

## **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 Regular Meeting  
Thursday, November 12, 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: Nov 12, 2020 06:30 PM Eastern Time (US and Canada)*

*Topic: School Committee Regular Meeting, Thursday, November 12, 2020, at 6:30 p.m.*

*Register in advance for this webinar:*

*[https://us02web.zoom.us/webinar/register/WN\\_sMphbwcxQzKo9D4Om7zqnw](https://us02web.zoom.us/webinar/register/WN_sMphbwcxQzKo9D4Om7zqnw)*

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

### ***6:35 p.m. Public Comment***

*Members of the public are asked to send written comments to:*

*[kfitzgerald@arlington.k12.ma.us](mailto:kfitzgerald@arlington.k12.ma.us) by 3 p.m. on Thursday, November 12, 2020. All comments and questions received by the School Committee by the date and time indicated will become part of the packet and public record and will be shared with the full School Committee and administration before the meeting via email. No written comments will be read at the meeting.*

*For members of the public who wish to address the Committee on the Zoom call, there will be 30 minutes of public comment. Depending on how many people sign up, time allotments may be reduced but will not exceed three minutes each. If the number of people who sign up exceeds what can be reasonably done in 30 minutes, the number of speakers will be capped and will be invited to speak based on the timestamp of their email to Ms. Fitzgerald. If you would like to sign up to speak please email [kfitzgerald@arlington.k12.ma.us](mailto:kfitzgerald@arlington.k12.ma.us) by 3:00 p.m. on Thursday, November 12, 2020.*

6:45 p.m. Superintendent Search update, J. Morgan

6:55 p.m. Superintendent Bodie's 2019-20 evaluation process, J. Morgan

7:05 p.m. Approval of Traffic Supervisor's MOA and Approval of Cafeteria Food Service MOA

7:15 p.m. District 2019-2020 Goal Progress, R. MacNeal and Curriculum Leaders

- School Committee questions

7:35 p.m. FY22 Budget Calendar first read, K. Allison-Ampe

7:45 p.m. Superintendent's Report

- Hiring update
- Enrollment update

8:00 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:*

*Vote approval of Warrant: Warrant #21091 Dated 10/27/2020, Total Amount: \$628,607.95*

*Vote approval of Minutes: July, 30, 2020*

8:05 p.m. Subcommittee/Liaison Reports/Announcements

- Budget, Kirsi Allison-Ampe
- Community Relations: Bill Hayner, Chair
- Curriculum, Instruction, Assessment & Accountability, Len Kardon
- Facilities, Jeff Thielman
- Policy & Procedures, Paul Schlichtman
- Superintendent Search Process, Paul Schlichtman
- Arlington High School Building Committee: Jeff Thielman, (Chair), Kirsi Allison-Ampe
- Liaisons Reports
- Announcements
- Future Agenda Items

8:25 p.m. Executive Session

- To conduct strategy sessions in preparation for negotiations with union and/or nonunion personnel or contract negotiations with union and/or nonunion in which if held in an open meeting, may have a detrimental effect.
- To conduct strategy with respect to collective bargaining or litigation, in which if held in an open meeting, may have a detrimental effect. Collective bargaining may also be conducted.
- AEA Teachers Union

8:45 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 21091 10 27 2020*

*Regular School Committee minutes*

*District Goals 2019-2020 Curriculum and Instruction Presentation*

*Questions for Community Stakeholders Survey*

*Superintendent Proposed Evaluation Report*

*Emails regarding*

*Superintendent Finalist Community meetings: Tuesday, November 17 and Wednesday, November 18, 2020 both at 7:00 p.m.*

*Superintendent Finalist Interview meetings both at 6:30 p.m.*

*Thursday, November 19, 2020, Dr. Greer*

*Friday, November 20, 2020, Dr. Homan.*

*Special School Committee meeting Superintendent hiring conversation Tuesday, November 24, 2020 at 6:30 p.m.*

*Elizabeth Dray email November 9, 2020 AHS students deserve actionable hybrid ed plan for January 2021.*

*Diane Gardner email September 15, 2020 AHS reopening feedback*

*Andrea Canty public comment*

*Tina Sun, November 8, 2020 email superintendent finalist*

*Ann Skoczinski public comment*

*Allison and Michael Perkins AHS Feedback*

*School Committee Community Relations Chat Report, Saturday, November 7, 2020 at 11:00 a.m. via Zoom.*

*Warrant for Special Town Meeting, Monday, November 16, 2020*

*METCO District numbers, hybrid/remote 11 10 2020*

*Audrey Robert Ramirez email*

*Thomas Davison*

*Budget Calendar 2020-21 v2*

*Janice Weinburg*

*Traffic MOA*

*Cafe MOA*

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](mailto:kfitzgerald@arlington.k12.ma.us) in advance of the meeting.



## Town of Arlington, Massachusetts

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### 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](mailto:dheim@town.arlington.ma.us)  
Website: [www.arlingtonma.gov](http://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

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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.<sup>1</sup> 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

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<sup>1</sup> 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**

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### **6:30 p.m. Open Meeting**

#### **Summary:**

You are invited to a Zoom webinar.

When: Nov 12, 2020 06:30 PM Eastern Time (US and Canada)

Topic: School Committee Regular Meeting, Thursday, November 12, 2020, at 6:30 p.m.

Register in advance for this webinar:

[https://us02web.zoom.us/webinar/register/WN\\_sMphbwcxQzKo9D4Om7zqnrw](https://us02web.zoom.us/webinar/register/WN_sMphbwcxQzKo9D4Om7zqnrw)

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





## **Town of Arlington, Massachusetts**

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### **6:35 p.m. Public Comment**

#### **Summary:**

*Members of the public are asked to send written comments to: [kfitzgerald@arlington.k12.ma.us](mailto:kfitzgerald@arlington.k12.ma.us) by 3 p.m. on Thursday, November 12, 2020. All comments and questions received by the School Committee by the date and time indicated will become part of the packet and public record and will be shared with the full School Committee and administration before the meeting via email. No written comments will be read at the meeting.*

*For members of the public who wish to address the Committee on the Zoom call, there will be 30 minutes of public comment. Depending on how many people sign up, time allotments may be reduced but will not exceed three minutes each. If the number of people who sign up exceeds what can be reasonably done in 30 minutes, the number of speakers will be capped and will be invited to speak based on the timestamp of their email to Ms. Fitzgerald. If you would like to sign up to speak please email [kfitzgerald@arlington.k12.ma.us](mailto:kfitzgerald@arlington.k12.ma.us) by 3:00 p.m. on Thursday, November 12, 2020.*




## Town of Arlington, Massachusetts

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6:45 p.m. Superintendent Search update, J. Morgan

### ATTACHMENTS:

Type	File Name	Description
	Recommendations Superintendent_Survey.docx	Superintendent Survey November 2020

## QUESTIONS FOR COMMUNITY/STAKEHOLDER SURVEY

- What is your role in the Arlington Community (select all that apply)
  - Current APS student
  - Parent of current student
  - APS teacher or staff
  - APS administrator
  - Community member
  - Town meeting member, town official, town employee or member of a town board or commission
  - Other (Please specify)
  
- Which candidate are you reviewing?
  - Dr. Victoria Greer
  - Dr. Elizabeth Homan
  
- What is the basis of your assessment of the candidate?
  - Met the candidate
  - Review the candidate's resume
  - Viewed the public interview
  - Personal experience with the candidate
  - Newspaper or other media
  - Social media
  - Other (Please specify)
  
- Please summarize what you believe are the candidate's strengths as a Superintendent candidate.
  
- Please summarize any areas of concern or where you feel the candidate would need support were this candidate to become our Superintendent.
  
- Please include any additional comments regarding the candidate that you would like to share with the School Committee.



## Town of Arlington, Massachusetts

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6:55 p.m. Superintendent Bodie's 2019-20 evaluation process, J. Morgan

### ATTACHMENTS:

	Type	File Name	Description
▢	Reference Material	2020_proposed_eval_form.docx	Supt Eval form 2020

Superintendent's Performance Goals and End-of- Cycle Summative Evaluation Report: Superintendent  
2019-2020 School Year



**End-of-Cycle Summative Evaluation Report: Superintendent**

**Superintendent:** Kathleen Bodie, Ed.D. \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

<b>Name</b>	<b>Signature</b>	<b>Date</b>
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**Step 1: Assess Progress Toward Goals (Complete page 3 first; circle one for each set of goal[s].)**

Professional Practice Goal	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded

**Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each standard.)**

**Indicators**

**Unsatisfactory** = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

**Needs Improvement/Developing** = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. *For new superintendents, performance is on track to achieve proficiency within three years.*

**Proficient** = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

**Exemplary** = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## End-of-Cycle Summative Evaluation Report: Superintendent

**Step 3: Rate Overall Summative Performance** (*Based on Step 1 and Step 2 ratings; circle one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

**Step 4: Rate Impact on Student Learning:** (*Check only one.*)

Low

☐

Moderate

☐

High

☐

**Step 5: Add Evaluator Comments:**

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

**Comments:**

# Superintendent's Performance Goals

Goal(s)		Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>Professional Practice</b>	To work with the HMFH architects, Skanska OPM and Consigli contractor teams, as well as district administrators and teachers to develop transition and phasing plans to ensure that the physical and educational conditions for staff and students continue to maintain a positive learning environment during the 2019-2020 school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Student Learning</b>	Improve the District's ability to identify, diagnose, and Intervene early and effectively with elementary students who are not reading at benchmark in grades K-2 in order that all students are reading at benchmark at the end of grade 3 in the next five years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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## Town of Arlington, Massachusetts

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**7:05 p.m. Approval of Traffic Supervisor's MOA and Approval of Cafeteria Food Service MOA**

**ATTACHMENTS:**

Type	File Name	Description
▣ Contract	680_Traffic_Supers_MOA.PDF	680 Traffic MOA 10 8 2020
▣ Contract	Cafeteria_Workers_AFSCME__Local_680_10_8_2020.pdf	680 Cafeteria Works MOA 10 8 2020



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

The Arlington School Committee and the Arlington Traffic Supervisors AFSCME, Local 680, (collectively, "Parties") hereby agree to the following understandings for the 2020-2021 school year.

1. Calendar: For the 2020-2021 school year, classes for students in Arlington will begin on September 21. Beginning September 21 and until directed by the Committee, students in grades K-12 will be in remote learning (from their homes) on Wednesdays, with a very limited numbers of students receiving in-person instruction in school buildings on Wednesdays. Due to student need, the District will have extremely limited work opportunities for traffic supervisors on Wednesdays.
2. Elementary Schedule: Beginning September 21 and until directed by the Committee, Elementary Schools will have the hours of 8:10 AM – 1:45 PM for students. These hours will be in effect Monday, Tuesday, Thursday and Friday. Morning traffic post assignment times shall be the same as in the 2019-2020 school year. Afternoon traffic post assignment times shall be 1:30 PM – 2:15 PM. In October 2020 the dismissal time for Elementary Schools will shift to 2:30 PM. Traffic Supervisors will receive notice when the dismissal time changes.
3. Middle School Schedule: For the 2020-2021 school year, the Ottoson Middle School and Gibbs School start time for students will be 8:30 AM and dismissal time will be 2:56 PM. Times of the traffic post assignments will be adjusted accordingly.
4. Menotomy Preschool: The Menotomy Preschool is relocating to the Parmenter Building, located on Irving Street. This was the previous location of The International School of Boston. We are assessing our need for a traffic supervisor at this location. If a traffic supervisor is needed, it would be required five days per week, including Wednesdays.
5. The parties agree that there will be no traffic posts at the Elementary or Middle Schools on Wednesdays, and that Traffic Supervisors assigned to those posts will not work on Wednesdays, and will not receive pay for Wednesdays. If a Traffic Supervisor is assigned to the post at the Menotomy Preschool, they will work on Wednesdays and will receive pay for Wednesdays.

