

Please turn off all cell phones or other electronic devices.  
They could distract from, or interrupt, the students' performances. Thank you.



### Hungry?

Check out the goodies available at the MCCPS Café!  
Everything is delicious!

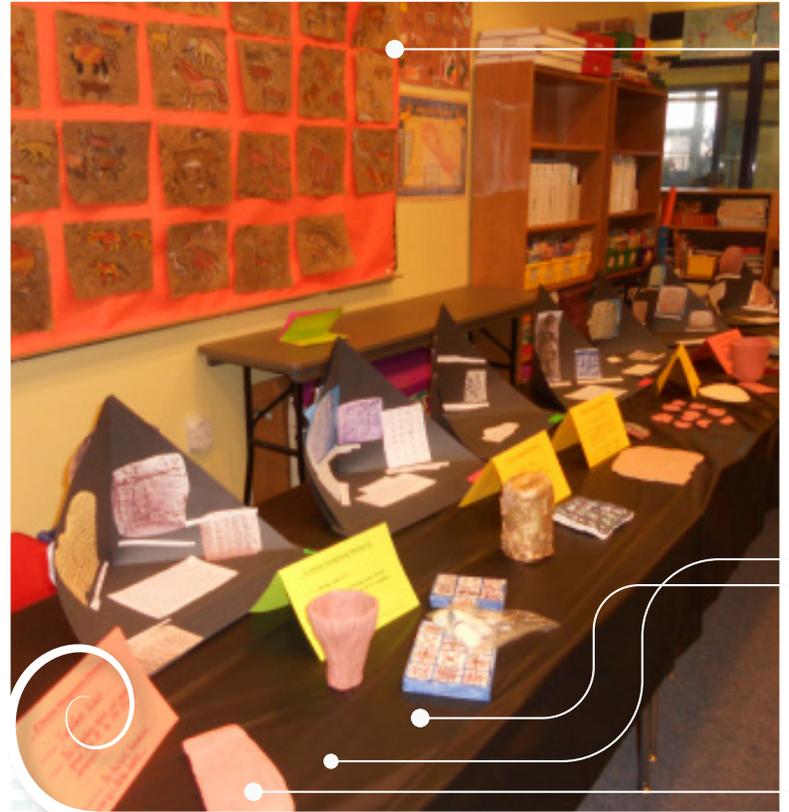


**MCCPS**

17 Lime Street, Marblehead, MA 01945

781-631-0777

[www.marbleheadcharter.org](http://www.marbleheadcharter.org)



**MARBLEHEAD COMMUNITY CHARTER PUBLIC**

PRESENTS

## *A Public Exhibition of Student Work*

Thursday March 5, 2015 6:30 pm - 8:30 pm

# Opening Ceremonies

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# Message from the Head of School

## **7th Grade Percussion Ensemble**

Performing Mambo Schmambo by Chris Brooks  
Directed by Adria Smith

## **Welcome in Spanish, French, & English**

Students: Leah Barz-Snell and Niamh Sullivan  
Teachers: Kate Lerner Liebowitz and Maria Latusky

## **MCCPS Board of Trustees**

Mary McRae, Chair

## **MCCPS Foundation**

Sarah Arnold

## **MCCPS Navigator Community Association**

Maureen Kay

## **STOMP**

7th Grader Instructors: Dylan Leveroni, John Lucas, George Piepgras  
Performers:  
Oh, SnapS!: Julia Piver, Ellie Hunt, Eva Leikikh  
The Face Palm 5: Aidan Merriam, Mason Wheeler,  
Theo Chemel, Asia Waitekus, Muriel Owen  
The 45ers: Ben Pike, Ben Holst, Jabob Aizanman,  
Alpha Barry, Adam Abdul Salam

## **Megan Sheehy Dragon Fly Project & LoveStrong Volleyball Scholarship**

Presented by Henry Jalbert & Oliver Glass

## **Volunteer Recognition Awards**

## **Alumni Guest Speaker**

Jack Conlin, MCCPS Class of 2011 & Harvard University Class of 2019

## **Honors Band**

Performing Lord of the Rings by Howard Shore  
and arranged by Ralph Ford  
Directed by Adria Smith

## **Closing Remarks**

Nina Cullen-Hamzeh, Head of School

## **Student Exhibitions**

Visit your child's grade level Exhibition from 7:00 to 7:45.  
See what's to come in the next grade level from 7:45-8:30.  
Students will be dismissed at 8:30.

