

ARLINGTON PUBLIC SCHOOLS

In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:

***Arlington School Committee
School Committee Special Meeting
Thursday, July 23, 2020
6:30 PM***

Conducted by Remote Participation

<https://www.mass.gov/doc/order-suspending-certain-provision-of-open-meeting-law/download>

6:30 p.m. Open Meeting

You are invited to a Zoom webinar.

When: Jul 23, 2020 06:30 PM Eastern Time (US and Canada)

Topic: School Committee Remote Meeting Thursday, July 23, 2020

Register in advance for this webinar:

https://us02web.zoom.us/webinar/register/WN_-1Yu0ZjYTfCCVxsxH3Cl6Q

After registering, you will receive a confirmation email containing information about joining the webinar.

6:40 p.m. Public Comment

Members of the public are asked to send written comment to kfitzgerald@arlington.k12.ma.us or can register to speak via the webinar by emailing kfitzgerald@arlington.k12.ma.us by 4 pm on Thursday, July 23.

6:45 p.m. OMS Visual Arts presentation D. Ardito and P. Ford

7:00 p.m. Approve AFL-CIO, STATE COUNCIL 93, LOCAL 680 Traffic Supervisors contract

7:10 p.m. Fall reopening update and draft plans, K. Bodie

8:00 p.m. Fall Opening School Committee approval process and discussion, additional meeting, J. Morgan

8:10 p.m. Special education reopening guidance summary and planning, A. Elmer

8:15 p.m. Superintendent's Report, K. Bodie

- AHS Building Committee update***

8:30 p.m Consent Agenda

All items listed with an asterisk are considered to be routine and will be enacted by one motion. There will be no separate discussion of these items unless a member of the committee so requests, in which event the item will be considered in its normal sequence:

**Approval of Warrant: Warrant Number 20319 Total Warrant Amount \$4,895,426.25, Dated July 14, 2020, effective date June 30, 2020.*

**Approval of Minutes: None*

8:35 p.m. Subcommittee/Liaison Reports/Announcements

- Budget: Kirsi Allison-Ampe, Chair*

- Community Relations: Bill Hayner, Chair*

1. Citizens and School Committee Talk

- Curriculum, Instruction, Assessment & Accountability: Len Kardon, Chair*
- Facilities: Jeff Thielman, Chair*
- Policies & Procedures: Paul Schlichtman, Chair*
- Arlington High School Building Committee: Jeff Thielman, (Chair), Kirsi Allison-Ampe*
- Superintendents Search Process Committee, P. Schlichtman*
- Liaisons Reports*
- Announcements*
- Future Agenda Items*

8:55 p.m. Executive Session

To conduct strategy sessions in preparation for negotiations with the union and/or nonunion personnel or contract negotiations with the union and /or nonunion in which if held in an open meeting, may have a detrimental effect.

Conducting strategy with respect to collective bargaining or litigation, which if held in an open meeting, may have a detrimental effect. Collective bargaining may also be conducted.

Bargaining with Arlington Administrators Association (AAA) and Arlington Education Association (AEA)

9:30 p.m. Adjournment

The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Stated times and time amounts, listed in parenthesis, are the estimated amount of time for that particular agenda item. Actual times may be shorter or longer depending on the time needed to fully explore the topic.

Submitted by Jane Morgan, Chair

Correspondence Received:

Warrant 20319 dated July 14, 2020

Draft School Program Values and Models for APS Fall 2020 7.22.2020

Traffic Supervisors MOA

AEA MGL ch. 150 E Request for Information and Demand to Bargain Ex Session

Update on Timeline for Reopening Plan and Building Safety Actions July 18, 2020

Letter to Parents and Guardians, District and Facilities Dept. July 18, 2020

Ching-King Chieng Ph.D letter re regarding Community Service June 23, 2020.

Vanessa Steck email July 19 2020

Catherine Oranchak Rall 2020 reopening email July 18, 2020

Sharie McNeill July 2020

Katherine Levine Einstein email regarding fall reopening, testing July 21.

On the Desktop July 17, 2020 Protocols for Responding to COVID-19 DESE and scenarios in school, on the bus, or in community settings

Superintendent Search survey and this weeks focus groups

School reopening email Michaela May June 25, 2020 recvd July 20, 2020

National Endowment for the Arts, support application of True Story Theater grant. J. Morgan

AEA endorsement of MTA/AFT/BTU Reopening Proposals

Erin Horton Email regarding reopening plane Masks use for K-1 July 20.

Citizens and School Committee Talk, Bill Hayner

High School Logo/Mascot Change K. Barvick

Special Education Guidance on Fall 2020 Sp Ed Svcs

Special Education Guidance presentation

Draft AHS Covid Reopening Plan 7232020 mj

Visual Art Statement

K Harrington

Karin Moellering email regarding reopening plan

Kristina Konnath email questions about reopening

J Roth email question about reopening

M Donald email questions about reopening

E Hebert email questions about remote learning

Town of Arlington Legal Dept Supplement-Remote Meeting Checklist and Guidance

<https://www.mass.gov/doc/open-meeting-law-order-march12-2020/download>

Massachusetts law requires all open session meetings of public bodies to be accessible to members of the public, including those with disabilities. If you need reasonable accommodations in order to participate in the meeting, contact the Administrative Assistant to the Arlington School Committee Karen Fitzgerald at kfitzgerald@arlington.k12.ma.us in advance of the meeting.



Town of Arlington, Massachusetts

Meeting Location

Summary:

Conducted by Remote Participation

<https://www.mass.gov/doc/order-suspending-certain-provision-of-open-meeting-law/download>

ATTACHMENTS:

Type	File Name	Description
Reference Material	Remote_Meeting_Script_(00022231xA050C).pdf	Remote script
Reference Material	Remote_Participation_Checklist_for_COVID-19_Emergency_(00022229xA050C).pdf	Remote Checklist
Reference Material	Supplement_re_Remote_Participation_During_Coronavirus_State_of_Emergency_-_Checklist_and_Script.pdf_(00022235xA050C)_(1)_(1).pdf	Remote Participation

DRAFT SCRIPT FOR REMOTELY CONDUCTED OPEN MEETINGS

Confirming Member Access:

As a preliminary matter, this is [identify meeting manager – Chair, support staff, etc.]. Permit me to confirm that all members and persons anticipated on the agenda are present and can hear me.

- Members, when I call your name, please respond in the affirmative. *State each members' name.*
- Staff, when I call your name, please respond in the affirmative. *State each staff members' name.*
- Anticipated Speakers on the Agenda, please respond in the affirmative. *State each anticipated speakers' name.*

Introduction to Remote Meeting:

Good morning/afternoon/evening. This Open Meeting of [Insert Public Body Name] is being conducted remotely consistent with Governor Baker's Executive Order of March 12, 2020, due to the current State of Emergency in the Commonwealth due to the outbreak of the "COVID-19 Virus."

In order to mitigate the transmission of the COVID-19 Virus, we have been advised and directed by the Commonwealth to suspend public gatherings, and as such, the Governor's Order suspends the requirement of the Open Meeting Law to have all meetings in a publicly accessible *physical* location. Further, all members of public bodies are allowed and encouraged to participate remotely.

The Order, which you can find posted with agenda materials for this meeting allows public bodies to meet entirely remotely so long as reasonable public access is afforded so that the public can follow along with the deliberations of the meeting.

Ensuring public access does not ensure public participation unless such participation is required by law. This meeting [will/will not] feature public comment.

For this meeting, [Insert Public Body Name] is convening by [telephone conference/video conference via Zoom App/Facebook Live/etc.] as posted on the Town's Website identifying how the public may join.

For "Zoom" Meetings

Please note that this meetings is being recorded, and that some attendees are participating by video conference.

Accordingly, please be aware that other folks may be able to see you, and that take care not to "screen share" your computer. Anything that you broadcast may be captured by the recording.

Meeting Materials

***For Novus Agenda-Supported Meetings:** All of the materials for this meeting, except any Executive Session materials, are available on the Novus Agenda dashboard, and we recommend the members and the public follow the agenda as posted on Novus unless I/The Chair notes otherwise.

***For Non-Novus Supported Meetings:** All supporting materials that have been provided members of this body are available on the Town's website unless otherwise noted. The public is encouraged to follow along using the posted agenda unless I/The Chair notes otherwise.

Meeting Business Ground Rules

We are now turning to the first item on the agenda. Before we do so, permit me to cover some ground rules for effective and clear conduct of our business and to ensure accurate meeting minutes.

- I/the Chair, will introduce each speaker on the agenda. After they conclude their remarks, the Chair will go down the line of Members, inviting each by name to provide any comment, questions, or motions. Please hold until your name is called. Further,

- Please remember to mute your phone or computer when you are not speaking;
 - Please remember to speak clearly and in a way that helps generate accurate minutes
- For any response, please wait until the Chair yields the floor to you, and state your name before speaking.
- If members wish to engage in colloquy with other members, please do so through the Chair, taking care to identify yourself.
- For Items with Public Comment:

After members have spoken, the Chair will afford public comment as follows:

- The Chair will first ask members of the public who wish to speak to identify their names and addresses only;
 - Once the Chair has a list of all public commentators, I will call on each by name and afford 3 minutes for any comments.
- Finally, each vote taken in this meeting will be conducted by roll call vote.

[Any additional preliminary comments tailored to meetings]

REMOTE PARTICIPATION MEETING CHECKLIST

In Advance of Meeting

- ☐ All non-emergency items properly posted *at least* 48 hours in advance
- ☐ “Executive Order on Remote Participation” is posted with agenda
- ☐ All members received the same documents for meeting
- ☐ Supporting documents posted on Novus or Town website (does not have to be 48 hours in advance unless required by law)
- ☐ For meetings with public participation, encourage written public comments

Initiating Meeting

- ☐ Confirm that all Members are present and can hear each other
- ☐ Read Preamble to Remote Meetings
- ☐ Note materials for meeting available online through Novus or Town website for the public
- ☐ Introduce all members, staff, and persons on the agenda
- ☐ Cover “ground rules”

For “Zoom” Meetings

- ☐ Disable Chat Function for Participants
- ☐ Click “Record Meeting”
- ☐ Advise Participants that Meeting is Being Recorded
- ☐ Caution Participants About Screen Sharing

During Meeting

- ☐ Each speaker states their name before each presentation, comment, or question
- ☐ All votes taken by roll call
- ☐ Meeting Minutes reflect remote status

Technical Difficulties

- ☐ If technical difficulties arise, Chair suspends meeting while attempts to resolve are made
- ☐ Keep accurate minutes noting any disconnections and reconnections of members



**Town of Arlington
Legal Department**

Douglas W. Heim
Town Counsel

50 Pleasant Street
Arlington, MA 02476
Phone: 781.316.3150
Fax: 781.316.3159
E-mail: dheim@town.arlington.ma.us
Website: www.arlingtonma.gov

To: Select Board

Cc: Town Committees and Commissions; Adam Chapdelaine, Town Manager; John Leone,
Town Moderator

From: Douglas W. Heim, Town Counsel

Date: March 18, 2020

Re: Supplement – Remote Meeting Checklist and Guidance

Please receive this Supplement to the Memoranda from this Office of March 11, 2020, and March 13, 2020 regarding the Town's options for conducting meetings during the coronavirus (or "COVID-19") State of Emergency in the Commonwealth.

As you will recall, meetings by telephone or video conference during the State of Emergency may proceed with all participants engaging remotely, so long as "alternative means of public access" is provided.¹ Public access can be provided by allowing the public to call in or otherwise join meetings remotely so that they can see and/or hear what takes place at remote participation meetings. To assist you in availing yourselves of these options, this Office has developed a checklist and script for Chairs and administrative support staff for remotely

¹ Certain hearings require additional consideration where public comment and/or participation is required.

conducted open meetings which you will find attached. These documents are intended as guides primarily to ensure the following:

- Accurate meeting minutes can be recorded;
- All other requirements of the Open Meeting Law are met;
- The public understands the modifications to the Open Meeting Law during the State of Emergency; and
- Chairs are able to effectively use new technologies such as the “Zoom” app effectively.

Please keep in mind that unlike some other users of teleconference or videoconference technology, it is essentially that a government body’s business can be accurately understood and recorded in meeting minutes, and that the public can follow along.

If specific circumstances of your meeting require further counsel, such as conducting an executive session by remote meeting, please contact this Office at your convenience for further support.



Town of Arlington, Massachusetts

6:30 p.m. Open Meeting

Summary:

You are invited to a Zoom webinar.

When: Jul 23, 2020 06:30 PM Eastern Time (US and Canada)

Topic: School Committee Remote Meeting Thursday, July 23, 2020

Register in advance for this webinar:

https://us02web.zoom.us/webinar/register/WN_-1Yu0ZjYTfCCVxsxH3CI6Q

After registering, you will receive a confirmation email containing information about joining the webinar.



Town of Arlington, Massachusetts

6:40 p.m. Public Comment

Summary:

Members of the public are asked to send written comment to kfitzgerald@arlington.k12.ma.us or can register to speak via the webinar by emailing kfitzgerald@arlington.k12.ma.us by 4 pm on Thursday, July 23.



Town of Arlington, Massachusetts

6:45 p.m. OMS Visual Arts presentation D. Ardito and P. Ford

ATTACHMENTS:

Type	File Name	Description
 Presentation	Statement_about_the_Students_Reflect__Video.pdf	Statement about Student Reflect video

Arlington Public School K-12 Visual Art Department
presents

"Students Reflect"

A video edited by Arlington High School student Daniel Gorbunov
And co-produced by Art Teacher, Polly Ford and Visual Art Director, David Ardito

During the school closure in the spring, the Arlington Public School K-12 art teachers with the help of Sara Burd, Director of School Counseling and Social Emotional Learning (SEL) created a "Call for Art" to all students in Google art classes. The prompt was simply this:
"We invite every student to submit a visual artwork in any medium that reflects on the past ten weeks of your life".

This open prompt encouraged student artists to create a personal work of art at home that communicated their thoughts and feelings about what it was like to be out of school for that extended period of time. Hundreds of students reflected on this and created work that you will see in this video. We tried to include every work that was submitted.

All K-12 art teachers collected the student work in their Google classrooms and passed them along to a high school student, Dan Gorbunov, who had volunteered to create a video that combined this artwork with student voices, APS staff voices and music of his choice. We think he did an amazing job!

We hope you agree that the production captures the thoughts and feelings of our young artists and that giving students these opportunities to express them is essential to their social and emotional well-being. The video can be viewed here <https://youtu.be/T04g7wgihVo>

Or here via ACMI: <https://acmi.tv/videos/students-reflect/>

And we acknowledge these fourteen dedicated APS art teachers who assembled the student work and who guided their students in caring and creative ways throughout the school closure from March to June, 2020.

Aimee Archambault AHS
Molly Atryzek Peirce School
Deborah Campagna Thompson School
Deborah Chisholm Brackett School
Deborah Fleming Hardy School
Polly Ford OMS
Stacie Greenland Dallin School
Samantha Kastle Bishop School
Nicole McCulloch AHS
Kayla McKenna OMS
Moore, David AHS
Nathan Muehleisen AHS
Annmarie Rebola AHS
Melody Thomas Stratton School

Alecia Serafini Gibbs School



Town of Arlington, Massachusetts

7:00 p.m. Approve AFL-CIO, STATE COUNCIL 93, LOCAL 680 Traffic Supervisors contract

ATTACHMENTS:

	Type	File Name	Description
📎	Contract	Draft_Traffic_MOA.pdf	Traffic MOA for approval 7 23 2020

Memorandum of Agreement
Between
The Arlington School Committee
And
The Arlington Traffic Supervisors
AFSCME, Local 680

July 2020

The Arlington School Committee and the Arlington Traffic Supervisors AFSCME, Local 680, (collectively, “Parties”) are parties to a collective bargaining agreement for the term July 1, 2017 – June 30, 2020.

The parties have been in negotiations for a successor agreement. The parties have agreed that their collective bargaining agreement in effect from July 1, 2017 through June 30, 2020 shall remain in full force and effect except as modified by this Memorandum of Agreement;

1. Article XIII Hours of Work and Pay Rates.

Increase wages by 2% in FY 21 The pay rate in FY 21 (2020-2021 School Year) will be 51.52 per day for a full day assignment, \$25.76 for a half day assignment.

Add the following clause: Direct Deposit. Effective with the first pay in September 2020, all employees shall receive their pay through direct deposit. The Committee may provide employees with electronic pay advices in lieu of paper pay stubs. The Traffic Supervisors will have access to a computer and printer in the school central office or Human Resources office to print their electronic pay advices.

2. ARTICLE XIX – Duration: Amend Article to read as follows:

The effective dates of this Agreement are July 1, 2020 through June 30, 2021. If a successor bargaining agreement is not reached by the termination of this agreement, this agreement shall remain in full force and effect until such time a successor agreement is reached.

3. The District will include Traffic Supervisors in any notifications regarding school closures, emergencies, power outages and related circumstances.

Agreed to on this ____ day of _____, 2020, by the negotiating teams for the

Arlington School Committee

AFSCME Local 680-Traffic Supervisors



Town of Arlington, Massachusetts

7:10 p.m. Fall reopening update and draft plans, K. Bodie

ATTACHMENTS:

Type	File Name	Description
Report	DRAFT_of_FINAL_THREE_PLANS-Elementary_School_Program_Values_and_Models_for_APS_Fall_2020.pdf	Draft Final School Program Values and Models for APS Fall 2020 7.22.2020
Report	Draft_OMS_RE-OPENING_PLANS.pdf	Draft OMS reopening plans 7 23 2020
Report	Draft_Gibbs_Re-Opening_plans.pdf	Draft Gibbs reopening plans
Report	Initial_AHS_Reopening_Plans_for_SY_21_200722__7232020mj240pm.pdf	Initial AHS Reopening Plans 7 23 2020 mj

DRAFT-School Program Values and Models for APS Fall 2020

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[Model #3-Remote Learning \(All Students\)](#)

[Community Engagement and Collaborative Decision Making](#)

Elementary Principal's Message

On June 25, 2020, the State released its [Initial Fall Reopening Guidance](#) with plans to deliver additional school guidance in July. In brief, the Massachusetts Department of Elementary and Secondary Education (MA DESE) encouraged districts across the state to study the current conditions of their schools with the desire of having students return to school in the fall. This requires students and staff to maintain social distances of three to six feet throughout the day to the extent possible, to wear face-masks (grades 2-12), and to significantly minimize the amount of movement and interaction that takes place during a traditional school day. The guidance provided by the MA DESE and [endorsed by medical professionals](#), sets the expectation that the benefits of children returning to school this fall, while minimizing risk, outweighs the potential health risks according to the research gathered on COVID-19, at this point.

The Arlington community has continued to see COVID-19 mitigation efforts prevail. Families can view the most up-to-date data on the [Town of Arlington COVID-19 Data Dashboard](#). Arlington families have done their part these past few months to reduce the spread of the virus. Our community has committed to limiting interactions, staying at

home, and wearing face masks when social distancing wasn't feasible. Experts agree, a safe reopening to school isn't just about the adjustments a school makes. It's also about how much virus is circulating in the community, which affects the likelihood that students and staff will bring COVID-19 into their classrooms.

The Arlington Public School administrative team has considered the guidance from the state, the current climate and context within the Arlington community, as well as the mounting research and advice from the science community. Key to this plan will be the ability for staff and students to:

- maintain 3ft to 6ft of social distancing across the school day
- wear face masks and protective face coverings during the school day (with scheduled face mask breaks)
- remain in small classroom cohorts, with limited interaction between cohorts
- utilize the classroom for all core instruction, including specials (art, PE, music, library) and lunch
- regularly wash hands across the school day and frequently disinfect all used surfaces

As you can imagine, the finer details of a regular in-person school day, even with the State's guidance, will be complex and very challenging for students and staff. At the same time, we also recognize that we may experience a resurgence of the virus, and we must prepare for the possibility that learning will shift quickly to entirely remote, if needed. Throughout the time of school closure, we took note of what worked and what did not in the remote learning environment. We learned a great deal about how to navigate remote learning and how to engage our learners. If we return to remote learning for all students at any point during the year, it will be a different experience than it was before with more time dedicated to synchronous direct instruction and live experiences between student and school staff. We appreciate the feedback given by all families and teachers/staff. Our partnership is what will keep our programming strong.

The final decision on the APS Elementary Fall 2020 Learning Program will be made collaboratively by educational leaders in Arlington, together with the School Committee, and will be shared with families and staff in early August. This timing is based on a request made by the Department of Elementary and Secondary Education (DESE) to each of the school districts in Massachusetts. A draft of three plans must be submitted to DESE by July 31, 2020.

An overview of the three learning program options being considered (*full in person, hybrid, remote*) are outlined in this document. We have a series of questions to pose to our school community to assist in finalizing details of each option.. We will also share a brief survey with the entire community. We thank everyone who has shared their perspectives and ideas with us up to this point.

Reflection on Values

Throughout our return to school planning process, we have identified Guiding Values to drive our decision-making. The most important is the health, safety, and well-being of our school community.

Guiding Values for Returning to School

- Health, safety, and well-being of our students, staff, and families above all else.
- Equity will remain at the core of our work as we design learning programs for students.
- We will support student and staff social-emotional well-being, acknowledging that the school experience will be very different when compared to previous years.
- We will consider the strengths and limitations of returning to school for all stakeholders: students, families, staff and community, and build in continued flexibilities.
- We will need to be flexible and fluid in how we deliver instruction to ensure that we address student learning in age-appropriate ways.
- Ensure that plans are sustainable and take into account the mental, physical, social, and emotional needs of the school community.
- We recognize the continued investment needed in professional development to support our staff in creating engaging, high-quality, digital learning environments.

There is a growing body of research proving that social and emotional learning (SEL) is fundamental to academic success. SEL must be woven into the work of every teacher,

in every classroom if we truly want to prepare all our students for college and careers. We know the COVID-19 pandemic has created different types of traumatic experiences and high levels of stress for many of our staff, students, and families. This experience emphasizes the importance of social-emotional well-being for all.

In our response to the COVID-19 pandemic, it is critically important to place student and adult wellness first to establish a positive, safe, and supportive learning environment. Leading with SEL is essential because children need social and emotional support as they, like the adults around them, navigate the unprecedented challenges of alternative learning contexts, and because SEL helps students access academic content through building essential self-management skills, resilience, and connections.

As school leaders, we recognize that the opportunity gap that existed for some groups of students prior to March 2020 will likely widen. All of our re-entry plans take that into consideration and will guide the planning process. In practice, this means that some students may be in school more frequently than others and some students may have higher levels of support than others. We believe this allows us to remain true to our goal of achieving educational equity for students.

We also feel it is essential to maintain our commitment to equity and anti-racist practices during the Covid-19 pandemic and beyond. This is also supported in the Governor's [back to school guidance](#).

Fall 2020 Elementary Learning Program Options*

Continuum of In-Person Learning Program - Elementary (K-5)	
Full Return Program	All Students In School <ul style="list-style-type: none">• 18-24 students per classroom• 3' minimum distancing for most of day• 6' minimum distance required for lunch and mask breaks• Most challenging environment to maintain health and safety measures• Provides for most in person teaching opportunities• Most changes when compared to a student traditional learning day

Hybrid Program	½ Time In-Person, ½ Time Remote <ul style="list-style-type: none"> • 9-12 total students/class • 6' minimum distancing throughout the day • Improved ability to maintain health and safety measures • Compromise between in-person and remote learning • When learning remotely, students will receive live instruction, digital content, and independent work
Full Remote Program	All Students Fully Remote <ul style="list-style-type: none"> • All classes taught remotely by in-person staff • To be used only if public health concerns preclude in-person learning • Least advantageous for learning and social-emotional support

Remote Learning Program	
K-5 (Optional)	<ul style="list-style-type: none"> • Reserved for families that do not wish to send their student back to school in-person • 25-30 students per “classroom” • Designated Elementary Teachers • Secondary teaching responsibilities shared by in-person staff

**Note-this is the 30,000 ft view and the details are currently being ironed out, especially when it comes to health and safety. We will include information from the Department of Health in our documentation and will include safety guidelines and procedures.*

Model #1 Full In-School Learning Program with Restrictions

If public health guidelines were to relax physical distancing requirements across the school day, schools may be able to increase the number of students who can be present in our schools. This would allow all students to attend school in-person each day. Though school will look and feel different than what students are used to, our goal is to adhere to all safety recommendations.

Safety equipment/ considerations	<ul style="list-style-type: none"> • All students and staff will be required to wear masks inside the building
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	<ul style="list-style-type: none"> • All students will be required to wash their hands multiple times throughout the day, including at arrival and dismissal. • Teachers/staff will be provided a PPE kit with masks, face shield, and gloves • Building hallways will be marked for one-way traffic/transition. • May require arrival/dismissal considerations (<i>ex. possible staggered times</i>) • Schools equipped with disinfecting “fogger” machines. • Life-threatening food allergies will be considered as cleaning procedures are put in place (<i>in consultation with the school nurse</i>) • Students will primarily remain in their homerooms with teachers to limit student interaction between cohorts
Classroom capacity	<ul style="list-style-type: none"> • Traditional classrooms of 18-24 students <ul style="list-style-type: none"> ◦ Larger cohorts would require repurposing larger spaces (<i>gym, cafeteria, library, art, music room</i>) • 3 ft minimum social distancing with masks K-5
Lunch	<ul style="list-style-type: none"> • Cafeteria capacity of 18-22 <ul style="list-style-type: none"> ◦ <i>Addition of classroom and gym space would be required to fully accommodate lunch</i> • Minimum 6ft social distancing, no masks
Mask breaks/ recess	<ul style="list-style-type: none"> • This will require access to outside space - <ul style="list-style-type: none"> ◦ <i>6ft of social distancing will require 5,000 to 10,000 sq ft</i> ◦ <i>This assumes limited freedom of movement beyond dedicated personal space</i> • Significant limitations to using inside space when accommodating 6ft distancing • Tents could be an option for some buildings
Specials	<ul style="list-style-type: none"> • Art, PE, Music, and Library/Digital Literacy will likely require in-person and remote options
Staffing considerations	<ul style="list-style-type: none"> • Each class (cohort) will be assigned teachers and paraprofessionals who will make up learning communities. • When considering the capacity of any given classroom, three adults were included (<i>based on the metric provided by DESE</i>)

Model #2 Hybrid Learning

Safety equipment/ considerations	<ul style="list-style-type: none">• All students and staff will be required to wear masks inside the building• Hand washing will be required at arrival and dismissal, hourly, and after eating• Teachers/staff will be provided a PPE kit with masks, face shield, and gloves• Building hallways will be marked for one-way traffic/transition.• May require arrival/dismissal considerations (<i>ex. possible staggered times</i>)• Schools equipped with disinfecting fogger machines• Life-threatening food allergies will be considered as cleaning procedures are put in place (in consultation with the school nurse)• Students would primarily remain in their homeroom to limit student interaction between cohorts
Classroom capacity	<ul style="list-style-type: none">• Classrooms of 9-12 students• 6ft minimum social distancing throughout the school day
Lunch	<ul style="list-style-type: none">• Students will be able to eat in cafeteria, classroom, and other available spaces as needed• Minimum 6ft social distancing, no masks
Mask breaks/ recess	<ul style="list-style-type: none">• This will require access to outside space -<ul style="list-style-type: none">◦ <i>6ft of social distancing will require 5,000 sq ft</i>◦ <i>This assumes limited freedom of movement beyond dedicated personal space</i>• Cafeteria and gym spaces will be available for breaks and other purposes throughout the day
Specials	<ul style="list-style-type: none">• Art, PE, Music, and Library/Digital Literacy will likely require in-person and remote options
Staffing considerations	<ul style="list-style-type: none">• All staff members will be assigned to a cohort of students

- | | |
|--|---|
| | <ul style="list-style-type: none"> For the adults, the cohort will include both students who are at home and those who are in school (<i>faculty will work in school every day</i>). |
|--|---|

Frequency Model - 2 days (aa, bb or ab, ab) Monday, Wednesday, or Friday CPT/PD and Intervention/Service

In this model, students attend school for two set days each week in person and two set days each week remotely. Remote learning days will be a combination of live and recorded remote instruction, project based activities, and guided independent practice within the set school day schedule. Students will have scheduled access to school staff for support.

Students will attend school at every grade level, K-5. Each homeroom class will be broken into two cohorts (**a** and **b**). Each cohort will attend two in-person school days a week and two and a half remote school days. *For example, cohort a may always attend school on Monday and Tuesday, while cohort b attends on Thursday and Friday.*

The third day in the schedule is for work at home for the majority of students. This would include some live instruction, recorded content, and home practice. On this third day, other students who are considered high needs could attend school or receive support from a teacher remotely or in person for a portion of the day. The remaining portion of that day would be for educator professional development, collaborative work with colleagues and district coaches, student feedback, and managing virtual classrooms. This time will also be used to support the facilities cleaning and building improvements based on safety considerations.

Tuesday *would **not** be* an early release day, as in past years, but would be a full day.

In all versions of our plans in which students come to school, the arrival and departure times may need to be staggered.

Lunch and recess plans may also be adjusted based on social distancing guidelines.

Students and adults will be organized into cohorts, in compliance with health guidelines and to support contact tracing, as needed.

Pros:

- Schedule will be predictable for families and set for the year
- In these small groups, Social-Emotional Learning is accounted for and allows for more intimate connections to be built within the cohort among students and identified faculty members
- Allows ample space for students to keep a distance of 6 feet and additional space in the building to be used by staff and students to create some movement within the day
- Allows targeted time to be set aside for our students identified as high needs
- Provides a set time for teachers to participate in PD and common planning
- Fewer students in the buildings at one time may decrease the need for additional staffing
- More flexibility to have students on the same schedule as their siblings
(*alphabetical by family last name*)

Cons:

- Students may require a greater level of support from families
- Logistically challenging to align schedules for families with children at different grade levels and in different schools. Students will not be able to be in school, in person, full time
- The ability for classroom teachers to connect synchronously with students at home during the remote learning days will be more difficult due to staffing limitations
- Time on learning will likely be impacted as students support their health and safety by washing their hands frequently
- Students will need to carry materials back and forth from school most days

Model #3-Remote Learning (All Students)

In this model, students will be placed in fully remote classes. Instruction will be primarily synchronous with classroom teachers, with some time dedicated to guided independent work and recorded content, depending on age and ability. Under current guidelines, student schedules will include 5 hours per day of learning time and also include all specials (*art, music, PE, and library*).

It is our hope that as a community, we are able to be in school as much as possible, while promising the highest assurance of students and adult safety. However, this remote learning plan will be put in place for all students if schools need to remain

closed, as directed by the governor and MA DESE.

Community Engagement and Collaborative Decision Making

Each elementary school will begin to hear from stakeholder groups to gather feedback on the three proposed learning programs and to inform the creation of a FAQ. Our intention is to be completely transparent during this process and we invite anyone with questions or concerns to reach out to us at any time. Your child's building principal is the person to reach out to first. For staff members, your building principal is also the first person to contact with questions, ideas, and/or concerns.

Preamble to our focus groups - *Please preview these questions and then revisit them after you have had a chance to read through the information included here on the plans for the 2020-2021 school year. The information provided is intentionally designed to be simple and we hope it will be easily understood (before school starts again, the finer details of the final plan will be communicated). We will collect your responses to the following questions and they will help to inform the decisions made by APS leadership.*

- What are the circumstances that need to exist for you, as a parent/guardian, to/not to bring students to school? As a teacher/staff member to feel safe in returning to work?
- What are the most important safety guidelines to consider for in-school learning?
- What are the opportunities and challenges for students, families, and staff when considering the three proposed learning programs (*in-person, hybrid, full remote*)?
- Let's discuss the impact of 3 ft vs 6ft social distancing guidelines on the student school day? How will our students' days change given each scenario?
- Which parts of the day, programmatically, would work better virtually? For whom?

PPE Considerations

- Mask breaks will become a part of our routine in school. How long do you think these should last and how often do you think they should happen?
- Is there something you would like us to consider that we have not asked?

Ottoson Middle School Re-Opening Plans

Brian Meringer, principal

Julia MacEwan, assistant principal grade 8

Rochelle Rubino, assistant principal grade 7

Stephanie Greiner, special education coordinator

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Guiding Principles and Core Values

At the Ottoson Middle School, our motto is engage, empower, excel. Students are engaged as active learners who invest in their intellectual, emotional, and social growth. Students are empowered to discover their unique personal strengths and be a part of positive change. Students are expected to excel socially and academically to become the best versions of themselves through reflection and action. In each of the OMS reopening plans, our core values remain central in our mission to provide equitable learning opportunities for all students.

The Arlington Public Schools administrative team has considered the guidance from the state, the current climate and context within the Arlington community, as well as the mounting research and advice from the science community. Key to this plan will be the ability for staff and students to:

- Maintain 3ft to 6ft of social distancing across the school day
- Wear face masks and protective face coverings during the school day (with scheduled face mask breaks)
- Regularly wash hands across the school day and frequently disinfect all used surfaces

- Remain in learning community cohorts, with world language and specials classes connected to each LC
- Utilize the classroom for all core instruction
- At OMS, students are grouped into learning communities of approximately 110 students; for In-Person Learning, students will not have class with anyone outside of their learning community.

Returning to school will require flexibility and fluidity in how we deliver instruction in age appropriate ways. Our goal is to ensure that our plans are sustainable and take into account the mental, physical, social, and emotional needs of our community. Above all else, we take into account the health, safety, and well-being of our students, staff, and families.

PLAN A: In-Person Learning

Our in-person plan seeks to provide in-school learning for all students. In this model, students will remain within their learning community cohort for the entirety of their day. Students will be in classrooms with approximately three to four feet of distance between desks. Students will remain within their learning communities for world language and special classes (i.e. art, music, technology, FACS). In order to safely execute this plan, students will not be able to take band, chorus or orchestra during the school day.

Students will be required to wear face masks. We will provide scheduled mask breaks throughout the school day. Students will attend ASPIRE at the beginning of each day and the ASPIRE class will serve as a homeroom period, but also as a place to incorporate some social emotional learning and mindfulness activities. To enter the building, each learning community will be assigned to a specific entrance of the building in order to maintain appropriate social distancing upon arrival to school.

Highlights of the plan:

- Students will follow a daily seven-period schedule.
- Students will change classrooms each period.
- Students will have four learning community classes (English, math, science, social studies) with their learning community classmates.
- Students will have their three out-of-learning-community classes (PE, art, world language, etc.) with their learning community classmates. Historically, these classes were mixed with students across learning communities. This year, we will not mix learning community students.
- When traveling to a world language or a specials class, students will follow arrows so that students are not too close to other students in the hallway.
- Stairways will be labeled as “up” or “down” so that students are only going in the same direction (except in the case of an emergency).
- ASPIRE will take place at the beginning of the day and serve as a homeroom period.
- Lunch will be a combination of students eating lunch in the cafeteria (6 feet apart) or supervised in classrooms (6 feet apart). Students will bring in their own lunch or request a hot lunch from the school cafeteria at the beginning of the day.

- There will not be the opportunity for students to participate in band, chorus, or orchestra.
- Students will not use school lockers; they will carry backpacks.
- The PE block will take place outdoors as often as possible.

PLAN B: Hybrid Learning

The Ottoson is evaluating three different options for hybrid learning. The three options have similar characteristics and goals.

- In order to maintain six feet of separation between the students, each learning community will be divided into half. For example, students in the Air Learning Community will be grouped into students A or students B.
- Class sizes will be approximately twelve students per class.
- Students will change classes.
- Students will be in the school for two days. Students would attend school either Mondays/Thursdays or Tuesdays/Fridays.
- All students will engage in remote learning on Wednesdays.
- ASPIRE/Homeroom will take place at the beginning of each day.
- Students will eat lunch in the cafeteria six feet apart or will eat six feet apart in a supervised classroom.

Option #1- Half the learning community (students A) will attend school and follow a 7 period schedule on Mondays and Thursdays. The other half of the learning community (students B) will attend school on Tuesdays and Fridays. Both students A and students B will meet with their teachers remotely on Wednesdays. When students are at home, they will engage independently on their assignments. If there is a four day week, then the Wednesday remote learning classes will not happen that week. Students will still come to class twice that week.

Option #2 - The focus of Option #2 is core classes (English, math, social studies, and science). These classes will be held in-person for 70 minutes twice a week. All out-of-learning-community classes (art, PE, chorus, etc.) will be remote. For example, half the learning community (students A) will attend school and meet with their four learning community classes on Mondays and Thursdays. On Tuesdays and Fridays students in group A would meet online with their out-of-learning-community classes. All students (students A and students B) will meet remotely with all their teachers on Wednesdays.

Option #3 - Much like option #2, students would attend school twice a week for four 70 minute classes. The only difference would be that core classes and out-of-learning-community classes would alternate weeks in which students attended their classes. For example, during week one, students would come to school for English, math, science and social studies and have their out-of-learning-community classes be remote. The next week, their online classes would be English, math, science and social studies while they would attend their out of learning community classes in person.

The pros and cons of each:

Option #1

- Pro: Students get to see all their teachers.
- Pro: Shorter classes might be preferred by middle school students, especially since they cannot engage in group work or complete certain projects.
- Con: No teacher engagement for two days a week. Students have to be independent learners.

Options #2

- Pro: Students are getting more in-person support for core academic classes.
- Pro: Students are either in class or meeting with teachers remotely each day.
- Pro: Longer classes result in less work having to be done independently at home.
- Con: With social distancing restrictions, 70-minute classes may be particularly challenging.
- Con: Students miss the opportunity to have in-person connections with out-of-learning-community teachers..

Options #3

- Pro: Students are either in class or meeting with teachers remotely each day.
- Pro: Students get to see all of their teachers.
- Pro: Longer classes result in less work having to be done independently at home.
- Con: Less emphasis on MCAS courses.
- Con: With social distancing restrictions, 70-minute classes may be particularly challenging.

PLAN C: Remote Learning

Our remote learning plan seeks to provide students with synchronous classes five days a week. In this model, students will meet with each teacher/course three times per week. (Please see the schedule below.) Each day will begin with ASPIRE to enable teachers to provide an opportunity for social emotional support for their students. Students will have three or four classes a day, with the exception of Wednesday, when they would meet with each class for a shortened period of time. Classes that meet every day (English, math, science, social studies) will be 70 minutes long. Teachers and students will not have to be online for all 70 minutes. For example, they might start class with an explanation of an assignment, have students work on the assignment offline, then reconvene the class for the last 15 minutes of the period.

If a student has a period in which they alternate classes every other day, they would split the 70 minutes block of time into two 33 minute classes with a four minute break between the classes. For example, at the Ottoson, students have PE and Chorus every other day. As a result, students would attend PE for 33 minutes and then Chorus for 33 minutes.