6. The School Committee will provide Traffic Supervisors who do not have an assignment on Wednesdays with notice of their right to file for unemployment benefits associated with the lack of Wednesday work.
7. The School Committee will inform the Union and the individual Traffic Supervisors of any work opportunities in the District for Wednesdays.
8. The District reserves the right to shift to/from a remote, hybrid or in-person learning model in the 2020-2021 school year and shall notify the Union prior to any shift should there be a modification in Traffic Supervisor post assignments.
9. The Parties agree that the School Committee and Union have satisfied all bargaining obligations related to the 2020-2021 schedule.

Agreed to on this 8th day of October, 2020, by the negotiating teams for the:

Arlington School Committee

AFSCME Local 680-Traffic Supervisors

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**Memorandum of Agreement  
Between  
The Arlington School Committee  
And  
The Arlington Cafeteria Workers  
AFSCME, Local 680**

The Arlington School Committee and the Arlington Cafeteria Workers, Local 680, (collectively, "Parties") hereby agree to the following understandings for the 2020-2021 school year.

1. Calendar: For the 2020-2021 school year, classes for students in Arlington will begin on September 21. Beginning September 21 and until directed by the Committee, students in grades K-12 will be in remote learning (from their homes) on Wednesdays, with a very limited number of students receiving in-person instruction in school buildings on Wednesdays. Due to student need, the District will have extremely limited work opportunities for Cafeteria Workers on Wednesdays.
2. Cafeteria Workers who do not work on Wednesdays will not receive pay for Wednesdays.
3. The School Committee will provide Cafeteria Workers who do not have an assignment on Wednesdays with notice of their right to file for unemployment benefits associated with the lack of Wednesday work.
4. The School Committee will inform the Union and the individual Cafeteria Workers of any work opportunities in the District for Wednesdays.
5. The District reserves the right to shift to/from a remote, hybrid or in-person learning model in the 2020-2021 school year and shall notify the Union prior to any shift should there be a modification in Cafeteria Work needs and/or work schedules.
6. The Parties agree that the School Committee and Union have satisfied all bargaining obligations related to the 2020-2021 schedule.

Agreed to on this 8<sup>th</sup> day of October, 2020, by the negotiating teams for the:

Arlington School Committee

AFSCME Local 680-Cafeteria Workers

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Handwritten text at the top of the page, possibly a header or title, which is mostly illegible due to blurring.

Three horizontal lines, likely for a signature or address.

Handwritten signature and text on the right side of the page. The signature appears to be "Belmont" or similar, with a large flourish. Below it, there is more handwritten text, possibly "G.W. Hall".



## **Town of Arlington, Massachusetts**

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**7:15 p.m. District 2019-2020 Goal Progress, R. MacNeal and Curriculum Leaders**

**Summary:**


- School Committee questions

**ATTACHMENTS:**

Type	File Name	Description
▢ Goals	19-20_Curriculum_and_Instruction_District_Goals_Presentation_final_(2).pdf	19-20 Curriculum and Instruction Goals Presentation




# 19-20 Curriculum and Instruction District Goals Presentation



School Committee Meeting  
Thursday October 22, 2020

The Department of Curriculum and Instruction



# Objectives

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- Share the progress made on Goals 1.1, 1.2 and 2.1
  - Resource: [19-20 District Goals](#)
  - Provide a rationale for each goal
    - Discuss the action steps for implementing each goal
    - Discuss the progress on each goal
  - Respond to questions and feedback

# Goal 1

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# 19-20: Goal 1

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Goal 1: Student Achievement: The Arlington Public Schools will ensure that every graduate is prepared to enter and complete a post-secondary degree program, pursue a career, and be an active citizen in an ever-changing world by offering a rigorous, comprehensive, standards-based and data-driven K-12 system of curriculum, instruction, and assessment that integrate social, emotional and wellness support.

# Goal Objective 1.1

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# Goal Objective 1.1

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**Goal Objective 1.1:** Students will engage in curricula that are designed in response to the district's vision of student as learner, remain in alignment with state standards, and coherent within each discipline.

# Computer Science 1.1: Grades 6-8

## Goal 1.1: 6-8 Computer Science Curriculum Revision

**Goal:** During the 2019-2020 school year, the OMS/Gibbs computer science department will continue the revision of our offerings. This is a continuation of the work that began with the creation of a mandatory 90-day course for sixth grade during the 2014-2015 school year. During the past year, we introduced a 45-day seventh/eighth grade elective that served  $\frac{1}{3}$  of the total OMS population. Also, The Gibbs school offered a 30-day mandatory course.

**Rationale:** The three core reasons for the modifications are: 1. To meet the standards of the new DLCS Frameworks; 2. To provide opportunities for Project Based Learning; and 3. To embrace the concept that coding skills can serve as the glue for higher level integration of content areas.

# Computer Science 1.1: Grades 6-8 (cont'd)

Goal 1.1: 6-8 Computer Science Curriculum Revision

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## Action Steps:

- OMS will revise the offering to be a distinct 7th and 8th grade course. Units including VR will be added. These courses will be elective and will serve roughly  $\frac{1}{3}$  of the population.
- Gibbs will modify and revise the current offering. Robotics, block oriented coding, and 3D printing will still drive the course.
- Gibbs will explore additional projects in the integrated Project Block. This is a long-term goal with no clear deliverables for the immediate year.
- Continue the alignment to the state standards for DLCS.

# Computer Science 1.1: Grades 6-8 (cont'd)

Goal 1.1: 6-8 Computer Science Curriculum Revision

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## Progress: (Significant Progress)

- Use of VR was highly successful and engaging
- Project Block would have included CS units

# Digital Literacy 1.1: Grades K-12

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**Goal:** Teachers in grades K-12 will implement an expanded Digital Citizenship pilot beginning in September of 2019 through the end of 2020 with the goal of a full implementation of Digital Citizenship curriculum in school year 20-21. Using BrainPOP and Common Sense Media curricula, teachers will instruct and assess students' understanding of concepts and use the data to inform the implementation of the curriculum the following year.

**Rationale:** To ensure students are receiving consistent standards-based instruction on being safe and responsible online.

# Digital Literacy 1.1: Grades K-12 (cont'd)

## Action Steps:

- Common Sense Media and BrainPOP curricula were adapted for APS students
- Slide shows and other materials were created and shared

## Progress:

- K-2 weekly lessons for K-2 Digital Citizenship were provided in May for elementary teachers during shutdown
- Grade 4: 368 fourth graders were taught up to 12 digital lessons
- Grade 5: 400 5th graders up to 12 digital citizenship lessons last year
- AHS: 2,226 students participated in digital citizenship activities during advisory



# Digital Literacy 1.1: Grades K-12 (cont'd)

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- Common Sense Media and BrainPOP curricula were adapted for APS students
- Slide shows and other materials were created and shared

# ELA/English

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# ELA/English 1.1: Grade 1

**Grade 1 Goal:** Teachers will implement the new DIBELS/Acadience phoneme segmentation fluency and nonsense word fluency assessments in 2019-2020. Teachers will learn how to interpret the results and use them to differentiate/target instruction with the support of the coaches. We will follow the administration guidelines of DIBELS/Acadience.

**Rationale:** To strengthen literacy instruction

## **Action Steps:**

- Teachers became familiar with assessments and implemented assessments
- Administered through March
- Attended professional development in using student data to form differentiated small group instruction followed by literacy coaching support

# ELA/English 1.1: Grade 1 (cont'd)

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- Worked over the summer to continue this goal into 2020-2021 school year
- Teachers will be able to interpret the data to meet the needs of their students

**Progress:** (Significant Progress)

# ELA/English 1.1: Grade 3

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**Goal:** During the 2019-2020 school year, all grade 3 teachers will implement the Lucy Calkins' "Building a Reading Life" and "Character Study" units, and we will expand the nonfiction unit pilot to all elementary schools.

**Rationale:** Over the past few years, grade 3 has implemented two new fiction units, as well as a nonfiction unit, in order to have cohesive programming in grades 1-5.

# ELA/English 1.1: Grade 3 (cont'd)

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## Action Steps:

- Literacy Coaches provided professional development over the summer with opportunities to create daily lesson that align with the units
- Literacy coaches provide individual coaching sessions at the teacher's requests.

## Progress:

- All teachers implemented the units
- This year, teachers will continue to implement all three Units of Study.

# ELA/English 1.1: Grade 5

---

**Goal:** During the 2019-2020 school year, all 5th grade district teachers will implement the Lucy Calkins Interpretation Book Club Unit

**Rationale:** 5th grade is the last grade to finish the Lucy Calkins reading units of study to have a cohesive programming in grades 1-5

## **Action Steps:**

- This year all 5th grade teachers will implement the final Lucy Calkins unit "Tackling Text Complexity"

## **Progress:**

- During the 19-20 school year, teachers implemented the Interpretation Book Club Unit

# ELA/English 1.1: Grades 9-12

---

**AHS :** Teachers will pilot a common assessment for narrative writing emphasizing voice and perspective.

**Rationale:** Narrative writing is an important element in helping students develop their understanding of their own thinking as well as the complexity of issues addressed in literature.



# ELA/English 1.1 Grades 9-12 (cont')

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## Action Steps:

Discussion and sharing at department meetings and PLCs

Presentations from those attending conferences

Piloting various forms of narrative writing and assessment

**Progress:** Examples from the pilot (which is still underway):

[https://docs.google.com/document/d/1\\_DLvzuiyzZiQMSHUZmxZ1nQ8gvLCFuzf\\_P7\\_tvT0ZG4/edit](https://docs.google.com/document/d/1_DLvzuiyzZiQMSHUZmxZ1nQ8gvLCFuzf_P7_tvT0ZG4/edit)

# English Learner Education (ELL) 1.1: Grades K-12

Goal 1.1 - alignment to ELL programming as described by the LOOK ACT requirements

---

**Rationale:** During the 2019-2020 school year, ELL teachers will incorporate all necessary changes and updates to ELL programming as described by the LOOK ACT requirements for school districts.

## **Action Steps:**

- Department Meetings and PLC meetings addressing LOOK ACT requirements
- Implement LOOK ACT Benchmarks, guidelines, templates (i.e. EL Student Success Plan)

## **Progress on the Goal:**

- Significant progress on LOOK ACT requirements and updates

# History/Social Studies 1.1: Grades 6-11

(Goal 1.1- Grades 6-12 research skills)

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**Goal:** Teachers in grades 6-11 will provide direct instruction in a specific research skill. Teachers will provide students with the opportunity to practice that skill as well as be assessed and given feedback on progress in that skill four times during the year through a common research performance task before the end of the 2019-2020 school year.

**Rationale:** Vertically and horizontally align research skills and practices throughout the district; strengthen students' ability to "observe, analyze and synthesize information from a variety of sources to enhance existing understandings and construct new knowledge" (APS Vision of Student as Learner).