*Can you feel the excitement in the building? The children are so looking forward to sharing what they have learned with you, and the teachers and I are very proud of all of them. I'm sure that you will be, too.*

*Since our opening in 1995, MCCPS has demonstrated that Public Exhibitions of Student Work bring a relevance to the children's schooling that cannot be achieved in a traditional classroom setting. The performance assessments that will be presented to you this evening create a deep and enduring understanding of content and skill that will long outlive the scores on an MCAS or the grades on a report card. In doing these projects, the children have collaborated, negotiated, advocated for their point of view, and compromised when necessary. They have employed the essential habits of perseverance, leadership, initiative, and problem-solving. They have grown in their ability to become capable, self-determining, fully-engaged individuals who are critical and creative thinkers committed to achieving their highest intellectual, artistic, social, emotional, and physical potential.*

*As you tour the building tonight, please note that all of the projects are grounded in the state's curriculum frameworks/common core. In each classroom you'll see 'The Anatomy of an Exhibition' on display, so that you can better understand all that goes into each performance assessment. Of course, academic rigor is expected for all, and the four performance levels are described on the rubrics. As we celebrate tonight's Exhibition, the faculty, staff, administration, and I can state with certainty that we remain convinced that these public events continue to be very effective methods of inspiring high levels of growth and achievement.*

*The children have a lot to share with you tonight, and I hope that you will be sure to visit all of the grade levels. If you don't get to see everything tonight, please come back tomorrow morning at 8:45 for Exhibition part 2 - when we'll do it all again for the children. Thank you for supporting our important work. I hope that you will enjoy the night.*

Sincerely,  
Nina Cullen-Hamzeh  
Head of School

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## Volunteer Awards

November 2012 — Susan Munafo, Stephanie Scola, Barton Hyte

March 2013 — Laurie-Sue Rodrigues, Rosie Segil, Laura Jalbert

June 2013 — Holly & Dr. John Sullivan, Norma Ross, Robin & Emil Ronchi, John McEnaney, Robin & John Krivit, Ellen Long Keller, Ira Keller, Patty Forster, Cathy & Mike Cothorn, Jack Buba & Kim Roberts, Julie Pottier-Brown, Tien Truong

November 2011 — Jean Sheehy, Amy Leveroni, John deVries

March 2012 — Marcel Nyffenegger, Alessandra Donovan, Nancy Collette

June 2012 — Nancy Buczko, Mary-Ellen Comeau, Erika Cook, Kathy Cormier, Alex Eaton, Peter Furlong, Dawna Nocera, Helen Papele, Sally Powell, Karina Roldan, Laura Smith, Julia Bobkoff

November 2010 — Mary McRae, Paula Gold, Cathy Cothorn

March 2011 — Nicole & Kevin Glass, Patty Forster

June 2011 — Robin & Emil Ronchi, Kerrie Smith, Susan Fader

November 2009 — Susan Conlin, Al Eaton, Seamus Daly

March 2010 — Ellen Long Keller, Jane Howell, Kristin Settlemeyer

June 2010 — Cynthia Canavan, Esq., Jim Carrigan, Esq., Sarah Hitchcock

November 2008 — Sue Ballou, Dave Mackay, Norma Ross

March 2009 — Nancy Wolinski, Laury LaPointe, Charlie Newball

June 2009 — Sharon Donovan, Nancy Buczko, Avery Russell

*Thank you for being involved in the life of MCCPS. By doing so you have helped to empower the children to reach their highest potential – intellectually, artistically, socially, emotionally, and physically.*

*Your energy, enthusiasm, and expertise are greatly appreciated!*

## Volunteer Awards

March 2015

*Parents: Emma Amsler, Sarah Arnold, Fiona Barrett, Cathy Bowden, Dizzy Burns, Heather Dalton, Beth Duffy, Jodi Gildea, Michael Gitelman, David Hausler, Laura & Peter Jalbert, Catherine Ianchulev, Alexandra & Peter Jaffe, Maureen Kay, Courtney Kelly, Amy & Chas Leveroni, Lisa Louden, Christine Lucas, Stephen MacCallum, Jill Mattina, Paul McCarthy, Meghan McGowan, Mary McRae, Jessica Merriam, Henriette Perkins, Leah Piepgras, Helen Riegle, Francesco Rietti, Lena Robinson, Laurie-Sue Rodrigues, Samantha Rosato, Amy Ruocco, Nikki Sabin, Stephanie Scola, Doug Schluter, Rosie Segil, Lori Sherf, Keri Snook, Jen Stoddard, Laurie Swope, Terri Tauro, Anatheia Waitekus, Dana Weeder, Emily Westhoven, Cyndi Wilkins, and Misty Wykes*

