

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 throughout the process, please support our important work by making a tax-deductible donation to the Marblehead Charter Education Fund. Go to: marbleheadcharter.org/development.

Thank you.



MCCPS

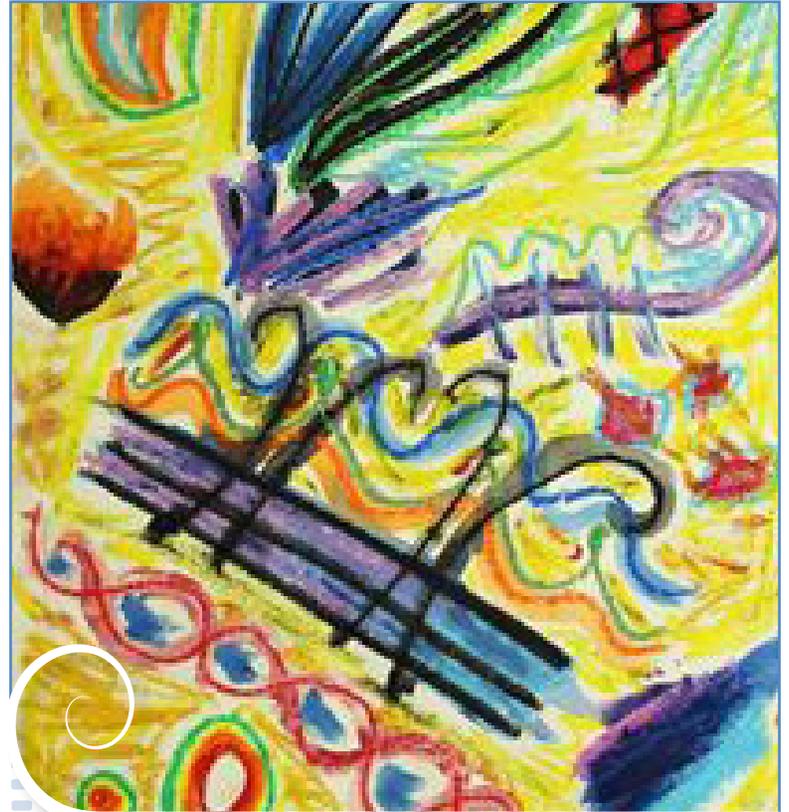
17 Lime Street, Marblehead, MA 01945

781-631-0777

www.marbleheadcharter.org

Please turn off all cell phones or other electronic devices.

They could distract from, or interrupt,
the students' performances. Thank you.



MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL

PRESENTS

A Public Exhibition of Student Work

Monday November 21, 2016 6:00 pm - 8:00 pm

Opening Ceremonies

Welcome in Spanish, French, & English

Students: Ann Sabin, Abby Avin and Liam Romer
Teachers: Ada Pouplard and Ana Flefil

Found Sound Enrichment

Led by Shira Moss with Gretchen Smith,
Kurt Schillinger, & Jonah Barz-Snell

Board of Trustees

Bill Bowden, Chair

PTO

Judith Nuñez, Faculty Liaison

4th Grade

Marblehead Charter School Song
by Jack Krivit, Class of 2013
Rockin' Robin
by Jimmie Thomas and arranged by Andy Beck

Student Council

Ann Sabin, President

Love Strong

Jack Dalton & Jacob Sherf

Closing Remarks

Nina Cullen-Hamzeh, Head of School

Student Exhibitions

Visit your child's grade level from 6:30-7:15.
Then explore the other grades from 7:15-8:00.

The students will be dismissed by their Advisory Teachers
at 8:00.

Message from the Head of School

Welcome to Exhibition! This tri-annual celebration of student learning is a cornerstone of our success as a learning community. Exhibition inspires an excitement around academic excellence that is both contagious and pervasive. Can you feel it? The children certainly do. They are really looking forward to sharing what they have learned with you. The teachers and I are very proud of all of them, and 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 the 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.