# History/Social Studies 1.1: Grades 6-11 (cont'd)

---

## Action steps:

- Department meetings and PLC meetings- [Research Goal Resources & Tasks](#)
- [Chart of Research Skills Organized By Grade](#) (completed)
- PD with Framingham State, Boston College, Primary Source, Facing History

## Progress:- Significant Progress

- 6th grade teachers completed common assessment: Nile River DBQ
- 7th grade common formative assessments, pre/post tests
- 8th grade students had formative assessments on research via class activities and online portfolio

# History/Social Studies 1.1: Grades 6-11 (cont'd)

---

- AHS- varied research-based learning experiences (debates, Harkness Discussions, projects), many AHS teachers completed major research paper/project, some did not due to COVID
- Common research rubric, common lesson plans on research were not completed due to COVID

# Mathematics 1.1: Grades 6-12

Goal 1.1: Revision of Assessments Based on Essential Standards

---

**Goal:** During the 2019-2020 school year, grades 6-12 teachers will continue our work to meet the needs of all learners. As a result of the prior work on curriculum revisions, course closures and restructuring, and an audit of our assessments, our work will move to a revision of our essential standards and the assessments that we use to monitor our stated values.

**Rationale:** Over the past few years, the focus has been on curriculum and instruction. Simultaneously, we have been redefining, through the vision of Student as Learner and Global Citizen, the characteristics that we desire in our graduates. Our work will be to ensure that our assessment structure aligns to the work.

# Mathematics 1.1: Grades 6-12 (cont'd)

---

## Action Steps:

- Teachers will revise the essential standards and essential questions of each grade/ course. These standards will include both content and practice standards
- Revise assessments to ensure we provide timely feedback, assess our essential standards, include formative and summative assessments, and to leverage technology when relevant.
- Create a variety of assessments, including performance tasks, long term projects when appropriate, and open tasks that promote student creativity.

# Mathematics 1.1: Grades 6-12 (cont'd)

Goal 1.1: Revision of Assessments Based on Essential Standards

---

## Progress: Some Progress

- Identify core essential learning for early elementary grades
- Developed essential assessments for early elementary grades
- Revised some aspects of assessments and grading at the high school, depending on the course
- Prepared and planned to include assessment data in the district data bank
- For k-5, collaborated with Tier 1 and Tier 2/3 programs to ensure relevant data



# Performing Arts 1.1: Grade 2

**GOAL:** During the 2019-2020 school year, elementary music teachers will revise the 2nd grade elementary general music curriculum, to align with the 2019 Massachusetts Arts Curriculum Framework clusters and promote student proficiency in the following skills: singing and aural skills, playing instruments, reading and notating music, and improvising and composing. To measure the impact on learning, teachers will also develop common assessments to track student growth.

**Rationale:** Students in grades K-5 will engage in authentic hands-on music making through which they will develop music literacy skills in reading, notating, and composing music.

# Performing Arts 1.1: Grade 2

**GOAL:** During the 2019-2020 school year, elementary music teachers will revise the 2nd grade elementary general music curriculum, to align with the 2019 Massachusetts Arts Curriculum Framework clusters and promote student proficiency in the following skills: singing and aural skills, playing instruments, reading and notating music, and improvising and composing. To measure the impact on learning, teachers will also develop common assessments to track student growth.

**Rationale:** Students in grades K-5 will engage in authentic hands-on music making through which they will develop music literacy skills in reading, notating, and composing music.

# Performing Arts 1.1: Grade 2 (cont'd)

---

## Action Steps:

- Identify essential standards
- Content and skills focus
  - Aural skills
  - Singing and playing instruments
  - Reading and notating
  - Improvising and composing music
- Methodology: transition year between First Steps in Music and Conversational Solfege
- Develop common formative assessments to monitor student progress

# Performing Arts 1.1: Grade 2 (cont'd)

**Progress:** In progress [DRAFT: Grades 1-2 Template](#) Work interrupted by school closure

- Standards-based curriculum outline template developed.
- Essential standards, skills, and concepts identified
- Continued work
  - Develop unit projects for ensemble playing; composition/improvisation
  - Develop common assessments
  - Identify essential materials and resources

# Performing Arts 1.1: Grade 2 (cont'd)

---

## Action Steps:

- Identify essential standards
- Content and skills focus
  - Aural skills
  - Singing and playing instruments
  - Reading and notating
  - Improvising and composing music
- Methodology: transition year between First Steps in Music and Conversational Solfege
- Develop common formative assessments to monitor student progress

# Performing Arts 1.1: Grade 2 (cont'd)

**Progress:** In progress [DRAFT: Grades 1-2 Template](#) Work interrupted by school closure

- Standards-based curriculum outline template developed.
- Essential standards, skills, and concepts identified
- Continued work
  - Develop unit projects for ensemble playing; composition/improvisation
  - Develop common assessments
  - Identify essential materials and resources

# Science 1.1: Kindergarten

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**Goal:** Kindergarten teachers will use “Tools of the Mind” Science Manual for science instruction.

**Rationale:** To align instruction in the science practices as outlined in the 2016 Massachusetts Science and Technology/Engineering Framework

**Action steps:**

- Tools of the Mind Science Manual was distributed to all teachers
- Professional Development session
- Kindergarten Science Leader and Science coach met with teachers

# Science 1.1: Kindergarten (cont'd)

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## Progress:

- Began to implement science activities into “Tools” curriculum. This progress was interrupted due to Covid



# Science 1.1: Grades 1-5

---

**Goal:** Students will be assessed using new draft common assessments at the end of each unit and data will be entered into the Data Bank and shared with the Science Curriculum Director.

**Rationale:** So the data can be analyzed for consistency across buildings to give insights into strong and weak areas of the curriculum and adjust instructional practices.

## **Action steps:**

- Teachers gave at least 1 common assessment.
  - Attended ACE meetings to discuss results and the test itself

# Science 1.1: Grades 1-5 (cont'd)

---

## Progress:

- Began to implement remaining common assessments. This progress was interrupted due to Covid
- Began the creation of common rubric. This progress was interrupted due to Covid
  - Evidence

# Science 1.1: Grades 6-8

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**Goal:** Students will use the new iScience textbook and electronic resources. This program contains resources for student use, as well as tools and strategies to enhance instruction for teachers. Project Based Learning (PBL) activities will be piloted in several units from the new iScience resources.

**Rationale:** To enhance instruction for teachers.

**Action steps:**

- Teachers became familiar with iScience and added students to online platform
- Attended outside professional development (LearnLaunch, PBL 10.0)

# Science 1.1: Grades 6-8 (cont'd)

---

## Progress:

- Most learning groups implemented at least 1 PBL project. Progress was interrupted because of Covid
  - Example

# Science 1.1: Grades 9-12

---

**Goal:** Students in several courses will pilot Project Based Learning (PBL) activities related to the course discipline. Piloted activities will be reviewed and adjusted for continued use in future years.

**Rationale:** PBL engages students in increasingly self motivated learning and is more likely to involve real world applied problems.

**Action steps:**

- Attended professional development (LearnLaunch, PBL 10.0, Jason Project, Larry Weathers)

# Science 1.1: Grades 9-12 (cont'd)

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## Progress:

- Many teachers were planning on doing PBL projects as part of a final culminating project. Some courses were able to complete but this was interrupted due to Covid.
  - Examples

# Special Education 1.1: Grades 1-5

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**Goal:** During the 2019-2020 school year, special education teachers will use assessment data gathered from the specific testing battery designed to develop a reader profile. Special education teachers and team members will analyze this data to formulate a reading profile for students and will make recommendations for specific reading interventions. Teachers will be trained in various interventions that are matched to the reader profile.

Progress: [SC presentation Dr. Melissa Orkin/May 2020](#)

# Special Education 1.1: Grades 6-12

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**Goal:** During the 2019-2020 school year, special education teachers paired with a general education teacher to deliver content area instruction in the general education classroom (“co-teaching”) will participate in on-site coaching with their “co-teaching partner” to improve delivery of instruction and create more inclusive opportunities for special education students to receive instruction alongside general education peers. Teams will work with a consultant to collect baseline data and establish metrics for successful implementation.

**Rationale:** To be able to differentiate and deliver specially designed instruction in the general education classroom to meet the needs of a range of learners.



# Special Education 1.1: Grades 6-12 (cont'd)

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## Action steps:

- Teams from Gibbs and Ottoson met with Dr. Keefe from Dec - March on a bi-weekly basis until the closure due to COVID.

## Progress:

- SC presentation with Dr. Elizabeth Stringer O'Keefe postponed in the Spring.

# Visual Art 1.1: Grades K-12

## GOAL 1.1

**Rationale:** To further investigate the art educational philosophy called Teaching for Artistic Behavior (TAB), to move toward further implementation and to reach consensus about the benefits and future of TAB in Arlington Public Schools.

Visual art teachers in grades K-12 will continue to explore and implement the TAB (Teaching for Artistic Behavior) philosophy and instructional strategy. For lessons not taught in the TAB format, teachers will assign a significantly higher percentage of projects that encourage students in grades K-12 to express their own feelings and ideas about a wide range of personal and social issues through their art making. By the end of the 2019-20 school year, K-12 visual art teachers will develop common assessment instruments to measure student performance in TAB based art lessons and these instruments will be informed by the eight studio habits of mind.

# Visual Art 1.1: Grades K-12 (cont'd)

## **Progress:**

Up until March 2020, significant progress was made on the work related to the exploration and implementation of Teaching for Artistic Behavior (TAB). The 2019-20 Arlington Education Foundation TAB related grant made a wide range of K-12 Art staff Professional Development opportunities possible during the first part of the 2019-20 school year. This included multiple workshops with TAB experts, multiple APS art staff visits to other districts that have implemented TAB art programs, and work with Social and Emotional Artistic Learning (SEAL) training. The work on common assessments for TAB was begun but was not completed.

## **Work Pending:**

- Additional remote “visits” with TAB teachers in other districts and completion of the goals set forth in the AEF grant proposal

# Visual Arts 1.1: Grades K-12 (Cont'd)

## Action steps:

- Continue the work related to the AEF TAB Grant to every extent possible even in a remote environment including TAB related workshops, discussions about TAB during K-12 PD meetings, and teacher visitations (virtual) to art rooms of teachers who are experienced in TAB.
- Continue to collaborate with other Visual Art Directors in neighboring districts to examine the effectiveness of TAB in their districts and beyond.
- Encourage those APS art teachers who are still new to TAB to teach several lessons in a modified TAB format.
- Attend as many APS in-house exhibits as possible (including virtual ones) that include student work created in a TAB setting and evaluate the breadth and depth of those exhibits with each art teacher. Use the exhibits and written student artists' statements to help art teachers evaluate the effectiveness of the TAB teaching strategy.
- Complete common assessments that measure student performance in TAB based art lessons and connect these further to the eight studio habits of mind and to SEL.

# Visual Arts 1.1: Grades K-12 (Cont'd)

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## Relevant Links and Evidence

- [Eight Studio Habits of Mind](#)
- [AEF TAB Grant Proposal](#)
- [AEF TAB Progress Record](#)
- [TAB Workshop January 2020](#)

# Wellness 1.1: Grades K-3

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**Goal:** Elementary Physical Education teachers will decide which K-3 lessons to implement from the Great Body Shop Curriculum during the additional 10 classes provided by the new specialist schedule. Resources will include: The Great Body Shop Curriculum, Scope and Sequence for the Great Body Shop, and existing units and lesson plans. Lesson plans for all K-3 classes will be completed during the 2019-2020 school year.

**Rationale:**

- In order for students to get consistent Health Education in K-3, staff will need to plan for, develop and make adjustments to the curriculum as the year progresses.