*Grandparents: Dory Louden and Dan Lynch*

*Community Members: Cindy Canavan, Pam Castner, Paula Gold, Patricia Hazelton, Katie Hope, Zach Newell, and Ken Schulman*

*November 2014 — Parents: Amy Ruocco, Mary McRae, Jodi Gildea, Barbara Johnson, Tracie Hines, Pam Castner, Helen Riegle, Maureen Kay, Laurie-Sue Rodrigues, Leah Piepgras, Kevin Driscoll, Carrie Killeen, Jenny Armini, Anatheia Waitekus, Lisa Louden, Ann Wachtel, Lena Robinson, Christine Durkin, Amy Leveroni, Susan Conlin, Terri Tauro, Alexandra Jaffe, Beth Duffy, Rosie Segil, Meghan McGowan, Beth Hoffman, Alison Williams, Beata Grabowski, & Dr. John Sullivan*

*Community Members: Judy Arnold and Martin Ball (retired teachers), Charlene Bauer of the Metro Credit Union, & Penny Wigglesworth of the Penny Bear Company*

*November 2013 — Amy Leveroni, Rosie Segil, Jodi Gildea, Enid Laganas, Peter Jalbert, Maureen Kay, Andy Laband, Michael Gitelman*

*March 2014 — Patricia Rietti, Fiona Barrett, Paula Gold, Malcolm Hersey, Helen Riegle, Emma Amsler, Pam Castner, Sarah Arnold, Bill Laganas*

*June 2014 — Avery & Nelson Russell, Paula Gold, Barton Hyte, Lisa Hooper, Meg Huber, Steve Maclone, Andrea Kremer & John Steinberg, Lori Sherf, Andi Oberlander, Lena Robinson, Keri Snook, Seth Pappas, Mary McRae, Audra Barrie-Cunningham, Sabina Amsler, Suzanne Wright, Judy Arnold, Tom Lawler*

# Founding Faculty Award

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**2014**

*Robert E. Erbetta*

**2013**

*Carol McEnaney*

**2012**

*Pamela Haley & Eileen Perry*

**2011**

*Adria Smith*

**2010**

*Jeffrey Barry*

**2009**

*Rebecca Perry*

**2008**

*Randy Sigler*

**2007**

*Ann Chandler*

**2006**

*Matt Cronin*

**2005**

*Francine Rinfret-Cronin*

**2004**

*Molly Wright*

**2003**

*Deb Galiel*

**2002**

*Kay O'Dwyer*

**2001**

*Felice Koslen & Nina Cullen-Hamzeh*

**2000**

*Katie Sullivan*

**1999**

*Pamela Miller*

## 4th Grade

### Global Theme: Communities and Individuals

#### What makes a community?

##### Students will understand...

- How communities develop and evolve
- That there are similarities and differences within and among communities
- That diversity enhances a community
- How needs are met within a community
- The interdependence of communities

#### What is my role as a community member?

##### Students will understand...

- The privileges, rights, and responsibilities of community membership
- How people shape and are shaped by groups

# 4th Grade

## Communities and Individuals

- How does the study of different literary genres affect our understanding of (ancient) societies?
- How does geography affect the growth and development of an ancient civilization?
- What can we learn by studying Ancient civilizations?  
What makes a ruler or civilization great?
- Why is how you choose friends important?
- What does it mean to be a good friend?
- Who will I include in my circle of friends?

## Persuasive Essays

- How can I persuade someone to agree with my opinion?
- Why is it important to have reasons to support my opinions?

## Informative Essays

- Why is it important to cite text evidence?
- What descriptive writing tools can I use to “draw pictures” for my audience?

## Book Clubs

- Why do characters do what they do and feel what they feel?
- How can studying the elements of books enhance the understanding and enjoyment of books?