Highlights of this model:

- Opportunity to start the day with organizational and social emotional support
- Lunch for all is 60 minutes
- See all students within 2 days, early in the week
- Students will be able to continue to take band, chorus, and orchestra
- Common assignment posting times and engagement tracking deadlines,
- Multiple opportunities for several meeting times and related services

Proposed OMS Remote Schedule Fall 2020

	Monday		Tuesday		Wednesday	Thursday		Friday	
8:30 - 8:55	ASPIRE		ASPIRE		ASPIRE	ASPIRE		ASPIRE	
9:05 - 9:38	Period 1	1A	Period 5	5A	Period 1	Period 1	1A	Period 5	5A
9:42 - 10:15		1B		5B	Period 2		1B		5B
10:20 - 10:53	Period 2	2A	Period 6	6A	Period 3	Period 2	2A	Period 6	6A
10:57 - 11:30		2B		6B	Period 4		2B		6B
11:30 - 12:30	LUNCH								
12:30 - 1:03	Period 3	3A	Period 7	7A	Period 5	Period 3	3A	Period 7	7A
1:03 - 1:40		3B		7B	Period 6		3B		7B
1:45 - 2:18	Period 4	4A	Office Hours		Period 7	Period 4	4A	Office Hours	
2:22 - 2:55		4B			Meeting time		4B		

X

DRAFT
The Gibbs School Reopening Plan
Mme Fabienne Pierre-Maxwell, Principal
Ms. Wendy Salvatore, Assistant Principal
Ms. Stephanie Greiner, Special Education Coordinator

The Mission of the Gibbs 6th Grade school is to inspire and empower students to excel academically while emphasizing their social and emotional growth. We value the following elements in our daily work:

- **Social-Emotional Learning:** Students demonstrate resilience and persistence while developing skills related to self-management, social awareness, decision making and relationship building.
- **Academic Rigor:** Students experience a challenging, standards-based curriculum.
- **Project Based Learning:** Students gain knowledge and practice skills, including executive functioning, through the completion of projects that are taught and coached through a release of responsibility.
- **Resourcefulness:** Students become self-directed and independent learners with a growth mindset by identifying and pursuing goals that are important to them.
- **Community:** Students feel supported and safe emotionally, intellectually, and physically. Staff and students collaborate to create a cohesive sense of significance, belonging and fun using the philosophies and common vocabulary of Responsive Classroom.
- **Creativity:** Students are encouraged to take creative risks in all areas and are provided with academic choice that allows them to explore their own interests.

The Arlington Public School administrative team has considered the guidance from the state, the current climate and context within the Arlington community, as well as the mounting research and advice from the science community. Key to this plan will be the ability for staff and students to:

- maintain 3ft to 6ft of social distancing across the school day

- wear face masks and protective face coverings during the school day (with scheduled face mask breaks)
- remain in learning community cohorts, with world language and specials classes connected to each Learning Community
- Utilize the classroom for all core instruction
- Regularly wash hands across the school day and frequently disinfect all used surfaces

Looking through the lens of our vision and mission each of the following 3 scenarios: In-Person (all in); Hybrid mode; and Fully remote presents certain advantages and disadvantages.

In Person - All 505 students with the choice to return

This plan would require us to use every space at the Gibbs regardless of purpose/designation; i.e. the library, cafeteria, gymnasium, and theatre would all be used for classroom sessions and/or lunch. This scenario would undoubtedly be a very challenging execute.

Action Plan	Pre-COVID-19 Norms	Changes / Challenges
In Person - All 505 students	5 Learning Communities	Addition of a 6th Learning Community to minimize mixing of cohorts (Hire 4 new core teachers; 6 building subs, one to support each team; and 4 to assist with lunch rotations, arrival & dismissal procedures) classroom seatings 3 feet apart. .2 Art, .2 tech, .2 Comp Sci, .2 FACS, .2 Music, and .2 PE
	3 Lunch rotations	6 lunch rotations to keep students in their cohorts
	1 stall and 2 urinal in Boys' bathroom on each level	Install a portable potty per floor to prevent accidents from long wait to use the restroom
	All rooms adequately furnished	Need: 150 new desks & chairs to furnish cafe & Gymnasium during lunch and library for classes
	All students are assigned lockers	550 back pockets for chairs to hold students materials / lockers are too close together for safe use.
	Individual class monitor for bathroom use	30 ipads to coordinate bathroom access across the school
	Daily morning advisory small group	Advisory expand to homeroom size to minimize group interaction

	Students move from class to class	No student movement - the class sizes vary and therefore unable to always sit the same number of students HR #s range from 11 - 21
	Teachers assigned a room	All teachers will move from room to room
	Gibbs Cafeteria recycles	Recycling to be suspended during COVID-19
	Group students to promote diversity & Inclusion	Move all students to LCs according to World Language Move all students to an LC based on ELL Move all students to an LC based on Math 7 Move all students to an LC based on Art/Tech/DML Reallocate our special education liaisons so that they work with only 1 LC rather than 2
	Gibbs offers exploratory classes that make the middle school years appealing to students	Band Chorus and Orchestra will be all remote & after school DML all Remote - room has no windows PE all Remote - using the Gym for 6 lunch rotations

Scenario 1: All 505 Students Return to School

Gibbs Grade 6 Sample Student Schedule Scenario								
Return of ALL students								
Cluster of 100 Students - Avg 25 Students Per Section								
				Monday	Tuesday	Wednesday	Thursday	Friday
In School								
Duration	Start Time	End Time	Periods	Day A	Day B	Day A	Day B	Day A
20	8:05 AM	8:25 AM	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
51	8:28 AM	9:19 AM	Period 1	Eng	Eng	Eng	Eng	Eng
51	9:22 AM	10:13 AM	Period 2	Hist	Hist	Hist	Hist	Hist
51	10:16 AM	11:07 AM	Period 3	Math	Math	Math	Math	Math
Pr4=51 Lunch=3	11:10 AM	12:38 PM	Period 4	Sci	Sci	Sci	Sci	Sci
51	12:41 PM	1:32 PM	Period 5	PE	Fr/Lat/Mand/Sp	PE	Fr/Lat/Mand/Sp	PE
51	1:35 PM	2:26 PM	Period 6					
		36 Days	Term 1	FACS	FACS	FACS	FACS	FACS
		36 Days	Term 2	Art	Art	Art	Art	Art
		36 Days	Term 3	CompSci	CompSci	CompSci	CompSci	CompSci
		36 Days	Term 4	TECH	TECH	TECH	TECH	TECH
		36 Days	Term 5	Music	Music	Music	Music	Music
Total= 180 Days								

Gibbs Grade 6 Sample English Teacher Schedule Scenario								
Return of ALL Students								
				Monday	Tuesday	Wednesday	Thursday	Friday
Duration	Start Time	End Time	Periods	Day A	Day B	Day A	Day B	Day A
20	8:05 AM	8:25 AM	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
51	8:28 AM	9:19 AM	Period 1	Prep	LC2 Team	Prep	LC2 Team	Prep
51	9:22 AM	10:13 AM	Period 2	Eng	Eng	Eng	Eng	Eng
51	10:16 AM	11:07 AM	Period 3	Eng	Eng	Eng	Eng	Eng
Pr4=51 Lunch=37	11:10 AM	12:38 PM	Period 4	Eng Dept Team	Prep	Eng Dept Team	Prep	Eng Dept Team
51	12:41 PM	1:32 PM	Period 5	Eng	Eng	Eng	Eng	Eng
51	1:35 PM	2:26 PM	Period 6	Eng	Eng	Eng	Eng	Eng
Notes:				Department team meeting are Day A				
				Learning Community Team meetings are always on Day B				

HYBRID- some students in and some at home

This plan may offer us more flexibility in possibly providing a more effective and manageable self-distance schedule throughout the day; also would be more likely to have students seated 6 feet apart or more in classes and elsewhere.

Hybrid of Remote & In Person	
Action Plan	<ul style="list-style-type: none"> This model would decrease the number of students in school while improving on the arrangement of the physical space providing a 6 feet of distance or better. It would avoid the need to add a 6th learning community, the purchase of extra desks & chairs, the hiring of 4 core teachers, plus the .2s for Exploratory classes. DRAFT With half of the students present, teachers would be able to provide lessons in a format similar to pre-COVID-19 days. <p>Plan elements:</p> <ul style="list-style-type: none"> Students will be assigned to one of two cohorts in order to ensure approximately half the student body is in each cohort and to try to balance cohorts within each class. Classes will not necessarily be split exactly evenly between cohorts. Students will earn letter grades as they would in a normal year. Teachers will design curriculum and instruction so as to be able to switch In September & October, teachers will intentionally focus on & prioritize relationship building with students and be connected if need be be ready to switch to fully remote if/when that happens.

	<ul style="list-style-type: none">• Wellness curriculum will be: responsive classroom, the same as previous years. Students in each HR will receive community building lessons through advisory sessions daily.• When one cohort is in the building (in-person instruction), the other cohort is at home working independently.• Some classes will be live-streamed so that the cohort at home will attend class remotely while the in-person cohort is attending class in the classroom.• On their in-person days, students will be assigned to precise spaces when they are not in class. <p>Hybrid Model</p> <ul style="list-style-type: none">• 4 core classes and Unified Arts meet every day; world language and physical education every other day; Band, Chorus, and orchestra meeting outside of the school day.• Each cohort attends class in person two days per week 8:30-2:56 with a 22-30 minutes lunch and a 3 minute transition between each class• Each cohort works independently two days per week (e.g. reading, working on assignments, and watching asynchronous instructional videos created by the teacher).• All students attend class remotely every Wednesday for ½ day to allow professional development and planning sessions for staff and deeper cleaning of the building.• On a week where there is a day off we will use Wednesday as that make up day.• The hybrid class schedule will be vetted by Curriculum Leaders and Instructional Staff.
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			Gibbs Grade 6 Sample Student Schedule Scenario					
			Hybrid : Track 1 Students A-K 253					
			Team: 13 students In Track 1 following this Schedule					
				Monday	Tuesday	Wednesday	Thursday	Friday
			In School			Distance Learning		
Duration	Start Time	End Time	Periods	Day A	Day B			
20	8:05 AM	8:25 AM	Advisory	Advisory	Advisory			
51	8:28 AM	9:19 AM	Period 1	Eng	Eng			
51	9:22 AM	10:13 AM	Period 2	Hist	Hist			
51	10:16 AM	11:07 AM	Period 3	Math	Math			
Pr4=51 Lunch=37	11:10 AM	12:38 PM	Period 4	Sci	Sci			
51	12:41 PM	1:32 PM	Period 5	PE	Fr/Lat/Mand/Sp			
51	1:35 PM	2:26 PM	Period 6					
		36 Days	Term 1	FACS	FACS			
		36 Days	Term 2	Art	Art			
		36 Days	Term 3	CompSci	CompSci			
		36 Days	Term 4	TECH	TECH			
		36 Days	Term 5	Music	Music			
	Total= 180 Days							

Scenario 2: Hybrid : Track 1 Students A-K 253 - Track 2 Students L-Z 253

			Gibbs Grade 6 Sample Student Schedule Scenario					
			Hybrid : Track 2 Students L-Z 253					
			Team: 13 students In Track 2 following this Schedule					
				Monday	Tuesday	Wednesday	Thursday	Friday
			Distance Learning				In School	
Duration	Start Time	End Time	Periods				Day A	Day B
20	8:05 AM	8:25 AM	Advisory				Advisory	Advisory
51	8:28 AM	9:19 AM	Period 1				Eng	Eng
51	9:22 AM	10:13 AM	Period 2				Hist	Hist
51	10:16 AM	11:07 AM	Period 3				Math	Math
Pr4=51 Lunch=37	11:10 AM	12:38 PM	Period 4				Sci	Sci
51	12:41 PM	1:32 PM	Period 5				PE	Fr/Lat/Mand/Sp
51	1:35 PM	2:26 PM	Period 6					
		36 Days	Term 1				FACS	FACS
		36 Days	Term 2				Art	Art
		36 Days	Term 3	CompSci	CompSci			
		36 Days	Term 4	TECH	TECH			
		36 Days	Term 5	Music	Music			
	Total=	180 Days						

			Gibbs Grade 6 Sample Art Teacher Schedule Scenario					
			Hybrid : Track 2 Students L-Z 253					
			Team: 13 students In Track 2 following this Schedule					
				Term 1	Term 2	Term 3	Term 4	Term 5
			In School Track 1			In School Track 2		
Duration	Start Time	End Time	Periods	Day A-B	Day A-B	Day A-B	Day A-B	Day A-B
20	8:05 AM	8:25 AM	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
51	8:28 AM	9:19 AM	Period 1	LC1 Team 1	LC2 Team 1	LC3 Team 1	LC4 Team 1	LC5 Team 1
51	9:22 AM	10:13 AM	Period 2	LC1 Team 2	LC2 Team 2	LC3 Team 2	LC4 Team 2	LC5 Team 2
51	10:16 AM	11:07 AM	Period 3	LC1 Team 3	LC2 Team 3	LC3 Team 3	LC4 Team 3	LC5 Team 3
Pr4=51 Lunch=37	11:10 AM	12:38 PM	Period 4	LC1 Team 4	LC2 Team 4	LC3 Team 4	LC4 Team 4	LC5 Team 4
51	12:41 PM	1:32 PM	Period 5	Prep	Prep		Prep	Prep
51	1:35 PM	2:26 PM	Period 6	Team	Team		Team	Team

All Scenarios: New Specialist Cluster of PE & World Language Teachers:

Cluster of PE & World Lang Teachers 100 students avg class size = 25 hybrid = 13											
Each teacher has 4 sections per day, 1 prep and 1 team planning time											
		Pr 1		Pr 2		Pr 3		Pr 5		Pr 4	
Periods 1 - 4	Team Meetings	LC1/640		LC2/610		LC3/620		LC4/630		LC5/650	
Code		Day A	Day B	Day A	Day B	Day A	Day B	Day A	Day B	Day A	Day B
W Lang	English	PE Nee	LA Zach	Md Qian	Md Qian	Sp Rinaldi	PE Nee	Mortorana	Sp Rinaldi	Fr Zach	Mortorana
PE	History	PE Nee	LA Zach	Mortorana	Mortorana	Sp Rinaldi	PE Nee	Mortorana	Sp Rinaldi	Fr Zach	PE Nee
	Math	PE Nee	LA Zach	Sp Rinaldi	Mortorana	Sp Rinaldi	PE Nee	Mortorana	Sp Rinaldi	Fr Zach	PE Nee
	Science	PE Nee	Fr Zach	Fr Zach	Mortorana	PE Nee	Sp Rinaldi	Mortorana	Sp Rinaldi	Fr Zach	Mortorana

All Scenarios: New Specialist Cluster of 5 teachers:**Art, Computer Science, Music, Technology, Family and Consumer Science (FACS)**

Cluster of 5 Specialist Teachers 125 students avg class size = 25 hybrid = 13						
Each teacher has 4 sections per day, 1 prep and 1 team planning time						
		Term 1	Term 2	Term 3	Term 4	Term 5
Periods 1 - 5	Depart meeting	Day A - B	Day A - B	Day A - B	Day A - B	Day A - B
Pr 1	LC1	Art	TECH	Music	CompSci	FACS
Pr 2	LC2	FACS	Art	TECH	Music	CompSci
Pr 3	LC3	CompSci	FACS	Art	TECH	Music
Pr 4	LC4	Music	CompSci	FACS	Art	TECH
Pr 5	LC5	TECH	Music	CompSci	FACS	Art

All Remote - Students learning at home

Having all students learning at home will entail students having Advisory everyday. This is part of the Gibbs 6th grade school Tier 1 approach to S.E.L.

Because students are coming from the elementary model where they are not accustomed to moving from class to class we would start with daily morning announcements from the Admin team and daily advisory lessons with their advisory group. If we are all remote we can keep our Advisory groups to 15-16 students rather than 20-23 if we are all in.

As a way to not have students sitting in front of a computer all day we could have students attend different subjects each day with our 4 core content classes 2x per week. With Exploratory classes sprinkled in.

Initial Arlington High School Reopening Proposals for 2020-21 School Year Rev. July 22, 2020

This memo presents initial contingency plans for reopening in the fall. The Arlington Public School administrative team has considered the guidance from the state; staff, student, and family input; facilities constraints; the current climate and context within the Arlington community; as well as research and advice from the science community.

The state has requested that schools develop three distinct plans (1) Remote, (2) Hybrid, and (3) In-Person. In addition, the state has determined that there should be an option available for students to remain all remote under all three models.

This memo develops details of the three plans built on a common semesterised course schedule.

The State has issued health guidelines indicating that students and staff will be expected to:

- maintain social distances of three to six feet
- wear face-masks (grades 2-12)
- organize students at the middle and high school levels by cohorts to minimize interaction
- regularly wash hands across the school day and frequently disinfect all used surfaces
- The state guidance would allow groupings of 15-24+ in some of our classrooms.

Guiding Principles for Planning

This past spring, school closed suddenly without planning or guidance. We understand that this created significant gaps in terms of learning opportunities, engagement, and equity for our students. While this fall will not be an ideal learning situation, we expect it to be very different from this spring. We learned a great deal this spring about the demands of remote learning and the needs of our students. There will be more planning, an emphasis on synchronous instruction, adjustment of the schedule, and preparation focused on student engagement and support. At the same time, we continue to aim at a moving target in terms of both epidemiology and policy. Our planning will be guided by the following commitments:

- Decision making based on the latest research and epidemiology as well as input from staff, students, and families
- Prioritizing the health, safety, and well-being of our students, staff, and families above all else
- Equity will remain at the core of our work as we design learning programs for students
- We will support student and staff social-emotional well-being, acknowledging that the school experience will be very different when compared to previous years
- Support for teacher planning, preparation, and training, both before and during the school year

Fall 2020 Common Program Elements

Because the situation is both unpredictable and likely to change over the course of the year, we are committed to developing an **overarching framework that will adapt to all three options** with the ability to switch to all-remote or phase-in hybrid instruction as appropriate. For this reason, all three program plans are built on a common semesterised course schedule. The final process and decision for beginning schooling this fall will need to balance medical safety, mental health, equity, and educational goals. All three plans share the following elements.

As they do currently, students take the following number of classes during the school year. Final options will depend on available offerings.

- Grade 9 - 5 required, 1 elective, PE
- Grade 10 - 5 required, 1.5 electives. PE
- Grade 11 - 5 required 1-2 electives or possibly PE
- Grade 12 - 5 required 1-2 electives or possibly PE

Educational Program Details

- Schedule with 4x80 minute blocks per day with semester long classes
- One day per week for prep/review for AP/Math/WL/MCAS, Community Block, planning, and staff meetings (replaces the Tuesday early release)
- Physical Education all or mostly remote
- Teachers teach 5 classes per year (3 one term and 2 another)
- Students would take ~3 classes per semester, plus PE
- Students can register for 6-7 classes per year, plus PE (see above)
- Consider heterogeneous grouping (Honors and Curriculum A combined) for specific 9-11 requirements to increase equity, teacher attention, and even class sizes
- Special Education services will be delivered per student IEP
- Instrumental/chorus can register yearlong
- Some electives may move all or mostly remote
- Open campus - students leave or are assigned when not in class

- No homeroom
- 8:30a-2:56p School Day

Common weekly 4x4 schedule

Monday	Tuesday	Wednesday	Thursday	Friday
A1 - 80"	A2 - 80"	Prep/review AP/Math/WL/MC AS Health	A1 - 80"	A2 - 80"
B1 - 80"	B2 - 80"		B1 - 80"	B2 - 80"
Lunch - 30"	Lunch - 30"		Lunch - 30"	Lunch - 30"
C1 - 80"	C2 - 80"	Community	C1 - 80"	C2 - 80"
D1 - 80"	D2 - 80"	Meetings	D1 - 80"	D2 - 80"

Sample yearly 4x4 schedule

Term 1	Term 2	Term 3	Term 4
A - English	A - English	E - History	E - History
B - Math	B - Math	F - Science	F - Science
C - Elective	C - Elective	G - World Language	G - World Language
D	D	H - Elective	H - Elective

Pros

- Adapts to remote, hybrid, and in-person programs.
- Allows students to focus on 3 or 4 classes (reduces stress and organization demands)
- Allows teachers to focus on 2 or 3 classes (reduces course planning demands)
- Teachers able to focus on 40-60 students (increases attention and relationships)
- Emphasizes depth over breadth
- Accommodates support services

Cons

- Continuity of content areas
- Alignment with testing schedules (schedules are undetermined and prep/review period will help address)

Fall 2020 Remote Learning Program Elements

The state has indicated that all students have the option to choose a remote learning option. The Remote Learning Program will be available to all students and may be determined to be the appropriate way to start the school year. In addition, should we need to switch to remote learning midway through the year, we would follow this schedule.

Educational Program Details

- Remote learning will combine synchronous online lessons with independent work such as videotaped lectures, readings, online quizzes, projects, and written assignments.
- Students in each class section alternate one cohort in synchronous online instruction and one cohort working independently (2 days per week “in person seminars” and 2 days per week independent work).
- Cohorts would meet on alternating days by period so that students have breaks between synchronous online classes.
- One day per week for prep/review for AP/Math/WL/MCAS, Community Block, planning, and staff meetings (replaces the Tuesday early release)

Remote weekly 4x4 schedule (alternating cohorts on alternating days)

Monday	Tuesday	Wednesday	Thursday	Friday
A1 - 80”	A2 - 80”	Prep/review AP/Math/WL/MC AS Health	A1 - 80”	A2 - 80”
B2 - 80”	B1 - 80”		B2 - 80”	B1 - 80”
Lunch - 30”	Lunch - 30”		Lunch - 30”	Lunch - 30”
C1 - 80”	C2 - 80”	Community	C1 - 80”	C2 - 80”
D2 - 80”	D1 - 80”	Meetings	D2 - 80”	D1 - 80”

Pros

- Maximizes the safety of students, staff, and community
- Adapts to all remote, hybrid, and in-person programs
- Can be used in connection with a phased start to engage students safely and focus in-person staffing and space on our most vulnerable students
- Allows staff with family health or childcare concerns to better balance school and personal obligations

- Allows students to focus on 3 or 4 classes (reduces stress and organization demands)
- Allows teachers to focus on 2 or 3 classes (reduces course planning demands)
- Teachers able to focus on 40-60 students (increases attention and relationships)
- Emphasizes depth over breadth
- Accommodates support services

Cons

- Limits personal interactions between teachers and students
- Puts pressure on families to support independent learning and supervise students
- Continuity of content areas
- Alignment with testing schedules (schedules are undetermined and prep/review period will help address)

Fall 2020 Hybrid Learning Program Elements

The Hybrid Learning Program combines in-person instruction with independent student work to provide space and staffing for social distancing and limiting classroom contact among students and staff. If levels of community spread of COVID-19 are low and school-based precautions can be shown to be safe, we could use this option to allow for more interaction. We might start the year with this option or phase it in following a period using the Remote Learning Program.

Educational Program Details

- Hybrid learning will combine 80-minute in-person seminars (9-12 students) with independent work such as videotaped lectures, readings, online quizzes, projects, and written assignments.
- Students in each class section alternate one cohort in synchronous online instruction and one cohort working independently (2 days per week “in person seminars” and 2 days per week independent work).
- Cohorts would meet on alternating days to keep class groupings between 9-12 students
- Select programs needing additional support (e.g., substantially separate programs) could be scheduled 4 days per week.
- The Remote Learning Program will be available to all students by request. Students will choose a program option.
- One day All Remote per week for prep/review for AP/Math/WL/MCAS, Community Block, planning, and staff meetings (replaces the Tuesday early release)

Safety Program Details

- Distancing - 6 feet distancing in all classes and activities
- Density - Cohorts create smaller groupings 9-12 for classes (or much bigger rooms)
- Air Quality - Classrooms are being reviewed for ventilation. Air conditioning is being

added in rooms adjacent to the construction or as necessary. Only rooms with adequate outside ventilation will be used.

- Passing time - 10+ minute passing time would be scheduled with one-way hallways and shifts to minimize interactions
- Lunches - 4 lunch periods in 2 different lunchrooms (Cafeteria and Blue Gym) with individual tables and 6 foot distancing. Shifts allow cleaning between groups.
- Busing - capacity will be ~12 students, requiring multiple runs (~3) per Boston bus route
- Monitoring - self-certification, monitoring, and testing protocols are being developed above state guidelines in coordination with our nursing staff and the Board of Health
- PPE - Students and staff will be required to wear masks (available on request). Face shields and barriers will be available and used where appropriate.
- Hygiene - handwashing, sanitizer, cleaning, sanitizing units
- Community Behavior - Students and families are requested to maintain social distancing discipline outside of school.

Hybrid weekly 4x4 schedule (alternating cohorts by day)

Monday	Tuesday	Wednesday	Thursday	Friday
A1 - 80"	A2 - 80"	Prep/review AP/Math/WL/MC AS Health	A1 - 80"	A2 - 80"
B1 - 80"	B2 - 80"		B1 - 80"	B2 - 80"
Lunch - 30"	Lunch - 30"		Lunch - 30"	Lunch - 30"
C1 - 80"	C2 - 80"	Community	C1 - 80"	C2 - 80"
D1 - 80"	D2 - 80"	Meetings	D1 - 80"	D2 - 80"

Pros

- Contact - Reduces class contacts to 30 per student and 60 per staff
- Creates building space and staffing for 6 foot social distancing
- Allows students to focus on 3 or 4 classes (reduces stress and organization demands)
- Allows teachers to focus on 2 or 3 classes (reduces course planning demands)
- Teachers able to focus on 40-60 students (increases attention and relationships)
- Emphasizes depth over breadth
- Accommodates support services

Cons

- Increases risk to students and staff

- High school students are adults. Research on high school age students raises concerns about student behavior, infection rates, and transmission to older adults (staff).
- Extended time in classroom groups raises infection concerns.
- Contacts are still high (30-60) and mixing raises concerns about secondary contacts.
- Building is already at 90% capacity and limiting classes to full-size ventilated classrooms will create significant scheduling challenges.
- Teaching staff includes a large proportion of both high risk populations and families with children. Staffing difficulties are likely to arise from staff requests for remote teaching assignments, leave requests, and resignations.
- Teacher and student absences created by symptoms will mean disruption, even without COVID-19 cases.
- Puts pressure on families to support independent learning and supervise students
- Continuity of content areas
- Alignment with testing schedules (schedules are undetermined)

Fall 2020 In-Person Learning Program Elements

The In-Person Learning Program returns all of our students to the school building under conditions intended to limit the spread of COVID-19. Under this plan, students would meet in regular classes 5 days a week. Given the limits of space and staffing, this is only possible under the state's guidelines that allow for 3 feet of spacing between student chairs and a 6 foot space for teachers. Even with these considerations, Arlington High School will be hard pressed to schedule our student population in full-sized, adequately ventilated spaces. With increased enrollment (currently 1521 students) and a building already at 90% capacity, the loss of internal or small classrooms will require use of every corner (e.g., library, gyms) to accommodate the required limits on space and class sizes.

If levels of community spread of COVID-19 become extremely low and school-based precautions of 3 feet can be shown to be safe, we could use this option to return to a more normal version of school and classroom instruction.

As students are able to choose the Remote Learning Program, it is possible that in-person enrollment would be lower, but this option might be better achieved by beginning with Remote Learning and then targeting in-person instruction to our most vulnerable students.

Educational Program Details

- In-Person learning will involve classes of 18-24 students which meet 4 times a week in 80 minute blocks.
- The Remote Learning Program will be available to all students by request. Students will choose a program option.
- One day per week for prep/review for AP/Math/WL/MCAS, Community Block, planning, and staff meetings (replaces the Tuesday early release).

Safety Program Details

- Distancing - 3 feet distancing in all classes and activities. Teachers at 6 feet at the front of the classroom.
- Classroom arrangement - All students facing forward and seated at desks.
- Air Quality - Classrooms are being reviewed for ventilation. Air conditioning is being added in rooms adjacent to the construction or as necessary. Only rooms with adequate outside ventilation will be used.
- Passing time - 10+ minute passing time would be scheduled with one-way hallways and shifts to minimize interactions
- Lunches - 4 lunch periods in 3 different lunchrooms (Cafeteria, Blue Gym, and Red Gym) with individual tables and 6 foot distancing. Shifts allow cleaning between groups.
- Busing - capacity will be ~12 students, requiring multiple runs (~3) per Boston bus route
- Monitoring - self-certification, monitoring, and testing protocols are being developed above state guidelines in coordination with our nursing staff and the Board of Health
- PPE - Students and staff will be required to wear masks (available on request). Face shields and barriers will be available and used where appropriate.
- Hygiene - handwashing, sanitizer, cleaning, sanitizing units
- Community Behavior - Students and families are requested to maintain social distancing discipline outside of school.

In-person weekly 4x4 schedule (4 x per week - no cohorts)

Monday	Tuesday	Wednesday	Thursday	Friday
A - 80"	A - 80"	Prep/review AP/Math/WL/MC AS Health	A - 80"	A - 80"
B - 80"	B - 80"		B - 80"	B - 80"
Lunch - 30"	Lunch - 30"		Lunch - 30"	Lunch - 30"
C - 80"	C - 80"	Community	C - 80"	C - 80"
D - 80"	D - 80"	Meetings	D - 80"	D - 80"

Pros

- Returns instruction to in-person classrooms
- Reduces pressure on families to support independent learning and supervise students
- Allows students to focus on 3 or 4 classes (reduces stress and organization demands)
- Allows teachers to focus on 2 or 3 classes (reduces course planning demands)

- Teachers able to focus on 40-60 students (increases attention and relationships)
- Emphasizes depth over breadth
- Accommodates support services

Cons

- **Increases** risk to students and staff
- Forward facing classrooms will make student interaction difficult and limit instructional practices.
- High school students are adults. Research on high school age students raises concerns about student behavior, infection rates, and transmission to older adults (staffs)
- Extended time in classroom groups raises infection concerns.
- Contacts are higher 60 per student and mixing raises concerns about secondary contacts.
- Building is already at 90% capacity. Limiting classes to full-size ventilated classrooms will create significant scheduling challenges. With full classes this will exclude more classrooms.
- Teaching staff includes a large proportion of both high risk populations and families with children. Staffing difficulties are likely to arise from staff requests for remote teaching assignments, leave requests, and resignations.
- Teacher and student absences created by symptoms will mean disruption, even without COVID-19 cases.
- Continuity of content areas
- Alignment with testing schedules (schedules are undetermined)



Town of Arlington, Massachusetts

8:00 p.m. Fall Opening School Committee approval process and discussion, additional meeting, J. Morgan

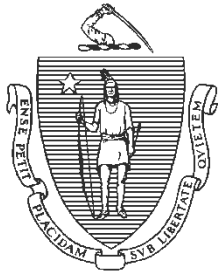


Town of Arlington, Massachusetts

8:10 p.m. Special education reopening guidance summary and planning, A. Elmer

ATTACHMENTS:

Type	File Name	Description
Report	2020-0709special-ed-comp-guide-memo.pdf	Special Education Guidance on Fall 2020 Sp Ed Svcs
Presentation	Special_Education_Powerpoint_DESE_Guidance_on_Fall_2020_Special_Education_Services_July_23_2020.pdf	Special Education Reopening guidance summary presentation



Jeffrey C. Riley
Commissioner

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

MEMORANDUM

To: Superintendents, Charter School Leaders, Assistant Superintendents, Special Education Directors, Collaborative Leaders, and Leaders of Special Education Schools

From: Russell Johnston, Senior Associate Commissioner and State Director of Special Education

Date: July 9, 2020

Subject: Guidance on Fall 2020 Special Education Services

On June 25, 2020, the Department of Elementary and Secondary Education (“Department”) released its [Initial Fall Reopening Guidance](#), which prioritizes the safe return of students back to school by following a comprehensive set of health and safety requirements. The Initial Fall Guidance also asks schools and districts to prioritize and begin planning for in-person instruction, while simultaneously preparing blueprints for both remote learning and a hybrid school model (a combination of in-person and remote learning), should local conditions change this school year. This document supplements the Initial Fall Reopening Guidance by providing further information on supporting students with disabilities during the upcoming school year. It also provides necessary information in support of schools and districts, as they develop the portion of their reopening plans specifically related to special education.

Schools and districts were unexpectedly required to rapidly transition to remote models of special education service delivery when in-person learning was suspended from mid-March 2020 until the end of the 2019-2020 school year. Now, with more planning time and an emphasis on returning to in-person services in the school year ahead, this document is designed to provide guidance on these critical points:

- School districts must provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students. Students with disabilities, particularly preschool-age students and those with significant and complex needs, should be prioritized for receiving in-person instruction during the 2020-2021 school year. These students should receive as much in-person instruction as is feasible within the health and safety parameters in effect at each particular time. Even if schools or districts are operating in a hybrid or remote model, educators and administrators must make every effort to continue to provide up to full-

time in-person instruction to such students. If in-person instruction cannot be provided and students with disabilities must receive instruction remotely in full, or in part, through a hybrid model, they must receive special education instruction and related services necessary to provide FAPE through an Instruction and Services model of delivery (e.g., structured lessons, teletherapy, video-based lessons, etc.) instead of relying solely on a Resources and Supports model (e.g., packets and assignments). For students with more significant and complex disabilities, providing one-on-one in-person instruction in the home or in a community-based setting should also be considered and made available as feasible, if it is not possible to provide instruction in an in-school setting.

- When school resumes in-person, with health and safety requirements in place, general education, special education, and English language education staff members must collaborate in order to determine the unique modifications that will be necessary to ensure the least restrictive environment (LRE) is in place for students with disabilities. This will require careful planning and scheduling.
- Family engagement is a critical component of school reopening. It is essential to reach out to parents and establish ongoing communication in a manner that works for the family. Parental input is always valuable, but is particularly critical during this time, when parents are ordinarily best positioned to observe their children and provide feedback on their children's experiences. Data from parents on primary areas of need, their children's ability to access remote learning, and other observations about their emotional and social well-being during the state of emergency will be essential to determining how to meet students' needs when schools re-open.
- It will also be important for families to provide input and to fully understand how the school or district plans to provide special education services to their children in the new school year.
- For limited English proficient parents and guardians, the school or district must provide interpreters, translating special education notifications sent to families, as well as schedules, learning plans, IEPs, and Progress Reports. Districts and schools must also use interpreters at all IEP Team meetings. The school or district should arrange for parents to have a specific contact person(s) within the child's special education Team and provide access to interpretation, if needed to communicate. The communication should be provided in language understandable to the general public. Many limited English proficient parents will require ongoing support in their own language so that they know what to expect from the school or district and how to support their child.

This document covers other important topics such as positive approaches to behavior, monitoring student progress, and transition services that the Department wants schools and districts to have at the forefront of their planning for the reopening of schools in the Fall. The Department recommends that schools and districts start to implement this guidance immediately and continue to develop additional supports throughout the school year to further enhance the quality of learning for students with disabilities.

Delivery of IEP Services

Students must receive all services documented in their IEPs through in-person instruction, remote instruction, or a combination of both, with a strong emphasis on providing in-person instruction to the greatest extent possible, while abiding by the current necessary health and safety requirements. In particular, the Department urges schools and districts to prioritize in-person instruction for two particular groups of students with disabilities: preschool-aged students, and students with significant and complex needs. Remote learning is often more challenging for these students.

For the purposes of this document, students with complex and significant needs include:

- Students already identified as “high needs” through the IEP process on the IEP form entitled “[Primary Disability/Level of Need-PL3](#).” *Such students must meet at least two of these criteria:*
 - Services provided outside of the general education classroom;
 - Service providers are special education teachers and related service providers;
 - Special education services constitute more than 75% of the student’s school day;
- Students who cannot engage in remote learning due to their disability-related needs;
- Students who primarily use aided and augmentative communication;
- Students who are homeless
- Students in foster care or congregate care; and/or
- Students dually identified as English Learners.

Even if the rest of the school has entered into a hybrid or remote model of instruction, schools and districts must make every effort to maintain in-person instruction for students with disabilities, particularly those with complex and significant needs and preschool-aged students. For example, if a school or district needs to implement a hybrid model of instruction for its students, teachers may be able to simultaneously maintain full-time in-person instruction for students in self-contained special education classes. In such situations, schools and districts should first attempt to maintain full-time in-person instruction (i.e., having the students remain in school for the entirety of their school day). If this is not possible, schools and districts are encouraged to provide as many in-person services as possible on a part-time basis (such as having the students come into school for related therapies, social skills groups, or Applied Behavior Analysis (ABA) services). Finally, in-person services may be provided in the home or in community-based settings where feasible for students with significant and complex needs, if it is not possible to provide services in the school setting. In sum, schools and districts must make their best efforts to take all necessary steps to ensure that students with disabilities, particularly preschool-aged students and those with complex or significant needs, receive as many services as possible in-person, whether full-time, part-time or in a student’s home or community-based setting (if feasible).

Learning Models

The sections below describe expectations for providing special education services through the three learning models schools and districts are expected to prepare prior to the reopening of school: in-person learning, hybrid learning and remote learning. While each model is described below, the Department re-emphasizes the importance of prioritizing in-person learning for students with disabilities, particularly preschool-aged students and those with complex and significant needs, if the school or district is unable to safely provide full-time in-person learning for all students.

1. Full-time In-person Learning (while meeting current health and safety requirements)

- Considerations for maximizing in-person learning for students with disabilities should be made when developing schedules.
- When considering staffing alternatives for reducing class size, students with disabilities must receive specialized instruction and supports from qualified professionals.
- Flexible solutions for reducing the mixing of student groups should be considered to ensure students with disabilities are receiving services safely in the least restrictive environment.
- When considering the use of alternative school spaces or external facility spaces, considerations for providing students with disabilities with inclusive learning must be made and placement of students with disabilities in groupings or cohorts that support learning goals in the least restrictive environment should be prioritized.
- When planning for full-time in-person learning, schools and districts should carefully consider the specific needs of their students with disabilities. While having classes outdoors may be a possibility for many students, this option may not be suitable for some students with disabilities. For example, students with visual impairments may have light sensitivity and/or outdoor settings may be too distracting.
- Identify staff trained in various areas of special education to be included in the COVID-19 Response Team.
- Provide additional training time for educators who will provide direct physical support to students with disabilities on the use of the additional protective supplies they will need, including appropriately donning and doffing disposable gowns, face shields, etc.
- Consider using strategies to pair peer models with students with disabilities to promote social interaction.

Districts and schools should partner with parents to support a smooth transition to re-opening of school, given the introduction of the new social distancing protocols and schedules. It is particularly important that educators work closely with parents of children who experience difficulty with changes in routine (for example, students with autism) or children who experience anxiety with such changes. (For example, schools and districts may create social stories or video introductions from providers and teachers, recorded tours of new buildings or programs, or

provide opportunities for students to ride new bus routes and visit new school buildings in person before the school year begins.)