# Wellness 1.1: Grades K-3 (cont'd)

## Action Steps:

- Students receive 10 weeks, once a week of the Great Body Shop Curriculum
  - Content topics chosen by PE Staff
    - Units that will be taught by Physical Education ( 2 lessons per topic):
      - SAFETY
      - SYSTEMS OF THE BODY
      - NUTRITION
      - WELLNESS - COMMUNITY HEALTH AND SAFETY
      - MENTAL AND EMOTIONAL HEALTH
      - PHYSICAL FITNESS
- **Progress:**
  - Goal was implemented until School Closure in March

# World Languages 1.1: Grades 6-12

---

**Goal:** During the 2019-2020 school year, World Language teachers will continue to develop thematic units in level 1 for implementation in 2020-2021. In preparation for teaching the new thematic units, teachers will choose to focus on one mode of communication (listening/reading or spontaneous speaking) and apply specific strategies to integrate into their instruction.

**Rationale:** To increase the usage of the target language within classroom instruction

## **Action steps:**

- Continued Professional Development of thematic units
- Department & PLC meetings



# World Languages 1.1: Grades 6-12 (cont'd)

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## Progress:

- Some progress. Draft assessments for units; four PLC meetings to develop goal and start work.
- During the sudden shift to remote learning in the spring, target language use was not an expectation, as communication is impacted by a variety of social/emotional conditions as well as non-verbal communication, both of which were impacted by the pandemic.

# Goal 1.2

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# Goal 1.2

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**Goal Objective 1.2:** Students will develop their social and emotional (SEL) skills through age-appropriate SEL instruction that includes an awareness of cultural bias, and by learning in classrooms where responsible decision making, empathy, and the importance of positive relationships are the norm.

# SEL 1.2: Grades PreK-2

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**Goal:** By June 2020, high quality SEL instruction and practice for all students in grades PK-2 will be comprehensively mapped, identifying where students have access to the five SEL competencies through both direct instruction as well as embedded classroom application. Weaknesses in the analysis will be addressed through Goal 2.1. A similar analysis for grades 3-5 will follow in the 2020-2021 school year.

**Rationale:** SEL efforts in the district have been varied and random in implementation without measured impact on student outcomes. Mapping competencies and practices will allow for the beginning of a district-wide system of SEL provided with fidelity and equal access.

# SEL 1.2: Grades PreK-2 (cont'd)

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## Action steps:

- Walkthroughs and visits in classrooms PK-2 grade district-wide to observe social emotional learning practices, programming, physical environments, culture and relationships- building strategies.
- Meetings with grade level teams, building leadership and partnership custom designed to match data, goals and desired outcomes.
- Professional learning for all staff district-wide.
- Sustainable funding and systemic implementation sought through grants and training.

# SEL 1.2: Grades PreK-2 (cont'd)

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**Progress:** (Significant Progress)

- Our Climate: [Annual Report Spring 2020](#)

# Goal 2.0

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# Goal: 2.0

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Goal 2.0: Staff Excellence and Professional Development: The Arlington Public Schools will recruit, hire, retain, and build the capacity of a diverse staff to be excellent teachers and administrators by providing high quality professional development aligned to needs, instructional support, coaching, and an evaluation framework that fosters continuous improvement.



# Goal 2.1

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# Goal 2.1

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**Goal Objective 2.1:** Professional learning for educators will reinforce targeted components of the academic curriculum, social emotional competencies and pedagogy, and will emphasize culturally responsive and data-informed instructional practices that support student learning and growth.

# Cultural Literacy 2.1: Grades K-12

---

**Goal:** During the 2019-2020 school year, all district staff will participate in eight hours of professional development focused on cultural literacy and culturally responsive instruction. Six of the hours will be provided during the professional development day on November 1.

**Rationale:** To increase the cultural literacy of staff within the district

## **Action Steps:**

- Form a PD planning committee for November 1 PD day for staff
- PD members met and discussed the vision, goal and format of the day
- Identified district and out of district facilitators

# Cultural Literacy 2.1: Grades K-12 (cont'd)

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## Progress:

- The goal was achieved

## Evidence:

- [Nov 1 Agenda and Workshop Descriptions](#)
- [Feedback from Staff](#)

# Cultural Literacy 2.1: Grades K-12 (cont'd)

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**Goal:** During the 2019-2020 school year, members of the District Diversity, Equity, and Inclusion Team will work with an outside consultant to create a mission and vision statement. The result of such work will also include setting short term and long term goals for the district with regard to the district's focus on fostering diversity, equity and inclusion.

## **Action Steps:**

- Create a district wide diversity, equity and inclusion committee
- Use a variety of data sources to set short term and long term goals for the district

# Cultural Literacy 2.1: Grades K-12 (cont'd)

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## Progress:

- Did not meet this goal

# Digital Literacy 2.1: Grades K-12

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**Goal:** Digital Learning professional development will be offered to teachers throughout the year. The format and delivery for the professional development will be designed using instructional goals and data collected during the 2018-2019 school year.

## **Rationale:**

- In order to ensure the integration of approved digital resources into instruction, a new process was established for 1) viewing APS digital resources and 2) requesting new resources

# Digital Literacy 2.1: Grades K-12 (cont'd)

---

## Action Steps:

- Created a new protocol and provided district-wide PD
- Published a list of digital learning resources [staff and families](#)
- Provided district-wide PD

## Progress: (Some)

- APS staff received PD on student data privacy
- APS staff check the [APS Digital Learning Resources](#) list as a first step
- The use of unapproved tools has decreased



# ELA/English 2.1: Grade 1

---

**Goal:** During the 2019-2020 school year, literacy coaches will meet with grade 1 teachers during early release time and visit their classrooms to help with the implementation of the new DIBELS/Acadience phoneme segmentation fluency and nonsense word fluency assessments.

**Rationale:** To assist teachers in their implementation of goals

## **Action Steps:**

- Teachers were provided professional development to learn ways to look at student data and determine future instruction.
- Teachers received coaching support modeling analysis and use of data to form small group instruction.

# ELA/English 2.1: Grade 1 (cont'd)

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## Progress:

- All teachers in grades 1 and 2 administered the DIBELS/Acadience phoneme segmentation fluency and nonsense word fluency assessments.

# ELA/English 2.1: Grades 3-5

---

**Goal:** During the 2019-2020, literacy coaches will utilize early release time to introduce and support teachers with the implementation of the new units of study for grades 3 and 5. During this time, teachers will be able to provide feedback and identify areas in which they need support.

**Rationale:** To assist teachers in their implementation of goals

## **Action Steps:**

- Teachers were provided professional development sessions to gain a deeper understanding of the unit
- Teachers received coaching support during the implementation of the new units of study

# ELA/English 2.1: Grades 3-5 (cont'd)

---

## Progress:

- All teachers in grades 3 and 5 were able to implement the new units of study.

# ELA/English 2.1: Grades 8-12

---

**Goal:** During the 2019-2020 school year, secondary level department meetings will be used to provide support for teachers in grades 8-12 as they implement lessons focused on narrative writing, voice, and perspective. During meetings, teachers will share samples of student writing and create a common assessment to measure student progress.

**Rationale:** Teachers will learn from sharing their experiences and growth in these areas

## **Action Steps:**

- Teachers attended the NCTE Conference and the NEATE Conference and shared what they learned.

# ELA/English 2.1: Grades 8-12 (cont'd)

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- Department meetings also provided opportunities to share materials. Some of those are below:
- Evidence

**Progress:** This goal is continuing this year.

# History/Social Studies 2.1: Grade 8

(8th Grade Civics Launch)

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**Goal:** Eighth grade teachers will participate in at least one external PD opportunity around civics content and skills and meet as a team (with the Director of History) at least eight times throughout the 2019-2020 school year to work and reflect on curriculum for the new civics course, as well as produce a list of action steps and changes to make to the curriculum for the 2020-2021 school year.

**Rationale:** To align the 8th grade history curriculum with the revised 2018 MA History & Social Sciences Frameworks but more importantly, to help students “speak with and listen to others in a manner that is respectful of multiple perspectives . . . think critically and reflect upon choices and their impact on others . . . [and] participate as a consumer of and contributor to the cultural and civic life of local and global communities” (Vision of Student as Global Citizen).

# History/Social Studies 2.1: Grade 8 (cont'd)

(8th Grade Civics Launch)

---

## Action steps:

- In-house PD days for 8th grade team to plan and reflect on course content
- PD opportunities through Primary Source, CES, Facing History
- Summer planning time to reflect on curriculum and re-tool curriculum for hybrid/remote learning 20-21

## Progress: Significant Progress

- Successful completion of first year of course: [Curriculum Map](#) (Revised August 2020)
- Common assessment: Digital Civics Portfolio- completed but modified due to COVID



# History/Social Studies 2.1 (cont'd)

(8th Grade Civics Launch)

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- DESE Mandated Civic-Action Project- not completed due to COVID
- Common unit assessments- completed
- Last units of the year (Equality for All and State Government) were shortened due to COVID

# Performing Arts 2.1: Grades 4-6

**Goal:** General music teachers in grades 4-6 will participate in monthly professional development in curriculum review and development during the 2019-2020 school year. The result will be the development of two standards-based units per grade that utilizes Understanding By Design. NOTE: goal shifted to grades 7-8 to focus on revising current content for relevancy and diversity

**Rationale:** To develop a curriculum that is consistent across the district

## **Action Steps:**

- Develop understanding of backwards design
- Develop standards-based curriculum outline template
- Review current content for relevance and essential learning

# Performing Arts 2.1: Grades 4-6 (cont'd)

---

**Progress:** In progress; deferred until after FY21; interrupted by school closure

- Evidence:
  - [Curriculum Outline Template](#)
  - [Content Brainstorming Document](#)

# Science 2.1: Kindergarten

---

**Goal:** Teachers will receive professional development with using the new Tools of the Mind resource manual for science instruction. Kindergarten teachers will report progress and next steps in improving K science teaching for the 2020-2021 school year.

**Rationale:** To align kindergarten science instruction with the Tools Curriculum

**Action steps:**

- Tools of the Mind Science Manual was distributed to all teachers
- Professional Development session
- Kindergarten Science Leader and Science coach met with teachers

# Science 2.1: Kindergarten (cont'd)

---

## Progress:

- Began to implement science activities into “Tools” curriculum. This progress was interrupted due to Covid
- Teacher’s identified areas of the Tools curriculum where additional science lessons could be added

# Science 2.1: Grades 1-5

---

**Goal:** Teachers will receive professional development from the Science Teacher Leaders on implementing the new common assessments. The process and finalize the common assessments for the following year.

**Rationale:** To continue to support instruction of the newly adopted FOSS Science Kits

Action steps:

- Teachers gave at least 1 common assessment.
  - Attended ACE meetings to discuss results and the test itself

# Science 2.1: Grades 1-5 (cont'd)

---

- **Progress:**

- Began to implement remaining common assessments. This progress was interrupted due to Covid
- Began the creation of common rubric. This progress was interrupted due to Covid
  - Evidence

# Science 2.1: Grades 6-8

**Goal:** Science teachers will receive professional development on strategies for incorporating Project Based Learning (PBL) units into the curriculum and instruction.

**Rationale:** PBL engages students in increasingly self motivated learning and is more likely to involve real world applied problems.

Action steps:

- Teachers became familiar with iScience and added students to online platform
  - Attended outside professional development (LearnLaunch, PBL 10.0)



# Science 2.1: Grades 6-8 (cont'd)

---

## Progress:

- Most learning groups implemented at least 1 PBL project. Progress was interrupted because of Covid
  - Example

# Science 2.1: Grades 9-12

---

**Goal:** Science teachers in selected courses will receive professional development on how to incorporate PBL in the curriculum.

**Rationale:** PBL engages students in increasingly self motivated learning and is more likely to involve real world applied problems.

