in New York (1777) b. The winter encampment of the Continental Army at Valley Forge in Pennsylvania (1777-1778) c. The battle of Yorktown in Virginia (1781) 6. Explain that many Americans remained loyal to the British Crown or remained neutral in the conflict and that Native Peoples and free and enslaved Africans fought on both sides in the Revolution.35 7. Compare and contrast the impact of the actions of important leaders (e.g., John Adams, Benjamin Franklin, King George III, Edmund Burke, Thomas Jefferson,

college, slavery and the question of how slaves were to be counted in the Census); explain why the framers agreed to the 3/5 Compromise in order to keep the states united and how the decision reinforced the institution of slavery and the power of states in which slavery was particularly prevalent. 5. Explain that voting rights and property rights did not extend to women in the new Constitution. 6. Read the Bill of Rights and explain the freedoms it guarantees; research the historical background of one of the first ten Amendments and make an argument using evidence for its inclusion in the Bill of Rights in 1791. Clarification Statement: These standards are designed to be introductory. Students will study United States government in a Grade 8 Civics course and will revisit principles of government as part of high school courses U.S. History I and II.

Alexander Hamilton, James Madison, George Washington, the Marquis de Lafayette) during the Revolution and the early years of the United States Republic.

8. Explain the reasons for the adoption of the Articles of Confederation in 1781, the weaknesses of the Articles as a plan for government, and the reasons for their failure.

9. Analyze the causes of Shays' Rebellion of 1786-1787 and explain why it was one of the crucial events leading to the Constitutional Convention.

Principles of Government Power Standards (PCPS)

PGPS. 1. Read the Preamble to and sections of the Constitution and explain how these writings reflect the following political principles: individual rights and responsibilities, equality, the rule of law, general welfare, limited government, representative democracy. Clarification statement: Teachers may choose the sections of the Constitution that they believe to be most accessible and relevant to their students. 2. Explain how the framers of the Constitution divided and shared powers among the three branches of the United States government; describe the function of each branch and the system of checks and balances. 3. Describe the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement and the building and funding of schools. 4. Analyze the significance of the major issues debated by members of the Constitutional Convention (e.g., the distribution of political power, the rights of

Slavery Civil War Power Standards (SCWPS) SCWPS. 1. Trace the state-by-state abolition of slavery in the Northern states in the 18th and 19th centuries and the expansion of slavery into western states; explain the effects of the 1808 law that banned the importation of slaves into the United States and explain how a robust slave trade nonetheless continued within the United States until the mid-19th century. SCWPS. 2. 2. Identify the major reasons for the Civil War (e.g., slavery, political and economic competition in Western territories, the emergence of the Republican Party) and the war's most important outcomes (e.g., end of slavery, Reconstruction, expanded role of the federal government, industrial growth in the North). Clarification Statement: In

individuals, rights of states, tensions

and electoral

between states with large and smaller populations, the make-up of the Senate

RGPS. 1. Identify the first three Presidents of the United States (George Washington, 1787-1797, John Adams, 1797-1801, and Thomas Jefferson, 1801-1809); summarize key developments during their time (e.g., the founding of political parties in the 1790s; the first Bank of the U.S., the Alien and Sedition Acts in 1798; the Louisiana Purchase of 1803, the Haitian Revolution in 1804), and evaluate their leadership of the new nation.

RGPS. 2. Evaluate the importance to the nation of the Louisiana Purchase and trace the expedition of Meriwether Lewis and William Clark, with Sacagawea and the Corps of Discovery, from 1803 to 1806.

RGPS. 3. Describe the causes of the War of 1812 and how events during the war contributed to a sense of American nationalism. a. British restrictions on trade and impressment b. Major battles and events of the war, including the role of the USS Constitution, the burning of the Capitol and the White House, and the Battle of New Orleans

RGPS. 4. On a map of New England, locate cities and towns that played important roles in the development of the textile and machinery industries, whaling, shipping, and the China trade in the 18th and 19th centuries and give examples of the short- and long-term benefits and costs of these industries.

RGPS. 5. Explain 19th century conflicts between Native Peoples and national, state, and local governments in the United States over land ownership and rights to self-government. a. Shawnee leader Tecumseh's call for Native Peoples to unify in resistance to the taking of their land (1810) b. President Andrew Jackson and the Indian Removal Act (1830), which forced native communities to move from their ancestral lands in the Southeast to territory west of the Mississippi River c. the Mashpee Revolt (1833), a dispute over self-government in the Mashpee Indian district in Massachusetts d. the significance of the Trail of Tears (1838) for the Cherokee and other native communities in the Southeast

civic organizations, and newspapers played in supporting and unifying African American communities.

SCWPS. 8. Research and analyze one of the people, organizations, events, or legislative acts from the 20th century that contributed to expanding civil rights of African Americans, women, and others in the United States. Clarification Statement: In addressing this standard, students and teachers may choose to focus on any of the following: • People such as Martin Luther King, Jr., Rosa Parks, Ruby Bridges, Thurgood Marshall, Edward Brooke, Jackie Robinson, Marian Anderson, Bayard Rustin, Eleanor Roosevelt, Frances Perkins, Lorraine Hansberry, Gloria Steinem, Betty Friedan, Geraldine Ferraro, César Chávez, Dolores Huerta, Sandra Day O'Connor, Ruth Bader Ginsburg • Organizations such as the National Organization for the Advancement of Colored People (NAACP) the National Organization

Grade 4, students were introduced to the Civil War as they learned about states of the Confederacy and the Union; they will study the Civil War in greater depth in high school.

SCWPS. 3. Explain the ideas and roles of some of the people of the pre-Civil War era who led the struggle against slavery (abolitionism) and for voting and property rights for African Americans (e.g., Harriet Tubman, Nat Turner, Sojourner Truth, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe).

SCWPS. 4. Identify the major military leaders and battles of the Civil War (e.g., Ulysses S. Grant, Robert E. Lee, William Tecumseh Sherman, Stonewall Jackson; Battles of Bull Run, Shiloh, Fredericksburg, Vicksburg, Gettysburg, Appomattox). SCWPS. 5. Describe the role of Abraham Lincoln in the development of the Republican Party and his actions as President during the Civil War, including the Emancipation Proclamation and the 13th, 14th, and 15th Amendments to the Constitution.

SCWPS. 6. Explain the consequences of the Emancipation Proclamation and the 13th, 14th, and 15th Amendments for the rights of African Americans. a. advocacy for women's rights surrounding the passage of the 14th and 15th Amendments and its relationship to the later movement for women's rights b. women's attainment of the right to vote with the passage of the 19th Amendment of 1920

CSWPS. 7. Describe living conditions for African Americans following the Civil War, during the Jim Crow era, including limited educational and economic opportunities, separate public facilities (e.g., segregated schools and colleges, neighborhoods, sections in buses, trains, restaurants, and movie theaters), the organized perpetuation of white supremacist beliefs and the threat of violence from extra-legal groups such as the Ku Klux Klan. Describe the role African American churches,

for Women (NOW) events such as the 1963 March on Washington, efforts of the 1960s and 1970s to desegregate city public school systems in Massachusetts • legislation such as the Equal Pay Act (1963), the campaign for, and eventual defeat of the Equal Rights Amendment (1970s), the enactment of Title IX (prohibition of discrimination on the account of gender, 1972) 9. Explain how the 20th century African American Civil Rights movement served as a model for other movements for civil rights (e.g., the second phase of the women's movement in the 1960s and 1970s, the disability rights movement, the LGBTQ movement).

GRADE 5 SCIENCE INTEGRATION

Earth & Space Sciences Power Standards (ESPS)

ESPS. 1. Use observations, first-hand and from various media, to argue that the Sun is a star that appears larger and brighter than other stars because it is closer to Earth. ESPS. 2. Use a model to communicate Earth's relationship to the Sun, Moon, and other stars that explain (a) why people on Earth experience day and night, (b) patterns in daily changes in length and direction of shadows over a day, and (c) changes in the apparent position of the Sun, Moon, and

PSPS. 2. Measure and graph the weights (masses) of substances before and after a reaction or phase change to provide evidence that regardless of the type of change that occurs when heating, cooling, or combining substances, the total weight (mass) of matter is conserved.

PSPS. 3. Make observations and measurements of substances to describe characteristic properties of each, including color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility.

PSPS. 4. Conduct an experiment to determine whether the mixing of two or more substances

stars at different times during a day, over a month, and over a year.

Earth's Systems Power Standards (ESPS) ESPS. 1. Use a model to describe the cycling of water through a watershed through evaporation, precipitation, absorption, surface runoff, and condensation. ESPS. 2. Describe and graph the relative amounts of salt water in the ocean; fresh water in lakes, rivers, and groundwater; and fresh water frozen in glaciers and polar ice caps to provide evidence about the

Earth and Human Activity Power Standards (EHAPS)

availability of fresh water in Earth's

biosphere.

EHAPS. 1. Obtain and combine information about ways communities reduce human impact on the Earth's resources and environment by changing an agricultural, industrial, or community practice or process.

EHAPS. 2. Test a simple system designed to filter particulates out of water and propose one change to the design to improve it. Life Science Power Standards (LSPS) LSPS.1. Ask testable questions about the process by which plants use air, water, and energy from sunlight to produce sugars and plant materials needed for growth and reproduction.

Ecosystems Power Standards (EPS)

EPS. 1. Develop a model to describe the movement of matter among producers, consumers, decomposers, and the air, water, and soil in the environment to (a) show that plants produce sugars and plant materials, (b) show that animals can eat plants and/or other animals for food, and (c) show that some organisms, including fungi and bacteria, break down dead organisms and recycle some materials back to the air and soil.

EPS. 2. Compare at least two designs for a composter to determine which is most likely to encourage decomposition of materials.

Physical Science Power Standards (PSPS) PSPS. 1. Use a particle model of matter to explain common phenomena involving gases, and phase changes between gas and liquid and between liquid and solid. results in new substances with new properties (a chemical reaction) or not (a mixture).

Motion and Stability Power Standards (MSPS)

MSPS. 1. Support an argument with evidence that the gravitational force exerted by Earth on objects is directed toward Earth's center.

Energy Power Standards (EPS)

EPS. 1. Use a model to describe that the food animals digest (a) contains energy that was once energy from the Sun, and (b) provides energy and nutrients for life processes, including body repair, growth, motion, body warmth, and reproduction.

Technology/Engineering Power Standards (TEPS)
TEPS. 1. Use informational text to provide examples of improvements to existing technologies (innovations) and the development of new technologies (inventions). Recognize that technology is any modification of the natural or designed world done to fulfill human needs or wants.

TEPS. 2. Use sketches or drawings to show how each part of a product or device relates to other parts in the product or device

CURRICULUM SCOPE AND SEQUENCE GRADE 6

GRADE 6 MATH INTEGRATION

Ratios and Proportional Relationships Power Standards (RPRPS)

RPRPS. 1. Understand the concept of a ratio including the distinctions between part:part and part:whole and the value of a ratio; part/part and part/whole. Use ratio language to describe a ratio relationship between two quantities.

NSPS. 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., -(-3) = 3, and that zero is its own

RPRPS. 2. Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship, including the use of units. RPRPS. 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements. Find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems, including those involving unit pricing, and constant speed. Number System Power Standards (NSPS)

NSPS. 1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. NSPS. 2. Fluently divide multi-digit numbers using the standard algorithm. NSPS. 3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. NSPS. 4. Use prime factorization to find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two relatively prime numbers. NSPS. 5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, and positive/negative electric charge). Use positive and negative numbers (whole numbers, fractions, and decimals) to

EEPS. 5. Understand solving an equation or inequality as a process of answering a question: Which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

EEPS. 6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the

represent quantities in real-world contexts,

explaining the meaning of zero in each

situation.

opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. NSPS. 7. Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative positions of two numbers on a number line diagram. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. c. Understand the absolute value of a rational number as its distance from 0 on the number line: interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. d. Distinguish comparisons of absolute value from statements about order.

NSPS. 8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

Expressions and Equations Power Standards (EEPS) EEPS. 1. Write and evaluate numerical expressions involving whole-number exponents. EEPS. 2. Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. b Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, and coefficient); view one or more parts of an expression as a single entity. c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). EEPS. 3. Apply the properties of operations to generate equivalent expressions. EEPS. 4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is

substituted into them).

4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface areas of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Statistics and Probability Power Standards (SPPS) SPPS. 1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. SPPS. 2. Understand that a set of data collected to answer a statistical question has a distribution, which can be described by its center (median, mean,

purpose at hand, any number in a specified set.

EEPS. 7. Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q, and x are all nonnegative rational numbers.

EEPS. 8. Write an inequality of the form x >c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams. EEPS. 9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. Geometry Power Standards (GPS) GPS. 1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. GPS. 2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would

and/or mode), spread (range, interquartile range), and overall shape.

SPPS. 3. Recognize that a measure of center for a

numerical data set summarizes all of its values with

a single number, while a measure of variation

describes how its values vary with a single number. SPPS. 4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots. a. Read and interpret circle graphs. SPPS. 5. Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median, and/or mean) and variability (range and/or interquartile range), as well as describing any overall pattern and any striking deviations from the overall pattern with

reference to the context in which the data were

gathered. d. Relating the choice of measures of

center and variability to the shape of the data distribution and the context in which the data were

gathered.

GPS. 3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

be found by multiplying the edge lengths of the prism. Apply the formulas V = lwh and V = Bh to find volumes of right rectangular prisms with fractional edge lengths in the

GRADE 6

ENGLISH LANGUAGE ARTS INTEGRATION

Reading Power Standards (RPS)

context of solving real-world and

mathematical problems.

RPS. 1. Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)

RPSIT. 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4-6 on applying knowledge of vocabulary to reading.)

RPS. 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.

RPS. 3. Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RPS. 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood.

RPS. 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. RPS. 6. Explain how an author develops the point of view of the narrator or speaker in a text.

RPS. 7. Compare and contrast the experience of reading a story, drama, or poem to that of listening to or viewing the same text.

RPS. 8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.) RPS. 9. Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RPS. 10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

Reading Power Standards for Informational Text (RPSIT)

RPSIT. 1. Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. RPSIT. 2. Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. RPSIT. 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RPSIT. 5. Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
RPSIT. 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RPSIT. 7. Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.

RPSIT. 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RPSIT. 9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RPSIT. 10. Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

Writing Power Standards (WPS)

WPS. 1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly in paragraphs and sections. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). e. Provide a concluding statement or section that follows from the argument presented.
WPS. 2. Write informative/explanatory texts (e.g.,

essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). f. Provide a concluding statement or section that follows from the information or explanation presented.

WPS. 3. Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence, b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another d. Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., "the fog crept in") to convey experiences or events. e. Provide a conclusion that follows from the narrated experiences or events. WPS. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)

WPS. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. a. Demonstrate command of standard English conventions (as described in Language Standards 1- 3 up to and including grade 6). b. Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4-6 up to and including grade 6). WPS. 6. Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. WPS. 7. Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. WPS. 8. When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. WPS. 9. Draw evidence from literary or

informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.

WPS. 10. . Write routinely over extended

time frames (time for research, reflection, and revision) and shorter time frames

(a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Power Standards (SLPS) SLPS. 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly, a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SLPS. 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SLPS. 3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SLPS. 4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.)

SLPS. 5. Include multimedia components and visual displays in presentations to clarify information. SLPS. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language Standards 1 and 3 for specific expectations.)

Language Power Standards (LPS)

LPS. 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning a. Use simple, compound, complex, and compound-complex sentences to communicate ideas clearly and to add variety to writing. b. Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence, c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

LPS. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). LPS. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening, a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. b. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary. LPS. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b.Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LPS. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). LPS. 6. Acquire and use accurately gradeappropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

GRADE 6

SOCIAL **STUDIES INTEGRATION**

Complex Societies Power Standards (CSPS) Supporting question: What do the social sciences contribute to our understanding of the world?

CSPS. 1. Explain how different academic fields in the social sciences concentrate on different means of studying societies in the past and present.

CSPS. 2. Give examples of ways in which a current historical interpretation might build on, extend, or reject an interpretation of the past.

CSPS. 3. Give examples of how archaeologists, historians, geographers, economists, and political scientists work as teams to analyze evidence, develop hypotheses, and construct interpretations of ancient and classical civilizations.

Human origins, the Neolithic and Paleolithic Eras (NPPS)

Supporting Question: How did life on Earth begin and why did humans form complex societies?

NPPS. 1. Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life.

NPPS. 2. Identify sites where archaeologists have found evidence of the origins of modern human beings and explain current theories of how human groups moved from Africa over time into the continents now known as Asia, Europe, the Americas, and Oceania. Give examples of how ongoing archaeological research adds new data that changes interpretations of how migrations and habitation sites are dated.

NPPS. 3. Explain that the term Paleolithic Era refers to the period of earliest human history, beginning c. 2.6 million years ago to c, 11,700 years ago, characterized by the first use of stone tools, fire, hunting and gathering weapons, and, about 50,000 years ago, by cave painting, sculpture, tools, and artifacts using diverse materials such as bone, shell, stone, mineral pigments, and wood).

NPPS. 4. Explain that the term Neolithic Era refers to the period beginning about 10,000 years ago to c. 4500 or c. 2000 BCE in different parts of the world, in which the technologies of agriculture.

NPPS. 5. (growing crops and the domestication of animals) and metallurgy (mining and working of metals) were invented and refined, and in which complex societies begin to appear. 5. Explain how complex societies that practice agriculture may differ, some developing into permanently settled communities, some

6. Explain that scholars have attempted to define the characteristics of a complex society (sometimes called "civilization") since the early 20th century, and although debates are ongoing, many cite these characteristics: a. an economy that produces food surpluses b. dense populations in distinct areas or cities c. stratified social classes d. specialized occupations e. developed systems of government, religion, and learning f. achievements in technology, art, and monumental architecture g. systems of record keeping, either written or oral. NPPS. 7. Explain the ways in which complex societies interact and spread from one region to another (e.g., by trade, cultural or linguistic

exchanges, migration, religious conversion, conquest, or colonization).

NPPS. 8. Construct and interpret a timeline that shows some of the key periods in the development of human societies in the Paleolithic and Neolithic Eras. Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (decade, age, era, century, millennium, CE/AD, BCE/BC, c. and circa). Identify in BCE dates the higher number as indicating the older year (that is, 3000 BCE is earlier than 2000 BCE).

Western Asia. the Middle East and North Africa **Power Standards (WAMENAPS)**

WAMENAPS. 1. On a physical map, use cardinal directions, map scales, key/legend, and title to locate important physical features of the region (e.g. the Indian Ocean, the Black Sea, Aegean Sea, Mediterranean Sea, Red Sea, Arabian Peninsula, the Persian Gulf, the Nile, Tigris, and Euphrates Rivers, the Strait of Gibraltar, the Bosporus, and the Suez Canal). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region. 2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region. 3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

WAMENAPS. 2. Explain how the presence of the Tigris and Euphrates Rivers contributed to the development of agriculture and ancient complex societies; explain why historians have called the region that surrounds these rivers "the Fertile Crescent."

WAMENAPS. 2. On a map of archaeological sites in the region, and identify the locations and time periods of the Sumerians, Babylonians, and Assyrians as successive states and empires.

being nomadic and moving livestock from place to place, some cultivating land temporarily and moving to another location when a plot of land is no longer productive.

WAMENAPS. 3. Describe how irrigation, mining and metalsmithing, agriculture, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to settlement and the growth of Mesopotamian civilizations.

WAMENAPS. 4. Analyze the important characteristics and achievements of early Mesopotamia. a. a complex society with rulers, priests, soldiers, craftspeople, farmers, and slaves b. a religion based on polytheism (the belief in many gods) c. monumental architecture (the ziggurat) and developed art (including large relief sculptures, mosaics, carved cylinder seals) d. cuneiform writing, used for record keeping tax collection, laws and literature e. the first epic (the Epic of Gilgamesh) and the first set of written laws (the Code of Hammurabi, for example, "If a man put out the eye of another man, his eye shall be put out." [An eye for an eye]). **Ancient Egypt Power Standards (AEPS) Supporting Question: How did Ancient**

Egypt's rigid class structure affect its social and cultural development?

AEPS. 1. Identify the locations of ancient Upper and Lower Egypt and ancient Nubia; and explain what the terms "Upper" and "Lower" mean in this context.

AEPS. 2. Describe the significance of the Nile River to ancient Egyptians.

AEPS. 3. Analyze the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of ancient Nubia (the Kingdom of Kush) and their relationship to the characteristics of ancient Egypt.

AEPS. 4. Analyze the role of the pharaoh as god/king, and describe how pharaohs were represented in painting and sculpture, the concept of dynasties, and significant acts of at least one pharaoh or queen (e.g., Khufu, Akhnaten, Ramses II, Nefertiti, Cleopatra). AEPS. 5. Describe the relationships among social classes (e.g., the relationship of the pharaoh to priests, nobles, government officials, soldiers, scribes, artisans, farmers, and peasants, laborers, and slaves). AEPS. 6. Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, proper behavior, the afterlife, mummification, and the roles of deities. AEPS. 7. Summarize important achievements of the Old, Middle, and New Kingdoms (e.g., the agricultural system; knowledge of mathematics, astronomy, the invention of a calendar; the invention of papyrus and hieroglyphic writing; the organization of

Ancient Phoenicia Power Standards (APPS) Supporting Question: Why were traders and merchants important in ancient societies? APPS. 1. On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean and the Red Sea.

APPS. 2. Explain how the location of Phoenicia contributed to its domination of maritime trade in the Mediterranean from c. 1000-300 BCE. APPS. 3. Describe how the alphabetic Phoenician writing system differed from Mesopotamian cuneiform or Egyptian hieroglyphic writing; explain how Phoenician maritime traders contributed to the spread of the use of the alphabetic system, which eventually evolved into the Greek alphabet and then into letter symbols used in other languages.

Ancient Israel, Palestine Power Standards (AIPPS) Supporting question: What were the consequences of the unification of tribes for ancient Israel? AIPPS. 1. On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel and Palestine and ancient Egypt.

AIPPS. 2. Trace the migrations of the ancient Israelite tribes from Mesopotamia to the land called Canaan and explain the role of Abraham and Moses in Hebrew history.

AIPPS. 3. Describe the history of ancient Israel and early Christianity: monotheistic religion (e.g., the belief in one God, the Ten Commandments, the emphasis on individual worth and personal responsibility, the belief that rulers and the ruled must adhere to the same moral obligations) b. the Hebrew Bible's accounts of the history of early Israel: the unification of the tribes of Israel under Saul, David, and Solomon; the founding of Jerusalem as capital city by David (c. 1000 BCE), the building of the first temple by Solomon (c. 900-800 BCE), the destruction of the first temple (c. 400 BCE), the annexation of Judea by the Roman Empire and the Roman destruction of the second temple (c. 70 CE). c. the emergence of Christianity as a distinct religion, with roots in Judaism, but increasingly diverse followers throughout the Roman Empire and the relationship of early Christians to the officials of the Roman Empire. d. the central features of Christianity (e.g., the belief in a messiah who could redeem humans from sin, the concept of salvation, the belief in an Old and a new Testament in the Bible, the life and teachings of Jesus.).

monumental building projects such as the Pyramids and Sphinx at Giza; the centralization of government and military power).

Ancient Arabian Peninsula Power Standards (AAPPPS)

Supporting question: Why is the belief in one God significant to Islam, Judaism, and Christianity? AAPPPS. 1. On a map of the Arabian Peninsula, identify the Red Sea and the cities of Mecca and Medina as the sites of the beginning of the Muslim religion.

AAPPPS. 2. Explain Islam's historical relationship to Judaism and Christianity as monotheistic religions.

AAPPPS. 3. Describe the life and teachings of Muhammad (570-c. 632 CE) and the significance of the Qur'an as the primary source of Islamic belief.

Interactions Among Societies in Western Asia, North Africa, and the Middle East (ISWANAME)

Supporting Question: How did ideas spread across ancient societies in this region? ISWNAME. 1. Describe the impact of encounters through trade, cultural exchange, and conquest among the societies and empires in the region, in particular, exchanges on land routes of the Silk Roads linking Europe, the steppes of West Asia, East Asia, and Africa, and the goods, languages, and cultural motifs exchanged (e.g., gold, ivory from Africa, grain from Western Asia, produce, horses, livestock, wood, furs from the steppes, ceramics, silk, and other luxury goods from China).

ISWNAME. 2. Use information from primary and secondary sources to research contributions of one of the ancient Mesopotamian, Egyptian, Phoenician, Israelite, Islamic, and Eurasian societies to the modern world.

Sub-Saharan Africa Power Standards (SSAPS) SSAPS. 1. On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, and the Mediterranean Sea. On a map of Africa, locate the northern, eastern, western, central, and southern regions of Africa, the Sahara Desert, Mount Kilimanjaro, the Cape of Good Hope, the Great Rift Valley. Lake Victoria). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region. SSAPS. 2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement

SSAPS. 5. Explain the pivotal role Swahili coastal societies along the Indian Ocean played in linking trade networks between interior Africa and maritime routes along the coasts of Central and South Asia, and connecting to China; identify key goods in this trade (e.g., gold, ivory, iron, people from Africa, and cloth, glass beads, and porcelain from Asia).

SSAPS. 6. Identify the locations, sources of wealth and importance of West African cities and empires, including the city of Timbuktu (beginning c.5th century CE), and the empire of ancient Ghana (beginning c. 700 CE).

SSAPS. 7. Explain the pivotal role these societies played in the trans-Saharan trade, the spread of Islam, and trade with North Africa, Europe, West Asia in gold, ivory, and slaves and the contributions of these societies to the modern world.

Central America, the Caribbean Islands, and South America Power Standards (CACISAPS)

CACISAPS. 1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Central America, the Caribbean Sea. On a map of the region, identify important physical features of the region (e.g. Gulf of Mexico, Yucatan Peninsula, the Panama Canal).

CACISAPS. 2. Demonstrate knowledge of political geography by locating the current countries and major cities of Central America and the Caribbean Islands on a political map; use knowledge of maps to complement information gained from text about a country or region.

CACISAPS. 3. Explain how absolute and relative locations, climate, major physical characteristics and natural resources influenced settlement, population size, and the economies of regions and countries in Central America and the Caribbean Islands

CACISAPS. 4. Describe the culture and way of life of the indigenous populations of the region (e.g., Carib [Antilles and South America], Taino [Cuba, Trinidad, Jamaica, Hispaniola, Puerto Rico], Lenca [Honduras], Miskito [Nicaragua], Huatares and Chorotegas [Costa Rica], Lokono, also known as Arawak [Trinidad and Tobago]).

Physical and Political Geography of South America Power Standards (PPGSA)

PPGSA. 1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate South America and the Atlantic and

information gained from text about a city, Pacific Oceans. On a map of South America, locate country or region. important physical features of the region (e.g. SSAPS. 3. Explain how absolute and relative Isthmus of Panama, Andes Mountains, Cape Horn, locations, major physical characteristics, Amazon River, and the southern, northern, eastern, climate (including drought and and western regions of South America). Use other desertification), and natural resources in this kinds of maps (e.g., landform, population, climate) region have influenced settlement patterns, to determine important characteristics of this population size, and economies of the PPGSA. 2. On a political map of the region, countries. SSAPS. 4. Identify the location, sources of demonstrate map reading skills to distinguish wealth, and importance of the Kingdom of countries, capitals, and other cities and to describe Axum (c. 100-940 CE); explain the role it their absolute location (using latitude and longitude played in the adoption of Christianity in coordinates) and relative location (relationship to Ethiopia and the role east African societies other countries, cities, or bodies of water); use played in the spread of Islam to South Asia, knowledge of maps to complement information gained from text about a city, country or region. PPGSA. 3. Explain how absolute and relative locations, major physical characteristics. climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries. Major ancient societies in Central America and South America Power Standards (ASCASAPS) Supporting question: What are the most important contributions of ancient societies in the Americas to the modern world? ASCASAPS. 1. Research and report on one of the major ancient societies that existed in Central America (Maya, Teotihuacán, and other civilizations such as the Olmec, Toltec, and Zapotec), or one of the major pre-Columbian Andean civilizations (Chavín,

Moche, Nazca), their locations, and their

cultural characteristics.

GRADE 6	Earth and Space Science Power Standards	Waves and Technologies (WIPS)
SCIENCE	(ESPS)	WPS. 1. Use diagrams of a simple wave to explain
INTEGRATION		that (a) a wave has a repeating pattern with a

ESPS. 1. Develop and use a model of the Earth-Sun-Moon system to explain the causes of lunar phases and eclipses of the Sun and Moon.

ESPS. 2. Analyze and interpret rock layers and index fossils to determine the relative ages of rock formations that result from processes occurring over long periods of time.

ESPS. 3. Use graphical displays to illustrate that Earth and its solar system are one of many in the Milky Way galaxy, which is one of billions of galaxies in the universe. Earth's Systems Power Standards (EPS) EPS. 1. Analyze and interpret maps showing the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence that Earth's plates have moved great distances, collided, and spread apart.

Life Science Power Standards (LSPS) LSPS. 1. Provide evidence that all organisms (unicellular and multicellular) are made of cells

LSPS. 2. Develop and use a model to describe how parts of cells contribute to the cellular functions of obtaining food, water, and other nutrients from its environment, disposing of wastes, and providing energy for cellular processes.

LSPS. 3. Construct an argument supported by evidence that the body systems interact to carry out essential functions of life.

Biological Evolution (BEPS)

BEPS. 1. Analyze and interpret evidence from the fossil record to describe organisms and their environment, extinctions, and changes to life forms throughout the history of Earth. BEPS. 2. Construct an argument using anatomical structures to support evolutionary relationships among and between fossil organisms and modern organisms.

Physical Science Power Standards (PSPS)

PSPS. 1. Plan and conduct an experiment involving exothermic and endothermic chemical reactions to measure and describe the release or absorption of thermal energy. PSPS. 2. Use a particulate model of matter to explain that density is the amount of matter (mass) in a given volume. Apply proportional reasoning to describe, calculate, and compare relative densities of different materials.

PSPS. 3. Conduct an experiment to show that many materials are mixtures of pure substances that can be separated by physical means into their component pure substances.

Motion and Stability Power Standards (MSPS)

specific amplitude, frequency, and wavelength, and (b) the amplitude of a wave is related to the energy of the wave.

WPS. 2. Use diagrams and other models to show that both light rays and mechanical waves are reflected, absorbed, or transmitted through various materials.

WPS. 3. Present qualitative scientific and technical information to support the claim that digitized signals (sent as wave pulses representing 0s and 1s) can be used to encode and transmit information.

Technology and Engineering Power Standards (TEPS)

TEPS. 1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution. Include potential impacts on people and the natural environment that may limit possible solutions.

TEPS. 2. Create visual representations of solutions to a design problem. Accurately interpret and apply scale and proportion to visual representations.

TEPS. 3. Communicate a design solution to an intended user, including design features and limitations of the solution.

Materials, Tools, and Manufacturing Power Standards (MTMPS)

MTMPS. 1. Analyze and compare properties of metals, plastics, wood, and ceramics, including flexibility, ductility, hardness, thermal conductivity, electrical conductivity, and melting point.

MTMPS. 2. Given a design task, select appropriate materials based on specific properties needed in the construction of a solution.

MTMPS. 3. Choose and safely use appropriate measuring tools, hand tools, fasteners, and common hand-held power tools used to construct a prototype or both of the objects have a very large mass.

MSPS.1. Use evidence to support the claim that gravitational forces between objects are attractive and are only noticeable when one

mathematical problems. 1. Compute unit rates

associated with ratios of fractions, including

ratios of lengths, areas, and other quantities

CURRICULUM SCOPE AND SEQUENCE GRADE 7

GRADE 7 MATH INTEGRATION

Ratios and Proportions Power Standards (RPPS) RPPS. 1. Analyze proportional relationships

and use them to solve real-world and

measured in like or different units. RPPS. 2. Recognize and represent proportional relationships between quantities. a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table, or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. c. Represent proportional relationships by equations. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate. 3. Use proportional relationships to solve multi-step ratio, rate, and percent problems. Number System Power Standards (NSPS) NSPS. 1. Apply and extend previous understandings of addition and subtraction to add and subtract integers and other rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. a. Describe situations in which opposite quantities combine to make zero. b. Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. c. c.Understand subtraction of rational numbers as adding the additive inverse, p - q = p + (-q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. d. Apply properties of operations as strategies to add and subtract rational numbers. NSPS. 2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide

integers and other rational numbers. a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(p (q) = (-p)/q = p/(-q). Interpret quotients of rational numbers by describing real-world contexts. c. Apply properties of operations as strategies to multiply and divide rational numbers. d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. NSPS. 3. Solve real-world and mathematical problems involving the four operations with integers and other rational numbers. **Expressions and Equations Power Standards**

(EEPS)

EEPS. 1. Solve real-world and mathematical problems involving the four operations with integers and other rational numbers. EEPS. 2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.

EEPS. 3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. EEPS. 4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Solve word problems leading to equations of the form px + q = r and $p(x \div q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. Extend analysis of patterns to include analyzing, extending, and determining an expression for simple arithmetic and geometric sequences (e.g., compounding, increasing area), using tables, graphs, words, and expressions.

as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

Geometry Power Standards (GPS)

GPS. 1. Solve problems involving scale drawings of geometric figures, such as computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

GPS. 2. Draw (freehand, with ruler and protractor, and with technology) two-dimensional geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

GPS. 3. Describe the shape of the twodimensional face of the figure that results from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

GPS. 4. Circles and measurement: a. Know that a circle is a two-dimensional shape created by connecting all of the points equidistant from a fixed point called the center of the circle. b. Understand and describe the relationships among the radius, diameter, and circumference of a circle. c. Understand and describe the relationship among the radius, diameter, and area of a circle. d. Know the formulas for the area and circumference of a circle and use them to solve problems. e. Give an informal derivation of the relationship between the circumference and area of a circle.

GPS. 5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write simple equations and use them to solve for an unknown angle in a figure.

GPS. 6. Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Statistics and Probability Power Standards (SPPS)

SPPS. 1. Understand that statistics can be used to gain information about a population by examining a sample of the population; Generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

SPPS. 4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.

SPPS. 5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around ½ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

SPPS. 6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.

SPPS. 7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. b.Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.

SPPS. 8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. b. Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event. c. Design and use a simulation to generate frequencies for compound events.

SPPS. 2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.

SPPS. 3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.

GRADE 7

ENGLISH LANGUAGE ARTS INTEGRATION

Writing Power Standards (WPS)

WPS. 1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing), e. Provide a concluding statement or section that follows from and supports the argument presented.

WPS. 2. Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples, c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). f. Provide a concluding statement or section that follows from and supports the information or explanation presented. WPS. 3. Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

WPS. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WPS. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. a. Demonstrate command of standard English conventions b. Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4-6 up to and including grade 7).

WPS. 6. Use technology, including current webbased communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. WPS. 7. Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

WPS. 8. When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WPS. 9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.

WPS 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Power Standards (SLPS) SLPS. 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events, e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.

SLPS. 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. SLPS. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. SLPS. 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 7 Language Standards 4-6 for specific expectations regarding vocabulary.) SLPS. 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. SLSP. 6. Adapt speech to a variety of contexts

Language Power Standards (LPS) LPS. 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity. b. Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).17 c. Recognize and correct inappropriate shifts in pronoun number and person in sentences with multiple clauses and phrases. d. Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.

and tasks, demonstrating command of formal

English when indicated or appropriate.

LPS. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). LPS. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). LPS. 6. Acquire and use accurately gradeappropriate general academic and domainspecific words and phrases; independently research words and gather vocabulary knowledge.

LPS. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., a fascinating, enjoyable movie). b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

LSP. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. b. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.

GRADE 7 SOCIAL STUDIES INTEGRATION

Central and South Asia Power Standards CSAPS. 1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Central and South Asia. On a topographic map of Central and South Asia locate important physical features of the region (e.g. the Indian Ocean, the Arabian Sea, the Bay of Bengal, the Ganges River, the Indo-Gangetic Plain, the Northern Mountains, the Khyber Pass, the Deccan Plateau, the Himalayan Mountains, and the Steppes). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.

CSAPA. 2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.

CSAPS. 3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

CSAPS. 4. Explain the ways in which early Indian and Central Asian societies interacted with East African, Western Asian, and European societies.

CSAPS. 5. Describe important economic, political, and religious developments in Indian and Central Asian history and evaluate the ways in which they conform to or differ from

East Asia Power Standards (EAPS)

EAPS. 1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate East Asia. Locate important physical features (e.g. the Huang He [Yellow] River and Chang Jiang [Yangtze] Rivers, and the Himalayan Mountains) and other characteristics of the region. Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.

EAPS. 2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.

EAPS. 3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

Ancient China Power Standards (ACPS)
ACPS.1. Describe the topography and climate of eastern Asia, including the importance of mountain ranges and deserts, and explain how geography influenced the development of Chinese complex societies.

ACPS. 2. Describe important economic, political, and religious developments in early Chinese history and evaluate the ways in which they are similar to or different from the characteristics of societies in other regions of the world. a. the continuity of rule and encouragement of learning in the Shang and Zhou dynasties (c. 1600-256

developments in societies in other regions of the world. a. the origins of Indian society in the Indus Valley, c. 3000-1300 BCE b. the evolution and central principles of Hinduism c. the teachings of Gautama Buddha in India in the 6th to 4th centuries BCE d. the Mauryan Empire in the 4th to 2nd centuries BCE and the role of the Emperor Ashoka adopting Buddhism's moral teachings and the philosophy of non-violence and supporting Buddhist missionaries in North Africa, Central and Southeast Asia, and Mediterranean Europe; the Gupta Empire in the 3rd to 6th centuries CE, sometimes referred to as the "Golden Age of India," and its Sanskrit classic literature and art e. the development of the caste system in India f. achievements in art, architecture, technology, astronomy, and mathematics g. the role topography and geography played in making trade along the several routes of the Silk Road viable and lucrative; connections through trade routes to Africa, Europe, and China.

BCE) b. the teachings of Confucius (551-479 BCE), including writings on ethics and good government, codes of proper conduct, and relationships between parent and child, friend and friend, husband and wife, and subject and ruler and the philosophy/religion of Taoism, emphasizing harmony of humanity and nature c. the First Emperor's unification of China in the short Qin Dynasty (221-206 BCE) by subduing warring factions, seizing land, centralizing government, imposing strict rules, and creating, with the use of slave labor, large state building projects for irrigation, transportation, and defense (e.g., the Great Wall) and his own tomb with lifesize terracotta warriors d. the Chinese ideographic writing system (characters, which are symbols for concepts/ideas) and how it differs from an alphabetic writing system e. important technologies of China such as bronze casting, silk and gunpowder manufacture. f. China's role in trade across Asia and to and from Africa and Europe along the Silk Roads and the introduction of Buddhism in China starting c. 1st century CE.

Ancient Japan and Korea Power Standards (AJKPS)

AJKPS. 1. Trace the spread of Buddhism from India in the 4th century BCE to China, Korea, and Japan, and its development in Japan from the 6th through the 13th century CE; explain significant cultural contributions of ancient Japan (e.g., Buddhist philosophy, art, calligraphy, and temple and landscape architecture).

AJKPS. 2. Describe the impact of encounters, such as through trade, religion, and conquest, among the ancient civilizations of China, Japan, and Korea.

Southeast Asia and Oceania Power Standards (SAOPS)

SAOPS. 1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate the Indian Ocean, Australia, New Zealand, Antarctica, the major Pacific Islands, the Pacific Ocean, and the Coral Sea. Locate important physical features (e.g. the Bay of Bengal, the South China Sea, the Great Victoria Desert, and the Great Barrier Reef) and characteristics of the region. Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.

SAOPS. 2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to

SAOPS. 2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.

SAOPS. 3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

SAOPS. 4. Identify what time zones are, when and how the precise measurement of longitude was scientifically and historically determined, the function and location of the International Date Line, and the function of the Royal Observatory in Greenwich, England, and give examples of differences in time in countries in different parts of the world.

Ancient and Classical Greece (AGCPS)
ACGPS. 1. On a historical map of the
Mediterranean area, locate Greece and trace the
extent of its influence from c. 1200 to 300 BCE.
ACCGPS. 2. Explain how the geographical
location of ancient Athens and other city-states
such as Corinth and Sparta contributed to their
role in maritime trade, colonies in the
Mediterranean, and the expansion of their
cultural influence.

ACCGPS. 3. Explain the democratic political concepts developed in ancient Greece. a. the "polis" or city-state b. civic participation and

complement information gained from text about a city, country or region.

SAOPS. 3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

SAOPS. 4. Identify and describe the major social features of the indigenous peoples in Australia (the Aborigines) and New Zealand (the Maoris). Describe archaeological evidence, such as rock paintings, from the region and explain what it indicates about early Aboriginal and Maori cultures.

Europe Power Standards (EPS)

EPS. 1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Europe. Locate important physical features (e.g. the Atlantic Ocean, Arctic Ocean, Norwegian Sea, and Barents Sea; Lake Baikal, the Volga, Danube, Ural, Rhine, Elbe, Seine, Po, and Thames Rivers; the Alps, Pyrenees, and Balkan Mountains). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.

voting rights c. legislative bodies d. constitution writing e. rule of law

ACCGPS. 4. Compare and contrast life in Athens and Sparta, including the status and role of women and enslaved people in the two citystates.

ACCGPS. 5. Analyze the causes, and consequences of the Persian Wars between Greek city-states and the Persian Empire (490-480 BCE), the Peloponnesian Wars between Athens and Sparta (431-404 BCE), and the conquests of Alexander the Great in Asia (c.336-331BCE).

ACCGPS. 6. Give examples of Greek gods and goddesses, heroes, and events; explain the persistence of terms from Greek and Roman mythology in modern English and other European languages (e.g., Pandora's box, a Herculean task, the wrath of Achilles, Amazon, Olympics, marathon, narcissism).

ACCGPA. 7. Identify the major accomplishments of the ancient Greeks by researching and reporting on one of the following: a. a scientist or mathematician (e.g., Thales, Pythagoras, Euclid, or Hippocrates) b. a philosopher (e.g., Socrates, Plato, or Aristotle), historian (e.g., Herodotus or Thucydides), poet or dramatist (e.g., Homer, Aeschylus, Sophocles, Aristophanes, or Euripides) c. architecture (e.g., the Parthenon, the Acropolis, and the Temple of Apollo) d. writing (e.g., development of the first complete alphabet with symbols for consonants and vowels) e. art (e.g., the development of ideals of beauty and proportions in the human body in sculpture or the depiction of myths and heroes in vase painting). **Ancient and Classic Rome Power Standards**

Ancient and Classic Rome Power Standards (ACRPS)

ACRPS. 1. Locate Rome on a map, trace the expansion of the Roman Empire to 500 CE and explain how Rome's location contributed to its political power in the Mediterranean and beyond.

ACRPS. 2. Describe the rise of the Roman Republic, its government, including separation of powers, rule of law, representative government, and the notion of civic duty. ACRPS. 3. Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire. a. Military organization, tactics, and conquests; and decentralized administration b. the purpose and functions of taxes c. the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes and the benefits of a Pax Romana ACRPS. 4. Describe the characteristics of the system of classes and slavery under the Romans.

ACRPS. 5. Explain how inner forces (e.g., the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, invasions from northern tribes) led to the disintegration of the Roman Empire.

ACRPS. 6. Describe the contribution of the Romans to architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation).

ACRPS. 7. Explain the spread and influence of the Roman alphabet and the Latin language, and the role of Latin and Greek in scientific and academic vocabulary today. ACRPS. 8. Describe how scientific,

philosophical, and aesthetic ideas diffused throughout Europe, Asia, and Africa as a result of trade, migration, conquest, and colonization.

GRADE 7 SCIENCE INTEGRATION

Earth and Space Science Power Standards (ESSPS)

ESSPS. 1. Construct an explanation based on evidence for how Earth's surface has changed over scales that range from local to global in size.

ESSPS. 2. Develop a model to explain how the energy of the Sun and Earth's gravity drive the cycling of water, including changes of state, as it moves through multiple pathways in Earth's hydrosphere.

Earth and Human Activity Power Standards (EHAPS)

EHAPS. 1. Obtain and communicate information on how data from past geologic events are analyzed for patterns and used to forecast the location and likelihood of future catastrophic events.

EHAPS. 2. Construct an argument supported by evidence that human activities and technologies can mitigate the impact of increases in human population and per capita consumption of natural resources on the environment.

Life Science Power Standards (LSPS) LSPS. 1. Construct an explanation based on evidence for how characteristic animal behaviors and specialized plant structures increase the probability of successful reproduction of animals and plants.

Physical Science Power Standards (PSPS)

PSPS. 1. Analyze data to describe the effect of distance and magnitude of electric charge on the strength of electric forces.

PSPS. 2. Use scientific evidence to argue that fields exist between objects with mass, between magnetic objects, and between electrically charged objects that exert force on each other even though the objects are not in contact. Energy Power Standards (EPS)

EPS. 1. Construct and interpret data and graphs to describe the relationships among kinetic energy, mass, and speed of an object.

EPS. 2. Develop a model to describe the relationship between the relative positions of objects interacting at a distance and their relative potential energy in the system.

EPS. 3. Apply scientific principles of energy and heat transfer to design, construct, and test a device to minimize or maximize thermal energy transfer.

EPS. 4. Conduct an investigation to determine the relationships among the energy transferred, how well the type of matter retains or radiates heat, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

EPS. 5. Present evidence to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

LSPS. 2. Analyze and interpret data to provide EPS. 6. Use a model to explain how thermal energy evidence for the effects of periods of is transferred out of hotter regions or objects and into colder ones by convection, conduction, and abundant and scarce resources on the growth of organisms and the size of populations in an radiation. ecosystem. EPS. 7. Use informational text to describe the LSPS. 2. Describe how relationships among relationship between kinetic and potential energy and between organisms in an ecosystem can and illustrate conversions from one form to be competitive, predatory, parasitic, and another. mutually beneficial and that these **Technology and Engineering Power Standards** interactions are found across multiple (TEPS) TEPS. 1. Evaluate competing solutions to a given ecosystems. LSPS. 3. Develop a model to describe that design problem using a decision matrix to matter and energy are transferred among determine how well each meets the criteria and living and nonliving parts of an ecosystem constraints of the problem. Use a model of each and that both matter and energy are solution to evaluate how variations in one or more design features, including size, shape, weight, or conserved through these processes. LSPS. 4. Analyze data to provide evidence cost, may affect the function or effectiveness of that disruptions (natural or human-made) to the solution. any physical or biological component of an TEPS. 2. Generate and analyze data from iterative ecosystem can lead to shifts in all its testing and modification of a proposed object, populations. tool, or process to optimize the object, tool, or LSPS. 5. Evaluate competing design solutions process for its intended purpose. for protecting an ecosystem. Discuss benefits TEPS. 3. Construct a prototype of a solution to a and limitations of each design. given design problem. **Technological Systems Power Standards (TSPS)** LSPS. 6. Explain how changes to the biodiversity of an ecosystem-the variety of TSPS. 1. Explain the function of a communication species found in the ecosystem-may limit system and the role of its components, including a the availability of resources humans use. source, encoder, transmitter, receiver, decoder, and storage. TSPS. 2. Compare the benefits and drawbacks of different communication systems. TSPS. 3. Research and communicate information about how transportation systems are designed to move people and goods using a variety of vehicles and devices. Identify and describe subsystems of a transportation vehicle, including structural, propulsion, guidance, suspension, and control subsystems. TSPS. 4. Show how the components of a structural system work together to serve a structural function. Provide examples of physical structures and relate their design to their intended use.

TSPS. 5. Use the concept of systems engineering to model inputs, processes, outputs, and feedback among components of

a transportation, structural, or communication system.

GRADE 8

MATH INTEGRATION

The Number System Power Standards (NSPS) NSPS. 1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion. For rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. NSPS. 2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π 2). Expressions and Equations Power Standards (EEPS)

EEPS. 1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $32 \times 3 - 5 = 3 - 3 = 1/3$ 3 = 1/27.

EEPS. 2. Use square root and cube root symbols to represent solutions to equations of the form x 2 = p and x 3 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that is irrational. EEPS. 3. Use numbers expressed in the form of a single digit multiplied by an integer power of 10 to estimate very large or very small quantities, and express how many times as much one is than the other.

EEPS. 4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

EEPS. 5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. EEPS. 6. Use similar triangles to explain why the slope m is the same between any two distinct points on a nonvertical line in the coordinate plane. Derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.

EEPS. 8. Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. b. Solve systems of two linear equations in two variables algebraically (using substitution and elimination strategies), and estimate solutions by graphing the equations. Solve simple cases by inspection. Solve real-world and mathematical problems leading to two linear equations in two variables.

Functions Power Standards (FPS)

FPS.1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

FPS. 2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

FPS. 3. Interpret the equation y = mx + b as defining a linear function whose graph is a straight line; give examples of functions that are not linear. FPS. 4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

FPS. 5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Geometry Power Standards (GPS)

GPS. 1. Verify experimentally the properties of rotations, reflections, and translations: a. Lines are transformed to lines, and line segments to line segments of the same length. b. Angles are transformed to angles of the same measure. c. Parallel lines are transformed to parallel lines. GPS. 2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations. Given two congruent figures, describe a sequence that exhibits the congruence between them.

GPS .3. Describe the effects of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates

GPS. 4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations. Given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

GPS. 5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.

GPS. 6. a. Understand the relationship among the sides of a right triangle. b. Analyze and justify the Pythagorean Theorem and its converse using pictures, diagrams, narratives, or models.

GPS. 7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. GPS. 8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

GPS. 9. Know the formulas for the volumes of cones, cylinders, and spheres, and use them to solve real-world and mathematical problems.

Statistics and Probability Power Standards (SPPS)

SPPS. 1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

SPPS. 2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line and informally assess the model fit by judging the closeness of the data points to the line. SPPS. 3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.

SPPS. 4. . Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.

GRADE 8 ENGLISH LANGUAGE ARTS

INTEGRATION

Reading Power Standards (RPS)

RPS. 1. Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.

RPS. 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.

RPS. 3. Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or provoke a decision.

RPS. 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of allusion and irony.

RSTIPS. 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RSTIPS. 5. Analyze in detail the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept.
RSTIPS. 6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RSTIPS. 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RSTIPS. 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is

RPS. 5. Compare and contrast the structures of two or more texts, analyzing how structure contributes to meaning and style in each text. RPS. 6. Analyze how differences in point of view between characters and audience (e.g., created through the use of dramatic irony) create such effects as suspense or humor. RPS. 7. Analyze the extent to which an audio. filmed, or staged production of a story, drama, or poem stays faithful to or departs from the original text or script, evaluating the choices made by the director or performer(s). RPS. 8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.) RPS. 9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RPS. 10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.

Reading Standards for Informational Text Power Standards (RSITPS)

RSTIPS. 1. Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) RSTIPS. 2. Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.

RSTIPS. 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WPS. 3. Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator

relevant and sufficient; recognize when irrelevant evidence is introduced.

RSTIPS. 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

RSTIPS. 10. Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.

Writing Power Standards (WPS)

WPS. 1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence, a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing), e. Provide a concluding statement or section that follows from and supports the argument presented. WPS. 2. Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content, a. Introduce a topic clearly, previewing what is to follow: use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

WPS. 8. When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WPS. 9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.

WPS. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Power Standards (SLPS)

and/or characters; organize an appropriate narrative sequence. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

WPS. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

WPS. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. a. Demonstrate command of standard English conventions (as described in Language Standards 1-3 up to and including grade 8). b. Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4-6 up to and including grade 8). WPS. 6. Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

WPS. 7. Conduct short as well as more sustained research projects to answer a question (including a self generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

SLPS. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language Standards 1 and 3 for specific expectations.)

Language Power Standards (LPS)

LPS. 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 8 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning a. Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences,

SLPS. 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic. text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) b. Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SLPS. 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SLPS. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SLPS. 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 8 Language Standards 4-6 for specific expectations regarding vocabulary.) SLPS. 5. Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

LPS. 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred

with emphasis on agreement of pronouns and their antecedents, b. Form and use verbs in the active and passive voices and the indicative, imperative, interrogative, conditional, and subjunctive moods to communicate a particular meaning.18 LPS. 2. Demonstrate command of the conventions of standard English capitalization. punctuation, and spelling when writing, a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). LPS. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. b. Recognize variations from standard or formal English in writing and speaking. determine their appropriateness for the intended purpose and audience, and make changes as necessary.

meaning in context or in a dictionary). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations. (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). LPS. 6. Acquire and use accurately gradeappropriate general academic and domainspecific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

GRADE 8 SOCIAL STUDIES INTEGRATION

Philosophical Foundations Power Standards (PFPS)

Supporting Question: What were the roots of the ideas that influenced the development of the United States political system?
PFPS. 1. Explain why the Founders of the United States considered the government of ancient Athens to be the beginning of democracy and explain how the democratic political concepts developed in ancient Greece influenced modern democracy (e.g., civic participation, voting rights, trial by jury, legislative bodies, constitution writing, rule of law).

PFPS. 2. Describe the government of the Roman Republic and the aspects of republican principles that are evident in modern democratic governments (e.g., separation of powers, rule of law, representative government, and the notion of civic duty/common good).

PFPS. 3. Explain the influence of Enlightenment thinkers on the American Revolution and framework of the American government (e.g., John Locke, Charles de Montesquieu).

PFPS. 4. Explain how British ideas about and practices of government (e.g., the Magna Carta, the concept of habeas corpus, the Mayflower Compact, self-government, town meetings, the importance of education and literacy, the House of Burgesses, colonial legislatures, the Albany Plan of Union) influenced American colonists and the

DUSPS. 4. Compare and contrast key ideas debated between the Federalists and Anti-Federalists over ratification of the Constitution (e.g., federalism, factions, checks and balances, independent judiciary, republicanism, limited government).44 Note: Important topics of individual Federalist Papers: Federalist 10-factions; Federalist 9- strong union; Federalist 39-republican government; Federalist 51-three branches of government independent of each other to ensure liberty; Federalist 78 -importance of an independent judicial branch and judicial review.

DUSPS. 5. Summarize the Preamble and each article in the Constitution, and the rights enumerated in the Bill of Rights; explain the reasons for the addition of the Bill of Rights to the Constitution in 1791.

Institutions of United States Government Power Standards (IUSGPS)

Supporting Question: How do the institutions of the U.S. political system work?

IUSGPS. 1. Distinguish the three branches of government (separation of powers): Congress as the legislative branch the Presidency and the executive agencies as the executive branch and the Supreme Court and other federal inferior courts as the judicial branch

IUSGPS. 2. Examine the interrelationship of the three branches (the checks and balance system). Congress: enumerated powers, general powers, limits on power, checks on other two branches; roles of political parties in the organization of Congress; roles within the legislative branch, such

political institutions that developed in colonial America.

PFPS. 5. Analyze the evidence for arguments that the principles of government of the United States were influence by the governments of Native Peoples (e.g. the Iroquois Confederacy).

Development of the United States Power Standards (DUSPS)

Supporting Question: How did the framers of the Constitution attempt to address issues of power and freedom in the design of the new political system?

DUSPS. 1. Apply knowledge of the history of the American Revolutionary period to determine the experiences and events that led the colonists to declare independence; explain the key ideas about equality, representative government, limited government, rule of law, natural rights, common good, and the purpose of government in the Declaration of Independence.

as the Speaker of the House, the President of the Senate, minority party leaders; the system for accomplishing legislation, including committees, hearings and legislative procedures. the Presidency: roles, powers and limits, checks on other two branches, role of the Cabinet, such as the Vice President, Attorney General and Secretaries of State, Defense, Health and Human Services, Homeland Security; executive departments and agencies (such as the Department of Education, the Federal Bureau of Investigation, or the Food and Drug Administration), and branches of the military the Supreme Court: role and powers, checks on other two branches. lower courts IUSGPS. 3. Describe the respective roles of each of

IUSGPS. 3. Describe the respective roles of each of the branches of government. IUSGPS. 4. Explain the process of elections in the legislative and executive branches and the

legislative and executive branches and the process of nomination/confirmation of individuals in the judicial and executive branches. Elections: running for legislative office (U.S. Representative - unlimited two-year terms, U.S. Senator - unlimited six-year terms), or executive office (President - two four-year terms and Vice President -unlimited four-year terms) and the function of the Electoral College in Presidential elections • Nomination by the President and confirmation by Congress: Supreme Court Justices and Secretaries/agency heads in the executive branch)

5. Describe the role of political parties in elections at the state and national levels.

Rights and Responsibilities of Citizens Power Standards (RRCPS)

Supporting Question: What is the role of the individual in maintaining a healthy democracy? RRCPS. 1. Explain the different ways one becomes a citizen of the United States. RRCPS. 2. Describe the rights and responsibilities of citizens (e.g., voting, serving as a juror, paying taxes, serving in the military, running for and holding elected office) as compared to non-citizens.

RRCPS. 3. Distinguish among civic, political, and private life.

RRCPS. 4. Define and provide examples of fundamental principles and values of American political and civic life (e.g., liberty, the common good, justice, equality, tolerance, law and order, due process, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy).

RRCPS. 5. Describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.

RRCPS. 6. Evaluate information related to elections (e.g., policy positions and debates among candidates, campaign financing, campaign advertising, influence of news

CASCPS. 2. Explain the historical context and significance of changes in the Constitution, including key amendments.

Examples of amendments include the: a. 14th Amendment (1868): citizenship rights, equal protection of laws b. 19th Amendment (1920): women's right to vote in federal and state elections c. 26th Amendment (1971): lowering the voting age from 21 to 18 in federal elections CASCPS. 3. Analyze the Constitutional issues that caused the Civil War and led to the eventual expansion of the power of the Federal government and individual civil rights. CASCPS. 4. Explain the historical context and significance of laws enacted by Congress that have expanded the civil rights and equal protection for race, gender, disability (e.g., the 1964 Civil Rights Act, 1965 Voting Rights Act, 1990 Americans with Disabilities Act. 1990 Individuals with Disabilities Education Act), and explain how the evolving understanding of human rights has affected the movement for civil rights for all. CASCPS. 5. Explain the principle of judicial review established in Marbury v. Madison (1803) and explain how cases come before the Supreme Court, how cases are argued, and how the Court issues decisions and dissents.

CASCPS. 6. Research, analyze, and report orally or in writing on one area (a, b, or c, below) in which

media and social media, and data relating to voter turnout in elections).

RRCPS. 7. Apply knowledge of the meaning of leadership and the qualities of good leaders to evaluate political leaders at the community, the state and national levels.

RRCPS. 8. Explain the importance of individuals working cooperatively with their elected leaders.

RRCPS. 9. Explain the importance of public service, and identify career and other opportunities in public service at the local, state, and national levels.

RRCPS. 10. Analyze issues involving liberty in conflict with equality or authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights. RRCPS. 11. Examine the varied understandings of the role of elected representatives and discuss those who have demonstrated political courage or those whose actions have failed to live up to the ideals of the Constitution. RRCPS. 12. Examine the role of political protest in a democracy.

RRCPS. 13. Examine the influence of public and private interest groups in a democracy, including policy research organizations (e.g. Pew Research Center, Brookings Institute, Heritage Foundation) in shaping debate about public policy.

The Constitution, Amendments, and Supreme Court Decisions Power Standards (CASCPS) Supporting Question: How has the content and interpretation of the Constitution evolved over time?

CASCPS. 1. Explain why the "necessary and proper" clause46 and why it is often referred to as the "elastic clause."

The Court, redefined, 6-3, the implementation of the exclusionary rule (evidence collected in violation of an individual's Fourth Amendment rights is inadmissible for a criminal prosecution in a court of law) to apply to states. Loving v. Virginia (1967) The Court unanimously recognized the right to interracial marriage and declared race-based restrictions on marriage unconstitutional. Romer v. Evans (1996). The Court determined, 6-3, that the **Equal Protection Clause prevents states from** denying civil rights protections to sexual minorities, including lesbian, gay, and bisexual people. Obergefell v. Hodges (2015) The Court held, 5-4, that same sex marriage is protected under the 14th Amendment. c. Interpretations in cases where individual rights and perceived community or national interests were in conflict, for example. The United States Flag and the Pledge of Allegiance Minersville School District v. Gobitis (1940) The Court held, 8-1, that the state's interest in national unity allowed school boards to require students to

Supreme Court decisions have made significant changes over time in citizens' lives, a. Interpretations of freedoms of religion, assembly, press, petition, and speech under the First Amendment; for example, Tinker v. Des Moines Independent Community School District (1969) The Court held, 7-2, that students' right to protest is protected in schools. Bethel School District v. Fraser (1986) The Court held, 7-2, that students' right to use vulgar language is not protected in schools. Hazelwood School District v. Kuhlmeier (1988) The Court ruled, 5-3, that students' right to school-sponsored student speech in a school newspaper may be restricted with educational iustification. Citizens United vs. Federal Election Commission (2010) The Court ruled, 5-4, that contributions by corporations and organizations such as unions to political campaigns are protected as free speech. b. Interpretations of the due process clause and the equal protection clause of the 14th Amendment, for example, Dred Scott v. Sandford (1857) The Court dismissed the case brought by Dred Scott, an African American, to obtain his freedom from slavery, 7-2, on the grounds that African Americans were not citizens, that the Congress could not ban slavery in federal territories, and that the due process clause prohibited the government from freeing slaves brought into territories. Plessy v. Ferguson (1896) The Court upheld, 7-1, the ruling that racial segregation was constitutional under the "separate but equal" doctrine. Brown v. Board of Education of Topeka (1954). The Court unanimously overturned the "separate but equal" doctrine, ruling that state laws establishing separate schools for white and black students were unconstitutional. Mapp v. Ohio (1961).

Massachusetts State and Local Government Structure Power Standards (MSLGSPS)

Supporting Question: What is the role of state and local government in the U.S. political system? MSLGSPS. 1. Compare and contrast the functions of state government and national government. MSLGSPS 2. Describe provisions of the United States Constitution and the Massachusetts Constitution that define and distribute powers and authority of the federal or state government. MSLGSPS. 3. Distinguish among the enumerated and implied powers in the United States Constitution and the Massachusetts Constitution. MSLGSPS. 4. Compare core documents associated with the protection of individual rights, including the Bill of Rights, the 14th Amendment to the United States Constitution, and Article I of the Massachusetts Constitution.

MSLGSPS. 5. Explain why the Tenth Amendment to the United States Constitution is important to state government and identify the powers granted to states by the Tenth Amendment and the limits to state government outlined in it.

salute the flag. West Virginia State Board of Education v. Barnette (1943) Court held. 6-3. that students are protected from having to salute the flag or recite the Pledge of Allegiance through the free exercise clause of the First Amendment. Texas v. Johnson (1989) The Court held, 5-4, that an individual has a right to burn the flag under the First Amendment free expression clause. School Prayer Engel v. Vitale (1962) The Court held, 6-2, that requiring school prayer in public schools was a violation of the First Amendment establishment clause. National Security Korematsu v. United States (1944) The Court held, 6-3, that a government order during World War II sending Japanese-Americans to internment camps, rather than allowing them to remain in their homes, was constitutional. Clapper v. Amnesty International (2012) The Court, 5-4, dismissed a challenge to the government's power to conduct surveillance on international phone calls and emails under the Foreign Intelligence Surveillance Courts. Gun Control District of Columbia v. Heller (2008) The Court, 5-4, upheld the right of individuals to own guns under the Second Amendment and found the District of Columbia's ban on owning handguns to be unconstitutional.

MSLGSPS. 6. Identify additional protections provided by the Massachusetts Constitution that are not provided by the U.S. Constitution.

MSLGSPS 7. Contrast the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement, welfare payments, and the building and funding of schools).

MSLGSPS 8. Explain the leadership structure of the government of the Commonwealth of Massachusetts and the function of each branch a. the executive branch (governor and agencies) b. the legislative branch (state representatives and state senators) c. courts of law (Supreme Judicial Court, lower court system)

MSLGSPS 9. Give examples of tax-supported facilities and services provided by the Massachusetts state government and by local governments.

MSLGSPS 10. Explain the major components of local government in Massachusetts, including the roles and functions of mayors, city councils, and school committees in cities; town managers, select boards, representative and open town meetings and school committees, in towns, and courts and sheriff's departments in counties

Freedom of the Press and News/Media Literacy Power Standards (FPNMPS) Supporting Question: How does a free press support a democratic government? FPNMPS. 1. Explain why freedom of the press was included as a right in the First Amendment to the United States Constitution and in Article 16 of the Massachusetts Constitution; explain that freedom of the press means the right to express and publish views on politics and other topics without government sponsorship, oversight, control, or censorship.

FPNMPS 2. Give examples of how a free press can provide competing information and views about government and politics.

FPNMPS 3. Explain the different functions of news articles, editorials, editorial cartoons, and "op-ed" commentaries.

FPNMPS 4. Evaluate the benefits and challenges of digital news and social media to a democratic society.

FPNMPS 5. Explain methods for evaluating information and opinion in print and online media (e.g., determining the credibility of news articles; analyzing the messages of editorials and op-ed commentaries; assessing the validity of claims and sufficiency of evidence).

FPNMPS 6. Analyze the point of view and evaluate the claims of an editorial, editorial cartoon, or op-ed commentary on a public

policy issue at the local, state, or national level (e.g., a mayoral or school committee decision, an action by a state legislature or Governor, a vote in Congress or an action by the President).

GRADE 8

SCIENCE INTEGRATION

Earth and Space Sciences Power Standards (ESSPS)

Earth's Place in the Universe

ESSPS. 1. Develop and use a model of the Earth-Sun system to explain the cyclical pattern of seasons, which includes Earth's tilt and differential intensity of sunlight on different areas of Earth across the year. Clarification Statement: Examples of models can be physical or graphical.

ESSPS. 2. Explain the role of gravity in ocean tides, the orbital motions of planets, their moons, and asteroids in the solar system. State Assessment Boundary: Kepler's laws of orbital motion or the apparent retrograde motion of the planets as viewed from Earth are not expected in state assessment.