2. Remote Learning

- All schools and districts are required to have a comprehensive plan for delivering special education instruction and services remotely. This model must be available for individual students who are not returning in-person, and for all students in the event of future classroom or school closures due to COVID-19.
- Remote learning in school year 2020-2021 is expected to be more robust than the models of remote learning implemented in the Spring of 2020 when schools and districts did not have time to fully plan for the changes in instruction and service delivery due to emergency school closures.
- During the Spring of 2020, the Department described two models of service delivery that could be used to satisfy the requirement to provide a FAPE to students with disabilities: Resources and Supports (e.g., sending packets and assignments home coupled with frequent communication with parents) and Instruction and Services (e.g., structured learning time, teletherapy and video conferencing). With the ability to plan for the possibility of remote service delivery during the 2020-2021 school year, schools and districts must be prepared to provide services through “Instruction and Services” mode of delivery. The “Resources and Supports” delivery model can only be used on a temporary basis for a limited period of time (no more than two weeks), until which time the school or district has overcome the hurdles preventing service delivery through an “Instruction and Services” delivery model.
- In accordance with 603 CMR 27.08(3)(b), as adopted by the Board of Elementary and Secondary Education on June 30, 2020, remote learning models shall include the following requirements:
 - Procedures for all students to participate in remote learning, including a system for tracking attendance and participation;
 - Remote academic work aligned to state standards; and
 - A policy for issuing grades for students’ remote academic work. Teachers and administrators shall regularly communicate with students’ parents and guardians, including providing interpretation and translation services to limited English proficient parents and guardians.
- For school year 2020-2021 Instruction and Services must include the following components:
 - A regular and consistent schedule of classes, interventions, services and therapies as required by the student’s IEP, offered synchronously or asynchronously;
 - Structured learning time designed so that the student can access state standards; and

- Frequent interactions with teachers and other staff members to ensure participation.

The consistent schedule of classes, interventions, services and therapies must include time spent interacting directly with teachers and related service providers on a regular basis, as well as some independent work time, as appropriate, and opportunities for interacting with classmates. Synchronous remote lessons or tele-therapy sessions can be provided via telephone or video conferencing. Students might also benefit from asynchronous pre-recorded videos of lessons to follow at home. For students receiving the majority of their daily instruction through special education, teachers and therapists should assign supplemental work (beyond lessons taught synchronously or asynchronously) during the school day that can be accomplished independently with guidance from and accountability to the teacher or therapist.

- Schools and districts must support the infrastructure needed to put in place the required Instruction and Services, including availability of computer devices and internet connectivity in students' homes, appropriate communication platforms, and educator and parent training. Parent training topics might include the use of devices and electronic learning and communication platforms, troubleshooting technology issues, expectations for structured learning time, supporting students' social/emotional needs, etc., and trainings need to be offered in parent's primary language

3. Hybrid Learning

- When planning for hybrid learning models, consideration for continuing to maximize in-person learning for students with disabilities should be prioritized. Preschool-aged students with disabilities and students with significant and complex needs should be considered for continuous in-person learning to the greatest extent possible. For example, even if most students are not in school each day, schools should consider scheduling small groups of students with significant and complex disabilities for daily in-person instruction. Where appropriate, peers without disabilities should also be included to ensure inclusionary services.
- Learning and services provided remotely via a hybrid learning model must follow the guidance provided in the section below on Remote Learning. Similarly, learning and services provided in-person must follow guidance provided in the section above on Full-time In-person Learning while meeting the current health and safety requirements.
- In-person services offered within the student's home or in a community-based setting, particularly for students with significant and complex needs, can also be considered as part of a hybrid model to ensure that as many services as possible are provided in-person instead of remotely.

Promoting Inclusive Services and the Least Restrictive Environment (LRE)

When planning for the physical distancing requirements for students and adults in a classroom, schools and districts should be mindful of the additional special educators and related service providers who will need to enter the classrooms throughout the school day to provide services to students with disabilities in the least restrictive environment. As such, the following should be considered:

- Schools and districts should carefully develop classroom assignments and service delivery schedules for students with disabilities so that they receive services consistent with their IEPs in the least restrictive environment, as defined in [603 CMR 28.02\(12\)](#), while also maintaining the current health and safety protocols.
For example, special education teachers and related service providers (speech language pathologists, occupational therapists, etc.), could provide special education services in the general education setting (“B Grid”) services remotely from within the school building via video conference, instead of coming into the classroom to provide services. This practice would help to minimize foot traffic in and out of classrooms while also providing access to services that support the inclusion of students with disabilities.
To support this model, schools and districts could train paraprofessionals to serve as facilitators for push-in services. Training should address technology-related issues, such as device use, electronic platform use, troubleshooting procedures, and other student-specific needs and strategies.
- If service providers are not able to provide special education services in the general education setting remotely within the school building via video conference, those educators or related service providers should schedule services in a manner that maintains physical distancing requirements and avoids overlapping with other staff in the classroom or physical setting. Some classrooms might need to have a marginally reduced number of students in order to accommodate the additional educators and staff members who are needed to support students with disabilities throughout the school day.
- Schools and districts are encouraged to partner with parents to think creatively about how they can maintain opportunities for inclusion for students with disabilities. For example, students with disabilities often benefit from peer models, and providing inclusive groupings of students or using technology might help to support peer-to-peer connections while maintaining physical distancing requirements.

Parent Engagement

The Department strongly recommends that schools and districts cultivate excellent two-way communication with families. For example, schools and districts should ensure that classroom teachers, special education teachers, or related service providers communicate regularly with parents. The frequency and type of communication will vary depending on the child’s individual needs, language and technology access barriers families may face supporting their children with remote learning and the preferred mode of communication. The Department recommends that

school personnel document all of their communication with parents. All written and oral communication must be provided in the primary language of the home and in language that is understandable to the general public. This includes translating district-wide and special education notification sent to families, as well as translating special education documents, schedules, and instructions; learning plans, IEPs, Progress Reports and using interpreters at IEP Team meetings.

Ongoing engagement will help educators, related service providers, and parents develop a comprehensive plan for students to receive individualized instruction and related services. IEP team members must consider information from parents regarding their children's experiences during the state of emergency, including primary areas of need, ability to access remote learning during these past months, and other information critical to meet students' needs as schools re-open. Keep in mind that school closure can be traumatic, students may have regressed, **and may have developed new disability-related areas of need, e.g. anxiety.** Since most students will have spent several months in the full-time company of their family or caregivers, schools and districts should take the opportunity to obtain as much data and information from parents and caregivers as possible. Schools and districts should use all available data to anticipate the student's present areas of need and levels of need during re-entry. In addition, it will help school personnel and families be prepared to quickly pivot should in-person services suddenly become unavailable. Ongoing engagement will also promote and sustain important connections between students and their teachers, a source of vital support and stability for students. Engagement between teachers and parents can occur through scheduled phone conversations, "office hours" when parents know they can reach teachers via phone or email, webinars for parents, etc.

Schools and districts should explain to parents how decisions will be made relative to health and safety issues as they come up during the 2020-21 school year. Parents need to know at the start of the school year that schools and districts must take into account many different factors in totality when making decisions about adjustments to health and safety guidelines. Certain issues cannot be divulged to parents due to student privacy and confidentiality protections (such as the ways in which an individual student's health needs might require unique health and safety protocols in a particular classroom). Student privacy and confidentiality must remain core to parent communications and should be respected by all parties.

Parent engagement is particularly crucial when determining if and how special education services will be provided differently as a result of the changes to the overall learning environment associated with any of the three models of instruction schools and districts might employ during the 2020-21 school year (in-person, hybrid or remote learning models). Teachers or IEP liaisons should contact the parents of their students as soon as possible to discuss how a given student's IEP services will be delivered if different than described in a student's IEP, giving particular consideration to potential changes to how and where special education services will be provided. Using input from that discussion, teachers or liaisons must provide parents with written notification containing specific information about how IEP services will be provided promptly at the start of the 2020-21 school year. For example, if during in-person learning, a student will receive related therapies via video conferencing while in the general education classroom, parents must receive written notification describing this different mode of delivering

IEP services. Examples of this written notification include the use of DESE's suggested Documentation of Modified In-Person, Remote or Hybrid Services template (forthcoming), Notice of Proposed School District Action (N1), letter or other written documentation.

If special education services are provided differently than as they are described in a student's IEP, parents must be notified in writing with specific information about how those services will be provided after they have discussed such matters with a teacher or IEP liaison. Written parent notification describing any differences in how special education services will be delivered should include how, where and when specialized services are being provided, and should be dated to reflect when services that are being provided differently begin. Parental consent is not required to implement modified in-person, hybrid or remote special education services; however, such documentation should describe the school's and district's efforts to provide services as closely aligned to the way they are described in the IEP as possible. Schools and districts can provide notification of remote services to families in multiple ways, e.g., U.S. mail, email, student information systems, or online communication platforms if schools and districts determine that parents can access online communications effectively. It is also critical to note that these notifications must be provided in the primary language of the home. Furthermore, special education interpreters must be fluent in the primary language of the home and in English and familiar with special education terminology so that information is accurate and conveyed in a manner that is understandable to the parent.

Developing Positive Behavior Supports and Safe Learning Environments

Schools and districts should continue to create safe and supportive learning environments and provide proactive support to prevent unwanted behaviors in each of the three learning models planned for the 2020-2021 school year. Proactive direct instruction for school- and class-wide routines, social skills instruction, individualized social stories, and other preventative measures will be necessary, particularly following the disruption to normal school routines. Schools and districts should engage in conversations with parents about how their child is doing emotionally and behaviorally, and partner with parents in planning for the transition to in-person learning. Schools and districts may also need to provide additional supports for promoting positive behavior and reducing challenging behavior as schools reopen. Students will reacclimate to learning and school life at different rates. Additional considerations regarding how anxiety and/or trauma may impact the reintegration into normal school life should be considered, including providing Tier 1, Tier 2, and Tier 3 supports available to students under a [multi-tiered system of support](#).

Under the present circumstances, schools and districts should utilize disciplinary action as a last resort for students with disabilities exhibiting behavioral challenges. Wearing of masks, maintaining social distance, adapting to new routines and protocols, and other nuances related to changes in the learning and the school environment may be challenging or frightening for students with disabilities. Retraining and development of strategies that directly address student concerns regarding the pandemic itself and/or other current events should be integrated into lessons and/or classroom routines.

Before administering discipline, it is critical that special educators and school administrators determine if behaviors deemed inappropriate are a result of situations brought about by the pandemic, or if such behaviors are caused time away from in-person learning. Appropriate planning for newly-identified concerns should be part of reentry planning. In addition, restorative practices and other diversionary strategies should be utilized in place of punitive measures to help focus on correcting the concerning behavior. Additional de-escalation training and/or training on trauma-sensitive practices for staff including school resource officers may be needed to support the transition back to full-time in-person learning in an environment altered by public health and safety needs, and the potential of increased behavioral concerns.

Early Childhood Special Education and Preschool Children

Preschool children with and without disabilities are particularly in need of in-person services so that they can develop the socialization, motor and communication skills that are vitally important at this age. Schools and districts should prioritize in-person instruction for this age group but should also be prepared to adjust to hybrid or remote services if necessary. As stated previously in this document, providing services in a student's home if feasible might be a beneficial option, particularly if it is not possible to provide services in the school setting.

In general, public preschools should follow DESE guidance, but can consult guidance provided by the Department of Early Education and Care (EEC) for additional information. However, for public preschools that enroll children who are eligible for and receive a voucher for [financial assistance for childcare that is issued by EEC](#), districts and schools should check in with their EEC regional funded program monitors for additional information.

District and school leaders should work with families to ensure family engagement strategies are in place, especially for families and children who are new to schools. For example, co-developing protocols and [social stories](#) that help children learn social distance guidelines with families can be helpful. For additional guidance for IEP matrices across environments to assist children and families to address goals throughout the day, please see this guidance on the [Florida Technical Assistance and Training System](#).

Below are additional recommendations to consider when addressing the unique needs of preschool children with disabilities:

Transition from Early Intervention

An extension of Early Intervention (EI) services is available for children who turned 3 between March 15, 2020 and August 31, 2020. For those students, EI services can continue until special education eligibility determination can be completed and the child has transitioned to special education, or until October 15, 2020. Because as a result of the pandemic, many districts may have been unable to conduct evaluations, convene IEP meetings, and initiate services by the child's third birthday, districts can expect an increased number of children needing to complete the eligibility determination process and an increased number of children needing special education services. School and district leaders should be prepared to complete the transition

process, have completed assessments, and an IEP signed for this group of students by October 15, 2020.

In partnership with EI providers, districts should develop a plan that explicitly outlines the transition process for each child with extended EI services and who are potentially eligible for school-based services. Additional resources are available in the Technical Assistance Advisory [SPED 2019-1: Transition from Early Intervention Programs to Early Childhood Special Education](#). Districts should establish policies and procedures addressing the potential increase in assessments and the increase of children requiring special education services and should consider allocating additional staff, as necessary to complete assessments. There are several currently available [tools that can be used to complete remote or face-to-face eligibility determinations](#).

Natural Environments and LRE for Preschool Children

In addition to public preschool programs, the LRE for preschool children includes natural environments which are comprised of childcare centers, community centers and the home. By developing IEP Activity Matrices, childcare center staff and families can see how IEP goals can be addressed in a variety of environments. For sample IEP Activity Matrices, see the [Florida Technical Assistance and Training System](#).

If children are attending childcare or Head Start programs, and IEP services are being provided, collaboration with the childcare staff is critical to ensure a smooth transition and delivery of IEP services. Public preschool staff and childcare staff should collaborate to ensure that special education services are being provided within current EEC guidelines as outlined below:

[The Requirements refer to “coordinating space and facilitating support services for children, including when identified on an Individualized Education Program \(IEP\) or Individualized Family Service Plan \(IFSP\).” Programs should interpret this to mean setting aside appropriate space for the remote services or tele-health services to take place, rather than attempting to receive visits from outside adults into the program.](#)

The Department recognizes that schools and districts face unique challenges related to preschool programming for children without disabilities and therefore providing in-district inclusive education might be impacted. Districts that have part-time preschool programs and those that charge tuition are at an exceptional disadvantage. An updated process for seeking an alternative compliance waiver under [603 CMR 28.03\(5\)](#) for inclusionary programs for young children during the COVID-19 pandemic is forthcoming.

Kindergarten Screening

Kindergarten screening requirements are set forth in [603 CMR 28.03\(1\)\(d\)](#). Districts are required to screen three- and four-year old children for the Child Find process and for all children who are of age to enter kindergarten. The Department recognizes that because of the rapid shift to remote operation in the spring, kindergarten screening may have been delayed for some children. We recommend that schools and districts resume the screening process this summer (e.g., family interviews) using phone calls or virtual meetings. It may be helpful to complete in-person

screening when children return to school in the fall and have an opportunity to first adjust to being in the classroom environment. The exception to delays in screening protocols is if a student has a suspected disability and/or already has been referred for a special education evaluation; in these cases, the district should move forward in a timely manner with evaluation procedures.

In-person Instructional Environments and Physical Distancing for Preschool Children

When determining classroom arrangement to accommodate physical distancing requirements, schools and districts should factor in the additional special educators and related service providers who will need to enter the classroom to provide services for young children with disabilities in the least restrictive environment. In light of the Department's guidance that students at the elementary level remain in one classroom for the majority of the day, districts may want to consider whether pull-out services can be offered in accordance with the health and safety guidelines or, instead, if services should be pushed into the classroom.

Given the specific health and safety requirements, schools and districts should reconfigure space to discourage prolonged close contact and instead encourage activities that allow for children to spread out. Programs may use different means to divide classrooms as needed to support group sizes and promote distancing requirements. These may include movable walls, partitions, or other barriers that clearly define and separate areas, ideally clear partitions so that children can see and interact with each other, while maintaining physical distance. Barriers should be robust enough to keep children physically separated and prevent materials and toys from being shared.

- Schools and districts may also design their own strategies to implement this requirement, e.g., spacing chairs at tables, designing games and group activities where children may engage in play that can be spaced apart (for example, by using visual cues like hula hoops or developing social stories to support children in learning new rules), and increasing outdoor time.
- Visual supports and strategies for direct instruction for children to maintain physical distance and comply with other health and safety guidelines will be critical. For additional ideas related to supporting social/emotional instruction and positive behavior supports, visit the [Pyramid Model Consortium's](#) webpage.
- Educators may also develop individual bins with activities/materials that still foster social interactions such as music and dancing; additionally, educators could identify materials that stretch across learning centers so that children can be working together on projects while remaining physically distanced (e.g., mural size paper).
- The balancing of health and safety requirements with child development needs is something that will continue to evolve during this time of significant transition. The Department will rely on the expertise of educators to ensure daily schedules and activities are designed to foster physical distancing in the most effective way to mitigate virus spread while continuing to help children enjoy their day, support the development of social-emotional competencies, and foster learning.

Hybrid/Remote Learning Considerations for Preschool Children

As described above, the Department recommends that young children be prioritized for in-person instruction. If remote instruction becomes necessary, balance screen time and non-screen time by considering shorter virtual sessions and consider providing flexible offerings of live, recorded, small group instruction.

- Pre-recorded enrichment activities aimed at providing practice and/or generalization opportunities can be provided outside of live learning time.
- Keep learning opportunities interactive and similar to the routine of what children already were familiar with (e.g., circle songs, etc.) and when appropriate, pair new learning with familiar activities.
- Given the remote aspect of learning in these circumstances, educators should be mindful of wait times to maximize opportunities for as many children to be engaged.
- In-person services offered within the student's home, particularly for preschool age students with complex and significant disabilities, can also be considered as part of a hybrid model to ensure that as many services are provided in-person instead of remotely.

Monitoring Student Progress

School districts, collaborative programs, and approved special education day and residential school programs must continue to issue Progress Reports at least as often as report cards or progress reports are provided for students without disabilities, in accordance with [603 CMR 28.07\(3\)](#). Progress Reports must be sent to families, guardians and state agencies involved with the student through mail, email, student information systems, or online communication platforms, and translated into the language of the home when required. The school must maintain documentation of when and to whom Progress Reports are issued.

Educators and service providers must collect data and use this data to monitor the student's progress to develop Progress Reports. If there are periods of remote learning, educators, service providers, parents, and students should review a student's IEP and identify the types of data that can be collected from the student, family, and home environment. Staff can reimagine their roles in a hybrid or remote context, e.g., by using a tracking sheet to collect data from student videos, interviewing parents and students, or using assessments. There are many resources to aid in this work, for example:

- [The Texas Education Agency Phase 4 Remote Learning Plan Monitoring](#)
- [Student Progress Monitoring Tool for Data Collection and Graphing](#)
- [Measuring and Reporting Progress Toward Mastery of Annual Goals](#)
- [Data Collection During Distance Learning](#)
- [Using Google Drive to Collect Data for IEP Goals](#)

Transition Services

Although in-person participation in community-based programs and inclusive [concurrent enrollment programs at institutions of higher education](#) may be limited at this time, schools and districts should make best efforts to develop plans collaboratively with community-based providers, colleges, parents/guardians, and students in order for students to access as much transition programming as possible. Current health and safety requirements must remain a priority when making decisions as to the extent that transition services are able to be accessed in community-based settings; however, it is highly recommended that in-person transition services resume as soon as it is safe to do so with the proper health and safety measures in place.

Initial Evaluations, Reevaluations and IEP Team Meetings

The Department recognizes that due to the closure of school buildings and settings and the unexpected suspension of in-person education in March, annual review Team meetings, evaluations and/or parts of evaluations may have been postponed. As we plan to return to in-person services and instruction, schools and districts will need to plan for addressing the backlog of assessments and meetings while simultaneously addressing the need to maintain timelines for annual review Team meetings and evaluations for students who are newly referred and/or due for an evaluation. Schools and districts should continue to follow the direction on meeting special education timelines as described in the Department's [Implementation of Special Education Timelines During the COVID-19 State of Emergency](#).

IEP Teams must continue to conduct annual review Team meetings as they are due, in accordance with [603 CMR 28.04 \(3\)](#). Districts are advised to update the IEP as though the student will be attending school full time in-person; however, given the unpredictable nature of the COVID-19 virus, schools and districts must be prepared to be adaptable in their approach to delivery of IEP services, based on the current health information and trends at that time. As was the case when schools closed in March, any changes to service delivery should be documented in writing to the parent.

It is important to note that a change in the delivery of services due to a school's change in learning model, in-person, hybrid or remote, as a result of COVID-19 **does not result in a change in placement**. The services outlined in the IEP remain and are considered "stay-put." Schools and districts must maintain open communication and collaboration with families as they respond to the trajectory of the virus and make decisions about the opening and/or closing of school buildings and settings and the learning models to be utilized.

Considerations for Students with Low Incidence Disabilities

- Students with high risk medical conditions
 - Parents/guardians of students with [high risk medical conditions](#) should be encouraged to consult their child's healthcare provider to discuss the appropriateness of attending in-person instruction. This includes students who depend on mechanical ventilation and students with tracheostomies. School health professionals should work with primary healthcare providers to identify alternatives to nebulizer treatments in the school setting and to inform decision-making relative to how the student can safely access in-person instruction.
- Students with visual impairments
 - General considerations
 - Students with visual impairments do not acquire information incidentally and often need additional instructional time devoted to visual efficiency, technology, orientation and mobility (O&M), recreation and leisure, self-determination, independent living skills, career education and compensatory skills, including communication.
 - Consider grouping students who need braille and/or tech instruction in centralized locations for specialized instruction in order to reduce Teachers of the Visually Impaired (TVIs) moving between several locations.
 - Academics of braille can be provided remotely; however, technique of braille and writing and reading should be prioritized for in-person learning.
 - O&M should be prioritized for in-person learning. Reteaching may be necessary once in-person learning resumes.
 - Technology Considerations
 - Use technology or software that allows screen sharing easily with the TVI to “see what they are seeing.”
 - Provide braille notetakers with Wi-Fi access, braille curriculum materials, and braille production capability from home, if possible.
 - Be sure links and sites that are shared with the classroom are accessible to students with visual impairments.
 - Students with low vision may need a larger monitor to interact with class remotely and for others the visual multitasking required to participate in live remote classes may be too overwhelming. Pre-teaching and reinforcement may be needed to assist with processing the live lesson.

- Provide Bluetooth keyboards for students with visual impairments who have iPads to allow students to use accessibility keyboard shortcuts when in online platforms. Touchscreens have proven very difficult for students with visual impairments to use when accessing Google Meet or Zoom.
 - Reinforce technology skills such as using screen reading or magnification software, teaching keyboarding skills, and learning to navigate and use the Windows or Mac environment so that they are (1) more easily able to access remote learning and (2) more independent with their technology.
 - Provide accessible online typing program memberships to increase keyboarding skills for students with visual impairments to help ready them for more remote learning (Typio by Accessibyte is one option).
 - Provide check-ins with the district assistive technology specialist, the student/parent and the TVI to make sure equipment is working and to take care of any accessibility problems.
- Students who are deaf or hard of hearing (DHH):
 - Consider the needs of students who must be able to see the lips of the speaker.
 - Purchase clear masks or shields, as needed, for staff.
 - Consider the need for an interpreter in the classroom for deaf or hard of hearing students and determine the logistics of social distancing and classroom setups.
 - Face shields and masks distort voice and are difficult with FM systems. The Massachusetts Commission for the Deaf and Hard of Hearing is working on resources to address FM system use and will disseminate these when they are available.

Staffing, Specialized Safety Supplies/Protective Equipment and Training

Due to the need to be closer than the minimum physical distancing requirements when instructing some students with disabilities, the Department recommends that school and district special education service providers follow the guidelines that the Center for Disease Control describes for “[direct service providers](#)”. Direct service providers include personal care attendants, direct support professionals, paraprofessionals, therapists, related services personnel, assistants, school nurses, health office staff, and any other staff who must come into close contact with students with disabilities.

Direct service providers are essential for the health and well-being of the students they serve. Direct service providers should be aware of and trained on how COVID-19 spreads, risk factors, and prevention actions. Additional preventive measures may need to be taken depending on the activity and the risk level of that activity. Please note that DESE provided [guidance on the provisioning of key safety supplies](#) on June 5, 2020 in order to help schools and districts determine the quantities of the protective equipment described below:

<i>Classification of Individual Wearing protective equipment</i>	<i>N95 or KN95 Respirator</i>	<i>Face Shield</i>	<i>Disposable Gowns</i>	<i>Disposable Gloves</i>	<i>Gowns/ Coveralls/ Other Body Covering</i>	<i>Cloth Face Covering</i>	<i>Disposable mask</i>
DSPs in care areas of students with suspected COVID-19	X	X	X	X	X		X (with face shield if N95/KN95 not available)
DSPs in the same facility but not in the care areas for students with suspected COVID-19						X	
DSPs providing personal care to students without suspected COVID-19 but who may potentially be exposed to bodily fluids		X (preferred)		X			X
DSPs performing or present during aerosol generating procedures such as nebulizer treatments, chest PT, suctioning, trach care	X	X		X	X		
Transportation personnel/monitors who must come in direct physical contact with passengers (e.g. buckling/unbuckling, performing wheelchair safety services)				X		X	

Some students with disabilities will require unique supports that may make it less possible to practice physical distancing. In addition, some students with disabilities will not be able to wear cloth face masks as frequently or at all. In order to support such students safely, schools and districts must ensure that:

- Classrooms are adequately staffed, and in accordance with any approved student: licensed educator: aide ratios;
- Educators, related service providers, paraprofessionals and other staff members are prepared with any additional protective equipment that may be needed as unexpected situations arise, such as disposable gowns, face shields, etc.;
- When assessing the amount of protective equipment needed, considerations should be made for itinerant staff who interact with multiple groups of students in multiple locations, staff who perform tasks routinely that require close proximity and/or physical contact with students, and those who go out into the community to support students' educational programming;

- All staff members using additional protective equipment are [properly trained](#) to accommodate children's needs (See [BU SHIELD COVID-19 training resources](#) for videos, posters and other training materials); and
- Families are consulted as partners to ensure the health and safety of students.

Arlington Public Schools



SCHOOL COMMITTEE MEETING

**DESE GUIDANCE ON FALL 2020 SPECIAL EDUCATION
SERVICES**

JULY 23, 2020

DESE Special Education Guidance



- Issued July 10th
- Supplements the Initial Fall Reopening Guidance by providing further information on supporting students with disabilities during the upcoming school year.
- Provides necessary information in support of schools and districts, as they develop the portion of their reopening plans specifically related to special education.

FAPE



- School districts must provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students. **Students with disabilities, particularly preschool-age students and those with significant and complex needs, should be prioritized for receiving in-person instruction during the 2020-2021 school year.**

Equity



- These students should receive as much in-person instruction as is feasible within the health and safety parameters in effect at each particular time. **Even if schools or districts are operating in a hybrid or remote model, educators and administrators must make every effort to continue to provide up to full-time in-person instruction to such students.**

Instruction and Services



- If in-person instruction cannot be provided and students with disabilities must receive instruction remotely in full, or in part, through a hybrid model, they must receive special education instruction and related services necessary to provide FAPE through an **Instruction and Services model of delivery** (e.g., structured lessons, teletherapy, video-based lessons, etc.) instead of relying solely on a Resources and Supports model (e.g., packets and assignments).

Location of Instruction & Service Delivery



- For students with more significant and complex disabilities, providing one-on-one in-person instruction in the home or in a community-based setting should also be considered and made available as feasible, if it is not possible to provide instruction in an in-school setting.

Delivery of IEP Services



- Students must receive all services documented in their IEPs through in-person instruction, remote instruction, or a combination of both, with a strong emphasis on providing in-person instruction to the greatest extent possible, while abiding by the current necessary health and safety requirements.
- **The Department urges schools and districts to prioritize in-person instruction for two particular groups of students with disabilities: preschool-aged students, and students with significant and complex needs**

Students with Complex and Significant Needs



- Students already identified as “high needs” through the IEP process on the IEP form entitled “[Primary Disability/Level of Need-PL3.](#)”
Such students must meet at least two of these criteria:
 - Services provided outside of the general education classroom;
 - Service providers are special education teachers and related service providers;
 - Special education services constitute more than 75% of the student’s school day;
- Students who cannot engage in remote learning due to their disability-related needs;
- Students who primarily use aided and augmentative communication;
- Students who are homeless
- Students in foster care or congregate care; and/or
- Students dually identified as English Learners.

Learning Models: In-Person



- Considerations for maximizing in-person learning for students with disabilities should be made when developing schedules.
- When considering staffing alternatives for reducing class size, students with disabilities must receive specialized instruction and supports from qualified professionals.
- Flexible solutions for reducing the mixing of student groups should be considered to ensure students with disabilities are receiving services safely in the least restrictive environment.
- When considering the use of alternative school spaces or external facility spaces, considerations for providing students with disabilities with inclusive learning must be made and placement of students with disabilities in groupings or cohorts that support learning goals in the least restrictive environment should be prioritized.

Learning Models: Remote



- During the Spring of 2020, the Department described two models of service delivery that could be used to satisfy the requirement to provide a FAPE to students with disabilities: Resources and Supports (e.g., sending packets and assignments home coupled with frequent communication with parents) and Instruction and Services (e.g., structured learning time, teletherapy and video conferencing).
- With the ability to plan for the possibility of remote service delivery during the 2020-2021 school year, schools and **districts must be prepared to provide services through “Instruction and Services”** mode of delivery. The “Resources and Supports” delivery model can only be used on a temporary basis for a limited period of time (no more than two weeks), until which time the school or district has overcome the hurdles preventing service delivery through an “Instruction and Services” delivery model.

Learning Models: Hybrid



- Consideration for continuing to maximize in-person learning for students with disabilities should be prioritized.
- **Preschool-aged students with disabilities and students with significant and complex needs should be considered for continuous in-person learning to the greatest extent possible.** For example, even if most students are not in school each day, schools should consider scheduling small groups of students with significant and complex disabilities for daily in-person instruction. Where appropriate, peers without disabilities should also be included to ensure inclusionary services.

IEP Teams



- IEP Teams must continue to conduct annual review Team meetings as they are due, in accordance with [603 CMR 28.04 \(3\)](#). Districts are advised to update the IEP as though the student will be attending school full time in-person; however, given the unpredictable nature of the COVID-19 virus, schools and districts must be prepared to be adaptable in their approach to delivery of IEP services, based on the current health information and trends at that time
- It is important to note that a change in the delivery of services due to a school's change in learning model, in-person, hybrid or remote, as a result of COVID-19 **does not result in a change in placement.**



Town of Arlington, Massachusetts

8:15 p.m. Superintendent's Report, K. Bodie

Summary:

- AHS Building Committee update



Town of Arlington, Massachusetts

8:30 p.m Consent Agenda

Summary:

*Approval of Warrant: Warrant Number 20319 Total Warrant Amount \$4,895,426.25, Dated July 14, 2020, effective date June 30, 2020.

*Approval of Minutes: None

ATTACHMENTS:

Type	File Name	Description
Warrant	Please_DocuSign_scan_swalenski_2020-07-08-13.pdf	Warrant 20319 7 14 2020

APPROVAL OF ACCOUNTS PAYABLE

I / We certify that there is due to the vendors named within this Accounts Payable Warrant the amount set against their respective names, in payment for services performed to date.

Warrant Number	20319	Total Warrant Amount	\$4,895,426.25
DATED	7/14/2020		
EFFECTIVE DATE	6/30/2020		

STATEMENT MADE UNDER THE PENALTIES OF PERJURY

DocuSigned by:

Michael Mason, Jr.

190F240D618D400...

Superintendent of Schools / Chief Financial Officer

DocuSigned by:

Jane Morgan

201425FB7931491...

School Committee

DocuSigned by:

Kirsi Allison-Ampe

800CADFC1FC24A3...

DocuSigned by:

Leonard Kardon

0CE17E1D0F8C4A7...

School Committee

DocuSigned by:

Elizabeth Epton

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School Committee

School Committee

07/08/2020 12:42
cshea

TOWN OF ARLINGTON
PRELIMINARY

TOWN OF ARLINGTON

P
apwarrnt 1

DATE: 07/14/2020 WARRANT: 20319 AMOUNT: \$ 4,895,426.25

PAY TO EACH OF THE PERSONS NAMED IN THE ATTACHED WARRANT THE
SUMS SET AGAINST THEIR RESPECTIVE NAMES, AMOUNTING IN THE
AGGREGATE, AND CHARGE THE SAME TO APPROPRIATIONS OR ACCOUNTS
INDICATED.

TOWN MANAGER

COMPTROLLER

CASH ACCOUNT: 0000

104013

VENDOR: 8304

WARRANT: 20319

07/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
27747 A PLUS TRANSPORTATION,	00000	202866	INV	07/14/2020	#3.2020	383635			
1 02816990 83301 3300	TRANS HOM	TRANS			462.30				
	Invoice Net				462.30				
					CHECK TOTAL	462.30			
27747 A PLUS TRANSPORTATION,	00000	202866	INV	07/14/2020	4.2020	383636			
1 02816990 83301 3300	TRANS HOM	TRANS			616.40				
	Invoice Net				616.40				
					CHECK TOTAL	616.40			
27747 A PLUS TRANSPORTATION,	00000	202866	INV	07/14/2020	5.2020	383637			
1 02816990 83301 3300	TRANS HOM	TRANS			770.50				
	Invoice Net				770.50				
					CHECK TOTAL	770.50			
27747 A PLUS TRANSPORTATION,	00000	202866	INV	07/14/2020	6.2020	383638			
1 02816990 83301 3300	TRANS HOM	TRANS			616.40				
	Invoice Net				616.40				
					CHECK TOTAL	616.40			
25664 ABLENET, INC.	00000	205931	INV	07/14/2020	50081434	382642			
1 02456842 85110 2420	ADAPTIVE T	EQ INSTRUC			510.00				
	Invoice Net				510.00				
					CHECK TOTAL	510.00			
70045 ACTION LOCK & KEY INC	00000	206199	INV	07/14/2020	8905745	383197			
1 02756960 84306 4220	FAC MAINT	CARPENTRY			7,499.00				
	Invoice Net				7,499.00				
					CHECK TOTAL	7,499.00			
28030 ADMINISTRATIVE SOFTWARE	00000	200884	INV	07/14/2020	INV00052202	383609			
1 1336765 84201 6200	GEN ADMIN	OFFICE			1,074.00				
	Invoice Net				1,074.00				
					CHECK TOTAL	1,074.00			
70090 ALARM DEVICES SUPPLY	00000	204525	INV	07/14/2020	304736	383048			
1 02756960 84308 4220	FAC MAINT	ELECTRICAL			881.30				
	Invoice Net				881.30				
					CHECK TOTAL	881.30			
32127 ARLINGTON MUNICIPAL SO	00001	200464	INV	07/14/2020	ES-010864	383224			
1 02756960 82103 4130	FAC MAINT	POWER ELEC			4,316.45				
2 02756960 82103 4130	FAC MAINT	POWER ELEC			8,000.00				
3 02756960 82103 4130	FAC MAINT	POWER ELEC			2,831.94				
	Invoice Net				15,148.39				
					15408				
					4,000.00				
					4,000.00				
					CHECK TOTAL	19,148.39			
1195 AMERICAN ALARM & COMMU	00000	200343	INV	07/14/2020	1025428	383051			

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CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 20319 07/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
1 02756960 83803 4225	FAC MAINT SECURITY	Invoice Net				430.00			
						430.00			
						CHECK TOTAL			430.00
74829 AMERICAN SCHOOL COUNSE	00000 205871 INV 07/14/2020					949934			383135
1 1951 84000	COLLEGE F MISC EXP	Invoice Net				189.00			
						189.00			
						306825			383137
74829 AMERICAN SCHOOL COUNSE	00000 205870 INV 07/14/2020					309.00			
1 1951 84000	COLLEGE F MISC EXP	Invoice Net				309.00			
						CHECK TOTAL			498.00
70166 AMERICAN TIME & SIGNAL	00000 206072 INV 07/14/2020					833155			383526
1 02756960 84308 4220	FAC MAINT ELECTRICAL	Invoice Net				4,673.24			
						4,673.24			
						CHECK TOTAL			4,673.24
24592 ANNS CHRISTIAN LEARNIN	00000 205535 INV 07/14/2020					AM-1013			382433
1 1322020 83101 2440	METCO GRNT PROF TECH	Invoice Net				37,842.00			
						37,842.00			
						CHECK TOTAL			37,842.00
38008 ANTOLINI, SUSAN	00000 206091 INV 07/14/2020					TOMMY MUSICAL-FRHORN			382236
1 201 84000	GILBERT & MISC	Invoice Net				270.00			
						270.00			
						CHECK TOTAL			270.00
29770 ARISE CONSULTING SERVI	00001 200552 INV 07/14/2020					CONSULT LC-JUNE'20			382863
1 02456821 83101 2320	SPED/CLINI PROF TECH	Invoice Net				992.50			
						992.50			
						CONSULT OD-JUNE'20			382864
29770 ARISE CONSULTING SERVI	00001 200554 INV 07/14/2020					350.00			
1 02456821 83101 2320	SPED/CLINI PROF TECH	Invoice Net				350.00			
						CONSULT PG-JUNE'20			382865
29770 ARISE CONSULTING SERVI	00001 200557 INV 07/14/2020					360.00			
1 02456821 83101 2320	SPED/CLINI PROF TECH	Invoice Net				360.00			
						CONSULT JK-JUNE'20			382866
29770 ARISE CONSULTING SERVI	00001 200558 INV 07/14/2020					917.50			
1 02456821 83101 2320	SPED/CLINI PROF TECH	Invoice Net				917.50			
						CONSULT HRL-JUNE'20			382867
29770 ARISE CONSULTING SERVI	00001 200559 INV 07/14/2020					550.00			
1 02456821 83101 2320	SPED/CLINI PROF TECH	Invoice Net				550.00			
						CONSULT TR-JUNE'20			382868
29770 ARISE CONSULTING SERVI	00001 200560 INV 07/14/2020					480.00			
1 02456821 83101 2320	SPED/CLINI PROF TECH	Invoice Net				480.00			
						CONSULT LC-JUNE'20			382869
29770 ARISE CONSULTING SERVI	00001 200875 INV 07/14/2020					1,037.50			
1 02456821 83101 2320	SPED/CLINI PROF TECH	Invoice Net				1,037.50			
						CHECK TOTAL			1,037.50