## **Action steps:**

- Attended professional development (LearnLaunch, PBL 10.0, Jason Project, Larry Weathers)

# Science 2.1: Grades 9-12 (cont'd)

---

## Progress:

- Many teachers were planning on doing PBL projects as part of a final culminating project. Some courses were able to complete but this was interrupted due to Covid.
  - [Examples](#)

# Special Education 2.1: K-5

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**Goal: SLC- A, Grades K-5:** *Program staff (teachers, related service providers, and administrators) will work with a consultant to develop a shared program identity through shared definitions/practices in areas of inclusion, behavior & curricular access.*

Progress: Program staff at Dallin, OMS, & AHS worked with Wediko Children Services (now the Home for Little Wanderers) and Program staff in our REACH/SLC A continued consultation with Dr. Stringer Keefe until the closure in March due to Covid.

# Visual Art 2.1: Grades K-12

---

**Goal 2.1:** During the 2019-2020 school year, K-5 and 6-12 Visual Art teachers started to meet at least once per month to provide feedback regarding the effectiveness of the TAB teaching strategy. As stated in Goal 1.1, art staff professional development included multiple workshops with TAB experts, multiple APS art staff visits to other districts that have implemented TAB art programs, and work with Social and Emotional Artistic Learning (SEAL) training. Our intention was that by the end of the school year, conclusions and consensus reached during meetings would be presented to the K-12 Director of Visual Art in written form. The conclusions reached during these meetings would influence the curricular path for the 2020-2021 school year and beyond.

# Visual Art 2.1: Grades K-12 (cont'd)

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**Rationale:** To reach consensus about the benefits and future of TAB in Arlington Public Schools and to increase social and *emotional learning through art making*.

## **Progress:**

- This work related to the AEF TAB grant was not completed but will continue
- Curricular content related to cultural proficiencies (multiculturalism), anti-racism, and SEL had begun to be developed.
- K-12 remote teaching strategies will continue to be developed and best practices will be shared.
- A forward-looking plan will be developed for the 2021-22 school year related to the first two bullets.

# Visual Art 2.1: Grades K-12 (cont'd)

## Action Steps:

- Continue work related to the AEF TAB grant to every extent possible in-person when possible and remotely when necessary.
- Continue to develop K-12 art curricular content related to cultural proficiencies (multiculturalism), anti-racism, and SEL.
- Continue to develop K-12 remote teaching strategies and share best practices.
- Developed a forward-looking plan for the 2021-22 school year related to the first two bullets.
- The K-12 Director of Art will support the K-12 art teaching staff in every way possible in their efforts to teach effectively in hybrid and remote environments.

# Wellness 2.1: Grades 10,11 & 12 Electives

**Goal:** The high school Physical Education Department will focus on professional development training and implementation of new electives in Physical Education. The department will train High School Physical Education teachers in RAD (Rape Aggression Defense). Resources will include the RAD Training and the RAD Curriculum. The elective will be taught during the 2019-2020 school year.

**Rationale:** In order to run these new electives, staff will need to develop the necessary curriculum



# Wellness 2.1: Grades 10, 11 & 12 Electives (cont'd)

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- **Progress:**
  - Developed the curriculum in the summer 2019 and did a follow up in the winter of 2020
  - Both were taught in quarter 3 and therefor stopped due to school stopping and the inability to do a lot of this remotely.

# Wellness 2.1: Grades 10, 11, & 12 Electives (cont'd)

## Evidence:

### Athletic Training

#### A. Outline,

<https://docs.google.com/document/d/1GHELAjRhu3kuGbnOGtKIEXatqukf0e3TYwadD9TgU0c/edit>

#### B. Syllabus

<https://docs.google.com/document/d/14TE-NeQTM8yYX3PfgcmLzCDMy5hLdg29kyleLIVqPe0/edit>

### Self Defense

#### A. Outline/Curriculum

<https://docs.google.com/document/d/10ZLi06lhIfUJXJ7xB0HqhVlruydxalDIHGOG-Abq83A/edit?ts=5f7b5b98>

# World Languages 2.1: Grades 7&8

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**Goal:** During the 2019-2010 school year, World Language teachers will have two professional development days with consultant Laura Terrill to continue their learning on how to develop thematic units. Teachers will work collaboratively to develop unit outlines for level 1 courses in grades 7-8. Teachers will research, implement, and reflect on specific strategies they integrate into one mode of communication over the course of the year. At the end of the year, there will be thematic unit outlines for level 1/grades 7-8 in French and Spanish, and teachers will have a collection of mode of communication instructional strategies implemented as a department.

# World Languages 2.1: Grades 7&8 (cont'd)

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**Rationale:** To develop units of study for instruction that focus on the use of the target language

**Action steps:**

- Continued Professional Development of thematic units
- Department & PLC meetings

# World Languages 2.1 Grades 7&8 (cont'd)

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## Progress:

- Some progress. Draft assessments for units; four PLC meetings to develop goal and start work.
- During the sudden shift to remote learning in the spring, target language use was not an expectation, as communication is impacted by a variety of social/emotional conditions as well as non-verbal communication, both of which were impacted by the pandemic.

# Acknowledgements

**This document has been prepared by the members of the Arlington Public Schools Department of Curriculum and Instruction (C&I):**

- Maria Amato, Elementary Literacy Coach
- David Ardito, Director of K-12 Visual/Fine Arts
- Dr. Susan Bisson, Director of K-12 Digital Learning
- Cindy Bouvier, Director of K-12 Health/Wellness
- Carla Bruzzese, K-12 ELL Director
- Sara Burd, Director of K-12 SEL and School Counseling
- Matt Coleman, Director of K-12 Mathematics
- Denny Conklin, Director of K-12 History/Social Studies
- Sonya Connelly, Elementary Mathematics Coach
- Alison Elmer, Director of Special Education
- Carolyn Gaffey, Elementary Mathematics Coach
- Sam Hoyo, Director of K-12 Science
- Sarah Huber, Elementary Science Coach

# Acknowledgements

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- Dr. Roderick MacNeal, Jr., Assistant Superintendent of C&I
- Dr. Allesandra Magalhaes, Elementary Literacy Coach
- Stephanie McKenna, Elementary Mathematics Coach
- Shannon O'Brien, Elementary Literacy Coach
- Paula O'Sullivan, Elementary Mathematics Coach
- Bill Pappazisis, Director of K-12 Performing Arts
- Deb Perry, Director of K-12 ELA/English
- Crystal Power, Elementary Social Studies Coach
- Carolyn Snook, Elementary Mathematics Coach
- Tricia Stodden, Elementary Literacy Coach
- Margaret Credle Thomas, Director of METCO
- Liz Van Cleef, Elementary Mathematics Coach
- Emily Veader, Elementary Mathematics Coach

# Comments/Questions





## Town of Arlington, Massachusetts

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7:35 p.m. FY22 Budget Calendar first read, K. Allison-Ampe

### ATTACHMENTS:

	Type	File Name	Description
▢	Reference Material	draft_budget_calendar_2020-21_v2.pdf	Draft Budget Calendar

Draft  
Arlington Public Schools  
Annual Budget Calendar – 2020-21

Month	Mtg #	Date	Present, Prepare, To Do
September	1	9/10/20	Present Capital Planning requests for 2020-21
	2	9/24/20	<Financial Report*>
<b>End of year report deadline extended because COVID</b>			
October	1	10/8/20	
	2	10/22/20	Final year's enrollment numbers <Financial Report*>
November	1	11/12/20	<b>First draft budget calendar</b> Fed through state grant reports due October 31
		11/16/20	Distribute Report of Fiscal year (EOYR) to SC
	2	11/19/20	<b>Approve budget calendar</b> <Financial Report*> <b>Answer questions about EOYR Report</b>
December	1	12/10/20	<b>Hear from ½ principals, dept heads, AEA on priorities for next year</b>
	2	12/17/20	<Financial Report*> <b>Hear from ½ principals, dept heads, AEA on priorities for next year</b> <b>Discuss SC priorities for budget</b>
<b>Collect public input on budget (January/February)</b>			
January	1	1/14/21	<b>Set SC priorities for budget</b> <b>Deliver first budget number to Town Manager</b>
January	2	1/28/21	<Financial Report*>
<b>Superintendent's budget to SC members – 2/5/21</b>			
February	1	2/11/21	<b>First look at budget detail</b>
	2	?	<Financial Report*>
March	1	3/11/21	<b>Budget hearing</b>
	2	3/25/21	<b>Final vote on budget</b> Approve what goes to FinComm <Financial Report*>
<b>Budget meeting with FinComm – TBA</b>			
April	1	4/8/21	
<b>Town Meeting Report goes to printer – when?</b>			
<b>Town Meeting opens – 4/26/21</b>			
April	2	4/29/21	<Financial Report*>
May	1	5/13/21	
	2	5/28/21	<Financial Report*>
June	1	6/10/21	
	2	?	<Financial Report*>
July			MUNIS down for close of fiscal year
August			New FY grants set up as allocated

\*Financial Report, timing subject to Policy requirements



## **Town of Arlington, Massachusetts**

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### **7:45 p.m. Superintendent's Report**

#### **Summary:**

- Hiring update
- Enrollment update



## **Town of Arlington, Massachusetts**

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### **8:00 p.m. Consent Agenda**

#### **Summary:**

Vote approval of Warrant: Warrant #21091 Dated 10/27/2020, Total Amount: \$628,607.95

Vote approval of Minutes: July, 30, 2020

#### **ATTACHMENTS:**

	Type	File Name	Description
▢	Warrant	warrant_21091_102720.pdf	Warrant 201901
▢	Minutes	07_30_2020_sc_special_minutes.pdf	07 30 2020 SC Special Minutes

# 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	21091	Total Warrant Amount	\$628,607.95
DATED	10/27/2020		

## STATEMENT MADE UNDER THE PENALTIES OF PERJURY

DocuSigned by: <i>Michael Mason, Jr.</i> 139F2469E4B5489	DocuSigned by: <i>JEFF THULEMAN</i> 8BD512C9C725425
Superintendent of Schools / Chief Financial Officer	School Committee
DocuSigned by: <i>Jane Morgan</i> 201425FB7937491...	DocuSigned by: <i>KIRSI C. ALLISON-AMPE, MD</i> 8D0CADEC1EC24A3
	School Committee
	DocuSigned by: <i>Paul Schlichtman</i> 7798E1DD718442C
	School Committee
	School Committee

# APPROVAL OF ACCOUNTS PAYABLE

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Warrant Number	21091	Total Warrant Amount	\$628,607.95
DATED	10/27/2020		

## STATEMENT MADE UNDER THE PENALTIES OF PERJURY

DocuSigned by:

*Michael Mason, Jr.*

1987240664B408

Superintendent of Schools / Chief Financial Officer

DocuSigned by:

*JEFF THELMAN*

8BDE129C725A05

School Committee

DocuSigned by:

*Jane Morgan*

201425FB7931491...

DocuSigned by:

*KIRSI C. ALLISON-AMPE, MD*

800CADEC1EC2AA3

School Committee

DocuSigned by:

*VEN KARDON*

0CE47E1D0F6CA47...