Message from the Head of School

As you tour the building tonight, please note that all of the projects are grounded in the state's curriculum frameworks/common core standards. In each classroom you'll see 'The Anatomy of an Exhibition' on display. This is intended to help you 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 teachers and I can state with certainty that we remain convinced that these public events continue to be a very effective method of inspiring high levels of student 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. Ask your child about his/her learning, and please ask other children about their learning, too. If you don't get to see everything tonight, you are welcome to join us tomorrow morning at 8:45 when we'll do it all again for the children. Thank you for supporting and participating in our important work. We couldn't do it without you.

Enjoy the night.

Sincerely,

Nina Cullen-Hamzeh, Doctoral Candidate

Head of School

Founding Faculty Award

2016

Dominique Dart

2015

Matt Young

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

Pam Miller

Message from the MCCPS Board

Dear MCCPS Families and Community,

On behalf of the MCCPS Board, welcome to the first Exhibition of the 2016 – 2017 academic year. Exhibition offers a unique opportunity for our children to share the results of a term of hard work, research and teamwork. The mission of MCCPS states, we empower 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. Exhibition personifies our mission as it allows our children to take on a new topic, conduct research, and work collaboratively to make a creative and well thought out presentation of their findings while building confidence in our students as they are required to engage with the public during their presentations. The results of tonight's program are not only a positive reflection on our students but also give a glimpse into the commitment and creativity of the MCCPS Staff and Faculty and all that they do to make MCCPS a special place. This evening you should take pride in your student and their achievements. We on the Board feel that MCCPS is poised for another successful year and invite you to attend our monthly Board meeting.

Regards,

Bill Bowden

Chair, MCCPS Board of Trustees.

Members of the MCCPS Board of Trustees

Chair:	Bill Bowden
Vice-Chair:	John Stickevers, Esq.
Treasurer:	Karl Smith
Clerk:	Jessica Merriam
Members:	Paul Baker
	Nina Cullen-Hamzeh, Head of School, Ex Officio
	Katie Hope
	Jen Jewell
	Sean Killeen
	Ellen Lodgen
	Paul McCarthy

Board & Committee Meetings

- The Board of Trustees meets monthly.
- Most committees of the board meet monthly.
- The dates and times of board and committee meetings can be found on the school's website at <http://marbleheadcharter.org/calendar/>.

Communicating with the Board

- To send a message to the board, write to board@marbleheadcharter.com.
- Each regular board meeting includes time for public comment.

Volunteers

Aly Aneshansley, Judy Arnold, Paul Baker, Fiona Barrett, AnneMette Bontaites, Bill Bowden, Jeremy Bumagin, Bryan Burns, Dawn Buxbaum, Cynthia Canavan, Heather Cerar, Star Connor, Roj Cowles, Michelle Doran, Maria Duggan, Christine Durkin, Peter Easterland, Fred Ferris, Humphrey Gardner, Sebastian Hamzeh, David Hausler, Tanya Hawley, Beth Hoffman, Katie Hope, Kim Hutchinson, Amy Imhoff, Lianne Ivers, Crissy and Richie Jacbe, Alexandra and Peter Jaffe, Peter Jalbert, Jen Jewell, Maureen Kay, Theres Kelleber, Becca Kenneally, Vickie Kenneally, Jody Kerble, Julie Kiernan, Carrie and Sean Killeen, Paul Korins, Suzanne LaBrie, Amy and Chas Leveroni, Melanie Lloyd, Matthew Lloyd, Brian Lucas, Steve MacCallum, Paul McCarthy, Meghan McGowan, Mike Mele, Jessica Merriam, David Moore, Shira Moss, Ashley Offret, Anna Ortiz, Kari Pike, Paula Poss, Helen and Christopher Riegle, Francesco and Patricia Rietti, Lena Robinson, Laurie-Sue Rodrigues, Renilda Rodrigues, Samantha Rosato, Rachel Rowe, Erin Rule, Amy and Bryan Ruocco, Drew Russo, Nikki Sabin, Carrie Schluter, Barbara Schneider, Lisa Schneider, Stephanie Scola, Rosie Segil, Tim & Jean Sheeby, Lori Sherf, Ervina Shebaj, Maria Sibella, Jeanne and Karl Smith, Jeffrey Snell, John Steinberg, John Stickevers, Jen Stoddard, Laurie Stolarz, John Sullivan, Katie Sullivan, Nichole Thompson, Tiffany Uttam, Heather Wager, Anatheia Waitekus, Emily Westhoven, Robin Windom