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CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 20319 07/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
29770	ARISE CONSULTING SERVI	00001	200877	INV	07/14/2020	CONSULT DL-JUNE'20	382870		
	1 02456821 83101 2320			SPED/CLINI PROF TECH		700.00			
				Invoice Net		700.00			
29770	ARISE CONSULTING SERVI	00001	200878	INV	07/14/2020	CONSULT AM-JUNE'20	382871		
	1 02456821 83101 2320			SPED/CLINI PROF TECH		1,710.00			
				Invoice Net		1,710.00			
29770	ARISE CONSULTING SERVI	00001	200879	INV	07/14/2020	CONSULT AT-JUNE'20	382872		
	1 02456821 83101 2320			SPED/CLINI PROF TECH		1,255.00			
				Invoice Net		1,255.00			
				CHECK TOTAL		8,352.50			
1376	ARLINGTON COAL & LUMBE	00000	204105	INV	07/14/2020		383052		
	1 02756960 84399 4220			FAC MAINT MISC MAINT		553325			
				Invoice Net		32.99			
1376	ARLINGTON COAL & LUMBE	00000	206127	INV	07/14/2020		383054		
	1 02756960 82405 4220			FAC MAINT FLOORING		550673			
				Invoice Net		606.61			
1376	ARLINGTON COAL & LUMBE	00000	205977	INV	07/14/2020		383056		
	1 02756960 82405 4220			FAC MAINT FLOORING		550686			
	2 02756960 82405 4220			FAC MAINT FLOORING		17.23			
				Invoice Net		3.02			
1376	ARLINGTON COAL & LUMBE	00000	204105	INV	07/14/2020		383221		
	1 02756960 84399 4220			FAC MAINT MISC MAINT		20.25			
	2 02756960 82405 4220			FAC MAINT FLOORING		481979			
				Invoice Net		90.04			
				CHECK TOTAL		755.38			
21518	ARL/BEL TRANSPORTATION	00002	201203	INV	07/14/2020		383651		
	1 02816990 83301 3300			TRANS HOM		3/13-6/18 LL+OF			
				Invoice Net		8,172.89			
21518	ARL/BEL TRANSPORTATION	00002	201379	INV	07/14/2020		383652		
	1 02816980 83301 3300			SPED/REIMB TRANS		25,298.00			
				Invoice Net		25,298.00			
				CHECK TOTAL		33,470.89			
72342	ARLINGTON YOUTH CONSUL	00000	204741	INV	07/14/2020		383046		
	1 02366710 83101 2800			C&I HEALTH PROF TECH		FY20 2SC			
				Invoice Net		9,618.00			
				CHECK TOTAL		9,618.00			
74780	B&H FOTO & ELECTRONICS	00002	206017	INV	07/14/2020		383672		
	1 02026620 83804 3510			ATHLE/ADMI ATHLETIC		173859581			
				Invoice Net		999.95			
				CHECK TOTAL		999.95			
22983	BAGE, BRANDON	00000	11680420	INV	07/14/2020		383268		
	1 02636575 87106 2357			PROF DEV Grad Cours		ELECTRICITYMAGNETISM			
				Invoice Net		287.00			
				CHECK TOTAL		287.00			

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CASH ACCOUNT: 0000 104013 VENDOR: 8304 WARRANT: 20319 07/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
22983	BAGE, BRANDON	00000	11680420	INV	07/14/2020	PRACTICAL METEOROLOGY	383269		
1	02636575	87106	2357	PROF DEV	Grad Cours	287.00			
				Invoice Net		287.00			
				CHECK TOTAL		574.00			
38488	BALLIN, JIM	00000	INV	07/14/2020	REFUND LUNCH	23.80	383251		
1	030	4243	FOOD SERV	SCL LUNCH	23.80				
			Invoice Net		23.80				
				CHECK TOTAL		23.80			
32028	BANKMANN, HEIDI	00000	11673120	INV	07/14/2020	REIM. LITERARY COACH	383270		
1	02636575	87106	2357	PROF DEV	Grad Cours	858.00			
				Invoice Net		858.00			
32028	BANKMANN, HEIDI	00000	11673120	INV	07/14/2020	REIMB. ED. S SEMINAR	383271		
1	02636575	87106	2357	PROF DEV	Grad Cours	858.00			
				Invoice Net		858.00			
				CHECK TOTAL		1,716.00			
24583	BAYSTATE INTERPRETERS,	00001	200548	INV	07/14/2020		382644		
1	02456857	83101	2330	SPEED CONTR	PROF TECH	90.00			
				Invoice Net		90.00			
24583	BAYSTATE INTERPRETERS,	00001	200548	INV	07/14/2020		382645		
1	02456857	83101	2330	SPEED CONTR	PROF TECH	585.00			
				Invoice Net		585.00			
				CHECK TOTAL		675.00			
15609	WALKER, INC	00000	201197	INV	07/14/2020		382646		
1	07506848	83201	9300	CB OOD DAY	TUITION	5,972.80			
				Invoice Net		5,972.80			
15609	WALKER, INC	00000	201198	INV	07/14/2020		382648		
1	07506848	83201	9300	CB OOD DAY	TUITION	5,972.80			
				Invoice Net		5,972.80			
15609	WALKER, INC	00000	201197	INV	07/14/2020		382873		
1	07506848	83201	9300	CB OOD DAY	TUITION	5,374.67			
				Invoice Net		5,374.67			
15609	WALKER, INC	00000	201198	INV	07/14/2020		382874		
1	07506848	83201	9300	CB OOD DAY	TUITION	5,374.67			
				Invoice Net		5,374.67			
				CHECK TOTAL		22,694.94			
12714	BEILMONT PRINTING COMPA	00000	200608	INV	07/14/2020		383047		
1	02016507	85803	3520	SEC EDUC	GRAD SERVC	1,140.00			
				Invoice Net		1,140.00			
12714	BEILMONT PRINTING COMPA	00000	200608	INV	07/14/2020		383049		
1	02016507	85803	3520	SEC EDUC	GRAD SERVC	317.47			
				Invoice Net		317.47			
				CHECK TOTAL		1,457.47			

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CASH ACCOUNT: 0000 104013 VENDOR: 8304 WARRANT: 20319 07/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
24170	THE CHILDREN'S CENTER	00000	200546	INV	07/14/2020	58066 1:1	382649		
	1 02456845 83201 9300	OOD/AIDE		TUITION		2,060.40			
		Invoice Net				2,060.40			
24170	THE CHILDREN'S CENTER	00000	200546	INV	07/14/2020	58180 1:1	382651		
	1 02456845 83201 9300	OOD/AIDE		TUITION		2,747.20			
		Invoice Net				2,747.20			
24170	THE CHILDREN'S CENTER	00000	200546	INV	07/14/2020	58282 1:1	382652		
	1 02456845 83201 9300	OOD/AIDE		TUITION		3,949.10			
		Invoice Net				3,949.10			
24170	THE CHILDREN'S CENTER	00000	200546	INV	07/14/2020	58380 1:1	382656		
	1 02456845 83201 9300	OOD/AIDE		TUITION		2,060.40			
		Invoice Net				2,060.40			
						CHECK TOTAL	10,817.10		
27545	LW BILLS COMPANY	00001	206379	INV	07/14/2020	5273	383092		
	1 02756960 82408 4220	FAC MAINT		ELECTRICAL		1,631.35			
		Invoice Net				1,631.35			
						CHECK TOTAL	1,631.35		
36700	BLACKMAN, HAMISH F H	00000	200615	INV	07/14/2020	#6/5/2019	383050		
	1 02016507 85803 3520	SEC EDUC		GRAD SERVC		225.00			
		Invoice Net				225.00			
						CHECK TOTAL	225.00		
30581	BLOMQUIST, SUSAN M	00000	11596320	INV	07/14/2020	REIM EXP10/29-6/9/20	383200		
	1 177 8200	APSCP		APSCP		281.46			
		Invoice Net				281.46			
						CHECK TOTAL	281.46		
17687	BODIE, KATHLEEN	00000	205096	INV	07/14/2020	REIM MASC CONF-11/6	382429		
	1 02606910 85806 1210	SUPER		MISC SUPPL		139.00			
		Invoice Net				139.00			
17687	BODIE, KATHLEEN	00000	205096	INV	07/14/2020	REIM JAPAN TRIP EXP	382430		
	1 02606910 85806 1210	SUPER		MISC SUPPL		2,341.41			
		Invoice Net				2,341.41			
						CHECK TOTAL	2,480.41		
38449	BOMFIN, GEOVANNA	00000		INV	07/14/2020	REFUND MENOTOMY	382769		
	1 151 7289	MENOTOMY		MISC REV		2,002.91			
		Invoice Net				2,002.91			
						CHECK TOTAL	2,002.91		
22234	THE BOOK RACK	00001	205546	INV	07/14/2020	1046	382435		
	1 02246506 85106 2410	ELEM EDUC		TEXTBOOKS		1,980.00			
		Invoice Net				1,980.00			
22234	THE BOOK RACK	00001	205546	INV	07/14/2020	1054	382436		
	1 02246506 85106 2410	ELEM EDUC		TEXTBOOKS		990.00			
		Invoice Net				990.00			

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CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 20319 07/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
22234	THE BOOK RACK								
	I 02156506 85103	2415		ELEM EDUC	07/14/2020	1055	382437		
				Invoice Net		990.00			
22234	THE BOOK RACK								
	I 02126506 85106	2410		ELEM EDUC	07/14/2020	1056	382438		
				Invoice Net		20.00			
				Invoice Net		20.00			
				CHECK TOTAL		3,980.00			
32930	BOSTON AIRCONTROLS, INC								
	I 02756960 84312	4220		FAC MAINT	07/14/2020	198084	383058		
				Invoice Net		6,120.28			
				Invoice Net		6,120.28			
				CHECK TOTAL		6,120.28			
18495	BOSTON HIGASHI SCHOOL								
	I 02456851 83201	9300		OOD RESIDE	07/14/2020	2003412AR	382663		
				Invoice Net		9,829.33			
18495	BOSTON HIGASHI SCHOOL								
	I 02456851 83201	9300		OOD RESIDE	07/14/2020	2004412AR	382665		
				Invoice Net		9,512.25			
18495	BOSTON HIGASHI SCHOOL								
	I 02456851 83201	9300		OOD RESIDE	07/14/2020	2005412AR	382666		
				Invoice Net		9,829.33			
18495	BOSTON HIGASHI SCHOOL								
	I 02456851 83201	9300		OOD RESIDE	07/14/2020	2006412AR	382668		
				Invoice Net		9,512.25			
18495	BOSTON HIGASHI SCHOOL								
	I 02456848 83251	9400		OOD RESIDE	07/14/2020	2107403	383418		
				Invoice Net		20,193.09			
18495	BOSTON HIGASHI SCHOOL								
	I 02456848 83251	9400		OOD RESIDE	07/14/2020	2108403	383423		
				Invoice Net		20,193.09			
18495	BOSTON HIGASHI SCHOOL								
	I 02456848 83251	9400		OOD RESIDE	07/14/2020	2109403	383425		
				Invoice Net		19,541.70			
				Invoice Net		19,541.70			
				CHECK TOTAL		98,611.04			
28425	BOTOS, DEBORAH								
	I 02606910 83101	1210		APR-0629-7	07/14/2020	240.00	383053		
				Invoice Net		240.00			
				CHECK TOTAL		240.00			
32159	BOTOS, SETH								
	I 201	84000		TOMMY DRUMS-4/3-5	07/14/2020	270.00	382237		
				GILBERT & MISC		270.00			
				Invoice Net		270.00			
				CHECK TOTAL		270.00			
24434	BOUTWELL, ROLAND H.								
		00000		SUMMER SOLSTICE	07/14/2020	382964			

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CASH ACCOUNT: 0000 104013 .VENDOR 8304 WARRANT: 20319 07/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 1336770	81112	6200	ADULT ED	INSTRUCT	76.00			
				Invoice Net		76.00			
				CHECK TOTAL		76.00			
70554	NORTHEAST ELECTRICAL D	00002	206201	INV	07/14/2020	5040967304.001	383119		
	1 02756960 84308	4220	FAC MAINT	ELECTRICAL		22.68			
			Invoice Net			22.68			
70554	NORTHEAST ELECTRICAL D	00002	206201	INV	07/14/2020	5040927070.001	383195		
	1 02756960 84308	4220	FAC MAINT	ELECTRICAL		7,899.85			
			Invoice Net			7,899.85			
70554	NORTHEAST ELECTRICAL D	00002	206201	INV	07/14/2020	5040927070.002	383196		
	1 02756960 84308	4220	FAC MAINT	ELECTRICAL		1,964.48			
			Invoice Net			1,964.48			
			CHECK TOTAL			9,887.01			
37536	BROWN STREET MASONRY &	00000	206136	INV	07/14/2020	1008	383062		
	1 02756960 82407	4220	FAC MAINT	MASONRY		8,000.00			
			Invoice Net			8,000.00			
			CHECK TOTAL			8,000.00			
20939	BUCHANAN, ELIZABETH J.	00000	202579	INV	07/14/2020	4/1-4/29/20	382658		
	1 0932020 83101	2310	EARLY PART	CONTRACT		700.00			
			Invoice Net			700.00			
20939	BUCHANAN, ELIZABETH J.	00000	202579	INV	07/14/2020	MAY 2020	382661		
	1 0932020 83101	2310	EARLY PART	CONTRACT		400.00			
			Invoice Net			400.00			
			CHECK TOTAL			1,100.00			
70693	CAM OFFICE SERVICES, I	00000	200325	INV	07/14/2020	227044A	383008		
	1 02666920 85101	1410	BUS OFFICE	REPRO SUPP		276.40			
			Invoice Net			276.40			
			CHECK TOTAL			276.40			
2183	CAPONE CLEANING CO	00000	11596520	INV	07/14/2020	1760	382440		
	1 177	8300	APSCP	CONT/SERV		565.10			
			Invoice Net			565.10			
			CHECK TOTAL			565.10			
33892	CARNEY, DAWN	00000	205955	INV	07/14/2020	ACTFL DUES	383055		
	1 02516730 87301	2357	C&I WORLD	PROF AFFLI		95.00			
			Invoice Net			95.00			
			CHECK TOTAL			95.00			
38456	CARSWELL, CLAIRE	00000		INV	07/14/2020	REFUND BUS FEE	382776		
	1 192	7289	BISHOP BUS	MISC REV		96.00			
			Invoice Net			96.00			
			CHECK TOTAL			96.00			

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CASH ACCOUNT: 0000 104013

VENDOR 8304

WARRANT: 20319

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
38018 CHARIG, CHRIS	1 201 84000	00000	206092	INV	07/14/2020	WHO'S TOMMY-KEYBOARD	382238		
				GILBERT & MISC.		270.00			
				Invoice Net		270.00			
				CHECK TOTAL		270.00			
34197 CHESS WIZARDS INC.	1 1336780 81112	00000	206006	INV	07/14/2020		382965		
				KIDZONE		1,716.00			
				INSTRUCTIO		1,716.00			
				Invoice Net		1,716.00			
				CHECK TOTAL		1,716.00			
38477 CHURCH, BRIAN	1 1336775 7290	00000		INV	07/14/2020		383035		
				SUMMER FUN		197.00			
				COMM ED		197.00			
				Invoice Net		197.00			
				CHECK TOTAL		197.00			
34159 JAMES M. DONAHER	1 02456857 83101	00001	201235	INV	07/14/2020		382670		
				SPED CONTR		611.76			
				PROF TECH		611.76			
				Invoice Net		311.4			
				CHECK TOTAL		311.4			
34159 JAMES M. DONAHER	1 02456857 83101	00001	201235	INV	07/14/2020		382672		
				SPED CONTR		563.40			
				PROF TECH		563.40			
				Invoice Net		311.9			
				CHECK TOTAL		311.9			
34159 JAMES M. DONAHER	1 02456857 83101	00001	201235	INV	07/14/2020		382673		
				SPED CONTR		114.12			
				PROF TECH		114.12			
				Invoice Net		312.2			
				CHECK TOTAL		312.2			
34159 JAMES M. DONAHER	1 02456857 83101	00001	201235	INV	07/14/2020		382675		
				SPED CONTR		608.16			
				PROF TECH		608.16			
				Invoice Net		313.2			
				CHECK TOTAL		313.2			
34159 JAMES M. DONAHER	1 02456857 83101	00001	201235	INV	07/14/2020		383445		
				SPED CONTR		362.88			
				PROF TECH		362.88			
				Invoice Net		313.3			
				CHECK TOTAL		313.3			
34159 JAMES M. DONAHER	1 02456857 83101	00001	201235	INV	07/14/2020		383446		
				SPED CONTR		66.00			
				PROF TECH		66.00			
				Invoice Net		313.4			
				CHECK TOTAL		313.4			
34159 JAMES M. DONAHER	1 02456857 83101	00001	201235	INV	07/14/2020		383447		
				SPED CONTR		81.96			
				PROF TECH		81.96			
				Invoice Net		313.5			
				CHECK TOTAL		313.5			
34159 JAMES M. DONAHER	1 02456857 83101	00001	201235	INV	07/14/2020		383448		
				SPED CONTR		1,943.04			
				PROF TECH		1,943.04			
				Invoice Net		317.9			
				CHECK TOTAL		317.9			
34159 JAMES M. DONAHER	1 02456857 83101	00001	201235	INV	07/14/2020		383449		
				SPED CONTR		644.52			
				PROF TECH		644.52			
				Invoice Net		4,995.84			
				CHECK TOTAL		4,995.84			
20140 CITY PAINT & SUPPLY	1 02756960 82410	00001	206183	INV	07/14/2020		383064		
				FAC MAINT		390.32			
				PAINTING		390.32			
				Invoice Net		390.32			
				CHECK TOTAL		390.32			

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CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 20319 07/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
19921 W.L. COLLINS CORP	1 02026620 85104	00000	200028	INV	07/14/2020	365849	383059		
			ATHLE/ADMT	ATHL SUPPL		1,256.75			
			Invoice Net			1,256.75			
19921 W.L. COLLINS CORP	1 02026620 85104	00000	200028	INV	07/14/2020	366959	383779		
			ATHLE/ADMT	ATHL SUPPL		262.26			
			Invoice Net			262.26			
						CHECK TOTAL	390.32		
37481 CONSIGLI CONSTRUCTION	1 6251231 582001	00000	201784	INV	07/14/2020	122,568.05	382501		
			HIGH SCH	BLDG CNSTR		122,568.05			
			Invoice Net			2			
37481 CONSIGLI CONSTRUCTION	1 6251231 582001	00000	201784	INV	07/14/2020	52,800.00	382502		
			HIGH SCH	BLDG CNSTR		52,800.00			
			Invoice Net			#2			
37481 CONSIGLI CONSTRUCTION	1 6251231 582001	00000	201784	INV	07/14/2020	798,607.05	382506		
			HIGH SCH	BLDG CNSTR		798,607.05			
			Invoice Net			2			
37481 CONSIGLI CONSTRUCTION	1 6251231 582001	00000	201784	INV	07/14/2020	578,849.44	382764		
			HIGH SCH	BLDG CNSTR		578,849.44			
			Invoice Net			3			
37481 CONSIGLI CONSTRUCTION	1 6251231 582001	00000	201784	INV	07/14/2020	91,940.00	382765		
			HIGH SCH	BLDG CNSTR		91,940.00			
			Invoice Net						
						CHECK TOTAL	1,644,764.54		
37891 CONSTELLATION NEWENERG	1 02756960 82103	00001	206137	INV	07/14/2020	16964808501	383225		
			FAC MAINT	POWER ELEC		54.83			
			Invoice Net			54.83			
37891 CONSTELLATION NEWENERG	1 02756960 82103	00001	206137	INV	07/14/2020	17413326201	383226		
			FAC MAINT	POWER ELEC		42.76			
			Invoice Net			42.76			
						CHECK TOTAL	97.59		
71080 COSTA FRUIT & PRODUCE	1 03034309 835001	00001	201829	INV	07/14/2020	4421843	382229		
			FOOD SERV	FOOD SERVI		130.50			
			Invoice Net			130.50			
71080 COSTA FRUIT & PRODUCE	1 03034309 835001	00001	201829	INV	07/14/2020	4425544	383580		
			FOOD SERV	FOOD SERVI		494.20			
			Invoice Net			494.20			
						CHECK TOTAL	624.70		
71088 COTTING SCHOOL	1 02456851 83201	00000	200576	INV	07/14/2020	17853	382676		
			OOD RESIDE	TUITION		27,189.00			
			Invoice Net			27,189.00			
71088 COTTING SCHOOL		00000	206079	INV	07/14/2020	18038	383428		

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 20319 07/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
30634	DIRECT ENERGY BUSINESS	00002	205476	INV	07/14/2020	HS01879029 5.29.20	383227		
	1 02756960 82104 4120	FAC MAINT		NAT GAS		153.31			
		Invoice Net				153.31			
30634	DIRECT ENERGY BUSINESS	00002	205476	INV	07/14/2020	01893121 6.9.20	383228		
	1 02756960 82104 4120	FAC MAINT		NAT GAS		829.02			
		Invoice Net				829.02			
30634	DIRECT ENERGY BUSINESS	00002	205476	INV	07/14/2020	HS01896845 6.9.20	383229		
	1 02756960 82104 4120	FAC MAINT		NAT GAS		481.49			
		Invoice Net				481.49			
30634	DIRECT ENERGY BUSINESS	00002	205476	INV	07/14/2020	HS01895805 6.9.20	383230		
	1 02756960 82104 4120	FAC MAINT		NAT GAS		1,443.86			
		Invoice Net				1,443.86			
						CHECK TOTAL	2,907.68		
31734	DITOMASO JOHN H	00000	205758	INV	07/14/2020	REIMB NAFME FEE	383057		
	1 02546755 85103 2415	VISUAL/PER		INSTRUCT		80.00			
		Invoice Net				80.00			
						CHECK TOTAL	80.00		
38457	DOBBYN, CAROLYN	00000		INV	07/14/2020	REFUND BUS FEE	382777		
	1 192 7289	BISHOP BUS		MISC REV		96.00			
		Invoice Net				96.00			
						CHECK TOTAL	96.00		
26633	DONOFRIO, CHRISTINA SP	00000	206081	INV	07/14/2020	REIM TYPE 1 DIABETES	382441		
	1 05712020 81117 3200	ACSHSG		STIPEND		40.00			
		Invoice Net				40.00			
						CHECK TOTAL	40.00		
26633	DONOFRIO, CHRISTINA SP	00000	206081	INV	07/14/2020	REIM DIABETES TECH	382442		
	1 05712020 81117 3200	ACSHSG		STIPEND		40.00			
		Invoice Net				40.00			
						CHECK TOTAL	40.00		
32349	DOWN SYNDROME EDUCATIO	00000	206303	INV	07/14/2020		383272		
	1 0942019 83101 2357	SPED 142		PROF TECH		1150009459			
		Invoice Net				210.00			
						210.00			
						CHECK TOTAL	210.00		
38472	DREW, ALLISON	00000		INV	07/14/2020		383037		
	1 1336775 7290 6200	SUMMER FUN		COMM ED		9976834			
		Invoice Net				2,064.00			
						2,064.00			
						CHECK TOTAL	2,064.00		
70412	CRYSTAL ROCK	00001	200624	INV	07/14/2020		383656		
	1 02606910 85806 1210	SUPER		MISC SUPPL		1249889 070120			
		Invoice Net				42.79			
						42.79			
						CHECK TOTAL			

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CASH ACCOUNT: 0000 104013

VENDOR: 8304

WARRANT: 20319

07/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
32898	DUXBURY SYSTEMS, INC	00000	206126	INV	07/14/2020	IN6941	382720		
	1 02456842 85110	2420	ADAPTIVE T	EQ INSTRUC		1,390.00			
			Invoice Net			1,390.00			
			CHECK TOTAL			1,390.00			
17470	EARLYCHILDHOOD, LLC	00005	205714	INV	07/14/2020	P39483920101	382683		
	1 02456812 85103	2415	SPED/PT	INSTRUCT		172.27			
			Invoice Net			172.27			
			CHECK TOTAL			172.27			
13769	EASTERN BUS COMPANY	00000	202222	INV	07/14/2020	102219-0320ARL-2	383061		
	1 1322020	83301	METCO GRNT	MBTA PASSE		9,126.00			
			Invoice Net			9,126.00			
13769	EASTERN BUS COMPANY	00000	202222	INV	07/14/2020	102219-0420ARL	383063		
	1 1322020	83301	METCO GRNT	MBTA PASSE		11,232.00			
			Invoice Net			11,232.00			
13769	EASTERN BUS COMPANY	00000	202222	INV	07/14/2020	102219-0520ARL	383065		
	1 1322020	83301	METCO GRNT	MBTA PASSE		14,040.00			
			Invoice Net			14,040.00			
13769	EASTERN BUS COMPANY	00000	202222	INV	07/14/2020	102219-0620ARL	383067		
	1 1322020	83301	METCO GRNT	MBTA PASSE		10,530.00			
			Invoice Net			10,530.00			
			CHECK TOTAL			44,928.00			
71410	EDCO COLLABORATIVE	00000	206569	INV	07/14/2020	11201845	383070		
	1 02456800 87301	2357	PK-SPED	PROF. AFFLI		21,536.00			
			Invoice Net			21,536.00			
			CHECK TOTAL			21,536.00			
34229	EI US, LLC	00003	200128	INV	07/14/2020	INV55263	382685		
	1 02456857 83101	2310	SPED CONTR	PROF. TECH		126.00			
			Invoice Net			126.00			
			CHECK TOTAL			126.00			
70016	ERC WIPING PRODUCTS, I	00000	205649	INV	07/14/2020	770274	383066		
	1 02496997 82904	4110	COVID-19	CUSTODIAL		322.40			
			Invoice Net			322.40			
			CHECK TOTAL			322.40			
1847	EVERSOURCE	00192	205774	INV	07/14/2020	27989719995	383231		
	1 02756960 82103	4130	FAC MAINT	POWER ELEC		21,585.35			
			Invoice Net			21,585.35			
1847	EVERSOURCE	00192	205774	INV	07/14/2020	25603701019	383232		
	1 02756960 82103	4130	FAC MAINT	POWER ELEC		6,683.52			
			Invoice Net			6,683.52			

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CASH-ACCOUNT: 0000 104013 VENDOR: 8304 WARRANT: 20319 07/14/2020

VENDOR	G/L	ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
1847	EVERSOURCE	1 02756960 82103	00192	205774	INV	07/14/2020	26766011006 5.29.20	383233		
			FAC MAINT		POWER ELEC		8.42			
			Invoice Net				8.42			
1847	EVERSOURCE	1 02756960 82103	00192	205774	INV	07/14/2020	26765981001 5.29.20	383234		
			FAC MAINT		POWER ELEC		8.52			
			Invoice Net				8.52			
1847	EVERSOURCE	1 02756960 82103	00192	205774	INV	07/14/2020	26766021005 5.29.20	383235		
			FAC MAINT		POWER ELEC		11.60			
			Invoice Net				11.60			
1847	EVERSOURCE	1 02756960 82103	00192	205774	INV	07/14/2020	25604171006 6.10.20	383236		
			FAC MAINT		POWER ELEC		3,764.50			
			Invoice Net				3,764.50			
							CHECK TOTAL	32,061.91		
27073	F.M. GENERATOR INC	1 02756960 82408	00000	206498	INV	07/14/2020	56363	383068		
			FAC MAINT		ELECTRICAL		516.70			
			Invoice Net				516.70			
							CHECK TOTAL	516.70		
37771	FIJUX, CYNTHIA	1 02636575 87106	00000	11672520	INV	07/14/2020	REIM STRESS MGT STRT	382448		
			PROF DEV		Grad Cours		279.00			
			Invoice Net				279.00			
37771	FIJUX, CYNTHIA	1 02636575 87106	00000	11672520	INV	07/14/2020	REIM LEARNING CHALLN	382449		
			PROF DEV		Grad Cours		279.00			
			Invoice Net				279.00			
							CHECK TOTAL	558.00		
38489	FITZPATRICK, JOSEPH	1 030 4243	00000		INV	07/14/2020	REFUND LUNCH	383254		
			FOOD SERV		SCL LUNCH		14.30			
			Invoice Net				14.30			
							CHECK TOTAL	14.30		
30300	FOLLETT SCHOOL SOLUTIO	1 18406506 85103	00001	204696	INV	07/14/2020	669603	382443		
			ELEM ED		INSTRUCT		105.76			
			Invoice Net				105.76			
30300	FOLLETT SCHOOL SOLUTIO	1 02016563 85106	00001	202304	INV	07/14/2020	569211C	382444		
			LIBRARY/ME		TEXTBOOKS		1,055.48			
			Invoice Net				1,055.48			
30300	FOLLETT SCHOOL SOLUTIO	1 02016563 85106	00001	202304	INV	07/14/2020	568211D	383097		
			LIBRARY/ME		TEXTBOOKS		6,351.51			
			Invoice Net				6,351.51			
30300	FOLLETT SCHOOL SOLUTIO	1 02016563 85106	00001	202304	INV	07/14/2020	568211E	383098		
			LIBRARY/ME		TEXTBOOKS		39.77			
			Invoice Net				39.77			
30300	FOLLETT SCHOOL SOLUTIO	1 02016563 85106	00001	202304	INV	07/14/2020	568211F	383099		
			LIBRARY/ME		TEXTBOOKS		487.75			
			Invoice Net				487.75			

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CASH ACCOUNT: 0000 104013

VENDOR 8304

WARRANT: 20319

07/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
30300	FOLLETT SCHOOL SOLUTIO	00001	204694	INV	07/14/2020	669561F	383100		
	1 18406506 85103 2415	ELEM ED		INSTRUCT		4,999.13			
		Invoice Net				4,999.13			
30300	FOLLETT SCHOOL SOLUTIO	00001	204695	INV	07/14/2020	669686F	383101		
	1 18406506 85103 2415	ELEM ED		INSTRUCT		4,999.77			
		Invoice Net				4,999.77			
30300	FOLLETT SCHOOL SOLUTIO	00001	204696	INV	07/14/2020	669603A	383102		
	1 18406506 85103 2415	ELEM ED		INSTRUCT		4,556.14			
		Invoice Net				4,556.14			
30300	FOLLETT SCHOOL SOLUTIO	00001	204697	INV	07/14/2020	694218F	383105		
	1 18406506 85103 2415	ELEM ED		INSTRUCT		4,998.82			
		Invoice Net				4,998.82			
30300	FOLLETT SCHOOL SOLUTIO	00001	204699	INV	07/14/2020	669578F	383107		
	1 18406506 85103 2415	ELEM ED		INSTRUCT		4,999.85			
		Invoice Net				4,999.85			
30300	FOLLETT SCHOOL SOLUTIO	00001	204700	INV	07/14/2020	669571F	383108		
	1 18406506 85103 2415	ELEM ED		INSTRUCT		4,997.76			
		Invoice Net				4,997.76			
30300	FOLLETT SCHOOL SOLUTIO	00001	204701	INV	07/14/2020	669565F	383109		
	1 18406506 85103 2415	ELEM ED		INSTRUCT		4,988.26			
		Invoice Net				4,988.26			
30300	FOLLETT SCHOOL SOLUTIO	00001	204702	INV	07/14/2020	704004	383111		
	1 18406506 85103 2415	ELEM ED		INSTRUCT		1,390.97			
		Invoice Net				1,390.97			
30300	FOLLETT SCHOOL SOLUTIO	00001	204702	INV	07/14/2020	704004A	383112		
	1 18406506 85103 2415	ELEM ED		INSTRUCT		300.00			
		Invoice Net				300.00			
30300	FOLLETT SCHOOL SOLUTIO	00001	204702	INV	07/14/2020	704004B	383114		
	1 18406506 85103 2415	ELEM ED		INSTRUCT		2,856.35			
		Invoice Net				2,856.35			
30300	FOLLETT SCHOOL SOLUTIO	00001	204702	INV	07/14/2020	704004F	383115		
	1 18406506 85103 2415	ELEM ED		INSTRUCT		428.84			
		Invoice Net				428.84			
30300	FOLLETT SCHOOL SOLUTIO	00001	204702	INV	07/14/2020	714338F	383116		
	1 18406506 85103 2415	ELEM ED		INSTRUCT		14.44			
		Invoice Net				14.44			
30300	FOLLETT SCHOOL SOLUTIO	00001	204696	INV	07/14/2020	669603F	383219		
	1 18406506 85103 2415	ELEM ED		INSTRUCT		272.74			
		Invoice Net				272.74			
30300	FOLLETT SCHOOL SOLUTIO	00001	204696	INV	07/14/2020	715353F	383220		
	1 18406506 85103 2415	ELEM ED		INSTRUCT		63.19			
		Invoice Net				63.19			
30300	FOLLETT SCHOOL SOLUTIO	00001	202304	INV	07/14/2020	568211A	383695		
	1 02016563 85106 2410	LIBRARY/ME		TEXTBOOKS		367.85			
		Invoice Net				367.85			
30300	FOLLETT SCHOOL SOLUTIO	00001	202304	INV	07/14/2020	713875F	383696		
	1 02016563 85106 2410	LIBRARY/ME		TEXTBOOKS		151.00			
		Invoice Net				151.00			

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CASH ACCOUNT: 0000 104013 VENDOR: 8304

WARRANT: 20319 07/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
26634	FRANCHI, SUSAN 1 05712020 81117	00000	206082	INV	07/14/2020	CHECK TOTAL 48,425.38			
		ACSHSG	STIPEND			REIM 2 OFFICE DESKS 382445			
		Invoice Net				299.98			
26634	FRANCHI, SUSAN 1 05712020 81117	00000	206083	INV	07/14/2020	REIM NURSE LEADR 3/5 382446			
		ACSHSG	STIPEND			90.00			
		Invoice Net				90.00			
26634	FRANCHI, SUSAN 1 05712020 81117	00000	206084	INV	07/14/2020	REIM NURSE LEADR12/3 382447			
		ACSHSG	STIPEND			90.00			
		Invoice Net				90.00			
		CHECK TOTAL				479.98			
34080	FULL CIRCLE ARTS, INC. 1 1336780 81112	00002	206334	INV	07/14/2020	DRAWING CLS 5/3-6/10 382967			
		KIDZONE	INSTRUCTIO			400.00			
		Invoice Net				400.00			
		CHECK TOTAL				400.00			
37876	GELZLEICHTER, SHAWN 1 201 84000	00000	206090	INV	07/14/2020	#1022 382239			
		GILBERT & MISC				250.00			
		Invoice Net				250.00			
		CHECK TOTAL				250.00			
20007	GIA PUBLICATIONS 1 02546755 85103	00000	205612	INV	07/14/2020	911786 383072			
		VISUAL/PER INSTRUCT				195.44			
		Invoice Net				195.44			
		CHECK TOTAL				195.44			
71736	THE MARGARET GIFFORD S 1 02456848 83251	00000	206454	INV	07/14/2020	S3203 383451			
		TUITION DY	PRE-PAID			6,087.00			
		Invoice Net				6,087.00			
71736	THE MARGARET GIFFORD S 1 02456848 83251	00000	206454	INV	07/14/2020	S3272 383452			
		TUITION DY	PRE-PAID			7,688.10			
		Invoice Net				7,688.10			
71736	THE MARGARET GIFFORD S 1 02456848 83251	00000	206454	INV	07/14/2020	S3275 383453			
		TUITION DY	PRE-PAID			7,322.00			
		Invoice Net				7,322.00			
71736	THE MARGARET GIFFORD S 1 02456848 83251	00000	206455	INV	07/14/2020	S3227 383454			
		TUITION DY	PRE-PAID			6,087.00			
		Invoice Net				6,087.00			
71736	THE MARGARET GIFFORD S 1 02456848 83251	00000	206455	INV	07/14/2020	S3274 383455			
		TUITION DY	PRE-PAID			7,688.10			
		Invoice Net				7,688.10			
71736	THE MARGARET GIFFORD S 1 02456848 83251	00000	206455	INV	07/14/2020	S3277 383456			
		TUITION DY	PRE-PAID			7,322.00			
		Invoice Net				7,322.00			
71736	THE MARGARET GIFFORD S 1 02456848 83251	00000	206456	INV	07/14/2020	S3281 383457			
		TUITION DY	PRE-PAID			7,322.00			
		Invoice Net				7,322.00			

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CASH ACCOUNT: 0000 104013 VENDOR: 8304 WARRANT: 20319 07/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
71736 THE MARGARET GIFFORD S	1 02456848 83251 9400	TUITION DY	PRE-PAID			6,087.00			
		Invoice Net				6,087.00			
71736 THE MARGARET GIFFORD S	00000 206456 INV 07/14/2020					\$3273	383459		
1 02456848 83251 9400	TUITION DY	PRE-PAID				7,688.10			
	Invoice Net					7,688.10			
71736 THE MARGARET GIFFORD S	00000 206456 INV 07/14/2020					\$3276	383461		
1 02456848 83251 9400	TUITION DY	PRE-PAID				7,322.00			
	Invoice Net					7,322.00			
		CHECK TOTAL				63,291.30			
37605 GORDON FOOD SERVICE IN	00002 202691 INV 07/14/2020					203033283	382230		
1 03034309 835001	FOOD SERV	FOOD SERVI				90.74			
	Invoice Net					90.74			
37605 GORDON FOOD SERVICE IN	00002 202691 INV 07/14/2020					203178976	383581		
1 03034309 835001	FOOD SERV	FOOD SERVI				611.21			
	Invoice Net					611.21			
		CHECK TOTAL				701.95			
38269 GRACENOTES LLC	00000 206480 INV 07/14/2020					5068	383273		
1 02546755 85103	VISUAL/PER	INSTRUCT				831.97			
	Invoice Net					831.97			
		CHECK TOTAL				831.97			
71823 GRAINGER	00001 206139 INV 07/14/2020					9553725087	383069		
1 02756960 84306 4220	FAC MAINT	CARPENTRY				346.68			
	Invoice Net					346.68			
		CHECK TOTAL				346.68			
38275 GRECO, ASHLEY E	00000 206086 INV 07/14/2020					REIM FOUNDATIONS, SCH	382450		
1 05712020 81117 3200	ACSHSG	STIPEND				119.24			
2 05712020 87202 3200	ACSHSG	TRAINING				60.76			
	Invoice Net					180.00			
		CHECK TOTAL				180.00			
75061 THE GUILD FOR HUMAN SE	00000 206474 INV 07/14/2020					7980	383464		
1 02456848 83251 9400	TUITION DY	PRE-PAID				13,440.02			
	Invoice Net					13,440.02			
75061 THE GUILD FOR HUMAN SE	00000 206474 INV 07/14/2020					7982	383465		
1 02456848 83251 9400	TUITION DY	PRE-PAID				12,218.20			
	Invoice Net					12,218.20			
75061 THE GUILD FOR HUMAN SE	00000 206474 INV 07/14/2020					7984	383467		
1 02456848 83251 9400	TUITION DY	PRE-PAID				12,829.11			
	Invoice Net					12,829.11			
		CHECK TOTAL				38,487.33			
30778 JOHN GUILFOIL PUBLIC R	00001 11667020 INV 07/14/2020					2630	382451		
1 02606910 83101 1210	SUPER	PROF TECH				600.00			
	Invoice Net					600.00			