DocuSigned by:

*Paul Schlichtman*

7798E1DD718A42C

School Committee

School Committee

11-25-



10/21/2020 12:36  
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TOWN OF ARLINGTON  
TOWN OF ARLINGTON

DATE: 10/27/2020 WARRANT: 21091 AMOUNT: \$ 628,607.95

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

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10/21/2020 12:36  
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TOWN OF ARLINGTON  
DETAIL INVOICE LIST

CASH ACCOUNT: 0000 104013 VENDOR 8304

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
19852 AALANCO SERVICE CORPORA	00000 211914 INV	10/27/2020				002688	390218		
1 02756960 82412 4220	FAC MAINT HVAC					6,555.00			
	Invoice Net					6,555.00			
	CHECK TOTAL					6,555.00			
37664 ADVANTAGE POWER & CONT	00000 211918 INV	10/27/2020				2051	390225		
1 02756960 82408 4220	FAC MAINT ELECTRICAL					2,690.00			
	Invoice Net					2,690.00			
	CHECK TOTAL					2,690.00			
32432 AHOLD FINANCIAL SERVICE	00003 212075 INV	10/27/2020				177455	390165		
1 15125145 84902 3520	BRACKETT FOOD					21.96			
	Invoice Net					21.96			
32432 AHOLD FINANCIAL SERVICE	00003 212143 INV	10/27/2020				177456	390809		
1 1971 8999	FRIENDS PY CARYOVR					75.13			
	Invoice Net					75.13			
	CHECK TOTAL					97.09			
32425 AMBIENT TEMPERATURE CO	00000 210343 INV	10/27/2020				15612 OMS	390210		
1 02756960 82412 4220	FAC MAINT HVAC					636.94			
	Invoice Net					636.94			
	CHECK TOTAL					636.94			
29770 ARISE CONSULTING SERVI	00001 210011 INV	10/27/2020				CONSULT OD-SEPT'20	390510		
1 02456821 83101 2320	SPED/CLINI PROF TECH					120.00			
	Invoice Net					120.00			
29770 ARISE CONSULTING SERVI	00001 210012 INV	10/27/2020				CONSULT ZF-SEPT'20	390511		
1 02456821 83101 2320	SPED/CLINI PROF TECH					55.00			
	Invoice Net					55.00			
29770 ARISE CONSULTING SERVI	00001 210013 INV	10/27/2020				CONSULT PG-SEPT'20	390512		
1 02456821 83101 2320	SPED/CLINI PROF TECH					445.00			
	Invoice Net					445.00			
29770 ARISE CONSULTING SERVI	00001 210014 INV	10/27/2020				CONSULT HRL-SEPT'20	390513		
1 02456821 83101 2320	SPED/CLINI PROF TECH					587.50			
	Invoice Net					587.50			
29770 ARISE CONSULTING SERVI	00001 210015 INV	10/27/2020				CONSULT TR-SEPT'20	390514		
1 02456821 83101 2320	SPED/CLINI PROF TECH					500.00			
	Invoice Net					500.00			
29770 ARISE CONSULTING SERVI	00001 210015 INV	10/27/2020				CONSULT LC-SEPT'20	390515		
1 02456821 83101 2320	SPED/CLINI PROF TECH					658.75			
	Invoice Net					658.75			
29770 ARISE CONSULTING SERVI	00001 210162 INV	10/27/2020				CONSULT LC-SEPT'20	390516		
1 02456821 83101 2320	SPED/CLINI PROF TECH					1,341.25			
	Invoice Net					1,341.25			
29770 ARISE CONSULTING SERVI	00001 210163 INV	10/27/2020				CONSULT JK-SEPT'20	390517		
1 02456821 83101 2320	SPED/CLINI PROF TECH					785.00			
	Invoice Net					785.00			





CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 21091 10/27/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
29770	ARISE CONSULTING SERVI 1 02456821 83101 2320	00001	210164	INV PROF TECH	10/27/2020	CONSULT DL-SEPT'20 1,310.00 1,310.00	390518		
29770	ARISE CONSULTING SERVI 1 02456821 83101 2320	00001	210165	INV PROF TECH	10/27/2020	CONSULT AM-SEPT'20 1,565.00 1,565.00	390519		
29770	ARISE CONSULTING SERVI 1 02456821 83101 2320	00001	210166	INV PROF TECH	10/27/2020	CONSULT AT-SEPT'20 1,166.25 1,166.25 CHECK TOTAL 8,533.75	390520		
1389	ARLINGTON GLASS CO 1 5753008 582011	00000	211574	INV WINDOW	10/27/2020	674498 4,230.00 4,230.00	390206		
1389	ARLINGTON GLASS CO 1 5753008 582011	00000	210944	INV WINDOW	10/27/2020	674497 120.00 120.00	390208		
1389	ARLINGTON GLASS CO 1 5753008 582011	00000	211574	INV WINDOW	10/27/2020	574236 2,250.00 2,250.00 CHECK TOTAL 6,600.00	390296		
21518	ARL/BEL TRANSPORTATION 1 02816990 83301 3300	00002	211657	INV TRANS	10/27/2020	#920-JL, JH, OF 1,412.50 1,412.50	390508		
21518	ARL/BEL TRANSPORTATION 1 02816980 83301 3300	00002	212118	INV TRANS	10/27/2020	#920-JL 2,680.00 2,680.00 CHECK TOTAL 4,092.50	390657		
37694	ATAIL, SYRUS 1 02026630 83804 3510	00000		INV ATHLETIC	10/27/2020	20685 87.00 87.00	389970		
37694	ATAIL, SYRUS 1 02026644 83804 3510	00000		INV ATHLETIC	10/27/2020	20709 87.00 87.00 CHECK TOTAL 174.00	390887		
24394	AUDIOLOGY AND HEARING 1 02456842 85110 2420	00000	211884	INV EQ INSTRUC	10/27/2020	29483 2,190.00 2,190.00	390522		
24394	AUDIOLOGY AND HEARING 1 02456842 85110 2420	00000	210065	INV EQ INSTRUC	10/27/2020	29583 150.00 150.00 CHECK TOTAL 2,340.00	390658		
30796	AUTOMATED BUILDING SYS	00001	212088	INV	10/27/2020	SD11231	390224		

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TOWN OF ARLINGTON  
DETAIL INVOICE LIST

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CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 21091 10/27/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
1 02756960	82412 4220	FAC MAINT		HVAC		2,900.00			
		Invoice Net				2,900.00			
						CHECK TOTAL			
74780 B&H FOTO & ELECTRONICS	00002 211770 INV	10/27/2020				178214147	390166		
1 02066539	85103 2415	BISHOP MUS INSTRUCT				49.00			
		Invoice Net				49.00			
74780 B&H FOTO & ELECTRONICS	00002 211771 INV	10/27/2020				178213982	390167		
1 02156539	85103 2415	HARDY MUSI INSTRUCT				49.00			
		Invoice Net				49.00			
74780 B&H FOTO & ELECTRONICS	00002 211772 INV	10/27/2020				178214126	390168		
1 02126539	85103 2415	DALLIN MUS INSTRUCT				49.00			
		Invoice Net				49.00			
74780 B&H FOTO & ELECTRONICS	00002 211773 INV	10/27/2020				178212793	390170		
1 02186539	85103 2415	PEIRCE MUS INSTRUCT				49.00			
		Invoice Net				49.00			
74780 B&H FOTO & ELECTRONICS	00002 211774 INV	10/27/2020				178214135	390171		
1 02216539	85103 2415	STR/MUSIC INSTRUCT				49.00			
		Invoice Net				49.00			
74780 B&H FOTO & ELECTRONICS	00002 211775 INV	10/27/2020				178223604	390172		
1 02246539	85103 2415	MUSIC INSTRUCT				49.00			
		Invoice Net				49.00			
						CHECK TOTAL	294.00		
24583 BAYSTATE INTERPRETERS	00001 211938 INV	10/27/2020				309954	390173		
1 02636575	83101 2357	PROF DEV PROF TECH				41.04			
		Invoice Net				41.04			
24583 BAYSTATE INTERPRETERS	00001 211962 INV	10/27/2020				310294	390304		
1 02636575	83101 2357	PROF DEV PROF TECH				833.51			
		Invoice Net				833.51			
						CHECK TOTAL	874.55		
12714 BELMONT PRINTING COMPA	00000 211333 INV	10/27/2020				83666	390305		
1 02016507	83404 2430	SEC EDUC PRINTING				317.47			
		Invoice Net				317.47			
						CHECK TOTAL	317.47		
39059 BENYO, JULIE	00000	INV 10/27/2020				REFUND DROPPED CLASS	390782		
1 1336770	7290 6200	ADULT ED COMM ED				132.00			
		Invoice Net				132.00			
						CHECK TOTAL	132.00		
24170 THE CHILDREN'S CENTER	00000 211140 INV	10/27/2020				58710	390659		
1 02456845	83201 9300	OOD/AIDE TUITION				3,262.30			
2 02456848	83201 9300	TUITION DY TUITION				7,582.71			
		Invoice Net				10,845.01			
						CHECK TOTAL	10,845.01		





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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 21091 10/27/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
31887 GL GROUP, INC 1 02296506 85106 2410	00004 211609 INV 10/27/2020 ELEM EDUC TEXTBOOKS Invoice Net					904248 908.82 908.82 CHECK TOTAL	390812		
18495 BOSTON HIGASHI SCHOOL 1 02456851 83201 9300	00000 211107 INV 10/27/2020 OOD RESIDE TUITION Invoice Net					2109412AR 9,770.85 9,770.85 CHECK TOTAL	390523	908.82	
29492 BRAINPOP 1 02636915 85103 1220	00001 210874 INV 10/27/2020 CURRICULUM INSTRUCT Invoice Net					US211117 18,585.00 18,585.00 CHECK TOTAL	390306		
38917 BUCH, CHRISTIAN 1 184 7289	00000 INV 10/27/2020 TUITIONS MISC REV Invoice Net					REFUND SCHOL CLOSURE 5,448.00 5,448.00 CHECK TOTAL	389966		
39024 BUTTERNUT BAKEHOUSE 1 1973 8999	00000 211952 INV 10/27/2020 PAC PY CARYOVR Invoice Net					000005 100.00 100.00 CHECK TOTAL	390928	100.00	
71020 CONCORD AREA SPECIAL E 1 02456848 83201 9400	00000 211712 INV 10/27/2020 TUITION DY TUITION Invoice Net					21-0006-JD-SEPT 4,588.24 4,588.24 CHECK TOTAL	390524		
70693 CAM OFFICE SERVICES, I 1 02456800 85101 2430	00000 212122 INV 10/27/2020 PK-SPED REPRO SUPP Invoice Net					23642A 324.94 324.94 CHECK TOTAL	390660	4,588.24	
70766 THE CARROLL CENTER FOR 1 02456830 83101 2320	00000 210124 INV 10/27/2020 SPED/MEDS PROF TECH Invoice Net					INV102240-DG 675.00 675.00	390661		
70766 THE CARROLL CENTER FOR 1 02456830 83101 2320	00000 210125 INV 10/27/2020 SPED/MEDS PROF TECH Invoice Net					INV102240-HG 911.25 911.25 CHECK TOTAL	390662		
33641 CENTER FOR CIVIC EDUCA 1 02486745 85106 2410	00000 211554 INV 10/27/2020 C&I SOC ST TEXTBOOKS Invoice Net					257135 3,800.00 3,800.00 CHECK TOTAL	390307		



CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 21091 10/27/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
2261	CENTRAL FAN CO INC 1 02756960 84312 2 02756960 84312 3 02756960 84312	00000	210834	INV	10/27/2020	1212258 39.44 939.60 1,481.66 2,460.70 CHECK TOTAL	390222		
				FAC MAINT	HVAC SUPPL				
				FAC MAINT	HVAC SUPPL				
				FAC MAINT	HVAC SUPPL				
				Invoice Net					
34197	CHESS WIZARDS INC. 1 1336780 81112	00000	210072	INV	10/27/2020	4831 780.00 780.00 CHECK TOTAL	390783		
				KIDZONE	INSTRUCTIO				
				Invoice Net					
33997	CHRISTENSEN, SCOTT 1 02026630 83804	00000		INV	10/27/2020	20716 87.00 87.00 CHECK TOTAL	390917		
				ATHL/SOCCE	ATHLETIC				
				Invoice Net					
34159	JAMES M. DONAHER 1 02456857 83101	00001	210175	INV	10/27/2020	3297 71.16 71.16 3299 744.96 744.96 3300 310.80 310.80 3303 31.08 31.08 3311 74.64 74.64 CHECK TOTAL	390525		
				SPED CONTR	PROF TECH				
				Invoice Net					
34159	JAMES M. DONAHER 1 02456857 83101	00001	210175	INV	10/27/2020	3299 744.96 744.96 3300 310.80 310.80 3303 31.08 31.08 3311 74.64 74.64 CHECK TOTAL	390663		
				SPED CONTR	PROF TECH				
				Invoice Net					
34159	JAMES M. DONAHER 1 02456857 83101	00001	210175	INV	10/27/2020	3299 744.96 744.96 3300 310.80 310.80 3303 31.08 31.08 3311 74.64 74.64 CHECK TOTAL	390664		
				SPED CONTR	PROF TECH				
				Invoice Net					
34159	JAMES M. DONAHER 1 02456857 83101	00001	210175	INV	10/27/2020	3299 744.96 744.96 3300 310.80 310.80 3303 31.08 31.08 3311 74.64 74.64 CHECK TOTAL	390665		
				SPED CONTR	PROF TECH				
				Invoice Net					
34159	JAMES M. DONAHER 1 02456857 83101	00001	210175	INV	10/27/2020	3299 744.96 744.96 3300 310.80 310.80 3303 31.08 31.08 3311 74.64 74.64 CHECK TOTAL	390666		
				SPED CONTR	PROF TECH				
				Invoice Net					
39037	COLLYER, BLYTHE 1 02636575 87202	00000	212139	INV	10/27/2020	REIM AP CALCULUS 595.00 595.00 CHECK TOTAL	390929		
				PROF DEV	TRAINING				
				Invoice Net					
11511	COMMUNITY NEWSPAPER CO 1 02456806 83404	00000	211710	INV	10/27/2020	CN13913852 165.43 165.43 CHECK TOTAL	390667		
				SPED ADM M	PRINTING				
				Invoice Net					
71088	COTTING SCHOOL 1 02456851 83201	00000	211009	INV	10/27/2020	17996 10,612.83 10,612.83 CHECK TOTAL	390526		
				OOD RESIDE	TUITION				
				Invoice Net					

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TOWN OF ARLINGTON  
DETAIL INVOICE LIST

IP 7  
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CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 21091 10/27/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
71088 COTTING SCHOOL 1 02456848 83201	9300	00000	211131	INV TUITION Invoice Net	10/27/2020	18242 528.78 528.78	390527		
71088 COTTING SCHOOL 1 02456848 83201	9300	00000	211120	INV TUITION Invoice Net	10/27/2020	18241 528.78 528.78	390528		
71088 COTTING SCHOOL 1 02456848 83201	9300	00000	211512	INV TUITION Invoice Net	10/27/2020	18332 7,999.92 7,999.92 CHECK TOTAL	390529		
25014 COWLES, JOHN 1 02026630 83804	3510	00000		INV ATHL/SOCCE ATHLETIC Invoice Net	10/27/2020	20717 87.00 87.00 CHECK TOTAL	390918		
34895 DATAPRINT 1 149 8350		00001	212127	INV OTTOSON CO Invoice Net	10/27/2020	147878 5,764.81 5,764.81 CHECK TOTAL	390810		
71215 DAVIS PUBLICATIONS INC 1 02546750 85103 2415		00000	211889	INV INSTRUCT Invoice Net	10/27/2020	675973 38.45 38.45 CHECK TOTAL	390930		
38916 DE LUCREZIA, IANNA 1 184 7289		00000		INV MISC REV TUITIONS Invoice Net	10/27/2020	REFUND SCHOL CLOSURE 5,448.00 5,448.00 CHECK TOTAL	389967		
35846 DGI-INVISUALS LLC 1 02496997 84399	4220	00000	212022	INV MISC MAINT Invoice Net	10/27/2020	281360-A 9,152.68 9,152.68 CHECK TOTAL	390229		
38453 DOCUSIGN INC 1 02636935 85804	1450	00001	206360	INV SOFTWARE HUMAN RES/ Invoice Net	10/27/2020	INV19359779 3,864.00 3,864.00 CHECK TOTAL	390174		
36462 EDUCATIUS GROUP AB 1 184 7289		00000		INV MISC REV TUITIONS Invoice Net	10/27/2020	NO ARRIVAL IN US-FL 17,284.00 17,284.00 CHECK TOTAL	389968		
38827 ERC ACQUISITION INC		00000	211518	INV	10/27/2020	786227	390308		



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CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 21091 10/27/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
1 02496997 85201	3200	COVID-19		MED SUPPLY					
38827 ERC ACQUISITION INC		Invoice Net							
1 02496997 85201	3200	00000 211518 INV		10/27/2020					
		COVID-19 MED SUPPLY							
		Invoice Net							
						466.05			
						466.05			
						786230	390309		
						167.30			
						167.30			
						CHECK TOTAL			
						633.35			
1847 EVERSOURCE		00192 210349 INV		10/27/2020					
1 02756960 82103	4130	FAC MAINT POWER ELEC							
		Invoice Net							
						32,639.65			
1847 EVERSOURCE		00192 210349 INV		10/27/2020					
1 02756960 82103	4130	FAC MAINT POWER ELEC							
		Invoice Net							
						32,639.65	390293		
1847 EVERSOURCE		00192 210349 INV		10/27/2020					
1 02756960 82103	4130	FAC MAINT POWER ELEC							
		Invoice Net							
						9.03			
						9.03			
1847 EVERSOURCE		00192 210349 INV		10/27/2020					
1 02756960 82103	4130	FAC MAINT POWER ELEC							
		Invoice Net							
						26766011006	390294		
1847 EVERSOURCE		00192 210349 INV		10/27/2020					
1 02756960 82103	4130	FAC MAINT POWER ELEC							
		Invoice Net							
						8.73			
						8.73			
1847 EVERSOURCE		00192 210349 INV		10/27/2020					
1 02756960 82103	4130	FAC MAINT POWER ELEC							
		Invoice Net							
						26766021005	390295		
						11.94			
						11.94			
						CHECK TOTAL			
						32,669.35			
38904 EXPLORE LEARNING LLC		00001 211406 INV		10/27/2020					
1 02606910 85804	1210	SUPER SOFTWARE							
		Invoice Net							
						2636214	390310		
						11,193.75			
						11,193.75			
						CHECK TOTAL			
						11,193.75			
33004 FW WEBB COMPANY		00001 211916 INV		10/27/2020					
1 02756960 84303	4220	FAC MAINT PLUMBING							
		Invoice Net							
						68513828-2	390219		
						333.71			
						333.71			
33004 FW WEBB COMPANY		00001 211916 INV		10/27/2020					
1 02756960 84303	4220	FAC MAINT PLUMBING							
		Invoice Net							
						68517332	390220		
						912.72			
						912.72			
33004 FW WEBB COMPANY		00001 211916 INV		10/27/2020					
1 02756960 84303	4220	FAC MAINT PLUMBING							
		Invoice Net							
						68651539	390221		
						933.60			
						933.60			
						CHECK TOTAL			
						2,180.03			
36132 FERRARI, TOM		00000 INV		10/27/2020					
1 02026630 83804	3510	ATHL/SOCCE ATHLETIC							
		Invoice Net							
						20718	390919		
						96.00			
						96.00			
						CHECK TOTAL			
						96.00			
30174 FORTUNATO, BILL		00000 INV		10/27/2020					
1 02026630 83804	3510	ATHL/SOCCE ATHLETIC							
		Invoice Net							
						20688	390920		
						96.00			
						96.00			
						CHECK TOTAL			
						96.00			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
38509 FRESH PRINTS LLC 1 11302021 87208	2430	00001	210120	INV	10/27/2020	37714 300.00 300.00 CHECK TOTAL	390813		
71736 THE MARGARET GIFFORD S 1 02456848 83201	9300	00000	211713	INV	10/27/2020	020929 6,589.80 6,589.80 CHECK TOTAL	390530		
37605 GORDON FOOD SERVICE IN 1 03034302 835001		00002	211160	INV	10/27/2020	205365087 397.34 397.34 205521432 628.07 628.07 205521435 415.16 415.16 205521437 83.86 83.86 CHECK TOTAL	390560		
37605 GORDON FOOD SERVICE IN 1 03034302 835001		00002	211160	INV	10/27/2020	205521432 628.07 628.07 205521435 415.16 415.16 205521437 83.86 83.86 CHECK TOTAL	390561		
37605 GORDON FOOD SERVICE IN 1 03034302 835001		00002	211160	INV	10/27/2020	205521435 415.16 415.16 205521437 83.86 83.86 CHECK TOTAL	390562		
37605 GORDON FOOD SERVICE IN 1 03034302 835001		00002	211160	INV	10/27/2020	205521437 83.86 83.86 CHECK TOTAL	390563		
75061 THE GUILD FOR HUMAN SE 1 02456845 83201	9300	00000	211514	INV	10/27/2020	8181 3,642.66 400.00 4,042.66 CHECK TOTAL	390531		
2 02456848 83201	9300								
21828 HENLEY ENTERPRISE 1 02816970 84802	3300	00001	210131	INV	10/27/2020	216699 59.49 59.49 CHECK TOTAL	390532		
30631 HIRSCH, KATHLEEN 1 02636575 87106	2357	00000	210589	INV	10/27/2020	216699 59.49 59.49 CHECK TOTAL	390175		
30631 HIRSCH, KATHLEEN 1 02636575 87106	2357	00000	210589	INV	10/27/2020	216699 59.49 59.49 CHECK TOTAL	390176		
28168 IMPACT APPLICATIONS, I 1 02026620 83804	3510	00003	212066	INV	10/27/2020	20203291 655.00 655.00 CHECK TOTAL	390177		



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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
36158 IXL LEARNING INC 1 02306740 85103	0000 211196 INV 10/27/2020 C&I ENGLIS INSTRUCT Invoice Net	2415				S379998 23,170.00 23,170.00 CHECK TOTAL	390311		
38727 J.C. CANISTRARO LLC 1 02756960 84312 4220	00001 210957 INV 10/27/2020 FAC MAINT HVAC SUPPL Invoice Net					7855946 3,379.43 3,379.43	390297		
38727 J.C. CANISTRARO LLC 1 02756960 84312 4220 2 02756960 84312 4220	00001 210957 INV 10/27/2020 FAC MAINT HVAC SUPPL FAC MAINT HVAC SUPPL Invoice Net					7855501 6,520.57 6,695.43 7,216.00 7855533	390298		
38727 J.C. CANISTRARO LLC 1 02756960 84312 4220	00001 212018 INV 10/27/2020 FAC MAINT HVAC SUPPL Invoice Net					9,036.00 9,036.00 CHECK TOTAL	390299		
29613 JOHN M AMARAL 1 02496945 83101 1230	00000 212098 INV 10/27/2020 SW SCHEDUL PROF TECH Invoice Net					#2007 925.00 925.00 CHECK TOTAL	390303		
72233 JUDGE BAKER CHILDREN'S 1 02456848 83201 9300	00000 211122 INV 10/27/2020 TUITION DY TUITION Invoice Net					SEP2001 6,941.35 6,941.35 CHECK TOTAL	390668		
19317 JUSTICE RESOURCE INSTI 1 02456851 83201 9300	00000 211005 INV 10/27/2020 OOD RESIDE TUITION Invoice Net					2350321ARL-MK 8,773.20 8,773.20 CHECK TOTAL	390533		
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	00000 210997 INV 10/27/2020 TUITION DY TUITION Invoice Net					0920115648 3,500.75 3,500.75	390669		
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	00000 210998 INV 10/27/2020 TUITION DY TUITION Invoice Net					0920L41923 3,500.75 3,500.75	390670		
72363 LABBB COLLABORATIVE 1 02456845 83201 9300	00000 210999 INV 10/27/2020 OOD/AIDE TUITION Invoice Net					0920AD10072 2,475.00 2,475.00	390671		
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	00000 211000 INV 10/27/2020 TUITION DY TUITION Invoice Net					0920V84580 3,103.21 3,103.21	390672		
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	00000 211001 INV 10/27/2020 TUITION DY TUITION Invoice Net					0920V85645 3,103.21 3,103.21	390673		