*If we've missed you or someone you know,
please email kboles@marbleheadcharter.com.*

Thank you!

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

Ancient Civilizations

I. Early Civilizations: Survival and Settlement

Each student assumed the role of an archaeologist and unlocked information about early humans and the ancient civilization of Mesopotamia. Components of the project included a mini-book about early humans. Additionally, students researched and wrote about culture and civilization in Mesopotamia. They created a cuneiform tablet that represented the first writing system and constructed a map of the region. Unique trioramas were displayed as students presented what they learned about Mesopotamia.

Components of the project include:

- mini-book that described early humans
- unique triorama with graphics and an informational paragraphs
- clay cuneiform with a description
- map of the region

Students were assessed on the quality of factual information, organized and clear paragraphs, and the neat, well-designed appearance of trioramas, cuneiform, and maps.

II. Students as Writers: Expository Paragraphs

Students wrote an informative and explanatory text which examined Mesopotamian society. Student pieces evolved from a first to a second draft, through revision and editing, which resulted in a published paper. Students were assessed on the development and focus of the topic, organization of paragraphs, strong word choices, and use of standard English conventions. Final drafts were written neatly or typed. Published stories were presented at Exhibition.

4th Grade

III. How Do We Communicate Through Art: Prehistoric Cave Paintings

Students learned about some aspects of the lives of early men by looking at cave paintings, and they took a virtual tour of the Lascaux cave in France, discussing what materials were used, why, how the paintings were made and for what purpose. Discussion included how art can tell stories, and provide information about the lives, hopes and beliefs of cultures with no written language.

IV. Animal Wildlife Mini-Magazine

The students became animal experts by creating wildlife mini-magazines that described an animal and how it had adapted to survive in its ecosystem. Students used research and their own mini-magazine to inform and engage the audience. In order to understand the significance of the animal and how it fits in as a community member or individual in its ecosystem, students explored its habitat, how the animal is classified, how long it lives in the wild, what it eats, and how it has adapted to its environment.

Students were assessed on the accuracy of their research of each of the following components of their animal mini-magazine: habitat/biome location, classification (scientific name, vertebrate group), life cycle, and identification of multiple adaptations for survival. They have been assessed on their presentation of their animal magazine.

In Art, students used a grid to make a large proportional drawing of the head of their chosen animal. They used complementary color schemes to create a colorful Pop Art mixed media painting.

4th Grade

Performance Times

School Song (written by Jack Krivit, class of 2013)

Students performed our MCCPS school song and a song called Rockin' Robin by Jimmie Thomas and arranged by Andy Beck during opening ceremonies.

Start time is 6:00 during opening ceremonies in Charter Hall.

Questions to Ask the Students

Humanities

What were some important inventions in Mesopotamia?

Why is Mesopotamia considered to be the first civilization?

How did you create your triorama?

What important information is included in your mini-book?

What does your clay cuneiform describe?

Where was Mesopotamia located?

Math/Science

What is your animal's habitat/biome location?

How is your animal classified? (scientific name, vertebrate group),

What is the life cycle of your animal?

What adaptations help your animal to survive?

What fun facts do you know about your animal?

4th Grade

Questions to Ask the Students

Music

What are some vocal techniques used to sing better?

What is the difference between solo and soli?

What did you like about the chorus unit?

Art

How old are the cave paintings of Lascaux?

How did you enlarge the drawing of your animal?

How can you create contrast in a painting?

What are secondary colors? How are they made?