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CASH ACCOUNT: 0000		104013	VENDOR 8304		WARRANT: 20319		07/14/2020		
VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
30778	JOHN GUILFOIL PUBLIC R	00001	11667020	INV	07/14/2020	2627	382452		
	1 02606910 83101 1210	SUPER		PROF TECH		200.00			
		Invoice Net				200.00			
		CHECK TOTAL				800.00			
13111	GURDIN, LISA	00000	204500	INV	07/14/2020	(FBA) -JE	382686		
	1 02456821 83101 2320	SPEED/CLINI		PROF TECH		2,000.00			
		Invoice Net				2,000.00			
		CHECK TOTAL				2,000.00			
18561	GYMNASIUM FLOORS INC.	00000	206182	INV	07/14/2020	9263	383528		
	1 02756960 82405 4220	FAC MAINT		FLOORING		3,078.00			
		Invoice Net				3,078.00			
		CHECK TOTAL				3,078.00			
13979	HANSON LINDA	00000	206004	INV	07/14/2020	REIM TITLE I EXP	382454		
	1 0812020 85106 2410	TITLE I		TEXTBOOKS		319.90			
		Invoice Net				319.90			
		CHECK TOTAL				319.90			
33975	HARRINGTON, MAURA	00001	206363	INV	07/14/2020	211	382968		
	1 1336770 81112 6200	ADULT ED		INSTRUCT		156.25			
		Invoice Net				156.25			
		CHECK TOTAL				156.25			
38451	HARRINGTON, KELLY	00000		INV	07/14/2020	REFUND MENOTOMY	382771		
	1 151 7289	MENOTOMY		MISC REV		1,213.39			
		Invoice Net				1,213.39			
		CHECK TOTAL				1,213.39			
33929	HIGHLAND SHREDDING, LL	00000	11667520	INV	07/14/2020	27480	382455		
	1 02606910 83101 1210	SUPER		PROF TECH		426.00			
		Invoice Net				426.00			
		CHECK TOTAL				426.00			
3633	HILLIYARD INC	00001	206179	INV	07/14/2020	3000484166	383071		
	1 02756960 82405 4220	FAC MAINT		FLOORING		9,889.29			
		Invoice Net				9,889.29			
		CHECK TOTAL				9,889.29			
37894	HING, ROBERTA	00000	206338	INV	07/14/2020	CHINESE COOKING	382966		
	1 1336770 81112 6200	ADULT ED		INSTRUCT		90.00			
	2 1336770 85103 6200	ADULT ED		INSTRUCT		20.00			
		Invoice Net				110.00			
		CHECK TOTAL				110.00			
26773	HMPH ARCHITECTS, INC	00000	201695	INV	07/14/2020	4842	382508		

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CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 20319

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
26773 HMFH ARCHITECTS, INC	1 6251231 582019	HIGH SCH	BLDG SRVS			645,199.96			
		Invoice Net				645,199.96			
		00000 201695 INV	07/14/2020			2843			
		HIGH SCH	BLDG SRVS			17,110.50			
		Invoice Net				17,110.50			
		00000 201695 INV	07/14/2020			2844			
		HIGH SCH	BLDG SRVS			32,962.28			
		Invoice Net				32,962.28			
		00000 201695 INV	07/14/2020			2845			
		HIGH SCH	BLDG SRVS			614.85			
		Invoice Net				614.85			
		00000 201695 INV	07/14/2020			2789			
		HIGH SCH	BLDG SRVS			117.74			
		Invoice Net				117.74			
		00000 201695 INV	07/14/2020			696,005.33			
		HIGH SCH	BLDG SRVS						
		Invoice Net							
		00001 200978 INV	07/14/2020			557086808			
		CUSTODIAL	CUSTODIAL			7,573.53			
		Invoice Net				7,573.53			
		00001 200978 INV	07/14/2020			55733147			
		CUSTODIAL	CUSTODIAL			2,264.47			
		Invoice Net				2,264.47			
		00001 200978 INV	07/14/2020			557331154			
		CUSTODIAL	CUSTODIAL			2,149.38			
		Invoice Net				2,149.38			
		00001 200978 INV	07/14/2020			11,987.38			
		CUSTODIAL	CUSTODIAL						
		Invoice Net							
		00000 206078 INV	07/14/2020			83932			
		SPEED/MIDDLE	INSTRUCT			854.93			
		Invoice Net				854.93			
		00000 203761 INV	07/14/2020			10443			
		TRANS HOM	TRANS			552.83			
		Invoice Net				552.83			
		00000 203761 INV	07/14/2020			10448			
		TRANS HOM	TRANS			680.40			
		Invoice Net				680.40			
		00000 203761 INV	07/14/2020			10509			
		TRANS HOM	TRANS			850.50			
		Invoice Net				850.50			
		00000 203761 INV	07/14/2020			10542			
		TRANS HOM	TRANS						
		Invoice Net							
		00000 203761 INV	07/14/2020			383642			
		TRANS HOM	TRANS						
		Invoice Net							
		00000 203761 INV	07/14/2020			383639			
		TRANS HOM	TRANS			552.83			
		Invoice Net				552.83			
		00000 203761 INV	07/14/2020			10448			
		TRANS HOM	TRANS			680.40			
		Invoice Net				680.40			
		00000 203761 INV	07/14/2020			10509			
		TRANS HOM	TRANS			850.50			
		Invoice Net				850.50			
		00000 203761 INV	07/14/2020			10542			
		TRANS HOM	TRANS						
		Invoice Net							
		00000 203761 INV	07/14/2020			383642			
		TRANS HOM	TRANS						
		Invoice Net							
		00000 203761 INV	07/14/2020			383639			
		TRANS HOM	TRANS			552.83			
		Invoice Net				552.83			
		00000 203761 INV	07/14/2020			10448			
		TRANS HOM	TRANS			680.40			
		Invoice Net				680.40			
		00000 203761 INV	07/14/2020			10509			
		TRANS HOM	TRANS			850.50			
		Invoice Net				850.50			
		00000 203761 INV	07/14/2020			10542			
		TRANS HOM	TRANS						
		Invoice Net							
		00000 203761 INV	07/14/2020			383642			
		TRANS HOM	TRANS						
		Invoice Net							
		00000 203761 INV	07/14/2020			383639			
		TRANS HOM	TRANS			552.83			
		Invoice Net				552.83			
		00000 203761 INV	07/14/2020			10448			
		TRANS HOM	TRANS			680.40			
		Invoice Net				680.40			
		00000 203761 INV	07/14/2020			10509			
		TRANS HOM	TRANS			850.50			
		Invoice Net				850.50			
		00000 203761 INV	07/14/2020			10542			
		TRANS HOM	TRANS						
		Invoice Net							
		00000 203761 INV	07/14/2020			383642			
		TRANS HOM	TRANS						
		Invoice Net							
		00000 203761 INV	07/14/2020			383639			
		TRANS HOM	TRANS			552.83			
		Invoice Net				552.83			
		00000 203761 INV	07/14/2020			10448			
		TRANS HOM	TRANS			680.40			
		Invoice Net				680.40			
		00000 203761 INV	07/14/2020			10509			
		TRANS HOM	TRANS			850.50			
		Invoice Net				850.50			
		00000 203761 INV	07/14/2020			10542			
		TRANS HOM	TRANS						
		Invoice Net							
		00000 203761 INV	07/14/2020			383642			
		TRANS HOM	TRANS						
		Invoice Net							
		00000 203761 INV	07/14/2020			383639			
		TRANS HOM	TRANS			552.83			
		Invoice Net				552.83			
		00000 203761 INV	07/14/2020			10448			
		TRANS HOM	TRANS			680.40			
		Invoice Net				680.40			
		00000 203761 INV	07/14/2020			10509			
		TRANS HOM	TRANS			850.50			
		Invoice Net				850.50			
		00000 203761 INV	07/14/2020			10542			
		TRANS HOM	TRANS						
		Invoice Net							
		00000 203761 INV	07/14/2020			383642			
		TRANS HOM	TRANS						
		Invoice Net							
		00000 203761 INV	07/14/2020			383639			
		TRANS HOM	TRANS			552.83			
		Invoice Net				552.83			
		00000 203761 INV	07/14/2020			10448			
		TRANS HOM	TRANS			680.40			
		Invoice Net				680.40			
		00000 203761 INV	07/14/2020			10509			
		TRANS HOM	TRANS			850.50			
		Invoice Net				850.50			
		00000 203761 INV	07/14/2020			10542			
		TRANS HOM	TRANS						
		Invoice Net							
		00000 203761 INV	07/14/2020			383642			
		TRANS HOM	TRANS						
		Invoice Net							
		00000 203761 INV	07/14/2020			383639			
		TRANS HOM	TRANS			552.83			
		Invoice Net				552.83			
		00000 203761 INV	07/14/2020			10448			
		TRANS HOM	TRANS			680.40			
		Invoice Net				680.40			
		00000 203761 INV	07/14/2020			10509			
		TRANS HOM	TRANS			850.50			
		Invoice Net				850.50			
		00000 203761 INV	07/14/2020			10542			
		TRANS HOM	TRANS						
		Invoice Net							
		00000 203761 INV	07/14/2020			383642			
		TRANS HOM	TRANS						
		Invoice Net							
		00000 203761 INV	07/14/2020			383639			
		TRANS HOM	TRANS			552.83			
		Invoice Net				552.83			
		00000 203761 INV	07/14/2020			10448			
		TRANS HOM	TRANS			680.40			
		Invoice Net				680.40			
		00000 203761 INV	07/14/2020			10509			
		TRANS HOM	TRANS			850.50			
		Invoice Net				850.50			
		00000 203761 INV	07/14/2020			10542			
		TRANS HOM	TRANS						
		Invoice Net							
		00000 203761 INV	07/14/2020			383642			
		TRANS HOM	TRANS						
		Invoice Net							
		00000 203761 INV	07/14/2020			383639			
		TRANS HOM	TRANS			552.83			
		Invoice Net				552.83			
		00000 203761 INV	07/14/2020			10448			

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CASH ACCOUNT: 0000 104013 VENDOR.8304

WARRANT: 20319 07/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
1	02816990 83301	3300		TRANS HOM	TRANS	510.30 510.30 CHECK TOTAL 2,594.03			
72233	JUDGE BAKER CHILDREN'S	00000	201221	INV	07/14/2020	Ar1PS06092020 5,717.91 5,717.91 CHECK TOTAL 5,717.91	382688		
1	07506848 83201	9300		CB OOD DAY	TUITION				
38112	JUDGE, COLLEEN M	00000	205423	INV	07/14/2020	JUNE 2020 675.00 675.00 CHECK TOTAL 675.00	382690		
1	02456818 83101	2320		SPEED/DEAF	PROF TECH				
3872	KAMCO SUPPLY CORP	00001	200982	INV	07/14/2020	SI200814 & CREDIT 171.52 171.52 CHECK TOTAL 171.52	383223		
1	02756960 82405	4220		FAC MAINT	FLOORING				
3872	KAMCO SUPPLY CORP OF B	00004	200982	INV	07/14/2020	SI197397 763.95 763.95 CHECK TOTAL 763.95	383080		
1	02756960 82405	4220		FAC MAINT	FLOORING				
38450	KANG, XIAOWEN	00000		INV	07/14/2020	REFUND MENOTOMY 519.46 519.46 CHECK TOTAL 519.46	382770		
1	151	7289		MENOTOMY	MISC REV				
31231	KB INDUSTRIES, INC.	00000	205539	INV	07/14/2020	188944 438.25 200.00 638.25 CHECK TOTAL 638.25	382432		
1	14120101 85100	6200		SAFE&SUPP	MATERIALS				
2	201	84000		GILBERT &	MISC				
35347	KEEFE, ELIZABETH STRIN	00000	202760	INV	07/14/2020	5011-20-JAN-MAR 4,400.00 4,400.00 CHECK TOTAL 8,700.00	382692		
1	02456857 83101	2310		SPEED CONTR	PROF TECH				
35347	KEEFE, ELIZABETH STRIN	00000	202760	INV	07/14/2020	5010-19-JAN-JUN 4,300.00 4,300.00 CHECK TOTAL 8,700.00	382693		
1	02456857 83101	2310		SPEED CONTR	PROF TECH				
13668	BRIDGEVIEW POWER	00004	206057	INV	07/14/2020	92250 2,001.50 2,001.50 CHECK TOTAL 2,001.50	383060		
1	02756960 84308	4220		FAC MAINT	ELECTRICAL				
				Invoice Net					

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CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 20319 07/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
35458	KINDLE BEHAVIOR CONSUL	00000	200129	INV	07/14/2020	7864	382695		
	1 02456821 83101 2320	SPED/CLINI	PROF TECH			1,390.00			
		Invoice Net				1,390.00			
35458	KINDLE BEHAVIOR CONSUL	00000	200130	INV	07/14/2020	7867	382696		
	1 02456821 83101 2320	SPED/CLINI	PROF TECH			1,650.00			
		Invoice Net				1,650.00			
35458	KINDLE BEHAVIOR CONSUL	00000	203233	INV	07/14/2020	7865	382697		
	1 02456821 83101 2320	SPED/CLINI	PROF TECH			905.00			
		Invoice Net				905.00			
35458	KINDLE BEHAVIOR CONSUL	00000	206000	INV	07/14/2020	7866	382699		
	1 02456821 83101 2320	SPED/CLINI	PROF TECH			230.00			
		Invoice Net				230.00			
		CHECK TOTAL				4,175.00			
38492	KLEIN, CHRISTIAN	00000		INV	07/14/2020	REFUND LUNCH	383256		
	1 030 4243	FOOD SERVI	SCL LUNCH			57.05			
		Invoice Net				57.05			
		CHECK TOTAL				57.05			
31085	KONE INC	00001	205206	INV	07/14/2020	1157996279	383083		
	1 02756960 82420 4220	FAC MAINT	ELEVATOR			13,832.00			
		Invoice Net				13,832.00			
31085	KONE INC	00001	205810	INV	07/14/2020	1157995429	383087		
	1 02756960 82420 4220	FAC MAINT	ELEVATOR			775.89			
		Invoice Net				775.89			
31085	KONE INC	00001	205810	INV	07/14/2020	1157995427	383089		
	1 02756960 82420 4220	FAC MAINT	ELEVATOR			352.50			
		Invoice Net				352.50			
31085	KONE INC	00001	205810	INV	07/14/2020	1157995428	383090		
	1 02756960 82420 4220	FAC MAINT	ELEVATOR			352.50			
		Invoice Net				352.50			
31085	KONE INC	00001	205477	INV	07/14/2020	1157998739	383091		
	1 02756960 82420 4220	FAC MAINT	ELEVATOR			96.21			
		Invoice Net				96.21			
31085	KONE INC	00001	205810	INV	07/14/2020	1158002663	383193		
	1 02756960 82420 4220	FAC MAINT	ELEVATOR			249.39			
		Invoice Net				249.39			
		CHECK TOTAL				15,704.53			
72363	LABBB COLLABORATIVE	00000	201760	INV	07/14/2020	0520HS10358	382700		
	1 02456821 83101 2320	SPED/CLINI	PROF TECH			237.50			
		Invoice Net				237.50			
72363	LABBB COLLABORATIVE	00000	201763	INV	07/14/2020	0520HS10482	382701		
	1 02456821 83101 2320	SPED/CLINI	PROF TECH			190.00			
		Invoice Net				190.00			
72363	LABBB COLLABORATIVE	00000	202233	INV	07/14/2020	0320BM10358	382702		
		Invoice Net							

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CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 20319 07/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
72363	LABBB COLLABORATIVE	SPED/REIMB	TRANS			374.00			
	1 02816980 83301 3300	Invoice Net				374.00			
		00000 202233	INV	07/14/2020		0420BM10358	382703		
		SPED/REIMB	TRANS			272.00			
	1 02816980 83301 3300	Invoice Net				272.00			
		00000 202233	INV	07/14/2020		0520BM10358	382704		
		SPED/REIMB	TRANS			340.00			
	1 02816980 83301 3300	Invoice Net				340.00			
		00000 202233	INV	07/14/2020		0620BM10358	382705		
		SPED/REIMB	TRANS			272.00			
	1 02816980 83301 3300	Invoice Net				272.00			
		00000 202234	INV	07/14/2020		0320BM10276	382707		
		SPED/REIMB	TRANS			1,122.00			
	1 02816980 83301 3300	Invoice Net				1,122.00			
		00000 202234	INV	07/14/2020		0420BM10276	382708		
		SPED/REIMB	TRANS			816.00			
	1 02816980 83301 3300	Invoice Net				816.00			
		00000 202234	INV	07/14/2020		0520BM10276	382709		
		SPED/REIMB	TRANS			1,020.00			
	1 02816980 83301 3300	Invoice Net				1,020.00			
		00000 202234	INV	07/14/2020		0620BM10276	382710		
		SPED/REIMB	TRANS			867.00			
	1 02816980 83301 3300	Invoice Net				867.00			
		00000 202235	INV	07/14/2020		0320BM10482	382711		
		SPED/REIMB	TRANS			561.00			
	1 02816980 83301 3300	Invoice Net				561.00			
		00000 202235	INV	07/14/2020		0420BM10482	382712		
		SPED/REIMB	TRANS			408.00			
	1 02816980 83301 3300	Invoice Net				408.00			
		00000 202235	INV	07/14/2020		0520BM10482	382713		
		SPED/REIMB	TRANS			510.00			
	1 02816980 83301 3300	Invoice Net				510.00			
		00000 202235	INV	07/14/2020		0620BM10482	382714		
		SPED/REIMB	TRANS			408.00			
	1 02816980 83301 3300	Invoice Net				408.00			
		00000 202870	INV	07/14/2020		JanFebTAA	382715		
		SPED/CONS	SPED TRANS			720.00			
	1 02456815 83101 2320	Invoice Net				720.00			
		00000 203786	INV	07/14/2020		0520HS10252	382716		
		SPED/CLINI	PROF TECH			190.00			
	1 02456821 83101 2320	Invoice Net				190.00			
		00000 200881	INV	07/14/2020		MARCH 2020	382717		
		SPED/REIMB	TRANS			18,472.97			
	1 02816980 83301 3300	Invoice Net				18,472.97			
		00000 200881	INV	07/14/2020		APRIL 2020	382718		
		SPED/REIMB	TRANS			27,676.21			
	1 02816980 83301 3300	Invoice Net				27,676.21			

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CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 20319 07/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
72363	LABBB COLLABORATIVE	00000	200881	INV	07/14/2020	MAY 2020	382719		
	1 02816980 83301	3300	SPEED/REIMB	TRANS		33,084.14			
			Invoice Net			33,084.14			
72363	LABBB COLLABORATIVE	00000	200881	INV	07/14/2020	JUNE 2020	382759		
	1 02816980 83301	3300	SPEED/REIMB	TRANS		26,275.60			
			Invoice Net			26,275.60			
72363	LABBB COLLABORATIVE	00000	201760	INV	07/14/2020	0620HS10358	382876		
	1 02456821 83101	2320	SPEED/CLINI	PROF TECH		237.50			
			Invoice Net			237.50			
72363	LABBB COLLABORATIVE	00000	201761	INV	07/14/2020	0620HSCM	382879		
	1 02456821 83101	2320	SPEED/CLINI	PROF TECH		475.00			
			Invoice Net			475.00			
72363	LABBB COLLABORATIVE	00000	201763	INV	07/14/2020	0620HS10482	382881		
	1 02456821 83101	2320	SPEED/CLINI	PROF TECH		142.50			
			Invoice Net			142.50			
72363	LABBB COLLABORATIVE	00000	203786	INV	07/14/2020	0620HS1052	382883		
	1 02456821 83101	2320	SPEED/CLINI	PROF TECH		237.50			
			Invoice Net			237.50			
72363	LABBB COLLABORATIVE	00000	206346	INV	07/14/2020	0520HS10884	382885		
	1 02456821 83101	2320	SPEED/CLINI	PROF TECH		142.50			
			Invoice Net			142.50			
72363	LABBB COLLABORATIVE	00000	206346	INV	07/14/2020	620HS10884	382887		
	1 02456821 83101	2320	SPEED/CLINI	PROF TECH		95.00			
			Invoice Net			95.00			
72363	LABBB COLLABORATIVE	00000	206457	INV	07/14/2020	FY21MT18432	383470		
	1 02456848 83251	9400	TUITION DY	PRE-PAID		53,600.58			
			Invoice Net			53,600.58			
72363	LABBB COLLABORATIVE	00000	206458	INV	07/14/2020	FY21L27656	383472		
	1 02456848 83251	9400	TUITION DY	PRE-PAID		60,467.22			
			Invoice Net			60,467.22			
72363	LABBB COLLABORATIVE	00000	206459	INV	07/14/2020	FY21V37656	383473		
	1 02456848 83251	9400	TUITION DY	PRE-PAID		53,600.58			
			Invoice Net			53,600.58			
72363	LABBB COLLABORATIVE	00000	206460	INV	07/14/2020	FY21L07202	383475		
	1 02456848 83251	9400	TUITION DY	PRE-PAID		60,467.22			
			Invoice Net			60,467.22			
72363	LABBB COLLABORATIVE	00000	206461	INV	07/14/2020	FY21L05580	383478		
	1 02456848 83251	9400	TUITION DY	PRE-PAID		60,467.22			
			Invoice Net			60,467.22			
72363	LABBB COLLABORATIVE	00000	206462	INV	07/14/2020	FY21V88492	383481		
	1 02456848 83251	9400	TUITION DY	PRE-PAID		60,468.75			
			Invoice Net			60,468.75			
72363	LABBB COLLABORATIVE	00000	206463	INV	07/14/2020	FY21L55661	383483		
	1 02456848 83251	9400	TUITION DY	PRE-PAID		60,467.22			
			Invoice Net			60,467.22			
72363	LABBB COLLABORATIVE	00000	206464	INV	07/14/2020	FY21V29617	383486		
	1 02456848 83251	9400	TUITION DY	PRE-PAID		53,600.58			
			Invoice Net			53,600.58			

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CASH ACCOUNT: 0000 104013 VENDOR: 8304

WARRANT: 20319 07/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
72363	LABBB COLLABORATIVE	00000	206465	INV	07/14/2020	FY21L13458	383489		
	1 02456848 83251	9400		TUITION DY	PRE-PAID	60,467.22			
				Invoice Net		60,467.22			
72363	LABBB COLLABORATIVE	00000	206466	INV	07/14/2020	FY21L15003	383490		
	1 02456848 83251	9400		TUITION DY	PRE-PAID	60,467.22			
				Invoice Net		60,467.22			
72363	LABBB COLLABORATIVE	00000	206467	INV	07/14/2020	FY21BI4820	383492		
	1 02456848 83251	9400		TUITION DY	PRE-PAID	60,468.75			
				Invoice Net		60,468.75			
				CHECK TOTAL		759,688.98			
19990	LATHAM CENTERS, INC	00000	206448	INV	07/14/2020	040358	383494		
	1 02456848 83251	9400		TUITION DY	PRE-PAID	21,285.84			
				Invoice Net		21,285.84			
19990	LATHAM CENTERS, INC	00000	206448	INV	07/14/2020	040359	383495		
	1 02456848 83251	9400		TUITION DY	PRE-PAID	21,285.84			
				Invoice Net		21,285.84			
19990	LATHAM CENTERS, INC	00000	206448	INV	07/14/2020	040360	383497		
	1 02456848 83251	9400		TUITION DY	PRE-PAID	20,599.20			
				Invoice Net		20,599.20			
				CHECK TOTAL		63,170.88			
38460	LEE, CHARLES	00000		INV	07/14/2020	REFUND BUS FEE	382780		
	1 192	7289		BISHOP BUS	MISC REV	96.00			
				Invoice Net		96.00			
				CHECK TOTAL		96.00			
38473	LI, LINGHUI	00000		INV	07/14/2020	9977949	383038		
	1 1336775	7290		SUMMER FUN	COMM ED	984.00			
				Invoice Net		984.00			
				CHECK TOTAL		984.00			
75093	LIGHTHOUSE SCHOOL INC	00000	206475	INV	07/14/2020	0920999-TG	383499		
	1 02456848 83251	9400		TUITION DY	PRE-PAID	5,686.75			
				Invoice Net		5,686.75			
75093	LIGHTHOUSE SCHOOL INC	00000	206475	INV	07/14/2020	1020999-TG	383501		
	1 02456848 83251	9400		TUITION DY	PRE-PAID	5,192.25			
				Invoice Net		5,192.25			
75093	LIGHTHOUSE SCHOOL INC	00000	206476	INV	07/14/2020	0920999-PG	383503		
	1 02456848 83251	9400		TUITION DY	PRE-PAID	11,373.73			
				Invoice Net		11,373.73			
75093	LIGHTHOUSE SCHOOL INC	00000	206476	INV	07/14/2020	1020999-PG	383505		
	1 02456848 83251	9400		TUITION DY	PRE-PAID	10,384.71			
				Invoice Net		10,384.71			
				CHECK TOTAL		32,637.44			
34906	LUBLIN, ROBERT	00000	206365	INV	07/14/2020	LUXURY TEQUILLA	382969		

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CASH ACCOUNT: 0000 104013 VENDOR 8304

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
22071	MALDEN TRANS INC	00001	203417	INV	07/14/2020	6788	383643		
1	02816990 83301	3300	TRANS HOM	TRANS		845.00			
			Invoice Net			845.00			
22071	MALDEN TRANS INC	00001	203417	INV	07/14/2020	6789	383644		
1	02816990 83301	3300	TRANS HOM	TRANS		1,105.00			
			Invoice Net			1,105.00			
22071	MALDEN TRANS INC	00001	203417	INV	07/14/2020	6790	383645		
1	02816990 83301	3300	TRANS HOM	TRANS		1,300.00			
			Invoice Net			1,300.00			
22071	MALDEN TRANS INC	00001	203417	INV	07/14/2020	6791	383646		
1	02816990 83301	3300	TRANS HOM	TRANS		715.00			
			Invoice Net			715.00			
			CHECK TOTAL			3,965.00			
15977	MARK D ABRAHAMS	00000	205840	INV	07/14/2020	WORKSHOP 6/17/20	382431		
1	02666920 87202	2357	BUS OFFICE	TRAINING		597.00			
			Invoice Net			597.00			
			CHECK TOTAL			597.00			
35095	MASSACHUSETTS 4-H FOUN	00000	206366	INV	07/14/2020	051120-ACE	382970		
1	1336782 81112		TEENZONE	TEACHER SA		420.00			
			Invoice Net			420.00			
			CHECK TOTAL			420.00			
27873	MASSACHUSETTS SCHOOL L	00002	205762	INV	07/14/2020	6135	382457		
1	02016507 85103	2420	SEC EDUC	INSTRUCT		1,260.00			
			Invoice Net			1,260.00			
			CHECK TOTAL			1,260.00			
37952	MASSIS, MANAHEL	00000	11680920	INV	07/14/2020	REIM ESL ED RESEARCH	382458		
1	02636575 87106	2357	PROF DEV	Grad Cours		858.00			
			Invoice Net			858.00			
37952	MASSIS, MANAHEL	00000	11680920	INV	07/14/2020	REIM SPED POSITIVE	382459		
1	02636575 87106	2357	PROF DEV	Grad Cours		858.00			
			Invoice Net			858.00			
			CHECK TOTAL			1,716.00			
12897	THE MAY INSTITUTE INC.	00001	200532	INV	07/14/2020	695515	382724		
1	02456851 83201	9300	OOD RESIDE	TUITION		20,348.70			
			Invoice Net			20,348.70			
			CHECK TOTAL			20,348.70			

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 20319 07/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
38454	MCCABE, GAIL 1 192 7289	00000 BISHOP BUS Invoice Net	INV MISC REV	07/14/2020	REFUND BUS FEE 96.00 96.00	382775			
					CHECK TOTAL 96.00				
72813	MCLEAN HOSPITAL 1 07506848 83201	00001 CB OOD DAY Invoice Net	INV TUITION	07/14/2020	IN01563509 5,152.28 5,152.28	382725			
72813	MCLEAN HOSPITAL 1 07506848 83201	00001 CB OOD DAY Invoice Net	INV TUITION	07/14/2020	IN01563511 5,152.28 5,152.28	382726			
72813	MCLEAN HOSPITAL 1 02456848 83201	00001 TUITION DY Invoice Net	INV TUITION	07/14/2020	IN01563510 2,576.14 2,576.14	382727			
72813	MCLEAN HOSPITAL 1 02456848 83201	00001 TUITION DY Invoice Net	INV TUITION	07/14/2020	IN01563508 5,152.28 5,152.28	382729			
					CHECK TOTAL 18,032.98				
38468	MCMACKEN-MARSH, KIM 1 143 7289	00000 ATHLETIC F Invoice Net	INV MISC REV	07/14/2020	REFUND ATHLETIC FEE 200.00 200.00	382774			
					CHECK TOTAL 200.00				
26174	MASSACHUSETTS DOWN SYN 1 0942019 83101	00000 SPED 142 Invoice Net	INV PROF TECH	07/14/2020	20088 29.99 29.99	383274			
					CHECK TOTAL 29.99				
15684	MELMARK NEW ENGLAND 1 02456848 83251	00001 TUITION DY Invoice Net	INV PRE-PAID	07/14/2020	0070120-NB 14,096.63 14,096.63	383538			
15684	MELMARK NEW ENGLAND 1 02456848 83251	00001 TUITION DY Invoice Net	INV PRE-PAID	07/14/2020	0080120-NB 14,096.63 14,096.63	383539			
15684	MELMARK NEW ENGLAND 1 02456848 83251	00001 TUITION DY Invoice Net	INV PRE-PAID	07/14/2020	0090120-NB 13,641.90 13,641.90	383540			
					CHECK TOTAL 41,835.16				
74887	METROPOLITAN PIPE & SU 1 02756960 82403	00000 FAC MAINT Invoice Net	INV PLUMBING	07/14/2020	S3542315.001 1,961.01 1,961.01	383093			
74887	METROPOLITAN PIPE & SU 1 02756960 82403	00000 FAC MAINT Invoice Net	INV PLUMBING	07/14/2020	S3542315.002 823.10 823.10	383222			
					CHECK TOTAL 2,784.11				

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CASH ACCOUNT: 0000 104013 VENDOR 8304

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
38221 MICHAEL ROSE	1 02016507 85803	00000	205834	INV	07/14/2020	1031 652.50 652.50 CHECK TOTAL	383148		
			SEC EDUC	GRAD SERVC					
			Invoice Net						
38024 MIDDLETON, BRIAN	1 201 84000	00000	206093	INV	07/14/2020	2020-04 270.00 270.00 CHECK TOTAL	382240		
			GILBERT &	MISC					
			Invoice Net						
22727 MILESTONES, INC.	1 02456848 83251	00000	206450	INV	07/14/2020	26333 9,255.80 9,255.80 CHECK TOTAL	383542		
			TUITION DY	PRE-PAID					
22727 MILESTONES, INC.	1 02456848 83251	00000	206450	INV	07/14/2020	26334 6,941.85 6,941.85 CHECK TOTAL	383543		
			TUITION DY	PRE-PAID					
22727 MILESTONES, INC.	1 02456848 83251	00000	206450	INV	07/14/2020	26335 7,867.43 7,867.43 CHECK TOTAL	383544		
			TUITION DY	PRE-PAID					
			Invoice Net						
37283 MINUTTI, PAUL	1 02636915 83101	00000	200889	INV	07/14/2020	INVOICE (10 OF 10) 1,000.00 1,000.00 CHECK TOTAL	383275		
			CURRICULUM	PROF TECH					
			Invoice Net						
37900 MOLOKOVA, ALEKA	1 1336770 81112	00000	206368	INV	07/14/2020	RUSSIAN 1 & 3 400.00 400.00 CHECK TOTAL	382971		
			ADULT ED	INSTRUCT					
			Invoice Net						
33270 MONTROYA, ELYSE M	1 1336770 81112	00000	206333	INV	07/14/2020	VIRTUAL ACTING 125.00 125.00 CHECK TOTAL	382972		
			ADULT ED	INSTRUCT					
			Invoice Net						
38458 MORRISON, LESLEY	1 192 7289	00000		INV	07/14/2020	REFUND BUS FEE 96.00 96.00 CHECK TOTAL	382778		
			BISHOP BUS	MISC REV					
			Invoice Net						
34877 MORRISSETTE, MICHAEL	1 201 84000	00000	206089	INV	07/14/2020	TOMMY BAND-4/3-5 270.00 270.00 CHECK TOTAL	382241		
			GILBERT &	MISC					
			Invoice Net						
38336 MTD SERVICES LLC		00000	206158	INV	07/14/2020	2213 CHECK TOTAL	382766		

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CASH ACCOUNT: 0000 104013 VENDOR 8304

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
1	6251231 582001	HIGH SCH Invoice Net		BLDG CNSTR		13,576.99 13,576.99 CHECK TOTAL			
20948	NALLY ASSOCIATES, INC. 1 02026620 85104 3510	00000 200029 INV ATHLE/ADMT ATHL SUPPL Invoice Net		07/14/2020		20-0976 915.00 915.00 20-0977 460.00 460.00 CHECK TOTAL	383276		
20948	NALLY ASSOCIATES, INC. 1 02026620 85104 3510	00000 200029 INV ATHLE/ADMT ATHL SUPPL Invoice Net		07/14/2020		20-0976 915.00 915.00 20-0977 460.00 460.00 CHECK TOTAL	383276		
20455	NASHOBA LEARNING GROUP 1 02456848 83251 9400	00000 206449 INV TUITION DY PRE-PAID Invoice Net		07/14/2020		019039 4,496.50 4,496.50 019040 4,232.00 4,232.00 019041 019041 5,554.50 5,554.50 CHECK TOTAL	383546		
20455	NASHOBA LEARNING GROUP 1 02456848 83251 9400	00000 206449 INV TUITION DY PRE-PAID Invoice Net		07/14/2020		019039 4,496.50 4,496.50 019040 4,232.00 4,232.00 019041 019041 5,554.50 5,554.50 CHECK TOTAL	383547		
20455	NASHOBA LEARNING GROUP 1 02456848 83251 9400	00000 206449 INV TUITION DY PRE-PAID Invoice Net		07/14/2020		019039 4,496.50 4,496.50 019040 4,232.00 4,232.00 019041 019041 5,554.50 5,554.50 CHECK TOTAL	383548		
24571	NATIONAL GRID 1 02756960 82104 4120	00001 200457 INV FAC MAINT NAT GAS Invoice Net		07/14/2020		49824-23980 6.2.20 752.84 752.84 CHECK TOTAL	383237		
24518	NEVILLE, PAULA J. 1 02606910 83101 1210	00000 200023 INV SUPER PROF TECH Invoice Net		07/14/2020		185 2,700.00 2,700.00 CHECK TOTAL	383198		
33157	NEW ENGLAND ICE CREAM 1 03034309 835001	00001 202587 INV FOOD SERV FOOD SERVI Invoice Net		07/14/2020		5582005105 93.39 93.39 5582005106 106.64 106.64 5572016101 614.33 614.33 50021015 99.00 99.00 50021016 99.00 99.00 CHECK TOTAL	382231		
33157	NEW ENGLAND ICE CREAM 1 03034309 835001	00001 202587 INV FOOD SERV FOOD SERVI Invoice Net		07/14/2020		5582005105 93.39 93.39 5582005106 106.64 106.64 5572016101 614.33 614.33 50021015 99.00 99.00 50021016 99.00 99.00 CHECK TOTAL	382232		
33157	NEW ENGLAND ICE CREAM 1 03034309 835001	00001 202587 INV FOOD SERV FOOD SERVI Invoice Net		07/14/2020		5582005105 93.39 93.39 5582005106 106.64 106.64 5572016101 614.33 614.33 50021015 99.00 99.00 50021016 99.00 99.00 CHECK TOTAL	382233		
33157	NEW ENGLAND ICE CREAM 1 03034309 835001	00001 202587 INV FOOD SERV FOOD SERVI Invoice Net		07/14/2020		5582005105 93.39 93.39 5582005106 106.64 106.64 5572016101 614.33 614.33 50021015 99.00 99.00 50021016 99.00 99.00 CHECK TOTAL	382232		
33157	NEW ENGLAND ICE CREAM 1 03034309 835001	00001 202587 INV FOOD SERV FOOD SERVI Invoice Net		07/14/2020		5582005105 93.39 93.39 5582005106 106.64 106.64 5572016101 614.33 614.33 50021015 99.00 99.00 50021016 99.00 99.00 CHECK TOTAL	382233		

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CASH ACCOUNT: 0000 104013 VENDOR: 8304

WARRANT: 20319 07/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
33157	NEW ENGLAND ICE CREAM	00001	202587	INV	07/14/2020	50020968	382324		
1	03034309 835001	FOOD SERV	FOOD SERV			99.00			
	Invoice Net					99.00			
33157	NEW ENGLAND ICE CREAM	00001	202587	INV	07/14/2020	4172013301	382325		
1	03034309 835001	FOOD SERV	FOOD SERV			79.53			
	Invoice Net					79.53			
33157	NEW ENGLAND ICE CREAM	00001	202587	INV	07/14/2020	4132016806	382327		
1	03034309 835001	FOOD SERV	FOOD SERV			476.71			
	Invoice Net					476.71			
33157	NEW ENGLAND ICE CREAM	00001	202587	INV	07/14/2020	4132018204	383582		
1	03034309 835001	FOOD SERV	FOOD SERV			583.55			
	Invoice Net					583.55			
33157	NEW ENGLAND ICE CREAM	00001	202587	INV	07/14/2020	5572017501	383583		
1	03034309 835001	FOOD SERV	FOOD SERV			538.84			
	Invoice Net					538.84			
	CHECK TOTAL					2,789.99			
24772	NEW ENGLAND ACADEMY, LT.	00000	206451	INV	07/14/2020	ARL0820	383550		
1	02456848 83251 9400	TUITION DY	PRE-PAID			3,372.10			
	Invoice Net					3,372.10			
24772	NEW ENGLAND ACADEMY, LT.	00000	206451	INV	07/14/2020	ARL0920	383551		
1	02456848 83251 9400	TUITION DY	PRE-PAID			7,081.41			
	Invoice Net					7,081.41			
24772	NEW ENGLAND ACADEMY, LT.	00000	206451	INV	07/14/2020	ARL1120	383552		
1	02456848 83251 9400	TUITION DY	PRE-PAID			7,081.41			
	Invoice Net					7,081.41			
	CHECK TOTAL					17,534.92			
32461	NEW ENGLAND TRANSIT SA	00000	200564	INV	07/14/2020	01S11727	382897		
1	02816970 84802 3300	TRANS ED	VEHICLE RE			498.42			
	Invoice Net					498.42			
	CHECK TOTAL					498.42			
28523	NRICH INC	00000	206332	INV	07/14/2020	2339	382973		
1	1336780 81112 3520	KIDZONE	INSTRUCTIO			1,080.00			
	Invoice Net					1,080.00			
	CHECK TOTAL					1,080.00			
28540	NRT BUS INC	00000	201209	INV	07/14/2020	27285	383647		
1	02816980 83301 3300	SPED/REIMB	TRANS.			653.25			
	Invoice Net					653.25			
28540	NRT BUS INC	00000	201209	INV	07/14/2020	27394	383648		
1	02816980 83301 3300	SPED/REIMB	TRANS.			854.25			
	Invoice Net					854.25			
28540	NRT BUS INC	00000	201209	INV	07/14/2020	27536	383649		
1	02816980 83301 3300	SPED/REIMB	TRANS			1,055.25			
	Invoice Net					1,055.25			

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CASH ACCOUNT: 0000 104013 VENDOR: 8304

