

Francis W. Parker Charter Essential School
& Theodore R. Sizer Teachers Center
49 Antietam Street, Devens, MA 01434
Telephone (978) 772-3293 Fax (978) 772-3295
www.parker.org

November 20, 2009

Dear Prospective Student and Family,

Thank you for your interest in the Francis W. Parker Charter Essential School and for your inquiry regarding enrollment for the coming school year.

As you may already know, Parker School seeks to provide an exceptional academic program for students in middle and secondary school through a commitment to placing students in the very center of their education. Parker students benefit from the strong commitment of teachers and parents who work together to support, challenge and nurture the growth and development of all students. I am pleased to have this opportunity to welcome you to a process focused on providing you all the information you need in order to make an informed decision about attending Parker School.

Founded on the principles of the Coalition of Essential Schools, Parker School offers an intentionally spare academic program deliberately designed to help students focus on learning to use their minds well. The habits of organization, collaboration, attentiveness, and critical thinking are stressed throughout each of our three divisions of study. Rigorous study, often interdisciplinary in nature, is driven by enduring, "essential" questions which set in motion a year of discovery and exploration through relevant and challenging topics. This year's essential question, **"What Changes?"** has proven an especially provocative and meaningful one as we develop and navigate our curriculum in the context of our changing world.

I hope you will read carefully the enclosed materials, which are intended to answer some of your questions about the school. Of course, the very best way to learn about our school is to spend some time here. I look forward to meeting you at one of the upcoming information sessions this January. Information Sessions are currently scheduled for

1:00 p.m. on Sunday, January 10, and 1:00 p.m. on Sunday, January 24, 2010. The Information Sessions are approximately three hours long and **we ask that you plan to stay for the entire program.** Please telephone the school to reserve your space at the Information Session. Should you decide to pursue enrollment at Parker, your attendance at one of those sessions is required. At that time, you'll have an opportunity to tour the school, meet students and parents, as well as teachers, and experience a Parker classroom or two. It is our hope that through written materials and information sessions, as well as through our conversations together, we can answer your questions about Parker School. You must return the enclosed application by **Monday, February 1, 2010** in order to be eligible for the enrollment lottery.

Don't be discouraged by the number of pages that follow! I encourage you to take your time in processing the information, and feel free to list your questions for the information sessions. Or, you may call the school between now and then if you wish to discuss a particular question you may have.

I look forward to seeing you in January!

Sincerely,

Teri Schrader
Principal

Enclosures

FRANCIS W. PARKER CHARTER ESSENTIAL SCHOOL
& Theodore R. Sizer Regional Teachers Center

49 ANTIETAM STREET, DEVENS, MA 01434

TELEPHONE (978) 772-3293 FAX (978) 772-3295 parkerschool@parker.org

ABOUT THE PARKER SCHOOL

As one of the first public charter schools authorized under the state's 1993 Education Reform Act, the Francis W. Parker Charter Essential School opened its doors in September, 1995 and currently enrolls 394 students from within its region of 46 Massachusetts school districts. Located on Devens, a former military post, the school aims to explore new ideas in education and to share its experiences with district schools around the region and the Commonwealth.

Each charter school reports directly to the state Department of Education and to its own independent Board of Trustees. Because Parker is a member of the Coalition of Essential Schools, the school has access to a valuable national resource in educational reform. Theodore R. Sizer, who is Emeritus Professor at Brown University and Chair Emeritus of the Coalition of Essential Schools, is a former Trustee of the school and an active member of the Parker community. Parker's curriculum and teaching practices build on more than 20 years of experience in over 1,200 participating Coalition schools nationwide.

The Parker School was initiated and organized by a group of parents, teachers, and students, and its success continues to depend on the involvement of its entire community. Parents and other adults in the community play a key role in mentoring students in their areas of expertise. They contribute time and effort to whatever extent they can (a minimum of 20 hours per family), by collaborating in governance and academic offerings, coaching sports, and joining in dozens of other school-based efforts. Such participation not only supports Parker's educational vision of a personal and demanding course of study, it also lies at the heart of this school's commitment to make every student's education a family affair.

All programs, activities, and employment opportunities at Parker School are offered without regard to race, color, sex, religion, national origin, sexual orientation, or disability.