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

Who had the power in Medieval Society?

Hear ye. . .Hear ye. . .Step in and visit the craftspeople and merchants who are selling their wares at the Medieval Faire in the fifth grade.

Each student has assumed the role of a member of medieval society and is ready to demonstrate his/her knowledge and understanding of medieval life. Look for artifacts, clothing, and signs that represent a craftsperson or artisan from the Middle Ages. These young apprentices will tell you the steps to become a master craftsman and they will describe their lives as apprentices.

Read the Medieval Chronicles that are in the style of illuminated manuscripts and discover more about the lives of these artisans and craftsmen.

Observe Gothic style stained glass. Students combined their mathematical skills with their study of Gothic architecture to create these unique medieval rose windows during art class.

Students have learned to sing Medieval songs and perform Medieval inspired compositions.

Spanish: Students learned the vocabulary for family and household. They created a fictional medieval family tree and also labeled the rooms in a medieval house.

5th Grade

Performance Times

O'Dwyer Advisory will start in their classroom with the Medieval Faire, while Hunt Advisory presents their Water Purification project. Classes will switch rooms at 7:00-7:05.

Music performances will take place at 7:45 in Charter Hall.

Questions to Ask the Students

How was society organized in the Middle Ages?

What was life like in a Medieval town?

How did communication occur in medieval times?

How was the 5th grade Global Theme of Communication represented in your work?

How do you (craftsperson) learn your trade?

Spanish

Looking at the medieval family tree or house, ask students what is the Spanish word for family members or rooms in the house.

5th Grade

Water

Students have studied the causes of pollution in freshwater. They discovered how towns and cities purify our drinking water, and working in small groups, they have used what they learned to design their own water purification system. Having designed a system, they tested it to assess how effective it was and they produced a report documenting their progress.

Performance Times

The work will be displayed in the 5th grade classrooms.

Questions to Ask the Students

What was your water sample like before you purified it?

What materials did you use?

Were you successful?

What changes would you make to your design if you could repeat the process?

*What was your favorite part of the challenge?
(Designing, building or testing).*

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?

Students will understand...

How to identify and use available resources

How to create personal goals for change

That to create change, a commitment to a process is necessary

6th Grade

Community Service Learning: Anatomy of a CSL Project

The students have begun to implement the Six Steps of the Service Learning Model. This term they took “Three Steps” by defining what service learning is, identifying what needs/problems face our community, and beginning to investigate these problems. Please visit the 6th Grade and view the Reflections and Visual Montage our students have created to document this process.

Changes Over Time: A Gallery of Science Exhibits

The students have created a museum-style exhibit consisting of several projects that were completed over the course of the term. The first project is “Cells without a Microscope” - a project where students created a plant or animal cell model out of everyday items. The students described three organelles in a written composition. Another project is “Earth’s History” - a scale and informational representation of the Geologic Time Scale.

Native American Powwow: A Cultural Crossroads

The students have synthesized their understanding of Native American cultures within their narrative writing skills to construct a historical fiction narrative set in Pre-Colonial North America. Assuming the identity of a fictional member of an actual tribe, the students have researched and described their daily life, including historically accurate aspects of their given culture. In order to further demonstrate their depth of knowledge, the students have created or acquired three culturally specific artifacts. These artifacts reflect the culture’s connection to their environment, the similarities to modern culture, and a trait unique to that culture.

6th Grade

The students learned to sing four Native American songs.

Inspired by Cochiti Pueblo Indian Helen Cordero, the students created clay Storytellers. Remembering how her grandfather passed on the Pueblo Indian traditions, stories, and legends to her and her siblings as a child, Helen Cordero created her first clay Storyteller doll in 1964. Pueblo Indian clay Storytellers are now a popular item among art collectors and tourists alike.

Meso-American Advertising Posters.

Students studied the Aztec civilization and created a poster depicting important facts about their culture. The students who are studying Spanish have taken this one step further by learning these facts/ vocabulary in Spanish.