WARRANT: 20319 07/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
28540 NRT BUS INC	1 02816980 83301	00000	201209	INV	07/14/2020	27619 954.75 954.75	383650		
		SPED/REIMB	TRANS						
		Invoice Net				CHECK TOTAL			
27843 OVERDRIVE	1 02016507 85103	00001	205760	INV	07/14/2020	ADV-0004305 2,000.00 2,000.00	382460		
		SEC EDUC	INSTRUCT						
		Invoice Net				CHECK TOTAL			
31296 PAGLIUCA, JOSEPH	1 02456800 83302	00000	200109	INV	07/14/2020	7215 600.00 600.00	382730		
		PK-SPED	FIELD TRIP						
		Invoice Net				CHECK TOTAL			
5200 PALMER'S GARAGE	1 02756960 84802	00000	205006	INV	07/14/2020	20370 916.50 916.50	383121		
		FAC MAINT	VEHICLE RE						
5200 PALMER'S GARAGE	1 02756960 84802	00000	205006	INV	07/14/2020	20372 863.50 2.68	383123		
		FAC MAINT	VEHICLE RE						
		Invoice Net				CHECK TOTAL			
38459 PEABODY, MARK	1 192 7289	00000	205006	INV	07/14/2020	20370 916.50 916.50	383121		
		BISHOP BUS	MISC REV						
		Invoice Net				CHECK TOTAL			
38501 PECK, JEEYOUNG	1 030 4243	00000	205619	INV	07/14/2020	REFUND BUS FEE 96.00 96.00	382779		
		FOOD SERV	SCL LUNCH						
		Invoice Net				CHECK TOTAL			
73402 J. W. PEPPER & SON, IN	1 02546755 85103	00000	205619	INV	07/14/2020	REFUND LUNCH 78.20 78.20	383257		
		VISUAL/PER	INSTRUCT						
		Invoice Net				CHECK TOTAL			
73402 J. W. PEPPER & SON, IN	1 02546755 85103	00000	205619	INV	07/14/2020	333653158 1,100.29 1,100.29	383180		
		VISUAL/PER	INSTRUCT						
		Invoice Net				CHECK TOTAL			
73402 J. W. PEPPER & SON, IN	1 02546755 85103	00000	205621	INV	07/14/2020	340231458 131.70 131.70	383181		
		VISUAL/PER	INSTRUCT						
		Invoice Net				CHECK TOTAL			
73402 J. W. PEPPER & SON, IN	1 02546755 85103	00000	205620	INV	07/14/2020	333630552 68.95 68.95	383183		
		VISUAL/PER	INSTRUCT						
		Invoice Net				CHECK TOTAL			
73402 J. W. PEPPER & SON, IN	1 02546755 85103	00000	205620	INV	07/14/2020	333637321 895.89 895.89	383185		
		VISUAL/PER	INSTRUCT						
		Invoice Net				CHECK TOTAL			
73402 J. W. PEPPER & SON, IN	1 02546755 85103	00000	205621	INV	07/14/2020	343210602 343210602	383186		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
73402 J. W. PEPPER & SON, IN	1 02546755 85103 2415	00000	205619	INV	07/14/2020	39.90	383189		
	1 02546755 85103 2415	00000	205619	INSTR		342359529			
73402 J. W. PEPPER & SON, IN	1 02546755 85103 2415	00000	205620	INV	07/14/2020	69.00	383190		
	1 02546755 85103 2415	00000	205620	INSTR		340290363			
73402 J. W. PEPPER & SON, IN	1 02546755 85103 2415	00000	205621	INV	07/14/2020	116.10	383191		
	1 02546755 85103 2415	00000	205621	INSTR		345740119			
73402 J. W. PEPPER & SON, IN	1 02546755 85103 2415	00000	205622	INV	07/14/2020	27.90	383192		
	1 02546755 85103 2415	00000	205622	INSTR		333646459			
73402 J. W. PEPPER & SON, IN	1 02546755 85103 2415	00000	205622	INV	07/14/2020	462.83			
	1 02546755 85103 2415	00000	205622	INSTR		462.83			
						CHECK TOTAL	2,912.56		
37301 PERFORMANCE ENVIRONMEN	1 02756965 82904 4110	00000	200179	INV	07/14/2020	56274	383125		
	1 02756965 82904 4110	00000	200179	CUSTODIAL		8,905.00			
37301 PERFORMANCE ENVIRONMEN	1 02756965 82904 4110	00000	200179	INV	07/14/2020	8,905.00	383127		
	1 02756965 82904 4110	00000	200179	CUSTODIAL		56275			
						14,825.00			
						CHECK TOTAL	23,730.00		
73408 PERKINS SCHOOL FOR THE	1 02456851 83201 9300	00000	200602	INV	07/14/2020	078046	382731		
	1 02456851 83201 9300	00000	200602	OOD RESIDE		26,568.28			
73408 PERKINS SCHOOL FOR THE	1 02456851 83201 9300	00000	200602	INV	07/14/2020	26,568.28	382732		
	1 02456851 83201 9300	00000	200602	OOD RESIDE		31,256.80			
73408 PERKINS SCHOOL FOR THE	1 02456851 83201 9300	00000	200602	INV	07/14/2020	31,256.80	382733		
	1 02456851 83201 9300	00000	200602	OOD RESIDE		078707			
73408 PERKINS SCHOOL FOR THE	1 07506848 83201 9300	00000	201229	INV	07/14/2020	26,568.28	382735		
	1 07506848 83201 9300	00000	201229	CB OOD DAY		855.00			
73408 PERKINS SCHOOL FOR THE	1 07506848 83201 9300	00000	201229	INV	07/14/2020	855.00	382736		
	1 07506848 83201 9300	00000	201229	CB OOD DAY		665.00			
73408 PERKINS SCHOOL FOR THE	1 07506848 83201 9300	00000	201229	INV	07/14/2020	665.00	382737		
	1 07506848 83201 9300	00000	201229	CB OOD DAY		760.00			
73408 PERKINS SCHOOL FOR THE	1 07506848 83201 9300	00000	201229	INV	07/14/2020	760.00	382738		
	1 07506848 83201 9300	00000	201229	CB OOD DAY		665.00			
73408 PERKINS SCHOOL FOR THE	1 02456848 83251 9400	00000	206469	INV	07/14/2020	665.00	383553		
	1 02456848 83251 9400	00000	206469	TUITION DY		12,897.90			
						12,897.90			

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 20319 07/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
73408 PERKINS SCHOOL FOR THE	1 02456848 83251	00000	206469	INV	07/14/2020	WTW-SEPT20 12,181.35	383554		
		TUITION DY	PRE-PAID			12,181.35			
		Invoice Net							
73408 PERKINS SCHOOL FOR THE	1 02456848 83251	00000	206469	INV	07/14/2020	WTW-OCT20 15,047.55	383556		
		TUITION DY	PRE-PAID			15,047.55			
		Invoice Net							
73408 PERKINS SCHOOL FOR THE	1 02456848 83251	00000	206470	INV	07/14/2020	AV-JUL20 10,555.74	383557		
		TUITION DY	PRE-PAID			10,555.74			
		Invoice Net							
73408 PERKINS SCHOOL FOR THE	1 02456848 83251	00000	206470	INV	07/14/2020	AV-SEPT20 9,969.31	383558		
		TUITION DY	PRE-PAID			9,969.31			
		Invoice Net							
73408 PERKINS SCHOOL FOR THE	1 02456848 83251	00000	206470	INV	07/14/2020	AV-OCT20 12,315.03	383559		
		TUITION DY	PRE-PAID			12,315.03			
		Invoice Net							
						CHECK TOTAL	160,305.24		
73408 PERKINS SCHOOL FOR THE	1 02456842 85110	00000	206205	INV	07/14/2020	I0064151 155.00	382734		
		ADAPTIVE T	EQ INSTRUC			155.00			
		Invoice Net							
						CHECK TOTAL	155.00		
23072 PK ASSOCIATES INC	1 6251231 582001	00000	206326	INV	07/14/2020	INV0215845 4,139.75	382767		
		HIGH SCH	BLDG CNSTR			4,139.75			
		Invoice Net							
						CHECK TOTAL	4,139.75		
73471 PLAY TIME, INC.	1 15126145 84902	00000	11573620	INV	07/14/2020	3800 17.07	382461		
		GIBBS	FOOD SUPPL			17.07			
		Invoice Net							
73471 PLAY TIME, INC.	1 15126145 84902	00000	11573620	INV	07/14/2020	3813 74.02	382462		
		GIBBS	FOOD SUPPL			74.02			
		Invoice Net							
73471 PLAY TIME, INC.	1 15126145 84902	00000	11573620	INV	07/14/2020	3820 27.94	382463		
		GIBBS	FOOD SUPPL			27.94			
		Invoice Net							
73471 PLAY TIME, INC.	1 15126145 84902	00000	11573620	INV	07/14/2020	5488 19.76	382464		
		GIBBS	FOOD SUPPL			19.76			
		Invoice Net							
						CHECK TOTAL	138.79		
28157 PLUMBERS, SUPPLY COMPA	1 02756960 84303 4220	00001	205825	INV	07/14/2020	15284081-00 119.00	383128		
		FAC MAINT	PLUMBING			119.00			
		Invoice Net							
28157 PLUMBERS, SUPPLY COMPA	1 02756960 84303 4220	00001	205825	INV	07/14/2020	15284557-00 14.56	383129		
		FAC MAINT	PLUMBING			14.56			
		Invoice Net							

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
28157	PLUMBERS' SUPPLY COMPA	00001	205825	INV	07/14/2020	15285013-00	383130		
	1 02756960 84303 4220	FAC MAINT	PLUMBING			24.45			
		Invoice Net				24.45			
28157	PLUMBERS' SUPPLY COMPA	00001	206189	INV	07/14/2020	15284648-00	383131		
	1 02756960 84303 4220	FAC MAINT	PLUMBING			7,097.39			
		Invoice Net				7,097.39			
28157	PLUMBERS' SUPPLY COMPA	00001	205825	INV	07/14/2020	15284617-00	383132		
	1 02756960 84303 4220	FAC MAINT	PLUMBING			12.68			
		Invoice Net				12.68			
28157	PLUMBERS' SUPPLY COMPA	00001	205825	INV	07/14/2020	15284787-00	383133		
	1 02756960 84303 4220	FAC MAINT	PLUMBING			19.55			
		Invoice Net				19.55			
28157	PLUMBERS' SUPPLY COMPA	00001	206499	INV	07/14/2020	15284299-00	383134		
	1 02756960 84303 4220	FAC MAINT	PLUMBING			1,365.94			
		Invoice Net				1,365.94			
28157	PLUMBERS' SUPPLY COMPA	00001	206499	INV	07/14/2020	15284508-00	383136		
	1 02756960 84303 4220	FAC MAINT	PLUMBING			140.58			
		Invoice Net				140.58			
28157	PLUMBERS' SUPPLY COMPA	00001	206499	INV	07/14/2020	15284483-00	383138		
	1 02756960 84303 4220	FAC MAINT	PLUMBING			14.68			
		Invoice Net				14.68			
28157	PLUMBERS' SUPPLY COMPA	00001	206353	INV	07/14/2020	15285096-00	383140		
	1 02756960 84303 4220	FAC MAINT	PLUMBING			154.16			
		Invoice Net				154.16			
28157	PLUMBERS' SUPPLY COMPA	00001	206353	INV	07/14/2020	15284495-00	383141		
	1 02756960 84303 4220	FAC MAINT	PLUMBING			204.01			
		Invoice Net				204.01			
		CHECK TOTAL				9,167.00			
73542	PRO-ED	00002	205717	INV	07/14/2020	2831264	382740		
	1 02456818 85102 2720	SPED/DEAF	TESTING			1,909.60			
		Invoice Net				1,909.60			
		CHECK TOTAL				1,909.60			
37858	PROJECTDOG INC	00000	204308	INV	07/14/2020	16798	382768		
	1 6223778 5871	AHS STUDY	AHS STUDY			550.00			
		Invoice Net				550.00			
		CHECK TOTAL				550.00			
13911	PUBLIC CONSULTING GROU	00001	200622	INV	07/14/2020	205276/205277	383144		
	1 0191487 5706	GROUP HEAL	FEDERAL, ME			6,444.85			
	2 02666920 83101 1410	BUS OFFICE	PROF TECH			6,444.85			
		Invoice Net				12,889.70			
		CHECK TOTAL				12,889.70			
37282	QUEENSBORO INDUSTRIES	00000	205542	INV	07/14/2020	1737104-1984922	382466		
	1 02036507 85103 2415	SEC EDUC	INSTRUCT			3,040.00			
		Invoice Net				3,040.00			
		CHECK TOTAL				3,040.00			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
5801	R W SHATTUCK & CO INC	00001	205978	INV	07/14/2020	223849	383238		
	1 02756960 84399	4220	FAC MAINT	MISC MAINT		9.98			
			Invoice Net			9.98			
5801	R W SHATTUCK & CO INC	00001	205978	INV	07/14/2020	223913	383239		
	1 02756960 84399	4220	FAC MAINT	MISC MAINT		147.95			
			Invoice Net			147.95			
5801	R W SHATTUCK & CO INC	00001	205978	INV	07/14/2020	224013	383240		
	1 02756960 84399	4220	FAC MAINT	MISC MAINT		10.76			
			Invoice Net			10.76			
5801	R W SHATTUCK & CO INC	00001	205978	INV	07/14/2020	224137	383241		
	1 02756960 84399	4220	FAC MAINT	MISC MAINT		37.96			
			Invoice Net			37.96			
5801	R W SHATTUCK & CO INC	00001	205978	INV	07/14/2020	224237	383242		
	1 02756960 84399	4220	FAC MAINT	MISC MAINT		9.98			
			Invoice Net			9.98			
5801	R W SHATTUCK & CO INC	00001	205978	INV	07/14/2020	224245	383243		
	1 02756960 84399	4220	FAC MAINT	MISC MAINT		12.98			
			Invoice Net			12.98			
5801	R W SHATTUCK & CO INC	00001	205978	INV	07/14/2020	224292	383244		
	1 02756960 84399	4220	FAC MAINT	MISC MAINT		7.38			
			Invoice Net			7.38			
5801	R W SHATTUCK & CO INC	00001	205978	INV	07/14/2020	224293	383245		
	1 02756960 84399	4220	FAC MAINT	MISC MAINT		5.58			
			Invoice Net			5.58			
5801	R W SHATTUCK & CO INC	00001	205978	INV	07/14/2020	224380	383246		
	1 02756960 84399	4220	FAC MAINT	MISC MAINT		53.80			
			Invoice Net			53.80			
5801	R W SHATTUCK & CO INC	00001	205978	INV	07/14/2020	224659	383247		
	1 02756960 84399	4220	FAC MAINT	MISC MAINT		9.49			
			Invoice Net			9.49			
5801	R W SHATTUCK & CO INC	00001	205978	INV	07/14/2020	224781	383248		
	1 02756960 84399	4220	FAC MAINT	MISC MAINT		23.22			
			Invoice Net			23.22			
			CHECK TOTAL			329.08			
38452	RADOZA, DANIEL	00000	INV	07/14/2020		REFUND	382772		
	1 151 7289		MENOTOMY	MISC REV		1,498.78			
			Invoice Net			1,498.78			
			CHECK TOTAL			1,498.78			
38187	RESILIENCE IMPACT LLC	00000	205830	INV	07/14/2020	320	382465		
	1 02366557 87202	2357	WELINES/HS	HS PROF DE		349.00			
			Invoice Net			349.00			
			CHECK TOTAL			349.00			

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CASH ACCOUNT: 0000 104013 VENDOR 8304

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
11938 RICOH USA, INC.	1 02666920 82703	00001	203646	INV	07/14/2020	1084667434	383146		
			BUS OFFICE	RENT EQUIP		2,597.99			
			Invoice Net			2,597.99			
11938 RICOH USA, INC.	1 02666920 82703	00001	203646	INV	07/14/2020	5059221331	383147		
			BUS OFFICE	RENT EQUIP		14,879.12			
			Invoice Net			14,879.12			
			CHECK TOTAL			17,477.11			
11938 RICOH USA, INC.	1 02666920 82703	00005	203646	INV	07/14/2020	103760111	382472		
			BUS OFFICE	RENT EQUIP		9,570.95			
			Invoice Net			9,570.95			
			CHECK TOTAL			9,570.95			
11938 RICOH USA, INC.	1 02666920 82703	00005	203646	INV	07/14/2020	103760096	382473		
			BUS OFFICE	RENT EQUIP		1,267.28			
			Invoice Net			1,267.28			
			CHECK TOTAL			1,267.28			
36708 RIVERSIDE ASSESSMENTS	1 02456836 85102	00001	205882	INV	07/14/2020	50038936	383561		
			PSYCHOLOGI	TESTING		217.33			
			Invoice Net			217.33			
			CHECK TOTAL			217.33			
33041 THE ROLA CORPORATION	1 1336780 81112	00000	205605	INV	07/14/2020	WEEK OF JUNE 15,2020	382227		
			KIDZONE	INSTRUCTIO		210.00			
			Invoice Net			210.00			
33041 THE ROLA CORPORATION	1 1336780 81112	00000	205605	INV	07/14/2020	WEEK OF JUNE 22,2020	382228		
			KIDZONE	INSTRUCTIO		210.00			
			Invoice Net			210.00			
			CHECK TOTAL			420.00			
38502 ROONEY ROTH, MAURA	1 030	00000		INV	07/14/2020	REFUND LUNCH	383258		
			FOOD SERVI	SCL LUNCH		46.00			
			Invoice Net			46.00			
			CHECK TOTAL			46.00			
23744 SANDBERG, RONA	1 1336775 7290	00000		INV	07/14/2020	10085577	383039		
			SUMMER FUN	COMM ED		95.00			
			Invoice Net			95.00			
			CHECK TOTAL			95.00			
38461 SAUNDERS, LAURA	1 192	00000		INV	07/14/2020	REFUND BUS FEE	382781		
			BISHOP BUS	MISC REV		96.00			
			Invoice Net			96.00			
			CHECK TOTAL			96.00			
38487 SCHILLER, JEFFREY		00000		INV	07/14/2020	REFUND LUNCH	383259		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 030 4243	FOOD SERVI	SCL LUNCH			112.30			
		Invoice Net				112.30			
		CHECK TOTAL				112.30			
38462 SCHNEYER, CAROLYN	1 192 7289	00000 BISHOP BUS	INV 07/14/2020			REFUND BUS FEE	382782		
		Invoice Net	MISC REV			96.00			
						96.00			
		CHECK TOTAL				96.00			
72228 SCHOLASTIC SOLUTIONS I	1 02016507 85803 3520	00000 SEC EDUC	INV 07/14/2020			3362-447	382760		
		Invoice Net	GRAD SERVC			280.00			
						280.00			
72228 SCHOLASTIC SOLUTIONS I	1 02016507 85803 3520	00000 SEC EDUC	INV 07/14/2020			3362-455	382761		
		Invoice Net	GRAD SERVC			20.00			
						20.00			
72228 SCHOLASTIC SOLUTIONS I	1 02016507 85803 3520	00000 SEC EDUC	INV 07/14/2020			#3362-455	382762		
		Invoice Net	GRAD SERVC			160.00			
						160.00			
72228 SCHOLASTIC SOLUTIONS I	1 02016507 85803 3520	00000 SEC EDUC	INV 07/14/2020			3362-328	383658		
		Invoice Net	GRAD SERVC			35.00			
						35.00			
		CHECK TOTAL				495.00			
72228 JOSTENS	1 02016507 85803 3520	00001 SEC EDUC	INV 07/14/2020			24807171	383096		
		Invoice Net	GRAD SERVC			18.61			
						18.61			
		CHECK TOTAL				18.61			
29370 SCHOOL SPECIALTY, INC.	1 14955 8350	00006 GIBBS FEES	INV 07/14/2020			308103529832	382246		
		Invoice Net	GIBBS CO-C			48.94			
						48.94			
29370 SCHOOL SPECIALTY, INC.	1 02056507 85103 2415	00006 GIBBS TEMP	INV 07/14/2020			308103528647	382248		
		Invoice Net	INSTRUCT			146.32			
						146.32			
29370 SCHOOL SPECIALTY, INC.	1 02056507 85103 2415	00006 GIBBS TEMP	INV 07/14/2020			308103528648	382251		
		Invoice Net	INSTRUCT			679.04			
						679.04			
29370 SCHOOL SPECIALTY, INC.	1 02456809 85103 2415	00006 GIBBS TEMP	INV 07/14/2020			208125221330	382741		
		Invoice Net	INSTRUCT			150.02			
						150.02			
29370 SCHOOL SPECIALTY, INC.	1 02456812 85103 2415	00006 GIBBS TEMP	INV 07/14/2020			208125212111	382742		
		Invoice Net	INSTRUCT			199.16			
						199.16			
29370 SCHOOL SPECIALTY, INC.	1 02456812 85103 2415	00006 GIBBS TEMP	INV 07/14/2020			308103529018	382743		
		Invoice Net	INSTRUCT			75.94			
						75.94			
29370 SCHOOL SPECIALTY, INC.	1 02456812 85103 2415	00006 GIBBS TEMP	INV 07/14/2020			208125305002	382808		
		Invoice Net	INSTRUCT						

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CASH ACCOUNT: 0000 104013 VENDOR 8304

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
29370	SCHOOL SPECIALTY, INC. 1 02066506 85103	2415	ELEM EDUC	INSTRUCT		68.91 68.91 208125309899	382809		
29370	SCHOOL SPECIALTY, INC. 1 02066506 85103	2415	ELEM EDUC	INSTRUCT	07/14/2020	152.73 152.73 308103529229	382810		
29370	SCHOOL SPECIALTY, INC. 1 02066506 85103	2415	ELEM EDUC	INSTRUCT	07/14/2020	2,616.46 2,616.46 208125257111	382811		
29370	SCHOOL SPECIALTY, INC. 1 02066506 85103	2415	ELEM EDUC	INSTRUCT	07/14/2020	385.46 385.46 208125257096	382812		
29370	SCHOOL SPECIALTY, INC. 1 02066506 85103	2415	ELEM EDUC	INSTRUCT	07/14/2020	-33.45 -33.45 208125288068	382813		
29370	SCHOOL SPECIALTY, INC. 1 02056507 85103	2415	GIBBS TEMP	INSTRUCT	07/14/2020	19.05 19.05 208125211919	382814		
29370	SCHOOL SPECIALTY, INC. 1 02456809 85103	2415	SPED TEXTS	INSTRUCT	07/14/2020	66.80 66.80 20812527013	382898		
29370	SCHOOL SPECIALTY, INC. 1 02456809 85103	2415	SPED TEXTS	INSTRUCT	07/14/2020	147.84 147.84 208125276012	382899		
29370	SCHOOL SPECIALTY, INC. 1 02096506 85103	2415	ELEM EDUC	INSTRUCT	07/14/2020	143.01 143.01 308103538093	383261		
29370	SCHOOL SPECIALTY, INC. 1 02096506 85103	2415	ELEM EDUC	INSTRUCT	07/14/2020	398.91 398.91 308103540681	383262		
29370	SCHOOL SPECIALTY, INC. 1 02246506 85103	2415	ELEM EDUC	INSTRUCT	07/14/2020	3,575.86 3,575.86 30810358765	383263		
29370	SCHOOL SPECIALTY, INC. 1 02126506 85103	2415	ELEM EDUC	INSTRUCT	07/14/2020	51.10 51.10 208125211017	383264		
29370	SCHOOL SPECIALTY, INC. 1 02126506 85103	2415	ELEM EDUC	INSTRUCT	07/14/2020	26.79 26.79 308103528989	383265		
29370	SCHOOL SPECIALTY, INC. 1 02126506 85103	2415	ELEM EDUC	INSTRUCT	07/14/2020	52.62 52.62 208125210975	383266		
29370	SCHOOL SPECIALTY, INC. 1 02066506 85103	2415	ELEM EDUC	INSTRUCT	07/14/2020	125.09 125.09 208125310021	383267		
29370	SCHOOL SPECIALTY, INC. 1 02066506 85103	2415	ELEM EDUC	INSTRUCT	07/14/2020	86.10 86.10 Invoice Net			

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CASH ACCOUNT: 0000 104013 VENDOR: 8304 WARRANT: 20319 07/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
29370	SCHOOL SPECIALTY, INC.	00006	65042320	INV	07/14/2020	308103537736	383563		
	1 02456809 85103	2415	SPED TEXTS	INSTRUCT		281.32			
			Invoice Net			281.32			
29370	SCHOOL SPECIALTY, INC.	00006	65049720	INV	07/14/2020	208125309683	383564		
	1 02456809 85103	2415	SPED TEXTS	INSTRUCT		55.90			
			Invoice Net			55.90			
29370	SCHOOL SPECIALTY, INC.	00006	65043920	INV	07/14/2020	308103542894	383567		
	1 02456809 85103	2415	SPED TEXTS	INSTRUCT		269.75			
			Invoice Net			269.75			
29370	SCHOOL SPECIALTY, INC.	00006	65047120	INV	07/14/2020	208125275914	383569		
	1 02456809 85103	2415	SPED TEXTS	INSTRUCT		160.79			
			Invoice Net			160.79			
29370	SCHOOL SPECIALTY, INC.	00006	65045520	INV	07/14/2020	308103540767	383570		
	1 02456809 85103	2415	SPED TEXTS	INSTRUCT		337.96			
			Invoice Net			337.96			
29370	SCHOOL SPECIALTY, INC.	00006	65048020	INV	07/14/2020	308103539184	383571		
	1 02456809 85103	2415	SPED TEXTS	INSTRUCT		147.33			
			Invoice Net			147.33			
29370	SCHOOL SPECIALTY, INC.	00006	65049020	INV	07/14/2020	308103547356	383572		
	1 02456809 85103	2415	SPED TEXTS	INSTRUCT		108.09			
			Invoice Net			108.09			
29370	SCHOOL SPECIALTY, INC.	00006	65049120	INV	07/14/2020	208125305446	383573		
	1 02456809 85103	2415	SPED TEXTS	INSTRUCT		150.91			
			Invoice Net			150.91			
29370	SCHOOL SPECIALTY, INC.	00006	65050520	INV	07/14/2020	208125309556	383574		
	1 02456809 85103	2415	SPED TEXTS	INSTRUCT		578.80			
			Invoice Net			578.80			
29370	SCHOOL SPECIALTY, INC.	00006	65050620	INV	07/14/2020	208125319182	383575		
	1 02456809 85103	2415	SPED TEXTS	INSTRUCT		160.07			
			Invoice Net			160.07			
29370	SCHOOL SPECIALTY, INC.	00006	65042820	INV	07/14/2020	308103542191	383654		
	1 02096506 85103	2415	ELEM EDUC	INSTRUCT		603.45			
			Invoice Net			603.45			
29370	SCHOOL SPECIALTY, INC.	00006	206399	INV	07/14/2020	208125346202	383655		
	1 02546750 85103	2415	VISUAL/ART	INSTRUCT		1,559.04			
			Invoice Net			1,559.04			
29370	SCHOOL SPECIALTY, INC.	00006	65050920	INV	07/14/2020	208125347614	383671		
	1 0812020 85106	2410	TITLE I	TEXTBOOKS		56.27			
			Invoice Net			56.27			
			CHECK TOTAL			13,652.38			
34250	SCIARAPPA, JANINE	00000	206335	INV	07/14/2020	SOURDOUGH CLASSES	382974		
	1 1336770 81112	6200	ADULT ED	INSTRUCT		75.00			
	2 1336770 85103	6200	ADULT ED	INSTRUCT		20.00			
			Invoice Net			95.00			
			CHECK TOTAL			95.00			

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CASH ACCOUNT: 0000 104013 VENDOR 8304

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
73852	SEEM COLLABORATIVE	00000	206471	INV	07/14/2020	79342	383576		
	1 02456848 83251	9400	TUITION DY	PRE-PAID		63,540.00			
			Invoice Net			63,540.00			
73852	SEEM COLLABORATIVE	00000	206472	INV	07/14/2020	79343	383577		
	1 02456848 83251	9400	TUITION DY	PRE-PAID		63,540.00			
			Invoice Net			63,540.00			
73852	SEEM COLLABORATIVE	00000	206473	INV	07/14/2020	79344	383578		
	1 02456848 83251	9400	TUITION DY	PRE-PAID		63,540.00			
			Invoice Net			63,540.00			
			CHECK TOTAL			190,620.00			
38387	SENSERA SYSTEMS	00000	206495	INV	07/14/2020	201810	382983		
	1 6251231 582001		HIGH SCH	BLDG CNSTR		48,081.45			
			Invoice Net			48,081.45			
			CHECK TOTAL			48,081.45			
28807	SEVEN HILLS PEDIATRIC	00001	201210	INV	07/14/2020	09-147611	382744		
	1 07506848 83201	9300	CB OOD DAY	TUITION		3,992.60			
			Invoice Net			3,992.60			
28807	SEVEN HILLS PEDIATRIC	00001	201210	INV	07/14/2020	09-147647	382745		
	1 07506848 83201	9300	CB OOD DAY	TUITION		4,391.66			
			Invoice Net			4,391.66			
28807	SEVEN HILLS PEDIATRIC	00001	201211	INV	07/14/2020	09-147612	382746		
	1 07506848 83201	9300	CB OOD DAY	TUITION		3,992.60			
			Invoice Net			3,992.60			
28807	SEVEN HILLS PEDIATRIC	00001	201211	INV	07/14/2020	09-147648	382747		
	1 07506848 83201	9300	CB OOD DAY	TUITION		4,391.86			
			Invoice Net			4,391.86			
			CHECK TOTAL			16,768.72			
38463	SHAPIRO, GARY	00000	INV	07/14/2020		REFUND BUS FEE	382783		
	1 192 7289		BISHOP BUS	MISC REV		96.00			
			Invoice Net			96.00			
			CHECK TOTAL			96.00			
33735	SKANSKA USA BUILDING I	00001	201696	INV	07/14/2020	1317826-000-14135-31	382513		
	1 6251231 582018		HIGH SCH	OWNER PM		74,250.00			
			Invoice Net			74,250.00			
			CHECK TOTAL			74,250.00			
38386	SOUZA TRUE & PARTNERS	00000	206494	INV	07/14/2020	207142	382984		
	1 6251231 582001		HIGH SCH	BLDG CNSTR		9,750.00			
			Invoice Net			9,750.00			
			CHECK TOTAL			9,750.00			
38271	SPOTIFY USA INC	00001	206445	INV	07/14/2020	CUS062380	383278		
	1 02546755 85103	2415	VISUAL/PER	INSTRUCT		3,392.30			
			Invoice Net			3,392.30			
			CHECK TOTAL			3,392.30			

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 20319 07/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
15651 STAR SALES & DISTRIBUT	00000	206130	INV	07/14/2020		1273270	383142		
1 02756960 84399 4220	FAC MAINT	MISC MAINT				145.62			
	Invoice Net					145.62			
	CHECK TOTAL					145.62			
37613 STEFA, MIRELA	00000	206337	INV	07/14/2020		ITALIAN LEVELS 1 & 3	382975		
1 1336770 81112 6200	ADULT ED	INSTRUCT				450.00			
	Invoice Net					450.00			
	CHECK TOTAL					450.00			
38385 STERLING CORPORATION	00000	206493	INV	07/14/2020		577350	382985		
1 6251231 582001	HIGH SCH	BLDG CNSTR				9,998.00			
	Invoice Net					9,998.00			
	CHECK TOTAL					9,998.00			
37785 STEVENSON, FARHANA R	00000	206367	INV	07/14/2020		ESSENTIALS 4/30-6/25	382976		
1 1336770 81112 6200	ADULT ED	INSTRUCT				240.00			
	Invoice Net					240.00			
	CHECK TOTAL					240.00			
38475 SULLIVAN, ERIN	00000		INV	07/14/2020		9977129	383040		
1 1336775 7290 6200	SUMMER FUN	COMM ED				175.00			
	Invoice Net					175.00			
	CHECK TOTAL					175.00			
38475 SULLIVAN, ERIN	00000		INV	07/14/2020		9978596	383041		
1 1336775 7290 6200	SUMMER FUN	COMM ED				165.00			
	Invoice Net					165.00			
	CHECK TOTAL					340.00			
74094 SUPER DUPER INC	00000	205877	INV	07/14/2020		2526211A	382748		
1 02456818 85103 2415	SPED/DEAF	INSTRUCT				199.83			
	Invoice Net					199.83			
	CHECK TOTAL					199.83			
74094 SUPER DUPER INC	00000	205879	INV	07/14/2020		2526448A	383579		
1 02456818 85103 2415	SPED/DEAF	INSTRUCT				190.55			
	Invoice Net					190.55			
	CHECK TOTAL					390.38			
27936 SWEETWATER SOUND INC	00000	205613	INV	07/14/2020		22796862	383149		
1 02546755 85103 2415	VISUAL/PER	INSTRUCT				199.00			
	Invoice Net					199.00			
	CHECK TOTAL					199.00			
30595 TASSONE, NATALIE	00000	11666320	INV	07/14/2020		REIM MINDFUL ED ESSN	382467		
1 02636575 87106 2357	PROF DEV	Grad Cours				297.00			
	Invoice Net					297.00			
	CHECK TOTAL					297.00			
30595 TASSONE, NATALIE	00000	11666320	INV	07/14/2020		REIM MATH IDEAS	382468		
	Invoice Net								
	CHECK TOTAL								

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CASH ACCOUNT: 0000 104013 VENDOR 8304

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
20728	TRICON SPORTS	00001	205759	INV	07/14/2020	24474	382469		
1	02016575 87202	2357	PROF DEV	TRAINING		1,127.76			
			Invoice Net			1,127.76			
20728	TRICON SPORTS	00001	206011	INV	07/14/2020	24577	383151		
1	02016507 85806	2430	SEC EDUC	MISC SUPPL		4,699.50			
			Invoice Net			4,699.50			
20728	TRICON SPORTS	00001	206016	INV	07/14/2020	24595	383152		
1	02026620 85104	3510	ATHLE/ADMI	ATHL SUPPL		2,638.80			
			Invoice Net			2,638.80			
			CHECK TOTAL			8,466.06			
74140	TAYLOR RENTAL	00001	206323	INV	07/14/2020	01-178842-02	383143		
1	02756960 84303	4220	FAC MAINT	PLUMBING		34.65			
			Invoice Net			34.65			
			CHECK TOTAL			34.65			
11774	THE EDUCATION COOPERAT	00000	204398	INV	07/14/2020	031209	383659		
1	02636575 87301	2357	PROF DEV	PROF AFFLI		5,711.00			
			Invoice Net			5,711.00			
			CHECK TOTAL			5,711.00			
38471	THEILMAN, CHRISTINE	00000		INV	07/14/2020	REFUND SUMMER STOCK	382989		
1	1336775 7290	6200	SUMMER FUN	COMM ED		404.00			
			Invoice Net			404.00			
			CHECK TOTAL			404.00			
38503	THOMPSON, KATHLEEN	00000		INV	07/14/2020	REFUND LUNCH	383260		
1	030 4243		FOOD SERVI	SCL LUNCH		65.00			
			Invoice Net			65.00			
			CHECK TOTAL			65.00			
22736	THURSTON FOODS, INC.	00000	202586	INV	07/14/2020	345725	383032		
1	03034309 835001		FOOD SERV	FOOD SERVI		1,281.60			
			Invoice Net			1,281.60			
22736	THURSTON FOODS, INC.	00000	202586	INV	07/14/2020	346729	383033		
1	03034309 835001		FOOD SERV	FOOD SERVI		2,242.43			
			Invoice Net			2,242.43			
22736	THURSTON FOODS, INC.	00000	202586	INV	07/14/2020	348680	383584		
1	03034309 835001		FOOD SERV	FOOD SERVI		1,926.69			
			Invoice Net			1,926.69			
22736	THURSTON FOODS, INC.	00000	202586	INV	07/14/2020	347718	383585		
1	03034309 835001		FOOD SERV	FOOD SERVI		4,184.68			
			Invoice Net			4,184.68			
			CHECK TOTAL			4,184.68			

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CASH ACCOUNT: 0000. 104013 VENDOR 8304

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
38476 TOULMIN, CHARLIE	1 1336775 7290	00000		INV 07/14/2020		9985252	383042		
		SUMMER FUN		COMM ED		339.00			
		Invoice Net				339.00			
		CHECK TOTAL				339.00			
38464 TOUTCHKINE, ALEXIE	1 192 7289	00000		INV 07/14/2020		REFUND BUS FEE	382784		
		BISHOP BUS		MISC REV		96.00			
		Invoice Net				96.00			
		CHECK TOTAL				96.00			
37152 TSA CONSULTING GROUP I	1 02636935 81730 5100	00000		200025 INV 07/14/2020		53498	382474		
		HUMAN RES/		PENSIONS		343.10			
		Invoice Net				343.10			
		CHECK TOTAL				343.10			
38220 UNIVERSITY OF GEORGIA	1 0792020 87208 2357	00001		205713 INV 07/14/2020		442067	382453		
		IMPRV ED		Training		655.00			
		Invoice Net				655.00			
		CHECK TOTAL				655.00			
27119 VALLEY COLLABORATIVE	1 02456845 83201 9300	00000		200872 INV 07/14/2020		2009024	382749		
		OOD/AIDE		TUITION		873.60			
		TUITION DY		TUITION		4,181.60			
		Invoice Net				5,055.20			
		CHECK TOTAL				2010024	382750		
27119 VALLEY COLLABORATIVE	1 02456845 83201 9300	00000		200872 INV 07/14/2020		1,092.00			
		OOD/AIDE		TUITION		5,227.00			
		TUITION DY		TUITION		6,319.00			
		Invoice Net				2011024	382752		
		CHECK TOTAL				982.80			
		CHECK TOTAL				4,704.30			
		CHECK TOTAL				5,687.10			
		CHECK TOTAL				17,061.30			
38376 VERIZON	1 6251231 582001	00000		206266 INV 07/14/2020		ENG DESIGN DEPOSIT	382515		
		HIGH SCH		BLDG CNSTR		2,000.00			
		Invoice Net				2,000.00			
		CHECK TOTAL				2,000.00			
13181 W. B. MASON CO INC	1 03034309 835005	00001		201511 INV 07/14/2020		206513032	382234		
		FOOD SERV		FOOD SERV		139.98			
		Invoice Net				139.98			
		CHECK TOTAL				210756432	382235		
13181 W. B. MASON CO INC	1 03034309 835005	00001		201511 INV 07/14/2020		49.99			
		FOOD SERV		FOOD SERV		49.99			
		Invoice Net				49.99			
		CHECK TOTAL				49.99			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
13181 W. B. MASON CO INC	1 02666920 85101	1410	00001	200324 INV	07/14/2020	210947030	382824		
				BUS OFFICE	REPRO. SUPP.	71.70			
				Invoice Net		71.70			
13181 W. B. MASON CO INC	1 02516730 85103	2415	00001	206008 INV	07/14/2020	211113616	383153		
				C&I WORLD	INSTRUCT	851.48			
				Invoice Net		851.48			
13181 W. B. MASON CO INC	1 02016507 84201	2430	00001	206010 INV	07/14/2020	211076887	383155		
				SEC EDUC	OFFICE	211076887			
				Invoice Net		777.00			
13181 W. B. MASON CO INC	1 02016507 88501	4230	00001	206009 INV	07/14/2020	211222344	383156		
				SEC EDUC	CAP EQUIP	3,833.68			
				Invoice Net		3,833.68			
13181 W. B. MASON CO INC	1 02036507 85101	2430	00001	200115 INV	07/14/2020	210368051	383157		
				SEC EDUC	REPRO SUPP	2,309.23			
				Invoice Net		2,309.23			
13181 W. B. MASON CO INC	1 02666920 85101	1410	00001	200324 INV	07/14/2020	210957015	383159		
				BUS OFFICE	REPRO SUPP	101.70			
				Invoice Net		101.70			
13181 W. B. MASON CO INC	1 02366710 84201	2430	00001	205999 INV	07/14/2020	211001680	383199		
				C&I HEALTH	OFFICE	211001680			
				Invoice Net		83.97			
13181 W. B. MASON CO INC	1 02696925 84201	1410	00001	1165620 INV	07/14/2020	211484652	383660		
				PAYROLL	OFFICE	185.13			
				Invoice Net		185.13			
13181 W. B. MASON CO INC	1 02026620 85104	3510	00001	201504 INV	07/14/2020	211495760	383661		
				ATHLE/ADMT	ATHL SUPPL	529.38			
				Invoice Net		529.38			
13181 W. B. MASON CO INC	1 02666920 85101	1410	00001	200324 INV	07/14/2020	211577623	383693		
				BUS OFFICE	REPRO SUPP	309.00			
				Invoice Net		309.00			
				CHECK TOTAL		9,242.24			
35028 WENGER CORPORATION	1 02036507 85110	2420	00001	205831 INV	07/14/2020	783722	382470		
				SEC EDUC	EQ INSTRUC	3,500.00			
				Invoice Net		3,500.00			
35028 WENGER CORPORATION	2 02546755 85110	2420	00001	206203 INV	07/14/2020	784380	383279		
				SEC EDUC	EQ INSTRUC	12,590.00			
				Invoice Net		12,590.00			
				CHECK TOTAL		18,486.00			
74519 WEST MUSIC COMPANY	1 02546755 85103	2415	00001	205623 INV	07/14/2020	51888975	383161		
				VISUAL/PER	INSTRUCT	725.92			
				Invoice Net		725.92			
74519 WEST MUSIC COMPANY	1 02546755 85103	2415	00001	205624 INV	07/14/2020	51889286	383163		
				VISUAL/PER	INSTRUCT	450.45			
				Invoice Net		450.45			