Earth's Systems Power Standards (ESPS)

ESPS. 1. Use a model to illustrate that energy from Earth's interior drives convection that cycles Earth's crust, leading to melting, crystallization, weathering, and deformation of large rock formations, including generation of ocean sea floor at ridges, submergence of ocean sea floor at trenches, mountain building, and active volcanic chains.

ESPS. 2. Interpret basic weather data to identify patterns in air mass interactions and the relationship of those patterns to local weather. Data includes temperature, pressure, humidity, precipitation, and wind. Examples of patterns can include air masses flow from regions of high pressure to low pressure, and how sudden changes in weather can result when different air masses collide. Data can be provided to students (such as in weather maps, data tables, diagrams, or visualizations) or obtained through field observations or laboratory experiments. State Assessment Boundary: Specific names of cloud types or weather symbols used on weather maps are not expected in state assessment. ESPS. 3. Describe how interactions involving

the ocean affect weather and climate on a regional scale, including the influence of the ocean temperature as mediated by energy input from the Sun and energy loss due to evaporation or redistribution via ocean currents. A regional scale includes a state or multi-state perspective.

Earth and Human Activity Power Standards (EHAPS)

EHAPS. 1. Analyze and interpret data to explain that the Earth's mineral and fossil fuel resources are unevenly distributed as a result EHAPS. 2. Examine and interpret data to describe the role that human activities have played in causing the rise in global temperatures over the past century. Clarification Statements: Examples of human activities include fossil fuel combustion, deforestation, and agricultural activity. Examples of evidence can include tables, graphs, and maps of global and regional temperatures; atmospheric levels of gases such as carbon dioxide and methane; and the rates of human activities.

Life Science Power Standards (LSPS) From Molecules to Organisms: Structures and Processes

LSPS. 1. Construct an argument based on evidence for how environmental and genetic factors influence the growth of organisms. Clarification Statements: Examples of environmental conditions could include availability of food, light, space, and water. Examples of genetic factors could include the genes responsible for size differences in different breeds of dogs, such as Great Danes and Chihuahuas. Examples of environmental factors could include drought decreasing plant growth, fertilizer increasing plant growth, and fish growing larger in large ponds than they do in small ponds. Examples of both genetic and environmental factors could include different varieties of plants growing at different rates in different conditions.

LSPS. 2. Use informational text to describe that food molecules, including carbohydrates, proteins, and fats, are broken down and rearranged through chemical reactions forming new molecules that support cell growth and/or release of energy.

Heredity: Inheritance and Variation of Traits Power Standards (HPS)

HPS. 1. Develop and use a model to describe that structural changes to genes (mutations) may or may not result in changes to proteins, and if there are changes to proteins there may be harmful, beneficial, or neutral changes to traits. Clarification Statements: An example of a beneficial change to the organism may be a strain of bacteria becoming resistant to an antibiotic. A harmful change could be the development of cancer; a neutral change may change the hair color of an organism with no direct consequence.

HPS. 2. Construct an argument based on evidence for how asexual reproduction results in offspring with identical genetic information and of geologic processes. Clarification Statement: Examples of uneven distributions of resources can include where petroleum is generally found (locations of the burial of organic marine sediments and subsequent geologic traps), and where metal ores are generally found (locations of past volcanic and hydrothermal activity).

a mate and fast reproduction rates. Examples of a disadvantage of sexual reproduction can include using resources to find a mate, while a disadvantage in asexual reproduction can be the lack of genetic variation when the environment changes or a disease is introduced.

HPS. 3. Communicate through writing and in diagrams that chromosomes contain many distinct genes and that each gene holds the instructions for the production of specific proteins, which in turn affects the traits of an individual.

HPS. 4. Develop and use a model to show that sexually reproducing organisms have two of each chromosome in their cell nuclei, and hence two variants (alleles) of each gene that can be the same or different from each other, with one random assortment of each chromosome passed down to offspring from both parents. Clarification Statement: Examples of models can include Punnett squares, diagrams (e.g., simple pedigrees), and simulations.

Biological Evolution: Unity and Diversity Power Standards (BEPS)

BEPS. 1. Use a model to describe the process of natural selection, in which genetic variations of some traits in a population increase some individuals' likelihood of surviving and reproducing in a changing environment. Provide evidence that natural selection occurs over many generations. Clarification Statements: The model should include simple probability statements and proportional reasoning. Examples of evidence can include Darwin's finches, necks of giraffes, and peppered moths.

BEPS. 2. Synthesize and communicate information about artificial selection, or the ways in which humans have changed the inheritance of desired traits in organisms. Clarification Statement: Emphasis is on the influence of humans on genetic outcomes in artificial selection (such as genetic modification, animal husbandry, and gene therapy).

Physical Science Power Standards (PSPS)

Matter and Its Interactions PSPS. 1. Develop a model to describe that (a) atoms combine in a multitude of ways to produce pure substances which make up all of the living and nonliving things that we sexual reproduction results in offspring with genetic variation. Compare and contrast advantages and disadvantages of asexual and sexual reproduction. Clarification Statements: Examples of an advantage of sexual reproduction can include genetic variation when the environment changes or a disease is introduced, while examples of an advantage of asexual reproduction can include not using energy to find

PSPS. 2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. Clarification Statements: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrochloric acid. Properties of substances include density, melting point, boiling point, solubility, flammability, and odor.

PSPS. 3. Develop a model that describes and predicts changes in particle motion, relative spatial arrangement, temperature, and state of a pure substance when thermal energy is added or removed. Clarification Statements: Emphasis is on qualitative molecular-level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of state occurs. Examples of models could include drawings and diagrams. Examples of pure substances could include water, carbon dioxide, and helium.

PSPS. 4. Use a model to explain that atoms are rearranged during a chemical reaction to form new substances with new properties. Explain that the atoms present in the reactants are all present in the products and thus the total number of atoms is conserved. Clarification Statement: Examples of models can include physical models or drawings, including digital forms, that represent atoms.

Motion and Stability: Forces and Interactions Power Standards (MSPS)

MSPS. 1. Develop a model that demonstrates Newton's third law involving the motion of two colliding objects.

MSPS. 2. Provide evidence that the change in an object's speed depends on the sum of the forces on the object (the net force) and the mass of the object. Clarification Statement: Emphasis is on balanced (Newton's first law) and unbalanced forces in a system, qualitative comparisons of forces, mass, and changes in speed (Newton's second law) in one dimension.

Technology/Engineering Power Standards (TEPS) Materials, Tools, and Manufacturing TEPS. 1. Use informational text to illustrate that materials maintain their composition under various kinds of physical processing; however, some material properties may change if a process changes the particulate structure of a material. Clarification Statements: Examples of physical

encounter, (b) atoms form molecules and compounds that range in size from two to thousands of atoms, and (c) mixtures are composed of different proportions of pure substances. Clarification Statement: Examples of molecular-level models could include drawings, three-dimensional ball and stick structures, and computer representations showing different molecules with different types of atoms.	processing can include cutting, forming, extruding, and sanding. Examples of changes in material properties can include a non-magnetic iron material becoming magnetic after hammering and a plastic material becoming rigid (less elastic) after heat treatment.
TEPS. 2. Present information that illustrates how a product can be created using basic processes in manufacturing systems, including forming, separating, conditioning, assembling, finishing, quality control, and safety. Compare the advantages and disadvantages of human vs. computer control of these processes.	



Dr. Linda Hirsch, Assistant Superintendent

MEMORANDUM

To: Dr. Jay Lang, Superintendent

Members of the School Committee

From: Dr. Linda Hirsch, Assistant Superintendent Linda of Hirsch

Date: December 2, 2025

RE: School Improvement Plans (SIPs)

The School Improvement Plans are school specific one-year plans that structure continuous improvement in the Chelmsford Public Schools. The School Improvement Plans are generated from the goals of the Strategic Plan. Based on both the goals and initiatives of the schools, action steps are implemented and assessed. These plans incorporate the requirements set forth by the Massachusetts Department of Elementary and Secondary Education for School Improvement Plans.

Please see a copy of each school's improvement plan, inclusive of goals and actions steps, in this week's School Committee packet.

If you have any questions about these plans, please feel free to contact me.



School Year: 2025-2026





Chelmsford High School

School Improvement Plan – 2025-2026 200 Richardson Road, North Chelmsford, MA, 01863 Stephen D. Murray, Principal Dr. Jaclyn Vitale, Dean Hawthorne House John MacIsaac, Dean Whittier House Erin MacNeil, Dean Emerson House

Chelmsford High School

Stephen D. Murray Principal



John MacIsaac - Dean Erin MacNeil – Dean Dr. Jaclyn Vitale - Dean

School Council 2025-26 Membership

Chair: Stephen D. Murray- Principal

- David Keyo Parent
- Julie Brackett Parent
- Scott Robillard Mathematics Teacher
- Lindsay Sheppard Mathematics Teacher
- Tina Michaud Community Member
- John MacIsaac Dean
- Erin MacNeil Dean
- Dr. Jaclyn Vitale Dean

School: Chelmsford High School School Year: 2025-2026

Goal #1: Our school will continue to provide opportunities to accelerate student learning during the 2025-2026 school and monitor students' progress on common assessments.

Strategy #1: The school will implement common assessments in each discipline to measure student progress toward intended learning goals to prepare student for demonstrating proficiency on standardized testing.

Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher	Person(s) Responsible	Timeframe	Status
Continue to administer ELA and Math diagnostic assessments in the fall and spring	 IXL Chromebooks Assessment Windows Department Time 	Practice, and Student Learning. Monitor student growth and identify learning targets throughout the school year	Building Admin.ELA/Math CoordinatorsTeachers	Fall & Spring	On-going
Develop common assessments for all courses in each department	 Curriculum Chromebooks Department/Faculty Time Assessment Windows 	Use the data from the common assessments to inform instruction and make any necessary adjustments in curricula	Building Admin.ELA/Math CoordinatorsTeachers	Thru spring of 2026	On-going

Strategy #2: The school will continue to implement tiered instructional approaches through the guidelines of MTSS to meet the needs of all students inclusive of UDL practices and co-teaching.

Action Steps	Resources Needed	Expected Outcomes: Program or	Person(s) Responsible	Timeframe	Status
		Policy, Teacher Learning, Teacher			
		Practice, and Student Learning.			
Create a plan for students who indicated that they do not have a teacher or other adult from school who they can count on to help them regardless of the concern?	 Panorama Data Time to create response plans Faculty meeting time PD time 	Panorama data indicates that 91% of our students will report having an adult at CHS that they can count on to help.	Building AdminCounselorsTeaching StaffSupport staff	On-going	On-going
Continue providing advisory activities that support SEL	MTSS committee time SEL curriculum Professional Development time and/or Faculty meeting time to support teachers' implementation of SEL activities	Implementing SEL activities will strengthen student to student and student to teacher relationships. Providing SEL activities to support a positive school climate, provide students with the skills they need to address social, emotional and academic challenges	 Staff CHS Admin Director of SEL MTSS Team Facilitators MTSS committee 	On-going	

Continue to administer Panorama and YRBS surveys	 Plus Block Time YRBS Surveys Panorama Platform Professional Development Time to analyze data 	YRBS su a. b. c.	ata from Panorama and rveys in order to: Respond to student issues Guide our MTSS goals and activities Make appropriate adjustments in our curriculum To inform us of	 Staff Director of SEL Cur. Cord for PE/Health MTSS Committee 	Fall and Spring	
		d.	staffing needs			

School: Chelmsford High School	School Year 2025-2026				
Goal #2: CHS will address the recomme	ndations identified by NE	ASC from the decennial review.			
Strategy #1: The school will complete de	velop a comprehensive re	port that focus on NEASC Standards			
Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Create a common curriculum templates for all departments	PD TimeDepartment Time	Implementation of programmatic changes in accordance with the NEASC Standards	Curriculum Coordinators Building Admin Staff	Spring of 2026	
Refine the Vision of a Chelmsford High School Graduate	PD TimeDepartment TimeFaculty Meeting Time	Use the new vision of the graduate to help inform our teaching practice, course offerings, and the necessary skills all students need to be successful after high school	NEASC Chairs Building Admin Staff	Spring of 2028	
Create Common Grading Categories that are consistent for each department throughout the school	PD TimeDepartment TimeFaculty Meeting Time	Create grading categories that are consistent and measurable for all courses taught at CHS.	 NEASC Chairs Building Admin Curriculum Coordinators Staff 	Spring of 2028	

School: Chelmsford High School			School Ye	ar: 2025-2026	
		climate that promotes emotional well-being		s in a safe, secure e	nvironment where al
		l in opportunities that provide support beyo	nd high school.		
Strategy #1: Continue to revise the Stude	ent Mentor Program for 9 th g	graders and new students to CHS			
Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Create a pathway for students to earn an associate degree upon graduating	 Partnership with Higher Education Faculty Meeting Time PD Time Hiring process that includes DE teaching responsibilities 	Using our partnership with Middlesex Community College, provide one or more pathways for students to earn DE credits and/or an associate degree	StaffBuilding AdminMCCCurriculum Coordinators	Winter - Spring	
Review Dual Enrollment Offerings and expand the DE offering to include Honor and AP courses.	Curriculum CoordinatorsMeeting Time	Expanding DE courses in all levels will give all students the same Dual Enrollment opportunities,	Building AdminCurriculum CoordinatorsStaff	Winter - Spring	
Continue to expand Senior Capstone and Senior Internship opportunities that will include the entire senior class.	 Professional Dev. Committee Groups Time to view other schools with Capstone/Internship programs 	Create a structure for Seniors to gain skills and experiences that they can use in either post-graduate studies or in the work force. them academically and/or social/emotionally.	CHS Admin TeamCAGS TeachersFacultyDepartment Coordinators	Winter - Spring	
	lection to inform decision	making and response plans related to so	chool climate, sense of	belonging and st	udent emotional
well-being Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Analyze the most recent YRBS and Panorama SEL surveys. Identify and analyze trends of our current students and create response plans	PanoramaYRBSCollaborative Teacher Time	Implementation of two targeted programs for our students and community Identify school-wide trends and supports for students	MTSS Group Admin Teachers	3 times per year For Panorama Winter YRBS	

Strategy #3: Continue to monitor the maintenance and upkeep of the physical plant on a regular basis.							
Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice,	Person(s) Responsible	Timeframe	Status		
		and Student Learning.	Responsible				
Regular meetings with co-leads at high school	Principal will meet with two leads	Monitor progress of building cleanliness	Principal /head custodian	Ongoing			
Meetings with Facilities Director for Town and School	Meeting Time Monitor progress on school dude requests and completion	Strategize, prioritize, and implement capital planning as means of prioritizing physical needs of school; including bathroom project, accordion wall replacement, and renovation of Lecture Hall I into seminar space	PrincipalFacilities Department	Ongoing			



McCarthy Middle School

School Improvement Plan – 2025-2026 240 North Road, Chelmsford, MA, 01824 Dr. Jeffery Parks, Principal Christopher Cowan, Assistant Principal



McCarthy Middle School

Dr. Jeffery Parks Principal



Christopher Cowen Assistant Principal

School Council 2025-26 Membership

Chair: Dr. Jeffery Parks - Principal

- Kim Briand Gr. 7 Teacher
- Ashley Jean Gr. 7 Teacher
- Kandra Barbanti Parent
- Meghan Keough Parent
- Sean O'Leary Parent
- Thomas Kelliher Community Member
- Christopher Cowen Assistant Principal

School Year: 2025-2026

School: McCarthy Middle School

Student Achievement SMART Goal: During the 2025-2026 school year, McCarthy Middle School students will exceed 133% median to Typical Growth on the iReady spring 2026 Math diagnostic.

Strategy #1: In grades 7 & 8, students will complete 45 minutes of iReady math personalized instruction each week.

Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Utilize strategies learned through DM Group Breakthrough Results program to continue to enhance instruction in 7th & 8 th grade mathematics	 Meeting Time iReady Assessments Common Meeting Time 	Staff will collaborate to determine specific focus areas to pursue aimed at boosting student achievement in specific standards.	TeachersAdmin.	November - January	
Utilize iReady for instructional groupings and skill areas that need development	Data MeetingsiReadyiReady Reports	Adjust student iReady personal instruction, create instructional groupings and identify areas needing further instruction.	• Teachers	Ongoing	
Meet with iReady Consultants after each diagnostic assessment	Scheduled MeetingiReady benchmark data	Receive guidance on ways to interpret/view data, review tools available for administration and teachers.	• Admin.	September 2025, January 2026, June 2026	
Meet with and support grade level teams in reviewing and using iReady data to inform instruction.	Team Meeting scheduleiReady content and usage data	Monitor student usage and benchmark data to inform further groupings and instruction.	Admin. Teachers	October 2025, February 2026, June 2026	

Reinforce iReady classroom and schoolwide expectations	iReady usage/lessons passed data	Improve and sustain engagement and usage of iReady.	Admin. Teachers	September 2025-June 2026
Administer diagnostic assessments 3 times per year.	iReadyChromebooksAssessment Windows	Monitor student growth and identify learning targets throughout the school year.	Teachers	September 2025-June 2026

Strategy # 2: Utilize built-in Common Meeting time to ensure appropriate pacing and alignment between subject specific teachers.

Action Steps	Action Steps	Action Steps	Action Steps	Action Steps	Action Steps
Create Common Meeting schedule for each team/grade level.	Support regular team and subject meetings	Priority assessment to define schedule goals.	Admin. District Leadership	Fall 2025 – Spring 2026	
Monitor building schedule for effectiveness.	Collaborative meeting/discussi on time	Ensure that common meeting times are being used effectively.	• Admin.	Fall 2025 - Spring 2026	

School: McCarthy Middle School School Year: 2025-2026

Social Emotional SMART Goal:

School Climate: Throughout the 2025-2026 school year, we will increase student positive behavior and sense of belonging by reinforcing consistent expectations and implementing restorative practices with a specific focus on mental health support.

Strategy #1: Implement a systematic office referral process and procedure to collect consistent and accurate data.						
Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status	
Review and enhance support systems for all students.	Admin.Supervisor of Students	Review definitions of both Major and Minor disciplinary infractions, staff response to behaviors concerns and process/support for at risk students with repetitive behavioral concerns.	 Administration McCarthy PBIS Tier 1 Team Mental health staff 	Fall 2025 – winter 2026		
Develop Google Referral Form to be used by McCarthy staff.	Admin. Tier 1 TeamGoogle Suite	Consistent student data collection to assist in decision making.	Admin. McCarthy PBIS Tier 1 Team	Fall		

Assess readiness to implement Tier 2 systems and practices school wide.	 Principal Administration, McCarthy PBIS Tier 1 Team 	Readiness Criteria identified and baseline commitment rating established.	 Principal Assistant Principal McCarthy PBIS Tier 1 Team 	Winter- Spring	
Strategy #2: Conduct weekly med Action Steps	etings to discuss appro Resources Needed	priate discipline and/or restorative Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	ve consequences on Person(s) Responsible	case-by-case b Timeframe	asis. Status
Require restorative reflection sheets or conversations following disciplinary incidents before students return to class.	Second Step Curriculum	Weekly lesson schedule involving all staff. Staff training	Admin. McCarthy PBIS Tier 1 Team	Fall	Started
Provide professional development for new staff in Second Step curricula.	PBIS Committee Information/articles on social-emotional health and mindfulness	Develop expectations for teachers in the implementation of the "Second Step" social and emotional learning curriculum.	Building Admin.PBIS Committee	Winter	
We will deliver weekly Second Step lessons in grades 7 & 8	Digital access to Second Step Curriculum	Students will enhance their empathy, responsibility, and problem-solving skills.	All Staff Building Admin	Fall - Spring	Ongoing
Assess Second Step program	Review process Student survey data	Determine program effectiveness and adjust as needed.	 Principal Administration, McCarthy PBIS Tier 1 Team McCarthy Staff 	Fall-Spring	Ongoing

Strategy #3: Analyze student data	a regarding student safe	ety from various screenings and surv	veys.		
Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Participate in Youth Risk Behavior Survey	Youth Risk Behavior Survey access	Monitor and evaluate student risk behaviors and decision making.	 Health/Physical Education Department Coordinator Building Admin. Nurse Leader 	Spring 2026	
Implement grade 7 substance abuse screening.	SBIRT Screening tool	Complete mandated screening and offering counseling support to identified students.	 Health/Physical Education Department Coordinator Building Admin. Nurse Leader 	Spring 2026	
Analyze data from the SBIRT and SOS and YRBS screenings.	Screening Results	Making decisions on curriculum and programming to address needs from the YRBS and other current trends.	CounselorsHealth Education teachers NursesBuilding Admin.	Spring 2026	



Parker Middle School

School Improvement Plan – 2025-2026 75 Graniteville Road, Chelmsford, MA, 01824 Joshua Blagg, Principal Mark Souza, Assistant Principal



Parker Middle School

Joshua Blagg Principal



Mark Souza Assistant Principal

School Council 2025-26 Membership

Chair: Joshua Blagg- Principal

- Autumn Dolan Counselor/Designee
- Martha Robertson Music Department
- Kristin Lyons Health department
- Jennifer Clark Grade 5 Math/Science
- Molly McMahon- Parent
- Whitney MacIsaac- Parent
- Katharine Hart Parent
- Brenna Thornton Community Member
- Mark Souza Assistant Principal

CPS - 2025-2026

School: Parker	ol: Parker Date: 2025-2026				
	ring the 2025-2026 scho	ol year, Parker students will exceed 13	33% median to Typical (Growth on the iR	eady spring 2026
Math diagnostic.	:11 1 47 : 4 6		1 1		
Strategy #1: In grades 5 and 6, students	will complete 45 minutes of	iReady math personalized instruction each	n week.		
Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Utilize iReady for instructional groupings and skill areas that need development	Data MeetingsiReadyiReady Reports	Adjust student iReady personal instruction, create instructional groupings and identify areas needing further instruction	• Teachers	Ongoing	
Meet regularly after each diagnostic assessment with iReady Consultants after each diagnostic assessment	Scheduled Meeting iReady benchmark data	Receive guidance on ways to interpret/view data, review tools available for administration and teachers	• Admin	September 2025, January 2026, June 2026	
Continue to meet with and support grade level teams in reviewing and using iReady data	Team Meeting schedule iReady content and usage data	Monitor student usage and benchmark data to inform further groupings and instruction	Admin Teachers	October 2025, February 2026, June 2026	
Initiate iReady classroom and schoolwide challenges to sustain engagement	iReady usage/lessons passed data	Improve engagement and usage of iReady	Admin Teachers	February 2026	
Strategy #2: Promote inclusive practices	using targeted DESE "Lool	For" practices in mathematics classrooms	S.		
Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Promote and review inclusive practice documents with staff	DESE "Look Fors" Document	Students will improve proficiency by engaging in instructional practices that support learning.	Admin Teachers	October 2025 - May 2026	
Conduct instructional walkthroughs to identify inclusive practices and provided feedback.	Walkthrough schedule DESE "Look Fors" Document	Instructional practices will be assessed and results analyzed to inform further instruction.	Teachers	October 2025 - May 2026	
Strategy #3: Continue Professional Develo	opment for Reveal mathema	tics program in grade 5		<u> </u>	
Provide professional development for "Just in Time" assessments	Reveal program Reveal assessments	Monitor students' mathematical proficiency by identify areas needing further instruction	Admin MIS Teachers	October 2025 January 2026 April 2026	

CPS - 2025-2026

School: Parker	Date: 2025-2026							
Social Emotional Learning SMART Goal	: Parker will ensure stu	dents have strong relationships with s	staff and their peers so s	tudents feel welco	med, included and			
safe in school. Strategy #1: Implement SEL data collection and analysis tool (Panorama) and make plan for data-based decision making								
Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status			
Analyze baseline data	• Panorama survey results	Administration will assess and analyze results to inform further intervention strategies	• Administration	Fall 2025				
Share data with staff	Team/Staff Mtg	Administration will share with teachers results and discuss intervention strategies	Administration	Fall 2025				
Administer/analyze spring data	Panorama survey	Monitor student social emotional targets throughout the school year to determine changes in student's perceptions	Teachers	Spring 2026				
Strategy #2: Utilize Tier II process to supp				Tr. C	G			
Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status			
Analyze SEL data on Panorama	PanoramaSEL administration	Students needing support will be identified	Teachers	2025-2026 school year				
Identify students needing support	Panorama	Students needing support will be identified	• Teachers	2025-2026 school year				
Implement targeted Tier II interventions	Tier II referral system/Staff supports	Students will receive and intervention that correlates to data for best outcomes	PBIS FacilitatorsSchool CounselorSchool Psychologist	2025-2026 school year				
Implement Tier 2 Morning Interventions targeting mindfulness, socialization, movement, and inclusion prior to the start of the school day.	 Panorama teacher toolbox, Restorative Practices, Pre Referral Intervention Manual 	Determine success of interventions and inform future supports	 Teachers Counselors Admin	Interventions span 6-8 weeks during 2025-2026 school year				



Byam Elementary School
School Improvement Plan – 2025-2026
25 Maple Road, Chelmsford, MA 01824 Jason Fredette, Principal Betsy Dolan, Assistant Principal

Byam Elementary School

Jason Fredette Principal



Elizabeth Dolan Assistant Principal

School Council 2025-26 Membership

Chair: Jason Fredette- Principal

- Patty Doherty- Community Member
- Krissy Babson- Gr. 4 Teacher
- Jessica Kowalik- Gr. Teacher
- Kathleen Doyle- Parent
- Lindsay Hogan- Parent/Paraeducator
- Erin McNally- Parent
- Betsy Dolan- Assistant Principal

CPS - 2025-2026

School: Byam Date: 2025-2026

SMART Goal: During the 2025-2026 school year, Byam students will exceed 111% median to Typical Growth on the iReady spring 2025 Math diagnostic.

Strategy #1: Staff will maximize the use of iReady math to provide personalized, data driven instruction, that strengthens conceptual understanding, closes skill gaps and aligns to the Reveal Math program

Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Administer and analyze diagnostic assessments 3 times per year	iReadyChromebooksAssessment WindowsData Meetings	Monitor student growth and identify learning targets throughout the school year	Building Admin Teachers Math Specialist Math Interventionists	Fall 2025, Winter 2026, Spring 2026	
Utilize iReady for instructional groupings and skill areas that need development	Data MeetingsiReadyiReady Reports	Adjust student iReady personal instruction, create instructional groupings, identify students in need of intervention	TeachersMath Interventionists	Fall 2025, Winter 2026, Spring 2026	
Explore the use of iReady Standards Mastery assessments for targeted data	• iReady Platform • Student assessment data	Provide teachers with quick, highly specific, actionable data	• Teachers (gr. 2-4)	2025-2026 school year	
Implement the practice of turning off My Path domains to focus on students' personalized instruction	Team Meeting schedule iReady content and usage data	Reinforce classroom instruction and target concepts	Teachers Math Specialist TIS	2025-2026 school year	
Utilize teacher-assigned lessons to align with concepts being taught in Reveal Math	• iReady usage/lessons passed data	Match iReady instruction with Reveal Math scope and sequence	Teachers Math Specialist	2025-2026 school year	

Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Reveal will be used as the core instructional program for at least 60 minutes daily in all classrooms	Reveal program	Students will learn grade-level math content	• Teachers	2025-2026 school year	
Teachers will utilize Reveal assessment cools to inform targeted instruction	• Reveal program including assessment options	Teachers will assess and analyze results to inform further instruction	• Teachers	2025-2026 school year	
Feachers will learn and utilize Reveal- based strategies through building and district-based training and PD during the 2025-2026 school year	Math Specialist Curriculum coordinators	Teachers will learn and become proficient with the Reveal math program	Curriculum CoordinatorDistrict	2025-2026 school year	
Utilize Math Instructional Specialist to build teacher capacity in math instruction	 Planning time Team Meeting Schedule Professional Development Instructional Resources 	Math Instructional Specialist will collaborate with teachers and teams on best instructional practices	 Building Admin Teachers Math Instructional Specialist 	ongoing	
Utilize Math Interventionists to support students and provide interventions based on iReady data	 Planning time Team Meeting Schedule Professional Development Instructional Resources 	Math Interventionists will be scheduled to work with identified students on targeted skills	 Admin Teachers Math Instructional Specialist Math Interventionists 	ongoing	
Streamline Math Interventionists' student support process to provide interventions from multiple data points	 IReady Data/Groupings Progress monitoring data Reveal materials 	Math Interventionists will implement lessons based on targeted standards assessed by progress monitoring to improve math competency	AdminTeachersMath Interventionists	ongoing	

School: Byam Date: 2025-2026

SMART Goal: Byam will make 3% growth in supportive relationships and 4% growth in sense of belonging measures from beginning of the year to end of the year 2025-2026 Panorama SEL surveys.

Strategy #1: Utilize the SEL data collection and analysis tool (Panorama) to measure and respond to student data.

Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Administer baseline SEL survey grade 3-4 with an additional mid-year administration	Panorama survey	SEL data collection - baseline and two benchmarks	 Grade 3 and 4 teachers Building Admin	Fall 2025 Winter 2026 Spring 2026	
Analyze baseline school-wide and grade level data	Panorama survey resultsMeeting time	Identify school-wide trends and supports for students	 Grade 3 and 4 teachers Building Admin DAIS Team Members	Fall 2025 Winter 2026	
Develop and utilize a protocol for teachers to respond to student Panorama survey data	Team/Staff Mtg	Identify and respond to students in need of SEI interventions	 Grade 3 and 4 teachers Building Admin	Fall 2025 Winter 2026	

Strategy #2: Implement an SEL Pacing Guide to strategically target Tier 1 all school supports.

Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Conduct Second Step lessons in line with quarterly pacing guide	Second Step curriculumSEL Pacing Guide	Students receive instruction in growth mindset, emotion management, empathy and kindness and problem solving	• Staff	Fall 2025 - ongoing	
Conduct classroom community circles that align with SEL topics and Second Step lessons	SEL Pacing GuideByam circle bank resource	Enhance sense of belonging and foster supportive relationships	• Staff	ongoing	
Review PBIS expectations quarterly with school-wide resources	 SEL Pacing Guide Byam PBIS resources 	Determine success of interventions and inform future supports	 Grade 3 and 4 teachers Building Admin 	Spring 2026	

Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Complete tier 2 screening tool	• Electronic tier 2 screener	Students needing support will be identified	• Staff	Fall 2025	
Meet with teachers during tier 2 decision days to match interventions to students	• T2 team meeting time	Targeted intervention is identified	StaffTier 2 Team	Fall 2025- ongoing	
Utilize Panorama to Implement/track intervention	Panorama Progress Monitoring	Targeted intervention is implemented and tracked for viability	StaffTier 2 Team	ongoing	
Analyze data to determine if intervention is effective	T2 team and teachers	Intervention is continued, revised, discontinued	StaffTier 2 Team	ongoing	
Focus building PD on restorative practices and equity	Professional DevelopmentFunding	Enhance school wide sense of belonging and develop practices to improve community supportive relationships and repairing harm	• Staff	ongoing	



Center Elementary School School Improvement Plan – 2025-2026

School Improvement Plan – 2025-2026 84 Billerica Road, Chelmsford, MA, 01824 Donna Omobono, Principal Jennifer Hutchinson, Assistant Principal



Center Elementary School

Donna Omobono Principal



Jennifer Hutchinson Assistant Principal

School Council 2025-26 Membership

Chair: Donna Omobono- Principal

- Elizabeth Piocos Community Member
- Renee Driscoll Kindergarten Teacher
- Kim Mara Reading Specialist
- Katherine Pyskaty- Parent
- Carrie Conway Parent
- Jennifer Hutchinson- Assistant Principal

CPS - 2025-26

School: Center School	Date: 2025-26

SMART Goal: During the 2025-26 school year, Center students will reach or exceed 118% median to Typical Growth on the iReady spring 2026 Math diagnostic.

Strategy #1: In grades 1-4, students will complete 45 minutes of iReady math personalized instruction each week, and Kindergarten will complete 30 minutes each week.

Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Continue to utilize iReady for instructional groupings and skill areas that need development	 Data Meetings iReady iReady Reports	Adjust student iReady personal instruction, create instructional groupings, and identify areas needing further instruction	• Teachers	Ongoing	
Continue to meet with iReady Consultants after each diagnostic assessment	Scheduled Meeting iReady benchmark data	Receive guidance on ways to interpret/view data, review tools available for administration and teachers	• Admin	Fall 2025, Winter 2026, Spring 2026	
Meet with and support grade level teams in reviewing and using iReady data	Team Meeting scheduleiReady content and usage data	Monitor student usage and benchmark data to inform further groupings and instruction	• Admin • Teachers	Fall 2025, Winter 2026, Spring 2026	
Continue to initiate iReady classroom and schoolwide challenges to sustain engagement for lessons & % passed	• iReady usage/lessons passed data	Improve engagement and usage of iReady	• Admin • Teachers	ongoing	

Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Reveal will be taught with fidelity for 60 minutes daily in all classrooms	• Reveal program	Students will learn grade level math content	• Teachers	2025-26 school year	
Teachers will utilize Reveal assessment tools to inform targeted instruction	• Reveal program including assessment options	Teachers will assess and analyze results to inform further instruction	• Teachers	2025-26school year	

Teachers will attend Reveal district and school-based PD during the 2025-26 school year	Curriculum coordinatorsMath Instructional Specialist	Teachers will learn and become proficient with the Reveal math program	Curriculum coordinator Principals	2025-26 school year	
Utilize Math Instructional Specialist to build teacher capacity in math instruction	 Planning time Team Meeting Schedule Professional Development Instructional Resources 	Math Instructional Specialist will collaborate with teachers and teams on best instructional practices and use of resources through Reveal and iReady	AdminTeachersMath Instructional Specialist	ongoing	
Utilize Math Interventionists to support students based on iReady data and teacher inputT	iReady data/groupingsSchedule	Math Interventionists will be scheduled to work with identified students on targeted skills	AdminTeachersMath Interventionists	ongoing	

School: Center	Date: 2025-26
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SMART Goal: Center will ensure students have strong relationships with staff and their peers, so students feel welcome, included and safe in school.

Strategy #1: Implement SEL data collection and analysis tool (Panorama) and make plan for data-based decision making (grades 3 and 4)

Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Administer baseline SEL survey grade 3-4	Panorama survey	SEL data collection - baseline and year end	• Grade 3/4 teachers	SY 2025-26	
Analyze baseline data	Panorama survey results	Use data to identify students needing support/inform T2 interventions	• Grade 3&4 teacher/admin	Fall- Spring 2025-26	
Share data with staff	• Team/Staff Mtg	Utilize entire staff to collaboratively identify appropriate interventions and champions	• Admin/MTSS Facilitators	Fall 2025	
Administer/analyze spring data	• Panorama survey	Determine if interventions were effective	• Teachers	Spring 2026	

Strategy #2: Initiate and utilize Tier II process to support students that show deficit areas regarding staff and peer relationships as measured by the SEL Fall survey. (grade 3 and 4)

Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher	Person(s) Responsible	Timeframe	Status
Identify students needing support	Panorama/ SSIS survey results	Practice, and Student Learning. Students needing support will be identified	• Staff	Fall 2025 - ongoing	
Implement targeted Tier II interventions	Tier II referral system/Staff supports	Students will receive and intervention that correlates to data for best outcomes	• Staff	ongoing	
Analyze spring data	Panorama SEL administration	Determine success of interventions and inform future supports	• Grade 3&4 teachers/admin	Spring 2026	

Strategy #3: Initiate Tier II referral proc	ess in order to identify S	SEL needs for all students and implemen	t targeted interventions	(all grades)	
Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Use analysis tool to identify students who might need a Tier II intervention	Analysis toolPanorama/ SSIS- SEL	Students needing support will be identified	Teachers/School Psychologist/ DAIS Facilitators	Fall 2025	
Tier II Mentors collaborate with teachers to determine appropriate intervention	• Team	Targeted intervention is identified	• Teachers/Mentors /DAIS Facilitators	Fall 2025- ongoing	
Implement/track intervention	Team/Panorama	Targeted intervention is implemented and tracked for viability; Use group intervention plan in Panorama for tracking	Principals	ongoing	
Analyze data to determine if intervention is effective	• Team	Intervention is continued, revised, discontinued	• Staff	ongoing	



Harrington Elementary School School Improvement Plan – 2025-2026

School Improvement Plan – 2025-2026 120 Richardson Road, Chelmsford, MA, 01824 Robert Asselin, Principal Karen Grabowski, Assistant Principal



Harrington Elementary School

Robert Asselin Principal



Karen Grabowski Assistant Principal

School Council 2025-26 Membership

Chair: Robert Asselin- Principal

- Amanda Collison Community Member
- Joanna Abate Parent
- Beth Hoell Parent
- Kiki Cote Gr. 4 Teacher
- Lyndsey Schofield Gr. 3 Teacher
- Karen Grabowski Assistant Principal

School: Harrington Date: 2025-2026

SMART Goal: During the 2025-2026 school year, Harrington students will exceed 113% median to Typical Growth on the iReady spring 2026 Math diagnostic.

Strategy #1: In grades 1-4, students will complete 45 minutes of iReady math personalized instruction each week, and Kindergarten will complete 30 minutes each week.

Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Continue to utilize iReady for instructional groupings and skill areas that need development	 Data Meetings iReady iReady Reports	Adjust student iReady personal instruction, create instructional groupings, and identify areas needing further instruction	• Teachers	Ongoing	
Meet with and support grade level teams in reviewing and using iReady data	Team Meeting scheduleiReady content and usage data	Monitor student usage and benchmark data to inform further groupings and instruction	• Admin • Teachers	Fall 2025, Winter 2026, Spring 2026	
Continue to initiate iReady classroom and schoolwide challenges to sustain engagement	• iReady usage/lessons passed data	Improve engagement and usage of iReady	Admin Teachers	ongoing	

Strategy #2: Teachers will utilize the Reveal math program with fidelity.

Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Reveal will be taught for 60 minutes daily in all classrooms with the support of the math instructional specialist	Reveal program	Students will learn grade level math content	• Teachers	2025-2026 school year	
Teachers will utilize Reveal assessment tools to inform targeted instruction	Reveal program including assessment options (i.e. How Ready Am I?)	Teachers will assess and analyze results to inform further instruction	• Teachers	2025-2026 school year	
Teachers will attend school based PD during the 2025-2026 school year	Curriculum coordinatorsMath Instructional Specialist	Teachers will learn and become proficient with the Reveal math program	Curriculum coordinatorDistrict	2025-2026 school year	

Utilize Math Instructional Specialist to build teacher capacity in math instruction	 Planning time Team Meeting Schedule Professional Development Instructional Resources 	Math Instructional Specialist will collaborate with teachers and teams on best instructional practices	 Admin Teachers Math Instructional Specialist 	ongoing	
Utilize Math Interventionists to support students based on iReady data	iReady data/groupingsSchedule	Math Interventionists will be scheduled to work with identified students on targeted skills	AdminTeachersMathInterventionists	ongoing	

CPS - 2025-2026

School: Harrington Date: 2025-2026

SMART Goal: Harrington will ensure students have strong relationships with staff and their peers, so students feel welcome, included and safe in school.

Strategy #1: Implement SEL data collection and analysis tool (Panorama and ESSY) and make plan for data-based decision making (grades 3 and 4)

Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Administer baseline SEL survey grade 3-4	 Panorama and ESSY survey 	SEL data collection - baseline and year end	• Grade 3/4 teachers	SY 2025/26	
Analyze baseline data	 Panorama and ESSY survey results 	Use data to identify students needing support/inform T2 interventions	• Grade 3&4 teacher/admin	Fall 2025	
Share data with staff	• Team/Staff Mtg	Utilize entire staff to collaboratively identify appropriate interventions and champions	Admin/MTSS Facilitators	Fall 2025	
Administer/analyze winter data	Panorama and ESSY survey	Determine if interventions were effective	TeachersAdminCounselor	Winter 2026	
Administer/analyze spring data	Panorama and ESSY survey	Determine if interventions were effective	TeachersAdminCounselor	Spring 2026	

Strategy #2: Initiate and utilize Tier II process to support students that show deficit areas regarding staff and peer relationships as measured by the SEL Fall survey. (grade 3 and 4)

Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Identify students needing support	 Panorama 	Students needing support will be identified	• Staff	Fall 2025 - ongoing	
Implement targeted Tier II interventions	Tier II referral system/Staff supports	Students will receive and intervention that correlates to data for best outcomes	• Staff	ongoing	
Analyze spring data	PanoramaSEL administration	Determine success of interventions and inform future supports	• Grade 3&4 teachers/admin	Spring 2026	

Strategy #3: Initiate Tier II referral prod	cess in order to identify SI	EL needs for all students and implement	targeted interventions (all g	rades)	
Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Use analysis tool to identify students who might need a Tier II intervention	Analysis toolPanorama	Students needing support will be identified	Teachers	Fall 2025	
Tier II Mentors collaborate with teachers to determine appropriate intervention	• Team	Targeted intervention is identified	Teachers/Mentors	Fall 2025- ongoing	
Implement/track intervention	• Team	Targeted intervention is implemented and tracked for viability	• Staff	ongoing	
Analyze data to determine if intervention is effective	• Team	Intervention is continued, revised, discontinued	• Staff	ongoing	



South Row Elementary School School Improvement Plan – 2025-2026

School Improvement Plan – 2025-2026 25 Boston Road, Chelmsford, MA, 01824 Terri Gilbert, Principal Dr. Jayson Ramalho, Assistant Principal



South Row Elementary School

Theresa Gilbert Principal



Dr. Jayson Ramalho Assistant Principal

School Council 2025-26 Membership

Chair: Theresa Gilbert- Principal

- Shannon Semenza Gr. 4 Teacher
- Abby Patriquin Kindergarten Teacher
- Erica Magrath Gr. 2 Teacher
- Chrystal Begay Parent
- Liz Clancy Parent
- Melissa Dempsey Parent
- Ashley Cakounes PTO President Representative
- Donna Newcomb Community Liaison
- Dr. Jayson Ramalho Assistant Principal

chool: South Row Date: 2025-2026										
SMART Goal: During the 2025-2026 school year, South Row students will exceed 115% median to Typical Growth on the iReady spring 2026 Math diagnostic.										
Strategy #1: In grades 1-4, students will week.	complete 45 minutes of i	Ready math personalized instruction ea	ch week, and Kindergart	en will complete	e 30 minutes each					
Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status					
Continue to utilize iReady for instructional groupings, "Next Steps" and skill areas that need development	Data MeetingsiReadyiReady Reports	Adjust student iReady personal instruction, create instructional groupings, and identify areas needing further instruction	• Teachers	Ongoing						
Meet with and support grade level teams in reviewing and using iReady data	Team Meeting scheduleiReady content and usage data	Monitor student usage and benchmark data to inform further groupings and instruction	• Admin • Teachers	Fall 2025, Winter 2026, Spring 2026						
Continue to initiate iReady classroom and schoolwide challenges to sustain engagement	• iReady usage/lessons passed data	Improve engagement and usage of iReady	• Admin • Teachers	ongoing						
Strategy #2: Teachers will utilize the Re	veal math program with	fidelity.	1							
Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status					
Reveal will be taught with fidelity for 60 minutes daily in all classrooms	• Reveal program	Students will learn grade level math content	• Teachers	2025-2026 school year						
Teachers will utilize Reveal assessment cools to inform targeted instruction	Reveal program including assessment options	Teachers will assess and analyze results to inform further instruction	• Teachers	2025-2026 school year						
Teachers will attend Reveal district and school based PD during the 2025-2026 school year	Curriculum coordinators Moth Instructional	Teachers will learn and become proficient with the Reveal math program	Curriculum coordinator District	2025-2026 school year						

• Math Instructional Specialist

Utilize Math Instructional Specialist to build teacher capacity in math instruction	 Planning time Team Meeting Schedule Professional Development Instructional Resources 	Math Instructional Specialist will collaborate with teachers and teams on best instructional practices	AdminTeachersMath Instructional Specialist	ongoing	
Utilize Math Interventionists to support students and provide interventions based on iReady data	• iReady data/groupings • Schedule	Math Interventionists will be scheduled to work with identified students on targeted skills	AdminTeachersMath Interventionists	ongoing	

School: South Row Date: 2025-2026

SMART Goal: South Row will ensure students have strong relationships with staff and their peers so students feel welcome, included and safe in school.

Strategy #1: Implement SEL data collection and analysis tool (Panorama) and make plan for data-based decision making (grades 3 and 4)

Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Continue to administer baseline SEL survey grade 3-4	Panorama survey	SEL data collection - baseline and year end	• Grade 3/4 teachers	SY 2025-26	
Analyze baseline data	• Panorama survey results	Use data to identify students needing support/inform T2 interventions	• Grade 3&4 teacher/admin	Fall 2025	
Share data with staff	• Team/Staff Mtg	Utilize entire staff to collaboratively identify appropriate interventions and champions	• Admin/MTSS Facilitators	Fall 2025	
Continue to administer/analyze winter/spring data	Panorama survey	Determine if interventions were effective	• Teachers/MTSS/ Admin	Winter/Spring 2026	
Develop mid-year analysis tool/protocol	Panorama survey	Adjustments to interventions to support continued student growth	• Teachers/MTSS/ Admin	Winter 2026	

Strategy #2: Initiate and utilize Tier II process to support students that show deficit areas regarding staff and peer relationships as measured by the SEL Fall survey. (grade 3 and 4)

Action Steps	Resources Needed	Expected Outcomes: Program or	Person(s) Responsible	Timeframe	Status
		Policy, Teacher Learning, Teacher			
		Practice, and Student Learning.			
Identify students needing support	• •	Students needing support will be	• α, α	Fall 2025 -	
	Panorama	identified	• Staff	ongoing	
Implement targeted Tier II interventions	Tier II referral system/	Students will receive an intervention that correlates to data for best outcomes	• Staff	ongoing	
	 Staff supports 				
Analyze winter/spring data	Panorama SEL administration	Determine success of interventions and inform future supports	• Grade 3&4 teachers/admin	Winter/Spring 2026	

Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Use analysis tool to identify students who might need a Tier II intervention	Analysis tool Panorama	Students needing support will be identified	• Teachers	Fall 2025	
Tier II Mentors collaborate with teachers to determine appropriate intervention	• Team	Targeted intervention is identified	Teachers/Mentors	Fall 2025- ongoing	
Implement/track interventions in Panorama	• Team	Targeted intervention is implemented and tracked for viability	• Staff	ongoing	
Analyze data to determine if intervention is effective	• Team	Intervention is continued, revised, discontinued	• Staff	ongoing	

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

From: Jay Lang, Ed.D., Superintendent of Schools

Date: November 28, 2025

Re: Final October 1, 2025 Student Enrollment & NESDEC Enrollment Projection

We supplied the Massachusetts Department of Elementary and Secondary Education (DESE) with our October 1, 2025 student enrollment data which has been certified by DESE. The in-district enrollment information, coupled with our out-of-district special education enrollment, forms the basis for our FY27 Chapter 70 state aid calculation. Attached please find our final enrollment figures certified by DESE for students enrolled and participating in-district as of October 1, 2025. I have also attached an updated enrollment projection performed by NESDEC. We update our student enrollment projections annually to assist with budget and facility planning.

In addition to the state SIMS Reports and NESDEC enrollment projection that I provide annually, I have provided summary documents from X2, our student database, on actual homeroom enrollment at the elementary, middle and high school levels. As elementary students do not switch classes, these are the class sizes at Byam, Center, Harrington and South Row Elementary Schools. As middle and high school students switch classes and follow a more course-based (rather than homeroom-based) schedule, I have provided the actual course section enrollments detailing the actual number of students enrolled in each course section at McCarthy, Parker and Chelmsford High School. I hope you find this information helpful as we look at student enrollment and class size in the district.

PHONE: 978.251.5100 • FAX 987.251.5110

Chelmsford Public School District Student Enrollment Report October 1, 2025 - FINAL SIMS Report In-District Students

	Pre-K	KP	KF	1	2	3	4	5	6	7	8	9	10	11	12	SP	TOTAL
Chelmsford Public Schools	171	0	348	390	391	373	395	428	389	409	392	374	342	363	363	0	5128
CHIPS	171	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	171
Byam Elementary School	0	0	87	97	115	105	103	0	0	0	0	0	0	0	0	0	507
Center Elementary School	0	0	93	104	104	86	97	0	0	0	0	0	0	0	0	0	484
Harrington Elementary School	0	0	94	96	81	98	99	0	0	0	0	0	0	0	0	0	468
South Row Elementary School	0	0	74	93	91	84	96	0	0	0	0	0	0	0	0	0	438
McCarthy Middle School	0	0	0	0	0	0	0	0	0	409	392	0	0	0	0	0	801
Parker Middle School	0	0	0	0	0	0	0	428	389	0	0	0	0	0	0	0	817
Chelmsford High School	0	0	0	0	0	0	0	0	0	0	0	374	342	363	363	0	1442
Byam Elementary School	0	0	87	97	115	105	103	0	0	0	0	0	0	0	0		507
# Homerooms:			5	5	5	5	5										
Avg. Class Size:			17.4	19.4	23	21	20.6										
Center Elementary School	0	0	93	104	104	86	97	0	0	0	0	0	0	0	0		484
# Homerooms:			4	5	5	4	5										
Avg. Class Size:			23.25	20.8	20.8	21.5	19.4										
Harrington Elementary School	0	0	94	96	81	98	99	0	0	0	0	0	0	0	0		468
# Homerooms:			4	4	4	4	4										
Avg. Class Size:			23.5	24	20.25	24.5	24.75										
South Row Elementary School	0	0	74	93	91	84	96	0	0	0	0	0	0	0	0		438
# Homerooms:			4	4	4	4	4										
Avg. Class Size:			18.5	23.3	22.8	21.0	24.0										

Chelmsford Public School District Student Enrollment Report October 1, 2025 - FINAL SIMS Report In-District Students

	Pre-K	KP	KF	1	2	3	4	5	6	7	8	9	10	11	12	SP	TOTAL
	474	0	240	200	204	272	205	420	200	400	202	274	2.42	262	262		5420
Chelmsford Public Schools	171	0	348	390	391	373	395	428	389	409	392	374	342	363	363	0	5128
Parker Middle School	0	0	0	0	0	0	0	428	389	0	0	0	0	0	0	0	817
# Homerooms:								18	16	0	0						
Avg. Class Size:								23.8	24.3								
McCarthy Middle School	0	0	0	0	0	0	0	0	0	409	392	0	0	0	0	0	801
# Homerooms:										16	16						
Avg. Class Size:										25.6	24.5						

District Summary Oct 2025 (FY 2026)

District: Chelmsford (00560000)

2025-10-23 18:39:47

Grade

PK1	PK2	РКЗ	PK4	PK5	KP	KF	кт	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
171	0	0	0	0	0	348	0	390	391	373	395	428	389	409	392	374	342	363	363	0	5128

Gender

Male	Female	Nonbinary
2631	2492	5

English Learner Populations

Total EL	Not in EL Pro- gram	Sheltered	Two-Way	Other Bilingual	Transitional Bilingual	Opted-Out	EL Recently Arrived in U.S.
268	0	244	0	0	0	24	41

Other Populations

Immigrant	Military Family	SPED Age 3-5	SPED Age 6-21	504 Plan	Title I	FLNE
52	10	69	942	351	184	1572

	Supplemental Low-Income Indicator	
1	Student Count	0

High Quality College and Career Pathway Program Type

Innovation Career Pathway	Early College	Early College Promise	Innovation Career Pathway and Early College
194	0	0	0

Race Code and Description	Count
01 White	3179
02 Black or African American	225
03 Asian	986
04 American Indian or Alaskan Native	10
05 Native Hawaiian or Other Pacific Islander	14
06 White & Black or African American	68
07 White & Asian	144
08 White & American Indian or Alaska Native	3
09 White & Native Hawaiian or Other Pacific Islander	5
10 Black or African American & Asian	6
13 Asian & American Indian or Alaska Native	1
16 White & Black or African American & Asian	1
20 White & Asian & Native Hawaiian or Other Pacific Islander	3
33 White (Hispanic/Latino)	421
34 Black or African American (Hispanic/Latino)	18
35 Asian (Hispanic/Latino)	13
37 Native Hawaiian or Other Pacific Islander (Hispanic/Latino)	4
38 White & Black or African American (Hispanic/Latino)	19
39 White & Asian (Hispanic/Latino)	5
41 White & Native Hawaiian or Other Pacific Islander (Hispanic/Latino)	3

School Summary Oct 2025 (FY 2026)

District: Chelmsford (00560000) School: Byam School (00560030)

2025-10-23 18:40:34

Grade

PK1	PK2	РК3	PK4	PK5	KP	KF	кт	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
0	0	0	0	0	0	87	0	97	115	105	103	0	0	0	0	0	0	0	0	0	507

Gender

Male	Female	Nonbinary	
262	245	0	l

English Learner Populations

Total EL	Not in EL Pro- gram	Sheltered	Two-Way	Other Bilingual	Transitional Bilingual	Opted-Out	EL Recently Arrived in U.S.
38	0	38	0	0	0	0	3

Other Populations

Immigrant	Military Family	SPED Age 3-5	SPED Age 6-21	504 Plan	Title I	FLNE
1	0	0	92	18	75	144

Supplemental Low-Income Indicator	
Student Count	0

High Quality College and Career Pathway Program Type

Innovation Career Pathway	Early College	Early College Promise	Innovation Career Pathway and Early College			
0	0	0	0			

Race Code and Description	Count
01 White	326
02 Black or African American	23
03 Asian	76
04 American Indian or Alaskan Native	2
05 Native Hawaiian or Other Pacific Islander	4
06 White & Black or African American	7
07 White & Asian	11
09 White & Native Hawaiian or Other Pacific Islander	3
33 White (Hispanic/Latino)	47
34 Black or African American (Hispanic/Latino)	4
35 Asian (Hispanic/Latino)	3
39 White & Asian (Hispanic/Latino)	1

School Summary Oct 2025 (FY 2026)

District: Chelmsford (00560000)

School: Center Elementary School (00560005)

2025-10-23 18:40:50

Grade

PK1	PK2	РК3	PK4	PK5	KP	KF	кт	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
0	0	0	0	0	0	93	0	104	104	86	97	0	0	0	0	0	0	0	0	0	484

Gender

Ma	le	Female	Nonbinary
242	2	242	0

English Learner Populations

Total EL	Not in EL Pro- gram	Sheltered	Two-Way	Other Bilingual	Transitional Bilingual	Opted-Out	EL Recently Arrived in U.S.
73	0	72	0	0	0	1	17

Other Populations

Immigrant	Military Family	SPED Age 3-5	SPED Age 6-21	504 Plan	Title I	FLNE
18	0	0	73	27	0	180

Supplemental Low-Income Indicator	
Student Count	0

High Quality College and Career Pathway Program Type

Innovation Career Pathway	Early College	Early College Promise	Innovation Career Pathway and Early College			
0	0	0	0			

Race Code and Description	Count
01 White	289
02 Black or African American	27
03 Asian	104
05 Native Hawaiian or Other Pacific Islander	2
06 White & Black or African American	4
07 White & Asian	15
09 White & Native Hawaiian or Other Pacific Islander	1
10 Black or African American & Asian	1
33 White (Hispanic/Latino)	32
34 Black or African American (Hispanic/Latino)	1
35 Asian (Hispanic/Latino)	3
38 White & Black or African American (Hispanic/Latino)	3
41 White & Native Hawaiian or Other Pacific Islander (Hispanic/Latino)	2

School Summary Oct 2025 (FY 2026)

District: Chelmsford (00560000)

School: Charles D Harrington (00560025)

2025-10-23 18:41:00

Grade

PK1	PK2	РК3	PK4	PK5	KP	KF	кт	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
0	0	0	0	0	0	94	0	96	81	98	99	0	0	0	0	0	0	0	0	0	468

Gender

Male	Female	Nonbinary
245	223	0

English Learner Populations

	Total EL	Not in EL Pro- gram	Sheltered	Two-Way	Other Bilingual	Transitional Bilingual	Opted-Out	EL Recently Arrived in U.S.
ı	26	0	24	0	0	0	2	4

Other Populations

Immigrant	Military Family	SPED Age 3-5	SPED Age 6-21	504 Plan	Title I	FLNE
0	0	0	112	10	61	188

Supplemental Low-Income Indicator	
Student Count	0

High Quality College and Career Pathway Program Type

Innovation Career Pathway	Early College	Early College Promise	Innovation Career Pathway and Early College
0	0	0	0

Race Code and Description	Count
01 White	272
02 Black or African American	20
03 Asian	90
05 Native Hawaiian or Other Pacific Islander	1
06 White & Black or African American	11
07 White & Asian	18
08 White & American Indian or Alaska Native	1
10 Black or African American & Asian	1
33 White (Hispanic/Latino)	46
34 Black or African American (Hispanic/Latino)	5
35 Asian (Hispanic/Latino)	1
38 White & Black or African American (Hispanic/Latino)	1
39 White & Asian (Hispanic/Latino)	1

School Summary Oct 2025 (FY 2026)

District: Chelmsford (00560000) School: South Row (00560015)

2025-10-23 18:41:54

Grade

PK1	PK2	РК3	PK4	PK5	KP	KF	кт	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
0	0	0	0	0	0	74	0	93	91	84	96	0	0	0	0	0	0	0	0	0	438

Gender

Male	Female	Nonbinary
236	202	0

English Learner Populations

Total EL	Not in EL Pro- gram	Sheltered	Two-Way	Other Bilingual	Transitional Bilingual	Opted-Out	EL Recently Arrived in U.S.
35	0	35	0	0	0	0	3

Other Populations

Immigrant	Military Family	SPED Age 3-5	SPED Age 6-21	504 Plan	Title I	FLNE
1	0	0	72	13	0	121

Supplemental Low-Income Indicator	
Student Count	0

High Quality College and Career Pathway Program Type

Innovation Career Pathway	Early College	Early College Promise	Innovation Career Pathway and Early College
0	0	0	0

Race Code and Description	Count
01 White	295
02 Black or African American	10
03 Asian	70
04 American Indian or Alaskan Native	1
05 Native Hawaiian or Other Pacific Islander	1
06 White & Black or African American	11
07 White & Asian	18
33 White (Hispanic/Latino)	29
34 Black or African American (Hispanic/Latino)	1
35 Asian (Hispanic/Latino)	1
38 White & Black or African American (Hispanic/Latino)	1

School Summary Oct 2025 (FY 2026)

District: Chelmsford (00560000)

School: Col Moses Parker School (00560305)

2025-10-23 18:41:20

Grade

	PK1	PK2	РКЗ	PK4	PK5	KP	KF	кт	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
Γ	0	0	0	0	0	0	0	0	0	0	0	0	428	389	0	0	0	0	0	0	0	817

Gender

Male	Female	Nonbinary
405	411	1

English Learner Populations

Total EL	Not in EL Pro- gram	Sheltered	Two-Way	Other Bilingual	Transitional Bilingual	Opted-Out	EL Recently Arrived in U.S.
26	0	19	0	0	0	7	3

Other Populations

Immigrant	Military Family	SPED Age 3-5	SPED Age 6-21	504 Plan	Title I	FLNE
8	1	0	181	65	0	245

Supplemental Low-Income Indicator	
Student Count	0

High Quality College and Career Pathway Program Type

Innovation Career Pathway	Early College	Early College Promise	Innovation Career Pathway and Early College
0	0	0	0

Race Code and Description	Count
01 White	516
02 Black or African American	36
03 Asian	154
04 American Indian or Alaskan Native	3
05 Native Hawaiian or Other Pacific Islander	1
06 White & Black or African American	8
07 White & Asian	22
08 White & American Indian or Alaska Native	1
09 White & Native Hawaiian or Other Pacific Islander	1
10 Black or African American & Asian	1
20 White & Asian & Native Hawaiian or Other Pacific Islander	1
33 White (Hispanic/Latino)	66
34 Black or African American (Hispanic/Latino)	2
35 Asian (Hispanic/Latino)	1
38 White & Black or African American (Hispanic/Latino)	3
39 White & Asian (Hispanic/Latino)	1

School Summary Oct 2025 (FY 2026)

District: Chelmsford (00560000)

School: McCarthy Middle School (00560310)

2025-10-23 18:41:43

Grade

PK1	PK2	РКЗ	PK4	PK5	KP	KF	кт	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
0	0	0	0	0	0	0	0	0	0	0	0	0	0	409	392	0	0	0	0	0	801

Gender

Male	Female	Nonbinary
400	400	1

English Learner Populations

Total EL	Not in EL Pro- gram	Sheltered	Two-Way	Other Bilingual	Transitional Bilingual	Opted-Out	EL Recently Arrived in U.S.
25	0	19	0	0	0	6	3

Other Populations

Immigrant	Military Family	SPED Age 3-5	SPED Age 6-21	504 Plan	Title I	FLNE
8	4	0	172	55	48	228

Supplemental Low-Income I	ndicator	
Student Count		0

High Quality College and Career Pathway Program Type

Innovation Career Pathway	Early College	Early College Promise	Innovation Career Pathway and Early College
0	0	0	0

Count
502
27
170
2
9
20
1
1
1
57
2
1
1
5
2

School Summary Oct 2025 (FY 2026)

District: Chelmsford (00560000) School: Chelmsford High (00560505)

2025-10-23 18:41:09

Grade

PK1	PK2	РКЗ	PK4	PK5	KP	KF	кт	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	374	342	363	363	0	1442

Gender

Male	Female	Nonbinary
750	689	3

English Learner Populations

Total EL	Not in EL Pro- gram	Sheltered	Two-Way	Other Bilingual	Transitional Bilingual	Opted-Out	EL Recently Arrived in U.S.
36	0	28	0	0	0	8	8

Other Populations

Immigrant	Military Family	SPED Age 3-5	SPED Age 6-21	504 Plan	Title I	FLNE
15	5	0	240	163	0	397

Supplemental Low-Income Indicator			
Student Count	0		

High Quality College and Career Pathway Program Type

Innovation Career Pathway	Early College	Early College Promise	Innovation Career Pathway and Early College
194	0	0	0

Race Code and Description	Count
01 White	887
02 Black or African American	69
03 Asian	283
04 American Indian or Alaskan Native	2
05 Native Hawaiian or Other Pacific Islander	4
06 White & Black or African American	15
07 White & Asian	37
08 White & American Indian or Alaska Native	1
10 Black or African American & Asian	2
13 Asian & American Indian or Alaska Native	1
20 White & Asian & Native Hawaiian or Other Pacific Islander	1
33 White (Hispanic/Latino)	126
34 Black or African American (Hispanic/Latino)	2
35 Asian (Hispanic/Latino)	3
37 Native Hawaiian or Other Pacific Islander (Hispanic/Latino)	3
38 White & Black or African American (Hispanic/Latino)	5
41 White & Native Hawaiian or Other Pacific Islander (Hispanic/Latino)	1



Chelmsford Public Schools Chelmsford, MA

School Year 2025-26 Enrollment Projection Report

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Enrollment Summary

NESDEC is pleased to send you this report displaying the past, present, and projected enrollments for your District. It is important to update enrollment projections every year to identify changes in enrollment patterns. Ten-year projections are designed to provide your District with yearly, upto-date enrollment information that can be used by boards and administrators for effective planning and allocation of resources. We received the enrollment data from the District, and we assume that the method of collecting this data has been consistent from year to year.

Birth data informs Kindergarten enrollment. Each year, NESDEC secures birth data from State sources, providing a snapshot in time as to actual and provisional births as reported by the State, and then uses this birth data to predict Kindergarten enrollments. We only use annual birth data to assure consistency in reporting from year to year. Estimated births, which are an average of the previous five years of birth data, are based on this same snapshot. NESDEC acknowledges the variability of the provisional and the estimated birth data, and notes that the projected Kindergarten enrollments may serve as a guide to future planning.

Enrollment projections are more reliable in Years #1-3 in the future. Projections four to ten years out may serve as a guide to future enrollments and are useful for planning purposes. For more information, please refer to the Projection Methodology and Reliability section of this document.

The NESDEC enrollment projection fell within 7 students of the K-12 total, 4,950 students projected vs. 4,957 enrolled. A variance of 36 students occurred at Kindergarten, 384 projected vs. 348 enrolled. Ratios have been adjusted. Note: Ungraded students are not included in K-12 total.

Births increased by 21 from a previous ten-year average of 332 to a projected average of 353. In most districts, Grades 1-8 are very stable in enrollments. However, there have been increases in 6 of the 8 most recent years, leading to a net increase averaging 27 students per year.

Over the next three years, Grades K-4 enrollments are projected to increase by 46 students, Grades 5-6 enrollments are projected to decrease by 31 students, Grades 7-8 enrollments are projected to increase by 54 students, and Grades 9-12 enrollments are projected to increase by 19 students, as students move through the grades.



Historical Enrollment

School District: Chelmsford, MA 11/3/2025

	Historical Enrollment By Grade																		
Birth Year	Births*	School Year	PK	К	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2010	320	2015-16	132	300	352	373	350	391	371	386	412	411	337	381	371	420	0	4855	4987
2011	318	2016-17	136	333	345	358	382	361	387	384	389	414	372	347	391	372	< 10 **	4836	4972
2012	370	2017-18	132	368	369	349	379	387	359	400	380	392	372	367	351	389	0	4862	4994
2013	342	2018-19	151	376	382	376	349	379	369	359	397	381	356	368	369	351	0	4812	4963
2014	316	2019-20	166	365	393	405	385	367	387	381	360	400	329	348	371	365	18	4874	5040
2015	345	2020-21	76	350	349	381	391	373	363	383	393	359	360	335	342	373	0	4752	4828
2016	314	2021-22	127	355	414	360	388	401	380	373	399	404	328	349	324	342	0	4817	4944
2017	316	2022-23	201	354	382	419	370	395	390	392	383	402	356	341	351	320	0	4855	5056
2018	343	2023-24	200	375	367	391	424	381	393	404	398	384	360	361	345	347	0	4930	5130
2019	334	2024-25	158	359	387	373	387	416	382	396	403	405	340	358	362	342	0	4910	5068
2020	356	2025-26	171	348	390	391	373	395	428	389	409	392	374	342	363	363	0	4957	5128

^{*}Birth data provided by Public Health Vital Records Departments in each state.