Performance Times

The Native American and Native American influenced songs will be performed in Charter Hall at 6:30.

6th Grade

Questions to Ask the Students

Science

Why are form and function important in a cell?

What do the three organelles you selected do in a cell?

When does the Geologic Time Scale start?

Why do we divide Earth's past into eras and periods?

Humanities

How did your people adapt to the environment where they lived?

What was life in your region like before the Europeans arrived?

What similarities did you discover between the culture you researched and the culture you live in?

Foreign Language - Spanish

What can you tell me about the Aztec Empire?

What was the name of the capital city?

What language did they speak?

What words were adopted by the English/Spanish language from the Aztec language?

What were their major crops?

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

How to recognize the importance of mutual respect
and sensitivity in creating harmony

7th Grade

Building History

The students studied a government building that demonstrated the Neoclassical architectural style. Through this research, the students examined the relationship between the style of a building and its purpose. They present their findings in a formal presentation with an accompanying Google slide show. In this format they will also explain the history of the building in connection to its purpose. As part of this project, during Art class, the students combined their knowledge of linear perspective and classical architecture to design a Neoclassical building inspired by their research.

The students have learned to play classical piano pieces from Bach to Brahms.

Performance Times

The work will be displayed in the 7th grade classrooms.

Questions to Ask the Students

What did you learn about how a building's structure communicates its purpose?

7th Grade

Infographic: Communicating in a Visual World

Beginning with a wide variety of topics, students conducted research in order to create a visual story and representation of the information in the form of an infographic. They critiqued professional and student made infographics, planned and carried out research and developed their own style to fit their chosen topic. From there students sketched potential layouts, experimented with color and graphs, and finally gave and received feedback to each other in order to improve their infographic. In addition, they each wrote a compelling essay on the data including a reflection on the process and benefits of using visual and written means to communicate data. Visitors are invited to explore their infographics and question students on their topic, data, design choices, process, and more.

Performance Times

The work will be displayed in the 7th grade classrooms.

Questions to Ask the Students

What do you feel are the benefits and limitations to using an infographic compared to a written report?

How did you decide what information should be included in your report and on your infographic?

How did you determine the type of visuals to use to represent the data?

What process did you use to create both the infographic and the written report?

What challenges did you face while creating the infographic?

If you had more time, what changes would you make or how would you improve your infographic

7th Grade

Spanish Mosaic

Students researched four Spanish speaking countries and learned relevant facts and figures about those countries. They also made mosaic flags for each country.

Performance Times

The work will be displayed in the 7th grade classrooms.

Questions to Ask the Students

What is the capital city?

What is the geography like (borders, coastline)?

Share interesting or fun facts about the country.

Name a couple of relevant industries or activities that are critical to their economy.

What was the most challenging part of making the mosaic?

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

Family History and Pedigree Project

Students investigated how traits are passed from one generation to the next to create unique individuals. 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 chose one trait 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. Students wrote a paper explaining how they were, or were not, able to determine each genotype.

In conjunction with their study on genetics, students have researched their family story and the historical events that earlier generations lived through. To do this research, students used a variety of sources including the web, books and interviews of a family member. Students have written a research paper and a biographical sketch that are accompanied with a variety of visuals and artifacts.

Performance Times

Pedigree charts and Family History projects will be presented in the Community Room.

8th Grade

Questions to Ask the Students

Why did you choose the trait you studied?

What do the terms dominant and recessive mean?

What is the difference between homozygous and heterozygous genotypes?

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?

Who did you interview?

What did you learn about your family story that you didn't know?

What historical events impacted your family?

What is the material history of the era you studied?

What artifacts or pictures do you have to share?

What sources did you use for research? What challenges did you face when conducting research?

8th Grade

Music & Foreign Languages (Spanish + French)

Students researched relevant facts and figures from Spanish or French speaking countries. They composed a song/rap using these facts and used an instrument of their choice.