ENROLLMENT POLICY AND PROCEDURES

As public schools, charter schools comply with state and federal regulations on safety and non-discrimination; their admissions are open to all. The school's size is limited by its charter. The Francis W. Parker Charter Essential School serves approximately 395 students in grades 7 through 12 and does not plan to increase its enrollment. For each school year, Parker expects to enroll 70 entering seventh-grade students, as well as to fill whatever openings may arise through attrition in other classes.

Students who are in sixth grade or above during the enrollment period and who reside in one of the 46 school districts in the Parker region may apply. Students who reside in Massachusetts but outside the Parker region may also apply but are placed in a separate lottery pool which is drawn after all the names of students who reside in the region. Parents may be required to provide proof of residency for any applicant. Siblings of current Parker students are given preference, according to state law, and will be offered enrollment in the school ahead of all other students in the lottery. Students who are not enrolled in traditional graded schools must provide documentation of equivalent educational experience. Applications from students who do not meet these eligibility criteria will be returned to the parent who filed the application, along with an explanation for the return.

Applications for the 2010-2011 school year will be available December 1, 2009 and must be completed by February 1, 2010. In order that students and parents clearly understand what the Parker School offers, as part of the admission process we *require* that parents and students attend an Information Program. **Information Programs are currently scheduled at 1:00 p.m. on Sunday, January 10 and Sunday, January 24, 2010 and last for approximately three hours.**

If the school receives more applicants than it has openings, we are required to conduct a lottery from the pool of all applications completed by February 1, 2010. The lottery will be conducted on Thursday, February 4, 2010 at 3:45 p.m. at the Parker School, and it is open to the public. A person not connected with the school will draw the lottery. All applicants for a given application and enrollment process will be drawn in the lottery and assigned a number. By March 2, we will notify applicants by mail of their enrollment status. Students for whom enrollment in the Parker School would cause their sending district to exceed the 9% tuition cap may not be offered admission except when the student is a sibling of a student currently in attendance at the Parker School; then, the state may pay that child's tuition.

Three waiting lists will be formed if the number of applicants in the application and enrollment process exceeds the number of available spaces—one for siblings of current Parker students, one for residents of the Parker region, and one for non-residents. Students who decline an offer of admission may remain on the waiting list in their present position for a period of 12 months from the date of the original offer of admission, if they specifically indicate a desire to do so. They will be listed as “inactive” on the waiting list, and it will be the responsibility of the parent of that student to inform the school, in writing, of their desire to be returned to “active” status on the waiting list. As additional openings arise, enrollment will continue from the active waiting list in the order of applicants' lottery numbers.

At the beginning of the next year's application and enrollment process, a letter will be sent to all applicants who are still on the waiting list to see if they would like to remain on the waiting list. All applicants who respond affirmatively to this request will retain their place on the waiting list ahead of any new applicants. New applicants who are siblings of current students will maintain their sibling preference.

The Parker Charter School's application period is from December 1 until February 1 for the following September. Applications will not be accepted after February 1. If at any point in the year the waiting list is depleted and the school determines that it has enrollment openings, then a new application and enrollment period will be declared. This will be announced in newspapers throughout the Parker School's region and families will have a one month period of time in which to complete the requirements for application to the school. In this case, a new lottery would be conducted one week after the close of the application period.

Fact Sheet

The Parker School is among the first public charter schools authorized to proceed under the Massachusetts Education Reform Act. Approval was granted on March 15, 1994, by the Office of Education, and the school's charter was renewed by the state Board of Education on June 29, 1999.

The Parker School serves students who would be in grades 7 through 12 if enrolled in conventional public schools. Students at Parker do not advance by grade levels, however, and the school, therefore, does not identify students in that way. Instead, students advance at their own

pace through three "Divisions" by demonstrating they can regularly meet the standard for Division-specific criteria. Students who begin at Parker at the beginning of their seventh-grade year graduate from the school's high school program when they have demonstrated that they have met the school's rigorous Graduation Requirements. These include not only satisfactory course completion but a Graduation Portfolio, a Senior Project, an interdisciplinary Senior Seminar, and a School Service requirement.

The Parker School is a regional public secondary school open to Massachusetts students selected by lottery. By locating at the former military base Fort Devens, easily accessible to the region by major highways and rail, Parker has attracted a socioeconomically diverse range of students from east central Massachusetts. Parker's region includes 46 school districts in eastern and central Massachusetts.

The school opened on September 6, 1995 with 122 seventh- and eighth-grade students from 19 area towns, and added students each year. Enrollment for 2009-2010 is currently 394 students. The Class of 2000 was the first to graduate.