## French or Spanish

- How do we introduce ourselves and talk about ourselves in French or Spanish?

# 4th Grade

## Ancient Egypt, Dragons and Students as Readers and Writers

Fourth graders broadened their scope in writing skills by writing an informational essay, a persuasive essay as well as a response to a quote. After reading and researching information about the Nile River, each student wrote an informational essay about the importance of the Nile River to Ancient Egyptians. Fourth graders also learned about the importance of dragons in Chinese culture and wrote persuasive essays about the feasibility of having a dragon as a class pet. Essays provided reasons and examples to support opinions. Students participated in book clubs and created projects that demonstrated their understanding and enjoyment of the books. In Art, students learned about Chinese New Year celebrations and made a dragon puppet. Fourth graders notated, performed, and analyzed in numbers a Chinese or Egyptian inspired original composition. In foreign language, students learned basic greetings, how to express their names and birthdays, and some descriptive adjectives to use when introducing themselves to someone in French or Spanish. Students created their personal profiles using these concepts in French or Spanish.

## Performance Time:

The work will be displayed in 4C.

## Questions to Ask the Students

- Why was ancient Egypt referred to as “the gift of the Nile”?
- What interesting facts can you explain about the Nile?
- Why is it important to include reasons and examples when writing a persuasive essay?
- Why does/does not a dragon make a good class pet?
- Explain your book project? Why should someone read this book?
- How do you introduce yourself to someone in French or Spanish?
- How to you describe yourself to someone in French or Spanish?
- What techniques did you use to make your composition sound Egyptian or Chinese?
- What was challenging and fun about composing music?

# 4th Grade

## Numbers Numbers Everywhere

Students “mathematicians” select and explore a number of their choice (1-100) and design a creative, 3-D representation along with an informational writing composition. Each presentation includes interesting and significant facts such as; even or odd, factors, multiples, and symbols in other number systems.

Fourth Graders expanded their understanding of number theory and expressing numbers in a variety of ways. As a cross curricular integrated activity they demonstrate their ability to write an informational essay about math.

In Art, students discussed the elements of art shape and form, the principles of design contrast and harmony, then drew their chosen number in 3D, and built a 3D version of their number.

## Performance Times

The work will be displayed in the 4th grade classrooms.

## Questions to Ask the Students

- Is the number prime or composite? How do you know?
- What is the complete factor set?
- What is the prime factorization of the number?
- Is it abundant, deficient or perfect? How do you know?
- What are some interesting facts about the number?

# 5th Grade

## Global Theme: Communication

### How does communication occur?

#### Students will understand...

That there are many different ways, forms, means to communicate

Factors that influence communication

How to communicate effectively

### What are the purposes of communication?

#### Students will understand...

That communication is used for a variety of purposes

The importance of communicating ideas clearly

# 5th Grade

## Revival & Rebirth : Researching the Renaissance

Fifth grade students have demonstrated their understanding by becoming one of the great thinkers of the era. Students have written a formal research paper, created artifacts to represent their life's accomplishments, and painted a mixed media/collage self-portrait in the style of the Renaissance. Students created KeyNote presentations to communicate their understanding of a planet.

Tonight, each student dressed as this Renaissance historical figure and prepared a monologue to tell you about his/her life's work. Furthermore, students described in either French or Spanish the attire he or she has created for a famous Renaissance person. In addition, students have written an essay describing and analyzing a Renaissance song and prepared a Renaissance Dance that they will perform at the closing of the evening.

## Performance Times

Your sojourn in the Renaissance era will conclude with a dance and performance of Pastyme with *With Good Companye* performed by the fifth grade in Charter Hall at 8:15 PM.

## Questions to Ask the Students

- What is meant by the Renaissance?
- How are you a true Renaissance person?
- What was your greatest accomplishments?
- Why should you be remembered?
- How does your clothing communicate status?
- What was the importance of publication in the vernacular in communicating the ideas of the Renaissance?
- What are the different subjects involved in preparing for this exhibition?
- How did the Renaissance differ from the Middle Ages?
- What are some songs from the Renaissance?

# 6th Grade

## Global Theme: Change

### Cycles and Transformations

#### What are cycles and where do they appear in our world?

#### Students will understand...

Where cycles exist in culture

Where cycles exist in the environment

Where cycles exist within themselves

#### What are the costs and benefits of change?

#### Students will understand...

How to predict and evaluate the outcomes of changes

That with any change comes gains and losses

That perspective influences perception of change

How do I create change?