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CASH ACCOUNT: 0000 104013 VENDOR 8304

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
74519	WEST MUSIC COMPANY	00001	205624	INV	07/14/2020	SI1891184	383164		
1	02546755 85103	2415	VISUAL/PER	INSTRUCT		42.00			
			Invoice Net			42.00			
74519	WEST MUSIC COMPANY	00001	205626	INV	07/14/2020	SI1894114	383167		
1	02546755 85103	2415	VISUAL/PER	INSTRUCT		278.41			
			Invoice Net			278.41			
74519	WEST MUSIC COMPANY	00001	205626	INV	07/14/2020	SI1896130	383169		
1	02546755 85103	2415	VISUAL/PER	INSTRUCT		42.00			
			Invoice Net			42.00			
74519	WEST MUSIC COMPANY	00001	205625	INV	07/14/2020	SI1889293	383194		
1	02546755 85103	2415	VISUAL/PER	INSTRUCT		254.45			
			Invoice Net			254.45			
			CHECK TOTAL			1,793.23			
38042	WILLIAM JAMES COLLEGE	00000	206012	INV	07/14/2020	ACTIVATION FEE	382456		
1	02366557 83101	2710	WELNES/HS	PROF TECH		1,500.00			
			Invoice Net			1,500.00			
			CHECK TOTAL			1,500.00			
34077	MELISSA FRANZ WINSTANTL	00000	206364	INV	07/14/2020	MEMOIR WRIT4/29-6/10	382977		
1	1336770 81112	6200	ADULT ED	INSTRUCT		350.00			
			Invoice Net			350.00			
			CHECK TOTAL			350.00			
38188	WISDOM LABS INC	00000	206014	INV	07/14/2020		382471		
1	02366557 85804	2710	WELNES/HS	SOFTWARE		1,500.00			
			Invoice Net			1,500.00			
			CHECK TOTAL			1,500.00			
72215	JUDITH WISNIA & ASSOC	00003	200581	INV	07/14/2020	038599	382900		
1	02456857 83101	2310	SPED CONTR	PROF TECH		900.00			
			Invoice Net			900.00			
			CHECK TOTAL			900.00			
38335	WONG, MICHELLE AND CHR	00000	206204	INV	07/14/2020	TUITION SETTLEMENT	382758		
1	02456848 83201	9300	TUITION DY	TUITION		73,800.00			
2	02816980 83301	3300	SPED/REIMB	TRANS		3,723.93			
			Invoice Net			77,523.93			
			CHECK TOTAL			77,523.93			
38186	YALE UNIVERSITY	00001	205661	INV	07/14/2020	YCEI-01413	383170		
1	02366557 87202	2357	WELNES/HS	HS PROF DE		2,000.00			
			Invoice Net			2,000.00			
			CHECK TOTAL			2,000.00			
21436	ZACHARY, ANNE	00000	205954	INV	07/14/2020	REIMB IDIOMA	383171		
1	02516730 87202	2357	C&I WORLD	TRAINING		200.00			
			Invoice Net			200.00			

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CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 20319 07/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
38465 ZEPF, JOSEPH	1 192 7289	00000	BISHOP BUS	INV 07/14/2020		CHECK TOTAL	200.00		
			MISC REV			REFUND BUS FEE	382785		
			Invoice Net			96.00			
						96.00			
						CHECK TOTAL	96.00		
37871 ZIERING, ERIC A	1 201 84000	00000	GILBERT &	INV 07/14/2020		1	382242		
			Invoice Net			270.00			
						270.00			
						CHECK TOTAL	270.00		
36517 ZUREK, CAROL J	1 1336770 81112	00000	ADULT ED	INV 07/14/2020		ASL LEVELS 1 & 2	382978		
			INSTRUCT			810.00			
			Invoice Net			810.00			
						CHECK TOTAL	810.00		
533 INVOICES						WARRANT TOTAL	4,895,426.25		
						CASH ACCOUNT BALANCE	-6,606,649.09		

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WARRANT: 20319 07/14/2020

FUND ORG	ACCOUNT	AMOUNT	AVLB BUDGET
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0100 0191487 GROUP HEALTH INSUR	0100-9-0914-0000-52-00-0-87-5706	6,444.85	368,912.48
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CASH ACCOUNT 0000 104013 BALANCE -6,606,649.09

FUND TOTAL 6,444.85

0200 02016507 SECONDARY EDUCATIO	0200-3-01	-6507-01-10-5-02-84201	-2430	OFFICE SUPPLIES	777.00	.00
0200 02016507 SECONDARY EDUCATIO	0200-3-01	-6507-01-10-5-02-85103	-2420	INSTRUCTIONAL MATERIAL	3,260.00	.00
0200 02016507 SECONDARY EDUCATIO	0200-3-01	-6507-01-10-5-02-85803	-3520	GRADUATION SERVICE CER	2,848.58	.00
0200 02016507 SECONDARY EDUCATIO	0200-3-01	-6507-01-10-5-02-85806	-2430	MISC SUPPLIES	4,699.50	.00
0200 02016507 SECONDARY EDUCATIO	0200-3-01	-6507-01-10-5-02-88501	-4230	CAPITAL EQUIPMENT/FURN	3,833.68	.00
0200 02016563 LIBRARY/MEDIA	0200-3-01	-6563-01-10-5-01-85106	-2410	TEXTBOOKS BOOKS PERIOD	8,453.36	.00
0200 02016575 PROFESSIONAL DEVEL	0200-3-01	-6575-01-10-5-00-87202	-2357	TRAINING EDUC CONF & A	1,127.76	.00
0200 02026620 ATHLETICS/ADMIN	0200-3-02	-6620-01-24-9-00-83804	-3510	ATHLETIC SERVICES	999.95	.00
0200 02026620 ATHLETICS/ADMIN	0200-3-02	-6620-01-24-9-00-85104	-3510	ATHLETIC SERVICES	6,062.19	.00
0200 02036507 SECONDARY EDUCATIO	0200-3-03	-6507-03-01-4-01-85101	-2430	REPRO PAPER TONER SUPP	2,309.23	.00
0200 02036507 SECONDARY EDUCATIO	0200-3-03	-6507-03-01-4-01-85103	-2415	INSTRUCTIONAL MATERIAL	3,040.00	.00
0200 02036507 SECONDARY EDUCATIO	0200-3-03	-6507-03-01-4-01-85110	-2420	INSTRUCTIONAL MATERIAL	3,500.00	.00
0200 02056507 GIBBS - TEMP SALAR	0200-3-3520	-6507-05-01-4-01-85103	-2415	INSTRUCTIONAL MATERIAL	892.16	.00
0200 02066506 ELEMENTARY EDUCATI	0200-3-06	-6506-06-01-3-00-85103	-2415	INSTRUCTIONAL MATERIAL	3,295.26	.00
0200 02096506 ELEMENTARY EDUCATI	0200-3-09	-6506-09-01-3-00-85103	-2415	INSTRUCTIONAL MATERIAL	4,578.22	.00
0200 02126506 ELEMENTARY EDUCATI	0200-3-12	-6506-12-01-3-00-85106	-2410	INSTRUCTIONAL MATERIAL	204.50	.00
0200 02126506 ELEMENTARY EDUCATI	0200-3-12	-6506-12-01-3-00-85106	-2410	DALLIN/TEXTBOOKS	20.00	.00
0200 02156506 ELEMENTARY EDUCATI	0200-3-15	-6506-15-01-3-00-85103	-2415	INSTRUCTIONAL MATERIAL	990.00	.00
0200 02246506 ELEMENTARY EDUCATI	0200-3-24	-6506-24-01-3-00-85106	-2410	THOMPSON/TEXTBOOKS	51.10	.00
0200 02246506 ELEMENTARY EDUCATI	0200-3-24	-6506-24-01-3-00-85106	-2410	THOMPSON/TEXTBOOKS	2,970.00	.00
0200 02366557 HEALTH/WEELNESS/HS	0200-3-36	-6557-01-67-5-00-83101	-2710	PROFESSIONAL TECH SERV	1,500.00	.00
0200 02366557 HEALTH/WEELNESS/HS	0200-3-36	-6557-01-67-5-00-85804	-2357	COMPUTER SOFTWARE	1,500.00	.00
0200 02366557 HEALTH/WEELNESS/HS	0200-3-36	-6557-01-67-5-00-87202	-2357	HIGH SCHOOL GUIDANCE P	2,349.00	.00
0200 02366710 C&I HEALTH WELINES	0200-3-36	-6710-36-10-9-00-83101	-2800	PROFESSIONAL TECH SERV	9,618.00	.00
0200 02366710 C&I HEALTH WELINES	0200-3-36	-6710-36-10-9-00-84201	-2430	OFFICE SUPPLIES	83.97	.00
0200 02456800 PK-SPEED	0200-3-45	-6800-45-02-1-05-83302	-2440	PK-SPEED FIELD TRIPS	600.00	.00
0200 02456800 PK-SPEED	0200-3-45	-6800-45-02-1-05-87301	-2357	PROFESSIONAL AFFILIATO	21,536.00	.00
0200 02456809 SPED/H.S. TEXTS	0200-3-45	-6809-01-02-5-00-85103	-2415	INSTRUCTIONAL MATERIAL	2,691.79	.00
0200 02456812 SPED/PT SERVICES C	0200-3-45	-6812-36-23-9-00-85103	-2415	INSTRUCTIONAL MATERIAL	447.37	.00
0200 02456815 SPED/CONSULT/COACH	0200-3-45	-6815-36-23-9-00-83101	-2320	SPEED TRANSISTIONAL SER	720.00	.00
0200 02456818 SPED/TEACHER/DEAF	0200-3-45	-6818-36-02-9-00-85102	-2720	TESTING MATERIALS	1,909.60	.00
0200 02456818 SPED/TEACHER/DEAF	0200-3-45	-6818-36-02-9-00-85103	-2415	INSTRUCTIONAL MATERIAL	390.38	.00
0200 02456818 SPED/TEACHER/DEAF	0200-3-45	-6821-36-02-9-00-83101	-2320	PROFESSIONAL TECH SERV	16,475.00	.00
0200 02456833 SPED/CLINICAL SUPE	0200-3-45	-6833-03-02-4-00-85103	-2415	INSTRUCTIONAL MATERIAL	854.93	.00
0200 02456833 SPED/MIDDLE SCH/WO	0200-3-45	-6833-03-02-4-00-85103	-2415	INSTRUCTIONAL MATERIAL	2,015.00	.00
0200 02456836 PSYCHOLOGISTS	0200-3-45	-6836-01-02-9-00-85102	-2800	TESTING MATERIALS	2,057.33	.00
0200 02456842 ADAPTIVE TECHNOLOGY	0200-3-45	-6842-45-02-9-06-85110	-2420	INSTRUCTION EQUIPMENT	2,057.33	.00
0200 02456845 OUT-OF-DISTRICT/ON	0200-3-45	-6845-36-02-9-00-83201	-9300	OOD/ONE-ON-ONE AIDE	13,765.50	.00
0200 02456848 OUT OF DISTRICT TV	0200-3-45	-6848-45-02-9-05-83201	-9300	OUT OF DISTRICT/DAY TV	86,850.89	.00
0200 02456848 OUT OF DISTRICT TV	0200-3-45	-6848-45-02-9-05-83201	-9400	SPED LABB TUITION	14,112.90	.00
0200 02456848 OUT OF DISTRICT TV	0200-3-45	-6848-45-02-9-05-83251	-9400	PRE-PAID TUITION	1,314,709.37	.00
0200 02456851 OUT OF DISTRICT RE	0200-3-45	-6851-36-23-9-00-83201	-9300	TUITION OTHER SCHOOLS	178,322.99	.00
0200 02456857 SPED CONTRACTED SE	0200-3-45	-6857-45-02-9-05-83101	-2310	PROFESSIONAL TECH SERV	9,726.00	.00

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WARRANT: 20319 07/14/2020

FUND ORG	ACCOUNT	AMOUNT	AVLB BUDGET			
0200 02456857	SPEED CONTRACTED SE	0200-3-45	-6857-45-02-9-05-83101 -2330	PROFESSIONAL TECH SERV	5,670.84	20,392.00
0200 02469997	COVID-19	0200-3-49	-6997-49-08-9-00-82904 -4110	CUSTODIAL SUPPLIES CLE	322.40	30,482.06
0200 02516730	C&I WORLD LANGUAGE	0200-3-51	-6730-01-10-9-00-85103 -2415	INSTRUCTIONAL MATERIAL	851.48	17,756.15
0200 02516730	C&I WORLD LANGUAGE	0200-3-51	-6730-01-10-9-00-87202 -2357	TRAINING EDUC CONF & A	200.00	17,756.15
0200 02516730	C&I WORLD LANGUAGE	0200-3-51	-6730-01-10-9-00-87301 -2357	PROFESSIONAL AFFILIATIO	95.00	17,756.15
0200 02546750	VISUAL/PERF ARTS S	0200-3-54	-6750-01-31-9-00-85103 -2415	INSTRUCTIONAL MATERIAL	1,559.04	-56,070.60
0200 02546755	VISUAL/PERF ARTS S	0200-3-54	-6755-01-31-9-00-85103 -2415	INSTRUCTIONAL MATERIAL	9,404.50	-22,917.40
0200 02546755	VISUAL/PERF ARTS S	0200-3-54	-6755-01-31-9-00-85110 -2420	INSTRUCTIONAL EQUIPMENT	14,986.00	-22,917.40
0200 02606910	SUPERINTENDENT	0200-3-60	-6910-01-29-9-00-85806 -1210	PROFESSIONAL TECH SERV	4,166.00	99,874.00
0200 02636575	PROF DEV/ASSISTANT	0200-3-63	-6575-34-09-9-00-87106 -2357	Graduate Course Reimbu	2,523.20	99,874.00
0200 02636575	PROF DEV/ASSISTANT	0200-3-63	-6575-34-09-9-00-87301 -2357	PROFESSIONAL AFFILIATIO	5,711.00	41,463.26
0200 02636915	ASSISTANT SUPER OF	0200-3-63	-6915-34-09-9-00-83101 -1220	PROFESSIONAL TECH SERV	1,000.00	-37,915.92
0200 02636935	HUMAN RESOURCES/PR	0200-3-63	-6935-34-09-9-00-81730 -5100	PENSIONS	343.10	19,020.36
0200 02666920	BUSINESS OFFICE	0200-3-66	-6920-01-24-9-07-82703 -7400	EQUIPMENT RENTAL	28,315.34	40,535.27
0200 02666920	BUSINESS OFFICE	0200-3-66	-6920-01-24-9-07-83101 -1410	PROFESSIONAL TECH SERV	6,444.85	40,535.27
0200 02666920	BUSINESS OFFICE	0200-3-66	-6920-01-24-9-07-85101 -1410	REPRO PAPER TONER SUPP	758.80	40,535.27
0200 02666920	BUSINESS OFFICE	0200-3-66	-6920-01-24-9-07-87202 -2357	TRAINING EDUC CONF & A	597.00	40,535.27
0200 02696925	PAYROLL	0200-3-69	-6925-01-64-9-00-84201 -1410	OFFICE SUPPLIES	185.13	-963.75
0200 02756960	FACILITIES MAINTEN	0200-3-75	-6960-49-28-9-08-82103 -4130	POWER ELECTRICITY	47,307.89	-37,868.27
0200 02756960	FACILITIES MAINTEN	0200-3-75	-6960-49-28-9-08-82104 -4120	NATURAL GAS	3,660.52	-37,868.27
0200 02756960	FACILITIES MAINTEN	0200-3-75	-6960-49-28-9-08-82403 -4220	PLUMBING SERVICES	2,784.11	-37,868.27
0200 02756960	FACILITIES MAINTEN	0200-3-75	-6960-49-28-9-08-82404 -4220	ROOF REPAIRS	4,000.00	-37,868.27
0200 02756960	FACILITIES MAINTEN	0200-3-75	-6960-49-28-9-08-82405 -4220	FLOORING SUPPLIES/SERV	14,535.11	-37,868.27
0200 02756960	FACILITIES MAINTEN	0200-3-75	-6960-49-28-9-08-82407 -4220	MASONRY SUPPLIES AND S	8,000.00	-37,868.27
0200 02756960	FACILITIES MAINTEN	0200-3-75	-6960-49-28-9-08-82408 -4220	ELECTRICAL SERVICES	2,148.05	-37,868.27
0200 02756960	FACILITIES MAINTEN	0200-3-75	-6960-49-28-9-08-82410 -4220	PAINTING SERVICES	390.32	-37,868.27
0200 02756960	FACILITIES MAINTEN	0200-3-75	-6960-49-28-9-08-82420 -4225	ELEVATOR MAINTENANCE R	15,704.53	-37,868.27
0200 02756960	FACILITIES MAINTEN	0200-3-75	-6960-49-28-9-08-83803 -4225	DISTRICT WIDE SECURITY	430.00	-37,868.27
0200 02756960	FACILITIES MAINTEN	0200-3-75	-6960-49-28-9-08-84303 -4220	PLUMBING SUPPLIES	9,201.65	-37,868.27
0200 02756960	FACILITIES MAINTEN	0200-3-75	-6960-49-28-9-08-84303 -4220	CARPENTRY SUPPLIES DOO	7,845.68	-37,868.27
0200 02756960	FACILITIES MAINTEN	0200-3-75	-6960-49-28-9-08-84312 -4220	ELECTRICAL SUPPLIES	17,443.05	-37,868.27
0200 02756960	FACILITIES MAINTEN	0200-3-75	-6960-49-28-9-08-84312 -4220	HVAC SUPPLIES	6,120.28	-37,868.27
0200 02756960	FACILITIES MAINTEN	0200-3-75	-6960-49-28-9-08-84399 -4220	MISC MAINTENANCE SUPPL	597.73	-37,868.27
0200 02756960	FACILITIES MAINTEN	0200-3-75	-6960-49-28-9-08-84802 -4220	MOTOR VEHICLE REPAIR	1,782.68	-37,868.27
0200 02756965	CUSTODIAL SERVICE	0200-3-75	-6965-49-28-9-08-82904 -4110	CUSTODIAL SUPPLIES CLE	35,717.38	-30,372.21
0200 02816970	TRANSPORTATION REG	0200-3-81	-6970-49-10-9-00-84802 -3300	MOTOR VEHICLE REPAIR	498.42	00
0200 02816980	SPEED/MILEAGE REIMB	0200-3-81	-6980-36-02-9-00-83301 -3300	CONTRACTED TRANSPORTAT	145,018.35	00
0200 02816990	TRANSPORTATION HOM	0200-3-81	-6990-49-07-9-09-83301 -3300	CONTRACTED TRANSPORTAT	17,197.52	00
CASH ACCOUNT 0000 104013	BALANCE -6,606,649.09			FUND TOTAL	2,163,551.46	
0300 030 0300	FOOD SERVICE	0300-3-2723-0000-00-00-0-NM-4243		SCHOOL LUNCH RECEIPTS	616.25	00
0300 03034309	FOOD SERVICE REVOL	0300-3-3400-0800-30-34-9-NM-835001-		FOOD SERV/SW FOOD	13,752.04	449,320.02
0300 03034309	FOOD SERVICE REVOL	0300-3-3400-0800-30-34-9-NM-835005-		FOOD SERV/OFFICE SUPPL	189.97	449,330.02
				FUND TOTAL	14,558.26	

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WARRANT: 20319 07/14/2020

FUND ORG	ACCOUNT	AMOUNT	AVLB BUDGET
CASH ACCOUNT 0000 104013	BALANCE -6,606,649.09		
0571 05712020 AFFILIATED COMP SCH 0571-3-3200-6554-45-14-9-NM-81117		679.22	.78
0571 05712020 AFFILIATED COMP SCH 0571-3-3200-6554-45-14-9-NM-87202		60.76	.00
	FUND TOTAL	739.98	
CASH ACCOUNT 0000 104013	BALANCE -6,606,649.09		
0750 07506848 CB OOD DAY NON PUB 0750-3-45 -6848-45-2 -9-NM-83201		58,431.13	2,643,656.45
	FUND TOTAL	58,431.13	
CASH ACCOUNT 0000 104013	BALANCE -6,606,649.09		
0790 0792020 IMPROVING EDUCATIO 0790-3-2300-2020-45-9 -9-0 -87208		655.00	492.01
	FUND TOTAL	655.00	
CASH ACCOUNT 0000 104013	BALANCE -6,606,649.09		
0810 0812020 TITLE I DISTRIBUTI 0810-3-1000-2020-45-36-3-NM-85106		376.17	961.83
	FUND TOTAL	376.17	
CASH ACCOUNT 0000 104013	BALANCE -6,606,649.09		
0930 0932020 EARLY PARTNERSHIP/ 0930-3-2300-2020-45-23-3-NM-83101		1,100.00	.00
	FUND TOTAL	1,100.00	
CASH ACCOUNT 0000 104013	BALANCE -6,606,649.09		
0940 0942019 SPED 94-145 ALLOCA 0940-3-2300-2019-45-13-2-NM-83101		239.99	78,916.10
	FUND TOTAL	239.99	
CASH ACCOUNT 0000 104013	BALANCE -6,606,649.09		
1320 1322020 METCO GRANT 1320-3-2300-2020-45-13-9-NM-83101		37,842.00	102.00
1320 1322020 METCO GRANT 1320-3-2300-2020-45-13-9-NM-83301		44,928.00	-2,321.75
	FUND TOTAL	82,770.00	
CASH ACCOUNT 0000 104013	BALANCE -6,606,649.09		
1330 1336765 COMM ED GENERAL AD 1330-3-2731-6765-01-40-7-NM-84201		1,074.00	.00
1330 1336770 COMM ED ADULT EDUC 1330-3-2731-6770-01-40-7-NM-81112		2,872.25	.00
	FUND TOTAL	3,946.25	

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TOWN OF ARLINGTON
PRELIMINARY WARRANT SUMMARY

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WARRANT: 20319 07/14/2020

FUND ORG	ACCOUNT	AMOUNT	AVLB BUDGET
1330 1336770	COMM ED ADULT EDUC 1330-3-2731-6770-01-40-7-NM-85103	440.00	.00
1330 1336775	COMM ED SUMMER FUN 1330-3-2731-6775-01-40-7-NM-7290	4,518.00	.00
1330 1336780	COMMUNITY ED KIDZO 1330-3-2731-6780-01-40-7-NM-81112	3,616.00	.00
1330 1336782	COMMUNITY ED TEENZ 1330-3-2731-6782-01-40-7-NM-81112	420.00	.00
CASH ACCOUNT 0000 104013	INSTRUCTIONAL SUPPLIES	12,940.25	
1410 14120101	AEF SAFE & SUPPORT 1410-3-49 -6557-44-49-9-NM-85100	438.25	35,639.65
CASH ACCOUNT 0000 104013	MATERIALS ACADEMY & CA	438.25	
1430 143	ATHLETIC FEES HIGH 1430-3-2734-OR -33-51-5-NM-7289	200.00	.00
CASH ACCOUNT 0000 104013	MISCELLANEOUS REVENUE	200.00	
1495 14955	GIBBS CO-CURRICULM 1495-3-2735-OR -05-07-4-82-8350	48.94	15,421.74
CASH ACCOUNT 0000 104013	GIBBS CO-CURR FEES	48.94	
1510 151	MENOTOMY PRESCHOOL 1510-3-2736-OR -01-58-1-NM-7289	5,234.54	.00
CASH ACCOUNT 0000 104013	MISCELLANEOUS REVENUE	5,234.54	
1512 15126145	GIBBS 1512-3-26 -OR -50-5-4-NM-84902	138.79	.00
CASH ACCOUNT 0000 104013	FOOD SUPPLIES	138.79	
1770 177	ARL PUBLIC SCH CHI 1770-3-2796-OSR -21-00-3-NM-8300	281.46	-305,126.88
1770 177	ARL PUBLIC SCH CHI 1770-3-2796-OSR -21-00-3-NM-8300	565.10	-793.10
CASH ACCOUNT 0000 104013	ARL PUBLIC SCH CHILDCA CONTRACTED SERVICES	846.56	
1840 18406506	ELEM EDUCATION 1840-3-29 -6506-29-24-3-00-85103	39,972.02	.00
CASH ACCOUNT 0000 104013	INSTRUCTIONAL MATERIAL	39,972.02	
	FUND TOTAL	39,972.02	

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WARRANT: 20319 07/14/2020

FUND ORG	ACCOUNT	AMOUNT	AVLB BUDGET
CASH ACCOUNT 0000 104013	BALANCE -6,606,649.09		
1920 192 BISHOP BUS FEES	1920-3-1450-OR -01-62-9-NM-7289 -	MISCELLANEOUS REVENUE	
		1,056.00	.00
CASH ACCOUNT 0000 104013	BALANCE -6,606,649.09	FUND TOTAL	1,056.00
1950 1951 COLLEGE FAIR	1950-3-1000-OR -69-10-0-NM-84000 -	MISC EXPENSES	
		498.00	5,239.33
CASH ACCOUNT 0000 104013	BALANCE -6,606,649.09	FUND TOTAL	498.00
2010 201 GILBERT & SULLIVAN	2010-3-0056-OR -69-31-0-NM-84000 -	MISC	
		2,070.00	8,367.00
CASH ACCOUNT 0000 104013	BALANCE -6,606,649.09	FUND TOTAL	2,070.00
6220 6223778 AHS FEASIBILITY STU	6220-3-0471-3778-01-80-0-88-5871 -	AHS FEASIBILITY STUDY-	
		550.00	2,172,808.36
CASH ACCOUNT 0000 104013	BALANCE -6,606,649.09	FUND TOTAL	550.00
6250 6251231 HIGH SCHOOL	6250-1-0123-2020-52-00-0-83-582001-	BUILDING CONSTRUCTION	
6250 6251231 HIGH SCHOOL	6250-1-0123-2020-52-00-0-83-582018-	OWNERS PM	
6250 6251231 HIGH SCHOOL	6250-1-0123-2020-52-00-0-83-582019-	BLDG REIMBURSABLE SERV	
		1,732,310.73	208,833,002.95
		74,250.00	.00
		696,005.33	2,378,601.00
CASH ACCOUNT 0000 104013	BALANCE -6,606,649.09	FUND TOTAL	2,502,566.06

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WARRANT SUMMARY TOTAL	4,895,426.25
GRAND TOTAL	4,895,426.25

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** END OF REPORT - Generated by Colleen Shea **



Town of Arlington, Massachusetts

8:35 p.m. Subcommittee/Liaison Reports/Announcements

Summary:

- *Budget: Kirsi Allison-Ampe, Chair*
- *Community Relations: Bill Hayner, Chair*
- 1. *Citizens and School Committee Talk*
 - *Curriculum, Instruction, Assessment & Accountability: Len Kardon, Chair*
 - *Facilities: Jeff Thielman, Chair*
 - *Policies & Procedures: Paul Schlichtman, Chair*
 - *Arlington High School Building Committee: Jeff Thielman, (Chair), Kirsi Allison-Ampe*
 - *Superintendents Search Process Committee, P. Schlichtman*
- *Liaisons Reports*
- *Announcements*
- *Future Agenda Items*

ATTACHMENTS:

Type	File Name	Description
📎	Backup Material Citizens_and_School_Committee_Talk.docx	Citizens and School Committee Talk

Citizens and School Committee Talk

Rational: After listening to a couple of the focus groups run by Paul and MASC, I realize that people especially the young ones want to be heard. Many indicated that they lack knowledge of what is going on and how to get information. I won't judge them by stating we have always been open about what we do. Having access to elected officials is one thing, knowing that I, the public, have access is another thing. As chair of the Community Relations Committee, full disclosure – I have not spoken to the other members, I propose we set times to hear from the public and post the times throughout all the Social Media available and to mention it at every school committee meeting. I am willing to commit to be available to all these meetings and would invite other members of the committee to participate when they can.

Purpose: To listen to the public. If there are questions posed that can be answered without effecting policy, then they will be answered. All other questions will be referred to the appropriate person for an answer.

Format: Zoom

Notification: Social Media, School notices and at School Committee meetings

Time: First Wednesday of the Month at 10:00 am and the third Wednesday of the Month at 7:00 pm

Participants: 1-3 school committee members and any citizen of Arlington

Topic: Open ended but limited to school related topics



Town of Arlington, Massachusetts

8:55 p.m. Executive Session

Summary:

To conduct strategy sessions in preparation for negotiations with the union and/or nonunion personnel or contract negotiations with the union and /or nonunion in which if held in an open meeting, may have a detrimental effect.

Conducting strategy with respect to collective bargaining or litigation, which if held in an open meeting, may have a detrimental effect. Collective bargaining may also be conducted.

Bargaining with Arlington Administrators Association (AAA) and Arlington Education Association (AEA)

ATTACHMENTS:

Type	File Name	Description
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Town of Arlington, Massachusetts

9:30 p.m. Adjournment



Town of Arlington, Massachusetts

Submitted by Jane Morgan, Chair



Town of Arlington, Massachusetts

Correspondence Received:

Summary:

Warrant 20319 dated July 14, 2020
Draft School Program Values and Models for APS Fall 2020 7.22.2020
Traffic Supervisors MOA
AEA MGL ch. 150 E Request for Information and Demand to Bargain Ex Session
Update on Timeline for Reopening Plan and Building Safety Actions July 18, 2020
Letter to Parents and Guardians, District and Facilities Dept. July 18, 2020
Ching-King Chieng Ph.D letter re regarding Community Service June 23, 2020.
Vanessa Steck email July 19 2020
Catherine Oranchak Rall 2020 reopening email July 18, 2020
Sharie McNeill July 2020
Katherine Levine Einstein email regarding fall reopening, testing July 21.
On the Desktop July 17, 2020 Protocols for Responding to COVID-19 DESE and scenarios in school, on the bus, or in community settings
Superintendent Search survey and this weeks focus groups
School reopening email Michaela May June 25, 2020 recvd July 20, 2020
National Endowment for the Arts, support application of True Story Theater grant. J. Morgan
AEA endorsement of MTA/AFT/BTU Reopening Proposals
Erin Horton Email regarding reopening plane Masks use for K-1 July 20.
Citizens and School Committee Talk, Bill Hayner
High School Logo/Mascot Change K. Barvick
Special Education Guidance on Fall 2020 Sp Ed Svcs
Special Education Guidance presentation
Draft AHS Covid Reopening Plan 7232020 mj
Visual Art Statement
K Harrington
Karin Moellering email regarding reopening plan
Kristina Konnath email questions about reopening
J Roth email question about reopening
M Donald email questions about reopening
E Hebert email questions about remote learning

Town of Arlington Legal Dept Supplement-Remote Meeting Checklist and Guidance
<https://www.mass.gov/doc/open-meeting-law-order-march12-2020/download>

ATTACHMENTS:

Type	File Name	Description
▢ Correspondence	National_Endowment_for_the_Arts_updated_scan_kfitzgerald_2020-07-21-11-10-18.pdf	National Endowment for the Arts
▢ Correspondence	Ching-King_Chieng_letter_scanned.pdf	Ching-Kine Chieng letter
▢ Correspondence	Arlington_MA_Public_Schools_Mail_-_Superintendent_Search_Process_Focus_Groups.pdf	Supt Search process focus group notice sent to everyone
▢ Correspondence	COVID-19_Facilities_Update.pdf	COVID 19 Facilities Update
▢ Correspondence	Arlington_MA_Public_Schools_Mail_-_High_School_Logo_Mascot_Change.pdf	Logo Mascot change DESE On the

▢ Reference
Material

DESE_On_the_Desktop_July_17__2020_Protocols_for_Responding_to_COVID-19_Scenarios_Jeffrey_C._Riley_Commissioner.pdf

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▢ Reference
Material

Protocols_for_responding_to_COVID_19_scenarios_in_school__on_the_bus__or_in_community_settings.pdf



Arlington, Massachusetts 02476-0002

P.O. Box 167 • 869 Massachusetts Avenue • (781) 316-3540

Office Of The School Committee

July 20, 2020

National Endowment for the Arts
Our Town Grant Program
400 7th Street, SW
Washington, DC 20506-0001

To Whom It May Concern:

On behalf of the Arlington School Committee I am writing to enthusiastically support the application of True Story Theater for an "Our Town" grant to support their "Dialogue Project" in Arlington.

Facilitating conversations around challenges related to diversity and inclusion specific to Arlington and through direct engagement with the community is critical and we are grateful that True Story Theater is willing and able to engage in this important work. They have been successful in doing this in the past and securing the funding to do an extended series of performances and workshops over a full year would be extraordinarily valuable in a town that is ready to talk about and consider these critical issues.

I am also especially pleased that this grant would allow True Story Theater to engage even more with our schools and the school community. The group's ability to pivot to an online model over the last few months demonstrates their flexibility, resilience and their power as effective community organizers. With the uncertainty around "return-to-school" having True Story Theater as partners with the schools as we enter perhaps our most challenging academic year yet will become invaluable. The pandemic has prompted many important conversations around education, access and justice that will need to happen in many forums.

I hope that you will join me in supporting True Story Theater as one of your grant recipients.

Sincerely,

Jane Morgan, Chair
Arlington School Committee

7/23/2020
SC.

June 23, 2020

Ching-King Chieng, Ph.D.
55 Westminster Ave.,
Arlington, MA 02474

Arlington School Committee Members
869 Massachusetts Ave.,
Arlington, MA 02476

Dear Sir/Madam,

My name is Ching-King Chieng. I am a clinical psychologist from Massachusetts. It has taken me quite a while to have the courage to write to you regarding my growing concerns with intolerance in our society, further exacerbated by the most recent tragic incident in Minneapolis. I hope you will take the time to read this letter.

My rationale for writing this letter stems from my own observation, experience, and understanding of the current community service requirement for American High School students. From my work and personal experience, it is my understanding that our current high school graduation requirement for community service is too often fulfilled by marginally beneficial activities which seem to be motivated by a desire to satisfy a requirement rather than an honest effort of engaging in meaningful service. In lieu of the much widespread mis-understanding, mis-information, and mis-interpretation of human behavior, which partially is because we have a low comfort level with people who are different than ourselves, the following is my attempt to suggest some creative ways to encourage young people to more actively and meaningfully engage in their communities. It is my belief and hope that this experience will also have significant positive impact on their development and maturing process.

Community Service Commitment/Requirement:

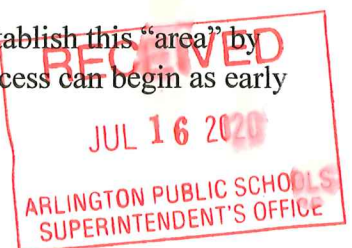
“Active learning happens when we enter into areas outside our comfort zone”

As a parent of a child who was educated through Arlington Public School System, I have witnessed and experienced high school students fulfilling their community service requirement by helping teachers, tutoring underclassmen, helping rake leaves or painting for elderly, etc. Even though such work is important, I realize that we might miss a wonderful opportunity to help our growing young minds with sensitive topics/issues facing our much-divided society of today.

Below is one suggestion aimed at encouraging young people to engage in their community more actively in a way that can create greater understanding, empathy, tolerance, and service to both themselves and society at large. As they slowly become more comfortable interacting with people who are different than themselves, it increases the likelihood of people adhering to the golden rule: “treat others the way we ourselves like to be treated.”

The how...

Allow yourself to enter an area outside your comfort zone. You can begin to establish this “area” by entering a relationship with an individual very different from yourself. This process can begin as early



as middle school and continue through high school and beyond (if you want). Take time to meet and engage with your chosen individual as often as you want, but, a minimum requirement would be once every other month (inviting him/her to your extracurricular activities also count). Toward your senior high school year, you would write a reflective essay on the benefits and challenges of that relationship from both yourself and your chosen person's perspectives. Share it with that individual, and have it co-signed. This will be 1) part of your high school graduation requirement under "community service commitment"; and 2) your college application enhancement requirement. Below are some examples of such potential relationships:

- 1) Engage/interact with a person who is different than yourself (excluding relatives and friends):
 - a. **Racial Differences**...a white student engages with a black student; an Asian student engages with an American Indian student; a Muslim student engages with a Latino student; etc.
 - b. **Different Social Status**...a privileged white student engages with a homeless black man; a poor Latino student engages with a privileged Asian person; etc.
 - c. **Mentally/physically challenged**...an Asian student engages with a mentally challenged person; a Latino student engages with a blind person; etc.
 - d. **Elderly**...a white student engages with a black senior person who has dementia; an Indian student engages with a lonely black senior person; a Jewish student engages with an Arab senior; etc.
 - e. **Sexual orientation**...a heterosexual black student engages with a white transgender person; a gay person engages with an Asian heterosexual student; a black student engages with a bisexual Latino person; etc.