Performance Times

Music/Foreign Language performances in 8H

6:35 8L Spanish

6:45 8L French

6:55 8H Spanish

7:05 8H French

Questions to Ask the Students

What are three facts that you learned about another country?

Music Painting

Students wrote an essay about a composer of their choice. In art, they learned about Russian-born artist Wassily Kandinsky who used music to inspire his non-objective paintings. For their art project, students listened to a piece of music from their chosen composer to create a mixed-media painting and wrote an artist's statement about their work.

Performance Times

Artwork, artist's statement, and essay are hung in the 8th grade hallway

Questions to Ask the Students

What did you learn about the composer you studied?

Who was Wassily Kandinsky? How did he name many of his paintings?

How is this project integrated?

Tomorrow we will have Exhibition Part 2. From 8:45-12:00, the students will do Exhibition again for themselves, and you're welcome to join us. It's a joy to see them revel in their successes!

**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).**



I don't know who gets more excited for Exhibition in our house, the parents or the kids. As the night approaches, our girls are a little anxious with anticipation - a dose of adrenaline that proves they are moved by the experience.

The opening ceremonies feel like the Olympics to us, bringing the entire school community together to celebrate the culmination of learning that term. Music, singing, dancing, and the greatest memory I have, our fourth graders signing an entire song can bring tears to my eyes every time.

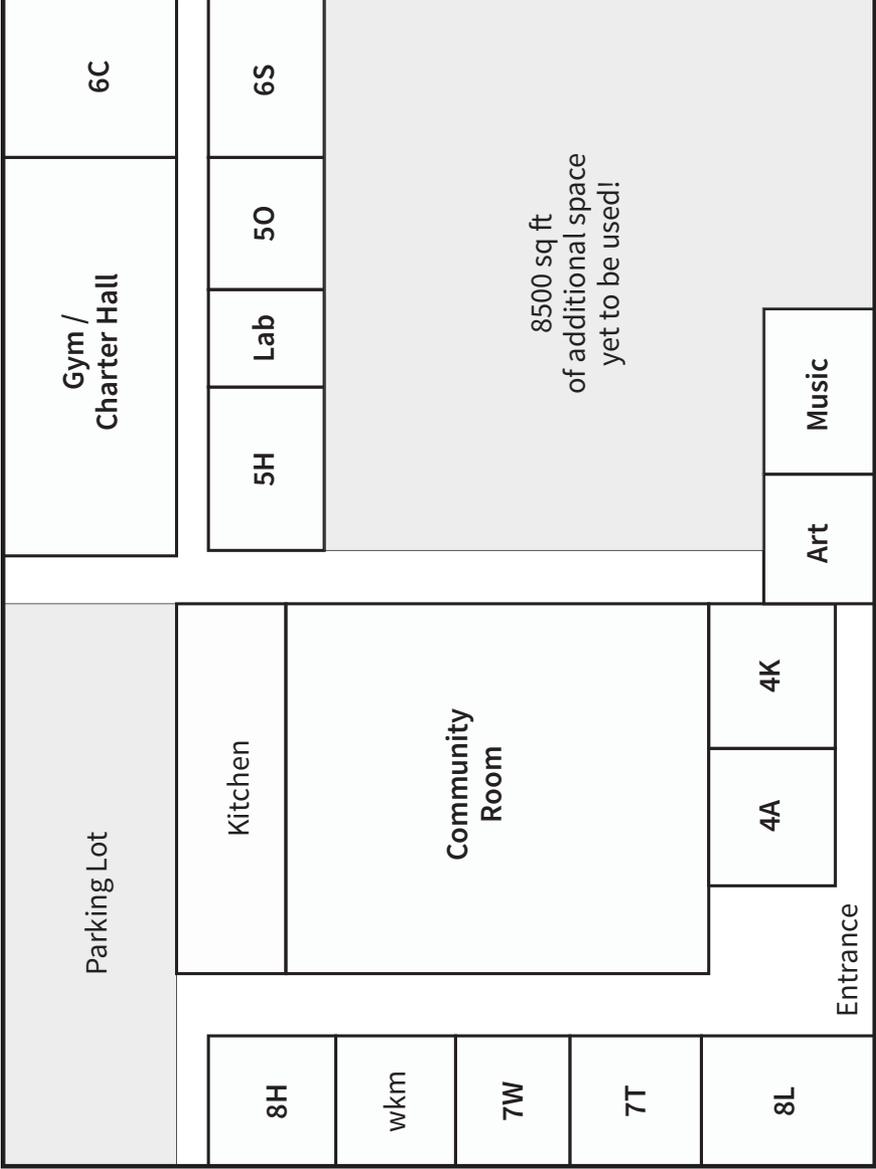
I cannot imagine a better way for students to learn. Exhibition provides them with a great goal. It supports them by showing them that their community is interested in what they are doing at school. It transforms classroom study into something real, alive, and exciting. It encourages teamwork and competition to bring out the best in our students. It gives them a forum to practice public speaking. It lets them shine. It gives us all a night full of pride. What better way is there to motivate and validate our students (and teachers!) efforts?