## 6th Grade

### The Sparks of Revolution and Cycles in the Sky

**Science:** Students will investigate one of four Astronomy projects that will broaden and deepen their understanding of how the Sun, the Earth, and the Moon interact in a complex cycle. They will research these relationships, explain them in writing, and create models to demonstrate their understanding.

**Foreign language:** Students created the school of their dreams in French or Spanish. They used school subject and supplies vocabulary, as well as relevant verbs, such as “to learn” and “to study”. They wrote paragraphs describing each classroom in their school, including the subject studied, school supplies needed and what they like about the class.

**Art and Mathematics:** In art class, students designed and created a quilt square made up of nine squares. Each square was divided into eight isosceles right triangles. In math class, they turned their final quilt design into a Percent Circle. Students calculated a fraction for each color or fabric; converted that fraction into a percent; converted that percent to degrees of a circle. Using a Protractor, they divided the circle into accurate sectors, then colored the sectors according to a key that reflects the percentage of fabric used in the quilt. Their calculations are displayed in a table right next to their quilt.

**Global Studies:** It is 1765. The Treaty of Paris officially ended the French and Indian War two years ago and left Great Britain as the unquestioned authority in North America. But the new land has created new problems and left big bills to pay. England’s Parliament passes “an act for granting and applying certain Stamp Duties (taxes), and other Duties, in the British Colonies and Plantations in America.” Great Britain, burdened by debt, enacts the first direct tax on the colonies in America.

Students used their historical knowledge of the colonies and the French and Indian War to construct formal arguments that cite direct evidence from primary sources to defend a position on the Stamp Act.

Come down to the sixth grade and experience the spirit of the debate that was held all throughout the colonies in 1765, and see the sparks that eventually erupted into full scale revolution! You will hear 6th grade original Colonial inspired compositions played on the piano.

## 6th Grade

### The Sparks of Revolution and Cycles in the Sky continued

#### Performance Times

The work will be displayed in the 6th grade classrooms. Colonial inspired compositions will be performed in 6M.

#### Questions to Ask the Students

Science:

- What is the role of mass in the Life Cycle of a star?
- What is the role of the Moon in Solar and Lunar Eclipses?
- Why don’t we have a Solar or Lunar Eclipse every month?
- What is the story behind your constellation?

Art and Mathematics:

- What does a Percent Circle represent?
- How did you figure out how big each part of the circle would be?

Foreign language:

- Which school subjects did you include in your dream school?
- Which school supplies are needed for each class?
- How do you feel about the classes you chose?

Global Studies:

- How did the French and Indian War transform the English colonies?
- What was the Stamp Act and why was it enacted?
- What arguments were used for and against the Stamp Act?
- What are the essential components of an effective argument?

## 7th Grade

### Global Theme: Conflict and Harmony

#### What is conflict?

##### Students will understand...

How to recognize different types of conflict

That conflict often leads to change

#### What is harmony?

##### Students will understand...

Where harmony exists in the world

How harmony can be achieved and sustained

#### What is my role in creating both conflict and harmony?

##### Students will understand...

How to resolve conflicts

## 7th Grade

### Western Progression:

#### The rate of expansion and growth in the 1800s

In small groups students created a scale map with an accompanying mathematical explanation of the data found in their research. Students examined their assigned topic and the motivation behind the western movement. Student analyzed the data about rate of travel, supplies needed, mode of transportation, number of people impacted to help determine motivation, societal development and growth of national identity. Students were required to use evidence to develop their thesis and support conclusions drawn.

### Performance Times

The maps, graphs and essays will be on display in 7W.

### Questions to Ask the Students

- How does expansion shape national identity?
- How did westward expansion demonstrate the idea of Manifest Destiny?
- How can one group's expansion and growth positively or negatively impact others?
- How can ratios, rates, and proportions be used to quantitatively represent and compare data?

## 7th Grade

### Romeo and Juliet: Our Adaptation

Performance- Seventh graders experienced several different adaptations of Shakespeare's play Romeo & Juliet. Groups of students will perform selected scenes from the original text. Students will demonstrate their understanding of the character's mood, emotions and perspective through their body language, voice inflection and tone. Each student will help plan his or her costume and acquire the props necessary for their scene. Incorporated into the performance of Romeo & Juliet will be the song, La Vie En Rose.