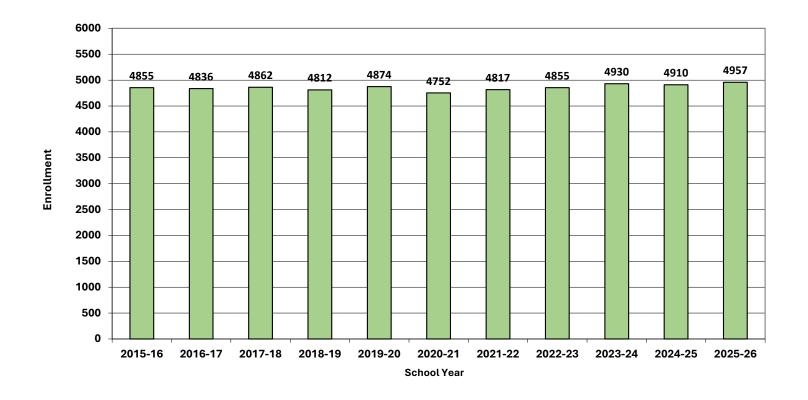
^{** &}lt; 10 Not reported, to protect subgroups with fewer than 10 students.

	Historical Enrollment in Grade Combinations												
School Year	PK-4	K-4	K-2	5-6	5-8	K-8	PK-8	7-8	6-12	9-12			
2015-16	1898	1766	1025	757	1580	3346	3478	823	2718	1509			
2016-17	1915	1779	1036	771	1574	3353	3489	803	2669	1482			
2017-18	1984	1852	1086	759	1531	3383	3515	772	2651	1479			
2018-19	2013	1862	1134	728	1506	3368	3519	778	2581	1444			
2019-20	2081	1915	1163	768	1528	3443	3609	760	2554	1413			
2020-21	1920	1844	1080	746	1498	3342	3418	752	2545	1410			
2021-22	2045	1918	1129	753	1556	3474	3601	803	2519	1343			
2022-23	2121	1920	1155	782	1567	3487	3688	785	2545	1368			
2023-24	2138	1938	1133	797	1579	3517	3717	782	2599	1413			
2024-25	2080	1922	1119	778	1586	3508	3666	808	2606	1402			
2025-26	2068	1897	1129	817	1618	3515	3686	801	2632	1442			

Histori	cal Perc	entage	Changes
School Year	K-12	Diff.	%
2015-16	4855		
2016-17	4836	-19	-0.4%
2017-18	4862	26	0.5%
2018-19	4812	-50	-1.0%
2019-20	4874	62	1.3%
2020-21	4752	-122	-2.5%
2021-22	4817	65	1.4%
2022-23	4855	38	0.8%
2023-24	4930	75	1.5%
2024-25	4910	-20	-0.4%
2025-26	4957	47	1.0%
Change		102	2.1%



Grades K-12 Historical Enrollment





Projected Enrollment

School District: Chelmsford, MA 11/3/2025

	Enrollment Projections By Grade*																			
Birth Year	Births*		School Year	PK	К	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2020	356		2025-26	171	348	390	391	373	395	428	389	409	392	374	342	363	363	0	4957	5128
2021	381		2026-27	171	400	366	397	391	377	398	437	395	408	353	376	345	361	0	5004	5175
2022	365		2027-28	171	383	421	372	397	395	380	406	444	394	368	355	380	343	0	5038	5209
2023	323		2028-29	171	339	403	428	372	401	398	388	412	443	355	370	358	378	0	5045	5216
2024	349	(prov.)	2029-30	172	366	357	410	428	376	405	406	394	411	399	357	374	356	0	5039	5211
2025	355	(est.)	2030-31	172	372	385	363	410	432	379	413	412	393	371	401	360	372	0	5063	5235
2026	355	(est.)	2031-32	172	372	391	391	363	414	436	387	419	411	354	373	405	358	0	5074	5246
2027	349	(est.)	2032-33	173	366	391	398	391	367	418	445	393	418	371	356	377	403	0	5094	5267
2028	346	(est.)	2033-34	173	363	385	398	398	395	370	427	452	392	377	373	359	375	0	5064	5237
2029	351	(est.)	2034-35	173	368	382	391	398	402	398	378	433	451	353	379	377	357	0	5067	5240
2030	351	(est.)	2035-36	174	368	387	388	391	402	406	406	384	432	407	355	383	375	0	5084	5258

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc. Based on an estimate of births

*Birth data provided by Public Health Vital Records Departments in each state.

Based on children already born

Based on students already enrolled

^{** &}lt; 10 Not reported, to protect subgroups with fewer than 10 students.

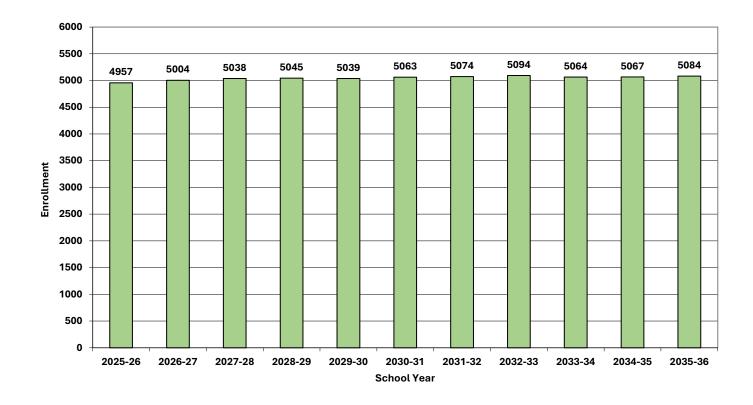
			Projected	I Enrollm	ent in Gra	ide Comb	oinations	*		
School Year	PK-4	K-4	K-2	5-6	5-8	K-8	PK-8	7-8	6-12	9-12
2025-26	2068	1897	1129	817	1618	3515	3686	801	2632	1442
2026-27	2102	1931	1163	835	1638	3569	3740	803	2675	1435
2027-28	2139	1968	1176	786	1624	3592	3763	838	2690	1446
2028-29	2114	1943	1170	786	1641	3584	3755	855	2704	1461
2029-30	2109	1937	1133	811	1616	3553	3725	805	2697	1486
2030-31	2134	1962	1120	792	1597	3559	3731	805	2722	1504
2031-32	2103	1931	1154	823	1653	3584	3756	830	2707	1490
2032-33	2086	1913	1155	863	1674	3587	3760	811	2763	1507
2033-34	2112	1939	1146	797	1641	3580	3753	844	2755	1484
2034-35	2114	1941	1141	776	1660	3601	3774	884	2728	1466
2035-36	2110	1936	1143	812	1628	3564	3738	816	2742	1520

Proje	cted Perce	entage Ch	anges
School Year	K-12	Diff.	%
2025-26	4957		
2026-27	5004	47	0.9%
2027-28	5038	34	0.7%
2028-29	5045	7	0.1%
2029-30	5039	-6	-0.1%
2030-31	5063	24	0.5%
2031-32	5074	11	0.2%
2032-33	5094	20	0.4%
2033-34	5064	-30	-0.6%
2034-35	5067	3	0.1%
2035-36	5084	17	0.3%
Change		127	2.6%

^{*}Projections should be updated annually to reflect changes in in/out-migration of families, births, and similar factors.

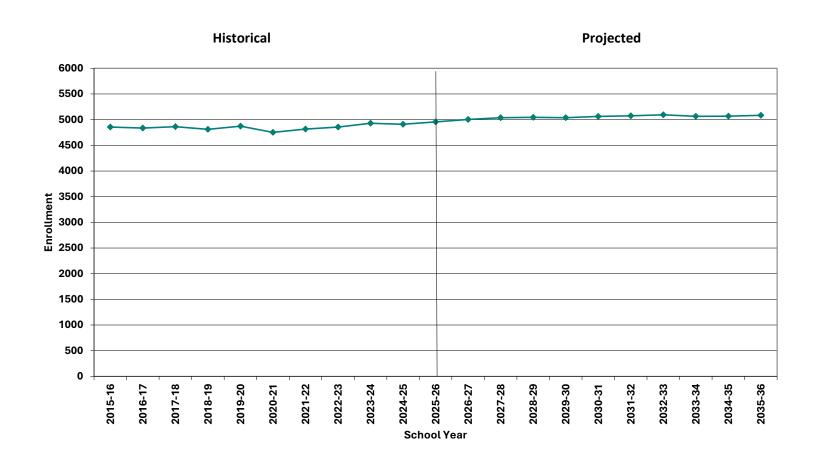


Grades K-12 Projected Enrollment



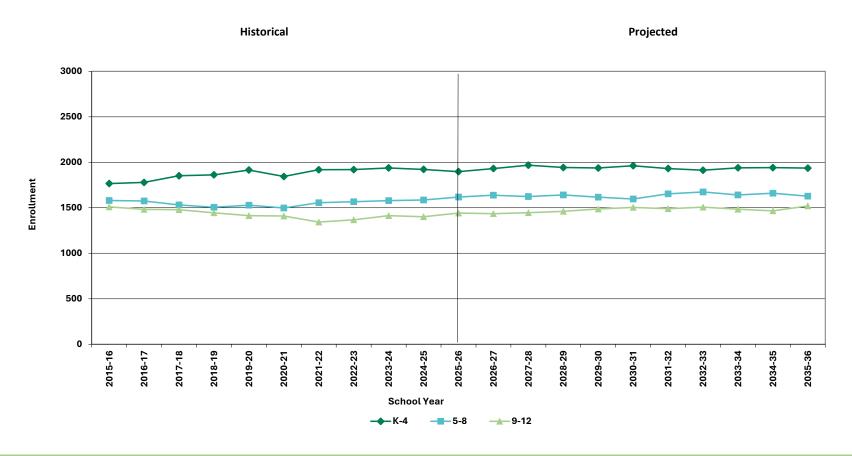


Grades K-12 Historical & Projected Enrollment



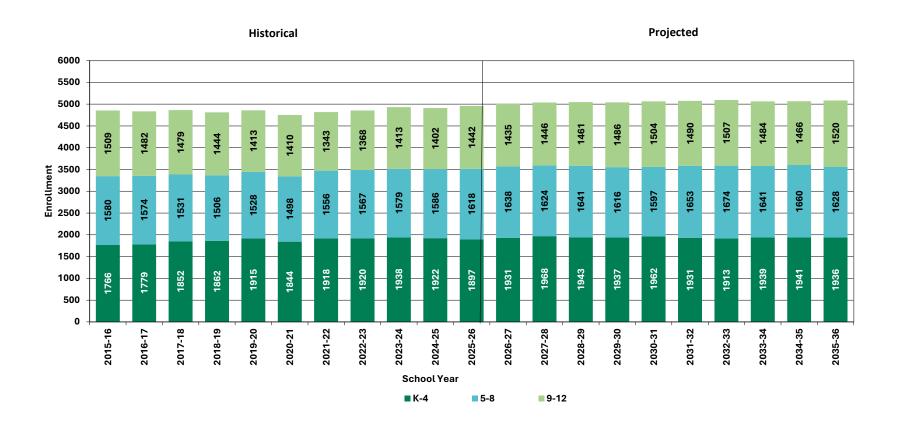


Historical & Projected Enrollment in Grade Combinations



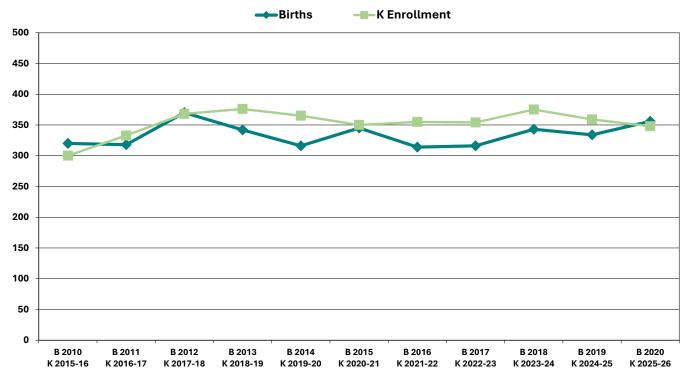


Historical & Projected Enrollment in Grade Combinations





Birth to Kindergarten Relationship



Birth Year/ School Year

I		B 2010	B 2011	B 2012	B 2013	B 2014	B 2015	B 2016	B 2017	B 2018	B 2019	B 2020
		K 2015-16	K 2016-17	K 2017-18	K 2018-19	K 2019-20	K 2020-21	K 2021-22	K 2022-23	K 2023-24	K 2024-25	K 2025-26
	Births	320	318	370	342	316	345	314	316	343	334	356
	Kindergarten	300	333	368	376	365	350	355	354	375	359	348



Additional Information

School Year	9-12 CTE	K-12 Non-Public	K-12 Choice-In	K-12 Choice-Out	K-12 Out District SPED	K-12 Homeschool
2021-22	196	164	42	105	64	57
2022-23	212	116	36	96	59	45
2023-24	216	106	37	84	63	37
2024-25	210	101	38	79	67	36
2025-26	n/a	n/a	38	n/a	67	46

^{*} Data provided by District.

[&]quot;n/a" signifies that information was not provided by District.

^{** &}lt; 10 Not reported, to protect subgroups with fewer than 10 students.



New England's PK-12 Enrollments Trends

State	Fall 2013 PK - 12	Fall 2019 PK - 12	Fall 2022 PK - 12	Fall 2023 PK - 12	% Change 2013 - 23	% Change 2019-23	% Change 2022-23
USA	50,044,522	50,796,445	49,618,464	49,516,361	-1.1%	-2.5%	-0.2%
СТ	546,200	523,690	513,513	512,652	-6.1%	-2.1%	-0.2%
ME	183,995	180,291	173,853	172,545	-6.2%	-4.3%	-0.8%
MA	955,739	959,394	923,349	914,958	-4.3%	-4.6%	-0.9%
NH	186,310	177,351	168,909	166,594	-10.6%	-6.1%	-1.4%
RI	142,008	143,557	137,449	136,154	-4.1%	-5.2%	-0.9%
VT	88,690	86,759	83,654	82,455	-7.0%	-5.0%	-1.4%

Source: U.S. Department of Education, National Center for Education Statistics, Enrollment in public elementary and secondary schools, by region, state, and jurisdiction: Selected years, fall 1990 through fall 2023, Table 203.20, Report Generated Oct. 2024, NESDEC 5.28.25

Although most New England Districts are seeing a decline in the number of births, NESDEC's experience indicates that the impact on enrollment varies from District to District. Almost half of New England Districts have been growing in PK-12 enrollment, and a similar number are declining (often in rural areas), with the other Districts remaining stable.



Projection Methodology and Reliability

PROJECTION METHODOLOGY

Cohort component (survival) technique is a frequently used method of preparing enrollment projections. NESDEC uses this method, but modifies it in order to move away from projections that are wholly computer- or formula-driven. Such modification permits the incorporation of important, current district-specific demographic information into the generation of enrollment projections (such as in/out-migration of students, resident births, etc.). Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2024-25 increased to 104 students in Grade 2 in 2025-26, the percentage of survival would be 104%, or a ratio of 1.04. Ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. Enrollment projections are more reliable in Years #1-3 in the future and less reliable in the "out-years." Projections four to ten years out may serve as a guide to future enrollments and are useful for planning purposes, but they should be viewed as subject to change given the likelihood of potential shifts in underlying assumptions/trends, such as student migration, births as they relate to Kindergarten enrollment, and other factors.

Projections that are based upon **the children who already are in the district** (the current K-12 population only) will be the most reliable. The second level of reliability will be for those children already **born into the community but not yet old enough to be in school.** The least reliable category is the group for which an estimate must be made **to predict the number of births**, thereby adding additional uncertainty. See these three multi-colored groupings on the "Projected Enrollment" tab.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (higher or lower) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. In light of this possibility, NESDEC urges all school districts to have updated enrollment projections developed by NESDEC each October. This service is available at no cost to affiliated school districts.

HOMEROOM	TEACHER	MALES	FEMALE	TOTAL
01	AUFIERO, MARY	9	8	17
04	CAREY, JANET	9	8	17
05	SEXAUER, ELIZABETH	10	9	19
08	HANAFIN, SHERRI	8	9	17
09	CORMACK-O'DONNELL, MARIE	9	9	18
11	WALSH, ASHLEY	9	12	21
12	STREETER, KRISTY	12	9	21
13	KOWALIK, JESSICA	9	11	20
14	PATIN-KOOKEN, KARLA	10	11	21
15	HOLMAN, MELISSA	11	11	22
17	WEEKS, LARISSA	12	11	23
18	HARRIS, KATHERINE	11	11	22
19	SULLIVAN, LAUREN	14	9	23
20	MAGUIRE, ELEN	13	11	24
21	DUDEVOIR, JENNIFER	11	12	23
22	MARCHANT, KRISTINA	7	11	18
23	HOGAN, MEGHAN	11	10	21
24	LOJZIM, KRISTIE	9	10	19
26	CARSON, SARAH	9	11	20
27	HICKS, MEGHANNE	8	10	18
30	LACAVA, JESSICA	12	9	21
31	JACKSON, KATHRYN	10	10	20
32	BABSON, KRISTIN	12	9	21
33	SMITH, LAUREN	14	7	21
34	BOUTIN, KANDACE	13	8	21
	TOTAL	S 262	246	508

HOMEROOM	TEACHER	MALES	FEMALE	TOTAL
01	RYAN, COURTNEY	10	13	23
02	ROBSON, KIMBERLY	10	12	22
05	COTTER, DIANNE	10	11	21
06	JOYCE, ALANA	11	9	20
07	SANTOS, STEPHANIE	11	10	21
08	POOLEY, JESSICA	14	8	22
09	GREGORY, KATHLEEN	9	11	20
10	QUIRBACH, SARAH	9	11	20
11	MACLEAN, CORRIE	10	11	21
13	RABIDEAU, SARAH	13	11	24
15	DRISCOLL-DOWD, RENEE	10	14	24
17	L'ABBE, JEFFREY	8	12	20
19	WELLS, HEATHER	8	14	22
21	REMICK, JESSICA	7	13	20
23	BEAUREGARD, OLIVIA	12	10	22
24	O'KEEFE, ABIGAIL	11	11	22
25	PIERCE-CLARKE, KARI	10	8	18
26	LARSON, BROOKE	14	6	20
27	MCCONNELL, BRENDA	12	10	22
PC1	CUNNINGHAM, ALICIA	9	9	18
PC2	SERVIDEO, EMILY	12	7	19
PC3	STUART, SARAH	11	9	20
PC4	HILBERG, ALEIGHA	10	10	20
	TOTALS	241	240	481

HOMEROOM	TEACHER	MALES	FEMALE	TOTAL
01	BUCKLEY, DENISE	15	9	24
03	MENESES, ANGELA	13	9	22
05	TROUP, ELIZABETH	14	10	24
06	MCKENNA, KATHERINE	13	11	24
10	SCHOFIELD, LYNDSAY	12	13	25
12	GRAHAM, KRISTEN	11	12	23
14	POTCNER, LEAH	11	13	24
15	HALLEY, COURTNEY	11	13	24
16	HOFFMAN, JANET	12	8	20
17	CODDAIRE, ELIZABETH	7	13	20
18	WURTZLER, STEVE	13	7	20
19	NAGLE, KAITLYN	11	10	21
20	CROWLEY, KELLY	13	11	24
21	ASHDOWN, LISA	15	10	25
22	GILBERT, STACY	13	11	24
24	BAKANOWSKY, ALLISON	14	10	24
30	DANIELI, ELIZABETH	10	15	25
31	COTE, KRISTINA	11	13	24
34	RITTER, KATIE	12	13	25
35	MORRISON, JESSICA	14	11	25
<u> </u>	TOTAL	S 245	222	467

HOMEROOM	TEACHER	MALES	FEMALE	TOTAL
01	MAGRATH, ERICA	14	9	23
02	D'AMICO, ALLISON	11	11	22
03	WEBBER, JAMIE	15	8	23
04	KELLEY, DEIRDRE	15	8	23
05	VASQUEZ, AUDRA	10	12	22
07	KRAUCH, MARTHA	11	10	21
08	SANBORN, JENNIFER	10	11	21
09	STAGNONE, ANNE	9	11	20
10	RIGBY, JENNIFER	9	9	18
12	CASSIDY, LAUREN	10	9	19
14	PATRIQUIN, ABIGAIL	9	10	19
16	RICHMAN, EMILY	8	11	19
18	COSTELLO, SARAH	14	10	24
20	FRASCA, STACY	12	12	24
22	BULLOCK, CARA	12	10	22
24	HICKS, TAMMY	14	9	23
P3	LEWIS, JULIA	14	10	24
P4	SEMENZA, SHANNON	14	10	24
P5	DUNCAN, JACLYN	14	10	24
P6	KELLERMAN, AMANDA	11	13	24
	TOTAL	S 236	203	439

Chelmsford Public School	ls	Master Schedule			Parker Middle School	
					11/29	/25
				1		
Course	Description	Teacher	Room	Term	Schedule	
		21222111127511511			(A) 5)	Ttl
0050-001	HOMEROOM 5	OLSSON, MARYELLEN	202	FY	1(M-F)	20
0050-002	HOMEROOM 5	MERRILL, SHANNON	204	FY	1(M-F)	25
0050-003	HOMEROOM 5	DEVITO, KATHRYN	210	FY	1(M-F)	23
0050-004	HOMEROOM 5	BAILLARGEON, DANIELLE	208	FY	1(M-F)	24
0050-005	HOMEROOM 5	SULLIVAN, KELLIE	220	FY	1(M-F)	22
0050-006	HOMEROOM 5	OTTMAN, RACHEL	222	FY	1(M-F)	22
0050-007	HOMEROOM 5	LEONARD, NICOLE	224	FY	1(M-F)	24
0050-008	HOMEROOM 5	BAIN, JACLYN	226	FY	1(M-F)	24
0050-009	HOMEROOM 5	EASTMAN, JENNIFER	PC 2	FY	1(M-F)	22
0050-010	HOMEROOM 5	ENGEL, SHANNON	PC 4	FY	1(M-F)	24
0050-011	HOMEROOM 5	MURRAY, PAMELA	PC 6	FY	1(M-F)	25
0050-012	HOMEROOM 5	MACPHEE, JENNIFER	PC 8	FY	1(M-F)	25
0050-013	HOMEROOM 5	CLARK, JENNIFER	122	FY	1(M-F)	26
0050-014	HOMEROOM 5	MACALLISTER, MARYBETH	123	FY	1(M-F)	24
0050-015	HOMEROOM 5	MARINO, COLLEEN	124	FY	1(M-F)	26
0050-016	HOMEROOM 5	BEAUDOIN, MELISSA	125	FY	1(M-F)	25
0050-017	HOMEROOM 5	LUPOLI, SOPHIA	110	FY	1(M-F)	22
0050-018	HOMEROOM 5	RAPPOPORT, ABIGAIL	109	FY	1(M-F)	23
0051-001	LANGUAGE ARTS 5	MACPHEE, JENNIFER	PC 8	FY	2(M-TU,TH-F) 7(W)	25
0051-002	LANGUAGE ARTS 5	OLSSON, MARYELLEN	202	FY	4(M-F)	21
0051-003	LANGUAGE ARTS 5	DEVITO, KATHRYN	210	FY	2(M-TU,TH-F) 6(W)	18
0051-004	LANGUAGE ARTS 5	DEVITO, KATHRYN	210	FY	4(M-F)	23
0051-005	LANGUAGE ARTS 5	MACALLISTER, MARYBETH	123	FY	6(M-F)	20
0051-006	LANGUAGE ARTS 5	MACALLISTER, MARYBETH	123	FY	2(M-TU,TH-F) 4(W)	24
0051-007	LANGUAGE ARTS 5	EASTMAN, JENNIFER	PC 2	FY	2(M-TU,TH-F) 7(W)	18
0051-008	LANGUAGE ARTS 5	EASTMAN, JENNIFER	PC 2	FY	6(M-F)	24
0051-009	LANGUAGE ARTS 5	OTTMAN, RACHEL	222	FY	2(M-F)	22
0051-010	LANGUAGE ARTS 5	OTTMAN, RACHEL	222	FY	4(M-F)	22
0051-011	LANGUAGE ARTS 5	BEAUDOIN, MELISSA	125	FY	6(M-F)	26
0051-012	LANGUAGE ARTS 5	BEAUDOIN, MELISSA	125	FY	2(M-TU,TH-F) 4(W)	25
0051-013	LANGUAGE ARTS 5	LEONARD, NICOLE	224	FY	2(M-F)	24
0051-014	LANGUAGE ARTS 5	LEONARD, NICOLE	224	FY	4(M-F)	24
0051-015	LANGUAGE ARTS 5	MACPHEE, JENNIFER	PC 8	FY	6(M-F)	25
0051-016	LANGUAGE ARTS 5	OLSSON, MARYELLEN	202	FY	2(M-TU,TH-F) 6(W)	20
0051-017	LANGUAGE ARTS 5	RAPPOPORT, ABIGAIL	109	FY	2(M-F)	15
0051-018	LANGUAGE ARTS 5	RAPPOPORT, ABIGAIL	109	FY	6(M-F)	22
0060-001	HOMEROOM 6	GILLIES, LINDSEY	PC 7	FY	1(M-F)	24
0060-002	HOMEROOM 6	HOGAN, JESSICA	PC 5	FY	1(M-F)	24
0060-003	HOMEROOM 6	AYLWARD, JENNIFER	PC 1	FY	1(M-F)	22
0060-004	HOMEROOM 6	DUBE, ROBYN	PC 3	FY	1(M-F)	24
0060-005	HOMEROOM 6	COLON, MEGHAN	207	FY	1(M-F)	25
0060-006	HOMEROOM 6	CODY, TRACEY	209	FY	1(M-F)	23
0060-007	HOMEROOM 6	FELZANI, ADAM	203	FY	1(M-F)	25
0060-008	HOMEROOM 6	BROCKMYRE-MARTIN, MARY	201	FY	1(M-F)	25
0060-009	HOMEROOM 6	LOCOCO, KAREN	218	FY	1(M-F)	25
0060-010	HOMEROOM 6	FLANAGAN, JENNIFER	219	FY	1(M-F)	25
0060-011	HOMEROOM 6	WHALEN, LILIE	216	FY	1(M-F)	25
0060-012	HOMEROOM 6	BAKER, AMY	217	FY	1(M-F)	25
0060-013	HOMEROOM 6	SKAFF, LISA ANN	118	FY	1(M-F)	25
0060-014	HOMEROOM 6	ABBASCIANO, MICHELLE	119	FY	1(M-F)	24
0060-015	HOMEROOM 6	SULESKI, MICHAEL	116	FY	1(M-F)	24
0060-016	HOMEROOM 6	HAMILTON, MARY	117	FY	1(M-F)	24
0061-001	LANGUAGE ARTS 6	BROCKMYRE-MARTIN, MARY	201	FY	3(M-F)	25
0061-002	LANGUAGE ARTS 6	BROCKMYRE-MARTIN, MARY	201	FY	5(M-F)	25

0061-003	LANGUAGE ARTS 6	FLANAGAN, JENNIFER	219	FY	3(M-F)	24
0061-004	LANGUAGE ARTS 6	CODY, TRACEY	209	FY	3(M-F)	22
0061-005	LANGUAGE ARTS 6	CODY, TRACEY	209	FY	5(M-F)	20
0061-006	LANGUAGE ARTS 6	DUBE, ROBYN	PC 3	FY	3(M-TU,TH-F) 7(W)	24
0061-007	LANGUAGE ARTS 6	DUBE, ROBYN	PC 3	FY	5(M-F)	22
0061-008	LANGUAGE ARTS 6	HOGAN, JESSICA	PC 5	FY	3(M-TU,TH-F) 7(W)	24
0061-009	LANGUAGE ARTS 6	HOGAN, JESSICA	PC 5	FY	5(M-F)	24
0061-010	LANGUAGE ARTS 6	HAMILTON, MARY	117	FY	3(M-F)	20
0061-011	LANGUAGE ARTS 6	HAMILTON, MARY	117	FY	5(M-F)	24
0061-012	LANGUAGE ARTS 6	ABBASCIANO, MICHELLE	119	FY	5(M-F)	25
0061-013	LANGUAGE ARTS 6	ABBASCIANO, MICHELLE	119	FY	3(M-F)	18
0061-014	LANGUAGE ARTS 6	BAKER, AMY	217	FY	3(M-F)	23
0061-015	LANGUAGE ARTS 6	BAKER, AMY	217	FY	5(M-F)	25
0061-016	LANGUAGE ARTS 6	FLANAGAN, JENNIFER	219	FY	5(M-F)	25
0251-001	MATH 5	MERRILL, SHANNON	204	FY	4(M-F)	20
0251-002	MATH 5	ENGEL, SHANNON	PC 4	FY	2(M-TU,TH-F) 7(W)	24
0251-003	MATH 5	BAIN, JACLYN	226	FY	2(M-F)	24
0251-004	MATH 5	BAILLARGEON, DANIELLE	208	FY	2(M-TU,TH-F) 6(W)	23
0251-005	MATH 5	BAILLARGEON, DANIELLE	208	FY	4(M-F)	24
0251-005	MATH 5	CLARK, JENNIFER	122	FY	6(M-F)	24
0251-007	MATH 5	CLARK, JENNIFER	122	FY	2(M-TU,TH-F) 4(W)	20
0251-008	MATH 5	SULLIVAN, KELLIE	220	FY	2(M-F)	22
0251-009	MATH 5	SULLIVAN, KELLIE	220	FY	4(M-F)	22
0251-005	MATH 5	MURRAY, PAMELA	PC 6	FY	2(M-TU,TH-F) 7(W)	25
0251-010	MATH 5	MURRAY, PAMELA	PC 6	FY	6(M-F)	25
0251-011	MATH 5	MARINO, COLLEEN	124	FY	6(M-F)	25
0251-012	MATH 5	MARINO, COLLEEN	124	FY	2(M-TU,TH-F) 4(W)	26
	MATH 5		204	FY	2(M-TU,TH-F) 6(W)	21
0251-014 0251-015		MERRILL, SHANNON	PC 4	FY		18
0251-015	MATH 5 MATH 5	ENGEL, SHANNON BAIN, JACLYN	226	FY	6(M-F) 4(M-F)	24
0251-016	MATH 5	LUPOLI, SOPHIA	110	FY	2(M-F)	22
0251-017		LUPOLI, SOPHIA	110	FY	· · · · · ·	15
0261-016	MATH 5 MATH 6	FELZANI, ADAM	203	FY	6(M-F) 3(M-F)	25
0261-001	MATH 6	· · ·	203	FY	5(M-F)	25
0261-002	MATH 6	FELZANI, ADAM	218	FY	, ,	25
	· ·	LOCOCO, KAREN			3(M-F)	
0261-004	MATH 6	LOCOCO, KAREN	218	FY	5(M-F)	24 25
0261-005 0261-006	MATH 6	COLON, MEGHAN	207	FY	3(M-F)	22
	MATH 6	COLON, MEGHAN	207 216	FY FY	5(M-F)	25
0261-007	MATH 6	WHALEN, LILIE		1	3(M-F)	
0261-008	MATH 6	WHALEN, LILIE	216	FY FY	5(M-F)	23
0261-009 0261-010	MATH 6 MATH 6	GILLIES, LINDSEY GILLIES, LINDSEY	PC 7		3(M-TU,TH-F) 7(W)	24
0261-010		·		FY	5(M-F)	22
	MATH 6 MATH 6	AYLWARD, JENNIFER	PC 1	FY	3(M-TU,TH-F) 7(W)	24
0261-012		AYLWARD, JENNIFER	PC 1	FY	5(M-F)	
0261-013	MATH 6	SULESKI, MICHAEL	116	FY	3(M-F)	24
0261-014	MATH 6	SULESKI, MICHAEL	116	FY	5(M-F)	20
0261-015	MATH 6	SKAFF, LISA ANN	118	FY	5(M-F)	20
0261-016	MATH 6	SKAFF, LISA ANN	118	FY	3(M-F)	25
0351-001	SCIENCE 5	MERRILL, SHANNON	204	FY	2(W) 6(M-TU,TH-F)	20
0351-002	SCIENCE 5	MERRILL, SHANNON	204	FY	8(M-F)	25
0351-003	SCIENCE 5	CLARK, JENNIFER	122	FY	7(M-F)	24
0351-004	SCIENCE 5	CLARK, JENNIFER	122	FY	2(W) 4(M-TU,TH-F)	22
0351-005	SCIENCE 5	BAIN, JACLYN	226	FY	8(M-F)	24
0351-006	SCIENCE 5	BAIN, JACLYN	226	FY	6(M-F)	24
0351-007	SCIENCE 5	MURRAY, PAMELA	PC 6	FY	4(M-F)	25
0351-008	SCIENCE 5	MURRAY, PAMELA	PC 6	FY	2(W) 7(M-TU,TH-F)	25
0351-009	SCIENCE 5	BAILLARGEON, DANIELLE	208	FY	8(M-F)	23
0351-010	SCIENCE 5	BAILLARGEON, DANIELLE	208	FY	2(W) 6(M-TU,TH-F)	24
0351-011	SCIENCE 5	MARINO, COLLEEN	124	FY	7(M-F)	25
0351-012	SCIENCE 5	MARINO, COLLEEN	124	FY	2(W) 4(M-TU,TH-F)	26

0351-013	SCIENCE 5	ENGEL, SHANNON	PC 4	FY	4(M-F)	24
0351-014	SCIENCE 5	ENGEL, SHANNON	PC 4	FY	2(W) 7(M-TU,TH-F)	20
0351-015	SCIENCE 5	SULLIVAN, KELLIE	220	FY	8(M-F)	22
0351-016	SCIENCE 5	SULLIVAN, KELLIE	220	FY	6(M-F)	22
0351-017	SCIENCE 5	LUPOLI, SOPHIA	110	FY	4(M-F)	22
0351-018	SCIENCE 5	LUPOLI, SOPHIA	110	FY	7(M-F)	23
0365-001	SCIENCE 6	AYLWARD, JENNIFER	PC 1	FY	8(M-F)	22
0365-002	SCIENCE 6	SULESKI, MICHAEL	116	FY	8(M-F)	24
0365-003	SCIENCE 6	SKAFF, LISA ANN	118	FY	7(M-F)	24
0365-004	SCIENCE 6	WHALEN, LILIE	216	FY	8(M-F)	25
0365-005	SCIENCE 6	WHALEN, LILIE	216	FY	7(M-F)	23
0365-006	SCIENCE 6	COLON, MEGHAN	207	FY	8(M-F)	25
0365-007	SCIENCE 6	COLON, MEGHAN	207	FY	7(M-F)	23
0365-008	SCIENCE 6	LOCOCO, KAREN	218	FY	8(M-F)	25
0365-009	SCIENCE 6	LOCOCO, KAREN	218	FY	7(M-F)	25
0365-010	SCIENCE 6	FELZANI, ADAM	203	FY	8(M-F)	25
0365-011	SCIENCE 6	FELZANI, ADAM	203	FY	7(M-F)	25
0365-012	SCIENCE 6	GILLIES, LINDSEY	PC 7	FY	8(M-F)	24
0365-013	SCIENCE 6	GILLIES, LINDSEY	PC 7	FY	3(W) 7(M-TU,TH-F)	24
0365-014	SCIENCE 6	AYLWARD, JENNIFER	PC 1	FY	3(W) 7(M-TU,TH-F)	24
0365-015	SCIENCE 6	SULESKI, MICHAEL	116	FY	7(M-F)	24
0365-016	SCIENCE 6	SKAFF, LISA ANN	118	FY	8(M-F)	25
0451-001	UNITED STATES HISTORY	MACALLISTER, MARYBETH	123	FY	7(M-F)	21
0451-002	UNITED STATES HISTORY	MACALLISTER, MARYBETH	123	FY	2(W) 4(M-TU,TH-F)	24
0451-002	UNITED STATES HISTORY	BEAUDOIN, MELISSA	125	FY	7(M-F)	26
0451-003	UNITED STATES HISTORY	· ·	125	FY	<u> </u>	25
0451-005	UNITED STATES HISTORY	BEAUDOIN, MELISSA	PC 8	FY	2(W) 4(M-TU,TH-F) 4(M-F)	25
		MACPHEE, JENNIFER		FY	· '	25
0451-006	UNITED STATES HISTORY	MACPHEE, JENNIFER	PC 8		2(W) 7(M-TU,TH-F)	24
0451-007	UNITED STATES HISTORY	DEVITO, KATHRYN	210	FY	8(M-F)	
0451-008	UNITED STATES HISTORY	DEVITO, KATHRYN	210	FY	2(W) 6(M-TU,TH-F)	23
0451-009	UNITED STATES HISTORY	OTTMAN, RACHEL	222	FY	8(M-F)	22
0451-010	UNITED STATES HISTORY	OTTMAN, RACHEL	222	FY	6(M-F)	22
0451-011	UNITED STATES HISTORY	LEONARD, NICOLE	224	FY	8(M-F)	24
0451-012	UNITED STATES HISTORY	LEONARD, NICOLE	224	FY	6(M-F)	24
0451-013	UNITED STATES HISTORY	EASTMAN, JENNIFER	PC 2	FY	4(M-F)	19
0451-014	UNITED STATES HISTORY	EASTMAN, JENNIFER	PC 2	FY	2(W) 7(M-TU,TH-F)	24
0451-015	UNITED STATES HISTORY	OLSSON, MARYELLEN	202	FY	2(W) 6(M-TU,TH-F)	25
0451-016	UNITED STATES HISTORY	OLSSON, MARYELLEN	202	FY	8(M-F)	20
0451-017	UNITED STATES HISTORY	RAPPOPORT, ABIGAIL	109	FY	4(M-F)	23
0451-018	UNITED STATES HISTORY	RAPPOPORT, ABIGAIL	109	FY	7(M-F)	22
0461-001	WORLD STUDIES I	DUBE, ROBYN	PC 3	FY	8(M-F)	24
0461-002	WORLD STUDIES I	DUBE, ROBYN	PC 3	FY	3(W) 7(M-TU,TH-F)	22
0461-003	WORLD STUDIES I	BAKER, AMY	217	FY	8(M-F)	23
0461-004	WORLD STUDIES I	BAKER, AMY	217	FY	7(M-F)	25
0461-005	WORLD STUDIES I	HOGAN, JESSICA	PC 5	FY	8(M-F)	24
0461-006	WORLD STUDIES I	HOGAN, JESSICA	PC 5	FY	3(W) 7(M-TU,TH-F)	24
0461-007	WORLD STUDIES I	ABBASCIANO, MICHELLE	119	FY	7(M-F)	25
0461-008	WORLD STUDIES I	ABBASCIANO, MICHELLE	119	FY	8(M-F)	24
0461-009	WORLD STUDIES I	BROCKMYRE-MARTIN, MARY	201	FY	8(M-F)	25
0461-010	WORLD STUDIES I	BROCKMYRE-MARTIN, MARY	201	FY	7(M-F)	25
0461-011	WORLD STUDIES I	HAMILTON, MARY	117	FY	8(M-F)	24
0461-012	WORLD STUDIES I	HAMILTON, MARY	117	FY	7(M-F)	24
0461-013	WORLD STUDIES I	FLANAGAN, JENNIFER	219	FY	8(M-F)	24
0461-014	WORLD STUDIES I	FLANAGAN, JENNIFER	219	FY	7(M-F)	25
0461-015	WORLD STUDIES I	CODY, TRACEY	209	FY	8(M-F)	23
0461-016	WORLD STUDIES I	CODY, TRACEY	209	FY	7(M-F)	25
0651-001	MUSIC CONCEPTS & CULTURES 5	LAFOSSE, GILLIAN	22	S1	3(M-TU,TH-F)	6
0651-002	MUSIC CONCEPTS & CULTURES 5	LAFOSSE, GILLIAN	22	S2	3(M-TU,TH-F)	8
0651-003	MUSIC CONCEPTS & CULTURES 5	LAFOSSE, GILLIAN	22	S1	3(M-TU,TH-F)	8
0651-004	MUSIC CONCEPTS & CULTURES 5	LAFOSSE, GILLIAN	22	S2	3(M-TU,TH-F)	8

0651-005	MUSIC CONCEPTS & CULTURES 5	LAFOSSE, GILLIAN	22	S1	7(M-TU,TH-F)	9
0651-006	MUSIC CONCEPTS & CULTURES 5	LAFOSSE, GILLIAN	22	S2	7(M-TU,TH-F)	4
0651-007	MUSIC CONCEPTS & CULTURES 5	LAFOSSE, GILLIAN	22	S1	8(M-TU,TH-F)	10
0651-008	MUSIC CONCEPTS & CULTURES 5	LAFOSSE, GILLIAN	22	S2	8(M-TU,TH-F)	8
0661-001	MUSIC CONCEPTS & CULTURES 6	LAFOSSE, GILLIAN	22	S1	2(M-TU,TH-F)	7
0661-002	MUSIC CONCEPTS & CULTURES 6	LAFOSSE, GILLIAN	22	S2	2(M-TU,TH-F)	11
0661-003	MUSIC CONCEPTS & CULTURES 6	LAFOSSE, GILLIAN	22	S1	2(M-TU,TH-F)	11
0661-004	MUSIC CONCEPTS & CULTURES 6	LAFOSSE, GILLIAN	22	S2	2(M-TU,TH-F)	13
0661-005	MUSIC CONCEPTS & CULTURES 6	LAFOSSE, GILLIAN	22	S1	4(M-TU,TH-F)	11
0661-006	MUSIC CONCEPTS & CULTURES 6	LAFOSSE, GILLIAN	22	S2	4(M-TU,TH-F)	14
0661-007	MUSIC CONCEPTS & CULTURES 6	LAFOSSE, GILLIAN	22	S1	6(M-TU,TH-F)	13
0661-008	MUSIC CONCEPTS & CULTURES 6	LAFOSSE, GILLIAN	22	S2	6(M-TU,TH-F)	12
0851-001	STUDIO ART 5	NORMAN, ASHLEY-LYNN	232	S1	3(M-TU,TH-F)	6
0851-002	STUDIO ART 5	NORMAN, ASHLEY-LYNN	232	S2	3(M-TU,TH-F)	6
0851-003	STUDIO ART 5	ANNUNZIATA, DAWNMARI	4	S1	3(M-TU,TH-F)	12
0851-004	STUDIO ART 5	ANNUNZIATA, DAWNMARI	4	S2	3(M-TU,TH-F)	10
0851-005	STUDIO ART 5	ANNUNZIATA, DAWNMARI	4	S1	7(M-TU,TH-F)	4
0851-006	STUDIO ART 5	ANNUNZIATA, DAWNMARI	4	S2	7(M-TU,TH-F)	9
0851-007	STUDIO ART 5	ANNUNZIATA, DAWNMARI	4	S1	8(M-TU,TH-F)	15
0851-008	STUDIO ART 5	ANNUNZIATA, DAWNMARI	4	S2	8(M-TU,TH-F)	14
0851-009	STUDIO ART 5	NORMAN, ASHLEY-LYNN	232	FY	3(TU,F)	0
0861-001	STUDIO ART 6	NORMAN, ASHLEY-LYNN	232	S1	2(M-TU,TH-F)	11
0861-002	STUDIO ART 6	NORMAN, ASHLEY-LYNN	232	S2	2(M-TU,TH-F)	7
0861-003	STUDIO ART 6	ANNUNZIATA, DAWNMARI	4	S1	2(M-TU,TH-F)	14
0861-004	STUDIO ART 6	ANNUNZIATA, DAWNMARI	4	S2	2(M-TU,TH-F)	12
0861-005	STUDIO ART 6	ANNUNZIATA, DAWNMARI	4	S1	4(M-TU,TH-F)	14
0861-006	STUDIO ART 6	ANNUNZIATA, DAWNMARI	4	S2	4(M-TU,TH-F)	11
0861-007	STUDIO ART 6	ANNUNZIATA, DAWNMARI	4	S1	6(M-TU,TH-F)	12
0861-008	STUDIO ART 6	ANNUNZIATA, DAWNMARI	4	S2	6(M-TU,TH-F)	13
0885-001	LUNCH 5	7 WWW. J. W.	CAFE	FY	5(M-F)	243
0885-002	LUNCH 5		CAFE	FY	5(M-F)	184
0886-001	LUNCH 6		CAFE	FY	4(M-F)	189
0886-002	LUNCH 6		CAFE	FY	6(M-F)	200
0950-001	PHYSICAL EDUCATION 5	MCCARTHY, GARRETT	GYM	FY	3(M,W)	23
0950-002	PHYSICAL EDUCATION 5	KLICK-MCHUGH, CAITLIN	GYM	FY	3(TU,TH)	28
0950-003	PHYSICAL EDUCATION 5	MCCARTHY, GARRETT	GYM	FY	7(M-TU)	22
0950-004	PHYSICAL EDUCATION 5	MCCARTHY, GARRETT	GYM	FY	8(M,F)	27
0950-005	PHYSICAL EDUCATION 5	KLICK-MCHUGH, CAITLIN	GYM	FY	8(TU,TH)	19
0950-011	PHYSICAL EDUCATION 5	KLICK-MCHUGH, CAITLIN	GYM	-	3(M,W)	20
0950-012	PHYSICAL EDUCATION 5	MCCARTHY, GARRETT	GYM	-	3(TU,F)	25
0950-013	PHYSICAL EDUCATION 5	KLICK-MCHUGH, CAITLIN	GYM	FY	7(TH-F)	24
0950-019	PHYSICAL EDUCATION 5	SULLIVAN, MICHAEL	GYM	FY	7(M,F)	23
0950-020	PHYSICAL EDUCATION 5	SULLIVAN, MICHAEL	GYM	FY	7(TU-W)	19
0950-021	PHYSICAL EDUCATION 5	SULLIVAN, MICHAEL	GYM	FY	3(W,F)	19
0950-023	PHYSICAL EDUCATION 5	SULLIVAN, MICHAEL	GYM	FY	3(M,TH)	22
0950-024	PHYSICAL EDUCATION 5	KLICK-MCHUGH, CAITLIN	GYM	FY	8(W,F)	24
0950-025	PHYSICAL EDUCATION 5	SULLIVAN, MICHAEL	GYM	FY	8(M-TU)	30
0950-026	PHYSICAL EDUCATION 5	SULLIVAN, MICHAEL	GYM	FY	3(TU-W)	26
0950-027	PHYSICAL EDUCATION 5	MCCARTHY, GARRETT	GYM	FY	3(TH-F)	28
0950-028	PHYSICAL EDUCATION 5	SULLIVAN, MICHAEL	GYM	FY	8(TH-F)	22
0950-029	PHYSICAL EDUCATION 5	MCCARTHY, GARRETT	GYM	FY	8(TU-W)	18
0950-030	PHYSICAL EDUCATION 5	SULLIVAN, MICHAEL	GYM	FY	7(M,TH)	2
0954-002	HEALTH EDUCATION 5	LYONS, KRISTEN	102	FY	7(TU)	27
0954-003	HEALTH EDUCATION 5	LYONS, KRISTEN	102	FY	3(TU)	26
0954-004	HEALTH EDUCATION 5	LYONS, KRISTEN	102	FY	8(TU)	16
0954-005	HEALTH EDUCATION 5	FITZGERALD, MEAGHAN	101	FY	3(M)	22
0954-006	HEALTH EDUCATION 5	LYONS, KRISTEN	102	FY	3(TH)	25
		LYONS, KRISTEN	102	FY	3(F)	20
10954-007	INEALIN EDUCATION 5	ILIONS, KINSTEN	107			
0954-007 0954-008	HEALTH EDUCATION 5 HEALTH EDUCATION 5	FITZGERALD, MEAGHAN	102	FY	3(W)	28

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0954-010	HEALTH EDUCATION 5	FITZGERALD, MEAGHAN	101	FY	3(F)	24
0954-011	HEALTH EDUCATION 5	FITZGERALD, MEAGHAN	101	FY	8(W)	24
0954-012	HEALTH EDUCATION 5	FITZGERALD, MEAGHAN	101	FY	8(TH)	25
0954-013	HEALTH EDUCATION 5	FITZGERALD, MEAGHAN	101	FY	8(F)	17
0954-014	HEALTH EDUCATION 5	LYONS, KRISTEN	102	FY	7(W)	23
0954-015	HEALTH EDUCATION 5	LYONS, KRISTEN	102	FY	7(TH)	14
0954-016	HEALTH EDUCATION 5	FITZGERALD, MEAGHAN	101	FY	7(F)	20
0954-017	HEALTH EDUCATION 5	LYONS, KRISTEN	102	FY	3(W)	20
0954-018	HEALTH EDUCATION 5	LYONS, KRISTEN	102	FY	8(M)	27
0954-019	HEALTH EDUCATION 5	LYONS, KRISTEN	102	FY	8(TH)	24
0960-001	PHYSICAL EDUCATION 6	KLICK-MCHUGH, CAITLIN	GYM	FY	2(M,W)	24
0960-002	PHYSICAL EDUCATION 6	KLICK-MCHUGH, CAITLIN	GYM	FY	2(TU,TH)	24
0960-003	PHYSICAL EDUCATION 6	KLICK-MCHUGH, CAITLIN	GYM	FY	6(M-TU)	25
0960-004	PHYSICAL EDUCATION 6	KLICK-MCHUGH, CAITLIN	GYM	FY	4(TH-F)	27
0960-005	PHYSICAL EDUCATION 6	KLICK-MCHUGH, CAITLIN	GYM	FY	4(M-TU)	26
0960-009	PHYSICAL EDUCATION 6	SULLIVAN, MICHAEL	GYM	FY	6(TH-F)	25
0960-010	PHYSICAL EDUCATION 6	SULLIVAN, MICHAEL	GYM	FY	2(W,F)	23
0960-011	PHYSICAL EDUCATION 6	SULLIVAN, MICHAEL	GYM	FY	2(M,TH)	26
0960-012	PHYSICAL EDUCATION 6	MCCARTHY, GARRETT	GYM	FY	2(TU-W)	23
0960-012	PHYSICAL EDUCATION 6	SULLIVAN, MICHAEL	GYM	FY	6(TU-W)	21
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0960-020	PHYSICAL EDUCATION 6	MCCARTHY, GARRETT	GYM	FY	2(M,W)	20
0960-021	PHYSICAL EDUCATION 6	KLICK-MCHUGH, CAITLIN	GYM	FY	2(TU,F)	26
0960-022	PHYSICAL EDUCATION 6	MCCARTHY, GARRETT	GYM	FY	6(M,F)	24
0960-023	PHYSICAL EDUCATION 6	MCCARTHY, GARRETT	GYM	FY	4(M,F)	23
0960-024	PHYSICAL EDUCATION 6	MCCARTHY, GARRETT	GYM	FY	4(TU-W)	25
0960-025	PHYSICAL EDUCATION 6	MCCARTHY, GARRETT	GYM	FY	2(TH-F)	25
0964-001	HEALTH EDUCATION 6	FITZGERALD, MEAGHAN	101	FY	2(M)	23
0964-002	HEALTH EDUCATION 6	FITZGERALD, MEAGHAN	101	FY	6(TU)	24
0964-003	HEALTH EDUCATION 6	FITZGERALD, MEAGHAN	101	FY	4(TU)	25
0964-004	HEALTH EDUCATION 6	LYONS, KRISTEN	102	FY	2(TU)	26
0964-005	HEALTH EDUCATION 6	LYONS, KRISTEN	102	FY	2(W)	24
0964-006	HEALTH EDUCATION 6	LYONS, KRISTEN	102	FY	2(TH)	21
0964-007	HEALTH EDUCATION 6	LYONS, KRISTEN	102	FY	2(F)	23
0964-008	HEALTH EDUCATION 6	FITZGERALD, MEAGHAN	101	FY	2(W)	24
0964-009	HEALTH EDUCATION 6	FITZGERALD, MEAGHAN	101	FY	2(TH)	23
0964-010	HEALTH EDUCATION 6	FITZGERALD, MEAGHAN	101	FY	2(F)	23
0964-011	HEALTH EDUCATION 6	LYONS, KRISTEN	102	FY	6(W)	24
0964-012	HEALTH EDUCATION 6	LYONS, KRISTEN	102	FY	6(TH)	18
0964-013	HEALTH EDUCATION 6	LYONS, KRISTEN	102	FY	6(F)	24
0964-014	HEALTH EDUCATION 6	FITZGERALD, MEAGHAN	101	FY	4(W)	23
0964-015	HEALTH EDUCATION 6	FITZGERALD, MEAGHAN	101	FY	4(TH)	25
0964-016	HEALTH EDUCATION 6	LYONS, KRISTEN	102	FY	4(F)	24
1151-001	LIBRARY SCIENCE 5	WELLER-FAHY, CHRISTINA	214	FY	3(M)	26
1151-002	LIBRARY SCIENCE 5	LARRABEE, TERRIE	LIBRARY	FY	7(F)	20
1151-003	LIBRARY SCIENCE 5	LARRABEE, TERRIE	LIBRARY	FY	3(F)	23
1151-004		·	LIBRARY	FY	8(F)	22
	LIBRARY SCIENCE 5	LARRABEE, TERRIE				23
1151-005	LIBRARY SCIENCE 5	WELLER-FAHY, CHRISTINA	214	FY	3(TU)	
1151-006	LIBRARY SCIENCE 5	WELLER-FAHY, CHRISTINA	214	FY	3(TH)	20
1151-007	LIBRARY SCIENCE 5	WELLER-FAHY, CHRISTINA	214	FY	3(F)	23
1151-008	LIBRARY SCIENCE 5	LARRABEE, TERRIE	LIBRARY	FY	7(M)	19
1151-009	LIBRARY SCIENCE 5	LARRABEE, TERRIE	LIBRARY	FY	7(W)	20
1151-010	LIBRARY SCIENCE 5	LARRABEE, TERRIE	LIBRARY	FY	7(TH)	22
1151-011	LIBRARY SCIENCE 5	LARRABEE, TERRIE	LIBRARY	FY	3(M)	23
1151-012	LIBRARY SCIENCE 5	LARRABEE, TERRIE	LIBRARY	FY	3(TU)	26
1151-013	LIBRARY SCIENCE 5	WELLER-FAHY, CHRISTINA	214	FY	3(W)	21
1151-014	LIBRARY SCIENCE 5	LARRABEE, TERRIE	LIBRARY	FY	8(M)	28
1151-015	LIBRARY SCIENCE 5	LARRABEE, TERRIE	LIBRARY	FY	8(W)	23
1151-016	LIBRARY SCIENCE 5	LARRABEE, TERRIE	LIBRARY	FY	8(TH)	25
1151-017	LIBRARY SCIENCE 5	LARRABEE, TERRIE	LIBRARY	FY	8(TU)	19
1151-018	LIBRARY SCIENCE 5	WELLER-FAHY, CHRISTINA	214	FY	8(W)	16
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1161-001	LIBRARY SCIENCE 6	WELLER-FAHY, CHRISTINA	214	FY	2(F)	24
1161-002	LIBRARY SCIENCE 6	LARRABEE, TERRIE	LIBRARY	FY	6(F)	19
1161-003	LIBRARY SCIENCE 6	LARRABEE, TERRIE	LIBRARY	FY	4(M)	24
1161-003	LIBRARY SCIENCE 6	LARRABEE, TERRIE	LIBRARY	FY	2(F)	23
1161-004	LIBRARY SCIENCE 6	WELLER-FAHY, CHRISTINA	214	FY	2(M)	23
1161-006	LIBRARY SCIENCE 6	WELLER-FAHY, CHRISTINA	214	FY	2(TU)	21
1161-007		,	214	FY		20
	LIBRARY SCIENCE 6	WELLER-FAHY, CHRISTINA		FY	2(TH)	24
1161-008	LIBRARY SCIENCE 6	LARRABEE, TERRIE	LIBRARY		6(M)	
1161-009	LIBRARY SCIENCE 6	LARRABEE, TERRIE	LIBRARY	FY	6(W)	21
1161-010	LIBRARY SCIENCE 6	LARRABEE, TERRIE	LIBRARY	FY	6(TH)	22
1161-011	LIBRARY SCIENCE 6	LARRABEE, TERRIE	LIBRARY	FY	4(W)	25 23
1161-012	LIBRARY SCIENCE 6	LARRABEE, TERRIE	LIBRARY	FY	4(TH)	
1161-013	LIBRARY SCIENCE 6	LARRABEE, TERRIE	LIBRARY	FY	4(F)	25
1161-014	LIBRARY SCIENCE 6	LARRABEE, TERRIE	LIBRARY	FY	2(M)	26
1161-015	LIBRARY SCIENCE 6	LARRABEE, TERRIE	LIBRARY	FY	2(TU)	22
1161-016	LIBRARY SCIENCE 6	WELLER-FAHY, CHRISTINA	214	FY	2(W)	23
1251-001	COMPUTER LITERACY 5	VENUGOPAL, DEVI	213B	FY	3(TU)	20
1251-002	COMPUTER LITERACY 5	CLIMO, KIMBERLY	LIBRARY	FY	3(M)	23
1251-003	COMPUTER LITERACY 5	VENUGOPAL, DEVI	213B	FY	3(TH)	28
1251-004	COMPUTER LITERACY 5	CLIMO, KIMBERLY	LIBRARY	FY	3(F)	24
1251-005	COMPUTER LITERACY 5	VENUGOPAL, DEVI	213B	FY	3(M)	19
1251-006	COMPUTER LITERACY 5	CLIMO, KIMBERLY	LIBRARY	FY	3(TU)	16
1251-007	COMPUTER LITERACY 5	CLIMO, KIMBERLY	LIBRARY	FY	3(TH)	26
1251-008	COMPUTER LITERACY 5	CLIMO, KIMBERLY	LIBRARY	FY	3(W)	27
1251-009	COMPUTER LITERACY 5	PANNETON, SHERRI	213B	FY	7(M)	19
1251-010	COMPUTER LITERACY 5	PANNETON, SHERRI	LIBRARY	FY	7(TU)	19
1251-011	COMPUTER LITERACY 5	PANNETON, SHERRI	213B	FY	7(W)	20
1251-012	COMPUTER LITERACY 5	PANNETON, SHERRI	213B	FY	7(TH)	23
1251-013	COMPUTER LITERACY 5	PANNETON, SHERRI	213B	FY	8(M)	25
1251-014	COMPUTER LITERACY 5	PANNETON, SHERRI	LIBRARY	FY	8(TU)	18
1251-015	COMPUTER LITERACY 5	PANNETON, SHERRI	213B	FY	8(W)	24
1251-016	COMPUTER LITERACY 5	PANNETON, SHERRI	213B	FY	8(TH)	22
1251-017	COMPUTER LITERACY 5	WELLER-FAHY, CHRISTINA	214	FY	8(TU)	17
1251-018	COMPUTER LITERACY 5	PANNETON, SHERRI	213A	FY	8(F)	27
1261-001	COMPUTER LITERACY 6	CLIMO, KIMBERLY	LIBRA	FY	2(TU)	22
1261-002	COMPUTER LITERACY 6	VENUGOPAL, DEVI	213B	FY	2(M)	24
1261-003	COMPUTER LITERACY 6	CLIMO, KIMBERLY	LIBRARY	FY	2(TH)	23
1261-004	COMPUTER LITERACY 6	CLIMO, KIMBERLY	LIBRARY	FY	2(F)	22
1261-005	COMPUTER LITERACY 6	CLIMO, KIMBERLY	LIBRARY	FY	4(M)	23
1261-006	COMPUTER LITERACY 6	CLIMO, KIMBERLY	LIBRARY	FY	4(TU)	21
1261-007	COMPUTER LITERACY 6	PANNETON, SHERRI	213B	FY	4(W)	23
1261-007	COMPUTER LITERACY 6	CLIMO, KIMBERLY	LIBRARY	FY	4(TH)	26
1261-009	COMPUTER LITERACY 6	PANNETON, SHERRI	213B	FY	6(M)	19
1261-010	COMPUTER LITERACY 6	CLIMO, KIMBERLY	LIBRARY	FY	6(TU)	19
	COMPUTER LITERACY 6	PANNETON, SHERRI	213B	FY		23
1261-011		·			6(W)	22
1261-012	COMPUTER LITERACY 6	PANNETON, SHERRI	213B	FY	6(TH)	22
1261-013	COMPUTER LITERACY 6	CLIMO, KIMBERLY	LIBRARY	FY	2(M)	
1261-014	COMPUTER LITERACY 6	VENUGOPAL, DEVI	213B	FY	2(TU)	23
1261-015	COMPUTER LITERACY 6	VENUGOPAL, DEVI	213B	FY	2(TH)	20
1261-016	COMPUTER LITERACY 6	CLIMO, KIMBERLY	LIBRARY	FY	2(W)	26
1351-001	ORCHESTRA 5	TIANO, LISA	8	FY	7(M-TU,TH-F)	15
1351-002	ORCHESTRA 5	TIANO, LISA	8	FY	3(M-TU,TH-F)	30
1351-003	ORCHESTRA 5	TIANO, LISA	8	FY	8(M-TU,TH-F)	14
1351-004	ORCHESTRA 5	MILLER, LUCAS	8	FY	3(M-TU,TH-F)	24
1361-001	ORCHESTRA 6	MILLER, LUCAS	8	FY	2(M-TU,TH-F)	22
1361-002	ORCHESTRA 6	TIANO, LISA	8		2(M-TU,TH-F)	10
1361-003	ORCHESTRA 6	TIANO, LISA	8	FY	4(M-TU,TH-F)	12
1361-004	ORCHESTRA 6	TIANO, LISA	8	FY	6(M-TU,TH-F)	10
1451-001	BAND 5	DESTEFANO, VINCENT	PC BAND	FY	3(M-TU,TH-F)	26
1451-002	BAND 5	LINSNER, ERIC	PC BAND	FY	8(M-TU,TH-F)	29

1451-003	BAND 5	LINSNER, ERIC	PC BAND	FY	7(M-TU,TH-F)	24
1451-004	BAND 5	LINSNER, ERIC	PC BAND	FY	3(M-TU,TH-F)	33
1461-001	BAND 6	LINSNER, ERIC	PC BAND	FY	6(M-TU,TH-F)	34
1461-002	BAND 6	DESTEFANO, VINCENT	STAGE	FY	2(M-TU,TH-F)	17
1461-003	BAND 6	LINSNER, ERIC	PC BAND	FY	2(M-TU,TH-F)	27
1461-004	BAND 6	LINSNER, ERIC	PC BAND	FY	4(M-TU,TH-F)	30
1551-001	CHORUS 5	ROBERTSON, MARTHA	230	FY	7(M-TU,TH-F)	33
1551-002	CHORUS 5	RICHARDSON, JODI	230	FY	3(M-TU,TH-F)	33
1551-003	CHORUS 5	ROBERTSON, MARTHA	230	FY	8(M-TU,TH-F)	25
1551-004	CHORUS 5	ROBERTSON, MARTHA	230	FY	3(M-TU,TH-F)	32
1561-001	CHORUS 6	RICHARDSON, JODI	230	FY	2(M-TU,TH-F)	30
1561-002	CHORUS 6	ROBERTSON, MARTHA	230	FY	2(M-TU,TH-F)	30
1561-003	CHORUS 6	ROBERTSON, MARTHA	230	FY	4(M-TU,TH-F)	22
1561-004	CHORUS 6	ROBERTSON, MARTHA	230	FY	6(M-TU,TH-F)	18
2031-001	WIN BLOCK 5	DEVITO, KATHRYN	210	FY	7(W)	23
2031-001	WIN BLOCK 5	BAILLARGEON, DANIELLE	208	FY	7(W)	24
2031-002	WIN BLOCK 5	OLSSON, MARYELLEN	202	FY	7(W)	20
2031-003	WIN BLOCK 5	MERRILL, SHANNON	202	FY	7(W)	25
2031-004		·	226	FY	3(W)	25
2031-005	WIN BLOCK 5	BAIN, JACLYN LEONARD, NICOLE	224	FY	` '	24
2031-006	WIN BLOCK 5	,		FY	3(W)	21
2031-007	WIN BLOCK 5	OTTMAN, RACHEL	222		3(W)	22
	WIN BLOCK 5	SULLIVAN, KELLIE	220	FY FY	3(W)	
2031-009	WIN BLOCK 5	EASTMAN, JENNIFER	PC 2		8(W)	22
2031-010	WIN BLOCK 5	ENGEL, SHANNON	PC 4	FY	8(W)	24
2031-011	WIN BLOCK 5	MACPHEE, JENNIFER	PC 8	FY	8(W)	25
2031-012	WIN BLOCK 5	MURRAY, PAMELA	PC 6	FY	8(W)	25
2031-013	WIN BLOCK 5	BEAUDOIN, MELISSA	125	FY	3(W)	25
2031-014	WIN BLOCK 5	MARINO, COLLEEN	124	FY	3(W)	26
2031-015	WIN BLOCK 5	CLARK, JENNIFER	122	FY	3(W)	19
2031-016	WIN BLOCK 5	MACALLISTER, MARYBETH	123	FY	3(W)	24
2031-017	WIN BLOCK 5	LUPOLI, SOPHIA	110	FY	3(W)	24
2031-018	WIN BLOCK 5	RAPPOPORT, ABIGAIL	109	FY	3(W)	21
2031-019	WIN BLOCK 5	D'ALESSIO, CAITLIN	231	FY	8(W)	5
2041-001	WIN BLOCK 6	AYLWARD, JENNIFER	PC 1	FY	6(W)	22
2041-002	WIN BLOCK 6	DUBE, ROBYN	PC 3	FY	6(W)	24
2041-003	WIN BLOCK 6	HOGAN, JESSICA	PC 5	FY	6(W)	24
2041-004	WIN BLOCK 6	GILLIES, LINDSEY	PC 7	FY	6(W)	24
2041-005	WIN BLOCK 6	CODY, TRACEY	209	FY	2(W)	23
2041-006	WIN BLOCK 6	COLON, MEGHAN	207	FY	2(W)	25
2041-007	WIN BLOCK 6	BROCKMYRE-MARTIN, MARY	201		2(W)	25
2041-008	WIN BLOCK 6	FELZANI, ADAM	203	FY	2(W)	25
2041-009	WIN BLOCK 6	FLANAGAN, JENNIFER	219	FY	2(W)	25
2041-010	WIN BLOCK 6	LOCOCO, KAREN	218	FY	2(W)	25
2041-011	WIN BLOCK 6	BAKER, AMY	217	FY	2(W)	25
2041-012	WIN BLOCK 6	WHALEN, LILIE	216	FY	2(W)	25
2041-013	WIN BLOCK 6	ABBASCIANO, MICHELLE	119	FY	4(W)	24
2041-014	WIN BLOCK 6	SKAFF, LISA ANN	118	FY	4(W)	25
2041-015	WIN BLOCK 6	HAMILTON, MARY	117	FY	4(W)	24
2041-016	WIN BLOCK 6	SULESKI, MICHAEL	116	FY	4(W)	24
2051-001	SEL 5	OLSSON, MARYELLEN	202	FY	1(W)	19
2051-002	SEL 5	MERRILL, SHANNON	204	FY	1(W)	26
2051-003	SEL 5	DEVITO, KATHRYN	210	FY	1(W)	23
2051-004	SEL 5	BAILLARGEON, DANIELLE	208	FY	1(W)	24
2051-005	SEL 5	SULLIVAN, KELLIE	220	FY	1(W)	21
2051-006	SEL 5	OTTMAN, RACHEL	222	FY	1(W)	22
2051-007	SEL 5	LEONARD, NICOLE	224	FY	1(W)	24
2051-008	SEL 5	BAIN, JACLYN	226	FY	1(W)	24
2051-009	SEL 5	EASTMAN, JENNIFER	PC 2	FY	1(W)	22
2051-010	SEL 5	ENGEL, SHANNON	PC 4	FY	1(W)	24
2051-011	SEL 5	MURRAY, PAMELA	PC 6	FY	1(W)	25