The school was founded by area parents and teachers with a history of involvement in the local public schools, ranging from volunteer work to School Committee and School Council membership. From the earliest planning stages they were joined by several other teachers who would later become the core of the Parker faculty, and by Theodore and Nancy Sizer, who would later serve as acting principals of the school.

The Parker School vision rests on the philosophy of the Coalition of Essential Schools, manifested in the following ways:

- An academically challenging interdisciplinary curriculum at the secondary level.
- Teachers working in cross-disciplinary teams with small groups of students.
- Performance assessments both for coursework and as gateways to higher levels of schooling.
- Selecting and using technological advances that provoke active learning.
- A flexible long-block schedule that allows both substantial teacher planning time and more time to focus on depth in student work.
- An advisory system that allows teachers to know students well and serve as their academic and personal guides.
- A differential teaching staff in which senior practitioners mentor and coach junior staff, and where critical reflection and peer evaluation is built into all teachers' daily schedule.
- A service component in which students learn by contributing to the larger community as volunteers.
- A student-faculty governance system based on the model of the "just community."

- A teacher-managed administrative system that substantially reduces overhead and puts both student advisement and management decisions in the hands of the teaching staff.
- The Parker School is designed to be a laboratory for teacher training and development in Essential School ideas and practice, in the following ways:
 - As an exemplar of school-based teacher education for pre-service teachers.
 - As a regional clearinghouse for resources in curriculum, pedagogy, and assessment.

The Parker Regional Teachers Center contributes constructively to a regional dialogue on shared standards of excellence in teaching and learning.

"The total commitment of teachers at Parker is one of the best things about the school."

"This has been a powerful learning experience for kids who are really involved."

- From Parker parent surveys -

Frequently Asked Questions

About the

FRANCIS W. PARKER CHARTER ESSENTIAL SCHOOL

What's different for students who go to the Parker School?

Parker students are divided into mixed-age teams with a ratio of one teacher to every 12 students. Instead of moving from class to class in short subject-area periods, teams work in several long blocks on larger projects and problems that call on content and skills from many academic areas.

For example, this year's guiding "essential question" is "What Changes?" As students work on concrete projects together, they will explore the concept of uniqueness/universality in science, mathematics, history, social sciences, and the arts, and how it frequently crosses and transcends disciplinary boundaries.

The Parker schedule also provides time for small-group instruction, individual coaching, independent research and study, physical activity and relaxation, and whole-school governance. Each teacher serves as an adviser to a group of 12 students, helping to set individual learning goals.

Students will progress through three Divisions during their six years at Parker. They move from one Division to the next after a "Gateway Exhibition" in which they demonstrate mastery of the key content and skills that are the expected outcomes of each Division's curriculum.

Where do Parker's students come from, and who pays for their education?

Parker's current students include seventh through twelfth graders from about 40 area towns who enrolled by choice. As a public school, Parker complies with all state and federal regulations on safety and non-discrimination; no special academic requirements are involved for admission. In a process similar to that for school choice, public

funds (from both the sending district and the state) follow each enrolled student. All programs activities and employment opportunities at the Parker School are offered without regard to race, color, sex, religion, national origin, sexual orientation or disability.

What role do parents and students play in the Parker School's operation?

The "sweat equity" of Parker parents and students contributes to every aspect of Parker operations, and every family contributes at least 20 hours a year of volunteer work to the school. Among other things, their efforts help build Parker's computer technology system; sports program; health and medical functions; arts resources; library, space, furniture, and transportation problems; information meetings and admissions tasks; office work; and fundraising efforts. Students in Division 3 participate in school service for two hours each week.

Parker considers its parent community vital to the success of academic pursuits. Parents and students meet regularly with advisers to set and assess the goals of each student's educational plan. The community's presence when students present their work on projects at public exhibitions plays a key role in assessment and accountability. A number of co-curricular activities, from publications work to artistic and athletic offerings, are sponsored by parents as well as teachers. As the school grows, mentorships and internships will provide other ways for Parker's parent community to contribute substantively to the educational program.

What is Parker's grading system, and how will colleges react to it in their admissions decisions?

Parker has developed a Year-End assessment form that both describes the content students have studied during the year and assesses their progress in narrative form. In addition, to place the student's work on a continuum that reflects our standards and expectations for each two-year curricular Division, we use the terms "Just Beginning," "Approaches Standards" and "Meets Standards." Because we will provide colleges with those standards along with the transcript, and because a narrative evaluation provides a richer picture of individual students, college admissions offices have been very receptive to looking carefully at future applicants from Parker; in fact, they compare our system to those of many independent schools they work with. We take seriously our responsibility to educate college admissions offices about Parker's program, and have a continuing dialogue with an advisory board made up of college admissions officers.