### Performance Times

The performance will begin at 7:00pm in 7P. Please check with a seventh grade teacher to confirm your child's performance time.

### Questions to Ask the Students

- What happens in the story of Romeo and Juliet?
- How does your character impact the outcome of the story?
- How did you go about learning your role?
- What is your character and how do they act?

### Stop Motion Science

Students created a stop motion animation that demonstrated their understanding of a biological process to teach viewers. Working in groups students integrated art, technology, and science to create an effective teaching model of the biological process. In order to successfully complete this project, students had to understand the biological process, develop a plan for how to animate and teach the important concepts to the viewer. Students also gained technology skills by learning a new iPad app that allowed them to collect and edit the information needed to generate their animation.

## 7th Grade

### Stop Motion Science continued

### Performance Times

The work will be displayed in the 7W.

### Questions to Ask the Students

- What challenges did you face during this project?
- Describe your team's setup for collecting images.
- Can you explain how you edited the animation to change the speed and add in audio?
- How did you decide what was important to include in your animation?

### Travel journal in Spanish and French

Students researched a Hispanic or French country and created a travel journal in the target language to share their experiences.

### Performance Times

The work will be displayed in the 7W. What country did you travel to?

### Questions to Ask the Students

- What are some geographical features about this country?
- What verbs in past tense did you use on your stories?
- What verbs in past tense did you use on your stories?

## 8th Grade

### Global Theme: Character & Identity

#### Who am I and who am I becoming?

##### Students will understand...

How various influences affect their identity and character

How personal choices shape identity and character

How identity is expressed

#### What is character?

##### Students will understand...

How character is formed

How character is expressed

How character is judged

#### What is group identity?

##### Students will understand...

How group identity is created

How group membership affects point of view

How one maintains individual identity as a group

## 8th Grade

### The Persistence of Memory

**In Humanities**, students focused on the two major eighth grade global themes of character and identity. The centerpiece of the exhibit is the design of memorials to commemorate various aspects of WWII or the Holocaust. Students also wrote corresponding essays that present the historical background of the event they researched and an analysis of how they have **chosen to memorialize their event**.

**In French**, students chose a region of France with historical significance to World War II to research. Students created a poster and journal entries reflecting an imaginary trip to this French region. Their entries, written in the past tense, include information about the region, including unique cultural aspects and monuments or memorials, many of which relate to World War II.

**In music and art** students listened to music relating to World War II as they made an abstract painting inspired by Wassily Kandinsky's "music" paintings.

### Performance Times

Humanities Projects are displayed in the Community Room.

Science Projects are displayed in 8L.

### Questions to Ask the Students

In Humanities:

- Why did students choose their particular design to memorialize their event?
- What symbolism is being used in their memorial?
- What was the construction process?
- What did they learn about their event through research?
- Who was Wassily Kandinsky?

In French:

- Which region of France did you research?
- What is unique about this region of France?
- Which historical monuments or memorials did you choose to include?
- Which of these monuments or memorials relate to World War II?

## 8th Grade

### Pedigree Project

Using the information learned throughout the genetics unit, students took a personal inventory of traits determined by simple inheritance rules. Examples of these traits include hitchhiker's thumb, dimples, early onset myopia and tongue rolling. Students choose one of those traits and took an inventory of the expression of the phenotype of the trait in their extended family. Using that inventory, students created a pedigree chart tracing the inheritance of the trait and determined as many genotypes as possible.

### Performance Times

The work will be displayed in the 8th grade classrooms.

### Questions to Ask the Students

- Why did you choose the particular trait you studied?
- What do the terms dominant and recessive mean?
- What is the difference between homozygous and heterozygous genotypes?
- What is the difference between alleles and genes?
- What was the greatest challenge in determining the genotypes of each family member?
- Are there any family members whose genotype couldn't be determined, and why not?

## 8th Grade

### American Ancient Civilizations (Spanish)

Using information learned about the American ancient civilizations and the importance in our current society. Students created a journal and a poster to apply knowledge and share their experiences of a made up trip to a Hispanic country related to one of these civilizations.

### Performance Times

The work will be displayed in the 8th grade classrooms.