2051-012	SEL 5	MACPHEE, JENNIFER	PC 8	FY	1(W)	25
2051-013	SEL 5	CLARK, JENNIFER	122	FY	1(W)	26
2051-014	SEL 5	MACALLISTER, MARYBETH	123	FY	1(W)	23
2051-015	SEL 5	MARINO, COLLEEN	124	FY	1(W)	26
2051-016	SEL 5	BEAUDOIN, MELISSA	125	FY	1(W)	25
2051-017	SEL 5	LUPOLI, SOPHIA	110	FY	1(W)	24
2051-017	SEL 5	RAPPOPORT, ABIGAIL	109	FY	1(W)	21
2061-010	SEL 6	COLON, MEGHAN	207	FY	1(W)	25
2061-001	SEL 6	HAMILTON, MARY	117	FY	1(W)	24
2061-002	SEL 6	SKAFF, LISA ANN	118	FY	1(W)	25
2061-003	SEL 6	LOCOCO, KAREN	218	FY	1(W)	25
2061-004	SEL 6	SULESKI, MICHAEL	116	FY	1(W)	24
		·	+	1	` '	25
2061-006	SEL 6	BROCKMYRE-MARTIN, MARY	201	FY	1(W)	_
2061-007	SEL 6	FELZANI, ADAM	203	FY	1(W)	25
2061-008	SEL 6	FLANAGAN, JENNIFER	219	FY	1(W)	25
2061-009	SEL 6	WHALEN, LILIE	216	FY	1(W)	25
2061-010	SEL 6	CODY, TRACEY	209	FY	1(W)	23
2061-011	SEL 6	ABBASCIANO, MICHELLE	119	FY	1(W)	24
2061-012	SEL 6	GILLIES, LINDSEY	PC 7	FY	1(W)	24
2061-013	SEL 6	AYLWARD, JENNIFER	PC 1	FY	1(W)	22
2061-014	SEL 6	DUBE, ROBYN	PC 3	FY	1(W)	24
2061-015	SEL 6	HOGAN, JESSICA	PC 5	FY	1(W)	24
2061-016	SEL 6	BAKER, AMY	217	FY	1(W)	25
5881-001	SPEECH 5	KURTH, KRISTIANA	S-3	FY	3(M)	4
5881-002	SPEECH 5	KURTH, KRISTIANA	S-3	FY	3(TU)	4
5881-003	SPEECH 5	KURTH, KRISTIANA	S-3	FY	3(W)	3
5881-004	SPEECH 5	KURTH, KRISTIANA	S-3	FY	3(F)	4
5881-005	SPEECH 5	KURTH, KRISTIANA	S-3	FY	7(M)	3
5881-006	SPEECH 5	KURTH, KRISTIANA	S-3	FY	7(TU)	2
5881-007	SPEECH 5	KURTH, KRISTIANA	S-3	FY	8(TU)	0
5881-013	SPEECH 5	FLANAGAN, TAMMIE	106	FY	3(M)	5
5881-014	SPEECH 5	FLANAGAN, TAMMIE	106	FY	3(TU)	5
5881-015	SPEECH 5	FLANAGAN, TAMMIE	106	FY	3(W)	2
5881-016	SPEECH 5	FLANAGAN, TAMMIE	106	FY	3(TH)	3
5881-017	SPEECH 5	FLANAGAN, TAMMIE	106	FY	3(F)	4
5881-018	SPEECH 5	FLANAGAN, TAMMIE	106	FY	7(TU)	2
5881-019	SPEECH 5	FLANAGAN, TAMMIE	106	FY	8(TU)	0
5881-020	SPEECH 5	FLANAGAN, TAMMIE	106	FY	2(M-TU)	0
5881-021	SPEECH 5	FLANAGAN, TAMMIE	106	FY	2(TH-F)	0
5881-022	SPEECH 5	KURTH, KRISTIANA	S-3	FY	7(W)	2
5881-023	SPEECH 5	FLANAGAN, TAMMIE	106	FY	8(W)	5
5881-024	SPEECH 5	KURTH, KRISTIANA	S-3	FY	8(M,TH)	1
5991-001	LEARNING CENTER 5	WOLFE, ABIGAIL	212B	FY	3(W)	7
5991-003	LEARNING CENTER 5	FREY, BRITTNEY	20	FY	3(M)	6
5991-004	LEARNING CENTER 5	FREY, BRITTNEY	20	FY	8(TU)	5
5991-005	LEARNING CENTER 5	FREY, BRITTNEY	20	FY	3(F)	6
5991-006	LEARNING CENTER 5	FREY, BRITTNEY	20	FY	8(M)	2
5991-009	LEARNING CENTER 5	ATHANAS, DOROTHEA	18	FY	3(TU)	4
5991-011	LEARNING CENTER 5	ATHANAS, DOROTHEA	18	FY	3(F)	4
5991-012	LEARNING CENTER 5	ATHANAS, DOROTHEA	18	FY	7(M)	7
5991-013	LEARNING CENTER 5	ATHANAS, DOROTHEA	18	FY	7(TU)	3
5991-014	LEARNING CENTER 5	STUTZ, CHRISTI	107	FY	8(M)	5
5991-015	LEARNING CENTER 5	STUTZ, CHRISTI	107	FY	8(TU)	5
5991-016	LEARNING CENTER 5	STUTZ, CHRISTI	107	FY	8(TH)	5
5991-017	LEARNING CENTER 5	STUTZ, CHRISTI	107	FY	8(F)	2
5991-018	LEARNING CENTER 5	STUTZ, CHRISTI	107	FY	3(W)	1
		0.0.2, 0.111011		-		_
	LEARNING CENTER 5	ATHANAS DOROTHEA	18	FV	17(TH)	/1
5991-021	LEARNING CENTER 5	ATHANAS, DOROTHEA ATHANAS, DOROTHEA	18 18	FY FY	7(TH) 7(W)	4
	LEARNING CENTER 5 LEARNING CENTER 5 LEARNING CENTER 5	ATHANAS, DOROTHEA ATHANAS, DOROTHEA MYLLMAKI, ERICA	18 18 233	FY FY FY	7(TH) 7(W) 7(M-F)	4 4 3

5991-042	LEARNING CENTER 5	HANSBURY, ALEXANDRA	225	FY	3(M-TU)	4
5991-043	LEARNING CENTER 5	FREY, BRITTNEY	20	FY	8(F)	2
5991-051	LEARNING CENTER 5	MYLLMAKI, ERICA	233	FY	7(W)	1
5991-052	LEARNING CENTER 5	STAFF TBD, SPED		FY	8(M-F)	0
5991-053	LEARNING CENTER 5	STUTZ, CHRISTI	107	FY	3(TU)	4
5991-054	LEARNING CENTER 5	STUTZ, CHRISTI	107	FY	8(W)	4
5991-055	LEARNING CENTER 5	MYLLMAKI, ERICA	233	FY	3(M-F)	3
5991-056	LEARNING CENTER 5	MYLLMAKI, ERICA	233	FY	6(M,W)	0
5991-057	LEARNING CENTER 5	ATHANAS, DOROTHEA	18	FY	3(TH)	5
5991-058	LEARNING CENTER 5	STUTZ, CHRISTI	107	FY	3(TH)	1
5991-059	LEARNING CENTER 5	MYLLMAKI, ERICA	233	FY	7(M)	1
6881-001	SPEECH 6	KURTH, KRISTIANA	S-3	FY	2(TU)	2
6881-002	SPEECH 6	KURTH, KRISTIANA	S-3	FY	4(M)	2
		·	S-3	FY	6(TU)	2
6881-003	SPEECH 6	KURTH, KRISTIANA			+ ` '	
6881-004	SPEECH 6	KURTH, KRISTIANA	S-3	FY	6(TH)	3
6881-005	SPEECH 6	KURTH, KRISTIANA	S-3	FY	6(F)	2
6881-006	SPEECH 6	KURTH, KRISTIANA	S-3	FY	6(F)	0
6881-008	SPEECH 6	FLANAGAN, TAMMIE	106	FY	2(M)	3
6881-009	SPEECH 6	FLANAGAN, TAMMIE	106	FY	2(TU)	4
6881-010	SPEECH 6	FLANAGAN, TAMMIE	106	FY	2(W)	0
6881-011	SPEECH 6	FLANAGAN, TAMMIE	106	FY	2(TH)	4
6881-012	SPEECH 6	FLANAGAN, TAMMIE	106	FY	2(F)	3
6881-013	SPEECH 6	FLANAGAN, TAMMIE	106	FY	2(TH)	0
6881-014	SPEECH 6	FLANAGAN, TAMMIE	106	FY	4(F)	0
6881-015	SPEECH 6	KURTH, KRISTIANA	S-3	FY	4(M)	0
6991-002	LEARNING CENTER 6	MANGIARATTI, CATHERINE	213A	FY	2(TU)	9
6991-003	LEARNING CENTER 6	MANGIARATTI, CATHERINE	213A	FY	2(W)	5
6991-004	LEARNING CENTER 6	MANGIARATTI, CATHERINE	213A	FY	2(TH)	7
6991-008	LEARNING CENTER 6	CORBO, STACY	206	FY	6(W)	5
6991-009	LEARNING CENTER 6	MANGIARATTI, CATHERINE	213A	FY	6(M)	6
6991-010	LEARNING CENTER 6	MANGIARATTI, CATHERINE	213A	FY	6(TU)	4
6991-011	LEARNING CENTER 6	STAFF TBD, SPED		FY	4(M-F)	0
6991-012	LEARNING CENTER 6	MANGIARATTI, CATHERINE	213A	FY	6(F)	6
6991-013	LEARNING CENTER 6	HANSBURY, ALEXANDRA	225	FY	4(TH-F) 8(M-F)	1
6991-015	LEARNING CENTER 6	MYLLMAKI, ERICA	233	FY	2(M-F)	4
6991-018	LEARNING CENTER 6	ROCHWARG, CATHARINE	223	FY	4(F)	5
6991-019	LEARNING CENTER 6	ROCHWARG, CATHARINE	223	FY	2(TU)	6
6991-020	LEARNING CENTER 6	ROCHWARG, CATHARINE	223	FY	2(F)	3
6991-021	LEARNING CENTER 6	ROCHWARG, CATHARINE	223	FY	4(M)	8
6991-022	LEARNING CENTER 6	ROCHWARG, CATHARINE	223	FY	4(TU)	7
6991-023	LEARNING CENTER 6	ROCHWARG, CATHARINE	223	FY	4(W)	8
6991-024	LEARNING CENTER 6	ROCHWARG, CATHARINE	223	FY	2(TH)	6
6991-025	LEARNING CENTER 6	HARDOCK, BROOKE	20	FY	2(M)	7
6991-026	LEARNING CENTER 6	HARDOCK, BROOKE	20	FY	2(TU)	8
6991-028	LEARNING CENTER 6	HARDOCK, BROOKE	20	FY	2(TH)	4
6991-031	LEARNING CENTER 6	HARDOCK, BROOKE	20	FY	6(TU)	6
6991-032	LEARNING CENTER 6	HARDOCK, BROOKE	20	FY	6(W)	4
6991-033	LEARNING CENTER 6	HARDOCK, BROOKE	20	FY	6(TH)	6
6991-034	LEARNING CENTER 6	HARDOCK, BROOKE	20	FY	6(F)	5
6991-041	LEARNING CENTER 6	HANSBURY, ALEXANDRA	225	FY	4(W) 8(M-F)	0
6991-042	LEARNING CENTER 6	HANSBURY, ALEXANDRA	225	FY	4(TU-TH)	0
6991-043	LEARNING CENTER 6	GIORDANO, LAUREN	TBA	FY	4(M)	6
6991-044	LEARNING CENTER 6	GIORDANO, LAUREN	TBA	FY	4(TH)	5
		GIORDANO, LAUREN	TBA	FY	4(F)	1
6991-045	LEARNING CENTER 6	·				0
6991-046	LEARNING CENTER 6	CORBO, STACY	206	FY	6(W-TH)	
6991-047	LEARNING CENTER 6	CORBO, STACY	206	FY	6(M,TH)	1
8051-001	ALT. READING 5	WOLFE, ABIGAIL	212B	FY	3(M,TH) 7(F)	3
8051-002	ALT. READING 5	WOLFE, ABIGAIL	212B	FY	3(TU,F) 7(M)	3
8051-003	ALT. READING 5	GIORDANO, LAUREN	TBA	FY	3(M) 8(W)	4
8051-004	ALT. READING 5	GIORDANO, LAUREN	TBA	FY	3(TU,F)	5

9051 005	ALT DEADING 5	CIORDANO I ALIBEN	ТВЛ	EV	2/TU)	1
8051-005 8051-006	ALT. READING 5 ALT. READING 5	GIORDANO, LAUREN GIORDANO, LAUREN	TBA TBA	FY FY	3(TU) 3(W) 8(M)	4
		GIORDANO, LAUREN	TBA		` ' ` '	
8051-007	ALT. READING 5			FY	7(TU,TH)	4
8051-008	ALT. READING 5	GIORDANO, LAUREN	TBA	FY	7(W)	2
8051-009	ALT. READING 5	GIORDANO, LAUREN	TBA	FY	7(W,F)	1
8051-010	ALT. READING 5	GIORDANO, LAUREN	TBA	FY	3(W)	0
8052-001	ALT. LANGUAGE ARTS 5	WOLFE, ABIGAIL	212B	FY	2(M-TU,TH-F) 6(W)	6
8052-002	ALT. LANGUAGE ARTS 5	KOMPERDA, JENNIFER	108	FY	2(M-F)	8
8052-003	ALT. LANGUAGE ARTS 5	BUTLER, JALISA	212A	FY	2(M-TU,TH-F) 6(W)	4
8052-004	ALT. LANGUAGE ARTS 5	D'ALESSIO, CAITLIN	231	FY	2(M-TU,TH-F)	6
8052-005	ALT. LANGUAGE ARTS 5	HANSBURY, ALEXANDRA	225	FY	2(M-TU,TH-F) 7(W)	4
8052-006	ALT. LANGUAGE ARTS 5	HANSBURY, ALEXANDRA	225	FY	2(W)	0
8053-001	ALT. MATH 5	KOMPERDA, JENNIFER	108	FY	6(M-F)	8
8053-002	ALT. MATH 5	BUTLER, JALISA	212A	FY	4(M-F)	4
8053-003	ALT. MATH 5	D'ALESSIO, CAITLIN	231	FY	4(W) 6(M-TU,TH-F)	6
8053-004	ALT. MATH 5	HANSBURY, ALEXANDRA	225	FY	6(M-F)	4
8054-001	ALT. SOCIAL STUDIES 5	D'ALESSIO, CAITLIN	231	FY	4(M-F)	3
8054-002	ALT. SOCIAL STUDIES 5	HANSBURY, ALEXANDRA	225	FY	4(M-F)	3
8054-003	ALT. SOCIAL STUDIES 5	MYLLMAKI, ERICA	233	FY	2(W) 8(M-F)	0
8054-004	ALT. SOCIAL STUDIES 5	D'ALESSIO, CAITLIN	231	FY	3(M,TH) 6(W) 7(TU,F)	2
8055-001	ALT. SCIENCE 5	D'ALESSIO, CAITLIN	231	FY	7(M-F)	3
8055-002	ALT. SCIENCE 5	HANSBURY, ALEXANDRA	225	FY	2(W) 7(M-TU,TH-F)	2
8055-003	ALT. SCIENCE 5	D'ALESSIO, CAITLIN	231	FY	2(W) 4(M-TU,TH-F)	1
8061-001	ALT. READING 6	CORBO, STACY	206	FY	2(M,F) 6(TU)	3
8061-002	ALT. READING 6	CORBO, STACY	206	FY	2(TU,TH) 6(M)	2
8061-004	ALT. READING 6	GIORDANO, LAUREN	TBA	FY	2(M,TH)	4
8061-005	ALT. READING 6	GIORDANO, LAUREN	TBA	FY	2(W) 4(TU)	1
8061-006	ALT. READING 6	GIORDANO, LAUREN	TBA	FY	2(W) 4(TU,F)	1
8061-007	ALT. READING 6	GIORDANO, LAUREN	TBA	FY	2(TU,F)	3
8061-008	ALT. READING 6	GIORDANO, LAUREN	TBA	FY	6(M,F)	3
8061-009	ALT. READING 6	GIORDANO, LAUREN	TBA	FY	6(TU,TH)	3
8061-003	ALT. READING 6	GIORDANO, LAUREN	TBA	FY	4(TU,F)	1
8061-011	ALT. READING 6	GIORDANO, LAUREN	TBA	FY	2(F)	0
8061-013	ALT. READING 6	GIORDANO, LAUREN	TBA	FY	2(M-TU,F)	0
		·		FY	,	0
8061-015	ALT. READING 6	CORBO, STACY	206		2(TU,TH)	
8061-016	ALT. READING 6	CORBO, STACY	206	FY	2(M-TU,F) 6(W-TH)	1
8061-017	ALT. READING 6	GIORDANO, LAUREN	TBA	FY	2(TH) 4(TU,F)	0
8061-018	ALT. READING 6	GIORDANO, LAUREN	TBA	FY	4(TU,F)	1
8061-019	ALT. READING 6	GIORDANO, LAUREN	TBA	FY	2(W)	1
8061-020	ALT. READING 6	CORBO, STACY	206	FY	2(TH) 6(M)	1
8061-021	ALT. READING 6	GIORDANO, LAUREN	TBA	FY	2(M)	1
8062-001	ALT. LANGUAGE ARTS 6	CORBO, STACY	206	FY	5(M-F)	5
8062-002	ALT. LANGUAGE ARTS 6	KOMPERDA, JENNIFER	108	FY	3(M-F)	7
8062-003	ALT. LANGUAGE ARTS 6	HANSBURY, ALEXANDRA	225	FY	3(M-F)	1
8062-004	ALT. LANGUAGE ARTS 6	BUTLER, JALISA	212A	FY	3(M-F)	4
8062-005	ALT. LANGUAGE ARTS 6	D'ALESSIO, CAITLIN	231	FY	3(M-F)	2
8063-002	ALT. MATH 6	KOMPERDA, JENNIFER	108	FY	5(M-F)	5
8063-003	ALT. MATH 6	HANSBURY, ALEXANDRA	225	FY	5(M-F)	1
8063-004	ALT. MATH 6	BUTLER, JALISA	212A	FY	5(M-F)	4
8063-005	ALT. MATH 6	D'ALESSIO, CAITLIN	231	FY	5(M-F)	2
8064-001	ALT. SOCIAL STUDIES 6	D'ALESSIO, CAITLIN	231	FY	8(M-F)	2
8064-002	ALT. SOCIAL STUDIES 6	HANSBURY, ALEXANDRA	225	FY	8(M-F)	0
8065-001	ALT. SCIENCE 6	D'ALESSIO, CAITLIN	231	FY	7(M-F)	2
8065-002	ALT. SCIENCE 6	HANSBURY, ALEXANDRA	225	FY	7(M-F)	0
9055-001	ELL 5	GHALI, SUSAN	6	FY	3(M) 8(TU)	2
9055-002	ELL 5	GHALI, SUSAN	6	FY	6(M) 7(F)	1
9055-003	ELL 5	GHALI, SUSAN	6	FY	7(M)	1
9055-004	ELL 5	GHALI, SUSAN	6	FY	6(TH) 8(M)	4
9055-005	ELL 5	GHALI, SUSAN	6	FY	3(W) 7(TU)	1
9055-006	ELL 5	GHALI, SUSAN	6	FY	4(F) 7(TH)	3
	1222	0		1	. (.) , ()	

9055-007	ELL 5	GHALI, SUSAN	6	FY	3(TU)	1
9055-008	ELL 5	GHALI, SUSAN	6	FY	4(F) 7(TH)	1
9055-009	ELL 5	GHALI, SUSAN	6	FY	7(TH)	0
9055-010	ELL 5	GHALI, SUSAN	6	FY	8(W-TH)	0
9055-011	ELL 5	GHALI, SUSAN	6	FY	2(TU,F) 5(W) 6(TH) 8(M)	0
9055-012	ELL 5	GHALI, SUSAN	6	FY	6(M,F) 8(W)	0
9055-013	ELL 5	GHALI, SUSAN	6	FY	7(W)	0
9055-014	ELL 5	GHALI, SUSAN	6	FY	8(M)	0
9055-015	ELL 5	GHALI, SUSAN		FY	4(TH)	0
9055-016	ELL 5	GHALI, SUSAN	6	FY	8(W)	1
9066-001	ELL 6	GHALI, SUSAN	6	FY	7(W) 8(TH)	4
9555-001	LITERACY SUPPORT 5	MAGNUSON, REBECCA	103	FY	7(M-TU,TH-F)	8
9555-002	LITERACY SUPPORT 5	PIAZZA, SUSAN	104	FY	3(M-TU,TH-F)	7
9555-003	LITERACY SUPPORT 5	PIAZZA, SUSAN	104	FY	8(M-TU,TH-F)	9
9555-004	LITERACY SUPPORT 5	MAGNUSON, REBECCA	103	FY	3(M-TU,TH-F)	9
9566-001	LITERACY SUPPORT 6	PIAZZA, SUSAN	104	FY	4(M-TU,TH-F)	8
9566-002	LITERACY SUPPORT 6	MAGNUSON, REBECCA	103	FY	2(M-TU,TH-F)	8
9566-003	LITERACY SUPPORT 6	MAGNUSON, REBECCA	103	FY	6(M-TU,TH-F)	7
9566-004	LITERACY SUPPORT 6	PIAZZA, SUSAN	104	FY	2(M-TU,TH-F)	6

Chelmsford Public Schools		Master Schedule			McCarthy Middle School	
					11/29/2	5
						+
Course	Description	Teacher	Room	Term	Schedule	
						Ttl
0071-01	LANGUAGE ARTS 7	KISH, SHEILA	208	FY	MO(1) TU(3) WE(5) TH(7) FR(8)	20
0071-02	LANGUAGE ARTS 7	KISH, SHEILA	208	FY	MO(3) TU(5) WE(7) TH(8) FR(1)	18
0071-03 0071-04	LANGUAGE ARTS 7 LANGUAGE ARTS 7	KISH, SHEILA	208	FY FY	MO(5) TU(7) WE(8) TH(1) FR(3)	18 24
0071-04	LANGUAGE ARTS 7	ERIKSEN, TAYLOR ERIKSEN, TAYLOR	211	FY	MO(1) TU(3) WE(5) TH(7) FR(8) MO(3) TU(5) WE(7) TH(8) FR(1)	19
0071-06	LANGUAGE ARTS 7	ERIKSEN, TAYLOR	211	FY	MO(5) TU(7) WE(8) TH(1) FR(3)	22
0071-07	LANGUAGE ARTS 7	WARNOCK, JAKE	230	FY	MO(1) TU(2) WE(5) TH(6) FR(8)	21
0071-08	LANGUAGE ARTS 7	WARNOCK, JAKE	230	FY	MO(2) TU(5) WE(6) TH(8) FR(1)	18
0071-09	LANGUAGE ARTS 7	WARNOCK, JAKE	230	FY	MO(4) TU(6) WE(8) TH(1) FR(2)	21
0071-10	LANGUAGE ARTS 7	WARNOCK, JAKE	230	FY	MO(6) TU(8) WE(1) TH(2) FR(5)	19
0071-11	LANGUAGE ARTS 7	SUCHECKI, ERIN	111	FY	MO(1) TU(2) WE(5) TH(6) FR(8)	18
0071-12	LANGUAGE ARTS 7	SUCHECKI, ERIN	111	FY	MO(2) TU(5) WE(6) TH(8) FR(1)	19
0071-13 0071-14	LANGUAGE ARTS 7 LANGUAGE ARTS 7	SUCHECKI, ERIN SUCHECKI, ERIN	111	FY FY	MO(4) TU(6) WE(8) TH(1) FR(2)	20 18
0071-14	LANGUAGE ARTS 7	SUCHECKI, ERIN	111	FY	MO(8) TU(1) WE(2) TH(4) FR(6) MO(6) TU(8) WE(1) TH(2) FR(5)	17
0071-16	LANGUAGE ARTS 7	KISH, SHEILA	208	FY	MO(7) TU(8) WE(1) TH(3) FR(5)	22
0071-17	LANGUAGE ARTS 7	KISH, SHEILA	208	FY	MO(8) TU(1) WE(3) TH(5) FR(7)	14
0071-18	LANGUAGE ARTS 7	ERIKSEN, TAYLOR	211	FY	MO(7) TU(8) WE(1) TH(3) FR(5)	24
0071-19	LANGUAGE ARTS 7	ERIKSEN, TAYLOR	211	FY	MO(8) TU(1) WE(3) TH(5) FR(7)	18
0071-20	LANGUAGE ARTS 7	WARNOCK, JAKE	230	FY	MO(8) TU(1) WE(2) TH(4) FR(6)	19
0081-01	LANGUAGE ARTS 8	FLEURY, MICHAEL	110	FY	MO(2) TU(3) WE(4) TH(6) FR(8)	15
0081-02	LANGUAGE ARTS 8	FLEURY, MICHAEL	110	FY	MO(3) TU(4) WE(6) TH(8) FR(2)	17
0081-03	LANGUAGE ARTS 8	FLEURY, MICHAEL	110 110	FY	MO(4) TU(6) WE(8) TH(2) FR(3)	16 19
0081-04 0081-05	LANGUAGE ARTS 8 LANGUAGE ARTS 8	FLEURY, MICHAEL FLEURY, MICHAEL	110	FY FY	MO(6) TU(8) WE(2) TH(3) FR(4) MO(8) TU(2) WE(3) TH(4) FR(6)	22
0081-06	LANGUAGE ARTS 8	MCCLURE, STEPHEN	214	FY	MO(2) TU(3) WE(4) TH(6) FR(8)	17
0081-07	LANGUAGE ARTS 8	MCCLURE, STEPHEN	214	FY	MO(3) TU(4) WE(6) TH(8) FR(2)	16
0081-08	LANGUAGE ARTS 8	MCCLURE, STEPHEN	214	FY	MO(4) TU(6) WE(8) TH(2) FR(3)	17
0081-09	LANGUAGE ARTS 8	MCCLURE, STEPHEN	214	FY	MO(6) TU(8) WE(2) TH(3) FR(4)	19
0081-10	LANGUAGE ARTS 8	MCCLURE, STEPHEN	214	FY	MO(8) TU(2) WE(3) TH(4) FR(6)	18
0081-11	LANGUAGE ARTS 8	DENSON, MICHELE	218	FY	MO(1) TU(2) WE(3) TH(5) FR(7)	19
0081-12	LANGUAGE ARTS 8	DENSON, MICHELE	218	FY	MO(2) TU(3) WE(5) TH(6) FR(1)	21
0081-13	LANGUAGE ARTS 8	DENSON, MICHELE	218 218	FY FY	MO(3) TU(5) WE(7) TH(1) FR(2)	21 17
0081-14 0081-15	LANGUAGE ARTS 8 LANGUAGE ARTS 8	DENSON, MICHELE DENSON, MICHELE	218	FY	MO(5) TU(6) WE(1) TH(2) FR(3) MO(6) TU(1) WE(2) TH(3) FR(5)	22
0081-16	LANGUAGE ARTS 8	COURTEMANCHE, KARA	222	FY	MO(1) TU(2) WE(3) TH(5) FR(7)	20
0081-17	LANGUAGE ARTS 8	COURTEMANCHE, KARA	222	FY	MO(2) TU(3) WE(5) TH(6) FR(1)	19
0081-18	LANGUAGE ARTS 8	COURTEMANCHE, KARA	222	FY	MO(3) TU(5) WE(7) TH(1) FR(2)	19
0081-19	LANGUAGE ARTS 8	COURTEMANCHE, KARA	222	FY	MO(5) TU(6) WE(1) TH(2) FR(3)	21
0081-20	LANGUAGE ARTS 8	COURTEMANCHE, KARA	222	FY	MO(6) TU(1) WE(2) TH(3) FR(5)	20
0270-001	HONORS 7TH GRADE MATH	MACKLER, HAYLEY	113	FY	MO(2) TU(5) WE(6) TH(8) FR(1)	25
0270-002	HONORS 7TH GRADE MATH	HESLIN, JACKELYN	207	FY	MO(8) TU(1) WE(3) TH(5) FR(7)	27
0270-03 0271-001	HONORS 7TH GRADE MATH ACCELERATED 7TH GRADE MATH	HESLIN, JACKELYN MACKLER, HAYLEY	207 113	FY FY	MO(5) TU(7) WE(8) TH(1) FR(3) MO(1) TU(2) WE(5) TH(6) FR(8)	26 23
0271-001	ACCELERATED 7TH GRADE MATH	JOHNSON, TAYLOR	232	FY	MO(2) TU(5) WE(6) TH(8) FR(1)	23
0271-004	ACCELERATED 7TH GRADE MATH	JOHNSON, TAYLOR	232	FY	MO(8) TU(1) WE(2) TH(4) FR(6)	24
0271-07	ACCELERATED 7TH GRADE MATH	ROBINSON, JESSICA	213	FY	MO(3) TU(5) WE(7) TH(8) FR(1)	23
0271-08	ACCELERATED 7TH GRADE MATH	ROBINSON, JESSICA	213	FY	MO(8) TU(1) WE(3) TH(5) FR(7)	22
0272-01	7TH GRADE MATH	JOHNSON, TAYLOR	232	FY	MO(1) TU(2) WE(5) TH(6) FR(8)	14
0272-02	7TH GRADE MATH	JOHNSON, TAYLOR	232	FY	MO(6) TU(8) WE(1) TH(2) FR(5)	14
0272-03	7TH GRADE MATH	JOHNSON, TAYLOR	232	FY	MO(4) TU(6) WE(8) TH(1) FR(2)	19
0272-04	7TH GRADE MATH	ROBINSON, JESSICA	213	FY	MO(7) TU(8) WE(1) TH(3) FR(5)	16 14
0272-05 0272-06	7TH GRADE MATH 7TH GRADE MATH	ROBINSON, JESSICA ROBINSON, JESSICA	213 213	FY FY	MO(1) TU(3) WE(5) TH(7) FR(8) MO(5) TU(7) WE(8) TH(1) FR(3)	19
0272-07	7TH GRADE MATH	HESLIN, JACKELYN	207	FY	MO(7) TU(8) WE(1) TH(3) FR(5)	21
0272-08	7TH GRADE MATH	HESLIN, JACKELYN	207	FY	MO(1) TU(3) WE(5) TH(7) FR(8)	17
0272-09	7TH GRADE MATH	MACKLER, HAYLEY	113	FY	MO(4) TU(6) WE(8) TH(1) FR(2)	20
0272-10	7TH GRADE MATH	MACKLER, HAYLEY	113	FY	MO(6) TU(8) WE(1) TH(2) FR(5)	15
0272-11	7TH GRADE MATH	MACKLER, HAYLEY	113	FY	MO(8) TU(1) WE(2) TH(4) FR(6)	19
0272-12	7TH GRADE MATH	HESLIN, JACKELYN	207	FY	MO(3) TU(5) WE(7) TH(8) FR(1)	15
0280-001	HONORS 8TH GRADE MATH	KARACEK, STACEY	206	FY	MO(6) TU(8) WE(2) TH(3) FR(4)	26
0280-002 0280-03	HONORS 8TH GRADE MATH HONORS 8TH GRADE MATH	LUCENTE, KATHRYN	217 217	FY FY	MO(3) TU(5) WE(7) TH(1) FR(2) MO(2) TU(3) WE(5) TH(6) FR(1)	25 25
0281-01	ACCELERATED 8TH GRADE MATH	LUCENTE, KATHRYN KARACEK, STACEY	206	FY	MO(2) TU(3) WE(4) TH(6) FR(8)	18
0281-02	ACCELERATED 8TH GRADE MATH	KARACEK, STACEY	206	FY	MO(4) TU(6) WE(8) TH(2) FR(3)	15

0281-03	ACCELERATED 8TH GRADE MATH	HELGASON, CATHERINE	235	FY	MO(5) TU(6) WE(1) TH(2) FR(3)	24
0281-03	ACCELERATED 8TH GRADE MATH	HELGASON, CATHERINE	235	FY	MO(6) TU(1) WE(2) TH(3) FR(5)	22
0281-06	ACCELERATED 8TH GRADE MATH	LUCENTE, KATHRYN	217	FY	MO(5) TU(6) WE(1) TH(2) FR(3)	20
0281-07	ACCELERATED 8TH GRADE MATH	GALLAGHER, THOMAS	109	FY	MO(2) TU(3) WE(4) TH(6) FR(8)	23
0281-08	ACCELERATED 8TH GRADE MATH	GALLAGHER, THOMAS	109	FY	MO(8) TU(2) WE(3) TH(4) FR(6)	23
0282-01	8TH GRADE MATH	LUCENTE, KATHRYN	217	FY	MO(1) TU(2) WE(3) TH(5) FR(7)	13
0282-02	8TH GRADE MATH	LUCENTE, KATHRYN	217	FY	MO(6) TU(1) WE(2) TH(3) FR(5)	16
0282-03	8TH GRADE MATH	GALLAGHER, THOMAS	109	FY	MO(3) TU(4) WE(6) TH(8) FR(2)	12
0282-04	8TH GRADE MATH	GALLAGHER, THOMAS	109	FY	MO(6) TU(8) WE(2) TH(3) FR(4)	19
0282-05	8TH GRADE MATH	GALLAGHER, THOMAS	109	FY	MO(4) TU(6) WE(8) TH(2) FR(3)	16
0282-06	8TH GRADE MATH	KARACEK, STACEY	206	FY	MO(3) TU(4) WE(6) TH(8) FR(2)	17
0282-07	8TH GRADE MATH	KARACEK, STACEY	206	FY	MO(8) TU(2) WE(3) TH(4) FR(6)	16
0282-08	8TH GRADE MATH	HELGASON, CATHERINE	235	FY	MO(2) TU(3) WE(5) TH(6) FR(1)	17
0282-09	8TH GRADE MATH	HELGASON, CATHERINE	235	FY	MO(3) TU(5) WE(7) TH(1) FR(2)	21
0282-10	8TH GRADE MATH	HELGASON, CATHERINE	235	FY	MO(1) TU(2) WE(3) TH(5) FR(7)	16
0371-01	LIFE SCIENCE 7	CARTER, ERIKA	130	FY	MO(1) TU(3) WE(5) TH(7) FR(8)	23
0371-02	LIFE SCIENCE 7	CARTER, ERIKA	130	FY	MO(3) TU(5) WE(7) TH(8) FR(1)	18
0371-03	LIFE SCIENCE 7	CARTER, ERIKA	130	FY	MO(5) TU(7) WE(8) TH(1) FR(3)	18
0371-04	LIFE SCIENCE 7	JOHNSTONE, JORDAN	101	FY	MO(2) TU(5) WE(6) TH(8) FR(1)	20
0371-05	LIFE SCIENCE 7	JOHNSTONE, JORDAN	101	FY	MO(6) TU(8) WE(1) TH(2) FR(5)	20
0371-06	LIFE SCIENCE 7	ROYER, MICHAEL	107	FY	MO(1) TU(2) WE(5) TH(6) FR(8)	17
0371-07	LIFE SCIENCE 7	ROYER, MICHAEL	107	FY	MO(4) TU(6) WE(8) TH(1) FR(2)	24
0371-08	LIFE SCIENCE 7	ROYER, MICHAEL	107	FY	MO(8) TU(1) WE(2) TH(4) FR(6)	25
0371-09	LIFE SCIENCE 7	ROYER, MICHAEL	107	FY	MO(6) TU(8) WE(1) TH(2) FR(5)	22
0371-10	LIFE SCIENCE 7	SHEEHAN, SIOBHAN	102	FY	MO(1) TU(3) WE(5) TH(7) FR(8)	27
0371-11	LIFE SCIENCE 7	SHEEHAN, SIOBHAN	102	FY	MO(3) TU(5) WE(7) TH(8) FR(1)	21
0371-12	LIFE SCIENCE 7	SHEEHAN, SIOBHAN	102	FY	MO(5) TU(7) WE(8) TH(1) FR(3)	18
0371-13	LIFE SCIENCE 7	SHEEHAN, SIOBHAN	102	FY	MO(7) TU(8) WE(1) TH(3) FR(5)	20
0371-14	LIFE SCIENCE 7	SHEEHAN, SIOBHAN	102	FY FY	MO(8) TU(1) WE(3) TH(5) FR(7)	20
0371-15	LIFE SCIENCE 7	CARTER, ERIKA	130		MO(7) TU(8) WE(1) TH(3) FR(5)	_
0371-16 0371-17	LIFE SCIENCE 7 LIFE SCIENCE 7	JOHNSTONE, JORDAN	130 101	FY FY	MO(8) TU(1) WE(3) TH(5) FR(7)	19 20
0371-17	LIFE SCIENCE 7	JOHNSTONE, JORDAN	101	FY	MO(1) TU(2) WE(5) TH(6) FR(8)	20
0371-18	LIFE SCIENCE 7	JOHNSTONE, JORDAN	101	FY	MO(4) TU(6) WE(8) TH(1) FR(2) MO(8) TU(1) WE(2) TH(4) FR(6)	19
0371-19	LIFE SCIENCE 7	ROYER, MICHAEL	102	FY	MO(2) TU(5) WE(6) TH(8) FR(1)	16
0381-01	EARTH SCIENCE 8	BONNAR, ROSLYN	103	FY	MO(1) TU(2) WE(3) TH(5) FR(7)	17
0381-02	EARTH SCIENCE 8	BONNAR, ROSLYN	103	FY	MO(2) TU(3) WE(5) TH(6) FR(1)	21
0381-03	EARTH SCIENCE 8	BONNAR, ROSLYN	103	FY	MO(3) TU(5) WE(7) TH(1) FR(2)	23
0381-04	EARTH SCIENCE 8	BONNAR, ROSLYN	103	FY	MO(5) TU(6) WE(1) TH(2) FR(3)	22
0381-05	EARTH SCIENCE 8	BONNAR, ROSLYN	103	FY	MO(6) TU(1) WE(2) TH(3) FR(5)	17
0381-06	EARTH SCIENCE 8	HILL, KATHERINE	106	FY	MO(2) TU(3) WE(4) TH(6) FR(8)	14
0381-07	EARTH SCIENCE 8	HILL, KATHERINE	106	FY	MO(3) TU(4) WE(6) TH(8) FR(2)	22
0381-08	EARTH SCIENCE 8	MORTON, LISA	108	FY	MO(2) TU(3) WE(4) TH(6) FR(8)	18
0381-09	EARTH SCIENCE 8	MORTON, LISA	108	FY	MO(3) TU(4) WE(6) TH(8) FR(2)	19
0381-10	EARTH SCIENCE 8	MORTON, LISA	108	FY	MO(4) TU(6) WE(8) TH(2) FR(3)	18
0381-11	EARTH SCIENCE 8	MORTON, LISA	108	FY	MO(6) TU(8) WE(2) TH(3) FR(4)	17
0381-12	EARTH SCIENCE 8	MORTON, LISA	108	FY	MO(8) TU(2) WE(3) TH(4) FR(6)	22
0381-13	EARTH SCIENCE 8	VORONOV, JULIA	105	FY	MO(1) TU(2) WE(3) TH(5) FR(7)	18
0381-14	EARTH SCIENCE 8	VORONOV, JULIA	105	FY	MO(2) TU(3) WE(5) TH(6) FR(1)	23
0381-15	EARTH SCIENCE 8	VORONOV, JULIA	105	FY	MO(3) TU(5) WE(7) TH(1) FR(2)	17
0381-16	EARTH SCIENCE 8	VORONOV, JULIA	105	FY	MO(5) TU(6) WE(1) TH(2) FR(3)	22
0381-17	EARTH SCIENCE 8	VORONOV, JULIA	105	FY	MO(6) TU(1) WE(2) TH(3) FR(5)	19
0381-18	EARTH SCIENCE 8	HILL, KATHERINE	106	FY	MO(4) TU(6) WE(8) TH(2) FR(3)	19
0381-19	EARTH SCIENCE 8	HILL, KATHERINE	106	FY	MO(6) TU(8) WE(2) TH(3) FR(4)	21
0381-20	EARTH SCIENCE 8	HILL, KATHERINE	106	FY	MO(8) TU(2) WE(3) TH(4) FR(6)	23
0471-01	WORLD STUDIES II	DELORGE, JUSTIN	212	FY	MO(1) TU(3) WE(5) TH(7) FR(8)	25
0471-02	WORLD STUDIES II	DELORGE, JUSTIN	212	FY	MO(3) TU(5) WE(7) TH(8) FR(1)	18
0471-03	WORLD STUDIES II	DELORGE, JUSTIN	212	FY	MO(5) TU(7) WE(8) TH(1) FR(3)	18
0471-04	WORLD STUDIES II	DELORGE, JUSTIN	212	FY	MO(7) TU(8) WE(1) TH(3) FR(5)	22
0471-05	WORLD STUDIES II	DELORGE, JUSTIN	212	FY	MO(8) TU(1) WE(3) TH(5) FR(7)	23
0471-06	WORLD STUDIES II	BRIAND, KIMBERLY	209	FY	MO(1) TU(3) WE(5) TH(7) FR(8)	23
0471-07	WORLD STUDIES II	BRIAND, KIMBERLY	209	FY	MO(3) TU(5) WE(7) TH(8) FR(1)	23
0471-08 0471-09	WORLD STUDIES II	BRIAND, KIMBERLY	209 209	FY FY	MO(5) TU(7) WE(8) TH(1) FR(3)	14 23
0471-09	WORLD STUDIES II WORLD STUDIES II	BRIAND, KIMBERLY BRIAND, KIMBERLY	209	FY	MO(7) TU(8) WE(1) TH(3) FR(5) MO(8) TU(1) WE(3) TH(5) FR(7)	17
0471-10	WORLD STUDIES II		209	FY		21
0471-11	WORLD STUDIES II	JEAN, ASHLEY JEAN, ASHLEY	231	FY	MO(1) TU(2) WE(5) TH(6) FR(8) MO(2) TU(5) WE(6) TH(8) FR(1)	13
0471-12	WORLD STUDIES II	JEAN, ASHLEY	231	FY	MO(4) TU(6) WE(8) TH(1) FR(2)	22
0471-13	WORLD STUDIES II	JEAN, ASHLEY	231	FY	MO(4) TU(8) WE(1) TH(1) FR(2) MO(6) TU(8) WE(1) TH(2) FR(5)	20
0471-14	WORLD STUDIES II	JEAN, ASHLEY	231	FY	MO(8) TU(1) WE(2) TH(4) FR(6)	23
0471-15	WORLD STUDIES II	· ·	112	FY		18
0-1, T-10	MOUTED STODIES II	SWEENEY, BRITNI	112	ГΪ	MO(1) TU(2) WE(5) TH(6) FR(8)	19

0.474_47	WORLD OT IDIES II	OWENEY DRITH	140	5)/	MO(0) THE ME(0) THE PO	100
0471-17 0471-18	WORLD STUDIES II WORLD STUDIES II	SWEENEY, BRITNI SWEENEY, BRITNI	112 112	FY FY	MO(2) TU(5) WE(6) TH(8) FR(1)	23
0471-18	WORLD STUDIES II	SWEENEY, BRITNI	112	FY	MO(4) TU(6) WE(8) TH(1) FR(2) MO(6) TU(8) WE(1) TH(2) FR(5)	18
0471-19	WORLD STUDIES II	SWEENEY, BRITNI	112	FY	MO(8) TU(1) WE(2) TH(4) FR(6)	24
0481-01	FOUNDATIONS OF DEMOCRACY	MCAULIFFE, DANIEL	221	FY	MO(1) TU(2) WE(3) TH(5) FR(7)	18
0481-02	FOUNDATIONS OF DEMOCRACY	MCAULIFFE, DANIEL	221	FY	MO(2) TU(3) WE(5) TH(6) FR(1)	21
0481-03	FOUNDATIONS OF DEMOCRACY	HALEY, LIAM	114	FY	MO(2) TU(3) WE(4) TH(6) FR(8)	15
0481-04	FOUNDATIONS OF DEMOCRACY	HALEY, LIAM	114	FY	MO(3) TU(4) WE(6) TH(8) FR(2)	19
0481-05	FOUNDATIONS OF DEMOCRACY	LIVINGSTON, SHAUN	223	FY	MO(1) TU(2) WE(3) TH(5) FR(7)	17
0481-06	FOUNDATIONS OF DEMOCRACY	LIVINGSTON, SHAUN	223	FY	MO(2) TU(3) WE(5) TH(6) FR(1)	24
0481-07	FOUNDATIONS OF DEMOCRACY	LIVINGSTON, SHAUN	223	FY	MO(3) TU(5) WE(7) TH(1) FR(2)	16
0481-08	FOUNDATIONS OF DEMOCRACY	CASEY, LAURA	216	FY	MO(2) TU(3) WE(4) TH(6) FR(8)	20
0481-09	FOUNDATIONS OF DEMOCRACY	CASEY, LAURA	216	FY	MO(3) TU(4) WE(6) TH(8) FR(2)	20
0481-10	FOUNDATIONS OF DEMOCRACY	CASEY, LAURA	216	FY	MO(4) TU(6) WE(8) TH(2) FR(3)	17
0481-11	FOUNDATIONS OF DEMOCRACY	CASEY, LAURA	216	FY	MO(6) TU(8) WE(2) TH(3) FR(4)	17
0481-12	FOUNDATIONS OF DEMOCRACY	CASEY, LAURA	216	FY	MO(8) TU(2) WE(3) TH(4) FR(6)	20
0481-13	FOUNDATIONS OF DEMOCRACY	MCAULIFFE, DANIEL	221	FY	MO(3) TU(5) WE(7) TH(1) FR(2)	23
0481-14	FOUNDATIONS OF DEMOCRACY	MCAULIFFE, DANIEL	221	FY	MO(5) TU(6) WE(1) TH(2) FR(3)	22
0481-15	FOUNDATIONS OF DEMOCRACY	MCAULIFFE, DANIEL	221	FY	MO(6) TU(1) WE(2) TH(3) FR(5)	16
0481-16	FOUNDATIONS OF DEMOCRACY	HALEY, LIAM	114	FY	MO(4) TU(6) WE(8) TH(2) FR(3)	20
0481-17	FOUNDATIONS OF DEMOCRACY	HALEY, LIAM	114	FY	MO(6) TU(8) WE(2) TH(3) FR(4)	22
0481-18	FOUNDATIONS OF DEMOCRACY	HALEY, LIAM	114	FY	MO(8) TU(2) WE(3) TH(4) FR(6)	23
0481-19	FOUNDATIONS OF DEMOCRACY	LIVINGSTON, SHAUN	223	FY	MO(5) TU(6) WE(1) TH(2) FR(3)	23
0481-20	FOUNDATIONS OF DEMOCRACY	LIVINGSTON, SHAUN	223	FY	MO(6) TU(1) WE(2) TH(3) FR(5)	19
0573-01	LITERACY SUPPORT 7	RYLE, MEGHAN	POD 4	FY	MO(3) TU(5) WE(7) TH(8) FR(1)	7
0573-02	LITERACY SUPPORT 7	RYLE, MEGHAN	POD 4	FY	MO(7) TU(8) WE(1) TH(3) FR(5)	6
0573-03	LITERACY SUPPORT 7	RYLE, MEGHAN	POD 4	FY	MO(3) WE(7) FR(1)	1
0583-01 0583-02	LITERACY SUPPORT 8	RYLE, MEGHAN	POD 2	FY	MO(1) TU(2) WE(3) TH(5) FR(7)	15
	LITERACY SUPPORT 8	RYLE, MEGHAN	POD 2	FY	MO(2) TU(3) WE(4) TH(6) FR(8)	4
0771-01	PLTW 7 DESIGN AND MODELING	DENNY-BROWN, ANN	121	T1	MO-FR(3)	25 26
0771-02 0771-03	PLTW 7 DESIGN AND MODELING PLTW 7 DESIGN AND MODELING	DENNY-BROWN, ANN DENNY-BROWN, ANN	121 121	T2 T3	MO-FR(3) MO-FR(3)	25
0771-03	PLTW 7 DESIGN AND MODELING PLTW 7 DESIGN AND MODELING	DENNY-BROWN, ANN	121	T4	MO-FR(3)	25
0771-04	PLTW 7 DESIGN AND MODELING PLTW 7 DESIGN AND MODELING	DENNY-BROWN, ANN	121	T1	MO-FR(2)	26
0771-06	PLTW 7 DESIGN AND MODELING PLTW 7 DESIGN AND MODELING	DENNY-BROWN, ANN	121	T2	MO-FR(2)	25
0771-07	PLTW 7 DESIGN AND MODELING PLTW 7 DESIGN AND MODELING	DENNY-BROWN, ANN	121	T3	MO-FR(2)	26
0771-08	PLTW 7 DESIGN AND MODELING	DENNY-BROWN, ANN	121	T4	MO-FR(2)	27
0771-09	PLTW 7 DESIGN AND MODELING	O'MEARA, PAMELA	126	T1	MO-FR(3)	26
0771-10	PLTW 7 DESIGN AND MODELING	O'MEARA, PAMELA	126	T2	MO-FR(3)	26
0771-11	PLTW 7 DESIGN AND MODELING	O'MEARA, PAMELA	126	T3	MO-FR(3)	25
0771-12	PLTW 7 DESIGN AND MODELING	O'MEARA, PAMELA	126	T4	MO-FR(3)	24
0771-13	PLTW 7 DESIGN AND MODELING	O'MEARA, PAMELA	126	T1	MO-FR(2)	26
0771-14	PLTW 7 DESIGN AND MODELING	O'MEARA, PAMELA	126	T2	MO-FR(2)	25
0771-15	PLTW 7 DESIGN AND MODELING	O'MEARA, PAMELA	126	T3	MO-FR(2)	24
0771-16	PLTW 7 DESIGN AND MODELING	O'MEARA, PAMELA	126	T4	MO-FR(2)	24
0772-003	PLTW 7 ENRICHMENT - MAGIC OF ELECTRONS	CLIMO, KIMBERLY	POD 1	S1	WE,FR(4)	21
0772-004	PLTW 7 ENRICHMENT - MAGIC OF ELECTRONS	CLIMO, KIMBERLY	POD 1	S2	WE,FR(4)	23
0773-01	PLTW 7 ENRICHMENT - FLIGHT & SPACE	O'MEARA, PAMELA	126	S1	MO,TH(5)	18
0773-02	PLTW 7 ENRICHMENT - FLIGHT & SPACE	O'MEARA, PAMELA	126	S2	MO,TH(5)	15
0774-003	TECH 7 ENRICHMENT - APPLIED DIGITAL SKILLS	VENUGOPAL, DEVI	LEC HALL	S1	WE,FR(4)	23
0774-004	TECH 7 ENRICHMENT - APPLIED	VENUGOPAL, DEVI	LEC	S2	WE,FR(4)	27
0781-01	PLTW AUTOMATION AND ROBOTICS	O'MEARA, PAMELA	126	T1	MO-FR(1)	25
0781-02	PLTW AUTOMATION AND ROBOTICS	O'MEARA, PAMELA	126	T2	MO-FR(1)	25
0781-03	PLTW AUTOMATION AND ROBOTICS	O'MEARA, PAMELA	126	T3	MO-FR(1)	25
0781-04	PLTW AUTOMATION AND ROBOTICS	O'MEARA, PAMELA	126	T4	MO-FR(1)	24
0781-05	PLTW AUTOMATION AND ROBOTICS	DENNY-BROWN, ANN	121	T1	MO-FR(1)	24
0781-06	PLTW AUTOMATION AND ROBOTICS	DENNY-BROWN, ANN	121	T2	MO-FR(1)	22
0781-07	PLTW AUTOMATION AND ROBOTICS	DENNY-BROWN, ANN	121	T3	MO-FR(1)	23
0781-08	PLTW AUTOMATION AND POPOTICS	DENNY-BROWN, ANN	121 121	T4 T1	MO-FR(1)	24 26
0781-09	PLTW AUTOMATION AND POPOTICS	DENNY-BROWN, ANN	1		MO-FR(8)	
0781-10 0781-11	PLTW AUTOMATION AND ROBOTICS PLTW AUTOMATION AND ROBOTICS	DENNY-BROWN, ANN	121 121	T2 T3	MO-FR(8) MO-FR(8)	24
0781-11 0781-12	PLTW AUTOMATION AND ROBOTICS PLTW AUTOMATION AND ROBOTICS	DENNY-BROWN, ANN DENNY-BROWN, ANN	121	T4	MO-FR(8)	24
0781-13	PLTW AUTOMATION AND ROBOTICS PLTW AUTOMATION AND ROBOTICS	O'MEARA, PAMELA	121	T1	MO-FR(8)	26
0781-13	PLTW AUTOMATION AND ROBOTICS PLTW AUTOMATION AND ROBOTICS	O'MEARA, PAMELA	126	T2	MO-FR(8)	28
0781-14	PLTW AUTOMATION AND ROBOTICS	O'MEARA, PAMELA	126	T3	MO-FR(8)	25
0781-16	PLTW AUTOMATION AND ROBOTICS	O'MEARA, PAMELA	126	T4	MO-FR(8)	24
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	PLTW 8 ENRICHMENT - FLIGHT & SPACE	O'MEARA, PAMELA	126	S1	[VVE,FR(/)	20
0782-001 0782-002	PLTW 8 ENRICHMENT - FLIGHT & SPACE PLTW 8 ENRICHMENT - FLIGHT & SPACE	O'MEARA, PAMELA O'MEARA, PAMELA	126 126	S1 S2	WE,FR(7) WE,FR(7)	26 26
0782-001		·				_

0783-03	PLTW 7 ENRICHMENT - GREEN ARCHITECTURE	DENNY-BROWN, ANN	121	S1	WE,FR(4)	24
0783-04	PLTW 7 ENRICHMENT - GREEN ARCHITECTURE	DENNY-BROWN, ANN	121	S2	WE,FR(4)	23
0783-05	PLTW 7 ENRICHMENT - GREEN ARCHITECTURE	DENNY-BROWN, ANN	121	S1	MO,TH(4)	18
0783-06	PLTW 7 ENRICHMENT - GREEN	DENNY-BROWN, ANN	121	S2	MO,TH(4)	16
0784-001	TECH 8 ENRICHMENT	CLIMO, KIMBERLY	POD 1	S1	WE,FR(7)	15
0784-002	TECH 8 ENRICHMENT	CLIMO, KIMBERLY	POD 1	S2	WE,FR(7)	11
0784-004	TECH 8 ENRICHMENT	CLIMO, KIMBERLY	POD 1	S2	MO,TH(7)	20
0784-07	TECH 8 ENRICHMENT	CLIMO, KIMBERLY	POD 1	S1	MO,TH(7)	27
0784-08	TECH 8 ENRICHMENT	CLIMO, KIMBERLY	POD 1	S1	WE,FR(6)	24
0784-11	TECH 8 ENRICHMENT	CLIMO, KIMBERLY	POD 1	S2	WE,FR(6)	24
0784-12	TECH 8 ENRICHMENT	VENUGOPAL, DEVI	LEC HALL	S1	MO,TH(7)	26
0784-13	TECH 8 ENRICHMENT	VENUGOPAL, DEVI	LEC HALL	S2	MO,TH(7)	19
0785-01	PLTW 8 ENRICHMENT - GREEN ARCHITECTURE	DENNY-BROWN, ANN	121	S1	MO,TH(7)	27
0785-02	PLTW 8 ENRICHMENT - GREEN ARCHITECTURE	DENNY-BROWN, ANN	121	S2	MO,TH(7)	28
0871-01 0871-02	ART 7	KILEY, SARAH KILEY, SARAH	122 122	T1 T2	MO-FR(3) MO-FR(3)	26 26
0871-02	ART 7	KILEY, SARAH	122	T3	MO-FR(3)	25
0871-03	ART 7	KILEY, SARAH	122	T4	MO-FR(3)	25
0871-05	ART 7	KILEY, SARAH	122	T1	MO-FR(2)	24
0871-06	ART 7	KILEY, SARAH	122	T2	MO-FR(2)	26
0871-07	ART 7	KILEY, SARAH	122	T3	MO-FR(2)	25
0871-08	ART 7	KILEY, SARAH	122	T4	MO-FR(2)	25
0871-09	ART 7	MORTON, GWENDOLYN	120	T1	MO-FR(3)	26
0871-10	ART 7	MORTON, GWENDOLYN	120	T2	MO-FR(3)	26
0871-11	ART 7	MORTON, GWENDOLYN	120	T3	MO-FR(3)	24
0871-12	ART 7	MORTON, GWENDOLYN	120	T4	MO-FR(3)	25
0871-13	ART 7	MORTON, GWENDOLYN	120	T1	MO-FR(2)	26
0871-14	ART 7	MORTON, GWENDOLYN	120	T2	MO-FR(2)	26
0871-15	ART 7	MORTON, GWENDOLYN	120	T3	MO-FR(2)	26
0871-16	ART 7	MORTON, GWENDOLYN	120	T4	MO-FR(2)	25
0872-001	ART 7 ENRICHMENT	KILEY, SARAH	122	S1	MO,TH(5)	20
0872-002	ART 7 ENRICHMENT	KILEY, SARAH	122 120	S2	MO,TH(5)	23 26
0872-003 0872-004	ART 7 ENRICHMENT ART 7 ENRICHMENT	MORTON, GWENDOLYN MORTON, GWENDOLYN	120	S1 S2	WE,FR(4) WE,FR(4)	25
0872-004	ART 7 ENRICHMENT	MORTON, GWENDOLYN	120	S1	MO,TH(4)	21
0872-006	ART 7 ENRICHMENT	MORTON, GWENDOLYN	122	S2	MO,TH(4)	22
0881-01	ART 8	MORTON, GWENDOLYN	120	T1	MO-FR(1)	25
0881-02	ART 8	MORTON, GWENDOLYN	120	T2	MO-FR(1)	25
0881-03	ART 8	MORTON, GWENDOLYN	120	T3	MO-FR(1)	25
0881-04	ART 8	MORTON, GWENDOLYN	120	T4	MO-FR(1)	24
0881-05	ART 8	KILEY, SARAH	122	T1	MO-FR(1)	22
0881-06	ART 8	KILEY, SARAH	122	T2	MO-FR(1)	25
0881-07	ART 8	KILEY, SARAH	122	T3	MO-FR(1)	23
0881-08	ART 8	KILEY, SARAH	122	T4	MO-FR(1)	24
0881-09	ART 8	KILEY, SARAH	122	T1	MO-FR(8)	24
0881-10	ART 8	KILEY, SARAH	122	T2	MO-FR(8)	26
0881-11	ART 8	KILEY, SARAH	122		MO-FR(8)	23
0881-12	ART 8	KILEY, SARAH	122	T4	MO-FR(8)	24
0881-13	ART 8	MORTON, GWENDOLYN	120	T1	MO-FR(8)	27
0881-14	ART 8	MORTON, GWENDOLYN	120	T2	MO-FR(8)	27
0881-15 0881-16	ART 8	MORTON, GWENDOLYN MORTON, GWENDOLYN	120 120	T3 T4	MO-FR(8) MO-FR(8)	25 25
0882-003	ART 8 ENRICHMENT	KILEY, SARAH	122	S1	WE,FR(7)	26
0882-004	ART 8 ENRICHMENT	KILEY, SARAH	122	S2	WE,FR(7)	23
0882-005	ART 8 ENRICHMENT	MORTON, GWENDOLYN	120	S1	MO,TH(7)	27
0882-006	ART 8 ENRICHMENT	MORTON, GWENDOLYN	120	S2	MO,TH(7)	28
0882-07	ART 8 ENRICHMENT	KILEY, SARAH	122	S1	WE,FR(6)	17
0882-08	ART 8 ENRICHMENT	KILEY, SARAH	122	S2	WE,FR(6)	20
0887-001	LUNCH 7		CAFE	FY	MO-FR(7)	203
0887-002	LUNCH 7		CAFE	FY	MO-FR(6)	208
0888-001	LUNCH 8		CAFE	FY	MO-FR(5)	196
0888-002	LUNCH 8		CAFE	FY	MO-FR(4)	199
0970-01	PHYSICAL EDUCATION 7	SHERLOCK, JOHN	GYM	S1	[T1] MO,WE,FR(3) [T2] TU,TH(3)	25
0970-02	PHYSICAL EDUCATION 7	SHERLOCK, JOHN	GYM	S1	[T1] TU,TH(3) [T2] MO,WE,FR(3)	25
0970-03	PHYSICAL EDUCATION 7	SHERLOCK, JOHN	GYM	S1	[T1] MO,WE,FR(2) [T2] TU,TH(2)	24
0970-04	PHYSICAL EDUCATION 7	SHERLOCK, JOHN	GYM	S1	[T1] TU,TH(2) [T2] MO,WE,FR(2)	25
0970-05	PHYSICAL EDUCATION 7	SHERLOCK, JOHN	GYM	S2	[T3] MO,WE,FR(3) [T4] TU,TH(3)	25
0970-06	PHYSICAL EDUCATION 7	SHERLOCK, JOHN	GYM	S2	[T3] TU,TH(3) [T4] MO,WE,FR(3)	26
0970-07	PHYSICAL EDUCATION 7	SHERLOCK, JOHN	GYM	S2	[T3] MO,WE,FR(2) [T4] TU,TH(2)	25
0970-07 0970-08 0970-09	PHYSICAL EDUCATION 7 PHYSICAL EDUCATION 7 PHYSICAL EDUCATION 7	SHERLOCK, JOHN SHERLOCK, JOHN GRAHAM, PATRICK	GYM GYM GYM	S2 S2 S1	[T3] MO,WE,FR(2) [T4] TU,TH(2) [T3] TU,TH(2) [T4] MO,WE,FR(2) [T1] MO,WE,FR(3) [T2] TU,TH(3)	25 26 24