Do Parker students take the MCAS tests?

Parker is a public school and our students take the state-mandated MCAS tests. Our strong belief in and commitment to knowing students well causes us to utilize multiple forms of assessment. The MCAS are but one of many data points with which to measure overall student progress. The Parker curriculum is informed by the State Frameworks but is not driven by the MCAS testing. Parker students also take Stanford tests in their "seventh" and "ninth" grade years. You can read about student performance on these tests by visiting our website and reading the Parker School Annual Report.

Colleges and Universities that have accepted Parker students

Amherst College

Ithaca College

American University

Lewis and Clark College

Antioch College

Macalester College

Assumption College

Marlboro College

Bard College	Mass College of Liberal Arts
Bates College	McGill University
Beloit College	Merrimack College
Berkeley College of Music	Mount Holyoke College
Bennington College	New College of South Florida
Boston College	Northeastern University
Boston University	Oberlin College
Brandeis University	Pitzer College
Brown University	Plymouth State College
Bryn Mawr College	Reed College
Carleton College	Rensselaer Polytechnic Institute
Clark University	Roger Williams University
Colby Sawyer College	Sarah Lawrence College
College of the Atlantic	Simmons College
College of the Holy Cross	Skidmore College
Colorado College	Smith College
Connecticut College	St. Anselm College
Cornell University	St. Michael's College
Daniel Webster College	Stonehill College
Dartmouth College	Syracuse University
Drew University	University of Massachusetts – Amherst
Earlham College	University of New Hampshire
Emerson College	University of North Carolina – Greensboro
Endicott College	University of Connecticut

Eugene Lang College

University of Hartford

Fitchburg State College

University of Vermont

Framingham State College

Vassar College

Franklin and Marshall College

Wake Forest University

George Washington University

Warren Wilson College

Gordon College

Wesleyan University

Hampshire College

Wheaton College

Haverford College

Worcester Polytechnic Institute

To Prospective Students from Current Parker Students

***So, you are thinking about coming to Parker School next year!
Here are our answers to some of the questions we think you might
have about our school (because we had them), so here goes:***

What are the teachers like?

The first thing people notice about the Parker School when they come visit is how caring the teachers are. We all call each other by first names, and we all try to get to really know each other. The teachers are all different but they all like students!

What are the kids like?

We're all different too, but we think we are like kids everywhere. Some of us are very serious, some silly, some like sports, some like art, some are musicians, and some even like learning new languages. There is no one right way (or cool way) to dress or think. But we all chose to come to Parker, and that is what we have in common. And we are all responsible for trying to make Parker the kind of school we want it to be.

How do they grade you?

We don't have grades, like 7th, 8th, 9th, and we don't have grades like A, B, C, D. What do we have? We have Divisions (I, II and III) which are approximately two-year "grades" (Division I is equivalent to 7th and 8th grade work) but you can change Divisions when you are ready to, and it's not like being promoted or "held back." We also have assessments, which tell you how close your work is to meeting the standards or expectations for that Division. Eventually, if you try, you will meet the standards, and then you are ready to move to the next Division. Assessments can be surprisingly difficult to get used to in the beginning, but the teachers and students work together to make the transition from grades to assessments.

How long is the school day? What do you do?

School starts for students at 8:30 a.m. and ends at 3:30 p.m., except on Wednesday, when school ends at 1:30 p.m. After-school activities and sports are usually from 3:30 p.m. to 5:00 p.m. The school day includes two long blocks of time for core subjects (Arts/Humanities is one, Math/Science/Technology is the other), and shorter classes for Spanish, Wellness, "choice," and advisory groups.

What are the classes like?

Our classes at Parker are longer and they are interdisciplinary. We have one class- Arts/Humanities (called "A-H")—which combines language arts, social studies, history and philosophy, visual and performing arts, and music, (and sometimes we do part of the class in Spanish). Our other long block class is Math, Science, and Technology (called "MST") which includes math, science, and technology – sometimes one or the other, sometimes combined. We work in large groups, small groups, and individually – we never do the same thing for two hours. There are usually two teachers in each class of 24 students, so there is always more than one way of getting help and more than one perspective. While classes are less formal than classes in other schools tend to be, we aim for a good balance of informality, participation, high expectations, hard work, and respect. The main theme for all of our classes is guided by the "essential question" we are considering for the year. This year the essential question is: "How do we adapt?" Thinking about this question in all our classes connects our work in lots of ways.