Key Benefits...

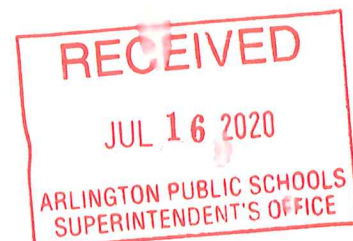
- 1) Increase the student's comfort level with human-to-human interaction despite our differences
- 2) Broaden the student's sensitivity, empathy, tolerance, and awareness
- 3) Learn new ways of communicating
- 4) Potentially make a friend
- 5) Broaden the student's perspective such as its challenges and gains, and
- 6) Increase social problem-solving skills for the student.

I will be available to have further conversation with you if you are interested in the idea. I can be reached at 781-492-1415 or email address ckchieng@comcast.net. Thank you for your kind consideration.

Sincerely,



Ching-King Chieng, Ph.D.
Clinical Psychologist



Superintendent Search Process Focus Groups

Karen Fitzgerald <kfitzgerald@arlington.k12.ma.us>

Mon, Jul 20, 2020 at 12:47 PM

Reply-To: pschlichtman@arlington.k12.ma.us

To: kfitzgerald@arlington.k12.ma.us

The Arlington School Committee is conducting a search for a new superintendent, who will replace Kathleen Bodie when she retires next June. The school committee has hired the Massachusetts Association of School Committees (MASC) to facilitate the search.

The first phase of the work involves understanding how the staff and community view the Arlington Public Schools. A survey, which requires about 10 minutes to complete, is open for responses. In addition, MASC is conducting a series of Zoom focus groups to solicit opinions.

This week's focus groups are scheduled:

10:00 a.m., Monday, July 20: Arlington residents

7:00 p.m., Monday, July 20: Recent Arlington High alumni

4:00 p.m. Wednesday, July 22: Recent Arlington residents

8:00 p.m. Wednesday, July 22: Town Meeting Members

Links to the survey, and to enter the Zoom meetings, can be found at <http://www.arlingtonsuper.com/>

--

Paul Schlichtman

Arlington School Committee

pschlichtman@arlington.k12.ma.us

"I became convinced that noncooperation with evil is as much a moral obligation as is cooperation with good."

Dr. Martin Luther King, Jr.

Arlington School District would like to continue connecting with you via email. If you prefer to be removed from our list, please contact Arlington School District directly. To stop receiving all email messages distributed through our SchoolMessenger service, follow this link and confirm: [Unsubscribe](#)

SchoolMessenger is a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media.



Arlington Public Schools

*869 Massachusetts Avenue
Arlington, Massachusetts 02476
Telephone: 781-316-3511*

*Michael Mason, Jr.
Chief Financial Officer*

To: Facilities Subcommittee
From: Michael Mason, CFO and Jim Feeney, Director of Facilities
Re: COVID-19 Facilities Update
Date: July 15, 2020

Indoor Air Quality

In order to suppress the spread of COVID-19 in our school buildings, the district intends to use system engineering controls such as increased fresh-air ventilation in conjunction with improved air filtration (upgrade to MERV-13) where possible. The Facilities Department has conducted various equipment inspections and performed maintenance and repair activities, and also intends to outsource the recommissioning of HVAC equipment and reprogramming of building automation systems as necessary to align with emerging ASHRAE guidance prepared for K-12 Schools.

Sanitization of Buildings

In order to suppress the spread of COVID-19 the district will have to take additional measures related to custodial care. In addition to general cleanliness, sanitization is now of paramount importance. Based on experience in March of this year, and in anticipation of increased demand come re-opening, the Facilities Department has been working hard to increase its fleet of electrostatic sprayers in order to increase sanitization efficiency and efficacy and increase capacity to respond to building occupant's concerns.

The increased sanitization frequency of high-touch surfaces, such as doorknobs, railings, faucets, flushometers, elevator buttons, and regular sanitization of hard surfaces such as desks, tables and countertops will require an increased level of effort from the Facilities Department. Historically, these activities were not necessarily covered in the daily workload. As such, additional custodial resources will be required to meet the increased workload. Depending on the location and level of activity, this increased need may best be met with additional FTE staff members, increased overtime via existing staff, contracted 3rd party services, or through some combination of the abovementioned avenues.

Further, the value of additional FTE staffing would help address staffing shortages due to vacancies and absences. Customarily, in the event of a sick call, personal day, or vacation leave, or some other accrued/paid time off, a custodian is shifted from another building, often only to perform core functions such as emptying trash and servicing bathrooms. Under normal circumstances, the short-term provision of minimal services is suitable as other activities, such as dry mopping or vacuuming, can be temporarily halted without adverse impact. Under the

'new normal' conditions, we are not afforded the luxury of delaying sanitization; it must occur daily.

Building Decals

The Facilities Department is in the process of ordering decals to be displayed on doors, walls and floors in each building to help communicate COVID-19 related expectations.

At entrance doors and in main lobbies, we will have decals indicating face coverings are required, and to practice social distancing. There will be decals near hand sanitizer dispensers directing students, staff and visitors to use hand sanitizer upon entering the building, and other areas where provided, such as cafeterias. There will also be floor decals indicating where to stand at locations where a line may form, and social distancing measures need to be upheld. Further, there will be floor decals guiding the flow of traffic in common hallways where necessary.

Plexiglass Barriers

The Facilities Department is in the process of procuring and installing freestanding acrylic barriers with pass-through openings to protect interactions between visitors and public-facing staff in locations such as the main office.

Isolation Rooms in Nursing Suites

The Facilities Department is in the process of working with the Nursing team to identify rooms within Nursing suites to be used as isolation rooms for suspected COVID patients. This will include installing tempered glass observation windows in doors to allow for proper patient monitoring.

Hand Sanitizer Stations

The Facilities Department is in the process of procuring free-standing hands-free stanchion mount hand sanitizer dispensers to be placed at the main entrance of every school building. Alternate entrances and cafeterias are also being considered for dispenser placement.

High School Logo/Mascot Change

Kate B <kbarvick@gmail.com>

Mon, Jul 20, 2020 at 5:37 PM

To: kfitzgerald@arlington.k12.ma.us

Cc: ahrc@town.arlington.ma.us, mjanger@arlington.k12.ma.us

Hello,

My name is Kate Barvick, AHS class of '14, now a PhD student in archaeology. I was recently reading the WickedLocal article that the high school logo, what we usually called the Menotomy Indian or the Arlington Indian, is under review for change. This makes sense - it's a kind of awkward emblem for the high school, and connects to the sports' team name, "The Spy Ponders," in no meaningful way. However, I also saw that there was some disappointment with the idea of just the plain "A".

I am writing to say this is an excellent opportunity to consider incorporating Arlington history that reflects both the team name and the direct influences on Arlington as a modern town. The "Spy Ponders" were a name given to the hockey team that practiced on Spy Pond, but Spy Pond has a lot of connections to life in Arlington - and the original people referred to as "Spy Ponders" were the ice-cutters on the pond in the 19th and early 20th centuries. The Arlington ice-cutting business was a central industry in Arlington for decades, and re-incorporating that history into the forefront of town presence can evoke aspects of local industry to reflect the school's values - industry, technology, local history, global connections, and a sobering reminder of climate change and the importance of protecting our natural resources - but also sports teams, and what it means to be a Spy Ponder: toughness, teamwork, and tradition. A new logo or emblem inspired by ice or a horse could be considered, to replace the current Native American image. "Spy Ponder" is a name unique to Arlington, and the logo and emblem should reflect this local uniqueness.

I have done significant research into the history of Spy Pond and the many stories connected to it - you can learn more about the Revolutionary War history, the ice history, and the geological history in the documentary I made for ACMI: <https://acmi.tv/videos/spy-pond-documentary/>

So, putting in my suggestions for a new logo: I think a horse logo (to represent the ice cutting industry on Spy Pond), a Minuteman logo (celebrating Arlington's history and participation in the first day of the Revolution, in which spy Pond played a part), or a mastodon logo (to represent the mastodon tusk found in Spy Pond - something equally big, tough, unique, and local!) would connect to Arlington history and the Spy Pond name, without using a Native American image as the logo.

Thank you for your consideration,

- Kate Barvick



*News from Commissioner Jeffrey C. Riley & the
MA Department of Elementary and Secondary Education*

On the Desktop - July 17, 2020

Protocols for Responding to COVID-19 Scenarios

Dear Superintendents, Charter School Leaders, Assistant Superintendents, Leaders of Approved Special Education Schools, and Leaders of Collaboratives,

As a supplement to DESE's Initial Fall School Reopening Guidance, we are providing districts and schools with additional information on protocols for responding to specific COVID-19 scenarios this fall, including in school, on the bus, or in community settings. Please note that CDC protocols related to this topic may be released in the coming weeks, and this guidance may be updated accordingly. We will also be providing additional clarifying information on this guidance through our FAQ process.

The attached guidance provides more information and protocols to answer the following questions:

- What should a district do if there is a symptomatic individual — at home, on the bus, or at school?
- What should a district do if someone in the school community tests positive for COVID-19 — be it a student, teacher, staff member, or bus driver, or one of their household members or other close contacts?
- Who should get tested for COVID-19 and when?
- In what circumstances would someone need to quarantine or isolate themselves?
- What should school districts do to monitor COVID-19 spread in their communities?

In the coming week, we will be releasing several additional guidance documents. Please stay tuned.

Sincerely,

Jeffrey C. Riley
Commissioner

Protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings

July 17, 2020

Introduction and overview

As a supplement to DESE's Initial Fall School Reopening Guidance, we are providing districts and schools with additional information on protocols for responding to specific COVID-19 scenarios this fall. Protocols from the Centers for Disease Control (CDC) related to this topic may be released in the coming weeks and this guidance may be updated accordingly. We will also be providing additional clarifying information through our FAQ process.

This guidance provides more information and protocols to answer the following questions:

- What should a district do if there is a symptomatic individual – at home, on the bus, or at school?
- What should a district do if someone in the school community tests positive for COVID-19 – be it a student, teacher, staff, or bus driver, or one of their household members or close contacts?
- Who should get tested for COVID-19 and when?
- In what circumstances would someone need to quarantine (when they have been exposed but are not sick) or isolate (when they are sick)?
- What should school districts do to monitor COVID-19 spread in their communities?

In our Initial Fall School Reopening Guidance, we put forth the goal of the **safe** return of as many students as possible to in-person learning. At the same time, we asked districts to plan for all contingencies by asking for three reopening models.

A safe return to in-person school environments will require a culture of health and safety every step of the way. Specifically:

- **It is not one mitigation strategy but a combination of all these strategies taken together that will substantially reduce the risk of transmission.** No single strategy can ever be perfect, but all strategies together will reduce risk. In addition, although we are currently in Phase 3 of Reopening Massachusetts, it will take collective continued vigilance towards health and safety measures to continue to contain COVID-19.
- **Staff must monitor themselves for symptoms daily and students, with the assistance of families, must also be monitored daily for symptoms. Staff and students must stay home if feeling unwell.** Everyone must do their part to protect others and not come to school if they are exhibiting any COVID-19 symptoms or are feeling sick.
- **Masks are among the most important single measures to contain the spread of COVID-19.** We require students second grade and above and all staff to wear masks that adequately cover both their nose and mouth. Younger children are strongly encouraged to wear masks. Exceptions must be made for students with medical, behavioral, or other challenges who are unable to wear masks/face coverings.

- **Hand hygiene is critical.** Students and staff are required to exercise hand hygiene (handwashing or sanitizing) upon arrival to school, before eating, before putting on and taking off masks, and before dismissal.
- **Physical distance greatly reduces the risk of transmission.** As COVID-19 is transmitted through respiratory droplets, putting distance between yourself and others reduces risk. In classroom settings, when all parties are wearing masks, a minimum of 3 feet of separation is needed; if one or both parties are not wearing masks, 6 feet is needed. (Kindergarten and first grade students without masks may be 3 feet apart, but no less, which is permissible given the lower susceptibility of the age group).
- **Cohorts/assigned seating.** Students organized in groups/classrooms and other cohorts help mitigate transmission of the virus. Assigned seating is important because it effectively creates even smaller groups within cohorts which minimize transmission. Assigned seats can also assist with contact tracing. Wherever possible, seats should be assigned (including classroom, bus, meals).

To support a culture of health and safety, **schools must have robust and reliable ways to communicate with all families, students, teachers, and staff** in order to send and receive key messages related to COVID-19.

Preparing to respond to COVID-19 scenarios

Even as we remain vigilant, and public health metrics in Massachusetts remain positive, the risk of exposure to COVID-19 in school will not be zero. As we prepare to reopen schools, we must also prepare to respond to potential COVID-19 scenarios, whether in school, on the bus, or in our communities. Depending on the circumstances, a positive COVID-19 test, a potentially symptomatic student, or exposure to someone in the outside community who has COVID-19 can each have health, safety, and operational implications.

Be prepared to provide remote learning

When students must stay home for quarantine or isolation, teaching and learning should not stop. It is the school's duty to provide remote learning for students who cannot be in school for any extended period of time.

Testing, tracing, and isolation

It is important to note that testing, combined with contact tracing and isolation, helps control the spread of COVID-19 in Massachusetts. All test results, both positive and negative, are reported to the Massachusetts Department of Public Health (DPH). When a person has a positive COVID-19 test, it is the local board of health or the Massachusetts Community Tracing Collaborative that will reach out to provide support so that these individuals can remain safely in medical isolation. They will also ask for help to identify close contacts. These organizations will then reach out to the individual's close contacts to provide important information that is aimed to stop the spread of the virus, including how to safely isolate/quarantine. While these organizations will provide support, to further assist with contact tracing the student/family and staff are asked to reach out to their personal contacts and notify the school.

Self-isolation for COVID-19 positive cases is a minimum of 10 days

Most people who test positive and have a relatively mild illness will need to stay in self-isolation for at least 10 days. People who test positive can resume public activities after 10 days and once they have:

- a. gone for 3 days without a fever (and without taking fever-reducing medications like Tylenol); and
- b. experienced improvement in other symptoms (for example, their cough has gotten much better); and
- c. received clearance from public health authority contact tracers (the local board of health or Community Tracing Collaborative).

Repeat testing prior to return is not recommended. Return to school should be based on time and symptom resolution.

Close contacts of a positive COVID-19 case should be tested. For general guidance, DPH defines close contact as:¹

- Being within less than 6 feet of COVID-19 case for at least 10-15 minutes. Close contact can occur while caring for, living with, visiting, or sharing a healthcare waiting area or room with a COVID-19 case while the case was symptomatic or within the 48 hours before symptom onset, OR
- Having direct contact with infectious secretions of a COVID-19 case (e.g., being coughed on) while not wearing recommended personal protective equipment.

In school settings, close contacts include other students and staff who were within 6 feet of the student or staff for at least 10-15 minutes in a classroom, in other school spaces, on the bus, or at an extracurricular activity. In elementary and other school situations where the students are in self-contained classrooms for an extended period, all students/staff within this “cohort” are considered close contacts as they may have been within 6 feet of the person with a positive test result. Possible close contacts should not come back to school until they have been tested (or elected instead to self-quarantine for 14 days). If an individual tests positive for COVID-19, then self-isolation is for a minimum of 10 days **and** until at least three days have passed with no fever and improvement in other symptoms as noted. If the test is negative, the student/staff can return to school if asymptomatic and wearing a mask.

Most common symptoms of COVID-19 and testing requirements

The single most important thing to do if any of the following symptoms are present is to **STAY HOME**. Our collective health relies, in part, on individual attention and responsibility. Note that some symptoms of COVID-19 are the same as the flu or a bad cold; please do not assume it is another condition. When in doubt, stay home.

Please STAY HOME if you have any of the symptoms listed.

¹ <https://www.mass.gov/doc/covid-19-testing-guidance/download>

Below is the full list of symptoms for which caregivers should monitor their children, and staff should monitor themselves:^{2 3}

- ☐ Fever (100.4° Fahrenheit or higher), chills, or shaking chills
- ☐ Cough (not due to other known cause, such as chronic cough)
- ☐ Difficulty breathing or shortness of breath
- ☐ New loss of taste or smell
- ☐ Sore throat
- ☐ Headache *when in combination with other symptoms*
- ☐ Muscle aches or body aches
- ☐ Nausea, vomiting, or diarrhea
- ☐ Fatigue, when in combination with other symptoms
- ☐ Nasal congestion or runny nose (not due to other known causes, such as allergies) *when in combination with other symptoms*

If staff or students have any of these symptoms, they must get a test for active COVID-19 infection prior to returning to school.

Every school should have a list of available test sites.⁴ A [list of test sites is available here](#), and Massachusetts also has an [interactive testing map](#). Staff and students who have symptoms should also contact their primary care physician for further instructions. More information related to the availability of testing will be provided later this summer.

Please turn to the next page for information on protocols for possible COVID-19 scenarios.

² Massachusetts DPH, [Testing of Persons with Suspect COVID-19](#). (2020, May 13).

³ <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

⁴ A [list of test sites is available here](#); this is Massachusetts's [interactive testing map](#)

Protocols for possible COVID-19 scenarios

While specific protocols vary, there are some common elements for each possible COVID-19 scenario:

- ✓ Evaluate symptoms
- ✓ Separate from others
- ✓ Clean and disinfect spaces visited by the person
- ✓ Test for COVID-19 and stay at home while awaiting results
- ✓ If test is positive:
 - Remain at home at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms
 - Monitor symptoms
 - Notify the school and personal close contacts
 - Answer the call from local board of health or Massachusetts Community Tracing Collaborative to help identify close contacts to help them prevent transmission
 - Secure release from contact tracers (local board of health or Community Tracing Collaborative) for return to school

The following pages outline protocols for the scenarios below.

Section 1: Protocols for individual exposure or individual positive test

- **Protocol: Student or staff tests positive for COVID-19**
- **Protocol: Close contact of student or staff tests positive for COVID-19**
- **Protocol: Student is symptomatic on the bus**
- **Protocol: Student is symptomatic at school**
- **Protocol: Staff is symptomatic at home**
- **Protocol: Staff is symptomatic at school**

Section 2: Protocols for potential school closure (partial or full) or district closure

- **Protocol: Presence of multiple cases in the school or district**
- **Protocol: Presence of significant number of new cases in a municipality**
- **Protocol: Statewide regression to a previous reopening phase**

Quick reference sheet: Key actions for individual COVID-19 events

Event	Location of Event	Testing Result	Quarantine
Individual is symptomatic	If an individual is symptomatic <u>at home</u> , they should stay home and get tested. If an individual student is symptomatic <u>on the bus or at school</u> , they should remain masked and adhere to strict physical distancing. Students will then be met by the nurse and stay in the medical waiting room until they can go home. They should not be sent home on the bus. If an individual staff member is symptomatic at school, they should find coverage for their duties and then go home and get tested.	Individual tests <u>negative</u>	Return to school once asymptomatic for 24 hours
		Individual tests <u>positive</u>	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days <u>and</u> until at least 3 days have passed with no fever and improvement in other symptoms.
		Individual <u>is not tested</u>	Remain home in self-isolation for 14 days from symptom onset
Individual is exposed to COVID-19 positive individual	If an individual is <u>at home</u> when they learn they were in close contact with an individual who tested positive for COVID-19, they should stay at home and be tested 4 or 5 days after their last exposure. If an individual is <u>at school</u> when they learn they were in close contact with an individual who tested positive for COVID-19, they should be masked for the remainder of the day (including K-1 students) and adhere to strict physical distancing. At the end of the day, they should go home and should not take the bus home. They should stay at home and be tested 4 or 5 days after their last exposure.	Individual tests <u>negative</u>	Return to school, if asymptomatic or once asymptomatic for 24 hours
		Individual tests <u>positive</u>	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days <u>and</u> until at least 3 days have passed with no fever and improvement in other symptoms.
		Individual <u>is not tested</u>	Remain home in self-quarantine for 14 days from exposure

Section 1: Protocols for individual exposure or individual positive test

Protocol: Student or staff tests positive for COVID-19

1. The student or staff member must remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. For most people who have relatively mild illness, they will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.
2. The student's parent/caregiver or the staff member informs the proper school official (e.g. a designated person that is the COVID-19 school lead) that the individual has tested positive for COVID-19. The designated COVID-19 school lead in turn notifies others as pre-determined by the school (e.g., school leadership, school nurse or school medical point of contact, building management, maintenance).
3. Determine whether the student or staff member was on the premises during the time frame that started two days prior to symptom onset (or testing positive if not symptomatic) until the time of isolation.
 - a. If so, promptly close off areas visited by the COVID-19 positive individual until such areas can be cleaned and disinfected, if they have not been cleaned and disinfected already.
 - b. Promptly clean and disinfect the student's or staff member's classroom and any other facilities (e.g., extracurricular facilities) visited by the individual, if that has not been done already.
 - c. Promptly clean and disinfect the bus(es) the student or staff member was on, if any, and if not already done.
4. **ELEMENTARY SCHOOL (e.g., student has self-contained classroom throughout the day):**
 - a. Send a communication to the other families in the student's class (e.g., cohort) that there has been a positive test without naming the individual student or staff member who tested positive.
 - b. Communications sent to families/staff should:
 - i. Inform them there was a positive test (not the specific individual) in the self-contained classroom.
 - ii. Explain that since they were within this cohort and may have been within 6 feet of the person with a positive test, they are considered a "close contact" and therefore should be tested. (In cases where the student may have been in close contact with others outside their cohort, having assigned seating and keeping up-to-date seating charts will help identify who should be instructed to be tested: specifically, those who were sitting next to the student, plus any others who also had close contact with the student.)

- iii. Instruct those designated as close contacts to isolate prior to their test and while waiting for the results. In general, as the highest yield test will be a few days after the exposure, ideally, the test should occur no sooner than day 4 or 5 after the last exposure. (In other words, if an exposure lasted several days, the best time to test is 4 or 5 days after the end of the exposure period.)
 - iv. Explain that if close contacts choose not to be tested, the student or staff member should remain home in self-quarantine for 14 days.⁵
 - v. Remind families and/or staff of the importance of not having contact with higher-risk individuals (e.g., grandparents and those with underlying medical conditions).
 - vi. Remind families and/or staff of the list of COVID-19 symptoms for which to monitor.
- c. If the school finds out about the original COVID-19 positive test in the middle of a school day when the rest of the cohort is in class:
- i. Make sure these students are wearing masks, including in kindergarten and first grade. Extra masks as may be needed should be provided by the school. Enforce strict physical distancing. Require students to wash their hands.
 - ii. The school should quickly identify the individuals who may be “close contacts” of the student and notify students and their families.
 - iii. Caregivers of students in the class or other close contacts may pick students up prior to the end of the day. Caregivers must wear a mask/face covering when picking up their student. Students who are close contacts and students with any symptoms should not ride the school bus to get home. Caregivers and students, as well as staff, should wash their hands upon arriving at home and change their clothes as a precaution.
 - iv. Close contacts should not come back to school until they have received the results of testing (or elected to instead quarantine for 14 days⁶) and are asked to communicate their test results to the school.
- d. As feasible, to assist with contact tracing, make a list including phone number and email of any other close contacts the student or staff member had, beginning two days before the onset of symptoms (or positive test if asymptomatic) until individual was isolated. Instruct those students and/or staff members to get tested according to the same protocol as the student’s cohort above.

5. MIDDLE AND HIGH SCHOOL (e.g., no single self-contained classroom):

- a. The school should identify the student’s or staff member’s possible “close contacts” based on the assigned seating charts. The lookback period should begin two days before symptoms appeared (or two days prior to the date of the positive test if there were no symptoms) and include up until the time the student was isolated. Consider students and staff members who were within 6 feet of the individual for 10-15 minutes in class, on the school bus, or at extracurricular activities.

⁵ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

⁶ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

- b. Follow the communication and other relevant Elementary School protocols above.
- c. Close contacts should be tested for COVID-19 at one of Massachusetts's test sites.⁷ Sites may require pre-screening, a referral, and/or an appointment.
- d. Instruct the student or staff member to isolate while waiting for the results of their test.
- e. An individual who does not wish to be tested should instead quarantine for 14 days⁸ and until asymptomatic.

6. IF OTHERS IN THE SCHOOL TEST POSITIVE: Perform all steps under this protocol for that person. **ALSO FOLLOW:** "Protocol: Presence of multiple cases in the school."

7. IF NO OTHERS IN THE SCHOOL TEST POSITIVE: Close contacts can return to school immediately if they test negative and do not have symptoms; however, strict mask wearing covering the nose and mouth must be maintained at all times. The wearing of masks includes K-1 students for this 14-day period. If they have symptoms but test negative regardless, they should wait until they are asymptomatic for 24 hours before returning to school.

Any area of the school visited by the COVID-19 positive individual must be closed off and/or cleaned and disinfected. The area can be used 12 hours after cleaning/disinfecting has occurred.

⁷ [https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?-](https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?)

⁸ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

Protocol: Close contact of student or staff tests positive for COVID-19

1. Current Massachusetts DPH guidance is that all close contacts of someone who has tested positive for COVID-19 should be tested.⁹
2. The student or staff member who was in close contact with someone who tested positive for COVID-19 should be tested at one of Massachusetts's test sites.¹⁰ Sites may require pre-screening, a referral, and/or an appointment. An individual who does not wish to be tested should instead quarantine for 14 days¹¹ and until asymptomatic.
3. Close contacts should isolate at home prior to testing and while awaiting test results. Ability to mask is critical, so if the close contact cannot mask or is in K-1 and not masking they should not return for 14 days.
4. In order to return to school, close contacts need to have one negative test result and not be showing any COVID-19 symptoms, or if they do not wish to be tested, quarantine at home for 14 days. Because tests performed too early can be falsely negative, ideally the test should be performed no sooner than 4 or 5 days after the last contact with the person who tested positive.
5. **IF POSITIVE TEST:** The student or staff member should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms. **FOLLOW STEPS UNDER:** "Protocol: Student / staff tests positive for COVID-19."

⁹ <https://www.mass.gov/doc/covid-19-testing-guidance/download>

¹⁰ <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?>

¹¹ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

Protocol: Student is symptomatic at home

1. Family should monitor students at home each morning for the most common symptoms of COVID-19 (see list above).
 - a. **IF NO SYMPTOMS:**
 - i. Send student to school.
 - b. **IF ANY SYMPTOM:**
 - i. Do not send the student to school.
 - ii. Call the school's COVID-19 point of contact and inform them student is staying home due to symptoms.
 - iii. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested.¹² An individual who does not wish to be tested should instead isolate for 14 days¹³ and until asymptomatic.
 - iv. The student should get tested at one of Massachusetts's test sites.¹⁴ Sites may require pre-screening, a referral, and/or an appointment.
 - v. Isolate at home until test results are returned.
 - vi. Proceed as follows according to test results:
 1. **IF NEGATIVE:** Student stays home until asymptomatic for 24 hours.
 2. **IF POSITIVE:** Student should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.¹⁵ **FOLLOW STEPS UNDER:** "Protocol: Student / staff tests positive for COVID-19."

¹² <https://www.mass.gov/doc/covid-19-testing-guidance/download>

¹³ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

¹⁴ <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?>

¹⁵ <https://www.mass.gov/doc/information-sheet-how-to-self-quarantine-and-self-isolate/download>

Protocol: Student is symptomatic on the bus

1. Although families are the most important first line of defense for monitoring symptoms, bus drivers and bus monitors also play an important role in flagging possible symptomatic students. Note: This will require training for bus drivers (and bus monitors, if applicable).
2. If symptoms are noticed as the student is getting on the bus and if there is a caregiver present, do not allow student to board the bus. Caregiver should then **FOLLOW:** “Protocol: Student is symptomatic at home.”
3. If student is already on the bus, ensure student is masked and keeps mask on. Ensure other students keep their masks on. Ensure student keeps required physical distance from other students.
4. Bus driver/monitor should call ahead to the bus service dispatch. The bus service dispatch should be equipped with appropriate cell phone numbers for school and district personnel (nurse or other medical personnel). The dispatch should contact the school to inform the school nurse (or school medical point of contact) of a possible symptomatic child.
5. School nurse (or school medical point of contact) should meet the bus as it arrives, wearing a mask. As practical, student with possible symptoms should exit the bus first.
6. Bus should be cleaned / disinfected.
7. Nurse (or school medical point of contact) should evaluate the student for symptoms (see list above: “Most common symptoms of COVID-19”).
 - a. **IF ANY SYMPTOM:**
 - i. Place the student in the designated medical waiting room. There is no specific capacity limit for the medical waiting room, but all students in the medical waiting room must be as far apart as possible, and no less than 6 feet. Strict mask wearing covering the nose and mouth at all times for every person in the room must be enforced. Students can work on individual schoolwork or other activities while in the medical waiting room.
 - ii. Contact caregiver for pick-up.
 1. **IF CAREGIVER CAN PICK UP DURING THE DAY:** Student waits to be picked up in the medical waiting room. Caregivers must wear a mask/face covering when picking up their student. Students should not ride the school bus to get home. Caregivers and students should wash their hands upon arriving at home and change their clothes, as a precaution.
 2. **IF CAREGIVER CANNOT PICK UP DURING THE DAY:** The student should wait in the medical waiting room until the end of the day to be picked up by caregiver. The student should not go home on a school bus with other students.

- iii. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested.¹⁶ An individual who does not wish to be tested should instead isolate for 14 days¹⁷ and until asymptomatic.
 - iv. Student should get tested at one of Massachusetts's test sites.¹⁸ Sites may require pre-screening, a referral, and/or an appointment.
 - v. Isolate at home until test results are returned.
 - vi. Proceed as follows according to test results:
 - 1. **IF NEGATIVE:** If the student does not have COVID-19, the student may return to school based upon guidance from their clinician and necessary management of another diagnosis. Student stays home until asymptomatic for 24 hours.
 - 2. **IF POSITIVE:** Student should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.¹⁹ **FOLLOW STEPS UNDER:** "Protocol: Student/staff tests positive for COVID-19."
- b. **IF NO SYMPTOMS:**
- i. If the evaluation shows the student does not have symptoms, send the student to class.

¹⁶ <https://www.mass.gov/doc/covid-19-testing-guidance/download>

¹⁷ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

¹⁸ <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?>

¹⁹ <https://www.mass.gov/doc/information-sheet-how-to-self-quarantine-and-self-isolate/download>

Protocol: Student is symptomatic at school

1. Although families are the most important first line of defense for monitoring symptoms, teachers will play an important role in referring possible symptomatic students to the school nurse or other medical point of contact. (Note: This will require training for teachers.)
2. Teacher ensures the student is wearing a mask that fully covers nose and mouth at all times.
3. Teacher calls the nurse or school medical point of contact to inform them that they have a possible case. Nurse or school medical point of contact comes to get the student from class.
4. Nurse (or school medical point of contact) should evaluate the student for symptoms (see list above: “Most common symptoms of COVID-19”).
 - a. **IF ANY SYMPTOM:**
 - i. Place the student in the designated medical waiting room. There is no specific capacity limit for the medical waiting room, but all students in the COVID-19 waiting room must be as far apart as possible, and no less than 6 feet. Strict mask wearing covering the nose and mouth at all times for every person in the room must be enforced. Students can work on individual schoolwork or other activities while in the medical waiting room
 - ii. Contact caregiver for pick-up.
 1. **IF CAREGIVER CAN PICK UP DURING THE DAY:** Student waits to be picked up in the medical waiting room. Caregivers must wear a mask/face covering when picking up their student. Students should not ride the school bus to get home. Caregivers and students should wash their hands upon arriving at home and change their clothes as a precaution.
 2. **IF CAREGIVER CANNOT PICK UP DURING THE DAY:** The student should wait in the medical waiting room until the end of the day to be picked up by caregiver. The student should not go home on a school bus with other students.
 - iii. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested.²⁰ An individual who does not wish to be tested should instead isolate for 14 days²¹ and until asymptomatic.
 - iv. Student should get tested at one of Massachusetts’s test sites.²² Sites may require pre-screening, a referral, and/or appointment.
 - v. Isolate at home until test results are returned.
 - vi. Proceed as follows according to test results:

²⁰ <https://www.mass.gov/doc/covid-19-testing-guidance/download>

²¹ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

²² <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?>

1. **IF NEGATIVE:** If the student does not have COVID-19, the student may return to school based upon guidance from their clinician and necessary management of another diagnosis. Student stays home until asymptomatic for 24 hours.
 2. **IF POSITIVE:** Student remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.²³ **FOLLOW STEPS UNDER:** “Protocol: Student or staff tests positive for COVID-19.”
- b. **IF NO SYMPTOMS:**
- i. If the evaluation shows the student does not have symptoms, send the student back to class.

²³ <https://www.mass.gov/doc/information-sheet-how-to-self-quarantine-and-self-isolate/download>

Protocol: Staff is symptomatic at home

1. Staff should monitor themselves at home each morning for the most common symptoms of COVID-19 (see list above: “Most common symptoms of COVID-19”).
 - a. **IF NO SYMPTOMS:**
 - i. Come to work.
 - b. **IF ANY SYMPTOM:**
 - i. Do not come to work.
 - ii. Contact the COVID-19 point of contact and/or other absence reporting mechanism established by the school.
 - iii. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested.²⁴ An individual who does not wish to be tested should instead isolate for 14 days²⁵ and until asymptomatic.
 - iv. The staff member should get tested at one of Massachusetts’ test sites.²⁶ Sites may require pre-screening, a referral, and/or an appointment.
 - v. Isolate at home until test results are returned.
 - vi. Proceed as follows according to test results:
 1. **IF NEGATIVE:** If the staff member does not have COVID-19, they may return to school based upon guidance from their clinician and necessary management of another diagnosis. Staff member stays home until asymptomatic for 24 hours.
 2. **IF POSITIVE:** Staff member should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.²⁷ **FOLLOW STEPS UNDER:** “Protocol: Student/staff tests positive for COVID-19”.

²⁴ <https://www.mass.gov/doc/covid-19-testing-guidance/download>

²⁵ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

²⁶ <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?>

²⁷ <https://www.mass.gov/doc/information-sheet-how-to-self-quarantine-and-self-isolate/download>

Protocol: Staff is symptomatic at school

1. As noted above, staff should be encouraged not to come to school if they are experiencing any symptoms of COVID-19.
2. If a staff member suspects any symptoms during the day, they should follow the school's protocols for getting another adult to cover their class mid-day, if needed, and see the school nurse (or school medical point of contact) to be evaluated for symptoms.
 - a. **IF NO SYMPTOMS:** The staff member should follow the school's standard protocols for being excused due to illness.
 - b. **IF ANY SYMPTOM:**
 - i. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested.²⁸ An individual who does not wish to be tested should instead isolate for 14 days²⁹ and until asymptomatic.
 - ii. The staff member should get tested at one of Massachusetts's test sites.³⁰ Sites may require pre-screening, a referral, and/or appointment.
 - iii. Isolate at home until test results are returned.
 - iv. Proceed as follows according to test results:
 1. **IF NEGATIVE:** Staff member stays home until asymptomatic for 24 hours.
 2. **IF POSITIVE:** Staff member should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or Massachusetts Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days **and** until at least 3 days have passed with no fever and improvement in other symptoms.³¹ **FOLLOW STEPS UNDER:** "Protocol: Student/staff tests positive for COVID-19".

²⁸ <https://www.mass.gov/doc/covid-19-testing-guidance/download>

²⁹ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

³⁰ <https://www.mass.gov/info-details/about-covid-19-testing#where-can-get-a-test?>

³¹ <https://www.mass.gov/doc/information-sheet-how-to-self-quarantine-and-self-isolate/download>

Section 2: Protocols for potential school closure (partial or full) or district closure

Protocol: Presence of multiple cases in the school or district

1. If there is more than one confirmed COVID-19 case (students or staff) in the school at one time, or if there is a series of single cases in a short time span, school leaders and the superintendent should work with the local board of health to determine if it is likely that there is transmission happening in school.
2. For each individual case, **FOLLOW STEPS UNDER:** “Protocol: Student or staff tests positive for COVID-19.” Note that when there is one isolated case, the student’s close contacts will need to stay home and be tested, not the whole school.
3. When there is suspected in-school transmission *beyond one cohort or a small number of cohorts*, school and district leaders must consult with the local board of health as to proposed next steps. These steps could include, *for example*, making a decision to a) close part of the school or the entire school for a short time (e.g. 1-3 days) for an extensive cleaning or other facility mitigation, or b) close the school partially or fully for the longer duration of a 14-day quarantine period.
4. Should there be circumstances where there are multiple cases in multiple schools, school and district leaders must consult with the local board of health as to proposed next steps. These steps could include, *for example*, making a decision to a) shut down the district for a short time (e.g. 1-3 days) for an extensive cleaning or other facility mitigation, or b) shut down the district for the longer duration of a 14-day quarantine period.
5. **Before a final decision is made on a school or district closure, the superintendent must consult with DESE for further guidance.**

Contacts:

Russell Johnston, Senior Associate Commissioner, Russell.Johnston@mass.gov, 781-605-4958.

Erin McMahon, Senior Advisor to the Commissioner - Fall Reopening Implementation Lead, Erin.K.Mcmahon@mass.gov, 781-873-9023.

6. If the decision is made to close for some number of days, the school and/or district should send clear information and instructions to families and staff:
 - a. Informing them that it is possible COVID-19 is being transmitted in the school and/or district
 - b. Noting that there may be more potential cases that are not yet symptomatic
 - c. Recommending students quarantine and not have contact with others
 - d. Reminding families of the importance of not having contact with higher-risk individuals (e.g., grandparents)
 - e. Reminding families of the list of COVID-19 symptoms for which to monitor
 - f. Ensuring that remote learning is immediately provided to all students

7. Before bringing students back to school:
 - a. Check inventory levels of needed supplies (e.g., disposable masks, soap, hand sanitizer, cleaning products); re-order replacement inventory
 - b. Consider a school-wide refresher training on the importance of correct hygiene procedures (masks, physical distance, handwashing)
 - c. Reiterate the critical nature of masks, physical distancing, and hand hygiene when students return to school

Protocol: Presence of significant number of new cases in a municipality

1. In the case of significant municipal outbreak, as determined by the local board of health or DPH, the superintendent and school leaders must consult with the local board of health to determine whether it is appropriate to close a specific school, schools, or an entire district.
2. **Before a final decision is made on a school or district closure, the superintendent must consult with DESE for further guidance.**

Contacts:

Russell Johnston, Senior Associate Commissioner, Russell.Johnston@mass.gov, 781-605-4958.

Erin McMahon, Senior Advisor to the Commissioner - Fall Reopening Implementation Lead, Erin.K.Mcmahon@mass.gov, 781-873-9023.

Protocol: State-wide regression to a previous reopening phase

1. Massachusetts is tracking its overall statewide reopening in phases according to the [Reopening Massachusetts](#) plan. Currently, Massachusetts is in Phase 3 of reopening, where even more businesses can resume operations with specific guidance.
2. If Massachusetts moves back into a prior phase, DESE (in consultation with the Massachusetts COVID-19 Command Center) will communicate with school districts and schools to determine whether in-person school should continue.