Kudos to

Name	Position
Nina Cullen-Hamzeh	Head of School, Board Member
Bill Sullivan	Assistant Head of School
Jeff Barry	Business Manager
Alanna Shone	Director of Special Education, Special Education Department Chair
Matt Cronin	Director of Curriculum, Instruction, Technology, Integrated Arts Department Chair
Ellen Lodgen	8th Grade Math, Science, & Technology Teacher, Math, Science, & Technology Department Chair, Board Member
Meghan Hale	8th Grade Humanities Teacher, Humanities Department Chair
Jan Brodie	Development Director
Katherine Boles	Office Manager
Bob Erbetta	Facilities Coordinator
Washington Ponciano	Maintenance
Laura Wood	Food Service/Nutrition Director
Hope Ward	Kitchen Manager
Antoinetta Luciano	Kitchen Staff
Danette Russo	Kitchen Staff
Lauren Donadio	Nurse & Health Teacher
Judith Nuñez	Guidance Counselor

Our Extraordinary Team of Educators!

Name	Position
Carol McEnaney	Reading Specialist
Laurie Stolarz	Reading Tutor
Jurelis Santos	Occupational Therapist
Kate Labossiere	Speech Therapist
Adria Mele-Smith	Music Teacher, Chorus & Band Director
Ashley Offret	Strings Instructor
Dominique Dart	Art Teacher
Ada Pouplard	French Teacher
Ana Flefil	Spanish Teacher
Matt Young	Athletics Director, Coach, & Physical Education Teacher
Tony Palladino	Writing Specialist
Phyllis Aldrich	4th Humanities Teacher
Jamie Kriger	4th Math/Science Teacher
Michael Dooley	4th Inclusion Teacher
Michele Kallelis	4th & 5th Teaching Assistant
Kay O'Dwyer	5th Grade Humanities Teacher
Dr. Claire Hunt	5th Math/Science Teacher
Nathan Trubiano	5th Inclusion Teacher
Vickie Kenneally	5th Inclusion Support
Chris Synnott	6th Humanities Teacher





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

Annual Appeal	Nov / Dec
Term 2 Enrichments Begin	Nov 29
Report Cards Available Online	Dec 5
Peter Pan Performances	Dec 16, 17, & 18
Admissions:	Open Houses
Dec 10 & Feb 4	
Applications Accepted	Dec 15 - Feb 15
Prospective Parents' Night	Jan 20
Music Extravaganza	Jan 11
You're No VanGogh	Jan 28

Please see the website for details

School Merchandise

Baseball Caps (one size fits all)	\$5
Polo Shirts (in stock only)	\$10
Sweatshirts / Sweatpants (in stock only)	\$10
MCCPS Coffee Mugs	\$5
Notecards - Birches, Animals, or Roman Mosaics	\$5
Cookbooks	\$5
Decals	\$1

For details, please see the Katherine Boles in the Front Office.