### Questions to Ask the Students

- Which Hispanic country did you research?
- What is unique about this country?
- What ancient civilization did you research?
- Could you describe three important facts about this specific civilization

*Remember to congratulate the kids  
and thank the teachers!*



*A sincere 'Thank You'  
to all of our Enrichment volunteers!  
By sharing your time and talent with the children  
you have helped to enhance their learning and  
increase their love of school.  
If you have a skill or talent you'd like to share,  
please contact Pam Haley  
phaley@marbleheadcharter.com  
Thank You!*



*Dedicate a community room chair  
to someone you love, respect, or admire!  
\$35*

In Honor of  
**Your Child's Name**  
Class of 20xx

Your name: \_\_\_\_\_

Phone #: \_\_\_\_\_

Number of chairs: \_\_\_\_\_

Text for chair plaque(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# MCCPS 20TH ANNIVERSARY GALA



Twenties style dress  
encouraged  
Music  
Entertainment  
Silent Auction  
Raffles  
Cash Bar  
Heavy Hors d'oeuvres  
Photos

**PUTTING ON THE RITZ**  
to Celebrate our 20th Anniversary  
**SATURDAY, APRIL 11, 2015 7PM**  
Corinthian Yacht Club \$50 per person

## Board of Trustees

- Mary McRae**, Chair - Parent, term expires 8/15  
**Jessica Merriam**, Vice-Chair - Parent, term expires 10/16  
**David Hausler**, Treasurer - Parent, term expires 8/17  
**Patrici Hazelton**, Clerk - Community Member, term expires 10/16  
**Laura Jalbert** - Parent, term expires 6/15  
**Lori Sherf** - Parent, term expires 10/15  
**Ken Schlman** - Community Member, term expires 11/15  
**Katie Hope** - Parent of Alum, term expires 1/16  
**Lena Robinson** - Parent, term expires 6/16  
**Paul McCarthy** - Parent, term expires 6/16  
**Ellen Lodgen** - Teacher, term expires 6/17  
**Nina Cullen-Hamzeh** - Head of School, Ex officio



*There are 3 board seats available.  
To express your interest in board membership  
or to send a message to the entire board,  
(whether a compliment or a complaint), please use  
[board@marbleheadcharter.com](mailto:board@marbleheadcharter.com).*

It's been said that coming to Exhibition is like trying to do Disney Land in a day. There's so much to see and experience!

So, if you don't get to see everything tonight, please come back tomorrow from 8:45-noon for Exhibition part 2. We'll do it all again for the children, and you're welcome to join us.

**Please remember that there is an optional late start tomorrow. Students may arrive at the regular time (7:45) or up to one hour late (by 8:45).**



If you believe, like we do, that public education should be innovative and engaging, that all children should be challenged and held to high expectations, and that they should be happy in the process, please make a tax-deductible donation to the MCCPS Foundation.

Thank you!



### **MCCPS Mission**

*MCCPS fosters a community that empowers children to become capable, self-determining, fully engaged individuals who are critical and creative thinkers committed to achieving their highest intellectual, artistic, social, emotional, and physical potential.*

*We are dedicated to involving, learning from, participating in, and serving our school community and the community at large.*

### Upcoming Events

|               |                             |
|---------------|-----------------------------|
| March 13      | Shrek Movie Night           |
| March 25      | State of the School Meeting |
| April 11      | 20th Anniversary Gala       |
| April 15      | abaret                      |
| May 13        | Patron Appreciation Night   |
| May 15        | Spring fling Dance Party    |
| May 28        | Music Extravaganza II       |
| June 5, 6 & 7 | Shrek, Jr. performances     |
| June 17       | Exhibition III              |
| June 19       | 8h Grade Graduation         |

*Please see the website for details*

### School Merchandise

|   |                    |
|---|--------------------|
| Baseball Caps (one size fits all)   | \$10               |
| Polo Shirts (Adults sizes S/M/L/XL. Assorted colors)                        | \$15               |
| Hooded Sweatshirts / Sweatpants<br>(Adults sizes S/M/L/XL. Assorted colors) | \$25               |
| MCCPS Coffee Mugs   | \$7 each<br>4/\$25 |
| Notecards   | \$12               |
| Decals  | \$2                |

*Please speak to Pam Haley for details*