Do you have sports, arts, music and other activities?

The Parker School has competitive and non-competitive sports programs after school. The interscholastic teams this year include girls' and boys' soccer, cross-country, basketball, baseball and softball. We have music and a drama program. All these programs are being created by parents, students, and teachers. We have art and music integrated into the curriculum, and other after-school programs are offered by parents, depending on our interests and availability.

How Assessment Works at the Francis W. Parker Charter Essential School

Domains and Divisions

Parker organizes instruction into integrated **domains** that include all the conventional subject areas:

- **A/H** – Arts and Humanities; includes History, Philosophy, Social Sciences, Literature, and Visual and Performing Arts
- **MST** – Mathematics, Science and Technology; includes Mathematics, all the Sciences, and Technology.
- **Spanish** –Spanish language and culture; instruction intended to enable students to communicate effectively and respectfully in Spanish-speaking cultures.
- **Wellness** –Health and Physical Education; integrated curriculum combining aspects of both traditional health classes with physical education, adventure programming, fitness skills and other mind-body connection skills.

Students are divided by **division** rather than grade level. There are three divisions at Parker:

- **Div I** – Roughly 7th and 8th grades
- **Div II** – Roughly 9th and 10th grades
- **Div III** – Roughly 11th and 12th grades

Students can **gateway** from one division to the next through the successful completion of a **Gateway Portfolio**. Students gateway one domain at a time. It is entirely possible for students to be in different divisions for different domains.

Essential Skills

Students are assessed based on **Essential Skills**:

- Reading
- Writing
- Oral Presentation
- Listening
- Artistic Expression
- Research
- Mathematics Problem-Solving
- Mathematics Communication
- Scientific Investigation
- Systems Thinking and Mathematical Modeling
- Technology
- Wellness
- Spanish Language

For the most part, the first six skills are assessed by A/H teachers, the second four by MST teachers, and the final skills by Wellness or Spanish teachers, respectively. Each of these skills comes with a set of Criteria for Excellence. These criteria describe what students must do in order to **Meet** expectations in a particular skill area. They are the same across Parker's three divisions. These criteria are posted in classrooms and are available in the Main Office. They are the basis for the individual rubrics designed to assess student work.

Assessment and Portfolios

When a student hands in a piece of work, it is assessed based on the rubric developed for assignment. For example, in a writing assignment, the student may “know his point and make it clear” (one of the Criteria for writing), but might not “support his ideas with enough details and evidence” (another Criterion). In this way, the students can use the Criteria within the rubric as a checklist when they are editing or revising their work or responding to the work of their fellow students.

Teachers assess students based on the Parker scale:

- **JB (Just Beginning)** – Student is just beginning to meet expectations for the division
- **Approaches** – Student is approaching expectations
- **Meets** – Student meets expectations
- **Exceeds** – Student exceeds expectations

Portfolios and Year-End Assessments

At the end of each year, students work with teachers (and whenever possible, their parents) to create a year-end portfolio. Students carefully examine past assignments and consider their performance on past assessments and review teacher comments, and they rate themselves as to whether they Meet the expectations for their division. They select a number of pieces that show progress over the year, and put them in a portfolio, which serves as the permanent record of their learning.

On the Year-End Assessment, teachers discuss each student's progress based on the Just Beginning to Meets continuum and provide a written narrative describing the student's work that year.

When a student Meets expectations in all of the skill areas assessed by a particular domain, it is time to move on to bigger challenges. Typically this happens at two-year intervals.

When students are ready to gateway to the next division, they develop the **Gateway Portfolio**. In a Cover Letter to the Portfolio, gateway students describe and reflect on their progress over a two-year cycle, as evidenced in the work in the Portfolio. Then they present their Gateway Portfolio in a Public **Exhibition**, before a small audience made up of their advisor, teachers, their parents, other students, and members of the community. The students answer questions about their work and talk about what matters most in their learning, their progress, their struggles, and their goals in the next division.

The Gateway Exhibition is a moment of celebration at the Parker School. Parents often bring food or flowers to make the occasion personal and special. Upon the successful completion of this exhibition, students gateway into the next division.

At every stage, at every age, students are challenged to Meet the Criteria for Excellence. Students are active participants in their own educational progress, and teachers are there to help and support them in pursuit of their goals.