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0970-10	PHYSICAL EDUCATION 7	GRAHAM, PATRICK	GYM	S1	[T1] TU,TH(3) [T2] MO,WE,FR(3)	25
0970-11	PHYSICAL EDUCATION 7	GRAHAM, PATRICK	GYM	S1	[T1] MO,WE,FR(2) [T2] TU,TH(2)	25
0970-12	PHYSICAL EDUCATION 7	GRAHAM, PATRICK	GYM	S1	[T1] TU,TH(2) [T2] MO,WE,FR(2)	27
0970-13	PHYSICAL EDUCATION 7	GRAHAM, PATRICK	GYM	S2	[T3] MO,WE,FR(3) [T4] TU,TH(3)	27
0970-14	PHYSICAL EDUCATION 7	GRAHAM, PATRICK	GYM	S2	[T3] TU,TH(3) [T4] MO,WE,FR(3)	26 26
0970-15 0970-16	PHYSICAL EDUCATION 7 PHYSICAL EDUCATION 7	GRAHAM, PATRICK	GYM GYM	S2 S2	[T3] MO,WE,FR(2) [T4] TU,TH(2)	25
0971-001	PE 7 ENRICHMENT - FITNESS	GRAHAM, PATRICK SHERLOCK, JOHN	GYM	S1	[T3] TU,TH(2) [T4] MO,WE,FR(2) MO,TH(5)	20
0971-001	PE 7 ENRICHMENT - FITNESS	SHERLOCK, JOHN	GYM	S2	MO,TH(5)	19
0971-002	PE 7 ENRICHMENT - FITNESS PE 7 ENRICHMENT - FITNESS	GRAHAM, PATRICK	GYM	S1	WE,FR(4)	24
0971-003	PE 7 ENRICHMENT - FITNESS	GRAHAM, PATRICK	GYM	S2	WE,FR(4)	24
0971-005	PE 7 ENRICHMENT - FITNESS	GRAHAM, PATRICK	GYM	S1	MO,TH(4)	24
0971-006	PE 7 ENRICHMENT - FITNESS	GRAHAM, PATRICK	GYM-Small	S2	MO,TH(4)	23
0974-01	HEALTH EDUCATION 7	GERMAIN, TRACEY	131	S1	[T1] MO,WE,FR(3) [T2] TU,TH(3)	25
0974-02	HEALTH EDUCATION 7	GERMAIN, TRACEY	131	S1	[T1] TU,TH(3) [T2] MO,WE,FR(3)	26
0974-03	HEALTH EDUCATION 7	GERMAIN, TRACEY	131	S1	[T1] MO,WE,FR(2) [T2] TU,TH(2)	27
0974-04	HEALTH EDUCATION 7	GERMAIN, TRACEY	131	S1	[T1] TU,TH(2) [T2] MO,WE,FR(2)	24
0974-05	HEALTH EDUCATION 7	GERMAIN, TRACEY	131	S2	[T3] MO,WE,FR(3) [T4] TU,TH(3)	26
0974-06	HEALTH EDUCATION 7	GERMAIN, TRACEY	131	S2	[T3] TU,TH(3) [T4] MO,WE,FR(3)	27
0974-07	HEALTH EDUCATION 7	GERMAIN, TRACEY	131	S2	[T3] MO,WE,FR(2) [T4] TU,TH(2)	26
0974-08	HEALTH EDUCATION 7	GERMAIN, TRACEY	131	S2	[T3] TU,TH(2) [T4] MO,WE,FR(2)	25
0974-09	HEALTH EDUCATION 7	PARKS, ANGELA	203	S1	[T1] MO,WE,FR(3) [T2] TU,TH(3)	25
0974-10	HEALTH EDUCATION 7	PARKS, ANGELA	203	S1	[T1] TU,TH(3) [T2] MO,WE,FR(3)	23
0974-11	HEALTH EDUCATION 7	PARKS, ANGELA	203	S1	[T1] MO,WE,FR(2) [T2] TU,TH(2)	25
0974-12	HEALTH EDUCATION 7	PARKS, ANGELA	203	S1	[T1] TU,TH(2) [T2] MO,WE,FR(2)	25
0974-13	HEALTH EDUCATION 7	PARKS, ANGELA	203	S2	[T3] MO,WE,FR(3) [T4] TU,TH(3)	26
0974-14	HEALTH EDUCATION 7	PARKS, ANGELA	203	S2	[T3] TU,TH(3) [T4] MO,WE,FR(3)	25
0974-15	HEALTH EDUCATION 7	PARKS, ANGELA	203	S2	[T3] MO,WE,FR(2) [T4] TU,TH(2)	25
0974-16	HEALTH EDUCATION 7	PARKS, ANGELA	203	S2	[T3] TU,TH(2) [T4] MO,WE,FR(2)	26
0975-003	HEALTH 7 ENRICHMENT - WELLNESS	GERMAIN, TRACEY	131	S1	WE,FR(4)	25
0975-004	HEALTH 7 ENRICHMENT - WELLNESS	GERMAIN, TRACEY	131	S2	WE,FR(4)	23
0975-005	HEALTH 7 ENRICHMENT - WELLNESS	GERMAIN, TRACEY	131	S1	MO,TH(4)	15
0975-006	HEALTH 7 ENRICHMENT - WELLNESS	GERMAIN, TRACEY	131	S2	MO,TH(4)	18
0976-01	HEALTH 7 ENRICHMENT - HEALTHY LIVING	PARKS, ANGELA	203	S1	MO,TH(5)	18
0976-02	HEALTH 7 ENRICHMENT - HEALTHY LIVING	PARKS, ANGELA	203	S2	MO,TH(5)	19
0980-01	PHYSICAL EDUCATION 8	SHERLOCK, JOHN	GYM	S1	[T1] MO,WE,FR(1) [T2] TU,TH(1)	24
0980-02	PHYSICAL EDUCATION 8	SHERLOCK, JOHN	GYM	S1	[T1] TU,TH(1) [T2] MO,WE,FR(1)	23
0980-03	PHYSICAL EDUCATION 8	SHERLOCK, JOHN	GYM	S2	[T3] MO,WE,FR(1) [T4] TU,TH(1)	25
0980-04	PHYSICAL EDUCATION 8	SHERLOCK, JOHN	GYM	S2	[T3] TU,TH(1) [T4] MO,WE,FR(1)	24
0980-05	PHYSICAL EDUCATION 8	SHERLOCK, JOHN	GYM	S1	[T1] MO,WE,FR(8) [T2] TU,TH(8)	23
0980-06	PHYSICAL EDUCATION 8	SHERLOCK, JOHN	GYM	S1	[T1] TU,TH(8) [T2] MO,WE,FR(8)	21
0980-07	PHYSICAL EDUCATION 8	SHERLOCK, JOHN	GYM	S2 S2	[T3] MO,WE,FR(8) [T4] TU,TH(8)	27
0980-08 0980-09	PHYSICAL EDUCATION 8 PHYSICAL EDUCATION 8	SHERLOCK, JOHN GRAHAM, PATRICK	GYM GYM	S2 S1	[T3] TU,TH(8) [T4] MO,WE,FR(8)	24
0980-10	PHYSICAL EDUCATION 8	GRAHAM, PATRICK	GYM	S1	[T1] MO,WE,FR(1) [T2] TU,TH(1) [T1] TU,TH(1) [T2] MO,WE,FR(1)	26
0980-10	PHYSICAL EDUCATION 8	GRAHAM, PATRICK	GYM	S2	[T3] MO,WE,FR(1) [T4] TU,TH(1)	24
0980-11	PHYSICAL EDUCATION 8	GRAHAM, PATRICK	GYM		[T3] TU,TH(1) [T4] MO,WE,FR	24
0980-13	PHYSICAL EDUCATION 8	GRAHAM, PATRICK	GYM	S1	[T1] MO,WE,FR(8) [T2] TU,TH(8)	27
0980-14	PHYSICAL EDUCATION 8	GRAHAM, PATRICK	GYM	S1	[T1] TU,TH(8) [T2] MO,WE,FR(8)	26
0980-15	PHYSICAL EDUCATION 8	GRAHAM, PATRICK	GYM	S2	[T3] MO,WE,FR(8) [T4] TU,TH(8)	25
0980-16	PHYSICAL EDUCATION 8	GRAHAM, PATRICK	GYM	S2	[T3] TU,TH(8) [T4] MO,WE,FR(8)	26
0981-001	PE 8 ENRICHMENT - FITNESS	SHERLOCK, JOHN	GYM	S1	WE,FR(7)	16
0981-002	PE 8 ENRICHMENT - FITNESS	SHERLOCK, JOHN	GYM	S2	WE,FR(7)	19
0981-003	PE 8 ENRICHMENT - FITNESS	GRAHAM, PATRICK	GYM	S1	MO,TH(7)	27
0981-004	PE 8 ENRICHMENT - FITNESS	GRAHAM, PATRICK	GYM	S2	MO,TH(7)	28
0981-005	PE 8 ENRICHMENT - FITNESS	SHERLOCK, JOHN	GYM	S1	WE,FR(6)	23
0981-006	PE 8 ENRICHMENT - FITNESS	SHERLOCK, JOHN	GYM	S2	WE,FR(6)	25
0982-01	PE 8 ENRICHMENT - UNIFIED PE	HILTZ, ERIC	GYM	S1	MO,TH(7)	28
0982-02	PE 8 ENRICHMENT - UNIFIED PE	HILTZ, ERIC	GYM	S2	MO,TH(7)	27
0982-03	PE 8 ENRICHMENT - UNIFIED PE	HILTZ, ERIC	GYM	FY	TH(7)	1
0984-01	HEALTH EDUCATION 8	PARKS, ANGELA	203	S1	[T1] MO,WE,FR(1) [T2] TU,TH(1)	24
0984-02	HEALTH EDUCATION 8	PARKS, ANGELA	203	S1	[T1] TU,TH(1) [T2] MO,WE,FR(1)	24
0984-03	HEALTH EDUCATION 8	PARKS, ANGELA	203	S2	[T3] MO,WE,FR(1) [T4] TU,TH(1)	24
0984-04	HEALTH EDUCATION 8	GERMAIN, TRACEY	131	S1	[T1] MO,WE,FR(1) [T2] TU,TH(1)	25
0984-05	HEALTH EDUCATION 8	GERMAIN, TRACEY	131	S1	[T1] TU,TH(1) [T2] MO,WE,FR(1)	23
0984-06	HEALTH EDUCATION 8	GERMAIN, TRACEY	131	S2	[T3] MO,WE,FR(1) [T4] TU,TH(1)	24
0984-07	HEALTH EDUCATION 8	GERMAIN, TRACEY	131	S2	[T3] TU,TH(1) [T4] MO,WE,FR(1)	26
0984-08	HEALTH EDUCATION 8	GERMAIN, TRACEY	131	S1	[T1] TU,TH(8) [T2] MO,WE,FR(8)	27
0984-09	HEALTH EDUCATION 8	GERMAIN, TRACEY	131	S1	[T1] MO,WE,FR(8) [T2] TU,TH(8)	22
0984-10 0984-11	HEALTH EDUCATION 8 HEALTH EDUCATION 8	GERMAIN, TRACEY GERMAIN, TRACEY	131 131	S2 S2	[T3] TU,TH(8) [T4] MO,WE,FR(8) [T3] MO,WE,FR(8) [T4] TU,TH(8)	26 25

0984-12	HEALTH EDUCATION 8	PARKS, ANGELA	203	S2	[T3] TU,TH(1) [T4] MO,WE,FR(1)	23
0984-13	HEALTH EDUCATION 8	PARKS, ANGELA	203	S1	[T1] MO,WE,FR(8) [T2] TU,TH(8)	25
0984-14	HEALTH EDUCATION 8	PARKS, ANGELA	203	S1	[T1] TU,TH(8) [T2] MO,WE,FR(8)	23
0984-15	HEALTH EDUCATION 8	PARKS, ANGELA	203	S2	[T3] MO,WE,FR(8) [T4] TU,TH(8)	25
0984-16	HEALTH EDUCATION 8	PARKS, ANGELA	203	S2	[T3] TU,TH(8) [T4] MO,WE,FR(8)	26
0985-001	HEALTH 8 ENRICHMENT - LIFE HACKS	PARKS, ANGELA	203	S1	WE,FR(7)	24
0985-002	HEALTH 8 ENRICHMENT - LIFE HACKS	PARKS, ANGELA	203	S2	WE,FR(7)	26
0985-005	HEALTH 8 ENRICHMENT - LIFE HACKS	PARKS, ANGELA	203	S1	WE,FR(6)	25
0985-006	HEALTH 8 ENRICHMENT - LIFE HACKS	PARKS, ANGELA	203	S2	WE,FR(6)	25
0986-01	HEALTH 8 ENRICHMENT - WELLNESS	GERMAIN, TRACEY	131	S1	MO,TH(7)	26
0986-02	HEALTH 8 ENRICHMENT - WELLNESS	GERMAIN, TRACEY	131 LIB	S2 S1	MO,TH(7) MO,TH(5)	28 17
1171-001 1171-002	LIBRARY 7 ENRICHMENT - DIGITAL CITIZENSHIP LIBRARY 7 ENRICHMENT - DIGITAL CITIZENSHIP	TBA, READING TBA, READING	LIB	S2	MO,TH(5)	19
1171-002	LIBRARY 7 ENRICHMENT - DIGITAL CITIZENSHIP	TBA, READING	LIB	S1	WE,FR(4)	23
1171-004	LIBRARY 7 ENRICHMENT - DIGITAL CITIZENSHIP	TBA, READING	LIB	S2	WE,FR(4)	19
1181-001	LIBRARY 8 ENRICHMENT	TBA, READING	LIB	S1	MO,TH(7)	27
1181-002	LIBRARY 8 ENRICHMENT	TBA, READING	LIB	S2	MO,TH(7)	28
1371-001	ORCHESTRA 7	MILLER, LUCAS	124	FY	MO,TH(5)	25
1371-002	ORCHESTRA 7	MILLER, LUCAS	124	FY	WE,FR(4)	56
1371-03	ORCHESTRA 7	MILLER, LUCAS	124	FY	MO,TH(4)	30
1381-001	ORCHESTRA 8	MILLER, LUCAS	124	FY	WE,FR(7)	22
1381-002	ORCHESTRA 8	MILLER, LUCAS	124	FY	MO,TH(7)	39
1381-03	ORCHESTRA 8	MILLER, LUCAS	124	FY	WE,FR(6)	15
1471-001	BAND 7	DESTEFANO, VINCENT	125	FY	MO,TH(5)	35
1471-002	BAND 7	DESTEFANO, VINCENT	125	FY	WE,FR(4)	75
1471-03	BAND 7	DESTEFANO, VINCENT	125	FY	MO,TH(4)	37
1481-001	BAND 8	DESTEFANO, VINCENT	125	FY	WE,FR(7)	24
1481-002 1481-03	BAND 8 BAND 8	DESTEFANO, VINCENT DESTEFANO, VINCENT	125 125	FY FY	MO,TH(7)	42 17
1571-001	CHORUS 7	RICHARDSON, JODI	127	FY	WE,FR(6) MO,TH(5)	37
1571-002	CHORUS 7	RICHARDSON, JODI	127	FY	WE,FR(4)	89
1571-03	CHORUS 7	RICHARDSON, JODI	126	FY	MO,TH(4)	47
1581-001	CHORUS 8	RICHARDSON, JODI	127	FY	WE,FR(7)	35
1581-002	CHORUS 8	RICHARDSON, JODI	127	FY	MO,TH(7)	69
1581-03	CHORUS 8	RICHARDSON, JODI	126	FY	WE,FR(6)	35
1771-01	INTRODUCTORY FRENCH	EL-HADDAD, RIMA	201	FY	MO(1) TU(2) WE(5) TH(6) FR(8)	19
1771-02	INTRODUCTORY FRENCH	EL-HADDAD, RIMA	201	FY	MO(2) TU(5) WE(6) TH(8) FR(1)	19
1771-05	INTRODUCTORY FRENCH	EL-HADDAD, RIMA	201	FY	MO(5) TU(7) WE(8) TH(1) FR(3)	25
1771-06	INTRODUCTORY FRENCH	EL-HADDAD, RIMA	201	FY	MO(8) TU(1) WE(3) TH(5) FR(7)	20
1781-01	FRENCH 8	KANTOR, MICHAEL	134	FY	MO(2) TU(3) WE(4) TH(6) FR(8)	20
1781-02	FRENCH 8	KANTOR, MICHAEL	134	FY	MO(3) TU(4) WE(6) TH(8) FR(2)	19
1781-05	FRENCH 8	KANTOR, MICHAEL	134	FY	MO(6) TU(1) WE(2) TH(3) FR(5)	18
1781-06	FRENCH 8	KANTOR, MICHAEL	134	FY	MO(1) TU(2) WE(3) TH(5) FR(7)	18
1871-01 1871-02	INTRODUCTORY SPANISH INTRODUCTORY SPANISH	DRAGOUMANOS, ELIZABETH	204 204	FY FY	MO(4) TU(6) WE(8) TH(1) FR(2)	25 25
1871-02	INTRODUCTORY SPANISH	DRAGOUMANOS, ELIZABETH DRAGOUMANOS, ELIZABETH	204	_	MO(6) TU(8) WE(1) TH(2) FR(5) MO(8) TU(1) WE(2) TH(4) FR(6)	26
1871-04	INTRODUCTORY SPANISH	DRAGOUMANOS, ELIZABETH	204	FY	MO(1) TU(2) WE(5) TH(6) FR(8)	24
1871-05	INTRODUCTORY SPANISH	DRAGOUMANOS, ELIZABETH	204	FY	MO(2) TU(5) WE(6) TH(8) FR(1)	23
1871-06	INTRODUCTORY SPANISH	BOUCHER, MARC	205	FY	MO(1) TU(3) WE(5) TH(7) FR(8)	27
1871-07	INTRODUCTORY SPANISH	BOUCHER, MARC	205	FY	MO(3) TU(5) WE(7) TH(8) FR(1)	27
1871-08	INTRODUCTORY SPANISH	BOUCHER, MARC	205	FY	MO(5) TU(7) WE(8) TH(1) FR(3)	26
1871-09	INTRODUCTORY SPANISH	BOUCHER, MARC	205	FY	MO(7) TU(8) WE(1) TH(3) FR(5)	27
1871-10	INTRODUCTORY SPANISH	BOUCHER, MARC	205	FY	MO(8) TU(1) WE(3) TH(5) FR(7)	26
1871-11	INTRODUCTORY SPANISH	EL-HADDAD, RIMA	201	FY	MO(6) TU(8) WE(1) TH(2) FR(5)	24
1881-01	SPANISH 8	EPSTEIN, SHELLEY	132	FY	MO(2) TU(3) WE(4) TH(6) FR(8)	19
1881-02	SPANISH 8	EPSTEIN, SHELLEY	132	FY	MO(3) TU(4) WE(6) TH(8) FR(2)	24
1881-03	SPANISH 8	EPSTEIN, SHELLEY	132	FY	MO(4) TU(6) WE(8) TH(2) FR(3)	21
1881-04	SPANISH 8	EPSTEIN, SHELLEY	132	FY	MO(6) TU(8) WE(2) TH(3) FR(4)	25
1881-05	SPANISH 8	EPSTEIN, SHELLEY	132	FY FY	MO(8) TU(2) WE(3) TH(4) FR(6)	21
1881-06	SPANISH 8	MULROONEY, MATTHEW	133	_	MO(1) TU(2) WE(3) TH(5) FR(7)	28
1881-07 1881-08	SPANISH 8 SPANISH 8	MULROONEY, MATTHEW MULROONEY, MATTHEW	133 133	FY FY	MO(2) TU(3) WE(5) TH(6) FR(1) MO(3) TU(5) WE(7) TH(1) FR(2)	28 26
1881-08	SPANISH 8	MULROONEY, MATTHEW MULROONEY, MATTHEW	133	FY	MO(3) TU(5) WE(7) TH(1) FR(2) MO(5) TU(6) WE(1) TH(2) FR(3)	28
1881-10	SPANISH 8	MULROONEY, MATTHEW	133	FY	MO(6) TU(1) WE(2) TH(3) FR(5)	30
1881-11	SPANISH 8	KANTOR, MICHAEL	134	FY	MO(4) TU(6) WE(8) TH(2) FR(3)	23
2071-001	SEL/WIN 7	MACKLER, HAYLEY	113	FY	TU(4)	23
2071-002	SEL/WIN 7	JOHNSON, TAYLOR	232	FY	TU(4)	21
2071-003	SEL/WIN 7	SUCHECKI, ERIN	111	FY	TU(4)	15
2071-004	SEL/WIN 7	WARNOCK, JAKE	230	FY	TU(4)	17
2071-005	SEL/WIN 7	JEAN, ASHLEY	231	FY	TU(4)	16

2071-007			1	1	I	-
1	SEL/WIN 7	JOHNSTONE, JORDAN	101	FY	TU(4)	18
2071-008 2071-009	SEL/WIN 7	ROYER, MICHAEL	107 204	FY FY	TU(4)	16 22
2071-009	SEL/WIN 7 SEL/WIN 7	DRAGOUMANOS, ELIZABETH HESLIN, JACKELYN	204	FY	TU(4) TU(4)	22
2071-010	SEL/WIN 7	ROBINSON, JESSICA	213	FY	TU(4)	22
2071-011	SEL/WIN 7	KISH, SHEILA	208	FY	TU(4)	22
2071-013	SEL/WIN 7	ERIKSEN, TAYLOR	211	FY	TU(4)	22
2071-014	SEL/WIN 7	BRIAND, KIMBERLY	209	FY	TU(4)	22
2071-015	SEL/WIN 7	DELORGE, JUSTIN	212	FY	TU(4)	22
2071-016	SEL/WIN 7	SHEEHAN, SIOBHAN	102	FY	TU(4)	25
2071-017	SEL/WIN 7	CARTER, ERIKA	130	FY	TU(4)	21
2071-018	SEL/WIN 7	BOUCHER, MARC	205	FY	TU(4)	21
2071-19	SEL/WIN 7	EL-HADDAD, RIMA	201	FY	TU(4)	23
2071-20	SEL/WIN 7	ISAACS, KELLY	233	FY	TU(4)	5
2071-21	SEL/WIN 7	THORP-DUSSOURD, KAREN	220	FY	TU(4)	8
2071-22	SEL/WIN 7	CASABURRI, FAYE	230A	FY	TU(4)	1
2071-23	SEL/WIN 7	VAN DYNE, MAGGIE-MOLLOY	215	FY	TU(4)	5
2071-24	SEL/WIN 7	DEWING, MELISSA	115 206	FY FY	TU(4)	2 19
2081-001 2081-002	SEL/WIN 8 SEL/WIN 8	KARACEK, STACEY GALLAGHER, THOMAS	109	FY	TU(7) TU(7)	16
2081-002	SEL/WIN 8	MCCLURE, STEPHEN	214	FY	TU(7)	18
2081-004	SEL/WIN 8	FLEURY, MICHAEL	110	FY	TU(7)	17
2081-005	SEL/WIN 8	CASEY, LAURA	216	FY	TU(7)	21
2081-006	SEL/WIN 8	HALEY, LIAM	114	FY	TU(7)	19
2081-007	SEL/WIN 8	MORTON, LISA	108	FY	TU(7)	18
2081-008	SEL/WIN 8	HILL, KATHERINE	106	FY	TU(7)	19
2081-009	SEL/WIN 8	EPSTEIN, SHELLEY	132	FY	TU(7)	21
2081-010	SEL/WIN 8	HELGASON, CATHERINE	235	FY	TU(7)	24
2081-011	SEL/WIN 8	LUCENTE, KATHRYN	217	FY	TU(7)	20
2081-012	SEL/WIN 8	COURTEMANCHE, KARA	222	FY	TU(7)	22
2081-013	SEL/WIN 8	DENSON, MICHELE	218	FY	TU(7)	22
2081-014	SEL/WIN 8	MCAULIFFE, DANIEL	221	FY	TU(7)	21
2081-015	SEL/WIN 8	LIVINGSTON, SHAUN	223	FY	TU(7)	23
2081-016	SEL/WIN 8	VORONOV, JULIA	105 103	FY FY	TU(7)	22
2081-017 2081-018	SEL/WIN 8	BONNAR, ROSLYN	133	FY	TU(7) TU(7)	19 23
2081-19	SEL/WIN 8 SEL/WIN 8	MULROONEY, MATTHEW KANTOR, MICHAEL	133	FY	TU(7)	23
2081-19	SEL/WIN 8	BERUBE, BENJAMIN	219	FY	TU(7)	6
2081-21	SEL/WIN 8	FLYNN, ALLYSON	POD 2	FY	TU(7)	1
2081-22	SEL/WIN 8	DEWING, MELISSA	115	FY	TU(7)	3
7670-04	LEARNING CENTER 7	SOUSA, ERIN	135	FY	TU(8) TH(2)	5
7670-05	LEARNING CENTER 7	THORP-DUSSOURD, KAREN	220	FY	TU-WE,FR(4)	3
7670-07	LEARNING CENTER 7	SOUSA, ERIN	135	FY	TU(6) TH(1)	4
7670-09	LEARNING CENTER 7	ISAACS, KELLY	140	FY	MO(8) TU(1) WE(2) TH(4) FR(6)	2
7670-10	LEARNING CENTER 7	ISAACS, KELLY	140	FY	MO,TH(5) WE,FR(4)	0
7670-11	LEARNING CENTER 7	ISAACS, KELLY	140	FY	TU-WE,FR(4)	5
7670-12	LEARNING CENTER 7	ISAACS, KELLY	140	FY	MO,TH(5)	6
7670-14	LEARNING CENTER 7	LYNCH, STEFANIE	210	FY	WE,FR(4)	3
7670-19	LEARNING CENTER 7	THORP-DUSSOURD, KAREN	LIB	FY	MO,TH(5)	6
7670-22	LEARNING CENTER 7	LYNCH, STEFANIE	210	FY	MO-TU,TH(4)	0
7670-27 7670-28	LEARNING CENTER 7 LEARNING CENTER 7	THORP-DUSSOURD, KAREN THORP-DUSSOURD, KAREN	220 220	FY	TU(4) WE,FR(4)	2
7670-38	LEARNING CENTER 7	VAN DYNE, MAGGIE-MOLLOY	215	FY FY	TU(4)	2
7670-38	LEARNING CENTER 7	VAN DYNE, MAGGIE-MOLLOY	215	FY	MO-TU,TH(4)	4
7670-40	LEARNING CENTER 7	VAN DYNE, MAGGIE-MOLLOY	215	FY	WE,FR(4)	5
7670-41	LEARNING CENTER 7	VAN DYNE, MAGGIE-MOLLOY	215	FY	MO,TH(4)	4
7670-46	LEARNING CENTER 7	SILVA, GENNA		FY	MO,WE,FR(6)	0
7670-47	LEARNING CENTER 7	LYNCH, STEFANIE	210	FY	TU(4)	0
7670-49	LEARNING CENTER 7	THORP-DUSSOURD, KAREN		FY	MO(8) TU(1) WE(2) TH(4) FR(6)	4
7670-50	LEARNING CENTER 7	THORP-DUSSOURD, KAREN		FY	MO,TH(5) TU(4)	1
7670-51	LEARNING CENTER 7	LYNCH, STEFANIE	210	FY	MO,TH(4)	3
7670-52	LEARNING CENTER 7	DEWING, MELISSA	115	FY	MO-FR(2)	1
7670-53	LEARNING CENTER 7	DEWING, MELISSA	115	FY	TU,TH(8)	1
7670-54	LEARNING CENTER 7	LYNCH, STEFANIE	210	FY	MO(3) TU(5) WE(7) TH(8) FR(1)	7
7670-55	LEARNING CENTER 7	LYNCH, STEFANIE	210	FY	WE(4)	0
	LEARNING CENTER 7	THORP-DUSSOURD, KAREN	223	FY	TU(4) TH(5)	1
7670-56		ITHORD DUCCOURD KAREN	220	FY	LN4C3/O) TLL/C) \M/C/C) TLL/O) CD/4)	4
7670-56 7672-01	ELA 7	THORP-DUSSOURD, KAREN		+	MO(2) TU(5) WE(6) TH(8) FR(1)	_
7670-56 7672-01 7672-03	ELA 7	VAN DYNE, MAGGIE-MOLLOY	215	FY	MO(3) TU(5) WE(7) TH(8) FR(1)	5
7670-56 7672-01	1			+		_

7673-04	MATH 7	SOUSA, ERIN	135	FY	MO(8) TH(4) (ME(2) TH(4) ED(6)	0
7673-04	MATH 7	ISAACS, KELLY	233	FY	MO(8) TU(1) WE(2) TH(4) FR(6) MO(4) TU(6) WE(8) TH(1) FR(2)	7
7682-01	ELA 8	EGAN, ASHLEY	104	FY	MO(2) TU(3) WE(4) TH(6) FR(8)	10
7682-02	ELA 8	BERUBE, BENJAMIN	219	FY	MO(1) TU(2) WE(3) TH(5) FR(7)	0
7682-03	ELA 8	FLYNN, ALLYSON		FY	MO(4) TU(6) WE(8) TH(2) FR(3)	7
7683-01	MATH 8	EGAN, ASHLEY	104	FY	MO(3) TU(4) WE(6) TH(8) FR(2)	8
7771-08	READING 7	CASABURRI, FAYE	230A	FY	MO-FR(4)	0
7771-13	READING 7	CASABURRI, FAYE	230A	FY	MO,TH(4)	5
7771-14	READING 7	CASABURRI, FAYE	230A	FY	WE,FR(4)	3
7771-17	READING 7	CASABURRI, FAYE	230A	FY	MO-TU,TH(4)	0
7771-18	READING 7	CASABURRI, FAYE	230A	FY	TU(4)	1
7771-19	READING 7	SOUSA, ERIN	135	FY	MO(4) WE(8) FR(2)	4
7771-20	READING 7	SOUSA, ERIN	135	FY	MO(6) WE(1) FR(5)	5
7771-21	READING 7	CASABURRI, FAYE	230A	FY	MO(3) TU(5) WE(7) TH(8) FR(1)	7
7771-22	READING 7	CASABURRI, FAYE	230A	FY	FR(4)	1
7781-04	READING 8	CASABURRI, FAYE	230A	FY	WE,FR(6)	2
7781-06	READING 8	CASABURRI, FAYE	230A	FY	MO,TH(7)	3
7781-07	READING 8	CASABURRI, FAYE	230A	FY	TH(1) FR(2)	2
7781-08	READING 8	CASABURRI, FAYE	230A	FY	MO(8) TU(2)	1
7781-09	READING 8	CASABURRI, FAYE	230A	FY	MO(8) TU(2) WE(3)	1
7781-10	READING 8	CASABURRI, FAYE	230A	FY	WE(8) TH(2)	1
7781-11	READING 8	CASABURRI, FAYE	230A	FY	WE(8) TH(2) FR(3)	1
7881-01	SPEECH 7	TESTA, CYNTHIA	117	FY	TU(7)	0
7881-02	SPEECH 7	TESTA, CYNTHIA	117	FY	WE(7)	0
7881-03	SPEECH 7	TESTA, CYNTHIA	117	FY	TH(7)	0
7881-04	SPEECH 7	TESTA, CYNTHIA	117	FY	FR(7)	0
7881-05	SPEECH 7	TESTA, CYNTHIA	117	FY	MO(7)	0
7881-06	SPEECH 7	TESTA, CYNTHIA	117 117	FY	TH(5)	0
7881-07	SPEECH 7	LALLY, ERIN	-	FY FY	MO-TU(1)	0
7881-08	SPEECH 7	TESTA, CYNTHIA	117	FY	TU(5)	0
7881-09 7881-10	SPEECH 7 SPEECH 7	TESTA, CYNTHIA TESTA, CYNTHIA	117 117	FY	WE(5) WE(5)	0
7881-11	SPEECH 7	TESTA, CYNTHIA	117	FY	MO,TH(8)	0
7881-12	SPEECH 7	TESTA, CYNTHIA	117	FY	MO,WE(8)	0
7881-13	SPEECH 7	LALLY, ERIN	117	FY	TH(8)	0
7881-14	SPEECH 7	LALLY, ERIN	117	FY	MO(8)	0
7881-15	SPEECH 7	LALLY, ERIN	117	FY	TH(6,8)	0
7881-16	SPEECH 7	LALLY, ERIN	117	FY	MO,FR(3)	0
7881-17	SPEECH 7			FY	FR(6)	0
8076-01	ALT. STUDY SKILLS 7	MACGREGOR, CAITLYN	140	FY	MO(2) TU(4) WE(6) TH(8) FR(1)	0
8076-02	ALT. STUDY SKILLS 7	MACGREGOR, CAITLYN	140	FY	MO(6) TU(8) WE(1) TH(2) FR(5)	4
8076-03	ALT. STUDY SKILLS 7	MACGREGOR, CAITLYN	140	FY	TU(5) TH(8)	1
8076-04	ALT. STUDY SKILLS 7	,	117	FY	MO-FR(6)	0
8076-05	ALT. STUDY SKILLS 7		117	FY	MO,WE,FR(1)	0
8076-06	ALT. STUDY SKILLS 7		117	FY	MO-FR(1)	0
8086-01	ALT. STUDY SKILLS 8	MACGREGOR, CAITLYN	140	FY	MO(3) TU(5) WE(7) TH(1) FR(2)	1
8086-02	ALT. STUDY SKILLS 8	SILVA, GENNA	117	FY	MO-FR(2)	0
8086-03	ALT. STUDY SKILLS 8	SILVA, GENNA	117	FY	MO-FR(4)	0
8086-04	ALT. STUDY SKILLS 8	SILVA, GENNA	117	FY	MO,TH-FR(7)	0
8086-05	ALT. STUDY SKILLS 8	SILVA, GENNA	117	FY	MO(4)	0
8086-06	ALT. STUDY SKILLS 8	MACGREGOR, CAITLYN		FY	MO(5) TU(7) WE(8) TH(1) FR(3)	2
8086-07	ALT. STUDY SKILLS 8	MACGREGOR, CAITLYN		FY	MO(6) TU(8) WE(2) TH(3) FR(4)	1
8773-05	FUNC READING		115	FY	MO(8) TU(1) WE(3) TH(5) FR(7)	0
8773-07	FUNC READING	DEWING, MELISSA	115	FY	MO-FR(4)	3
8773-08	FUNC READING	DEWING, MELISSA	115	FY	MO-FR(8)	2
8773-09	FUNC READING	SILVA, GENNA		FY	MO-FR(4)	0
8773-10	FUNC READING	SILVA, GENNA		FY	MO-FR(5)	0
8773-11	FUNC READING	DEWING, MELISSA		FY	WE(7) FR(5)	1
8774-01	FUNC LANG ARTS	DEIANNO A4511004	115	FY	MO(7) TU(8) WE(1) TH(3) FR(5)	0
8774-05	FUNC LANG ARTS	DEWING, MELISSA	115	FY	MO(2) TU(3) WE(5) TH(7) FR(1)	0
8774-06	FUNC LANG ARTS	DEWING, MELISSA	117	FY	MO-FR(1)	6
8774-07	FUNC LANG ARTS	SILVA, GENNA	117	FY	MO-FR(1)	0
8774-08	FUNC LANG ARTS	DEMINO MELICOA	117	FY	MO-FR(3)	0
8774-09 8775-05	FUNC LANG ARTS	DEWING, MELISSA	115	FY FY	MO-TU,TH(3) WE,FR(1)	1 6
8775-05	COMMUNITY STUDIES	DEWING, MELISSA	115	+	MO-FR(3)	0
8775-06 8775-07	COMMUNITY STUDIES	SILVA, GENNA		FY FY	MO-FR(2) MO-FR(8)	0
8775-07 8775-08	COMMUNITY STUDIES COMMUNITY STUDIES	DEWING, MELISSA		FY	TU,TH(4)	0
8775-08 8776-01	FUNC MATH	SILVA, GENNA DEWING, MELISSA	115	FY	TH-FR(1)	0
8776-01 8776-03	FUNC MATH	DEWING, MELISSA DEWING, MELISSA	115	FY	TU(5)	1
8776-05	FUNC MATH	DEWING, FILLIOOA	115	FY	MO(1) TU(2) WE(4) TH(6) FR(8)	0
0770-00	I ONO PIATE	i	113	LI	1.10(1) 10(2) WE(4) 10(0) FK(8)	U

0770 00	FUNIO MATU	DEMINO MELICOA	447		MO ED(O)	7
8776-06 8776-07	FUNC MATH FUNC MATH	DEWING, MELISSA	117 117	FY FY	MO-FR(2) MO-FR(3)	7
8780-01	FUNC SCI/SOC STUD	SILVA, GENNA DEWING, MELISSA	117	FY	MO-FR(3) MO-TU,TH(6) WE,FR(7)	3
8780-02	FUNC SCI/SOC STUD	DEWING, MELISSA	115	FY	MO(5) TU(7) WE(8) TH(1) FR(3)	0
8780-03	FUNC SCI/SOC STUD	DEWING, MELISSA	117	FY	MO-FR(4)	0
8780-04	FUNC SCI/SOC STUD	DEWING, MELISSA	117	FY	MO-FR(7)	0
8780-05	FUNC SCI/SOC STUD	SILVA, GENNA	117	FY	MO-FR(7)	0
8780-06	FUNC SCI/SOC STUD	SILVA, GENNA	117	FY	MO-FR(8)	0
8780-08	FUNC SCI/SOC STUD	DEWING, MELISSA	115	FY	MO-WE,FR(5)	2
8780-7	FUNC SCI/SOC STUD	DEWING, MELISSA	115	FY	MO(3) TU(5) WE(7) TH(1) FR(2)	0
8888-01	SPEECH 8	TESTA, CYNTHIA	117	FY	FR(5)	0
8888-02	SPEECH 8	TESTA, CYNTHIA	117	FY	MO(6)	0
8888-03	SPEECH 8	TESTA, CYNTHIA	117	FY	MO(6)	0
8888-04	SPEECH 8	TESTA, CYNTHIA	117	FY	TU(6)	0
8888-05	SPEECH 8	LALLY, ERIN	117	FY	MO,TH(8)	0
8888-06	SPEECH 8	LALLY, ERIN	117	FY	MO,WE(8)	0
8888-07	SPEECH 8	TESTA, CYNTHIA	117	FY	MO,TH(8)	0
8888-08	SPEECH 8	TESTA, CYNTHIA	117	FY	MO,WE(8)	0
8888-09	SPEECH 8	TESTA, CYNTHIA	117	FY	TH(8)	0
8888-10	SPEECH 8	TESTA, CYNTHIA	117	FY	MO(5)	0
8888-11	SPEECH 8	LALLY, ERIN	117	FY	TU(7)	0
8888-12	SPEECH 8	LALLY, ERIN	117	FY	TH(4)	0
8888-13	SPEECH 8	LALLY, ERIN	117	FY	MO(4)	0
8888-14	SPEECH 8	LALLY, ERIN	117	FY	FR(5)	0
8888-15	SPEECH 8	LALLY, ERIN	117	FY	MO(7)	0
8888-16	SPEECH 8	LALLY, ERIN	117	FY	TH(8)	0
8995-01	LEARNING CENTER 8	EGAN, ASHLEY	104	FY	MO(8) TU(2) WE(3) TH(4) FR(6)	5
8995-02	LEARNING CENTER 8	GOSLIN, JULIE	224	FY	MO-TU,TH(7)	4
8995-04	LEARNING CENTER 8	BERUBE, BENJAMIN	219	FY	MO-TU,TH(7)	6
8995-05	LEARNING CENTER 8	CARUSO, CHRISTINA	234	FY	MO,TH(7) FR(6)	1
8995-06	LEARNING CENTER 8	GOSLIN, JULIE	224 234	FY FY	MO(4) TU(6) WE(8) TH(2) FR(3)	7
8995-07 8995-11	LEARNING CENTER 8 LEARNING CENTER 8	CARUSO, CHRISTINA BERUBE, BENJAMIN	234	FY	MO(3) TU(5) WE(7) TH(1) FR(2)	0
8995-12	LEARNING CENTER 8	BERUBE, BENJAMIN	219	FY	MO,TH(7) FR(6) MO,TH(7)	4
8995-13	LEARNING CENTER 8	EGAN, ASHLEY	106	FY	MO-TU,TH(7)	2
8995-15	LEARNING CENTER 8	EGAN, ASHLEY	106	FY	MO,TH(7)	4
8995-16	LEARNING CENTER 8	GOSLIN, JULIE	224	FY	WE,FR(7)	3
8995-17	LEARNING CENTER 8	BERUBE, BENJAMIN	219	FY	FR(6)	0
8995-18	LEARNING CENTER 8	CARUSO, CHRISTINA	234	FY	WE,FR(6)	6
8995-21	LEARNING CENTER 8	CARUSO, CHRISTINA	234	FY	MO,TH(7)	5
8995-22	LEARNING CENTER 8	CARUSO, CHRISTINA	234	FY	TU(7)	0
8995-26	LEARNING CENTER 8	BERUBE, BENJAMIN	219	FY	TU(7) WE(6)	0
8995-31	LEARNING CENTER 8	GOSLIN, JULIE	224	FY	MO,TH(7)	2
8995-39	LEARNING CENTER 8	EGAN, ASHLEY	104	FY	WE,FR(7)	2
8995-45	LEARNING CENTER 8	SILVA, GENNA		FY	TU,TH(4)	0
8995-46	LEARNING CENTER 8	SILVA, GENNA		FY	TU,TH(2)	0
8995-47	LEARNING CENTER 8	DEWING, MELISSA		FY	MO(6)	0
8995-48	LEARNING CENTER 8	FLYNN, ALLYSON		FY	MO(6) TU(8) WE(2) TH(3) FR(4)	7
8995-49	LEARNING CENTER 8			FY	WE(7)	1
8995-50	LEARNING CENTER 8			FY	WE,FR(7)	0
8995-51	LEARNING CENTER 8	FLYNN, ALLYSON		FY	MO-TU,TH(7)	1
8995-52	LEARNING CENTER 8	FLYNN, ALLYSON		FY	WE,FR(7)	2
8995-53	LEARNING CENTER 8	FLYNN, ALLYSON		FY	MO,TH(7)	2
8995-54	LEARNING CENTER 8	FLYNN, ALLYSON	101	FY	TU(7)	0
8995-55	LEARNING CENTER 8			FY	WE,FR(6)	9
8995-57	LEARNING CENTER 8	DDAZII KATULEEN	DOD 0	FY	TU(7)	1
9077-01	ELL 7	BRAZIL, KATHLEEN	POD 3	FY	MO(3) TU(5) WE(7) TH(8) FR	2
9077-02	ELL 7	BRAZIL, KATHLEEN	POD 3	FY	MO,TH(4)	0
9077-03 9077-04	ELL 7	BRAZIL, KATHLEEN	POD 3 POD 3	FY FY	WE,FR(4)	0
9077-04	ELL 7	BRAZIL, KATHLEEN BRAZIL, KATHLEEN	POD 3	FY	WE,FR(7) TU,TH(5)	0
9077-05	ELL 7	BRAZIL, KATHLEEN BRAZIL, KATHLEEN	POD 3	FY	TU-WE(3)	0
9077-06	ELL 7	BRAZIL, KATHLEEN BRAZIL, KATHLEEN	POD 3	FY	MO,TH(2)	3
9077-08	ELL7	BRAZIL, KATHLEEN	POD 3	FY	TU,FR(2)	3
9088-01	ELL 8	BRAZIL, KATHLEEN	POD 3	FY	MO,TH(7)	4
9088-02	ELL 8	BRAZIL, KATHLEEN	POD 3	FY	WE(8)	0
9088-03	ELL 8	BRAZIL, KATHLEEN	POD 3	FY	MO(3) TU(5) WE(7) TH(8) FR(1)	0
9088-04	ELL 8	BRAZIL, KATHLEEN	POD 3	FY	WE,FR(6)	4
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Chelmsford Pub	olic Schools	Maste	erSchedule			Chelmsford High School	l L
						11/29/2	:5
Course	Description	Level	Teacher	Room	Term	Schedule	_
					-		Ttl
00459-001	APPLIED ENGLISH & COMMUNICATION		MIKUS, KELLEY	D212	FY	1-7(A-G)	16
00513-001	ENGLISH 9 H		CARPENITO, SAMUEL	W340	FY	1(E) 3(B) 4(D) 6(A) 7(C)	27
00513-002	ENGLISH 9 H		SHEEHAN, JUDITH	E302	FY	1(B) 2(D) 4(A) 5(C) 6(E)	26
00513-003	ENGLISH 9 H		SHEEHAN, JUDITH	E302	FY	2(A) 3(C) 4(E) 6(B) 7(D)	26
00513-004	ENGLISH 9 H		ABOELSAAD, DAWN	H235	FY	1(A) 2(C) 3(E) 5(B) 6(D)	26
00513-005	ENGLISH 9 H		ABOELSAAD, DAWN	H235	FY	2(B) 3(D) 5(A) 6(C) 7(E)	19
00523-001	ENGLISH 9 CP		PARSONS, RYAN	E315	FY	2(A) 3(C) 4(E) 6(B) 7(D)	24
00523-002	ENGLISH 9 CP		PARSONS, RYAN PARSONS. RYAN	E315	FY	1(D) 3(A) 4(C) 5(E) 7(B)	2
00523-003 00523-004CT	ENGLISH 9 CP	_		E315 H238	FY FY	1(A) 2(C) 3(E) 5(B) 6(D)	2
	ENGLISH 9 CP		FARRELL, COURTNEY; CARPENITO, KRISTINA	+	1	1(E) 3(B) 4(D) 6(A) 7(C)	_
00523-005CT	ENGLISH 9 CP		ROGERS, KATELYN; CARPENITO, KRISTINA	H238	FY	1(D) 3(A) 4(C) 5(E) 7(B)	24
00523-006	ENGLISH 9 CP		ABOELSAAD, DAWN	H235	FY	1(E) 3(B) 4(D) 6(A) 7(C)	2:
00523-007	ENGLISH 9 CP		KAVERUD, KRISTINA	H236	FY	1(A) 2(C) 3(E) 5(B) 6(D)	2
00523-008	ENGLISH 9 CP		KAVERUD, KRISTINA	H236 E310	FY FY	1(B) 2(D) 4(A) 5(C) 6(E)	1:
00523-009 00523-010	ENGLISH 9 CP		REGAN, SUSAN REGAN, SUSAN	E310	FY	2(B) 3(D) 5(A) 6(C) 7(E) 2(A) 3(C) 4(E) 6(B) 7(D)	2
00523-010	ENGLISH 9 CP		PARSONS, RYAN	E310	1	1(B) 2(D) 4(A) 5(C) 6(E)	18
				+	FY		2
02013-001	ENGLISH 10 H		CARPENITO, KRISTINA CARPENITO, KRISTINA	H238 H238	FY FY	1(B) 2(D) 4(A) 5(C) 6(E)	2
02013-002 02013-003	ENGLISH 10 H ENGLISH 10 H		PARATO, LISA	W339	FY	1(A) 2(C) 3(E) 5(B) 6(D) 2(B) 3(D) 5(A) 6(C) 7(E)	2
02013-003	ENGLISH 10 H		SHEA, MICHAEL	W338	FY	1(D) 3(A) 4(C) 5(E) 7(B)	20
02013-004	ENGLISH 10 H		SHEA, MICHAEL	W338	FY	1(E) 3(B) 4(D) 6(A) 7(C)	24
02013-005	ENGLISH 10 H		REGAN, SUSAN	E310	FY	1(B) 2(D) 4(A) 5(C) 6(E)	2:
02013-000	ENGLISH 10 H		CARPENITO, KRISTINA	H238	FY	2(B) 3(D) 5(A) 6(C) 7(E)	2
02023-001	ENGLISH 10 CP		SHEA, MICHAEL	W338	FY		2:
02023-002	ENGLISH 10 CP		CARPENITO, SAMUEL	W340	FY	1(B) 2(D) 4(A) 5(C) 6(E) 2(A) 3(C) 4(E) 6(B) 7(D)	2
02023-003	ENGLISH 10 CP		CARPENITO, SAMUEL	W340	FY	1(D) 3(A) 4(C) 5(E) 7(B)	2
02023-004	ENGLISH 10 CP		REGAN, SUSAN	E310	FY	1(D) 3(A) 4(C) 5(E) 7(B)	20
02023-005	ENGLISH 10 CP		REGAN, SUSAN	E310	FY	1(C) 2(E) 4(B) 5(D) 7(A)	20
02023-000 02023-007CT	ENGLISH 10 CP		PARATO, LISA; DOHERTY, JOHN	W339	FY	2(A) 3(C) 4(E) 6(B) 7(D)	2
02023-007CT 02023-008CT	ENGLISH 10 CP		DOHERTY, JOHN; PARATO, LISA	W339	FY	1(A) 2(C) 3(E) 5(B) 6(D)	20
03013-001	MODERN AMERICAN LITERATURE H		KAVERUD, KRISTINA	H236	FY	1(D) 3(A) 4(C) 5(E) 7(B)	24
03013-001	MODERN AMERICAN LITERATURE H		KAVERUD, KRISTINA	H236	FY	1(E) 3(B) 4(D) 6(A) 7(C)	2
03043-001	DE MODERN AMERICAN LITERATURE CP		COURTEMANCHE, STEVEN	D203	FY	1(A) 2(C) 3(E) 5(B) 6(D)	18
03043-002	DE MODERN AMERICAN LITERATURE CP		BARTOS, MATTHEW	D211	FY	2(B) 3(D) 5(A) 6(C) 7(E)	24
03043-003	DE MODERN AMERICAN LITERATURE CP		COURTEMANCHE, STEVEN	D203	FY	1(D) 3(A) 4(C) 5(E) 7(B)	20
03043-004	DE MODERN AMERICAN LITERATURE CP		BEIMLER, JACK	E312	FY	1(B) 2(D) 4(A) 5(C) 6(E)	2
03043-005	DE MODERN AMERICAN LITERATURE CP		BEIMLER, JACK	E312	FY	1(A) 2(C) 3(E) 5(B) 6(D)	10
03043-006	DE MODERN AMERICAN LITERATURE CP		SHEEHAN, JUDITH	E302	FY	1(E) 3(B) 4(D) 6(A) 7(C)	26
03043-007	DE MODERN AMERICAN LITERATURE CP		SHEEHAN, JUDITH	E302	FY	2(B) 3(D) 5(A) 6(C) 7(E)	2:
03043-008	DE MODERN AMERICAN LITERATURE CP		SHEEHAN, JUDITH	E302		1(C) 2(E) 4(B) 5(D) 7(A)	22
03043-009	DE MODERN AMERICAN LITERATURE CP		DUPREWILSON, LAURA	H239	FY	1(B) 2(D) 4(A) 5(C) 6(E)	2
03043-010	DE MODERN AMERICAN LITERATURE CP		DUPREWILSON, LAURA	H239	FY	1(A) 2(C) 3(E) 5(B) 6(D)	17
04013-001	AP ENGLISH LANGUAGE AND COMPOSITION	AP -	BARTOS, MATTHEW	D211	FY	2(A) 3(C) 4(E) 6(B) 7(D)	22
04013-002	AP ENGLISH LANGUAGE AND COMPOSITION	AP	BARTOS, MATTHEW	D211	FY	1(C) 2(E) 4(B) 5(D) 7(A)	2
04013-003	AP ENGLISH LANGUAGE AND COMPOSITION	AP	SHEA, MICHAEL	W338	FY	1(A) 2(C) 3(E) 5(B) 6(D)	1
04013-004	AP ENGLISH LANGUAGE AND	AP	SHEA, MICHAEL	W338	FY	2(B) 3(D) 5(A) 6(C) 7(E)	2
05013-001	AP ENGLISH 12 - LITERATURE AND COMPOSITION	AP	CARPENITO, SAMUEL	W340	FY	1(A) 2(C) 3(E) 5(B) 6(D)	19
05013-002	AP ENGLISH 12 - LITERATURE AND COMPOSITION	AP	CARPENITO, SAMUEL	W340	FY	1(B) 2(D) 4(A) 5(C) 6(E)	2:
05013-003	AP ENGLISH 12 - LITERATURE AND COMPOSITION	AP	COURTEMANCHE, STEVEN	D203	FY	2(B) 3(D) 5(A) 6(C) 7(E)	1
05013-004	AP ENGLISH 12 - LITERATURE AND COMPOSITION	AP	COURTEMANCHE, STEVEN	D203	FY	2(A) 3(C) 4(E) 6(B) 7(D)	2
05023-001	MODERN WORLD LITERATURE CP	2	PARATO, LISA	W339	FY	1(C) 2(E) 4(B) 5(D) 7(A)	2
05023-002	MODERN WORLD LITERATURE CP	2	PARATO, LISA	W339	FY	1(D) 3(A) 4(C) 5(E) 7(B)	1
05023-003	MODERN WORLD LITERATURE CP		ABOELSAAD, DAWN	H235	FY	1(C) 2(E) 4(B) 5(D) 7(A)	2
05023-004	MODERN WORLD LITERATURE CP		ABOELSAAD, DAWN	H235	FY	1(D) 3(A) 4(C) 5(E) 7(B)	1
05043-001	DE MODERN WORLD LITERATURE CP	2	VARGA, ERIK	H234	FY	2(B) 3(D) 5(A) 6(C) 7(E)	2
05043-002	DE MODERN WORLD LITERATURE CP		VARGA, ERIK	H234	FY	1(C) 2(E) 4(B) 5(D) 7(A)	2
05043-003	DE MODERN WORLD LITERATURE CP		VARGA, ERIK	H234	FY	2(A) 3(C) 4(E) 6(B) 7(D)	2
05043-004	DE MODERN WORLD LITERATURE CP		VARGA, ERIK	H234	FY	1(D) 3(A) 4(C) 5(E) 7(B)	2
05043-005	DE MODERN WORLD LITERATURE CP		VARGA, ERIK	H234	FY	1(A) 2(C) 3(E) 5(B) 6(D)	2
05043-006	DE MODERN WORLD LITERATURE CP		DUPREWILSON, LAURA	H239	FY	1(D) 3(A) 4(C) 5(E) 7(B)	2
05043-007	DE MODERN WORLD LITERATURE CP		DUPREWILSON, LAURA	H239	FY	2(B) 3(D) 5(A) 6(C) 7(E)	2
06113-001	AP SEMINAR	AP	BARTOS, MATTHEW	D211	FY	1(D) 3(A) 4(C) 5(E) 7(B)	2
06113-002	AP SEMINAR	AP	BARTOS, MATTHEW	D211	FY	1(A) 2(C) 3(E) 5(B) 6(D)	2:
06224-001	CP AFTER LIFE: HEAVEN, HELL, AND WORLD RELIGIONS		KAVERUD, KRISTINA	H236	S2	2(B) 3(D) 5(A) 6(C) 7(E)	1
	DE JOURNALISM CP		KAVERUD, KRISTINA	H236	S1	2(B) 3(D) 5(A) 6(C) 7(E)	23

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07065-001	YEARBOOK		MERRILL, CONNOR; AYLWARD, JAMES	D207		1(B) 2(D) 4(A) 5(C) 6(E)	3
07065-002	YEARBOOK		MERRILL, CONNOR; AYLWARD, JAMES	YEARBOOK	FY	1(E) 3(B) 4(D) 6(A) 7(C)	0
07065-003	YEARBOOK	0	MERRILL, CONNOR; AYLWARD, JAMES	YEARBOOK	S1	1(E) 3(B) 4(D) 6(A) 7(C)	1
07065-004	YEARBOOK	0	AYLWARD, JAMES; MERRILL,	YEARBO	S2	1(C) 2(E) 4(B) 5(D) 7(A)	1
07141-001	DE WRITING FOR COLLEGE CP	2	COURTEMANCHE, STEVEN	D203	S1	1(C) 2(E) 4(B) 5(D) 7(A)	24
07141-002	DE WRITING FOR COLLEGE CP	2	DUPREWILSON, LAURA	H239	S1	1(E) 3(B) 4(D) 6(A) 7(C)	24
07304-001	WRITING FOR HIGH SCHOOL	0	PARSONS, RYAN	E315	S1	1(E) 3(B) 4(D) 6(A) 7(C)	9
07304-002	WRITING FOR HIGH SCHOOL	0	PARSONS, RYAN	E315	S2	1(E) 3(B) 4(D) 6(A) 7(C)	8
07624-001	CREATIVE WRITING CP	2	DUPREWILSON, LAURA	H239	S2	1(E) 3(B) 4(D) 6(A) 7(C)	26
07704-001	PUBLIC SPEAKING CP		COURTEMANCHE, STEVEN	D203	S2	1(C) 2(E) 4(B) 5(D) 7(A)	25
08404-001	READING SKILLS AND STRATEGIES		SMITH, MARIAN	H241	S1	1(A) 2(C) 3(E) 5(B) 6(D)	15
08404-002	READING SKILLS AND STRATEGIES		SMITH, MARIAN	H241	S2	1(A) 2(C) 3(E) 5(B) 6(D)	15
08804-001	READING FOR HIGH SCHOOL			H241	S1		9
			SMITH, MARIAN			1(E) 3(B) 4(D) 6(A) 7(C)	_
08804-002	READING FOR HIGH SCHOOL		SMITH, MARIAN	H241	S2	1(E) 3(B) 4(D) 6(A) 7(C)	10
12213-001	ALGEBRA 1 H		ROBERTS, PATRICIA	W336	FY	2(B) 3(D) 5(A) 6(C) 7(E)	20
12223-001	ALGEBRA 1 CP		DANIELS, ADAM	E306	FY	2(B) 3(D) 5(A) 6(C) 7(E)	24
12223-002	ALGEBRA 1 CP	2	DANIELS, ADAM	E306	FY	1(A) 2(C) 3(E) 5(B) 6(D)	26
12223-003	ALGEBRA 1 CP		ROBILLARD, SCOTT	E301	FY	1(D) 3(A) 4(C) 5(E) 7(B)	25
12223-004	ALGEBRA 1 CP	2	ROBILLARD, SCOTT	E301	FY	1(C) 2(E) 4(B) 5(D) 7(A)	23
12223-005	ALGEBRA 1 CP	2	ROBILLARD, SCOTT	E301	FY	1(B) 2(D) 4(A) 5(C) 6(E)	20
12223-006	ALGEBRA 1 CP	2	ROBERTS, PATRICIA	W336	FY	1(E) 3(B) 4(D) 6(A) 7(C)	26
12223-007	ALGEBRA 1 CP		ROBERTS, PATRICIA	W336	FY	1(D) 3(A) 4(C) 5(E) 7(B)	24
12233-001	ALGEBRA 1 CP2		SHEPPARD, LINDSEY	E304	FY	1(B) 2(D) 4(A) 5(C) 6(E)	20
12233-002	ALGEBRA 1 CP2		SHEPPARD, LINDSEY	E304	FY	1(E) 3(B) 4(D) 6(A) 7(C)	16
12233-002	ALGEBRA 1 CP2		SHEPPARD, LINDSEY	E304	FY	2(A) 3(C) 4(E) 6(B) 7(D)	16
12233-003 12233-004CT	ALGEBRA 1 CP2		CAFARELLI, JOHN; MARSHALL, ERIN	E305	FY	. , . , . , . , . ,	20
12233-004CT	ALGEBRA 1 CP2		SOARES, SHEALAGH; MARSHALL, ERIN	E305	FY	1(A) 2(C) 3(E) 5(B) 6(D) 2(B) 3(D) 5(A) 6(C) 7(E)	16
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12233-006	ALGEBRA 1 CP2		DEHAAN, LAUREN	D209	FY	1(E) 3(B) 4(D) 6(A) 7(C)	16
12233-007	ALGEBRA 1 CP2		DEHAAN, LAUREN	D209	FY	2(A) 3(C) 4(E) 6(B) 7(D)	20
13213-001	GEOMETRY H		BLAGG, KAREN	W334	FY	2(B) 3(D) 5(A) 6(C) 7(E)	23
13213-002	GEOMETRY H	1	BLAGG, KAREN	W334	FY	1(A) 2(C) 3(E) 5(B) 6(D)	27
13213-003	GEOMETRY H	1	DOULAMIS, KATHERINE	W343	FY	2(B) 3(D) 5(A) 6(C) 7(E)	22
13223-001	GEOMETRY CP	2	VANNI, ELIZABETH	W335	FY	2(A) 3(C) 4(E) 6(B) 7(D)	26
13223-002	GEOMETRY CP	2	VANNI, ELIZABETH	W335	FY	2(B) 3(D) 5(A) 6(C) 7(E)	27
13223-003	GEOMETRY CP	2	VANNI, ELIZABETH	W335	FY	1(A) 2(C) 3(E) 5(B) 6(D)	26
13223-004	GEOMETRY CP	2	FAGUNDES, GRACE	W332	FY	1(C) 2(E) 4(B) 5(D) 7(A)	26
13223-005	GEOMETRY CP	2	FAGUNDES, GRACE	W332	FY	1(E) 3(B) 4(D) 6(A) 7(C)	28
13223-006	GEOMETRY CP		FAGUNDES, GRACE	W332	FY	2(B) 3(D) 5(A) 6(C) 7(E)	27
13233-001	GEOMETRY CP2		HUNT, ILYSSA	H237	FY	1(B) 2(D) 4(A) 5(C) 6(E)	10
13233-002	GEOMETRY CP2		DOULAMIS, KATHERINE	W343	FY	1(C) 2(E) 4(B) 5(D) 7(A)	14
13233-003	GEOMETRY CP2		DOULAMIS, KATHERINE	W343	FY	1(D) 3(A) 4(C) 5(E) 7(B)	20
13233-003 13233-004CT	GEOMETRY CP2		AYLWARD, JAMES; MCMANUS, JENNIFER	D215	FY		11
						1(A) 2(C) 3(E) 5(B) 6(D)	
13233-005CT	GEOMETRY CP2		MCMANUS, JENNIFER; AYLWARD, JAMES	D215	FY	2(B) 3(D) 5(A) 6(C) 7(E)	15
13233-006	GEOMETRY CP2		BLAGG, KAREN	W334	FY	1(E) 3(B) 4(D) 6(A) 7(C)	22
13233-007	GEOMETRY CP2		HUNT, ILYSSA	H237	FY	2(B) 3(D) 5(A) 6(C) 7(E)	12
14213-001	ALGEBRA II H		MARSHALL, ERIN	E305	FY	1(D) 3(A) 4(C) 5(E) 7(B)	24
14213-002	ALGEBRA II H	1	MARSHALL, ERIN	E305	FY	1(C) 2(E) 4(B) 5(D) 7(A)	18
14213-003	ALGEBRA II H	1	MARSHALL, ERIN	E305		1(E) 3(B) 4(D) 6(A) 7(C)	21
14223-001	ALGEBRA II CP	2	MACMULLIN, KELLY	D214	FY	1(D) 3(A) 4(C) 5(E) 7(B)	25
14223-002	ALGEBRA II CP	2	MACMULLIN, KELLY	D214		1(E) 3(B) 4(D) 6(A) 7(C)	27
14223-003	ALGEBRA II CP	2	DOULAMIS, KATHERINE	W343		1(B) 2(D) 4(A) 5(C) 6(E)	23
14223-004	ALGEBRA II CP		DOULAMIS, KATHERINE	W343	FY	2(A) 3(C) 4(E) 6(B) 7(D)	22
14223-005	ALGEBRA II CP		HUNT, ILYSSA	H237	FY	1(A) 2(C) 3(E) 5(B) 6(D)	24
14223-006	ALGEBRA II CP		DANIELS, ADAM	E306	FY	2(A) 3(C) 4(E) 6(B) 7(D)	26
14233-001	ALGEBRA II CP2		ROBILLARD, SCOTT	E301	FY	2(B) 3(D) 5(A) 6(C) 7(E)	18
14233-001			DANIELS, ADAM	E301			20
	ALGEBRA II CP2				FY	1(B) 2(D) 4(A) 5(C) 6(E)	
14233-003	ALGEBRA II CP2		DANIELS, ADAM	E306		1(D) 3(A) 4(C) 5(E) 7(B)	15
14233-004	ALGEBRA II CP2		FAGUNDES, GRACE	W332	FY	1(A) 2(C) 3(E) 5(B) 6(D)	15
14233-005	ALGEBRA II CP2		FAGUNDES, GRACE	W332	FY	1(D) 3(A) 4(C) 5(E) 7(B)	14
14233-006	ALGEBRA II CP2		MERRILL, CONNOR	D207	FY	2(A) 3(C) 4(E) 6(B) 7(D)	19
14233-007	ALGEBRA II CP2		MERRILL, CONNOR	D207	FY	1(E) 3(B) 4(D) 6(A) 7(C)	20
14233-008	ALGEBRA II CP2	3	MACMULLIN, KELLY	D214	FY	1(A) 2(C) 3(E) 5(B) 6(D)	15
14433-001	QUANTITATIVE REASONING AND PROBLEM SOLVING CP	2	MCINTYRE, ZACHARY	H240	FY	1(E) 3(B) 4(D) 6(A) 7(C)	26
			MOINTY DE ZAOUARY	H240	FY	1(B) 2(D) 4(A) 5(C) 6(E)	25
14433-002	QUANTITATIVE REASONING AND PROBLEM SOLVING CP	2	MCINTYRE, ZACHARY				
14433-002	QUANTITATIVE REASONING AND PROBLEM SOLVING CP				FY	2(B) 3(D) 5(A) 6(C) 7(F)	20
14433-002 14433-003	QUANTITATIVE REASONING AND PROBLEM SOLVING CP QUANTITATIVE REASONING AND PROBLEM SOLVING CP	2	MCINTYRE, ZACHARY	H240	FY FY	2(B) 3(D) 5(A) 6(C) 7(E) 1(C) 2(E) 4(B) 5(D) 7(A)	20
14433-002 14433-003 15213-001	QUANTITATIVE REASONING AND PROBLEM SOLVING CP QUANTITATIVE REASONING AND PROBLEM SOLVING CP PRE-CALCULUS H	2 1	MCINTYRE, ZACHARY MCMANUS, JENNIFER	H240 D215	FY	1(C) 2(E) 4(B) 5(D) 7(A)	24
14433-002 14433-003 15213-001 15213-002	QUANTITATIVE REASONING AND PROBLEM SOLVING CP QUANTITATIVE REASONING AND PROBLEM SOLVING CP PRE-CALCULUS H PRE-CALCULUS H	2 1 1	MCINTYRE, ZACHARY MCMANUS, JENNIFER MCMANUS, JENNIFER	H240 D215 D215	FY FY	1(C) 2(E) 4(B) 5(D) 7(A) 2(A) 3(C) 4(E) 6(B) 7(D)	24 19
14433-002 14433-003 15213-001 15213-002 15213-003	QUANTITATIVE REASONING AND PROBLEM SOLVING CP QUANTITATIVE REASONING AND PROBLEM SOLVING CP PRE-CALCULUS H PRE-CALCULUS H PRE-CALCULUS H	2 1 1	MCINTYRE, ZACHARY MCMANUS, JENNIFER MCMANUS, JENNIFER MCMANUS, JENNIFER	H240 D215 D215 D215	FY FY FY	1(C) 2(E) 4(B) 5(D) 7(A) 2(A) 3(C) 4(E) 6(B) 7(D) 1(D) 3(A) 4(C) 5(E) 7(B)	24 19 18
14433-002 14433-003 15213-001 15213-002 15213-003 15223-001	QUANTITATIVE REASONING AND PROBLEM SOLVING CP QUANTITATIVE REASONING AND PROBLEM SOLVING CP PRE-CALCULUS H PRE-CALCULUS H PRE-CALCULUS H PRE-CALCULUS CP	2 1 1 1 2	MCINTYRE, ZACHARY MCMANUS, JENNIFER MCMANUS, JENNIFER MCMANUS, JENNIFER HUNT, ILYSSA	H240 D215 D215 D215 H237	FY FY FY	1(C) 2(E) 4(B) 5(D) 7(A) 2(A) 3(C) 4(E) 6(B) 7(D) 1(D) 3(A) 4(C) 5(E) 7(B) 1(E) 3(B) 4(D) 6(A) 7(C)	24 19 18 27
14433-002 14433-003 15213-001 15213-002 15213-003 15223-001 15223-002	QUANTITATIVE REASONING AND PROBLEM SOLVING CP QUANTITATIVE REASONING AND PROBLEM SOLVING CP PRE-CALCULUS H PRE-CALCULUS H PRE-CALCULUS CP PRE-CALCULUS CP	2 1 1 1 2 2	MCINTYRE, ZACHARY MCMANUS, JENNIFER MCMANUS, JENNIFER MCMANUS, JENNIFER HUNT, ILYSSA HUNT, ILYSSA	H240 D215 D215 D215 H237 H237	FY FY FY FY	1(C) 2(E) 4(B) 5(D) 7(A) 2(A) 3(C) 4(E) 6(B) 7(D) 1(D) 3(A) 4(C) 5(E) 7(B) 1(E) 3(B) 4(D) 6(A) 7(C) 1(D) 3(A) 4(C) 5(E) 7(B)	24 19 18 27 24
14433-002 14433-003 15213-001 15213-002 15213-003 15223-001	QUANTITATIVE REASONING AND PROBLEM SOLVING CP QUANTITATIVE REASONING AND PROBLEM SOLVING CP PRE-CALCULUS H PRE-CALCULUS H PRE-CALCULUS H PRE-CALCULUS CP	2 1 1 1 2 2 2	MCINTYRE, ZACHARY MCMANUS, JENNIFER MCMANUS, JENNIFER MCMANUS, JENNIFER HUNT, ILYSSA	H240 D215 D215 D215 H237	FY FY FY FY FY	1(C) 2(E) 4(B) 5(D) 7(A) 2(A) 3(C) 4(E) 6(B) 7(D) 1(D) 3(A) 4(C) 5(E) 7(B) 1(E) 3(B) 4(D) 6(A) 7(C)	24 19 18 27