The Common Principles are on the next page.

THE COMMON PRINCIPLES

1. The school should focus on helping adolescents learn to use their minds well. Schools should not attempt to be “comprehensive” if such a claim is made at the expense of the school’s central intellectual purpose.
2. The school’s goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program’s design should be shaped by the intellectual and imaginative powers and competencies that students need, rather than necessarily by “subjects” as conventionally defined. The aphorism “Less Is More” should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content.
3. The school’s goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group or class of adolescents.
4. Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students. To capitalize on this personalization, decisions about the details of the course of study, the use of students’ and teachers’ time and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.
5. The governing practical metaphor of the school should be student-as-worker rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services. Accordingly, a prominent pedagogy will be coaching, to provoke students to learn how to learn and thus to teach themselves.
6. Students entering secondary school studies are those who can show competence in language and elementary mathematics. Students of traditional high school age but not yet at appropriate levels of competence to enter secondary school studies will be provided intensive remedial work to assist them quickly to meet these standards. The diploma should be awarded upon a successful final demonstration of mastery for graduation-an “Exhibition.” This Exhibition by the student of his or her grasp of the central skills and knowledge of the school’s program may be jointly administered by the faculty and by higher authorities. As the diploma is awarded when earned, the school’s program proceeds with no strict age grading and with no system of “credits earned” by “time spent” in class. The emphasis is on the students’ demonstration that they can do important things.
7. The tone of the school should explicitly and self-consciously stress values of un-anxious expectation (“I won’t threaten you but I expect much of you”), of trust (until abused) and of decency (the values of fairness, generosity and tolerance). Incentives appropriate to the school’s particular students and teachers should be emphasized, and parents should be treated as essential collaborators.
8. The principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.
9. Ultimate administrative and budget targets should include, in addition to total student loads per teacher of eighty or fewer pupils, substantial time for collective planning by teachers, competitive salaries for staff and an ultimate per pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided students in many traditional comprehensive secondary schools.
10. The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strengths of its communities, deliberately and explicitly challenging all forms of inequity and discrimination.

**Coalition of Essential Schools
1814 Franklin Street, Suite 700,
Oakland, CA 94612
(510) 433-1451**

The Parker School -- Towns in Region

Town	School District	Town	School District
Acton	Acton Boxborough	Marlborough	Marlborough
Ashburnham	Ashburnham Westminster	Maynard	Maynard
Ashby	North Middlesex	Natick	Natick
Ashland	Ashland	New Braintree	Quabbin
Athol	Athol Royalston	New Salem	Ralph C. Mahar
Auburn	Auburn	Newton	Newton
Ayer	Ayer	Northborough	Northborough-Southborough
Barre	Quabbin	Oakham	Quabbin
Bedford	Bedford	Orange	Ralph C. Mahar
Berlin	Berlin Boylston	Oxford	Oxford
Bolton	Nashoba	Paxton	Wachusett
Boxborough	Acton Boxborough	Pepperell	North Middlesex
Boylston	Berlin Boylston	Petersham	Ralph C. Mahar
Carlisle	Concord Carlisle	Phillipston	Narragansett
Chelmsford	Chelmsford	Princeton	Wachusett
Clinton	Clinton	Royalston	Athol Royalston
Concord	Concord Carlisle	Rutland	Wachusett
Devens	Devens	Shirley	Shirley
Dunstable	Groton Dunstable	Shrewsbury	Shrewsbury
Fitchburg	Fitchburg	Southborough	Northborough-Southborough
Framingham	Framingham	Sterling	Wachusett
Gardner	Gardner	Stow	Nashoba
Grafton	Grafton	Sudbury	Lincoln Sudbury
Groton	Groton Dunstable	Templeton	Narragansett
Hardwick	Quabbin	Townsend	North Middlesex
Harvard	Harvard	Tyngsboro	Tyngsboro
Holden	Wachusett	Wayland	Wayland
Hubbardston	Quabbin	Wendell	Ralph C. Mahar
Hudson	Hudson	Westborough	Westborough
Lancaster	Nashoba	West Boylston	West Boylston
Leominster	Leominster	Westford	Westford
Lincoln	Lincoln Sudbury	Westminster	Ashburnham Westminster
Littleton	Littleton	Weston	Weston
Lowell	Lowell	Winchendon	Winchendon
Lunenburg	Lunenburg	Worcester	Worcester