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15223-005	PRE-CALCULUS CP		2	MCINTYRE, ZACHARY	H240	FY	1(D) 3(A) 4(C) 5(E) 7(B)	24
15223-006	PRE-CALCULUS CP		2	MCINTYRE, ZACHARY	H240	FY	1(A) 2(C) 3(E) 5(B) 6(D)	26
15233-001	PRE-CALCULUS CP2		2	VANNI, ELIZABETH	W335	FY	1(D) 3(A) 4(C) 5(E) 7(B)	14
15233-002	PRE-CALCULUS CP2		2	VANNI, ELIZABETH	W335	FY	1(C) 2(E) 4(B) 5(D) 7(A)	20
15413-001	AP STATISTICS	AP		DEHAAN, LAUREN	D209	FY	1(A) 2(C) 3(E) 5(B) 6(D)	25
15413-002	AP STATISTICS	AP		DEHAAN, LAUREN	D209	FY	1(B) 2(D) 4(A) 5(C) 6(E)	24
15413-003	AP STATISTICS	AP		DEHAAN, LAUREN	D209	FY	1(C) 2(E) 4(B) 5(D) 7(A)	25
15423-001	DE INTRODUCTION TO STATISTICS CP		_	MACMULLIN, KELLY	D214	FY	1(B) 2(D) 4(A) 5(C) 6(E)	26
15423-002	DE INTRODUCTION TO STATISTICS CP		_	MACMULLIN, KELLY	D214	FY	2(B) 3(D) 5(A) 6(C) 7(E)	22
15423-002	DE INTRODUCTION TO STATISTICS CP		_	SALOMAA, JOANNE	Library B	FY	1(B) 2(D) 4(A) 5(C) 6(E)	1
	AP CALCULUS AB	AP		'				_
16313-001			_	MERRILL, CONNOR	D207	FY	1(A) 2(C) 3(E) 5(B) 6(D)	15
16313-002	AP CALCULUS AB	AP	_	MERRILL, CONNOR	D207	FY	1(B) 2(D) 4(A) 5(C) 6(E)	17
16413-001	AP CALCULUS BC	AP		MERRILL, CONNOR	D207	FY	1(D) 3(A) 4(C) 5(E) 7(B)	18
16523-001	CALCULUS 1 CP		_	SHEPPARD, LINDSEY	E304	FY	1(D) 3(A) 4(C) 5(E) 7(B)	23
16523-002	CALCULUS 1 CP		_	SHEPPARD, LINDSEY	E304	FY	1(A) 2(C) 3(E) 5(B) 6(D)	26
17443-001	DE INTRO TO PROGRAMMING CP		2	KONG, CATHLEEN	T105	FY	1(B) 2(D) 4(A) 5(C) 6(E)	16
17443-002	DE INTRO TO PROGRAMMING CP		2	KONG, CATHLEEN	T105	FY	1(C) 2(E) 4(B) 5(D) 7(A)	22
17543-001	DE AP PLTW COMPUTER SCIENCE A	AP		KONG, CATHLEEN	T105	FY	2(A) 3(C) 4(E) 6(B) 7(D)	15
17543-002	DE AP PLTW COMPUTER SCIENCE A	AP		KONG, CATHLEEN	T105	FY	2(B) 3(D) 5(A) 6(C) 7(E)	15
17613-001	AP PLTW COMPUTER SCIENCE PRINCIPLES	AP		DICARLO, CHRISTOPHER	S107	FY	1(B) 2(D) 4(A) 5(C) 6(E)	20
17624-001	COMPUTER APPS			KONG, CATHLEEN	T105	S1	1(E) 3(B) 4(D) 6(A) 7(C)	23
19001-001	SOPHOMORE SUCCESS		_	ROBERTS, PATRICIA	W336	S1	1(A) 2(C) 3(E) 5(B) 6(D)	10
19001-002	SOPHOMORE SUCCESS		_	ROBERTS, PATRICIA	W336	S1	1(B) 2(D) 4(A) 5(C) 6(E)	11
19001-002	SOPHOMORE SUCCESS		_	ROBERTS, PATRICIA	W336	S2		8
				ROBERTS, PATRICIA ROBERTS, PATRICIA			1(A) 2(C) 3(E) 5(B) 6(D)	10
19002-002	SOPHOMORE SUCCESS		_		W336	S2	1(B) 2(D) 4(A) 5(C) 6(E)	
19003-001	JUNIOR SUCCESS		_	ROBILLARD, SCOTT	E301	S1	2(A) 3(C) 4(E) 6(B) 7(D)	11
22043-001	DE AP BIOLOGY	AP		TANINI, LINDA	S121	FY	1(C) 2(E) 4(B) 5(D) 7(A)	23
22043-002	DE AP BIOLOGY	AP	_	TANINI, LINDA	S121	FY	1(D) 3(A) 4(C) 5(E) 7(B)	23
22043-003	DE AP BIOLOGY	AP		TANINI, LINDA	S121	FY	1(A) 2(C) 3(E) 5(B) 6(D)	21
22043-004	DE AP BIOLOGY	AP		TANINI, LINDA	S121	FY	2(B) 3(D) 5(A) 6(C) 7(E)	24
22114-001	BIOTECHNOLOGY 2 H		1	ACHESON, BRIAN	BIOTECHLAB	S1	1(B) 2(D) 4(A) 5(C) 6(E)	7
22114-002	BIOTECHNOLOGY 2 H		1	ACHESON, BRIAN	BIOTECHLAB	S2	1(B) 2(D) 4(A) 5(C) 6(E)	6
22124-001	DE BIOTECHNOLOGY 1 CP		2	TANINI, LINDA	S121	S1	1(E) 3(B) 4(D) 6(A) 7(C)	24
22124-002	DE BIOTECHNOLOGY 1 CP		2	TANINI, LINDA	S121	S2	1(E) 3(B) 4(D) 6(A) 7(C)	18
22413-001	BIOLOGY H		1	DUSSAULT, JASON	S118	FY	1(C) 2(E) 4(B) 5(D) 7(A)	24
22413-002	BIOLOGY H		_	KENDER, MICHELLE	S123	FY	2(A) 3(C) 4(E) 6(B) 7(D)	25
22413-003	BIOLOGY H		_	KENDER, MICHELLE	S123	FY	2(B) 3(D) 5(A) 6(C) 7(E)	22
22413-004	BIOLOGY H			ACHESON, BRIAN	S122	FY	2(B) 3(D) 5(A) 6(C) 7(E)	21
22413-005	BIOLOGY H		_	ACHESON, BRIAN	S122	FY	2(A) 3(C) 4(E) 6(B) 7(D)	25
22413-005	BIOLOGY H		_	DUSSAULT, JASON	S118	FY		25
			_	,			1(B) 2(D) 4(A) 5(C) 6(E)	_
22413-007	BIOLOGY H		_	DUSSAULT, JASON	S118	FY	1(D) 3(A) 4(C) 5(E) 7(B)	25
22423-001	BIOLOGY CP		_	MATTEUCCI, ANDREW	S120	FY	1(B) 2(D) 4(A) 5(C) 6(E)	24
22423-002	BIOLOGY CP		_	MATTEUCCI, ANDREW	S120	FY	2(B) 3(D) 5(A) 6(C) 7(E)	24
22423-003	BIOLOGY CP		_	MIKUS, KELLEY; MATTEUCCI, ANDREW	S120	FY	1(C) 2(E) 4(B) 5(D) 7(A)	24
22423-004	BIOLOGY CP		2	MATTEUCCI, ANDREW	S120	FY	1(D) 3(A) 4(C) 5(E) 7(B)	24
22423-005	BIOLOGY CP		2	TYLENDA, JESSICA	S111	FY	1(B) 2(D) 4(A) 5(C) 6(E)	19
22423-006	BIOLOGY CP		2	TYLENDA, JESSICA	S111	FY	1(C) 2(E) 4(B) 5(D) 7(A)	23
22423-007	BIOLOGY CP		2	BAK, CARA	S110	FY	1(A) 2(C) 3(E) 5(B) 6(D)	23
22423-008	BIOLOGY CP		2	BAK, CARA	S110	FY	2(A) 3(C) 4(E) 6(B) 7(D)	24
23013-001	ANATOMY AND PHYSIOLOGY H		_	TYLENDA, JESSICA	S111	FY	2(B) 3(D) 5(A) 6(C) 7(E)	22
23013-002	ANATOMY AND PHYSIOLOGY H		_	TYLENDA, JESSICA	S111		2(A) 3(C) 4(E) 6(B) 7(D)	23
23013-003	ANATOMY AND PHYSIOLOGY H		_	TYLENDA, JESSICA	S111	FY	1(E) 3(B) 4(D) 6(A) 7(C)	22
24043-001	DE AP CHEMISTRY	AP	_	CHOWDHURY, SOMDATTA	S114	FY	2(A) 3(C) 4(E) 6(B) 7(D)	23
24213-001	CHEMISTRY H		_	SIMON, SHAROTKA	S115	FY	1(A) 2(C) 3(E) 5(B) 6(D)	16
			_	LICHTENTHAL, VALERIE			2(B) 3(D) 5(A) 6(C) 7(E)	
24213-002	CHEMISTRY H		_	·	S116	FY	. , . , . , . , . ,	23
24213-003	CHEMISTRY H		_	LICHTENTHAL, VALERIE	S116		1(B) 2(D) 4(A) 5(C) 6(E)	23
24213-004	CHEMISTRY H		_	LICHTENTHAL, VALERIE	S116		1(C) 2(E) 4(B) 5(D) 7(A)	20
24243-001			2	CHOWDHURY, SOMDATTA	S114	FY	1(A) 2(C) 3(E) 5(B) 6(D)	13
24243-002	DE CHEMISTRY CP		_					
	DE CHEMISTRY CP DE CHEMISTRY CP		2	CHOWDHURY, SOMDATTA	S114	FY	1(B) 2(D) 4(A) 5(C) 6(E)	17
24243-003	DE CHEMISTRY CP DE CHEMISTRY CP DE CHEMISTRY CP		2	CHOWDHURY, SOMDATTA	S114 S114		1(C) 2(E) 4(B) 5(D) 7(A)	24
24243-003 24243-004	DE CHEMISTRY CP DE CHEMISTRY CP DE CHEMISTRY CP DE CHEMISTRY CP		2		S114	FY		_
	DE CHEMISTRY CP DE CHEMISTRY CP DE CHEMISTRY CP		2 2 2	CHOWDHURY, SOMDATTA	S114 S114	FY FY	1(C) 2(E) 4(B) 5(D) 7(A)	24
24243-004	DE CHEMISTRY CP DE CHEMISTRY CP DE CHEMISTRY CP DE CHEMISTRY CP		2 2 2	CHOWDHURY, SOMDATTA CHOWDHURY, SOMDATTA	\$114 \$114 \$114	FY FY FY	1(C) 2(E) 4(B) 5(D) 7(A) 1(E) 3(B) 4(D) 6(A) 7(C)	24 21
24243-004 24243-005	DE CHEMISTRY CP		2 2 2 2	CHOWDHURY, SOMDATTA CHOWDHURY, SOMDATTA SIMON, SHAROTKA	\$114 \$114 \$114 \$115	FY FY FY	1(C) 2(E) 4(B) 5(D) 7(A) 1(E) 3(B) 4(D) 6(A) 7(C) 1(B) 2(D) 4(A) 5(C) 6(E)	24 21 16
24243-004 24243-005 24243-006	DE CHEMISTRY CP		2 2 2 2 2	CHOWDHURY, SOMDATTA CHOWDHURY, SOMDATTA SIMON, SHAROTKA SIMON, SHAROTKA SIMON, SHAROTKA	\$114 \$114 \$114 \$115 \$115 \$115	FY FY FY FY	1(C) 2(E) 4(B) 5(D) 7(A) 1(E) 3(B) 4(D) 6(A) 7(C) 1(B) 2(D) 4(A) 5(C) 6(E) 1(C) 2(E) 4(B) 5(D) 7(A) 2(A) 3(C) 4(E) 6(B) 7(D)	24 21 16 24 18
24243-004 24243-005 24243-006 24243-007 24243-008	DE CHEMISTRY CP		2 2 2 2 2 2 2	CHOWDHURY, SOMDATTA CHOWDHURY, SOMDATTA SIMON, SHAROTKA SIMON, SHAROTKA SIMON, SHAROTKA SIMON, SHAROTKA SIMON, SHAROTKA SIMON, SHAROTKA	\$114 \$114 \$114 \$115 \$115 \$115 \$115	FY FY FY FY FY FY FY FY	1(C) 2(E) 4(B) 5(D) 7(A) 1(E) 3(B) 4(D) 6(A) 7(C) 1(B) 2(D) 4(A) 5(C) 6(E) 1(C) 2(E) 4(B) 5(D) 7(A) 2(A) 3(C) 4(E) 6(B) 7(D) 1(E) 3(B) 4(D) 6(A) 7(C)	24 21 16 24 18 17
24243-004 24243-005 24243-006 24243-007 24243-008 24243-009	DE CHEMISTRY CP		2 2 2 2 2 2 2 2	CHOWDHURY, SOMDATTA CHOWDHURY, SOMDATTA SIMON, SHAROTKA SIMON, SHAROTKA SIMON, SHAROTKA SIMON, SHAROTKA SIMON, SHAROTKA SIMON, SHAROTKA PERRY, JOHN	\$114 \$114 \$114 \$115 \$115 \$115 \$115 \$115	FY FY FY FY FY FY FY FY FY	1(C) 2(E) 4(B) 5(D) 7(A) 1(E) 3(B) 4(D) 6(A) 7(C) 1(B) 2(D) 4(A) 5(C) 6(E) 1(C) 2(E) 4(B) 5(D) 7(A) 2(A) 3(C) 4(E) 6(B) 7(D) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D)	24 21 16 24 18 17 22
24243-004 24243-005 24243-006 24243-007 24243-008 24243-009 24243-010	DE CHEMISTRY CP		2 2 2 2 2 2 2 2 2 2	CHOWDHURY, SOMDATTA CHOWDHURY, SOMDATTA SIMON, SHAROTKA SIMON, SHAROTKA SIMON, SHAROTKA SIMON, SHAROTKA SIMON, SHAROTKA PERRY, JOHN PERRY, JOHN	\$114 \$114 \$114 \$115 \$115 \$115 \$115 \$117 \$117	FY	1(C) 2(E) 4(B) 5(D) 7(A) 1(E) 3(B) 4(D) 6(A) 7(C) 1(B) 2(D) 4(A) 5(C) 6(E) 1(C) 2(E) 4(B) 5(D) 7(A) 2(A) 3(C) 4(E) 6(B) 7(D) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 2(B) 3(D) 5(A) 6(C) 7(E)	24 21 16 24 18 17 22 24
24243-004 24243-005 24243-006 24243-007 24243-008 24243-009 24243-010 24243-011	DE CHEMISTRY CP		2 2 2 2 2 2 2 2 2 2 2 2	CHOWDHURY, SOMDATTA CHOWDHURY, SOMDATTA SIMON, SHAROTKA SIMON, SHAROTKA SIMON, SHAROTKA SIMON, SHAROTKA SIMON, SHAROTKA PERRY, JOHN PERRY, JOHN PERRY, JOHN	\$114 \$114 \$114 \$115 \$115 \$115 \$115 \$117 \$117 \$117	FY	1(C) 2(E) 4(B) 5(D) 7(A) 1(E) 3(B) 4(D) 6(A) 7(C) 1(B) 2(D) 4(A) 5(C) 6(E) 1(C) 2(E) 4(B) 5(D) 7(A) 2(A) 3(C) 4(E) 6(B) 7(D) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 2(B) 3(D) 5(A) 6(C) 7(E) 1(C) 2(E) 4(B) 5(D) 7(A)	24 21 16 24 18 17 22 24 24
24243-004 24243-005 24243-006 24243-007 24243-008 24243-009 24243-010 24243-011 24243-012	DE CHEMISTRY CP		2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	CHOWDHURY, SOMDATTA CHOWDHURY, SOMDATTA SIMON, SHAROTKA SIMON, SHAROTKA SIMON, SHAROTKA SIMON, SHAROTKA SIMON, SHAROTKA PERRY, JOHN PERRY, JOHN PERRY, JOHN PERRY, JOHN PERRY, JOHN	\$114 \$114 \$114 \$115 \$115 \$115 \$115 \$117 \$117 \$117 \$117	FY	1(C) 2(E) 4(B) 5(D) 7(A) 1(E) 3(B) 4(D) 6(A) 7(C) 1(B) 2(D) 4(A) 5(C) 6(E) 1(C) 2(E) 4(B) 5(D) 7(A) 2(A) 3(C) 4(E) 6(B) 7(D) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 2(B) 3(D) 5(A) 6(C) 7(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(E) 3(B) 4(D) 6(A) 7(C)	24 21 16 24 18 17 22 24 24 24
24243-004 24243-005 24243-006 24243-007 24243-008 24243-009 24243-010 24243-011 24243-012 24243-013	DE CHEMISTRY CP DE CHEMISTRY CP		2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	CHOWDHURY, SOMDATTA CHOWDHURY, SOMDATTA SIMON, SHAROTKA SIMON, SHAROTKA SIMON, SHAROTKA SIMON, SHAROTKA SIMON, SHAROTKA PERRY, JOHN	\$114 \$114 \$114 \$115 \$115 \$115 \$115 \$117 \$117 \$117 \$117	FY F	1(C) 2(E) 4(B) 5(D) 7(A) 1(E) 3(B) 4(D) 6(A) 7(C) 1(B) 2(D) 4(A) 5(C) 6(E) 1(C) 2(E) 4(B) 5(D) 7(A) 2(A) 3(C) 4(E) 6(B) 7(D) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 2(B) 3(D) 5(A) 6(C) 7(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(E) 3(B) 4(D) 6(A) 7(C) 1(B) 2(D) 4(A) 5(C) 6(E)	24 21 16 24 18 17 22 24 24 21
24243-004 24243-005 24243-006 24243-007 24243-008 24243-009 24243-010 24243-011 24243-012	DE CHEMISTRY CP		2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	CHOWDHURY, SOMDATTA CHOWDHURY, SOMDATTA SIMON, SHAROTKA SIMON, SHAROTKA SIMON, SHAROTKA SIMON, SHAROTKA SIMON, SHAROTKA PERRY, JOHN PERRY, JOHN PERRY, JOHN PERRY, JOHN PERRY, JOHN	\$114 \$114 \$114 \$115 \$115 \$115 \$115 \$117 \$117 \$117 \$117	FY F	1(C) 2(E) 4(B) 5(D) 7(A) 1(E) 3(B) 4(D) 6(A) 7(C) 1(B) 2(D) 4(A) 5(C) 6(E) 1(C) 2(E) 4(B) 5(D) 7(A) 2(A) 3(C) 4(E) 6(B) 7(D) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 2(B) 3(D) 5(A) 6(C) 7(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(E) 3(B) 4(D) 6(A) 7(C)	24 21 16 24 18 17 22 24 24 24

	1	1	T	1		T	
24324-003	DE FORENSIC SCIENCE CP		LICHTENTHAL, VALERIE	S116		1(E) 3(B) 4(D) 6(A) 7(C)	24
24424-001	INTRODUCTION TO ORGANIC CHEMISTRY CP	2		S116	S1	1(E) 3(B) 4(D) 6(A) 7(C)	15
25012-001	AP PHYSICS C: MECHANICS AND E&M	AP	MARTINEZ, AXEL	S106	FY	2(B) 3(D) 5(A) 6(C) 7(E)	20
25113-001	PHYSICS H		MARTINEZ, AXEL	S106	FY	1(A) 2(C) 3(E) 5(B) 6(D)	24
25113-002	PHYSICS H	-	MARTINEZ, AXEL	S106	FY	1(D) 3(A) 4(C) 5(E) 7(B)	21
25113-003	PHYSICS H		MARTINEZ, AXEL	S106	FY	1(B) 2(D) 4(A) 5(C) 6(E)	24
25113-004	PHYSICS H		MARTINEZ, AXEL	S106	FY	1(E) 3(B) 4(D) 6(A) 7(C)	24
25213-001	AP PHYSICS I	AP	HUBBARD, MAUREEN	S104	FY	2(B) 3(D) 5(A) 6(C) 7(E)	20
25213-002	AP PHYSICS I	AP	HUBBARD, MAUREEN	S104	FY	1(E) 3(B) 4(D) 6(A) 7(C)	20
25223-001	PHYSICS CP		HUBBARD, MAUREEN	S104	FY	1(C) 2(E) 4(B) 5(D) 7(A)	21
25223-002	PHYSICS CP		HUBBARD, MAUREEN	S104	FY	1(B) 2(D) 4(A) 5(C) 6(E)	17
25223-003	PHYSICS CP		HUBBARD, MAUREEN	S104	FY	1(A) 2(C) 3(E) 5(B) 6(D)	10
25313-001	DE PLTW: INTRODUCTION TO ENGINEERING DESIGN H	2	STEEVES, DAVID	T102	FY	1(E) 3(B) 4(D) 6(A) 7(C)	21
25413-001	PLTW: PRINCIPLES OF ENGINEERING H	1	TANG, JOSH	T102	FY	1(C) 2(E) 4(B) 5(D) 7(A)	23
25513-001	PLTW COMPUTER INTEGRATED MANUFACTURING H	1	STEEVES, DAVID	T102	FY	2(A) 3(C) 4(E) 6(B) 7(D)	14
26043-001	DE AP ENVIRONMENTAL SCIENCE	AP	BAK, CARA	S110	FY	1(B) 2(D) 4(A) 5(C) 6(E)	21
26043-002	DE AP ENVIRONMENTAL SCIENCE	AP	BAK, CARA	S110	FY	1(D) 3(A) 4(C) 5(E) 7(B)	16
26043-003	DE AP ENVIRONMENTAL SCIENCE	AP	BAK, CARA	S110	FY	1(E) 3(B) 4(D) 6(A) 7(C)	23
26123-001	DE ENVIRONMENTAL STUDIES CP	2	DUSSAULT, JASON	S118	FY	2(A) 3(C) 4(E) 6(B) 7(D)	22
26123-002	DE ENVIRONMENTAL STUDIES CP	2	DUSSAULT, JASON	S118	FY	2(B) 3(D) 5(A) 6(C) 7(E)	23
26223-001	ENVIRONMENTAL SCIENCE CP	2	PECORA, JOHN	S119	FY	1(A) 2(C) 3(E) 5(B) 6(D)	19
26223-002	ENVIRONMENTAL SCIENCE CP	2	PECORA, JOHN	S119	FY	1(C) 2(E) 4(B) 5(D) 7(A)	24
26223-003	ENVIRONMENTAL SCIENCE CP		ACHESON, BRIAN	S122	FY	1(D) 3(A) 4(C) 5(E) 7(B)	23
26223-004	ENVIRONMENTAL SCIENCE CP		ACHESON, BRIAN	S122	FY	1(C) 2(E) 4(B) 5(D) 7(A)	23
26223-005	ENVIRONMENTAL SCIENCE CP		MATTEUCCI, ANDREW	S120	FY	2(A) 3(C) 4(E) 6(B) 7(D)	22
26223-006	ENVIRONMENTAL SCIENCE CP		KENDER, MICHELLE	S123	FY	1(B) 2(D) 4(A) 5(C) 6(E)	22
26223-007	ENVIRONMENTAL SCIENCE CP		KENDER, MICHELLE	S123	FY	1(C) 2(E) 4(B) 5(D) 7(A)	24
26223-008	ENVIRONMENTAL SCIENCE CP		KENDER, MICHELLE	S123	FY	1(E) 3(B) 4(D) 6(A) 7(C)	20
26223-009	ENVIRONMENTAL SCIENCE CP		PECORA, JOHN	S119	FY	2(B) 3(D) 5(A) 6(C) 7(E)	16
26223-010	ENVIRONMENTAL SCIENCE CP		PECORA, JOHN	S119	FY	1(D) 3(A) 4(C) 5(E) 7(B)	24
26223-011	ENVIRONMENTAL SCIENCE CP	1	PECORA, JOHN	S119	FY	2(A) 3(C) 4(E) 6(B) 7(D)	24
32013-001	AP RESEARCH	AP	VITALE, CRAIG	D213	FY	2(A) 3(C) 4(E) 6(B) 7(D)	19
32013-001	AP RESEARCH	AP	VITALE, CRAIG	D213	FY	2(B) 3(D) 5(A) 6(C) 7(E)	10
32413-001	MODERN WORLD HISTORY H		LAFLAMME, KATHRYN	D213 D208	FY		25
		1	i			1(C) 2(E) 4(B) 5(D) 7(A)	_
32413-002	MODERN WORLD HISTORY H	1	,	D208	FY	1(B) 2(D) 4(A) 5(C) 6(E)	25 27
32413-003	MODERN WORLD HISTORY H		GREENE, JEREMY	E313	FY	1(D) 3(A) 4(C) 5(E) 7(B)	
32413-004	MODERN WORLD HISTORY H		RICHTER, DANIEL	E307	FY	2(B) 3(D) 5(A) 6(C) 7(E)	22
32413-005	MODERN WORLD HISTORY H		RICHTER, DANIEL	E307	FY	1(A) 2(C) 3(E) 5(B) 6(D)	24
32423-001	MODERN WORLD HISTORY CP		RICHTER, DANIEL	E307	FY	1(B) 2(D) 4(A) 5(C) 6(E)	23
32423-002	MODERN WORLD HISTORY CP		RICHTER, DANIEL; GRAY-WILLIAMS, MANDY	E307	FY	1(D) 3(A) 4(C) 5(E) 7(B)	25
32423-003	MODERN WORLD HISTORY CP		BURLAND, JASON	E309	FY	1(C) 2(E) 4(B) 5(D) 7(A)	26
32423-004	MODERN WORLD HISTORY CP		GREENE, JEREMY	E313	FY	1(A) 2(C) 3(E) 5(B) 6(D)	22
32423-005	MODERN WORLD HISTORY CP		GREENE, JEREMY	E313	FY	2(A) 3(C) 4(E) 6(B) 7(D)	22
32423-006	MODERN WORLD HISTORY CP		O'KEEFE, MICHAEL	D201	FY	1(E) 3(B) 4(D) 6(A) 7(C)	24
32423-007	MODERN WORLD HISTORY CP		O'KEEFE, MICHAEL	D201	FY	2(A) 3(C) 4(E) 6(B) 7(D)	23
32423-008	MODERN WORLD HISTORY CP		O'KEEFE, MICHAEL	D201	FY	2(B) 3(D) 5(A) 6(C) 7(E)	24
32423-009	MODERN WORLD HISTORY CP	_	BEIMLER, JACK	E312	FY	1(D) 3(A) 4(C) 5(E) 7(B)	25
32423-010	MODERN WORLD HISTORY CP		BEIMLER, JACK	E312		2(A) 3(C) 4(E) 6(B) 7(D)	22
32423-011	MODERN WORLD HISTORY CP		BEIMLER, JACK	E312		1(E) 3(B) 4(D) 6(A) 7(C)	21
32513-001	US HISTORY I H		EMILE, SAMUEL	W333		1(D) 3(A) 4(C) 5(E) 7(B)	25
32513-002	US HISTORY I H		EMILE, SAMUEL	W333		1(E) 3(B) 4(D) 6(A) 7(C)	22
32513-003	US HISTORY I H		ZOPES, PETER	W342		1(A) 2(C) 3(E) 5(B) 6(D)	15
32513-004	US HISTORY I H	1	VITALE, CRAIG	D213	FY	1(D) 3(A) 4(C) 5(E) 7(B)	25
32513-005	US HISTORY I H	1	VITALE, CRAIG	D213	FY	1(C) 2(E) 4(B) 5(D) 7(A)	15
32523-001	US HISTORY 1 CP	2	EMILE, SAMUEL	W333	FY	1(C) 2(E) 4(B) 5(D) 7(A)	21
32523-002	US HISTORY 1 CP	2	ZOPES, PETER	W342	FY	1(C) 2(E) 4(B) 5(D) 7(A)	14
		2	ZOPES, PETER	W/2.42	FY	1(D) 3(A) 4(C) 5(E) 7(B)	23
32523-003	US HISTORY 1 CP			W342			
32523-003 32523-004	US HISTORY 1 CP US HISTORY 1 CP		ZOPES, PETER	W342 W342	FY	2(A) 3(C) 4(E) 6(B) 7(D)	23
		2	·			2(A) 3(C) 4(E) 6(B) 7(D) 1(E) 3(B) 4(D) 6(A) 7(C)	23 25
32523-004	US HISTORY 1 CP	2	ZOPES, PETER	W342	FY		
32523-004 32523-005	US HISTORY 1 CP US HISTORY 1 CP	2 2 2	ZOPES, PETER BURLAND, JASON	W342 E309	FY FY	1(E) 3(B) 4(D) 6(A) 7(C)	25
32523-004 32523-005 32523-006	US HISTORY 1 CP US HISTORY 1 CP US HISTORY 1 CP	2 2 2 2	ZOPES, PETER BURLAND, JASON BURLAND, JASON	W342 E309 E309	FY FY FY	1(E) 3(B) 4(D) 6(A) 7(C) 1(B) 2(D) 4(A) 5(C) 6(E)	25 17
32523-004 32523-005 32523-006 32523-007	US HISTORY 1 CP	2 2 2 2 2	ZOPES, PETER BURLAND, JASON BURLAND, JASON EMILE, SAMUEL	W342 E309 E309 W333	FY FY FY	1(E) 3(B) 4(D) 6(A) 7(C) 1(B) 2(D) 4(A) 5(C) 6(E) 2(B) 3(D) 5(A) 6(C) 7(E)	25 17 22
32523-004 32523-005 32523-006 32523-007 32523-008	US HISTORY 1 CP	2 2 2 2 2 2	ZOPES, PETER BURLAND, JASON BURLAND, JASON EMILE, SAMUEL EMILE, SAMUEL	W342 E309 E309 W333 W333	FY FY FY FY	1(E) 3(B) 4(D) 6(A) 7(C) 1(B) 2(D) 4(A) 5(C) 6(E) 2(B) 3(D) 5(A) 6(C) 7(E) 1(A) 2(C) 3(E) 5(B) 6(D)	25 17 22 23
32523-004 32523-005 32523-006 32523-007 32523-008 32523-009	US HISTORY 1 CP	2 2 2 2 2 2	ZOPES, PETER BURLAND, JASON BURLAND, JASON EMILE, SAMUEL EMILE, SAMUEL SULLIVAN, KATHRYN GREENE, JEREMY	W342 E309 E309 W333 W333 D202	FY FY FY FY FY	1(E) 3(B) 4(D) 6(A) 7(C) 1(B) 2(D) 4(A) 5(C) 6(E) 2(B) 3(D) 5(A) 6(C) 7(E) 1(A) 2(C) 3(E) 5(B) 6(D) 2(B) 3(D) 5(A) 6(C) 7(E) 1(B) 2(D) 4(A) 5(C) 6(E)	25 17 22 23 22 18
32523-004 32523-005 32523-006 32523-007 32523-008 32523-009 32543-001 32543-002	US HISTORY 1 CP DE US HISTORY I CP DE US HISTORY I CP	2 2 2 2 2 2 2 2 2 2	ZOPES, PETER BURLAND, JASON BURLAND, JASON EMILE, SAMUEL EMILE, SAMUEL SULLIVAN, KATHRYN GREENE, JEREMY GREENE, JEREMY	W342 E309 E309 W333 W333 D202 E313 E313	FY FY FY FY FY FY FY FY FY	1(E) 3(B) 4(D) 6(A) 7(C) 1(B) 2(D) 4(A) 5(C) 6(E) 2(B) 3(D) 5(A) 6(C) 7(E) 1(A) 2(C) 3(E) 5(B) 6(D) 2(B) 3(D) 5(A) 6(C) 7(E) 1(B) 2(D) 4(A) 5(C) 6(E) 1(E) 3(B) 4(D) 6(A) 7(C)	25 17 22 23 22 18 23
32523-004 32523-005 32523-006 32523-007 32523-008 32523-009 32543-001 32543-002 33013-001	US HISTORY 1 CP DE US HISTORY I CP DE US HISTORY I CP AP UNITED STATES HISTORY	2 2 2 2 2 2 2 2	ZOPES, PETER BURLAND, JASON BURLAND, JASON EMILE, SAMUEL EMILE, SAMUEL SULLIVAN, KATHRYN GREENE, JEREMY GREENE, JEREMY SULLIVAN, KATHRYN	W342 E309 E309 W333 W333 D202 E313	FY FY FY FY FY FY FY FY	1(E) 3(B) 4(D) 6(A) 7(C) 1(B) 2(D) 4(A) 5(C) 6(E) 2(B) 3(D) 5(A) 6(C) 7(E) 1(A) 2(C) 3(E) 5(B) 6(D) 2(B) 3(D) 5(A) 6(C) 7(E) 1(B) 2(D) 4(A) 5(C) 6(E) 1(E) 3(B) 4(D) 6(A) 7(C) 1(C) 2(E) 4(B) 5(D) 7(A)	25 17 22 23 22 18
32523-004 32523-005 32523-006 32523-007 32523-008 32523-009 32543-001 32543-002 33013-001 33013-002	US HISTORY 1 CP DE US HISTORY I CP DE US HISTORY I CP AP UNITED STATES HISTORY AP UNITED STATES HISTORY	2 2 2 2 2 2 2 2 2 2 AP	ZOPES, PETER BURLAND, JASON BURLAND, JASON EMILE, SAMUEL EMILE, SAMUEL SULLIVAN, KATHRYN GREENE, JEREMY GREENE, JEREMY SULLIVAN, KATHRYN SULLIVAN, KATHRYN SULLIVAN, KATHRYN	W342 E309 E309 W333 W333 D202 E313 E313 D202 D202	FY	1(E) 3(B) 4(D) 6(A) 7(C) 1(B) 2(D) 4(A) 5(C) 6(E) 2(B) 3(D) 5(A) 6(C) 7(E) 1(A) 2(C) 3(E) 5(B) 6(D) 2(B) 3(D) 5(A) 6(C) 7(E) 1(B) 2(D) 4(A) 5(C) 6(E) 1(E) 3(B) 4(D) 6(A) 7(C) 1(C) 2(E) 4(B) 5(D) 7(A) 1(A) 2(C) 3(E) 5(B) 6(D)	25 17 22 23 22 18 23 24 23
32523-004 32523-005 32523-006 32523-007 32523-008 32523-009 32543-001 32543-002 33013-001 33013-002 33013-003	US HISTORY 1 CP DE US HISTORY I CP DE US HISTORY I CP AP UNITED STATES HISTORY AP UNITED STATES HISTORY AP UNITED STATES HISTORY	2 2 2 2 2 2 2 2 2 2 AP AP	ZOPES, PETER BURLAND, JASON BURLAND, JASON EMILE, SAMUEL EMILE, SAMUEL SULLIVAN, KATHRYN GREENE, JEREMY GREENE, JEREMY SULLIVAN, KATHRYN SULLIVAN, KATHRYN SULLIVAN, KATHRYN SULLIVAN, KATHRYN	W342 E309 E309 W333 W333 D202 E313 E313 D202 D202 D202	FY	1(E) 3(B) 4(D) 6(A) 7(C) 1(B) 2(D) 4(A) 5(C) 6(E) 2(B) 3(D) 5(A) 6(C) 7(E) 1(A) 2(C) 3(E) 5(B) 6(D) 2(B) 3(D) 5(A) 6(C) 7(E) 1(B) 2(D) 4(A) 5(C) 6(E) 1(E) 3(B) 4(D) 6(A) 7(C) 1(C) 2(E) 4(B) 5(D) 7(A) 1(A) 2(C) 3(E) 5(B) 6(D) 1(E) 3(B) 4(D) 6(A) 7(C)	25 17 22 23 22 18 23 24 23 23
32523-004 32523-005 32523-006 32523-007 32523-008 32523-009 32543-001 32543-002 33013-001 33013-002 33013-003 33013-004	US HISTORY 1 CP DE US HISTORY I CP DE US HISTORY I CP AP UNITED STATES HISTORY	2 2 2 2 2 2 2 2 2 AP AP AP	ZOPES, PETER BURLAND, JASON BURLAND, JASON EMILE, SAMUEL EMILE, SAMUEL SULLIVAN, KATHRYN GREENE, JEREMY GREENE, JEREMY SULLIVAN, KATHRYN SULLIVAN, KATHRYN SULLIVAN, KATHRYN SULLIVAN, KATHRYN SULLIVAN, KATHRYN GILBERT, STEPHANIE	W342 E309 E309 W333 W333 D202 E313 E313 D202 D202 D202 D204	FY F	1(E) 3(B) 4(D) 6(A) 7(C) 1(B) 2(D) 4(A) 5(C) 6(E) 2(B) 3(D) 5(A) 6(C) 7(E) 1(A) 2(C) 3(E) 5(B) 6(D) 2(B) 3(D) 5(A) 6(C) 7(E) 1(B) 2(D) 4(A) 5(C) 6(E) 1(E) 3(B) 4(D) 6(A) 7(C) 1(C) 2(E) 4(B) 5(D) 7(A) 1(A) 2(C) 3(E) 5(B) 6(D) 1(E) 3(B) 4(D) 6(A) 7(C) 1(D) 3(B) 4(D) 6(A) 7(C) 1(D) 3(A) 4(C) 5(E) 7(B)	25 17 22 23 22 18 23 24 23 23 21 10
32523-004 32523-005 32523-006 32523-007 32523-009 32543-001 32543-002 33013-001 33013-002 33013-003 33013-004 33013-005	US HISTORY 1 CP DE US HISTORY I CP DE US HISTORY I CP AP UNITED STATES HISTORY	2 2 2 2 2 2 2 2 2 AP AP AP AP	ZOPES, PETER BURLAND, JASON BURLAND, JASON EMILE, SAMUEL EMILE, SAMUEL SULLIVAN, KATHRYN GREENE, JEREMY GREENE, JEREMY SULLIVAN, KATHRYN SULLIVAN, KATHRYN SULLIVAN, KATHRYN SULLIVAN, KATHRYN SULLIVAN, KATHRYN GILBERT, STEPHANIE	W342 E309 E309 W333 W333 D202 E313 E313 D202 D202 D202 D204 D204	FY F	1(E) 3(B) 4(D) 6(A) 7(C) 1(B) 2(D) 4(A) 5(C) 6(E) 2(B) 3(D) 5(A) 6(C) 7(E) 1(A) 2(C) 3(E) 5(B) 6(D) 2(B) 3(D) 5(A) 6(C) 7(E) 1(B) 2(D) 4(A) 5(C) 6(E) 1(E) 3(B) 4(D) 6(A) 7(C) 1(C) 2(E) 4(B) 5(D) 7(A) 1(A) 2(C) 3(E) 5(B) 6(D) 1(E) 3(B) 4(D) 6(A) 7(C) 1(D) 3(B) 4(D) 6(A) 7(C) 1(D) 3(A) 4(C) 5(E) 7(B) 1(C) 2(E) 4(B) 5(D) 7(A)	25 17 22 23 22 18 23 24 23 23 20 20
32523-004 32523-005 32523-006 32523-007 32523-008 32523-009 32543-001 32543-002 33013-001 33013-002 33013-003 33013-004	US HISTORY 1 CP DE US HISTORY I CP DE US HISTORY I CP AP UNITED STATES HISTORY	2 2 2 2 2 2 2 2 AP AP AP AP AP	ZOPES, PETER BURLAND, JASON BURLAND, JASON EMILE, SAMUEL EMILE, SAMUEL SULLIVAN, KATHRYN GREENE, JEREMY GREENE, JEREMY SULLIVAN, KATHRYN SULLIVAN, KATHRYN SULLIVAN, KATHRYN SULLIVAN, KATHRYN SULLIVAN, KATHRYN GILBERT, STEPHANIE	W342 E309 E309 W333 W333 D202 E313 E313 D202 D202 D202 D204	FY F	1(E) 3(B) 4(D) 6(A) 7(C) 1(B) 2(D) 4(A) 5(C) 6(E) 2(B) 3(D) 5(A) 6(C) 7(E) 1(A) 2(C) 3(E) 5(B) 6(D) 2(B) 3(D) 5(A) 6(C) 7(E) 1(B) 2(D) 4(A) 5(C) 6(E) 1(E) 3(B) 4(D) 6(A) 7(C) 1(C) 2(E) 4(B) 5(D) 7(A) 1(A) 2(C) 3(E) 5(B) 6(D) 1(E) 3(B) 4(D) 6(A) 7(C) 1(D) 3(B) 4(D) 6(A) 7(C) 1(D) 3(A) 4(C) 5(E) 7(B)	25 17 22 23 22 18 23 24 23 23 21 10

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33523-003	US HISTORY II CP	_	GILLIGAN, KATHERINE	E311		2(A) 3(C) 4(E) 6(B) 7(D)	24
33523-004	US HISTORY II CP	_	ANTETOMASO, MARY	H233	FY	1(B) 2(D) 4(A) 5(C) 6(E)	23
33523-005	US HISTORY II CP	_	GILLIGAN, KATHERINE	E311	FY	1(D) 3(A) 4(C) 5(E) 7(B)	25
33523-006	US HISTORY II CP	_	GILLIGAN, KATHERINE	E311		1(C) 2(E) 4(B) 5(D) 7(A)	26
33523-007	US HISTORY II CP	_	ANTETOMASO, MARY	H233	FY	1(E) 3(B) 4(D) 6(A) 7(C)	24
33543-001	DE US HISTORY II CP	_	LAFLAMME, KATHRYN	D208	FY	1(E) 3(B) 4(D) 6(A) 7(C)	24
33543-002	DE US HISTORY II CP	_	LAFLAMME, KATHRYN	D208	FY	2(B) 3(D) 5(A) 6(C) 7(E)	23
33543-003	DE US HISTORY II CP	_	LAFLAMME, KATHRYN	D208	FY	2(A) 3(C) 4(E) 6(B) 7(D)	23
33543-004	DE US HISTORY II CP	_	VITALE, CRAIG	D213	FY	1(A) 2(C) 3(E) 5(B) 6(D)	19
34011-001	SPEECH AND DEBATE H	1	GILLIGAN, KATHERINE	E311	S1	1(B) 2(D) 4(A) 5(C) 6(E)	12
34021-001	SPEECH AND DEBATE CP	_	GILLIGAN, KATHERINE	E311	S1	1(B) 2(D) 4(A) 5(C) 6(E)	14
36224-001	INTRO TO CRIMINAL JUSTICE CP	2	GILLIGAN, KATHERINE	E311	S2	1(B) 2(D) 4(A) 5(C) 6(E)	28
36224-002	INTRO TO CRIMINAL JUSTICE CP	2	RICHTER, DANIEL	E307	S2	1(E) 3(B) 4(D) 6(A) 7(C)	28
36244-001	DE INTRO TO CRIMINAL JUSTICE CP	2	BURLAND, JASON	E309	S1	2(A) 3(C) 4(E) 6(B) 7(D)	26
36244-002	DE INTRO TO CRIMINAL JUSTICE CP	2	BURLAND, JASON	E309	S2	2(A) 3(C) 4(E) 6(B) 7(D)	28
36244-003	DE INTRO TO CRIMINAL JUSTICE CP	2	BURLAND, JASON	E309	S1	2(B) 3(D) 5(A) 6(C) 7(E)	27
36244-004	DE INTRO TO CRIMINAL JUSTICE CP	2	BURLAND, JASON	E309	S2	2(B) 3(D) 5(A) 6(C) 7(E)	28
36444-001	DE SOCIOLOGY CP	2	O'KEEFE, MICHAEL	D201	S1	1(C) 2(E) 4(B) 5(D) 7(A)	27
36444-002	DE SOCIOLOGY CP	2	O'KEEFE, MICHAEL	D201	S1	1(B) 2(D) 4(A) 5(C) 6(E)	27
36444-003	DE SOCIOLOGY CP	2	O'KEEFE, MICHAEL	D201	S2	1(B) 2(D) 4(A) 5(C) 6(E)	27
36444-004	DE SOCIOLOGY CP	2	O'KEEFE, MICHAEL	D201	S2	1(C) 2(E) 4(B) 5(D) 7(A)	27
36824-001	PSYCHOLOGY I CP	_	DOAK, JENNIFER	H232	S1	2(B) 3(D) 5(A) 6(C) 7(E)	26
36824-002	PSYCHOLOGY I CP		DOAK, JENNIFER	H232	S1	2(A) 3(C) 4(E) 6(B) 7(D)	26
36824-003	PSYCHOLOGY I CP	_	DOAK, JENNIFER	H232	S2	2(B) 3(D) 5(A) 6(C) 7(E)	26
36824-004	PSYCHOLOGY I CP		DOAK, JENNIFER	H232	S2	2(A) 3(C) 4(E) 6(B) 7(D)	24
37013-001	AP PSYCHOLOGY	AP	DOAK, JENNIFER	H232		1(D) 3(A) 4(C) 5(E) 7(B)	26
37013-002	AP PSYCHOLOGY	AP	DOAK, JENNIFER	H232	FY	1(B) 2(D) 4(A) 5(C) 6(E)	28
37013-003	AP PSYCHOLOGY	AP	DOAK, JENNIFER	H232	FY	1(C) 2(E) 4(B) 5(D) 7(A)	26
37013-003	AP PSYCHOLOGY	AP	ANTETOMASO, MARY	H233	FY	1(A) 2(C) 3(E) 5(B) 6(D)	28
37013-004	AP PSYCHOLOGY	AP	ANTETOMASO, MARY	H233	FY		28
		AP	·	H233	FY	1(D) 3(A) 4(C) 5(E) 7(B)	28
37013-006	AP PSYCHOLOGY	AP	ANTETOMASO, MARY		FY	2(B) 3(D) 5(A) 6(C) 7(E)	18
38143-001	DE AP AMERICAN GOVERNMENT AND POLITICS	_	ZOPES, PETER	W342 D202		2(B) 3(D) 5(A) 6(C) 7(E)	10
38155-001	STUDENT GOVERNMENT		SULLIVAN, KATHRYN		S1	2(A) 3(C) 4(E) 6(B) 7(D)	_
38155-002	STUDENT GOVERNMENT	_	LAFLAMME, KATHRYN	D208	FY	1(E) 3(B) 4(D) 6(A) 7(C)	2
38155-003	STUDENT GOVERNMENT		SULLIVAN, KATHRYN	D202	FY	2(A) 3(C) 4(E) 6(B) 7(D)	1
38224-001	ECONOMICS CP	_	GILBERT, STEPHANIE	D204	S2	2(A) 3(C) 4(E) 6(B) 7(D)	28
38724-001	CIVICS CP	_	RICHTER, DANIEL	E307	S1	1(E) 3(B) 4(D) 6(A) 7(C)	28
39124-001	AMERICAN HISTORY THROUGH FILM CP	_	SULLIVAN, KATHRYN	D202		1(D) 3(A) 4(C) 5(E) 7(B)	24
39124-002	AMERICAN HISTORY THROUGH FILM CP		SULLIVAN, KATHRYN	D202	S2	1(D) 3(A) 4(C) 5(E) 7(B)	23
39124-003	AMERICAN HISTORY THROUGH FILM CP	_	GILBERT, STEPHANIE	D204	S1	2(A) 3(C) 4(E) 6(B) 7(D)	28
39313-001	COMMON LAW & TRIAL PROCEDURES 1 H	_	GILLIGAN, KATHERINE	E311	FY	2(B) 3(D) 5(A) 6(C) 7(E)	14
39413-001	COMMON LAW & TRIAL PROCEDURES 2 H	_	GILLIGAN, KATHERINE	E311	FY	2(B) 3(D) 5(A) 6(C) 7(E)	4
41313-001	FRENCH 2 H	_	GADBOIS, VERONICA	E324	FY	2(B) 3(D) 5(A) 6(C) 7(E)	7
41313-002	FRENCH 2 H	1	GADBOIS, VERONICA	E324	FY	1(E) 3(B) 4(D) 6(A) 7(C)	10
41313-003	FRENCH 2 H		GADBOIS, VERONICA	E324	FY	2(A) 3(C) 4(E) 6(B) 7(D)	13
41323-001	FRENCH 2 CP		GADBOIS, VERONICA	E324	FY	2(B) 3(D) 5(A) 6(C) 7(E)	8
41323-002	FRENCH 2 CP	2	GADBOIS, VERONICA	E324	FY	1(E) 3(B) 4(D) 6(A) 7(C)	15
41323-003	FRENCH 2 CP	2	GADBOIS, VERONICA	E324		2(A) 3(C) 4(E) 6(B) 7(D)	12
41513-001	FRENCH 3 H	1	GADBOIS, VERONICA	E324	FY	1(C) 2(E) 4(B) 5(D) 7(A)	22
41513-002	FRENCH 3 H	1	GADBOIS, VERONICA	E324	FY	1(B) 2(D) 4(A) 5(C) 6(E)	21
41523-001	FRENCH 3 CP	2	CHAGNON, MAIRIN; MAHONEY, DANJA	E325	FY	2(A) 3(C) 4(E) 6(B) 7(D)	18
41523-002	FRENCH 3 CP	2	CHAGNON, MAIRIN; MAHONEY, DANJA	E325	FY	1(A) 2(C) 3(E) 5(B) 6(D)	15
42043-001	DE FRENCH 4 H	1	CHAGNON, MAIRIN; MAHONEY, DANJA	E325	FY	1(B) 2(D) 4(A) 5(C) 6(E)	22
42043 002	DE FRENCH 4 H	1	MAHONEY, DANJA; CHAGNON, MAIRIN	E325	FY	1(D) 3(A) 4(C) 5(E) 7(B)	21
42043-002					FY	1(E) 3(B) 4(D) 6(A) 7(C)	14
42043-002 42913-001	AP FRENCH LANGUAGE AND CULTURE	AP	MAHONEY, DANJA; CHAGNON, MAIRIN	E325			
		_	MAHONEY, DANJA; CHAGNON, MAIRIN BORREGO, KARYN	E325 E314		1(B) 2(D) 4(A) 5(C) 6(E)	25
42913-001	AP FRENCH LANGUAGE AND CULTURE	2			FY	1(B) 2(D) 4(A) 5(C) 6(E) 2(B) 3(D) 5(A) 6(C) 7(E)	25 20
42913-001 43023-001	AP FRENCH LANGUAGE AND CULTURE SPANISH 1 CP	2	BORREGO, KARYN	E314	FY FY		
42913-001 43023-001 43023-002	AP FRENCH LANGUAGE AND CULTURE SPANISH 1 CP SPANISH 1 CP	2 2 1	BORREGO, KARYN BORREGO, KARYN	E314 E314	FY FY	2(B) 3(D) 5(A) 6(C) 7(E)	20
42913-001 43023-001 43023-002 43313-001	AP FRENCH LANGUAGE AND CULTURE SPANISH 1 CP SPANISH 1 CP SPANISH 2 H	2 2 1 1	BORREGO, KARYN BORREGO, KARYN LORING, ELISABETH	E314 E314 D206	FY FY FY	2(B) 3(D) 5(A) 6(C) 7(E) 1(D) 3(A) 4(C) 5(E) 7(B)	20 26
42913-001 43023-001 43023-002 43313-001 43313-002	AP FRENCH LANGUAGE AND CULTURE SPANISH 1 CP SPANISH 1 CP SPANISH 2 H SPANISH 2 H	2 2 1 1 1	BORREGO, KARYN BORREGO, KARYN LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH	E314 E314 D206 D206	FY FY FY FY	2(B) 3(D) 5(A) 6(C) 7(E) 1(D) 3(A) 4(C) 5(E) 7(B) 1(A) 2(C) 3(E) 5(B) 6(D)	20 26 24
42913-001 43023-001 43023-002 43313-001 43313-002 43313-003	AP FRENCH LANGUAGE AND CULTURE SPANISH 1 CP SPANISH 1 CP SPANISH 2 H SPANISH 2 H SPANISH 2 H	2 2 1 1 1 1	BORREGO, KARYN BORREGO, KARYN LORING, ELISABETH LORING, ELISABETH	E314 E314 D206 D206 D206	FY FY FY FY FY	2(B) 3(D) 5(A) 6(C) 7(E) 1(D) 3(A) 4(C) 5(E) 7(B) 1(A) 2(C) 3(E) 5(B) 6(D) 2(B) 3(D) 5(A) 6(C) 7(E) 2(A) 3(C) 4(E) 6(B) 7(D)	20 26 24 13
42913-001 43023-001 43023-002 43313-001 43313-002 43313-003 43313-004	AP FRENCH LANGUAGE AND CULTURE SPANISH 1 CP SPANISH 1 CP SPANISH 2 H SPANISH 2 CP	2 2 1 1 1 1 1 2	BORREGO, KARYN BORREGO, KARYN LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH	E314 E314 D206 D206 D206 D206 D206	FY FY FY FY FY FY FY	2(B) 3(D) 5(A) 6(C) 7(E) 1(D) 3(A) 4(C) 5(E) 7(B) 1(A) 2(C) 3(E) 5(B) 6(D) 2(B) 3(D) 5(A) 6(C) 7(E) 2(A) 3(C) 4(E) 6(B) 7(D) 1(C) 2(E) 4(B) 5(D) 7(A)	20 26 24 13 26
42913-001 43023-001 43023-002 43313-001 43313-002 43313-003 43313-004 43323-001 43323-002	AP FRENCH LANGUAGE AND CULTURE SPANISH 1 CP SPANISH 1 CP SPANISH 2 H SPANISH 2 CP SPANISH 2 CP	2 2 1 1 1 1 1 2 2	BORREGO, KARYN BORREGO, KARYN LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH MAHONEY, DANJA; TOWER, ESTEFANIA; VALENCI	E314 E314 D206 D206 D206 D206 D206 D206 E323	FY	2(B) 3(D) 5(A) 6(C) 7(E) 1(D) 3(A) 4(C) 5(E) 7(B) 1(A) 2(C) 3(E) 5(B) 6(D) 2(B) 3(D) 5(A) 6(C) 7(E) 2(A) 3(C) 4(E) 6(B) 7(D) 1(C) 2(E) 4(B) 5(D) 7(A) 1(A) 2(C) 3(E) 5(B) 6(D)	20 26 24 13 26 23 19
42913-001 43023-001 43023-002 43313-001 43313-002 43313-003 43313-004 43323-001 43323-002 43323-003	AP FRENCH LANGUAGE AND CULTURE SPANISH 1 CP SPANISH 1 CP SPANISH 2 H SPANISH 2 H SPANISH 2 H SPANISH 2 H SPANISH 2 CP SPANISH 2 CP SPANISH 2 CP	2 2 1 1 1 1 1 2 2	BORREGO, KARYN BORREGO, KARYN LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH MAHONEY, DANJA; TOWER, ESTEFANIA; VALENCI MAHONEY, DANJA; VALENCIA, DIEGO; TOWER, E	E314 E314 D206 D206 D206 D206 D206 D206 E323 E323	FY	2(B) 3(D) 5(A) 6(C) 7(E) 1(D) 3(A) 4(C) 5(E) 7(B) 1(A) 2(C) 3(E) 5(B) 6(D) 2(B) 3(D) 5(A) 6(C) 7(E) 2(A) 3(C) 4(E) 6(B) 7(D) 1(C) 2(E) 4(B) 5(D) 7(A) 1(A) 2(C) 3(E) 5(B) 6(D) 1(B) 2(D) 4(A) 5(C) 6(E)	20 26 24 13 26 23 19 20
42913-001 43023-001 43023-002 43313-001 43313-002 43313-003 43313-004 43323-001 43323-002 43323-003 43323-004	AP FRENCH LANGUAGE AND CULTURE SPANISH 1 CP SPANISH 1 CP SPANISH 2 H SPANISH 2 H SPANISH 2 H SPANISH 2 H SPANISH 2 CP	2 2 1 1 1 1 1 2 2 2 2	BORREGO, KARYN BORREGO, KARYN LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH MAHONEY, DANJA; TOWER, ESTEFANIA; VALENCI MAHONEY, DANJA; VALENCIA, DIEGO; TOWER, ES MAHONEY, DANJA; VALENCIA, DIEGO; TOWER, ES	E314 E314 D206 D206 D206 D206 D206 D206 E323 E323 E323	FY	2(B) 3(D) 5(A) 6(C) 7(E) 1(D) 3(A) 4(C) 5(E) 7(B) 1(A) 2(C) 3(E) 5(B) 6(D) 2(B) 3(D) 5(A) 6(C) 7(E) 2(A) 3(C) 4(E) 6(B) 7(D) 1(C) 2(E) 4(B) 5(D) 7(A) 1(A) 2(C) 3(E) 5(B) 6(D) 1(B) 2(D) 4(A) 5(C) 6(E) 1(C) 2(E) 4(B) 5(D) 7(A)	20 26 24 13 26 23 19 20 21
42913-001 43023-001 43023-002 43313-001 43313-002 43313-003 43313-004 43323-001 43323-002 43323-003 43323-004 43323-005	AP FRENCH LANGUAGE AND CULTURE SPANISH 1 CP SPANISH 1 CP SPANISH 2 H SPANISH 2 H SPANISH 2 H SPANISH 2 CP	2 2 1 1 1 1 1 2 2 2 2 2 2	BORREGO, KARYN BORREGO, KARYN LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH MAHONEY, DANJA; TOWER, ESTEFANIA; VALENCI MAHONEY, DANJA; VALENCIA, DIEGO; TOWER, ES MAHONEY, DANJA; VALENCIA, DIEGO; TOWER, ES FERRONETTI, JESSICA	E314 E314 D206 D206 D206 D206 D206 D206 E323 E323 E323 E323	FY	2(B) 3(D) 5(A) 6(C) 7(E) 1(D) 3(A) 4(C) 5(E) 7(B) 1(A) 2(C) 3(E) 5(B) 6(D) 2(B) 3(D) 5(A) 6(C) 7(E) 2(A) 3(C) 4(E) 6(B) 7(D) 1(C) 2(E) 4(B) 5(D) 7(A) 1(A) 2(C) 3(E) 5(B) 6(D) 1(B) 2(D) 4(A) 5(C) 6(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A)	20 26 24 13 26 23 19 20 21 24
42913-001 43023-001 43023-002 43313-001 43313-002 43313-004 43323-001 43323-002 43323-003 43323-004 43323-005 43323-006	AP FRENCH LANGUAGE AND CULTURE SPANISH 1 CP SPANISH 1 CP SPANISH 2 H SPANISH 2 H SPANISH 2 H SPANISH 2 H SPANISH 2 CP	22 11 11 12 22 22 22 22 22	BORREGO, KARYN BORREGO, KARYN LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH MAHONEY, DANJA; TOWER, ESTEFANIA; VALENCI MAHONEY, DANJA; VALENCIA, DIEGO; TOWER, ES MAHONEY, DANJA; VALENCIA, DIEGO; TOWER, ES FERRONETTI, JESSICA	E314 E314 D206 D206 D206 D206 D206 D206 E323 E323 E323 E320 E320	FY F	2(B) 3(D) 5(A) 6(C) 7(E) 1(D) 3(A) 4(C) 5(E) 7(B) 1(A) 2(C) 3(E) 5(B) 6(D) 2(B) 3(D) 5(A) 6(C) 7(E) 2(A) 3(C) 4(E) 6(B) 7(D) 1(C) 2(E) 4(B) 5(D) 7(A) 1(A) 2(C) 3(E) 5(B) 6(D) 1(B) 2(D) 4(A) 5(C) 6(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A) 1(D) 3(A) 4(C) 5(E) 7(B)	20 26 24 13 26 23 19 20 21 24 26
42913-001 43023-001 43023-002 43313-001 43313-002 43313-003 43313-004 43323-001 43323-002 43323-003 43323-004 43323-005 43323-006 43323-007	AP FRENCH LANGUAGE AND CULTURE SPANISH 1 CP SPANISH 1 CP SPANISH 2 H SPANISH 2 H SPANISH 2 H SPANISH 2 CP	22 11 11 12 22 22 22 22 22 22 22	BORREGO, KARYN BORREGO, KARYN LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH MAHONEY, DANJA; TOWER, ESTEFANIA; VALENCI MAHONEY, DANJA; VALENCIA, DIEGO; TOWER, ES MAHONEY, DANJA; VALENCIA, DIEGO; TOWER, ES FERRONETTI, JESSICA FERRONETTI, JESSICA	E314 E314 D206 D206 D206 D206 D206 D206 E323 E323 E323 E320 E320 E320	FY FY FY FY FY FY FY FY FY FY	2(B) 3(D) 5(A) 6(C) 7(E) 1(D) 3(A) 4(C) 5(E) 7(B) 1(A) 2(C) 3(E) 5(B) 6(D) 2(B) 3(D) 5(A) 6(C) 7(E) 2(A) 3(C) 4(E) 6(B) 7(D) 1(C) 2(E) 4(B) 5(D) 7(A) 1(A) 2(C) 3(E) 5(B) 6(D) 1(B) 2(D) 4(A) 5(C) 6(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A) 1(D) 3(A) 4(C) 5(E) 7(B) 2(B) 3(D) 5(A) 6(C) 7(E)	20 26 24 13 26 23 19 20 21 24 26
42913-001 43023-001 43023-002 43313-001 43313-002 43313-004 43323-001 43323-002 43323-003 43323-004 43323-005 43323-006 43323-007 43513-001	AP FRENCH LANGUAGE AND CULTURE SPANISH 1 CP SPANISH 1 CP SPANISH 2 H SPANISH 2 H SPANISH 2 H SPANISH 2 CP	22 11 11 11 22 22 22 22 22 22 22	BORREGO, KARYN BORREGO, KARYN LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH MAHONEY, DANJA; TOWER, ESTEFANIA; VALENCI MAHONEY, DANJA; VALENCIA, DIEGO; TOWER, ES MAHONEY, DANJA; VALENCIA, DIEGO; TOWER, ES FERRONETTI, JESSICA FERRONETTI, JESSICA FERRONETTI, JESSICA PRAY, COURTNEY	E314 E314 D206 D206 D206 D206 D206 D206 E323 E323 E323 E320 E320 E320 H242	FY FY FY FY FY FY FY FY FY FY FY	2(B) 3(D) 5(A) 6(C) 7(E) 1(D) 3(A) 4(C) 5(E) 7(B) 1(A) 2(C) 3(E) 5(B) 6(D) 2(B) 3(D) 5(A) 6(C) 7(E) 2(A) 3(C) 4(E) 6(B) 7(D) 1(C) 2(E) 4(B) 5(D) 7(A) 1(A) 2(C) 3(E) 5(B) 6(D) 1(B) 2(D) 4(A) 5(C) 6(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A) 1(D) 3(A) 4(C) 5(E) 7(B) 2(B) 3(D) 5(A) 6(C) 7(E) 1(A) 2(C) 3(E) 5(B) 6(D)	200 266 244 133 266 233 199 200 211 244 266 155 177
42913-001 43023-001 43023-002 43313-001 43313-003 43313-004 43323-001 43323-002 43323-004 43323-005 43323-006 43323-007 43513-001 43513-002	AP FRENCH LANGUAGE AND CULTURE SPANISH 1 CP SPANISH 1 CP SPANISH 2 H SPANISH 2 H SPANISH 2 H SPANISH 2 CP SPANISH 3 CP SPANISH 3 H SPANISH 3 H	22 11 11 12 22 22 22 22 22 22 21 11	BORREGO, KARYN BORREGO, KARYN LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH MAHONEY, DANJA; TOWER, ESTEFANIA; VALENCI MAHONEY, DANJA; VALENCIA, DIEGO; TOWER, ES MAHONEY, DANJA; VALENCIA, DIEGO; TOWER, ES FERRONETTI, JESSICA FERRONETTI, JESSICA FERRONETTI, JESSICA PRAY, COURTNEY	E314 E314 D206 D206 D206 D206 D206 D206 E323 E323 E323 E320 E320 E320 H242 H242	FY FY FY FY FY FY FY FY FY FY FY FY FY	2(B) 3(D) 5(A) 6(C) 7(E) 1(D) 3(A) 4(C) 5(E) 7(B) 1(A) 2(C) 3(E) 5(B) 6(D) 2(B) 3(D) 5(A) 6(C) 7(E) 2(A) 3(C) 4(E) 6(B) 7(D) 1(C) 2(E) 4(B) 5(D) 7(A) 1(A) 2(C) 3(E) 5(B) 6(D) 1(B) 2(D) 4(A) 5(C) 6(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A) 1(D) 3(A) 4(C) 5(E) 7(B) 2(B) 3(D) 5(A) 6(C) 7(E) 1(A) 2(C) 3(E) 5(B) 6(D) 2(A) 3(C) 4(E) 6(B) 7(D)	200 266 244 133 266 233 199 200 211 244 266 157 177 277
42913-001 43023-001 43023-002 43313-001 43313-002 43313-004 43323-001 43323-002 43323-003 43323-004 43323-005 43323-006 43323-007 43513-001	AP FRENCH LANGUAGE AND CULTURE SPANISH 1 CP SPANISH 1 CP SPANISH 2 H SPANISH 2 H SPANISH 2 H SPANISH 2 CP	2 2 1 1 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2	BORREGO, KARYN BORREGO, KARYN LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH LORING, ELISABETH MAHONEY, DANJA; TOWER, ESTEFANIA; VALENCI MAHONEY, DANJA; VALENCIA, DIEGO; TOWER, ES MAHONEY, DANJA; VALENCIA, DIEGO; TOWER, ES FERRONETTI, JESSICA FERRONETTI, JESSICA FERRONETTI, JESSICA PRAY, COURTNEY	E314 E314 D206 D206 D206 D206 D206 D206 E323 E323 E323 E320 E320 E320 H242	FY FY FY FY FY FY FY FY FY FY FY FY FY F	2(B) 3(D) 5(A) 6(C) 7(E) 1(D) 3(A) 4(C) 5(E) 7(B) 1(A) 2(C) 3(E) 5(B) 6(D) 2(B) 3(D) 5(A) 6(C) 7(E) 2(A) 3(C) 4(E) 6(B) 7(D) 1(C) 2(E) 4(B) 5(D) 7(A) 1(A) 2(C) 3(E) 5(B) 6(D) 1(B) 2(D) 4(A) 5(C) 6(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A) 1(D) 3(A) 4(C) 5(E) 7(B) 2(B) 3(D) 5(A) 6(C) 7(E) 1(A) 2(C) 3(E) 5(B) 6(D)	200 266 244 133 266 233 199 200 211 244 266 155 177

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43523-001	SPANISH 3 CP	2	BORREGO, KARYN	E314	FY	1(A) 2(C) 3(E) 5(B) 6(D)	19
43523-002	SPANISH 3 CP		BORREGO, KARYN	E314	FY	1(E) 3(B) 4(D) 6(A) 7(C)	25
43523-003	SPANISH 3 CP	2	SANCHEZ, PATRICIA	H243	FY	1(C) 2(E) 4(B) 5(D) 7(A)	19
43523-004	SPANISH 3 CP	2	BORREGO, KARYN	E314	FY	1(D) 3(A) 4(C) 5(E) 7(B)	24
44013-001	SPANISH 4 H	1	TOWER, ESTEFANIA; MAHONEY, DANJA; VALENCI	E323	FY	1(E) 3(B) 4(D) 6(A) 7(C)	21
44013-002	SPANISH 4 H	1	MAHONEY, DANJA; TOWER, ESTEFANIA; VALENCI	E323	FY	2(A) 3(C) 4(E) 6(B) 7(D)	21
44023-001	SPANISH 4 CP	2	PRAY, COURTNEY	H242	FY	1(D) 3(A) 4(C) 5(E) 7(B)	18
44023-002	SPANISH 4 CP	2	PRAY, COURTNEY	H242	FY	1(B) 2(D) 4(A) 5(C) 6(E)	20
44023-003	SPANISH 4 CP	_	PRAY, COURTNEY	H242	FY	1(E) 3(B) 4(D) 6(A) 7(C)	23
44043-001	DE SPANISH 4 H	_	SANCHEZ, PATRICIA	H243	FY	1(E) 3(B) 4(D) 6(A) 7(C)	19
44043-002	DE SPANISH 4 H		SANCHEZ, PATRICIA	H243	FY	2(A) 3(C) 4(E) 6(B) 7(D)	24
44913-001	AP SPANISH LANGUAGE AND CULTURE	AP	FERRONETTI, JESSICA	E320	FY	1(E) 3(B) 4(D) 6(A) 7(C)	21
44913-001	AP SPANISH LANGUAGE AND CULTURE	AP	FERRONETTI, JESSICA	E320	FY	. , . , . , . , . ,	16
		_	·			1(A) 2(C) 3(E) 5(B) 6(D)	
48123-001	AMERICAN SIGN LANGUAGE 1 CP	_	FITZGIBBONS, MEGHAN	W344	FY	1(C) 2(E) 4(B) 5(D) 7(A)	26
48123-002	AMERICAN SIGN LANGUAGE 1 CP	_	FITZGIBBONS, MEGHAN	W344	FY	2(B) 3(D) 5(A) 6(C) 7(E)	25
48223-001	AMERICAN SIGN LANGUAGE 2 CP		FITZGIBBONS, MEGHAN	W344	FY	1(D) 3(A) 4(C) 5(E) 7(B)	28
48223-002	AMERICAN SIGN LANGUAGE 2 CP	2	FITZGIBBONS, MEGHAN	W344	FY	1(B) 2(D) 4(A) 5(C) 6(E)	25
48313-001	AMERICAN SIGN LANGUAGE 3 H	1	FITZGIBBONS, MEGHAN	W344	FY	2(A) 3(C) 4(E) 6(B) 7(D)	23
51024-001	CLAY STUDIO 2 CP	2	ALVES, MADALENA	H253	S1	1(A) 2(C) 3(E) 5(B) 6(D)	12
51124-001	CLAY STUDIO 1 CP	2	GOVER, ALLISON	D252	S2	1(A) 2(C) 3(E) 5(B) 6(D)	25
51124-002	CLAY STUDIO 1 CP	2	ALVES, MADALENA	H253	S1	2(A) 3(C) 4(E) 6(B) 7(D)	23
51124-003	CLAY STUDIO 1 CP	2	ALVES, MADALENA	H253	S1	2(B) 3(D) 5(A) 6(C) 7(E)	24
51124-004	CLAY STUDIO 1 CP	+	GOVER, ALLISON	D252	S2	1(C) 2(E) 4(B) 5(D) 7(A)	25
51224-001	STUDIO 1 - FOUNDATION COLOR AND DRAWING CP		ALVES, MADALENA	H253	S2	1(D) 3(A) 4(C) 5(E) 7(B)	26
51224-002	STUDIO 1 - FOUNDATION COLOR AND DRAWING CP		ALVES, MADALENA	H253	S2	1(C) 2(E) 4(B) 5(D) 7(A)	25
51224-002	STUDIO 1 - FOUNDATION COLOR AND DRAWING CP	_	RICHARD, TIMOTHY	D251	S1	1(E) 3(B) 4(D) 6(A) 7(C)	25
51224-003	STUDIO 1 - FOUNDATION COLOR AND DRAWING CP	_	RICHARD, TIMOTHY	D251 D251	S1	2(A) 3(C) 4(E) 6(B) 7(D)	25
		_					
51224-005	STUDIO 1 - FOUNDATION COLOR AND DRAWING CP		RICHARD, TIMOTHY	D251	S1	1(C) 2(E) 4(B) 5(D) 7(A)	26
51224-006	STUDIO 1 - FOUNDATION COLOR AND DRAWING CP	+	GOVER, ALLISON	D252	S2	2(B) 3(D) 5(A) 6(C) 7(E)	25
51224-007	STUDIO 1 - FOUNDATION COLOR AND DRAWING CP		GOVER, ALLISON	D252	S2	1(D) 3(A) 4(C) 5(E) 7(B)	26
51524-001	STUDIO 2 - FOUNDATION 2D AND 3D CP	2	GOVER, ALLISON	D252	S1	2(B) 3(D) 5(A) 6(C) 7(E)	24
51524-002	STUDIO 2 - FOUNDATION 2D AND 3D	2	GOVER, ALLISON	D252	S1	1(A) 2(C) 3(E) 5(B) 6(D)	23
51524-003	STUDIO 2 - FOUNDATION 2D AND 3D CP	2	GOVER, ALLISON	D252	S1	1(C) 2(E) 4(B) 5(D) 7(A)	25
51623-001	DE STUDIO 3 CP	2	GOVER, ALLISON	D252	FY	2(A) 3(C) 4(E) 6(B) 7(D)	7
51924-001	APPRECIATING THE ARTS CP	2	RICHARD, TIMOTHY	D251	S2	2(A) 3(C) 4(E) 6(B) 7(D)	25
53013-001	HONORS ART PORTFOLIO 1 H	1	GOVER, ALLISON	D252	FY	2(A) 3(C) 4(E) 6(B) 7(D)	2
53513-001	AP ADVANCED ART PORTFOLIO 2: DRAWING	AP	GOVER, ALLISON	D252	FY	2(A) 3(C) 4(E) 6(B) 7(D)	2
53824-001	INTRO TO DIGITAL PHOTOGRAPHY CP	2	ALVES, MADALENA	D255	S2	2(A) 3(C) 4(E) 6(B) 7(D)	25
53824-002	INTRO TO DIGITAL PHOTOGRAPHY CP	_	ALVES, MADALENA	D255	S2	2(B) 3(D) 5(A) 6(C) 7(E)	25
53824-003	INTRO TO DIGITAL PHOTOGRAPHY CP	_	RICHARD, TIMOTHY	D255	S2	1(E) 3(B) 4(D) 6(A) 7(C)	24
53824-004	INTRO TO DIGITAL PHOTOGRAPHY CP	_	RICHARD, TIMOTHY	D255	S2	1(C) 2(E) 4(B) 5(D) 7(A)	25
53824-005	INTRO TO DIGITAL PHOTOGRAPHY CP		RICHARD, TIMOTHY	D255	S2	1(B) 2(D) 4(A) 5(C) 6(E)	26
						. , . , . , . , . ,	_
53824-006	INTRO TO DIGITAL PHOTOGRAPHY CP	+	RICHARD, TIMOTHY	D255	S1	1(B) 2(D) 4(A) 5(C) 6(E)	24
53844-001	DE INTRO TO PHOTOGRAPHY CP		GOVER, ALLISON	D256	S1	1(D) 3(A) 4(C) 5(E) 7(B)	27
53924-001	DIGITAL PHOTOGRAPHY II CP		ALVES, MADALENA	D255	S1	1(C) 2(E) 4(B) 5(D) 7(A)	23
53924-002	DIGITAL PHOTOGRAPHY II CP	_	ALVES, MADALENA	D255	S1	1(D) 3(A) 4(C) 5(E) 7(B)	22
54224-001	GRAPHIC DESIGN CP	2	RICHARD, TIMOTHY	D255	S1	1(A) 2(C) 3(E) 5(B) 6(D)	
54224-002	· · · · · · · · · · · · · · · · · · ·	_			01	. , . , . , . , . ,	24
	GRAPHIC DESIGN CP	2	RICHARD, TIMOTHY	D256		1(A) 2(C) 3(E) 5(B) 6(D)	24
54324-001	GRAPHIC DESIGN CP ANIMATION CP	_	RICHARD, TIMOTHY ALVES, MADALENA		S2		
54324-001 54623-001	 	2	 	D256	S2 S2	1(A) 2(C) 3(E) 5(B) 6(D)	22
	ANIMATION CP	2	ALVES, MADALENA	D256 D255	S2 S2 FY	1(A) 2(C) 3(E) 5(B) 6(D) 1(A) 2(C) 3(E) 5(B) 6(D)	22 25
54623-001	ANIMATION CP MUSIC THEORY 1 CP	2 2 AP	ALVES, MADALENA SEXAUER, MATTHEW	D256 D255	S2 S2 FY	1(A) 2(C) 3(E) 5(B) 6(D) 1(A) 2(C) 3(E) 5(B) 6(D) 1(B) 2(D) 4(A) 5(C) 6(E)	22 25 12
54623-001 56513-001	ANIMATION CP MUSIC THEORY 1 CP AP MUSIC THEORY	2 2 AP 1	ALVES, MADALENA SEXAUER, MATTHEW SEXAUER, MATTHEW	D256 D255 D220	S2 S2 FY FY	1(A) 2(C) 3(E) 5(B) 6(D) 1(A) 2(C) 3(E) 5(B) 6(D) 1(B) 2(D) 4(A) 5(C) 6(E) 1(B) 2(D) 4(A) 5(C) 6(E)	22 25 12 7
54623-001 56513-001 57013-001 57013-002	ANIMATION CP MUSIC THEORY 1 CP AP MUSIC THEORY BAND H - WOODWINDS & BRASS INSTRUMENTS	2 AP 1	ALVES, MADALENA SEXAUER, MATTHEW SEXAUER, MATTHEW SEXAUER, MATTHEW SEXAUER, MATTHEW	D256 D255 D220 D220 D220	S2 S2 FY FY FY	1(A) 2(C) 3(E) 5(B) 6(D) 1(A) 2(C) 3(E) 5(B) 6(D) 1(B) 2(D) 4(A) 5(C) 6(E) 1(B) 2(D) 4(A) 5(C) 6(E) 2(B) 3(D) 5(A) 6(C) 7(E) 1(E) 3(B) 4(D) 6(A) 7(C)	22 25 12 7 15 9
54623-001 56513-001 57013-001 57013-002 57013-003	ANIMATION CP MUSIC THEORY 1 CP AP MUSIC THEORY BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - WOODWINDS & BRASS INSTRUMENTS	2 AP 1 1	ALVES, MADALENA SEXAUER, MATTHEW SEXAUER, MATTHEW SEXAUER, MATTHEW SEXAUER, MATTHEW SEXAUER, MATTHEW SEXAUER, MATTHEW	D256 D255 D220	S2 FY FY FY FY FY FY	1(A) 2(C) 3(E) 5(B) 6(D) 1(A) 2(C) 3(E) 5(B) 6(D) 1(B) 2(D) 4(A) 5(C) 6(E) 1(B) 2(D) 4(A) 5(C) 6(E) 2(B) 3(D) 5(A) 6(C) 7(E) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D)	22 25 12 7 15 9
54623-001 56513-001 57013-001 57013-002 57013-003 57021-001	ANIMATION CP MUSIC THEORY 1 CP AP MUSIC THEORY BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - WOODWINDS & BRASS INSTRUMENTS BAND - WOODWINDS & BRASS INSTRUMENTS	2 AP 1 1 1 2	ALVES, MADALENA SEXAUER, MATTHEW	D256 D255 D220 D220 D220	S2 S2 FY FY FY FY FY FY FY	1(A) 2(C) 3(E) 5(B) 6(D) 1(A) 2(C) 3(E) 5(B) 6(D) 1(B) 2(D) 4(A) 5(C) 6(E) 1(B) 2(D) 4(A) 5(C) 6(E) 2(B) 3(D) 5(A) 6(C) 7(E) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 1(E) 3(B) 4(D) 6(A) 7(C)	22 25 12 7 15 9 13
54623-001 56513-001 57013-001 57013-002 57013-003 57021-001 57021-002	ANIMATION CP MUSIC THEORY 1 CP AP MUSIC THEORY BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - WOODWINDS & BRASS INSTRUMENTS BAND - WOODWINDS & BRASS INSTRUMENTS BAND - WOODWINDS & BRASS INSTRUMENTS BAND - WOODWINDS & BRASS INSTRUMENTS	2 AP 1 1 1 2 2 2	ALVES, MADALENA SEXAUER, MATTHEW	D256 D255 D220 D220 D220	S2 S2 FY FY FY FY FY FY	1(A) 2(C) 3(E) 5(B) 6(D) 1(A) 2(C) 3(E) 5(B) 6(D) 1(B) 2(D) 4(A) 5(C) 6(E) 1(B) 2(D) 4(A) 5(C) 6(E) 2(B) 3(D) 5(A) 6(C) 7(E) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D)	22 25 12 7 15 9 13 0
54623-001 56513-001 57013-001 57013-002 57013-003 57021-001 57021-002 57021-003	ANIMATION CP MUSIC THEORY 1 CP AP MUSIC THEORY BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - WOODWINDS & BRASS INSTRUMENTS BAND - WOODWINDS & BRASS INSTRUMENTS	2 2 AP 1 1 1 2 2 2 2	ALVES, MADALENA SEXAUER, MATTHEW	D256 D255 D220 D220 D220 D220 D220 D220	\$2 \$2 FY FY FY FY FY FY	1(A) 2(C) 3(E) 5(B) 6(D) 1(A) 2(C) 3(E) 5(B) 6(D) 1(B) 2(D) 4(A) 5(C) 6(E) 1(B) 2(D) 4(A) 5(C) 6(E) 2(B) 3(D) 5(A) 6(C) 7(E) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 2(A) 3(C) 4(E) 6(B) 7(D) 2(B) 3(D) 5(A) 6(C) 7(E)	22 25 12 7 15 9 13 0 0
54623-001 56513-001 57013-001 57013-002 57013-003 57021-001 57021-002 57021-003 57113-001	ANIMATION CP MUSIC THEORY 1 CP AP MUSIC THEORY BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - PERCUSSION	2 2 AP 1 1 1 2 2 2 2 1 1	ALVES, MADALENA SEXAUER, MATTHEW	D256 D255 D220 D220 D220	\$2 \$2 FY FY FY FY FY FY FY	1(A) 2(C) 3(E) 5(B) 6(D) 1(A) 2(C) 3(E) 5(B) 6(D) 1(B) 2(D) 4(A) 5(C) 6(E) 1(B) 2(D) 4(A) 5(C) 6(E) 2(B) 3(D) 5(A) 6(C) 7(E) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 2(A) 3(C) 4(E) 6(B) 7(D) 2(B) 3(D) 5(A) 6(C) 7(E) 1(C) 2(E) 4(B) 5(D) 7(A)	22 25 12 7 15 9 13 0 0
54623-001 56513-001 57013-001 57013-002 57013-003 57021-001 57021-002 57021-003 57113-001 57121-001	ANIMATION CP MUSIC THEORY 1 CP AP MUSIC THEORY BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - WOODWINDS & BRASS INSTRUMENTS BAND - PERCUSSION BAND - PERCUSSION	2 2 AP 1 1 1 2 2 2 2 1 1 2 2	ALVES, MADALENA SEXAUER, MATTHEW	D256 D255 D220 D220 D220 D220 D220 D220	\$2 \$2 FY FY FY FY FY FY FY FY S1	1(A) 2(C) 3(E) 5(B) 6(D) 1(A) 2(C) 3(E) 5(B) 6(D) 1(B) 2(D) 4(A) 5(C) 6(E) 1(B) 2(D) 4(A) 5(C) 6(E) 2(B) 3(D) 5(A) 6(C) 7(E) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 2(A) 3(C) 4(E) 6(B) 7(D) 2(B) 3(D) 5(A) 6(C) 7(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A)	22 25 12 7 15 9 13 0 0 0 5
54623-001 56513-001 57013-001 57013-002 57013-003 57021-001 57021-002 57021-003 57113-001 57121-001 57123-001	ANIMATION CP MUSIC THEORY 1 CP AP MUSIC THEORY BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - WOODWINDS & BRASS INSTRUMENTS BAND - PERCUSSION BAND - PERCUSSION BAND - PERCUSSION	2 2 AP 1 1 1 2 2 2 1 1 2 2 2 2 2 2 2 2 2 2 2	ALVES, MADALENA SEXAUER, MATTHEW	D256 D255 D220 D220 D220 D220 D220 D220	\$2 \$2 FY FY FY FY FY FY FY FY FY	1(A) 2(C) 3(E) 5(B) 6(D) 1(A) 2(C) 3(E) 5(B) 6(D) 1(B) 2(D) 4(A) 5(C) 6(E) 1(B) 2(D) 4(A) 5(C) 6(E) 2(B) 3(D) 5(A) 6(C) 7(E) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 2(B) 3(D) 5(A) 6(C) 7(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A)	22 25 12 7 15 9 13 0 0 0 5 1
54623-001 56513-001 57013-001 57013-002 57013-003 57021-001 57021-002 57021-003 57113-001 57121-001 57123-001 57223-001	ANIMATION CP MUSIC THEORY 1 CP AP MUSIC THEORY BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - WOODWINDS & BRASS INSTRUMENTS BAND - PERCUSSION BAND - PERCUSSION BAND - PERCUSSION BAND - WOODWINDS & BRASS INSTRUMENTS	2 AP 1 1 1 2 2 2 1 1 2 2	ALVES, MADALENA SEXAUER, MATTHEW	D256 D255 D220 D220 D220 D220 D220 D220	\$2 \$2 FY FY FY FY FY FY FY FY FY S1 FY	1(A) 2(C) 3(E) 5(B) 6(D) 1(A) 2(C) 3(E) 5(B) 6(D) 1(B) 2(D) 4(A) 5(C) 6(E) 1(B) 2(D) 4(A) 5(C) 6(E) 2(B) 3(D) 5(A) 6(C) 7(E) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 2(B) 3(D) 5(A) 6(C) 7(E) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 2(B) 3(D) 5(A) 6(C) 7(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A) 2(B) 3(D) 5(A) 6(C) 7(E)	22 25 12 7 15 9 13 0 0 0 5 1 12 4
54623-001 56513-001 57013-001 57013-002 57013-003 57021-001 57021-002 57021-003 57113-001 57121-001 57123-001 57223-001 57223-002	ANIMATION CP MUSIC THEORY 1 CP AP MUSIC THEORY BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - WOODWINDS & BRASS INSTRUMENTS BAND - PERCUSSION BAND - PERCUSSION BAND - PERCUSSION BAND - PERCUSSION BAND - WOODWINDS & BRASS INSTRUMENTS BAND - WOODWINDS & BRASS INSTRUMENTS BAND - WOODWINDS & BRASS INSTRUMENTS	2 AP 1 1 1 2 2 2 1 1 2 2 2 2 2 2 2 2 2 2 2 2	ALVES, MADALENA SEXAUER, MATTHEW	D256 D255 D220 D220 D220 D220 D220 D220	\$2 \$2 FY FY FY FY FY FY FY FY FY	1(A) 2(C) 3(E) 5(B) 6(D) 1(A) 2(C) 3(E) 5(B) 6(D) 1(B) 2(D) 4(A) 5(C) 6(E) 1(B) 2(D) 4(A) 5(C) 6(E) 2(B) 3(D) 5(A) 6(C) 7(E) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 2(B) 3(D) 5(A) 6(C) 7(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A) 2(B) 3(D) 5(A) 6(C) 7(E) 1(E) 3(B) 4(D) 6(A) 7(C)	22 25 12 7 15 9 13 0 0 0 5 1 1 12 4
54623-001 56513-001 57013-001 57013-002 57013-003 57021-001 57021-002 57021-003 57113-001 57121-001 57123-001 57223-001	ANIMATION CP MUSIC THEORY 1 CP AP MUSIC THEORY BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - WOODWINDS & BRASS INSTRUMENTS BAND - PERCUSSION BAND - PERCUSSION BAND - PERCUSSION BAND - WOODWINDS & BRASS INSTRUMENTS	2 AP 1 1 1 2 2 2 1 1 2 2 2 2 2 2 2 2 2 2 2 2	ALVES, MADALENA SEXAUER, MATTHEW	D256 D255 D220 D220 D220 D220 D220 D220	\$2 \$2 FY FY FY FY FY FY FY FY FY S1 FY	1(A) 2(C) 3(E) 5(B) 6(D) 1(A) 2(C) 3(E) 5(B) 6(D) 1(B) 2(D) 4(A) 5(C) 6(E) 1(B) 2(D) 4(A) 5(C) 6(E) 2(B) 3(D) 5(A) 6(C) 7(E) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 2(B) 3(D) 5(A) 6(C) 7(E) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 2(B) 3(D) 5(A) 6(C) 7(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A) 2(B) 3(D) 5(A) 6(C) 7(E)	22 25 12 7 15 9 13 0 0 0 5 1 12 4
54623-001 56513-001 57013-001 57013-002 57013-003 57021-001 57021-002 57021-003 57113-001 57121-001 57123-001 57223-001 57223-002	ANIMATION CP MUSIC THEORY 1 CP AP MUSIC THEORY BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - WOODWINDS & BRASS INSTRUMENTS BAND - PERCUSSION BAND - PERCUSSION BAND - PERCUSSION BAND - PERCUSSION BAND - WOODWINDS & BRASS INSTRUMENTS BAND - WOODWINDS & BRASS INSTRUMENTS BAND - WOODWINDS & BRASS INSTRUMENTS	2 2 AP 1 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	ALVES, MADALENA SEXAUER, MATTHEW	D256 D255 D220 D220 D220 D220 D220 D220	\$2 \$2 FY FY FY FY FY FY FY \$1 FY FY FY	1(A) 2(C) 3(E) 5(B) 6(D) 1(A) 2(C) 3(E) 5(B) 6(D) 1(B) 2(D) 4(A) 5(C) 6(E) 1(B) 2(D) 4(A) 5(C) 6(E) 2(B) 3(D) 5(A) 6(C) 7(E) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 2(B) 3(D) 5(A) 6(C) 7(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A) 2(B) 3(D) 5(A) 6(C) 7(E) 1(E) 3(B) 4(D) 6(A) 7(C)	22 25 12 7 15 9 13 0 0 0 5 1 1 12 4
54623-001 56513-001 57013-001 57013-002 57013-003 57021-001 57021-002 57021-003 57121-001 57123-001 57223-001 57223-003	ANIMATION CP MUSIC THEORY 1 CP AP MUSIC THEORY BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - WOODWINDS & BRASS INSTRUMENTS BAND - PERCUSSION BAND - PERCUSSION BAND - PERCUSSION BAND - PERCUSSION BAND - WOODWINDS & BRASS INSTRUMENTS	2 2 AP 1 1 1 2 2 2 2 2 2 2 2 1 1	ALVES, MADALENA SEXAUER, MATTHEW	D256 D255 D220 D220 D220 D220 D220 D220	\$2 \$2 FY FY FY FY FY FY FY \$1 FY FY FY	1(A) 2(C) 3(E) 5(B) 6(D) 1(A) 2(C) 3(E) 5(B) 6(D) 1(B) 2(D) 4(A) 5(C) 6(E) 1(B) 2(D) 4(A) 5(C) 6(E) 2(B) 3(D) 5(A) 6(C) 7(E) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 2(B) 3(D) 5(A) 6(C) 7(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A) 2(B) 3(D) 5(A) 6(C) 7(E) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 2(A) 3(C) 4(E) 6(B) 7(D)	22 25 12 7 15 9 13 0 0 0 5 1 12 4 13 13
54623-001 56513-001 57013-001 57013-002 57013-003 57021-001 57021-002 57021-003 57113-001 57123-001 57223-001 57223-002 57223-003 57413-001	ANIMATION CP MUSIC THEORY 1 CP AP MUSIC THEORY BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - PERCUSSION BAND - PERCUSSION BAND - PERCUSSION BAND - WOODWINDS & BRASS INSTRUMENTS CONCERT CHOIR H	2 2 AP 1 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	ALVES, MADALENA SEXAUER, MATTHEW ROEDER, MANDA	D256 D255 D220 D220 D220 D220 D220 D220 D220	\$2 \$2 \$7 \$7 \$7 \$7 \$7 \$7 \$7 \$7 \$7 \$7 \$7 \$7 \$7	1(A) 2(C) 3(E) 5(B) 6(D) 1(A) 2(C) 3(E) 5(B) 6(D) 1(B) 2(D) 4(A) 5(C) 6(E) 1(B) 2(D) 4(A) 5(C) 6(E) 1(B) 2(D) 4(A) 5(C) 6(E) 2(B) 3(D) 5(A) 6(C) 7(E) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 2(A) 3(C) 4(E) 6(B) 7(D) 2(B) 3(D) 5(A) 6(C) 7(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A) 2(B) 3(D) 5(A) 6(C) 7(E) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 1(A) 2(C) 3(E) 5(B) 6(D)	22 25 12 7 15 9 13 0 0 0 5 1 12 4 13 13 13 11
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54623-001 56513-001 57013-001 57013-002 57013-003 57021-001 57021-003 57121-001 57122-001 57123-001 57223-002 5723-003 57413-001 57423-001 57421-001 57423-001 57423-001	ANIMATION CP MUSIC THEORY 1 CP AP MUSIC THEORY BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - WOODWINDS & BRASS INSTRUMENTS BAND H - WOODWINDS & BRASS INSTRUMENTS BAND - PERCUSSION BAND - PERCUSSION BAND - PERCUSSION BAND - PERCUSSION BAND - WOODWINDS & BRASS INSTRUMENTS CONCERT CHOIR H CONCERT CHOIR CP TREBLE CHOIR H	2 AP 1 1 1 2 2 2 2 2 2 2 2 2 1 1 2 2 2 1 1 1 2 2 2 1 1 1 2 2 2 2 1 1 1 2 2 2 2 2 1 1 1 2 2 2 2 1 1 1 2 2 2 2 1	ALVES, MADALENA SEXAUER, MATTHEW ROEDER, MATTHEW ROEDER, AMANDA ROEDER, AMANDA ROEDER, AMANDA	D256 D255 D220 D220 D220 D220 D220 D220 D220	\$2 \$2 \$7 \$7 \$7 \$7 \$7 \$7 \$7 \$7 \$7 \$7 \$7 \$7 \$7	1(A) 2(C) 3(E) 5(B) 6(D) 1(A) 2(C) 3(E) 5(B) 6(D) 1(B) 2(D) 4(A) 5(C) 6(E) 1(B) 2(D) 4(A) 5(C) 6(E) 2(B) 3(D) 5(A) 6(C) 7(E) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D) 2(B) 3(D) 5(A) 6(C) 7(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(B) 1(A) 2(C) 3(E) 5(B) 6(D) 1(A) 2(C) 3(E) 5(B) 6(D) 1(A) 2(C) 3(E) 5(B) 6(D) 1(C) 2(E) 4(B) 5(D) 7(A)	22 25 12 7 15 9 13 0 0 0 5 1 12 4 13 13 11 6 29 4
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SERIZADIO DE CORRIGO POPULA MUNICO CP 2 COCREA, LATE	58023-002	ORCHESTRA CP	2	COMEAU, KATE	BBT	FY	1(B) 2(D) 4(A) 5(C) 6(E)	15
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SEADLA GOD ORDITAL MUSIC CP	58224-002	EXPLORING POPULAR MUSIC CP	2	ROEDER, AMANDA	D218	S1	1(B) 2(D) 4(A) 5(C) 6(E)	27
SERIAN DISTRICT DOTATION MINISTORY DOTATION M	58324-001	DIGITAL MUSIC CP	2	COMEAU, KATE	D256	S1	1(C) 2(E) 4(B) 5(D) 7(A)	25
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B1424-001 DE MONEY SMART CP								26
SIALE-0.002 DE MONEY SMART CP	59724-001	INTRO TO ACTING AND PLAY PRODUCTION CP		•		S1	2(B) 3(D) 5(A) 6(C) 7(E)	14
BIA24-0040 DE MONTY SMART CP	61424-001	DE MONEY SMART CP	2	SOUSA, THOMAS	E321	S1	1(B) 2(D) 4(A) 5(C) 6(E)	22
SIAM-040 DE MONEY SHART CP	61424-002	DE MONEY SMART CP	2	SOUSA, THOMAS	E321	S1	1(E) 3(B) 4(D) 6(A) 7(C)	24
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2 SHUPE, ANDREW E322 ST INF, SIGN ADDREY E322 ST	61524-001	DE MICROSOFT OFFICE CERTIFICATION 1	2	SOUSA, THOMAS	E321	S2	1(E) 3(B) 4(D) 6(A) 7(C)	23
2 SUD4-9-00 DE BISINIESS CAREER PATHWAYS CP						S1		28
80024-0003 DE BUSINESS CAREER PATHWAYS CP 2 SHUPE, ANDREW E322 31 28 [31] (SIA) (SIC) (FI) (FI) 20124-001 DESIGN AND PRODUCTION CP 2 SHUPE, ANDREW E322 32 218 [31] (SIA) (SIC) (FI) 2 20124-002 DESIGN AND PRODUCTION CP 2 SHUPE, ANDREW E322 32 118 [21] (AIA) (SIG) (SIE) 2 20124-003 DESIGN AND PRODUCTION CP 2 SHUPE, ANDREW E322 32 119 [31] (AIA) (SIE) (FI) 2 20124-004 DESIGN AND PRODUCTION CP 2 SHUPE, ANDREW E322 32 110 [31] (AIA) (SIE) (FI) 2 20124-001 DE ACCOUNTING (IC) 2 SHUPE, ANDREW E322 32 110 [31] (AIA) (SIE) (FI) 3 31 118 [31] (AIA) (SIE) (FI) 3 31 118 [31] (AIA) (SIE) (FI) 3 31 31 [31] (AIA) (SIE) (FI) 3 31 31 [31] (AIA) (SIE) (FI) 3 31 [31] (AIA) (SIE) (FI) 32 31 [31] (AIA) (AIA) (SIE) (FI) 3 31 [31] (AIA) (AIA) (SIE) (FI) 3 31 [31] (AIA) (AIA) (SIE) (FI) 34 [32] (AIA) (AIA) (SIE) (FI) <td></td> <td></td> <td></td> <td>*</td> <td></td> <td></td> <td>. , . , . , . , . ,</td> <td>25</td>				*			. , . , . , . , . ,	25
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Separation Tools and woodworking 1 CP 2 Steeves, David Tiol S1 1(C) 2(E) 4(B) 5(D) 7(A) 2				*			. , . , . , . , . ,	1
SPEZZ4-002 TOOLS AND WOODWORKING 1 CP 2 STEEVES, DAVID T101 S2 1(C) 2(E) 4(B) 5(D) 7(A) 15	68124-005							1
69224-003 TOOLS AND WOODWORKING 1 CP 2 TANG, JOSH T101 S1 1(D) 3(A) 4(C) 5(E) 7(B) 2 69224-004 TOOLS AND WOODWORKING 1 CP 2 TANG, JOSH T101 S1 2(A) 3(C) 4(E) 6(B) 7(D) 2 69224-005 TOOLS AND WOODWORKING 1 CP 2 TANG, JOSH T101 S1 2(B) 3(D) 5(A) 6(C) 7(E) 15 69224-006 TOOLS AND WOODWORKING 1 CP 2 TANG, JOSH T101 S1 1(A) 2(C) 3(E) 5(B) 6(D) 14 69224-007 TOOLS AND WOODWORKING 1 CP 2 TANG, JOSH T101 S2 1(A) 2(C) 3(E) 5(B) 6(D) 24 69224-008 TOOLS AND WOODWORKING 1 CP 2 TANG, JOSH T101 S2 1(A) 2(C) 3(E) 5(B) 6(D) 24 69324-001 TOOLS AND WOODWORKING 2 CP 2 TANG, JOSH T101 S2 1(D) 3(A) 4(C) 5(E) 7(B) 24 69324-002 TOOLS AND WOODWORKING 2 CP 2 TANG, JOSH T101 S2 2(B) 3(D) 5(A) 6(C) 7(E) 15 69424-001 CREATIVE CODING 2 KONG, CATHLEEN T105 S2 1(E) 3(B) 4(D) 6(A) 7(C) 2	69224-001				T101	S1	1(C) 2(E) 4(B) 5(D) 7(A)	20
69224-004 TOOLS AND WOODWORKING 1 CP 2 TANG, JOSH T101 S1 2(A) 3(C) 4(E) 6(B) 7(D) 2 69224-005 TOOLS AND WOODWORKING 1 CP 2 TANG, JOSH T101 S1 2(B) 3(D) 5(A) 6(C) 7(E) 15 69224-006 TOOLS AND WOODWORKING 1 CP 2 TANG, JOSH T101 S1 1(A) 2(C) 3(E) 5(B) 6(D) 14 69224-007 TOOLS AND WOODWORKING 1 CP 2 TANG, JOSH T101 S2 1(A) 2(C) 3(E) 5(B) 6(D) 24 69224-008 TOOLS AND WOODWORKING 1 CP 2 TANG, JOSH T101 S2 1(D) 3(A) 4(C) 5(E) 7(B) 24 69324-001 TOOLS AND WOODWORKING 2 CP 2 TANG, JOSH T101 S2 2(A) 3(C) 4(E) 6(B) 7(D) 14 69324-002 TOOLS AND WOODWORKING 2 CP 2 TANG, JOSH T101 S2 2(B) 3(D) 5(A) 6(C) 7(E) 15 69424-001 CREATIVE CODING 2 KONG, CATHLEEN T105 S2 1(E) 3(B) 4(D) 6(A) 7(C) 2	69224-002	TOOLS AND WOODWORKING 1 CP	2	STEEVES, DAVID	T101	S2	1(C) 2(E) 4(B) 5(D) 7(A)	19
69224-005 TOOLS AND WOODWORKING 1 CP 2 TANG, JOSH T101 S1 2(B) 3(D) 5(A) 6(C) 7(E) 15 69224-006 TOOLS AND WOODWORKING 1 CP 2 TANG, JOSH T101 S1 1(A) 2(C) 3(E) 5(B) 6(D) 14 69224-007 TOOLS AND WOODWORKING 1 CP 2 TANG, JOSH T101 S2 1(A) 2(C) 3(E) 5(B) 6(D) 24 69224-008 TOOLS AND WOODWORKING 1 CP 2 TANG, JOSH T101 S2 1(D) 3(A) 4(C) 5(E) 7(B) 24 69324-001 TOOLS AND WOODWORKING 2 CP 2 TANG, JOSH T101 S2 2(A) 3(C) 4(E) 6(B) 7(D) 14 69324-002 TOOLS AND WOODWORKING 2 CP 2 TANG, JOSH T101 S2 2(B) 3(D) 5(A) 6(C) 7(E) 15 69424-001 CREATIVE CODING 2 KONG, CATHLEEN T105 S2 1(E) 3(B) 4(D) 6(A) 7(C) 2	69224-003	TOOLS AND WOODWORKING 1 CP	2	TANG, JOSH	T101	S1	1(D) 3(A) 4(C) 5(E) 7(B)	20
69224-005 TOOLS AND WOODWORKING 1 CP 2 TANG, JOSH T101 S1 2(B) 3(D) 5(A) 6(C) 7(E) 19 69224-006 TOOLS AND WOODWORKING 1 CP 2 TANG, JOSH T101 S1 1(A) 2(C) 3(E) 5(B) 6(D) 14 69224-007 TOOLS AND WOODWORKING 1 CP 2 TANG, JOSH T101 S2 1(A) 2(C) 3(E) 5(B) 6(D) 24 69224-008 TOOLS AND WOODWORKING 1 CP 2 TANG, JOSH T101 S2 1(D) 3(A) 4(C) 5(E) 7(B) 24 69324-001 TOOLS AND WOODWORKING 2 CP 2 TANG, JOSH T101 S2 2(A) 3(C) 4(E) 6(B) 7(D) 14 69324-002 TOOLS AND WOODWORKING 2 CP 2 TANG, JOSH T101 S2 2(B) 3(D) 5(A) 6(C) 7(E) 15 69424-001 CREATIVE CODING 2 KONG, CATHLEEN T105 S2 1(E) 3(B) 4(D) 6(A) 7(C) 2	69224-004	TOOLS AND WOODWORKING 1 CP	2	TANG, JOSH	T101	S1	2(A) 3(C) 4(E) 6(B) 7(D)	20
69224-006 TOOLS AND WOODWORKING 1 CP 2 TANG, JOSH T101 S1 1(A) 2(C) 3(E) 5(B) 6(D) 14 69224-007 TOOLS AND WOODWORKING 1 CP 2 TANG, JOSH T101 S2 1(A) 2(C) 3(E) 5(B) 6(D) 20 69224-008 TOOLS AND WOODWORKING 1 CP 2 TANG, JOSH T101 S2 1(D) 3(A) 4(C) 5(E) 7(B) 20 69324-001 TOOLS AND WOODWORKING 2 CP 2 TANG, JOSH T101 S2 2(A) 3(C) 4(E) 6(B) 7(D) 14 69324-002 TOOLS AND WOODWORKING 2 CP 2 TANG, JOSH T101 S2 2(B) 3(D) 5(A) 6(C) 7(E) 15 69424-001 CREATIVE CODING 2 KONG, CATHLEEN T105 S2 1(E) 3(B) 4(D) 6(A) 7(C) 20	69224-005	TOOLS AND WOODWORKING 1 CP	2	TANG, JOSH	T101	S1		19
69224-007 TOOLS AND WOODWORKING 1 CP 2 TANG, JOSH T101 S2 1(A) 2(C) 3(E) 5(B) 6(D) 20 69224-008 TOOLS AND WOODWORKING 1 CP 2 TANG, JOSH T101 S2 1(D) 3(A) 4(C) 5(E) 7(B) 20 69324-001 TOOLS AND WOODWORKING 2 CP 2 TANG, JOSH T101 S2 2(A) 3(C) 4(E) 6(B) 7(D) 11 69324-002 TOOLS AND WOODWORKING 2 CP 2 TANG, JOSH T101 S2 2(B) 3(D) 5(A) 6(C) 7(E) 15 69424-001 CREATIVE CODING 2 KONG, CATHLEEN T105 S2 1(E) 3(B) 4(D) 6(A) 7(C) 20								18
69224-008 TOOLS AND WOODWORKING 1 CP 2 TANG, JOSH T101 S2 1(D) 3(A) 4(C) 5(E) 7(B) 20 69324-001 TOOLS AND WOODWORKING 2 CP 2 TANG, JOSH T101 S2 2(A) 3(C) 4(E) 6(B) 7(D) 14 69324-002 TOOLS AND WOODWORKING 2 CP 2 TANG, JOSH T101 S2 2(B) 3(D) 5(A) 6(C) 7(E) 15 69424-001 CREATIVE CODING 2 KONG, CATHLEEN T105 S2 1(E) 3(B) 4(D) 6(A) 7(C) 20								20
69324-001 TOOLS AND WOODWORKING 2 CP 2 TANG, JOSH T101 S2 2(A) 3(C) 4(E) 6(B) 7(D) 18 69324-002 TOOLS AND WOODWORKING 2 CP 2 TANG, JOSH T101 S2 2(B) 3(D) 5(A) 6(C) 7(E) 18 69424-001 CREATIVE CODING 2 KONG, CATHLEEN T105 S2 1(E) 3(B) 4(D) 6(A) 7(C) 20								20
69324-002 TOOLS AND WOODWORKING 2 CP 2 TANG, JOSH T101 S2 2(B) 3(D) 5(A) 6(C) 7(E) 15 69424-001 CREATIVE CODING 2 KONG, CATHLEEN T105 S2 1(E) 3(B) 4(D) 6(A) 7(C) 2c								-
69424-001 CREATIVE CODING 2 KONG, CATHLEEN T105 S2 1(E) 3(B) 4(D) 6(A) 7(C) 24								
								19
69523-001 INTRO TO ARCHITECTURAL DRAWING & CIVIL ENGINEER (2 STEEVES, DAVID T102 FY 1(B) 2(D) 4(A) 5(C) 6(E) 2:								24
	69523-001	INTRO TO ARCHITECTURAL DRAWING & CIVIL ENGINEER	2	STEEVES, DAVID	Т102	FY	1(R) 2(D) 4(A) 5(C) 6(E)	22

20522 222	INTEGER ADDITIONAL DRAWING & ONLY ENGINEER		OTES ISO DAVID	T400	F\/	4(4) 0(0) 0(5) 5(8) 0(8)	140
69523-002	INTRO TO ARCHITECTURAL DRAWING & CIVIL ENGINEER (STEEVES, DAVID	T102 S107		1(A) 2(C) 3(E) 5(B) 6(D)	19 23
69524-001 69524-002	VIDEO GAME DEVELOPMENT VIDEO GAME DEVELOPMENT		DICARLO, CHRISTOPHER DICARLO, CHRISTOPHER	S107 S107	S2 S2	1(E) 3(B) 4(D) 6(A) 7(C) 1(A) 2(C) 3(E) 5(B) 6(D)	23
69524-002	VIDEO GAME DEVELOPMENT		DICARLO, CHRISTOPHER	S107 S107	S2	2(B) 3(D) 5(A) 6(C) 7(E)	17
69824-003	ROBOTICS CP		DICARLO, CHRISTOPHER	S107	S1	1(E) 3(B) 4(D) 6(A) 7(C)	21
69824-002	ROBOTICS CP		DICARLO, CHRISTOPHER	S107	S1	1(A) 2(C) 3(E) 5(B) 6(D)	20
69824-003	ROBOTICS CP		DICARLO, CHRISTOPHER	S107	S1	2(B) 3(D) 5(A) 6(C) 7(E)	18
69824-004	ROBOTICS CP		DICARLO, CHRISTOPHER	S107	S1	1(D) 3(A) 4(C) 5(E) 7(B)	3
69924-001	ROBOTICS 2 CP		DICARLO, CHRISTOPHER	S107	S1	1(D) 3(A) 4(C) 5(E) 7(B)	3
70003-001	WORKPLACE EXPERIENCE COMPUTER AND INFORMATION		DICARLO, CHRISTOPHER	S107	S2	1(D) 3(A) 4(C) 5(E) 7(B)	5
70004-001	WORKPLACE EXPERIENCE BUSINESS AND MARKETING		SOUSA, THOMAS	E321	S2	2(A) 3(C) 4(E) 6(B) 7(D)	10
70005-001	WORKPLACE EXPERIENCE LIFE SCIENCE		DICARLO, CHRISTOPHER	S107	S2	1(D) 3(A) 4(C) 5(E) 7(B)	7
70006-001	WORKPLACE EXPERIENCE MANUFACTURING ENGINEERIN		DICARLO, CHRISTOPHER	S107	S2	1(D) 3(A) 4(C) 5(E) 7(B)	0
70009-001	WORKPLACE EXPERIENCE - SR INTERNSHIP		ROBILLARD, SCOTT	E301	S2	2(A) 3(C) 4(E) 6(B) 7(D)	42
73024-001	LIFE MANAGEMENT SKILLS CP		DIBBLE, MATTHEW	W331	S1	2(B) 3(D) 5(A) 6(C) 7(E)	25
73024-002	LIFE MANAGEMENT SKILLS CP		DIBBLE, MATTHEW	W331	S1	1(E) 3(B) 4(D) 6(A) 7(C)	27
73024-003	LIFE MANAGEMENT SKILLS CP		DIBBLE, MATTHEW	W331	S1	1(B) 2(D) 4(A) 5(C) 6(E)	25
73024-004	LIFE MANAGEMENT SKILLS CP		DIBBLE, MATTHEW	W331	S2	1(B) 2(D) 4(A) 5(C) 6(E)	24
73024-005	LIFE MANAGEMENT SKILLS CP		DIBBLE, MATTHEW	W331	S2	2(B) 3(D) 5(A) 6(C) 7(E)	21
73024-006	LIFE MANAGEMENT SKILLS CP	2	DIBBLE, MATTHEW	W331	S2	1(E) 3(B) 4(D) 6(A) 7(C)	24
73024-007	LIFE MANAGEMENT SKILLS CP	2	KOBRENSKI, REBECCA	E303	S1	1(C) 2(E) 4(B) 5(D) 7(A)	28
73024-008	LIFE MANAGEMENT SKILLS CP	2	KOBRENSKI, REBECCA	E303	S1	1(B) 2(D) 4(A) 5(C) 6(E)	20
73024-009	LIFE MANAGEMENT SKILLS CP	2	KOBRENSKI, REBECCA	E303	S1	2(A) 3(C) 4(E) 6(B) 7(D)	26
73024-010	LIFE MANAGEMENT SKILLS CP		KOBRENSKI, REBECCA	E303	S1	1(A) 2(C) 3(E) 5(B) 6(D)	27
73024-011	LIFE MANAGEMENT SKILLS CP		KOBRENSKI, REBECCA	E303	S2	1(A) 2(C) 3(E) 5(B) 6(D)	28
73024-012	LIFE MANAGEMENT SKILLS CP		KOBRENSKI, REBECCA	E303	S2	1(B) 2(D) 4(A) 5(C) 6(E)	23
73024-013	LIFE MANAGEMENT SKILLS CP	2	KOBRENSKI, REBECCA	E303	S2	1(C) 2(E) 4(B) 5(D) 7(A)	22
73024-014	LIFE MANAGEMENT SKILLS CP	2	KOBRENSKI, REBECCA	E303	S2	1(E) 3(B) 4(D) 6(A) 7(C)	25
73024-015	LIFE MANAGEMENT SKILLS CP	2	KOBRENSKI, REBECCA	E303	S2	2(A) 3(C) 4(E) 6(B) 7(D)	22
75024-001	REALITY CHECK 2.0 CP 12	2	DIBBLE, MATTHEW	W331	S2	2(A) 3(C) 4(E) 6(B) 7(D)	24
75024-002	REALITY CHECK 2.0 CP 12	2	DIBBLE, MATTHEW	W331	S2	1(C) 2(E) 4(B) 5(D) 7(A)	27
75024-003	REALITY CHECK 2.0 CP 12	2	DIBBLE, MATTHEW	W331	S1	1(C) 2(E) 4(B) 5(D) 7(A)	23
75024-004	REALITY CHECK 2.0 CP 12	2	DIBBLE, MATTHEW	W331	S1	2(A) 3(C) 4(E) 6(B) 7(D)	21
75224-001	MODERN TOPICS IN HEALTH SCIENCES	2	GONSALVES, JULIE	W337	S1	1(A) 2(C) 3(E) 5(B) 6(D)	27
75224-002	MODERN TOPICS IN HEALTH SCIENCES	2	GONSALVES, JULIE	W337	S2	1(A) 2(C) 3(E) 5(B) 6(D)	21
75324-001	NUTRITION: THE POWER OF CHOICE CP 12	2	KOBRENSKI, REBECCA	E303	S1	1(E) 3(B) 4(D) 6(A) 7(C)	28
75344-001	DE NUTRITION: THE POWER OF CHOICE CP	2	GONSALVES, JULIE	W337	S1	2(A) 3(C) 4(E) 6(B) 7(D)	28
75344-002	DE NUTRITION: THE POWER OF CHOICE CP	2	GONSALVES, JULIE	W337	S1	1(C) 2(E) 4(B) 5(D) 7(A)	27
75344-003	DE NUTRITION: THE POWER OF CHOICE CP	2	GONSALVES, JULIE	W337	S1	1(D) 3(A) 4(C) 5(E) 7(B)	28
75344-004	DE NUTRITION: THE POWER OF CHOICE CP	2	GONSALVES, JULIE	W337	S1	2(B) 3(D) 5(A) 6(C) 7(E)	27
75344-005	DE NUTRITION: THE POWER OF CHOICE CP	2	GONSALVES, JULIE	W337	S2	1(D) 3(A) 4(C) 5(E) 7(B)	18
75344-006	DE NUTRITION: THE POWER OF CHOICE CP		GONSALVES, JULIE	W337	S2	2(B) 3(D) 5(A) 6(C) 7(E)	11
75344-007	DE NUTRITION: THE POWER OF CHOICE CP		GONSALVES, JULIE	W337	S2	1(C) 2(E) 4(B) 5(D) 7(A)	28
75344-008	DE NUTRITION: THE POWER OF CHOICE CP	2	GONSALVES, JULIE	W337	S2	2(A) 3(C) 4(E) 6(B) 7(D)	21
76204-001	ADVANCED PHYSICAL EDUCATION		MARSHALL, MICHAEL	GYM-A	S1	2(A) 3(C) 4(E) 6(B) 7(D)	32
76204-002	ADVANCED PHYSICAL EDUCATION		MARSHALL, MICHAEL	GYM-B	S2	2(A) 3(C) 4(E) 6(B) 7(D)	23
76304-001	STRENGTH AND CONDITIONING 11	0	MARSHALL, MICHAEL	GYM-A	S1	2(B) 3(D) 5(A) 6(C) 7(E)	29
76304-002	STRENGTH AND CONDITIONING 11	0	MARSHALL, MICHAEL	GYM-A	S2	2(B) 3(D) 5(A) 6(C) 7(E)	27
76354-001	EXERCISE AND CONDITIONING 10		SLOAN, MICHELE	GYM-C		2(A) 3(C) 4(E) 6(B) 7(D)	28
76354-002	EXERCISE AND CONDITIONING 10		GUARENTE, MATTHEW	GYM-A		2(A) 3(C) 4(E) 6(B) 7(D)	28
76404-001	YOGA AND FITNESS		SIMES, KATHRYN; GRAHAM, REBECCA	GYM-A		2(B) 3(D) 5(A) 6(C) 7(E)	28
76404-002	YOGA AND FITNESS		GRAHAM, REBECCA	GYM-A		2(B) 3(D) 5(A) 6(C) 7(E)	16
77124-001	LIFETIME SPORTS		SLOAN, MICHELE	GYM-C	S1	1(D) 3(A) 4(C) 5(E) 7(B)	28
77124-002	LIFETIME SPORTS		SLOAN, MICHELE	GYM-C	S2	2(B) 3(D) 5(A) 6(C) 7(E)	25
77124-003	LIFETIME SPORTS		SLOAN, MICHELE	GYM-C	S2	1(E) 3(B) 4(D) 6(A) 7(C)	28
77154-001	TEAM GAMES 10		SLOAN, MICHELE	GYM-C		1(E) 3(B) 4(D) 6(A) 7(C)	28
77154-002	TEAM GAMES 10		SLOAN, MICHELE	GYM-C		1(A) 2(C) 3(E) 5(B) 6(D)	19
77154-003	TEAM GAMES 10		SLOAN, MICHELE	GYM-C		1(B) 2(D) 4(A) 5(C) 6(E)	24
77154-004	TEAM GAMES 10		SLOAN, MICHELE	GYM-C		1(B) 2(D) 4(A) 5(C) 6(E)	23
77154-005	TEAM CAMES 10		SLOAN, MICHELE	GYM-C	S2	1(C) 2(E) 4(B) 5(D) 7(A)	20
77154-006	TEAM GAMES 10		SLOAN, MICHELE	GYM-C		1(A) 2(C) 3(E) 5(B) 6(D)	21
77524-001	TECHNIQUES & PRINCIPLES IN ATHLETIC TRAINING		SIMES, KATHRYN; GRAHAM, REBECCA	GYM-A		2(A) 3(C) 4(E) 6(B) 7(D)	27
77524-002	TECHNIQUES & PRINCIPLES IN ATHLETIC TRAINING		GRAHAM, REBECCA	GYM-A		1(C) 2(E) 4(B) 5(D) 7(A)	26
77624-001	WELLNESS ACTIVITIES 11		GRAHAM, REBECCA; SIMES, KATHRYN	GYM-B		1(D) 3(A) 4(C) 5(E) 7(B)	25
77624-002	WELLNESS ACTIVITIES 11		SIMES, KATHRYN; GRAHAM, REBECCA	GYM-B	S1	1(C) 2(E) 4(B) 5(D) 7(A)	27
77624-003	WELLNESS ACTIVITIES 11		SIMES, KATHRYN; GRAHAM, REBECCA	GYM-D		1(A) 2(C) 3(E) 5(B) 6(D)	27
77624-004	WELLNESS ACTIVITIES 11		GRAHAM, REBECCA	GYM-D		2(A) 3(C) 4(E) 6(B) 7(D)	26
77624-005	WELLNESS ACTIVITIES 11		GRAHAM, REBECCA	GYM-D		1(A) 2(C) 3(E) 5(B) 6(D)	28
	WELLNESS ACTIVITIES 11	U	GRAHAM, REBECCA	GYM-A	S2	1(D) 3(A) 4(C) 5(E) 7(B)	24
77624-006				CVA4 D	Č	1/A) 0/O) 0/E) E/D) 0/D)	0.5
77724-001	UNIFIED PHYSICAL EDUCATION	0	GUARENTE, MATTHEW	GYM-D		1(A) 2(C) 3(E) 5(B) 6(D)	25
		0		GYM-D GYM-D GYM-D	S1	1(A) 2(C) 3(E) 5(B) 6(D) 1(B) 2(D) 4(A) 5(C) 6(E) 1(A) 2(C) 3(E) 5(B) 6(D)	25 26 19

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77724-004	UNIFIED PHYSICAL EDUCATION	_	GUARENTE, MATTHEW	GYM-D		1(B) 2(D) 4(A) 5(C) 6(E)	18
77824-001	TEAM CAMES 11	_	MARSHALL, MICHAEL	GYM-A	S1	1(B) 2(D) 4(A) 5(C) 6(E)	27
77824-002	TEAM CAMES 11		MARSHALL, MICHAEL	GYM-D	S1	1(C) 2(E) 4(B) 5(D) 7(A)	26
77824-003	TEAM GAMES 11	_	MARSHALL, MICHAEL	GYM-A	S1	1(D) 3(A) 4(C) 5(E) 7(B)	22
77824-004	TEAM CAMES 11	_	MARSHALL, MICHAEL	GYM-A	S2	1(B) 2(D) 4(A) 5(C) 6(E)	27
77824-005	TEAM GAMES 11	1	MARSHALL, MICHAEL	GYM-A	S2	1(D) 3(A) 4(C) 5(E) 7(B)	21
77824-006	TEAM GAMES 11	_	MARSHALL, MICHAEL	GYM-B	S2	1(C) 2(E) 4(B) 5(D) 7(A)	23
77924-001	WELLNESS ACTIVITIES 10	+	GUARENTE, MATTHEW	GYM-A	S1	1(C) 2(E) 4(B) 5(D) 7(A)	26
77924-002	WELLNESS ACTIVITIES 10	_	GUARENTE, MATTHEW	GYM-B	S1	1(E) 3(B) 4(D) 6(A) 7(C)	29
77924-003	WELLNESS ACTIVITIES 10		GUARENTE, MATTUEW	GYM-B	S1	2(A) 3(C) 4(E) 6(B) 7(D)	29
77924-004 77924-005	WELLNESS ACTIVITIES 10	_	GUARENTE, MATTHEW	GYM-A	S2	1(C) 2(E) 4(B) 5(D) 7(A)	17
	WELLNESS ACTIVITIES 10	+	GUARENTE, MATTHEW	GYM-D	S2	1(E) 3(B) 4(D) 6(A) 7(C)	28
81004-001	COMMUNICATIONS/MEDIA 1	+	PETERSON, TOM; SWEENEY, MARILYN	D254	S1	1(A) 2(C) 3(E) 5(B) 6(D)	19
81004-002	COMMUNICATIONS/MEDIA 1		SWEENEY, MARILYN; PETERSON, TOM SWEENEY, MARILYN; PETERSON, TOM	D254	S1	1(B) 2(D) 4(A) 5(C) 6(E)	18
81004-003	COMMUNICATIONS/MEDIA 1		PETERSON, TOM; SWEENEY, MARILYN	D254 D254	S2 S2	1(A) 2(C) 3(E) 5(B) 6(D)	18 12
81204-001	TV & BROADCASTING	+	1			1(B) 2(D) 4(A) 5(C) 6(E)	_
83004-001	CAREER EXPLORATION		ORSINI, JENNIFER; HUGHES, ANGELA	Whittier	S1	2(B) 3(D) 5(A) 6(C) 7(E)	1
83004-002	CAREER EXPLORATION	_	LEARY, TAMMY LEARY, TAMMY	Hawthorne	S1	1(E) 3(B) 4(D) 6(A) 7(C)	1
83004-003	CAREER EXPLORATION	+		Hawthorne	S2	1(E) 3(B) 4(D) 6(A) 7(C)	_
83004-004	CAREER EXPLORATION	+	HUGHES, ANGELA; ELLIS, JAMIE	Whittier	S1	1(B) 2(D) 4(A) 5(C) 6(E)	1
83004-005	CAREER EXPLORATION	_	TRAVERS, GWEYN; MCGRATH, DANIEL TRAVERS, GWEYN; KELLEY, KARA	Emerson	S1	1(E) 3(B) 4(D) 6(A) 7(C)	_
83004-006	CAREER EXPLORATION	+		Emerson	S1 S1	1(A) 2(C) 3(E) 5(B) 6(D)	1
83004-007	CAREER EXPLORATION	+	MCGRATH, DANIEL; TRAVERS, GWEYN TRAVERS, GWEYN; KELLEY, KARA	Emerson	S1	2(A) 3(C) 4(E) 6(B) 7(D) 2(B) 3(D) 5(A) 6(C) 7(E)	1
83004-008	CAREER EXPLORATION			Emerson Hawthorne	S1 S1		1
83004-009 83004-010	CAREER EXPLORATION CAREER EXPLORATION	+	LEARY, TAMMY LIMA, CHRISTINE	Hawthorne	S1 S1	1(A) 2(C) 3(E) 5(B) 6(D) 2(B) 3(D) 5(A) 6(C) 7(E)	1
91001-001	STUDY SKILLS 9	_	ROGERS, KATELYN	D205	S1	1(A) 2(C) 3(E) 5(B) 6(D)	9
91001-001	STUDY SKILLS 9		ROGERS, KATELYN	D205	S1	1(B) 2(D) 4(A) 5(C) 6(E)	5
91001-002	STUDY SKILLS 9	+	ROGERS, KATELYN	D205	S1	2(B) 3(D) 5(A) 6(C) 7(E)	7
91001-003	STUDY SKILLS 9	+	ROGERS, KATELYN	D205	S1	1(E) 3(B) 4(D) 6(A) 7(C)	8
91001-004	STUDY SKILLS 9	+	DOHERTY, JOHN	H228	S1	1(C) 2(E) 4(B) 5(D) 7(A)	13
91001-005	STUDY SKILLS 9	_	DOHERTY, JOHN	H228	S1	1(B) 2(D) 4(A) 5(C) 6(E)	7
91001-007	STUDY SKILLS 9	+	DOHERTY, JOHN	H228	S1	1(E) 3(B) 4(D) 6(A) 7(C)	7
91001-007	STUDY SKILLS 9	_	GRAY-WILLIAMS, MANDY	H244	S1	1(A) 2(C) 3(E) 5(B) 6(D)	0
91001-009	STUDY SKILLS 9	1	SOARES, SHEALAGH	E308	S1	1(C) 2(E) 4(B) 5(D) 7(A)	2
91001-009	STUDY SKILLS 9	_	FARRELL, COURTNEY	D210	S1	1(A) 2(C) 3(E) 5(B) 6(D)	0
91001-010	STUDY SKILLS 9	+	GRAY-WILLIAMS, MANDY	H244	S1	1(B) 2(D) 4(A) 5(C) 6(E)	1
91001-012	STUDY SKILLS 9	+	SOARES, SHEALAGH	E308	S1	1(D) 3(A) 4(C) 5(E) 7(B)	0
91001-012	STUDY SKILLS 9	+	FARRELL, COURTNEY	D210	S1	1(C) 2(E) 4(B) 5(D) 7(A)	0
91001-014	STUDY SKILLS 9	_	GRAY-WILLIAMS, MANDY	H244	S1	1(E) 3(B) 4(D) 6(A) 7(C)	1
91001-015	STUDY SKILLS 9	+	SOARES, SHEALAGH	E308	S1	1(E) 3(B) 4(D) 6(A) 7(C)	0
91001-016	STUDY SKILLS 9		FARRELL, COURTNEY	D210	S1	1(E) 3(B) 4(D) 6(A) 7(C)	0
91001-017	STUDY SKILLS 9		GRAY-WILLIAMS, MANDY	H244	S1	2(B) 3(D) 5(A) 6(C) 7(E)	0
91001-018	STUDY SKILLS 9	_	SOARES, SHEALAGH	E308	S1	1(A) 2(C) 3(E) 5(B) 6(D)	0
91001-019	STUDY SKILLS 9		FARRELL. COURTNEY	D210	S1	2(B) 3(D) 5(A) 6(C) 7(E)	1
91002-001	STUDY SKILLS 9	+	ROGERS, KATELYN	D205	S2	1(A) 2(C) 3(E) 5(B) 6(D)	7
91002-002	STUDY SKILLS 9		ROGERS, KATELYN	D205		1(B) 2(D) 4(A) 5(C) 6(E)	5
91002-003	STUDY SKILLS 9	+	ROGERS, KATELYN	D205		2(B) 3(D) 5(A) 6(C) 7(E)	7
91002-004	STUDY SKILLS 9		ROGERS, KATELYN	D205		1(E) 3(B) 4(D) 6(A) 7(C)	9
91002-005	STUDY SKILLS 9		DOHERTY, JOHN	H228		1(E) 3(B) 4(D) 6(A) 7(C)	7
91002-006	STUDY SKILLS 9	_	DOHERTY, JOHN	H228		1(B) 2(D) 4(A) 5(C) 6(E)	7
91002-007	STUDY SKILLS 9		DOHERTY, JOHN	H228		1(C) 2(E) 4(B) 5(D) 7(A)	13
91002-007	STUDY SKILLS 9	_	GRAY-WILLIAMS, MANDY	H244	S2	1(A) 2(C) 3(E) 5(B) 6(D)	0
91002-009	STUDY SKILLS 9		SOARES, SHEALAGH	E308	S2	1(C) 2(E) 4(B) 5(D) 7(A)	2
91002-010	STUDY SKILLS 9		FARRELL, COURTNEY	D210	S2	1(A) 2(C) 3(E) 5(B) 6(D)	0
91002-011	STUDY SKILLS 9		GRAY-WILLIAMS, MANDY	H244		1(B) 2(D) 4(A) 5(C) 6(E)	1
91002-012	STUDY SKILLS 9		SOARES, SHEALAGH	E308		1(D) 3(A) 4(C) 5(E) 7(B)	0
91002-013	STUDY SKILLS 9		FARRELL, COURTNEY	D210	S2	1(C) 2(E) 4(B) 5(D) 7(A)	0
91002-014	STUDY SKILLS 9	+	GRAY-WILLIAMS, MANDY	H244	S2	1(E) 3(B) 4(D) 6(A) 7(C)	0
91002-015	STUDY SKILLS 9	_	SOARES, SHEALAGH	E308	S2	1(E) 3(B) 4(D) 6(A) 7(C)	0
91002-016	STUDY SKILLS 9	_	FARRELL, COURTNEY	D210	S2	1(D) 3(A) 4(C) 5(E) 7(B)	0
91002-017	STUDY SKILLS 9	_	GRAY-WILLIAMS, MANDY	H244	S2	2(B) 3(D) 5(A) 6(C) 7(E)	0
91002-018	STUDY SKILLS 9	_	SOARES, SHEALAGH	E308	S2	1(A) 2(C) 3(E) 5(B) 6(D)	0
91002-019	STUDY SKILLS 9	_	FARRELL, COURTNEY	D210	S2	2(B) 3(D) 5(A) 6(C) 7(E)	1
		_	GRAY-WILLIAMS, MANDY	H244	S2	2(A) 3(C) 4(E) 6(B) 7(D)	1
91002-020	ISTUDY SKILLS 9			. 12-7-7			_
91002-020 91101-001	STUDY SKILLS 9 STUDY SKILLS 10	+		F317	S1	1(D) 3(A) 4(C) 5(F) 7(R)	/
91101-001	STUDY SKILLS 10	0	KEATING, LAUREN	E317 E317	S1 S1	1(D) 3(A) 4(C) 5(E) 7(B) 1(A) 2(C) 3(E) 5(B) 6(D)	7
91101-001 91101-002	STUDY SKILLS 10 STUDY SKILLS 10	0	KEATING, LAUREN KEATING, LAUREN	E317	S1	1(A) 2(C) 3(E) 5(B) 6(D)	2
91101-001 91101-002 91101-003	STUDY SKILLS 10 STUDY SKILLS 10 STUDY SKILLS 10	0 0	KEATING, LAUREN KEATING, LAUREN KEATING, LAUREN	E317 E317	S1 S1	1(A) 2(C) 3(E) 5(B) 6(D) 2(B) 3(D) 5(A) 6(C) 7(E)	2 6
91101-001 91101-002 91101-003 91101-004	STUDY SKILLS 10 STUDY SKILLS 10 STUDY SKILLS 10 STUDY SKILLS 10	0 0 0	KEATING, LAUREN KEATING, LAUREN KEATING, LAUREN KEATING, LAUREN	E317 E317 E317	S1 S1 S1	1(A) 2(C) 3(E) 5(B) 6(D) 2(B) 3(D) 5(A) 6(C) 7(E) 1(C) 2(E) 4(B) 5(D) 7(A)	2 6 5
91101-001 91101-002 91101-003	STUDY SKILLS 10 STUDY SKILLS 10 STUDY SKILLS 10	0 0 0 0	KEATING, LAUREN KEATING, LAUREN KEATING, LAUREN	E317 E317	\$1 \$1 \$1 \$1	1(A) 2(C) 3(E) 5(B) 6(D) 2(B) 3(D) 5(A) 6(C) 7(E)	2 6

91101-008	STUDY SKILLS 10	0	GRAY-WILLIAMS, MANDY	H244	S1	1(A) 2(C) 3(E) 5(B) 6(D)	0
91101-009	STUDY SKILLS 10	0	GRAY-WILLIAMS, MANDY	H244	S1	1(B) 2(D) 4(A) 5(C) 6(E)	0
91101-010	STUDY SKILLS 10	0	GRAY-WILLIAMS, MANDY	H244	S1	1(E) 3(B) 4(D) 6(A) 7(C)	1
91101-011	STUDY SKILLS 10	0	GRAY-WILLIAMS, MANDY	H244	S1	2(B) 3(D) 5(A) 6(C) 7(E)	0
91101-012	STUDY SKILLS 10		FARRELL, COURTNEY	D210	S1	1(A) 2(C) 3(E) 5(B) 6(D)	0
91101-013	STUDY SKILLS 10		FARRELL, COURTNEY	D210	S1	1(C) 2(E) 4(B) 5(D) 7(A)	0
91101-014	STUDY SKILLS 10		FARRELL, COURTNEY	D210	S1	1(D) 3(A) 4(C) 5(E) 7(B)	0
91101-015	STUDY SKILLS 10	_	FARRELL, COURTNEY	D210	S1	2(B) 3(D) 5(A) 6(C) 7(E)	0
91101-016	STUDY SKILLS 10		SOARES, SHEALAGH	E308	S1	1(C) 2(E) 4(B) 5(D) 7(A)	0
91101-010	STUDY SKILLS 10	_			S1		1
			SOARES, SHEALAGH	E308	1	1(D) 3(A) 4(C) 5(E) 7(B)	_
91101-018	STUDY SKILLS 10	_	SOARES, SHEALAGH	E308	S1	1(E) 3(B) 4(D) 6(A) 7(C)	0
91101-019	STUDY SKILLS 10		SOARES, SHEALAGH	E308	S1	1(A) 2(C) 3(E) 5(B) 6(D)	0
91102-001	STUDY SKILLS 10	0	KEATING, LAUREN	E317	S2	1(A) 2(C) 3(E) 5(B) 6(D)	3
91102-002	STUDY SKILLS 10	0	KEATING, LAUREN	E317	S2	1(C) 2(E) 4(B) 5(D) 7(A)	5
91102-003	STUDY SKILLS 10	0	KEATING, LAUREN	E317	S2	1(D) 3(A) 4(C) 5(E) 7(B)	6
91102-004	STUDY SKILLS 10	0	KEATING, LAUREN	E317	S2	2(B) 3(D) 5(A) 6(C) 7(E)	5
91102-005	STUDY SKILLS 10	0	CAFARELLI, JOHN	W330	S2	1(E) 3(B) 4(D) 6(A) 7(C)	6
91102-006	STUDY SKILLS 10	0	CAFARELLI, JOHN	W330	S2	1(B) 2(D) 4(A) 5(C) 6(E)	6
91102-007	STUDY SKILLS 10	0	CAFARELLI, JOHN	W330	S2	2(B) 3(D) 5(A) 6(C) 7(E)	6
91102-008	STUDY SKILLS 10		FARRELL, COURTNEY	D210	S2	1(A) 2(C) 3(E) 5(B) 6(D)	0
91102-009	STUDY SKILLS 10		FARRELL, COURTNEY	D210	S2	1(C) 2(E) 4(B) 5(D) 7(A)	0
91102-010	STUDY SKILLS 10		FARRELL, COURTNEY	D210	S2	1(D) 3(A) 4(C) 5(E) 7(B)	0
91102-010	STUDY SKILLS 10		FARRELL, COURTNEY	D210 D210	S2	2(B) 3(D) 5(A) 6(C) 7(E)	1
		_					_
91102-012	STUDY SKILLS 10		GRAY-WILLIAMS, MANDY	H244	S2	1(A) 2(C) 3(E) 5(B) 6(D)	0
91102-013	STUDY SKILLS 10	_	GRAY-WILLIAMS, MANDY		S2	1(B) 2(D) 4(A) 5(C) 6(E)	0
91102-014	STUDY SKILLS 10		GRAY-WILLIAMS, MANDY	H244	S2	1(E) 3(B) 4(D) 6(A) 7(C)	1
91102-015	STUDY SKILLS 10		GRAY-WILLIAMS, MANDY	H244	S2	2(B) 3(D) 5(A) 6(C) 7(E)	0
91102-016	STUDY SKILLS 10	0	SOARES, SHEALAGH	E308	S2	1(C) 2(E) 4(B) 5(D) 7(A)	0
91102-017	STUDY SKILLS 10	0	SOARES, SHEALAGH	E308	S2	1(D) 3(A) 4(C) 5(E) 7(B)	2
91102-018	STUDY SKILLS 10	0	SOARES, SHEALAGH	E308	S2	1(E) 3(B) 4(D) 6(A) 7(C)	0
91102-019	STUDY SKILLS 10	0	SOARES, SHEALAGH	E308	S2	1(A) 2(C) 3(E) 5(B) 6(D)	0
91201-001	STUDY SKILLS 11	0	MARSETTA, LAUREN	E319	S1	1(D) 3(A) 4(C) 5(E) 7(B)	6
91201-002	STUDY SKILLS 11	0	MARSETTA, LAUREN	E319	S1	1(E) 3(B) 4(D) 6(A) 7(C)	10
91201-003	STUDY SKILLS 11	0	MARSETTA, LAUREN	E319	S1	1(A) 2(C) 3(E) 5(B) 6(D)	9
91201-004	STUDY SKILLS 11		HOLLERAN, JEFFREY	W341	S1	1(B) 2(D) 4(A) 5(C) 6(E)	7
91201-005	STUDY SKILLS 11	_	HOLLERAN, JEFFREY	W341	S1	1(C) 2(E) 4(B) 5(D) 7(A)	6
91201-006	STUDY SKILLS 11		HOLLERAN, JEFFREY	W341	S1	2(B) 3(D) 5(A) 6(C) 7(E)	10
91201-007	STUDY SKILLS 11		FARRELL, COURTNEY	D210	S1	1(A) 2(C) 3(E) 5(B) 6(D)	3
				D210 D210	S1		0
91201-008	STUDY SKILLS 11		FARRELL, COURTNEY			1(C) 2(E) 4(B) 5(D) 7(A)	_
91201-009	STUDY SKILLS 11	_	FARRELL, COURTNEY	D210	S1	1(D) 3(A) 4(C) 5(E) 7(B)	0
91201-010	STUDY SKILLS 11	_	FARRELL, COURTNEY	D210	S1	2(B) 3(D) 5(A) 6(C) 7(E)	0
91201-011	STUDY SKILLS 11		GRAY-WILLIAMS, MANDY	H244	S1	1(A) 2(C) 3(E) 5(B) 6(D)	2
91201-012	STUDY SKILLS 11		GRAY-WILLIAMS, MANDY	H244	S1	1(B) 2(D) 4(A) 5(C) 6(E)	0
91201-013	STUDY SKILLS 11	0	GRAY-WILLIAMS, MANDY	H244	S1	1(E) 3(B) 4(D) 6(A) 7(C)	0
91201-014	STUDY SKILLS 11	0	GRAY-WILLIAMS, MANDY	H244	S1	2(B) 3(D) 5(A) 6(C) 7(E)	1
91201-015	STUDY SKILLS 11	0	SOARES, SHEALAGH	E308	S1	1(C) 2(E) 4(B) 5(D) 7(A)	1
91201-016	STUDY SKILLS 11	0	SOARES, SHEALAGH	E308	S1	1(D) 3(A) 4(C) 5(E) 7(B)	0
91201-017	STUDY SKILLS 11	0	SOARES, SHEALAGH	E308		1(E) 3(B) 4(D) 6(A) 7(C)	1
91201-018	STUDY SKILLS 11		SOARES, SHEALAGH	E308		1(A) 2(C) 3(E) 5(B) 6(D)	0
91201-019	STUDY SKILLS 11	_	CAFARELLI, JOHN	W330		1(E) 3(B) 4(D) 6(A) 7(C)	1
91202-001	STUDY SKILLS 11	_	MARSETTA, LAUREN	E319		1(A) 2(C) 3(E) 5(B) 6(D)	6
91202-001	STUDY SKILLS 11		MARSETTA, LAUREN	E319		1(D) 3(A) 4(C) 5(E) 7(B)	6
91202-002	STUDY SKILLS 11	_	MARSETTA, LAUREN	E319	S2	1(E) 3(B) 4(D) 6(A) 7(C)	10
91202-003	STUDY SKILLS 11		HOLLERAN, JEFFREY	W341	S2	1(B) 2(D) 4(A) 5(C) 6(E)	8
			·				_
91202-005	STUDY SKILLS 11		HOLLERAN, JEFFREY	W341	S2	1(C) 2(E) 4(B) 5(D) 7(A)	5
91202-006	STUDY SKILLS 11	_	HOLLERAN, JEFFREY	W341	S2	2(B) 3(D) 5(A) 6(C) 7(E)	9
91202-007	STUDY SKILLS 11		FARRELL, COURTNEY	D210		1(A) 2(C) 3(E) 5(B) 6(D)	2
91202-008	STUDY SKILLS 11	_	FARRELL, COURTNEY	D210	S2	1(C) 2(E) 4(B) 5(D) 7(A)	0
91202-009	STUDY SKILLS 11		FARRELL, COURTNEY	D210	S2	1(D) 3(A) 4(C) 5(E) 7(B)	1
91202-010	STUDY SKILLS 11		FARRELL, COURTNEY	D210	S2	2(B) 3(D) 5(A) 6(C) 7(E)	0
91202-011	STUDY SKILLS 11	0	GRAY-WILLIAMS, MANDY	H244	S2	1(A) 2(C) 3(E) 5(B) 6(D)	1
91202-012	STUDY SKILLS 11	0	GRAY-WILLIAMS, MANDY	H244	S2	1(B) 2(D) 4(A) 5(C) 6(E)	0
91202-013		0	GRAY-WILLIAMS, MANDY	H244	S2	1(E) 3(B) 4(D) 6(A) 7(C)	0
	STUDY SKILLS 11					2(B) 3(D) 5(A) 6(C) 7(E)	1
91202-014	STUDY SKILLS 11 STUDY SKILLS 11	_	GRAY-WILLIAMS, MANDY	H244	S2	2(0) 3(0) 3(7) 3(0) 7(1)	
	STUDY SKILLS 11	0		H244 E308	1		1
91202-015	STUDY SKILLS 11 STUDY SKILLS 11	0	SOARES, SHEALAGH	E308	S2	1(C) 2(E) 4(B) 5(D) 7(A)	1
91202-015 91202-016	STUDY SKILLS 11 STUDY SKILLS 11 STUDY SKILLS 11	0 0	SOARES, SHEALAGH SOARES, SHEALAGH	E308 E308	S2 S2	1(C) 2(E) 4(B) 5(D) 7(A) 1(D) 3(A) 4(C) 5(E) 7(B)	1
91202-015 91202-016 91202-017	STUDY SKILLS 11 STUDY SKILLS 11 STUDY SKILLS 11 STUDY SKILLS 11	0 0 0	SOARES, SHEALAGH SOARES, SHEALAGH SOARES, SHEALAGH	E308 E308 E308	\$2 \$2 \$2	1(C) 2(E) 4(B) 5(D) 7(A) 1(D) 3(A) 4(C) 5(E) 7(B) 1(E) 3(B) 4(D) 6(A) 7(C)	1 0 0
91202-015 91202-016 91202-017 91202-018	STUDY SKILLS 11	0 0 0 0	SOARES, SHEALAGH SOARES, SHEALAGH SOARES, SHEALAGH SOARES, SHEALAGH	E308 E308 E308 E308	S2 S2 S2 S2	1(C) 2(E) 4(B) 5(D) 7(A) 1(D) 3(A) 4(C) 5(E) 7(B) 1(E) 3(B) 4(D) 6(A) 7(C) 1(A) 2(C) 3(E) 5(B) 6(D)	1 0 0
91202-015 91202-016 91202-017 91202-018 91202-019	STUDY SKILLS 11	0 0 0 0 0	SOARES, SHEALAGH SOARES, SHEALAGH SOARES, SHEALAGH SOARES, SHEALAGH CAFARELLI, JOHN	E308 E308 E308 E308 W330	\$2 \$2 \$2 \$2 \$2 \$2	1(C) 2(E) 4(B) 5(D) 7(A) 1(D) 3(A) 4(C) 5(E) 7(B) 1(E) 3(B) 4(D) 6(A) 7(C) 1(A) 2(C) 3(E) 5(B) 6(D) 1(E) 3(B) 4(D) 6(A) 7(C)	1 0 0 0
91202-015 91202-016 91202-017 91202-018 91202-019 91301-001	STUDY SKILLS 11	0 0 0 0 0	SOARES, SHEALAGH SOARES, SHEALAGH SOARES, SHEALAGH SOARES, SHEALAGH CAFARELLI, JOHN MIKUS, KELLEY; MOHANRAJ, DEVIUMA	E308 E308 E308 E308 W330 D212	\$2 \$2 \$2 \$2 \$2 \$2 \$2 \$1	1(C) 2(E) 4(B) 5(D) 7(A) 1(D) 3(A) 4(C) 5(E) 7(B) 1(E) 3(B) 4(D) 6(A) 7(C) 1(A) 2(C) 3(E) 5(B) 6(D) 1(E) 3(B) 4(D) 6(A) 7(C) 2(A) 3(C) 4(E) 6(B) 7(D)	1 0 0 0 1 8
91202-015 91202-016 91202-017 91202-018 91202-019	STUDY SKILLS 11	0 0 0 0 0 0	SOARES, SHEALAGH SOARES, SHEALAGH SOARES, SHEALAGH SOARES, SHEALAGH CAFARELLI, JOHN	E308 E308 E308 E308 W330	\$2 \$2 \$2 \$2 \$2 \$2 \$1 \$1	1(C) 2(E) 4(B) 5(D) 7(A) 1(D) 3(A) 4(C) 5(E) 7(B) 1(E) 3(B) 4(D) 6(A) 7(C) 1(A) 2(C) 3(E) 5(B) 6(D) 1(E) 3(B) 4(D) 6(A) 7(C)	1 0 0 0

			,				
91301-004	STUDY SKILLS 12	0	AYLWARD, JAMES	W345	S1	1(C) 2(E) 4(B) 5(D) 7(A)	4
91301-005	STUDY SKILLS 12	0	AYLWARD, JAMES	W345	S1	1(D) 3(A) 4(C) 5(E) 7(B)	9
91301-006	STUDY SKILLS 12	0	AYLWARD, JAMES	W345	S1	2(A) 3(C) 4(E) 6(B) 7(D)	5
91301-007	STUDY SKILLS 12	0	FARRELL, COURTNEY	D210	S1	1(A) 2(C) 3(E) 5(B) 6(D)	1
91301-008	STUDY SKILLS 12	0	FARRELL, COURTNEY	D210	S1	1(C) 2(E) 4(B) 5(D) 7(A)	1
91301-009	STUDY SKILLS 12	0	FARRELL, COURTNEY	D210	S1	1(D) 3(A) 4(C) 5(E) 7(B)	2
91301-010	STUDY SKILLS 12	0	FARRELL, COURTNEY		S1	2(B) 3(D) 5(A) 6(C) 7(E)	0
91301-011	STUDY SKILLS 12	0	GRAY-WILLIAMS, MANDY		S1	1(A) 2(C) 3(E) 5(B) 6(D)	0
91301-012	STUDY SKILLS 12	0	GRAY-WILLIAMS, MANDY		S1	1(B) 2(D) 4(A) 5(C) 6(E)	1
91301-013	STUDY SKILLS 12	0	GRAY-WILLIAMS, MANDY		S1	1(E) 3(B) 4(D) 6(A) 7(C)	0
91301-014	STUDY SKILLS 12	0	GRAY-WILLIAMS, MANDY		S1	2(B) 3(D) 5(A) 6(C) 7(E)	0
91301-015	STUDY SKILLS 12	0	SOARES, SHEALAGH		S1	1(C) 2(E) 4(B) 5(D) 7(A)	0
91301-016	STUDY SKILLS 12	0	SOARES, SHEALAGH		S1	1(D) 3(A) 4(C) 5(E) 7(B)	0
91301-017	STUDY SKILLS 12		SOARES, SHEALAGH		S1	1(E) 3(B) 4(D) 6(A) 7(C)	0
91301-018	STUDY SKILLS 12		SOARES, SHEALAGH		S1	1(A) 2(C) 3(E) 5(B) 6(D)	1
91301-019	STUDY SKILLS 12		GRAY-WILLIAMS, MANDY	H244	S1	1(C) 2(E) 4(B) 5(D) 7(A)	2
91301-020	STUDY SKILLS 12		MARSETTA, LAUREN	E319	S1	1(D) 3(A) 4(C) 5(E) 7(B)	1
91302-001	STUDY SKILLS 12		MOHANRAJ, DEVIUMA; MIKUS, KELLEY	D212	S2	2(A) 3(C) 4(E) 6(B) 7(D)	6
91302-002	STUDY SKILLS 12		MIKUS, KELLEY; MOHANRAJ, DEVIUMA	D212	S2	1(D) 3(A) 4(C) 5(E) 7(B)	5
91302-002	STUDY SKILLS 12		MIKUS, KELLEY; MOHANRAJ, DEVIUMA	D212		1(A) 2(C) 3(E) 5(B) 6(D)	6
91302-003	STUDY SKILLS 12		AYLWARD, JAMES	W345	S2	1(C) 2(E) 4(B) 5(D) 7(A)	5
			•			. , . , . , . , . ,	_
91302-005 91302-006	STUDY SKILLS 12 STUDY SKILLS 12		AYLWARD, JAMES AYLWARD, JAMES	W345	S2	1(D) 3(A) 4(C) 5(E) 7(B)	8 5
-			-	W345	S2	2(A) 3(C) 4(E) 6(B) 7(D)	_
91302-007	STUDY SKILLS 12		FARRELL, COURTNEY	D210	S2	1(A) 2(C) 3(E) 5(B) 6(D)	1
91302-008	STUDY SKILLS 12		FARRELL, COURTNEY	D210	S2	1(C) 2(E) 4(B) 5(D) 7(A)	2
91302-009	STUDY SKILLS 12		FARRELL, COURTNEY	D210	S2	1(D) 3(A) 4(C) 5(E) 7(B)	2
91302-010	STUDY SKILLS 12		FARRELL, COURTNEY	D210	S2	2(B) 3(D) 5(A) 6(C) 7(E)	0
91302-011	STUDY SKILLS 12		GRAY-WILLIAMS, MANDY		S2	1(A) 2(C) 3(E) 5(B) 6(D)	0
91302-012	STUDY SKILLS 12		GRAY-WILLIAMS, MANDY		S2	1(B) 2(D) 4(A) 5(C) 6(E)	0
91302-013	STUDY SKILLS 12		GRAY-WILLIAMS, MANDY		S2	1(E) 3(B) 4(D) 6(A) 7(C)	0
91302-014	STUDY SKILLS 12		GRAY-WILLIAMS, MANDY		S2	2(B) 3(D) 5(A) 6(C) 7(E)	0
91302-015	STUDY SKILLS 12	0	SOARES, SHEALAGH		S2	1(C) 2(E) 4(B) 5(D) 7(A)	1
91302-016	STUDY SKILLS 12		SOARES, SHEALAGH		S2	1(D) 3(A) 4(C) 5(E) 7(B)	0
91302-017	STUDY SKILLS 12	0	SOARES, SHEALAGH		S2	1(E) 3(B) 4(D) 6(A) 7(C)	0
91302-018	STUDY SKILLS 12	0	SOARES, SHEALAGH		S2	1(A) 2(C) 3(E) 5(B) 6(D)	0
93203-001	ESL - BEGINNING	0	O'DONNELL, COLLEEN	E318	FY	2(B) 3(D) 5(A) 6(C) 7(E)	5
93203-002	ESL - BEGINNING	0	O'DONNELL, COLLEEN	E318	FY	1(A) 2(C) 3(E) 5(B) 6(D)	9
93304-001	ESL - INTERMEDIATE	0	O'DONNELL, COLLEEN	E318	S1	1(C) 2(E) 4(B) 5(D) 7(A)	8
93304-002	ESL - INTERMEDIATE	0	O'DONNELL, COLLEEN	E318	S2	1(C) 2(E) 4(B) 5(D) 7(A)	8
93404-001	ESL - ADVANCED	0	O'DONNELL, COLLEEN	E318	S1	1(D) 3(A) 4(C) 5(E) 7(B)	9
93404-002	ESL - ADVANCED	0	O'DONNELL, COLLEEN	E318	S2	1(D) 3(A) 4(C) 5(E) 7(B)	9
93504-001	ESL - SKILLS	0	O'DONNELL, COLLEEN	E318	S1	2(A) 3(C) 4(E) 6(B) 7(D)	9
93504-004	ESL - SKILLS	0	O'DONNELL, COLLEEN	E318	S2	2(A) 3(C) 4(E) 6(B) 7(D)	10
94053A-001	ENGLISH 9	3	MARSETTA, LAUREN	E319	FY	1(B) 2(D) 4(A) 5(C) 6(E)	6
94063A-001	ENGLISH 10	3	MARSETTA, LAUREN	E319	FY	2(B) 3(D) 5(A) 6(C) 7(E)	2
94073A-001	ENGLISH 11	3	MARSETTA, LAUREN	E319	FY	2(B) 3(D) 5(A) 6(C) 7(E)	5
94073A-002	ENGLISH 11	3	REGA, ALLISON; MOHANRAJ, DEVIUMA; MIKUS, K	D212	FY	2(B) 3(D) 5(A) 6(C) 7(E)	2
94083A-001	ENGLISH 12		MIKUS, KELLEY; REGA, ALLISON; MOHANRAJ, DEV	D212		2(B) 3(D) 5(A) 6(C) 7(E)	5
94253A-001	MATH 9		CAFARELLI, JOHN	W330		1(D) 3(A) 4(C) 5(E) 7(B)	11
94263A-001	MATH 10		HOLLERAN, JEFFREY	W341		1(E) 3(B) 4(D) 6(A) 7(C)	4
94273A-001	MATH 11		HOLLERAN, JEFFREY	W341		2(A) 3(C) 4(E) 6(B) 7(D)	11
94283A-001	MATH 12		KEATING, LAUREN	E317		1(E) 3(B) 4(D) 6(A) 7(C)	9
95353-001	READING 9		SMITH, MARIAN	H241	FY	1(D) 3(A) 4(C) 5(E) 7(B)	4
95353-002	READING 9		SMITH, MARIAN	H241	FY	1(B) 2(D) 4(A) 5(C) 6(E)	1
95353-002						2(B) 3(D) 5(A) 6(C) 7(E)	0
	READING 9	G	SMITH MARIAN	H241		-(2) 0(2) 0(A) 0(C) /(E)	U
195363-001	READING 9		SMITH, MARIAN	H241 H241		1(D) 3(A) 4(C) 5(E) 7(B)	5
95363-001 95363-004	READING 10	3	SMITH, MARIAN	H241	FY	1(D) 3(A) 4(C) 5(E) 7(B) 2(B) 3(D) 5(A) 6(C) 7(E)	5
95363-004	READING 10 READING 10	3	SMITH, MARIAN SMITH, MARIAN	H241 H241	FY FY	2(B) 3(D) 5(A) 6(C) 7(E)	2
95363-004 95363-005	READING 10 READING 10 READING 10	3 3	SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN	H241 H241 H241	FY FY FY	2(B) 3(D) 5(A) 6(C) 7(E) 1(B) 2(D) 4(A) 5(C) 6(E)	0
95363-004 95363-005 95373-001	READING 10 READING 10 READING 10 READING 10 READING 11	3 3 3	SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN	H241 H241 H241 H241	FY FY FY	2(B) 3(D) 5(A) 6(C) 7(E) 1(B) 2(D) 4(A) 5(C) 6(E) 1(D) 3(A) 4(C) 5(E) 7(B)	0 3
95363-004 95363-005 95373-001 95373-003	READING 10 READING 10 READING 10 READING 11 READING 11	3 3 3 3	SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN	H241 H241 H241 H241 H241	FY FY FY FY	2(B) 3(D) 5(A) 6(C) 7(E) 1(B) 2(D) 4(A) 5(C) 6(E) 1(D) 3(A) 4(C) 5(E) 7(B) 1(B) 2(D) 4(A) 5(C) 6(E)	2 0 3 1
95363-004 95363-005 95373-001 95373-003 95463F-001	READING 10 READING 10 READING 10 READING 11 READING 11 READING 11 ENGLISH 9	3 3 3 3 3 3	SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN FURTADO, JULIANNE	H241 H241 H241 H241 H241 H227	FY FY FY FY FY FY	2(B) 3(D) 5(A) 6(C) 7(E) 1(B) 2(D) 4(A) 5(C) 6(E) 1(D) 3(A) 4(C) 5(E) 7(B) 1(B) 2(D) 4(A) 5(C) 6(E) 1(C) 2(E) 4(B) 5(D) 7(A)	2 0 3 1
95363-004 95363-005 95373-001 95373-003 95463F-001 95463F-002	READING 10 READING 10 READING 10 READING 11 READING 11 READING 11 ENGLISH 9 ENGLISH 9	3 3 3 3 3 3	SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN FURTADO, JULIANNE DEGEN, DANA	H241 H241 H241 H241 H241 H227 H226	FY FY FY FY FY FY FY FY	2(B) 3(D) 5(A) 6(C) 7(E) 1(B) 2(D) 4(A) 5(C) 6(E) 1(D) 3(A) 4(C) 5(E) 7(B) 1(B) 2(D) 4(A) 5(C) 6(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A)	2 0 3 1 0 3
95363-004 95363-005 95373-001 95373-003 95463F-001 95463F-002 95473F-001	READING 10 READING 10 READING 10 READING 11 READING 11 READING 11 ENGLISH 9 ENGLISH 9 ENGLISH 10	3 3 3 3 3 3 3 3	SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN FURTADO, JULIANNE DEGEN, DANA DEGEN, DANA	H241 H241 H241 H241 H241 H227 H226 H226	FY FY FY FY FY FY FY FY FY	2(B) 3(D) 5(A) 6(C) 7(E) 1(B) 2(D) 4(A) 5(C) 6(E) 1(D) 3(A) 4(C) 5(E) 7(B) 1(B) 2(D) 4(A) 5(C) 6(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A)	2 0 3 1 0 3 3
95363-004 95363-005 95373-001 95373-003 95463F-001 95463F-002 95473F-001 95473F-002	READING 10 READING 10 READING 10 READING 11 READING 11 READING 11 ENGLISH 9 ENGLISH 9 ENGLISH 10 ENGLISH 10	3 3 3 3 3 3 3 3 3 3	SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN FURTADO, JULIANNE DEGEN, DANA DEGEN, DANA FURTADO, JULIANNE	H241 H241 H241 H241 H241 H227 H226 H226 H227	FY	2(B) 3(D) 5(A) 6(C) 7(E) 1(B) 2(D) 4(A) 5(C) 6(E) 1(D) 3(A) 4(C) 5(E) 7(B) 1(B) 2(D) 4(A) 5(C) 6(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A)	2 0 3 1 0 3 3 1
95363-004 95363-005 95373-001 95373-003 95463F-001 95463F-002 95473F-001 95473F-002 95483F-001	READING 10 READING 10 READING 10 READING 11 READING 11 READING 11 ENGLISH 9 ENGLISH 9 ENGLISH 10 ENGLISH 10 ENGLISH 10	3 3 3 3 3 3 3 3 3 3	SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN FURTADO, JULIANNE DEGEN, DANA DEGEN, DANA FURTADO, JULIANNE FURTADO, JULIANNE FURTADO, JULIANNE FURTADO, JULIANNE	H241 H241 H241 H241 H241 H227 H226 H226 H227 H227	FY	2(B) 3(D) 5(A) 6(C) 7(E) 1(B) 2(D) 4(A) 5(C) 6(E) 1(D) 3(A) 4(C) 5(E) 7(B) 1(B) 2(D) 4(A) 5(C) 6(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A)	2 0 3 1 0 3 3 1 1
95363-004 95363-005 95373-001 95373-003 95463F-001 95463F-002 95473F-001 95473F-001 95483F-001 95483F-002	READING 10 READING 10 READING 10 READING 11 READING 11 READING 11 ENGLISH 9 ENGLISH 10 ENGLISH 10 ENGLISH 11 ENGLISH 11	3 3 3 3 3 3 3 3 3 3 3 3 3	SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN FURTADO, JULIANNE DEGEN, DANA DEGEN, DANA FURTADO, JULIANNE FURTADO, JULIANNE FURTADO, JULIANNE FURTADO, JULIANNE DEGEN, DANA	H241 H241 H241 H241 H241 H227 H226 H226 H227 H227 H226	FY	2(B) 3(D) 5(A) 6(C) 7(E) 1(B) 2(D) 4(A) 5(C) 6(E) 1(D) 3(A) 4(C) 5(E) 7(B) 1(B) 2(D) 4(A) 5(C) 6(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A)	2 0 3 1 0 3 3 1 1 1 2
95363-004 95363-005 95373-001 95373-003 95463F-001 95463F-002 95473F-001 95483F-001 95483F-002 95493F-001	READING 10 READING 10 READING 10 READING 11 READING 11 READING 11 ENGLISH 9 ENGLISH 10 ENGLISH 10 ENGLISH 11 ENGLISH 11 ENGLISH 11	3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN FURTADO, JULIANNE DEGEN, DANA DEGEN, DANA FURTADO, JULIANNE FURTADO, JULIANNE FURTADO, JULIANNE DEGEN, DANA FURTADO, JULIANNE DEGEN, DANA FURTADO, JULIANNE	H241 H241 H241 H241 H241 H227 H226 H226 H227 H226 H227 H227 H226 H227	FY F	2(B) 3(D) 5(A) 6(C) 7(E) 1(B) 2(D) 4(A) 5(C) 6(E) 1(D) 3(A) 4(C) 5(E) 7(B) 1(B) 2(D) 4(A) 5(C) 6(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A)	2 0 3 1 0 3 3 1 1 1 2
95363-004 95363-005 95373-001 95373-003 95463F-001 95463F-002 95473F-001 95483F-001 95493F-001 95803F-001	READING 10 READING 10 READING 10 READING 11 READING 11 READING 11 ENGLISH 9 ENGLISH 9 ENGLISH 10 ENGLISH 10 ENGLISH 11 ENGLISH 11 ENGLISH 11 ENGLISH 11	3 3 3 3 3 3 3 3 3 3 3 3 3 0	SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN FURTADO, JULIANNE DEGEN, DANA DEGEN, DANA FURTADO, JULIANNE FURTADO, JULIANNE DEGEN, DANA FURTADO, JULIANNE FURTADO, JULIANNE FURTADO, JULIANNE FURTADO, JULIANNE FURTADO, JULIANNE	H241 H241 H241 H241 H241 H227 H226 H226 H227 H227 H226 H227 H227	FY F	2(B) 3(D) 5(A) 6(C) 7(E) 1(B) 2(D) 4(A) 5(C) 6(E) 1(D) 3(A) 4(C) 5(E) 7(B) 1(B) 2(D) 4(A) 5(C) 6(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A) 1(B) 2(D) 4(A) 5(C) 6(E)	2 0 3 1 0 3 3 1 1 2 2
95363-004 95363-005 95373-001 95373-003 95463F-001 95473F-002 95473F-002 95483F-001 95493F-001 95803F-001 95803F-002	READING 10 READING 10 READING 10 READING 11 READING 11 READING 11 ENGLISH 9 ENGLISH 9 ENGLISH 10 ENGLISH 10 ENGLISH 11 ENGLISH 11 ENGLISH 11 ENGLISH 11 ENGLISH 12 MATH 9	3 3 3 3 3 3 3 3 3 3 3 3 3 0 0	SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN FURTADO, JULIANNE DEGEN, DANA DEGEN, DANA FURTADO, JULIANNE FURTADO, JULIANNE DEGEN, DANA FURTADO, JULIANNE DEGEN, DANA FURTADO, JULIANNE FURTADO, JULIANNE FURTADO, JULIANNE FURTADO, JULIANNE DEGEN, DANA	H241 H241 H241 H241 H241 H227 H226 H226 H227 H227 H226 H227 H227	FY F	2(B) 3(D) 5(A) 6(C) 7(E) 1(B) 2(D) 4(A) 5(C) 6(E) 1(D) 3(A) 4(C) 5(E) 7(B) 1(B) 2(D) 4(A) 5(C) 6(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A) 1(B) 2(D) 4(A) 5(C) 6(E) 1(B) 2(D) 4(A) 5(C) 6(E)	2 0 3 1 0 3 3 1 1 2 2 0 3
95363-004 95363-005 95373-001 95373-003 95463F-001 95473F-001 95473F-002 95483F-001 95493F-001 95803F-001 95803F-002 95843F-001	READING 10 READING 10 READING 10 READING 11 READING 11 READING 11 ENGLISH 9 ENGLISH 10 ENGLISH 10 ENGLISH 11 ENGLISH 11 ENGLISH 11 ENGLISH 11 ENGLISH 11 ENGLISH 12 MATH 9 MATH 9	3 3 3 3 3 3 3 3 3 3 0 0	SMITH, MARIAN FURTADO, JULIANNE DEGEN, DANA DEGEN, DANA FURTADO, JULIANNE FURTADO, JULIANNE DEGEN, DANA FURTADO, JULIANNE FURTADO, JULIANNE FURTADO, JULIANNE FURTADO, JULIANNE FURTADO, JULIANNE DEGEN, DANA DEGEN, DANA	H241 H241 H241 H241 H241 H227 H226 H227 H227 H226 H227 H227 H226 H227 H226 H227	FY F	2(B) 3(D) 5(A) 6(C) 7(E) 1(B) 2(D) 4(A) 5(C) 6(E) 1(D) 3(A) 4(C) 5(E) 7(B) 1(B) 2(D) 4(A) 5(C) 6(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A) 1(B) 2(D) 4(A) 5(C) 6(E) 1(B) 2(D) 4(A) 5(C) 6(E)	2 0 3 1 0 3 3 1 1 2 2 0 3 3
95363-004 95363-005 95373-001 95373-003 95463F-001 95473F-002 95473F-002 95483F-001 95493F-001 95803F-001 95803F-002	READING 10 READING 10 READING 10 READING 11 READING 11 READING 11 ENGLISH 9 ENGLISH 9 ENGLISH 10 ENGLISH 10 ENGLISH 11 ENGLISH 11 ENGLISH 11 ENGLISH 11 ENGLISH 12 MATH 9	3 3 3 3 3 3 3 3 3 3 0 0	SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN SMITH, MARIAN FURTADO, JULIANNE DEGEN, DANA DEGEN, DANA FURTADO, JULIANNE FURTADO, JULIANNE DEGEN, DANA FURTADO, JULIANNE DEGEN, DANA FURTADO, JULIANNE FURTADO, JULIANNE FURTADO, JULIANNE FURTADO, JULIANNE DEGEN, DANA	H241 H241 H241 H241 H241 H227 H226 H226 H227 H227 H226 H227 H227	FY F	2(B) 3(D) 5(A) 6(C) 7(E) 1(B) 2(D) 4(A) 5(C) 6(E) 1(D) 3(A) 4(C) 5(E) 7(B) 1(B) 2(D) 4(A) 5(C) 6(E) 1(C) 2(E) 4(B) 5(D) 7(A) 1(C) 2(E) 4(B) 5(D) 7(A) 1(B) 2(D) 4(A) 5(C) 6(E) 1(B) 2(D) 4(A) 5(C) 6(E)	2 0 3 1 0 3 3 1 1 2 2 0 3

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95853F-002	MATH 11		FURTADO, JULIANNE	H227		1(B) 2(D) 4(A) 5(C) 6(E)	2
95853F-003	MATH 11		FURTADO, JULIANNE	H227	FY	1(E) 3(B) 4(D) 6(A) 7(C)	0
95863F-001	MATH 12		FURTADO, JULIANNE	H227	FY	1(B) 2(D) 4(A) 5(C) 6(E)	2
96143F-001	SCIENCE 9		FURTADO, JULIANNE	H227	FY	1(E) 3(B) 4(D) 6(A) 7(C)	1
96143F-002	SCIENCE 9		DEGEN, DANA	H226	FY	1(E) 3(B) 4(D) 6(A) 7(C)	3
96153F-001	SCIENCE 10		DEGEN, DANA	H226	FY	1(E) 3(B) 4(D) 6(A) 7(C)	3
96153F-002	SCIENCE 10		FURTADO, JULIANNE	H227	FY	1(E) 3(B) 4(D) 6(A) 7(C)	1
96163F-001	SCIENCE 11		FURTADO, JULIANNE	H227	FY	1(E) 3(B) 4(D) 6(A) 7(C)	2
96163F-002	SCIENCE 11		DEGEN, DANA	H226	FY	1(E) 3(B) 4(D) 6(A) 7(C)	3
96173F-001	SCIENCE 12		FURTADO, JULIANNE	H227	FY	1(E) 3(B) 4(D) 6(A) 7(C)	2
96243F-001	HISTORY 9		DEGEN, DANA	H226	FY	2(A) 3(C) 4(E) 6(B) 7(D)	2
96253F-001	HISTORY 10		DEGEN, DANA	H226	FY	2(A) 3(C) 4(E) 6(B) 7(D)	3
96263F-001	HISTORY 11		DEGEN, DANA	H226	FY	2(A) 3(C) 4(E) 6(B) 7(D)	1
96601F-001	PRE-VOCATIONAL SKILLS 9	0	DEGEN, DANA	H226	S1	2(B) 3(D) 5(A) 6(C) 7(E)	2
96601F-002	PRE-VOCATIONAL SKILLS 9	0	DEGEN, DANA	H226	S1	2(B) 3(D) 5(A) 6(C) 7(E)	2
96601F-003	PRE-VOCATIONAL SKILLS 9	0	FURTADO, JULIANNE	H227	S1	2(B) 3(D) 5(A) 6(C) 7(E)	1
96601F-004	PRE-VOCATIONAL SKILLS 9	0	DEGEN, DANA	H226	S2	2(B) 3(D) 5(A) 6(C) 7(E)	2
96601F-005	PRE-VOCATIONAL SKILLS 9	0	FURTADO, JULIANNE	H227	S2	2(B) 3(D) 5(A) 6(C) 7(E)	0
96602F-001	PRE-VOCATIONAL SKILLS 10	0	DEGEN, DANA	H226	S1	2(B) 3(D) 5(A) 6(C) 7(E)	1
96602F-002	PRE-VOCATIONAL SKILLS 10	0	FURTADO, JULIANNE	H227	S1	2(B) 3(D) 5(A) 6(C) 7(E)	1
96602F-003	PRE-VOCATIONAL SKILLS 10	0	DEGEN, DANA	H226	S2	2(B) 3(D) 5(A) 6(C) 7(E)	2
96602F-004	PRE-VOCATIONAL SKILLS 10		FURTADO, JULIANNE	H227	S2	2(B) 3(D) 5(A) 6(C) 7(E)	1
96603F-001	PRE-VOCATIONAL SKILLS 11		DEGEN, DANA	H226	S1	2(B) 3(D) 5(A) 6(C) 7(E)	1
96603F-002	PRE-VOCATIONAL SKILLS 11		FURTADO, JULIANNE	H227	S1	2(B) 3(D) 5(A) 6(C) 7(E)	2
96603F-003	PRE-VOCATIONAL SKILLS 11		DEGEN, DANA	H226	S2	2(B) 3(D) 5(A) 6(C) 7(E)	1
96603F-004	PRE-VOCATIONAL SKILLS 11		FURTADO, JULIANNE	H227	S2	2(B) 3(D) 5(A) 6(C) 7(E)	2
96604F-001	PRE-VOCATIONAL SKILLS 12		FURTADO, JULIANNE	H227	S1	2(B) 3(D) 5(A) 6(C) 7(E)	2
96604F-002	PRE-VOCATIONAL SKILLS 12		DEGEN. DANA	H226	S2	2(B) 3(D) 5(A) 6(C) 7(E)	0
96604F-003	PRE-VOCATIONAL SKILLS 12		FURTADO, JULIANNE	H227	S2	2(B) 3(D) 5(A) 6(C) 7(E)	0
97113N-001	ELA 9		WILLIAMS, CATHERINE	H231	FY		5
	ELA 10		SPARKES, AMY	H231	FY	1(C) 2(E) 4(B) 5(D) 7(A)	4
97123N-001						1(C) 2(E) 4(B) 5(D) 7(A)	2
97133N-001	ELA 11		SPARKES, AMY	H230	FY	1(C) 2(E) 4(B) 5(D) 7(A)	5
97213N-001	MATH 10		WILLIAMS, CATHERINE	H231	FY	2(B) 3(D) 5(A) 6(C) 7(E)	_
97223N-001	MATH 10		SPARKES, AMY	H230	FY	2(B) 3(D) 5(A) 6(C) 7(E)	4
97233N-001	MATH 11		SPARKES, AMY	H230	FY	2(B) 3(D) 5(A) 6(C) 7(E)	2
97413N-001	SCIENCE 9		WILLIAMS, CATHERINE	H231	FY	2(A) 3(C) 4(E) 6(B) 7(D)	5
97423N-001	SCIENCE 10		SPARKES, AMY	H230	FY	2(A) 3(C) 4(E) 6(B) 7(D)	4
97433N-001	SCIENCE 11		SPARKES, AMY	H230	FY	2(A) 3(C) 4(E) 6(B) 7(D)	2
97513N-001	HISTORY 9		WILLIAMS, CATHERINE	H231	FY	1(E) 3(B) 4(D) 6(A) 7(C)	5
97523N-001	HISTORY 10		SPARKES, AMY	H230	FY	1(E) 3(B) 4(D) 6(A) 7(C)	4
97533N-001	HISTORY 11	3	SPARKES, AMY	H230	FY	1(E) 3(B) 4(D) 6(A) 7(C)	2
97703N-001	STUDY SKILLS 9	0	WILLIAMS, CATHERINE	H231	S1	1(A) 2(C) 3(E) 5(B) 6(D)	5
97703N-002	STUDY SKILLS 9	0	WILLIAMS, CATHERINE	H231	S2	1(A) 2(C) 3(E) 5(B) 6(D)	5
97704N-001	STUDY SKILLS 10	0	SPARKES, AMY	H230	S1	1(A) 2(C) 3(E) 5(B) 6(D)	3
97704N-002	STUDY SKILLS 10	0	SPARKES, AMY	H230	S2	1(A) 2(C) 3(E) 5(B) 6(D)	3
97705N-001	STUDY SKILLS 11	0	SPARKES, AMY	H230	S1	1(A) 2(C) 3(E) 5(B) 6(D)	2
97705N-002	STUDY SKILLS 11	0	SPARKES, AMY	H230	S2	1(A) 2(C) 3(E) 5(B) 6(D)	2
98801N-001	PRE-VOCATIONAL SKILLS 9	0	WILLIAMS, CATHERINE	H231	S1	1(D) 3(A) 4(C) 5(E) 7(B)	3
98801N-002	PRE-VOCATIONAL SKILLS 9	0	WILLIAMS, CATHERINE	H231	S2	1(D) 3(A) 4(C) 5(E) 7(B)	2
98802N-001	PRE-VOCATIONAL SKILLS 10	0	SPARKES, AMY	H230	S1	1(D) 3(A) 4(C) 5(E) 7(B)	3
98802N-002	PRE-VOCATIONAL SKILLS 10	0	SPARKES, AMY	H230		1(D) 3(A) 4(C) 5(E) 7(B)	3
98803N-001	PRE-VOCATIONAL SKILLS 11		SPARKES, AMY	H230		1(D) 3(A) 4(C) 5(E) 7(B)	2
98803N-002	PRE-VOCATIONAL SKILLS 11		SPARKES, AMY	H230		1(D) 3(A) 4(C) 5(E) 7(B)	2
99301F-001	STUDY SKILLS 9		DEGEN, DANA	H226	_	1(E) 3(B) 4(D) 6(A) 7(C)	0
99301F-002	STUDY SKILLS 9		DEGEN, DANA	H226	S1	1(E) 3(B) 4(D) 6(A) 7(C)	0
99301F-003	STUDY SKILLS 9		FURTADO, JULIANNE	H227		2(A) 3(C) 4(E) 6(B) 7(D)	1
99301F-004	STUDY SKILLS 9		DEGEN, DANA	H226		1(E) 3(B) 4(D) 6(A) 7(C)	0
99301F-005	STUDY SKILLS 9		FURTADO, JULIANNE	H227	S2	2(A) 3(C) 4(E) 6(B) 7(D)	0
99302F-001	STUDY SKILLS 10		FURTADO, JULIANNE	H227	S1	2(A) 3(C) 4(E) 6(B) 7(D)	1
99302F-001	STUDY SKILLS 10		FURTADO, JULIANNE	H227	S2	2(A) 3(C) 4(E) 6(B) 7(D)	1
99302F-002 99303F-001			DEGEN, DANA	H226			2
	STUDY SKILLS 11		FURTADO, JULIANNE			1(C) 2(E) 4(B) 5(D) 7(A)	_
99303F-002	STUDY SKILLS 11			H227		2(A) 3(C) 4(E) 6(B) 7(D)	2
00303E 003	STUDY SKILLS 11		FURTADO, JULIANNE	H227		2(A) 3(C) 4(E) 6(B) 7(D)	2
99303F-003	CTLIDV CVILLE 10		FURTADO, JULIANNE	H227		2(A) 3(C) 4(E) 6(B) 7(D)	2
99304F-001	STUDY SKILLS 12		FURTARIO UULIANIII			2(A) 3(C) 4(E) 6(B) 7(D)	0
99304F-001 99304F-002	STUDY SKILLS 12		FURTADO, JULIANNE	H227	S2		
99304F-001 99304F-002 PE2026-001	STUDY SKILLS 12 PLUS EMERSON 2026		ANTETOMASO, MARY	H233	FY	1-7(P)	17
99304F-001 99304F-002 PE2026-001 PE2026-002	STUDY SKILLS 12 PLUS EMERSON 2026 PLUS EMERSON 2026		ANTETOMASO, MARY ZOPES, PETER	H233 W342	FY FY	1-7(P) 1-7(P)	17
99304F-001 99304F-002 PE2026-001 PE2026-002 PE2026-003	STUDY SKILLS 12 PLUS EMERSON 2026 PLUS EMERSON 2026 PLUS EMERSON 2026 PLUS EMERSON 2026		ANTETOMASO, MARY ZOPES, PETER CHOWDHURY, SOMDATTA	H233 W342 S114	FY FY FY	1-7(P) 1-7(P) 1-7(P)	17 16
99304F-001 99304F-002 PE2026-001 PE2026-002 PE2026-003 PE2026-004	STUDY SKILLS 12 PLUS EMERSON 2026		ANTETOMASO, MARY ZOPES, PETER CHOWDHURY, SOMDATTA LAFLAMME, KATHRYN	H233 W342 S114 D208	FY FY FY FY	1-7(P) 1-7(P) 1-7(P) 1-7(P)	17 16 15
99304F-001 99304F-002 PE2026-001 PE2026-002 PE2026-003 PE2026-004 PE2026-005	STUDY SKILLS 12 PLUS EMERSON 2026		ANTETOMASO, MARY ZOPES, PETER CHOWDHURY, SOMDATTA LAFLAMME, KATHRYN EMILE, SAMUEL	H233 W342 S114 D208 W333	FY FY FY FY	1-7(P) 1-7(P) 1-7(P) 1-7(P) 1-7(P)	17 16 15 19
99304F-001 99304F-002 PE2026-001 PE2026-002 PE2026-003 PE2026-004	STUDY SKILLS 12 PLUS EMERSON 2026		ANTETOMASO, MARY ZOPES, PETER CHOWDHURY, SOMDATTA LAFLAMME, KATHRYN	H233 W342 S114 D208	FY FY FY FY FY	1-7(P) 1-7(P) 1-7(P) 1-7(P)	17 16 15

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PE2027-001	PLUS EMERSON 2027		DANIELS, ADAM	E306	_	1-7(P)	14
PE2027-002	PLUS EMERSON 2027		MARSHALL, ERIN	E305	FY	1-7(P)	13
PE2027-003	PLUS EMERSON 2027		ROBILLARD, SCOTT	E301	FY	1-7(P)	14
PE2027-004	PLUS EMERSON 2027		SOUSA, THOMAS	E321	FY	1-7(P)	13
PE2027-005	PLUS EMERSON 2027		FERRONETTI, JESSICA	E320	FY	1-7(P)	16
PE2027-006	PLUS EMERSON 2027		SHEPPARD, LINDSEY	E304	FY	1-7(P)	14
PE2027-007	PLUS EMERSON 2027		DOHERTY, JOHN	H228	FY	1-7(P)	15
PE2027-008	PLUS EMERSON 2027		LORING, ELISABETH	D206	FY	1-7(P)	15
PE2028-001	PLUS EMERSON 2028		GADBOIS, VERONICA	E324	FY	1-7(P)	16
PE2028-002	PLUS EMERSON 2028		VITALE, CRAIG	D213	FY	1-7(P)	15
PE2028-003	PLUS EMERSON 2028		KAVERUD, KRISTINA	H236	FY	1-7(P)	18
PE2028-004	PLUS EMERSON 2028		GILLIGAN, KATHERINE	E311	FY	1-7(P)	16
PE2028-005	PLUS EMERSON 2028		TYLENDA, JESSICA	S111	FY	1-7(P)	15
PE2028-006	PLUS EMERSON 2028		LICHTENTHAL, VALERIE	S116	FY	1-7(P)	17
PE2028-007	PLUS EMERSON 2028		BORREGO, KARYN	E314	FY	1-7(P)	14
PE2029-001	PLUS EMERSON 2029		AYLWARD, JAMES	W345	FY	1-7(P)	15
PE2029-002	PLUS EMERSON 2029		GRAHAM, REBECCA	GYM-A	FY	1-7(P)	15
PE2029-003	PLUS EMERSON 2029		MARSHALL, MICHAEL	GYM-B	FY	1-7(P)	15
PE2029-004	PLUS EMERSON 2029		MARTINEZ, AXEL	S106	FY	1-7(P)	16
PE2029-005	PLUS EMERSON 2029		SLOAN, MICHELE	GYM-C	FY	1-7(P)	16
	•					, ,	17
PE2029-006 PE2029-007	PLUS EMERSON 2029 PLUS EMERSON 2029		MURPHY, JOAN STEEVES, DAVID	S109	FY FY	1-7(P)	13
				T102		1-7(P)	_
PE2029-008	PLUS EMERSON 2029		ROGERS, KATELYN	D205	FY	1-7(P)	17
PH2026-001	PLUS HAWTHORNE 2026		RICHARD, TIMOTHY	D251	FY	1-7(P)	16
PH2026-002	PLUS HAWTHORNE 2026		CARPENITO, KRISTINA	H238	FY	1-7(P)	16
PH2026-003	PLUS HAWTHORNE 2026		KOBRENSKI, REBECCA	E303	FY	1-7(P)	19
PH2026-004	PLUS HAWTHORNE 2026		SEXAUER, MATTHEW	D220	FY	1-7(P)	15
PH2026-005	PLUS HAWTHORNE 2026		DUPREWILSON, LAURA	H239	FY	1-7(P)	15
PH2026-006	PLUS HAWTHORNE 2026		GREENE, JEREMY	E313	FY	1-7(P)	15
PH2026-007	PLUS HAWTHORNE 2026		GILBERT, STEPHANIE	D204	FY	1-7(P)	18
PH2027-001	PLUS HAWTHORNE 2027		MERRILL, CONNOR	D207	FY	1-7(P)	18
PH2027-002	PLUS HAWTHORNE 2027		CHAGNON, MAIRIN; MAHONEY, DANJA	E325	FY	1-7(P)	16
PH2027-003	PLUS HAWTHORNE 2027		BEIMLER, JACK	E312	FY	1-7(P)	16
PH2027-004	PLUS HAWTHORNE 2027		DOULAMIS, KATHERINE	W343	FY	1-7(P)	14
PH2027-005	PLUS HAWTHORNE 2027		MCMANUS, JENNIFER	D215	FY	1-7(P)	15
PH2027-006	PLUS HAWTHORNE 2027		RICHTER, DANIEL	E307	FY	1-7(P)	16
PH2027-007	PLUS HAWTHORNE 2027		DEHAAN, LAUREN	D209	FY	1-7(P)	15
PH2027-008	PLUS HAWTHORNE 2027		COMEAU, KATE	D256	FY	1-7(P)	16
PH2028-001	PLUS HAWTHORNE 2028		VALENCIA, DIEGO; MAHONEY, DANJA; TOWER, ES	E323	FY	1-7(P)	12
PH2028-002	PLUS HAWTHORNE 2028		PARSONS, RYAN	E315	FY	1-7(P)	13
PH2028-003	PLUS HAWTHORNE 2028		ACHESON, BRIAN	S122	FY	1-7(P)	13
PH2028-003	PLUS HAWTHORNE 2028		BARTOS, MATTHEW	D211	FY	1-7(P)	17
PH2028-005	PLUS HAWTHORNE 2028		COURTEMANCHE, STEVEN	D211 D203	FY	1-7(P)	16
			·			, ,	13
PH2028-006	PLUS HAWTHORNE 2028		MATTEUCCI, ANDREW	S120	FY	1-7(P)	_
PH2028-007	PLUS HAWTHORNE 2028		REGAN, SUSAN	E310	FY	1-7(P)	13
PH2028-008	PLUS HAWTHORNE 2028		PECORA, JOHN	S119	FY	1-7(P)	17
PH2029-001	PLUS HAWTHORNE 2029		DIBBLE, MATTHEW	W331		1-7(P)	16
PH2029-002	PLUS HAWTHORNE 2029		FITZGIBBONS, MEGHAN	W344		1-7(P)	19
PH2029-003	PLUS HAWTHORNE 2029		HUBBARD, MAUREEN	S104		1-7(P)	12
PH2029-004	PLUS HAWTHORNE 2029		DICARLO, CHRISTOPHER	S107		1-7(P)	17
PH2029-005	PLUS HAWTHORNE 2029		ROEDER, AMANDA	D218		1-7(P)	16
PH2029-006	PLUS HAWTHORNE 2029		BAK, CARA	S110		1-7(P)	15
PH2029-007	PLUS HAWTHORNE 2029		KONG, CATHLEEN	T105	FY	1-7(P)	15
PH2029-008	PLUS HAWTHORNE 2029		MACMULLIN, KELLY		FY	1-7(P)	13
PLANNING-002	PLANNING		MCMANUS, JENNIFER; AYLWARD, JAMES; DOULA	MIS, KATHERIN	FY	1(E) 3(B) 4(D) 6(A) 7(C)	0
PLANNING-003	PLANNING		FARRELL, COURTNEY; SOARES, SHEALAGH; GRA	Y-WILLIAMS, MA	FY	2(A) 3(C) 4(E) 6(B) 7(D)	0
PLANNING-004	PLANNING		O'KEEFE, MICHAEL; ZOPES, PETER; GILLIGAN,			1(A) 2(C) 3(E) 5(B) 6(D)	0
PLANNING-005	PLANNING		ACHESON, BRIAN; KENDER, MICHELLE; TYLENDA	A, JESSICA; MAT		1(A) 2(C) 3(E) 5(B) 6(D)	0
PLANNING-006	PLANNING			,	FY	1(E) 3(B) 4(D) 6(A) 7(C)	0
PLANNING-007	PLANNING		GREENE, JEREMY; RICHTER, DANIEL; GRAY-WILLI	AMS, MANDY	FY	1(C) 2(E) 4(B) 5(D) 7(A)	0
PLANNING-008	PLANNING		CHOWDHURY, SOMDATTA; DIXON, KEVIN; SHAY,			1(D) 3(A) 4(C) 5(E) 7(B)	0
PLANNING-009	PLANNING		EMILE, SAMUEL; GILBERT, STEPHANIE; VITALE, CI		FY	1(B) 2(D) 4(A) 5(C) 6(E)	0
PLANNING-009	PLANNING		ANTETOMASO, MARY; DOAK, JENNIFER	, GOLLIVAN	FY	2(A) 3(C) 4(E) 6(B) 7(D)	0
PLUS-001	PLUS	^	FARRELL, COURTNEY	D210		1-7(P)	1
						1 /	_
PLUS-002	PLUS		GRAY-WILLIAMS, MANDY	H244	FY	1-7(P)	1
PLUS-003	PLUS		SOARES, SHEALAGH	E308		1-7(P)	1
	PLUS	0	FURTADO, JULIANNE	H227	FY	1-7(P)	1
PLUS-004				H232	FY	1-7(P)	15
PW2026-001	PLUS WHITTIER 2026		DOAK, JENNIFER				
PW2026-001 PW2026-002	PLUS WHITTIER 2026		BURLAND, JASON	E309	FY	1-7(P)	20
PW2026-001 PW2026-002 PW2026-003	PLUS WHITTIER 2026 PLUS WHITTIER 2026		BURLAND, JASON CARPENITO, SAMUEL	E309 W340	FY FY	1-7(P) 1-7(P)	18
PW2026-001 PW2026-002	PLUS WHITTIER 2026		BURLAND, JASON	E309	FY FY	1-7(P)	_

PW2026-006	PLUS WHITTIER 2026	KEATING, LAUREN	E317	FY	1-7(P)	16
PW2026-007	PLUS WHITTIER 2026	O'KEEFE, MICHAEL	D201	FY	1-7(P)	17
PW2027-001	PLUS WHITTIER 2027	ALVES, MADALENA	H253	FY	1-7(P)	15
PW2027-002	PLUS WHITTIER 2027	BLAGG, KAREN	W334	FY	1-7(P)	16
PW2027-003	PLUS WHITTIER 2027	PRAY, COURTNEY	H242	FY	1-7(P)	13
PW2027-004	PLUS WHITTIER 2027	HUNT, ILYSSA	H237	FY	1-7(P)	15
PW2027-005	PLUS WHITTIER 2027	MCINTYRE, ZACHARY	H240	FY	1-7(P)	13
PW2027-006	PLUS WHITTIER 2027	ROBERTS, PATRICIA	W336	FY	1-7(P)	14
PW2027-007	PLUS WHITTIER 2027	SANCHEZ, PATRICIA	H243	FY	1-7(P)	16
PW2027-008	PLUS WHITTIER 2027	SHUPE, ANDREW	E322	FY	1-7(P)	15
PW2028-001	PLUS WHITTIER 2028	SHEA, MICHAEL	W338	FY	1-7(P)	15
PW2028-002	PLUS WHITTIER 2028	VARGA, ERIK	H234	FY	1-7(P)	14
PW2028-003	PLUS WHITTIER 2028	SHEEHAN, JUDITH	E302	FY	1-7(P)	15
PW2028-004	PLUS WHITTIER 2028	CAFARELLI, JOHN	W330	FY	1-7(P)	14
PW2028-005	PLUS WHITTIER 2028	VANNI, ELIZABETH	W335	FY	1-7(P)	15
PW2028-006	PLUS WHITTIER 2028	ABOELSAAD, DAWN	H235	FY	1-7(P)	15
PW2028-007	PLUS WHITTIER 2028	KENDER, MICHELLE	S123	FY	1-7(P)	16
PW2028-008	PLUS WHITTIER 2028	GOVER, ALLISON	D252	FY	1-7(P)	14
PW2029-001	PLUS WHITTIER 2029	MIKUS, KELLEY; MOHANRAJ, DEVIUMA	D212	FY	1-7(P)	15
PW2029-002	PLUS WHITTIER 2029	GUARENTE, MATTHEW	GYM-D	FY	1-7(P)	17
PW2029-003	PLUS WHITTIER 2029	TANG, JOSH	T101	FY	1-7(P)	15
PW2029-004	PLUS WHITTIER 2029	MARSETTA, LAUREN	E319	FY	1-7(P)	15
PW2029-005	PLUS WHITTIER 2029	FAGUNDES, GRACE	W332	FY	1-7(P)	17
PW2029-006	PLUS WHITTIER 2029	SIMON, SHAROTKA	S115	FY	1-7(P)	16
PW2029-007	PLUS WHITTIER 2029	GONSALVES, JULIE	W337	FY	1-7(P)	16
PW2029-008	PLUS WHITTIER 2029	TANINI, LINDA	S121	FY	1-7(P)	17



CHELMSFORD PUBLIC SCHOOLS

Dr. Linda Hirsch, Assistant Superintendent

MEMORANDUM

To: Dr. Jay Lang, Superintendent

Members of the Chelmsford School Committee

From: Dr. Linda Hirsch, Assistant Superintendent Linda of Hirsch

Date: December 2, 2025

RE: High School Competency Determination (CD) Policy

To earn a Massachusetts diploma, a student must meet the Competency Determination (CD) standard and meet local graduation requirements. The Massachusetts Education Reform Law of 1993, <u>G.L. c. 69, § 1D</u> established the requirement that all students meet the CD standard. In November 2024, Massachusetts voters approved a ballot question that amended the CD requirement in the law. In May 2025, the Board of Elementary and Secondary Education voted to amend the CD regulations, 603 CMR 30.00, in accordance with the legislative changes.

On June 3, 2025, the Committee voted to accept the statewide coursework requirements to take affect for the graduating classes of 2026 and 2027 that replace the former MCAS-based standards. DESE has shared guidance that each district shall adopt a school committee Competency Determination policy. The guidance document, which can be found on DESE's website, requires that all districts submit an approved school committee policy for high school competency determination no later than December 31, 2025. A draft of this policy is in your packet for review.

DRAFT POLICY

File: IKFE

COMPETENCY DETERMINATION

In addition to meeting the local graduation requirements and community service hours articulated for graduation, a student must meet the competency determination stated in MGL <u>c. 69 sect. 1D</u> and in 603 CMR <u>30.00-30.05</u> in order to receive their high school diploma from Chelmsford High School (CHS).

According to the statute and the Massachusetts Department of Elementary and Secondary Education (DESE), the competency determination shall be based on the academic standards and curriculum frameworks for tenth graders in the areas of ELA, mathematics, science and technology, history and social science (beginning for the Class of 2027). Competency Determination will be issued when a student has demonstrated mastery of a common 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 administered in 2023, and in any additional areas determined by the board.

A student who has 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, will be considered to have met the competency determination requirement.

A student who has not earned a CD through prior MCAS performance may meet the requirement by satisfying the following criteria:

- Successful completion of Grade 9 and Grade 10 ELA Courses, or an equivalent or higher course, as determined by the building Principal or designee
 - Successful completion of English as Second Language Beginning, Intermediate, and Advanced can be considered as a substitute for an ELA course
- Successful completion of Algebra I and Geometry Classes, or an equivalent or higher course, as determined by the building Principal or designee
 - Successful completion of Algebra II or Integrated Math I & II can be considered as a substitute
- Successful completion of Biology, Chemistry, Physics, Biology, or Tech/Engineering

Beginning with the Class of 2027

• Successful completion of one (1) year of U.S. History coursework that aligns with new law requiring broader content coverage

Students who do not meet the required passing grades in the above prescribed coursework will need to achieve a passing grade through an alternative pathway as established by the high school administration. Such a pathway seeks to provide students with additional opportunities to meet the Competency Determination (CD) requirement.

A student who did not graduate from CHS prior to 2025 because they did not meet the previous competency determination requirements can be considered for the current requirements through a review of the students' transcript conducted by a team of school personnel identified by the CHS Principal. In the event that current requirements are met in addition to other local graduation requirements, the student will be eligible to receive an CHS diploma.

December 2, 2025 - First Read

December 18, 2025 - School Committee Approved

Legislation References: <u>DESE Graduation Requirements and Related Guidance</u>

DESE Competency Determination Guidance and Policy Submission Process

M.G.L. c. 69, § 1D 603 CMR 30.00

CROSS REFS: Student Handbook



REINVENTING

PARKER MIDDLE SCHOOL UPCOMING COMMUNITY FORUM:

WEDNESDAY

DEC 17, 2025

Chelmsford Elks Lodge (300 Littleton Rd) @ 7:00pm

For all interested Community Members





Massachusetts School Building Authority www.massschoolbuildings.org