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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211002 INV	10/27/2020	TUITION DY	TUITION	0920V62810 3,385.32	390674		
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211010 INV	10/27/2020	Invoice Net	TUITION	0920V67483 3,385.32	390675		
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211012 INV	10/27/2020	Invoice Net	TUITION	3,103.21 3,103.21	390676		
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211013 INV	10/27/2020	Invoice Net	TUITION	0920BI3583 3,213.32	390677		
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211014 INV	10/27/2020	Invoice Net	TUITION	3,213.32 3,213.32	390678		
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211142 INV	10/27/2020	Invoice Net	TUITION	0920BI7756 3,505.44	390679		
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211513 INV	10/27/2020	Invoice Net	TUITION	3,505.44 3,505.44	390680		
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211605 INV	10/27/2020	Invoice Net	TUITION	0920BI9729 3,213.32	390681		
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211659 INV	10/27/2020	Invoice Net	TUITION	3,213.32 3,213.32	390682		
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211714 INV	10/27/2020	Invoice Net	TUITION	0920V19418 3,070.87	390683		
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211760 INV	10/27/2020	Invoice Net	TUITION	3,070.87 3,070.87	390684		
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211761 INV	10/27/2020	Invoice Net	TUITION	0920V04414 3,385.32	390685		
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211762 INV	10/27/2020	Invoice Net	TUITION	3,385.32 3,385.32	390686		
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211763 INV	10/27/2020	Invoice Net	TUITION	0920BI0991r 3,460.93	390687		
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211764 INV	10/27/2020	Invoice Net	TUITION	3,460.93 3,460.93	390688		
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211765 INV	10/27/2020	Invoice Net	TUITION	0920452996r 3,775.56	390689		
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211766 INV	10/27/2020	Invoice Net	TUITION	3,775.56 3,775.56	390690		
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211767 INV	10/27/2020	Invoice Net	TUITION	0920BI10482 3,505.44			
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211768 INV	10/27/2020	Invoice Net	TUITION	3,505.44 3,505.44			
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211769 INV	10/27/2020	Invoice Net	TUITION	0920BI10358 280.50			
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211770 INV	10/27/2020	Invoice Net	TUITION	280.50 280.50			
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211771 INV	10/27/2020	Invoice Net	TUITION	0920BI10276 187.00			
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211772 INV	10/27/2020	Invoice Net	TUITION	187.00 187.00			
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211773 INV	10/27/2020	Invoice Net	TUITION	0920BI10358 561.00			
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211774 INV	10/27/2020	Invoice Net	TUITION	561.00 561.00			
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211775 INV	10/27/2020	Invoice Net	TUITION	0920HS10358 582.50			
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211776 INV	10/27/2020	Invoice Net	TUITION	582.50 582.50			
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211777 INV	10/27/2020	Invoice Net	TUITION	0920HS10884 190.00			
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211778 INV	10/27/2020	Invoice Net	TUITION	190.00 190.00			
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211779 INV	10/27/2020	Invoice Net	TUITION	0920HS10482 190.00			
72363 LABBB COLLABORATIVE 1 02456848 83201 9400	0000	211780 INV	10/27/2020	Invoice Net	TUITION	190.00 190.00			



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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
72363 LABBB COLLABORATIVE	1 02456848 83201	00000	211880	INV	10/27/2020	0920V79617	390691		
			TUITION DY	TUITION		3,070.87			
			Invoice Net			3,070.87			
						CHECK TOTAL	54,363.52		
39023 LAMY, CATHERINE HEITZ	1 02296506 85106	00000	211958	INV	10/27/2020	MAGAZINE ORDERS	390181		
			ELEM EDUC	TEXTBOOKS		2,375.10			
			Invoice Net			2,375.10			
						CHECK TOTAL	2,375.10		
72433 LEAGUE SCHOOL OF GREAT	1 02456848 83201	00000	211135	INV	10/27/2020	007694	390534		
			TUITION DY	TUITION		8,286.31			
			Invoice Net			8,286.31			
						CHECK TOTAL	8,286.31		
35962 LEON, ALEXANDER	1 02026644 83804	00000		INV	10/27/2020	20702	390889		
			ATH/G/SOCC	ATHLETIC		90.00			
			Invoice Net			90.00			
35962 LEON, ALEXANDER	1 02026644 83804	00000		INV	10/27/2020	20693	390893		
			ATH/G/SOCC	ATHLETIC		50.00			
			ATH/G/F.H.	ATHLETIC		50.00			
			Invoice Net			100.00			
35962 LEON, ALEXANDER	1 02026630 83804	00000		INV	10/27/2020	20719	390921		
			ATHL/SOCCE	ATHLETIC		100.00			
			Invoice Net			100.00			
						CHECK TOTAL	290.00		
37864 LEXINGTON MEDICAL MANA	1 02816970 83101	00000	210137	INV	10/27/2020	DOT PHYSICALS 9/1-14	389969		
			TRANS ED	PROF TECH		650.00			
			Invoice Net			650.00			
						CHECK TOTAL	650.00		
15547 MANSFIELD PAPER CO., I	1 03034309 835000	00000	211412	INV	10/27/2020	391833	390564		
			FOOD SERV	FOOD SERV/		2,199.68			
			Invoice Net			2,199.68			
15547 MANSFIELD PAPER CO., I	1 03034309 835000	00000	211412	INV	10/27/2020	391835	390566		
			FOOD SERV	FOOD SERV/		299.81			
			Invoice Net			299.81			
15547 MANSFIELD PAPER CO., I	1 03034309 835000	00000	211412	INV	10/27/2020	392816	390567		
			FOOD SERV	FOOD SERV/		400.00			
			Invoice Net			400.00			
						CHECK TOTAL	2,899.49		
35350 MANSFIELD, JACLYN	1 11302021 81201	00000	211339	INV	10/27/2020	PSYCH TEST10/5/20-WK	390535		
			CARES-ESSE	TEMP PROF		1,500.00			
			Invoice Net			1,500.00			
35350 MANSFIELD, JACLYN		00000	211339	INV	10/27/2020	PSYCH TEST10/6/20-MS	390536		





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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
1 11302021 81201 2720	CARES-ESSE	TEMP PROF				1,500.00			
	Invoice Net					1,500.00			
35350 MANSFIELD, JACLYN	00000 211339 INV	10/27/2020				PSYCHTEST10/7/20-ACD	390537		
1 11302021 81201 2720	CARES-ESSE	TEMP PROF				1,500.00			
	Invoice Net					1,500.00			
	CHECK TOTAL					4,500.00			
72695 MASSACHUSETTS ASSOCIAT	00000 212117 INV	10/27/2020				21-0491	390823		
1 02576900 83101 1110	SCHOOL COM	PROF TECH				950.00			
	Invoice Net					950.00			
	CHECK TOTAL					950.00			
12897 THE MAY INSTITUTE INC.	00001 211956 INV	10/27/2020				2907182	390185		
1 02636575 87202 2357	PROF DEV	TRAINING				180.00			
	Invoice Net					180.00			
12897 THE MAY INSTITUTE INC.	00001 211956 INV	10/27/2020				2907184	390186		
1 02636575 87202 2357	PROF DEV	TRAINING				90.00			
	Invoice Net					90.00			
	CHECK TOTAL					270.00			
32722 MCKESSON MEDICAL-SURGI	00001 211878 INV	10/27/2020				17054213	390187		
1 02496554 85201 3200	HEALTH SRV	MED SUPPLY				450.00			
	Invoice Net					450.00			
32722 MCKESSON MEDICAL-SURGI	00001 211619 INV	10/27/2020				17057097	390188		
1 02496554 85201 3200	HEALTH SRV	MED SUPPLY				29.48			
	Invoice Net					29.48			
32722 MCKESSON MEDICAL-SURGI	00001 211617 INV	10/27/2020				17057099	390312		
1 02496554 85201 3200	HEALTH SRV	MED SUPPLY				46.70			
	Invoice Net					46.70			
32722 MCKESSON MEDICAL-SURGI	00001 211622 INV	10/27/2020				17057916	390824		
1 02496554 85201 3200	HEALTH SRV	MED SUPPLY				93.92			
	Invoice Net					93.92			
32722 MCKESSON MEDICAL-SURGI	00001 211622 INV	10/27/2020				17057990	390825		
1 02496554 85201 3200	HEALTH SRV	MED SUPPLY				.02			
	Invoice Net					.02			
32722 MCKESSON MEDICAL-SURGI	00001 211622 INV	10/27/2020				17058024	390828		
1 02496554 85201 3200	HEALTH SRV	MED SUPPLY				6.81			
	Invoice Net					6.81			
32722 MCKESSON MEDICAL-SURGI	00001 211622 INV	10/27/2020				17058108	390829		
1 02496554 85201 3200	HEALTH SRV	MED SUPPLY				96.63			
	Invoice Net					96.63			
32722 MCKESSON MEDICAL-SURGI	00001 211617 INV	10/27/2020				17062758	390931		
1 02496554 85201 3200	HEALTH SRV	MED SUPPLY				42.42			
	Invoice Net					42.42			
	CHECK TOTAL					765.98			
72813 MCLEAN HOSPITAL	00001 211123 INV	10/27/2020				IN01602369	390538		

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
72813 MCLEAN HOSPITAL	1 02456848 83201	9300		TUITION DY	TUITION	3,402.36			
				Invoice Net		3,402.36			
72813 MCLEAN HOSPITAL	1 02456848 83201	9300		TUITION DY	INV 10/27/2020	IN01602368	390539		
				Invoice Net		6,804.72			
72813 MCLEAN HOSPITAL	1 02456848 83201	9300		TUITION DY	INV 10/27/2020	IN01602384	390540		
				Invoice Net		6,804.72			
				TUITION DY	TUITION	6,804.72			
				Invoice Net		CHECK TOTAL	17,011.80		
25850 MCMASTER-CARR SUPPLY C	1 02426715 85103	2415		00001	211942 INV 10/27/2020	46752603	390189		
				C&I SCIENC	INSTRUCT	76.54			
				Invoice Net		76.54			
						CHECK TOTAL	76.54		
16109 MEDFORD ELECTRONICS	1 02756960 82408	4220		00000	211913 INV 10/27/2020	4275	390226		
				FAC MAINT	ELECTRICAL	540.00			
				Invoice Net		540.00			
16109 MEDFORD ELECTRONICS	1 02756960 82408	4220		00000	211913 INV 10/27/2020	4269	390227		
				FAC MAINT	ELECTRICAL	135.00			
				Invoice Net		135.00			
						CHECK TOTAL	675.00		
16109 MEDFORD ELECTRONICS	1 02026620 85104	3510		00000	212126 INV 10/27/2020	4311	390830		
				ATHLE/ADMI	ATHL SUPPL	2,495.00			
				Invoice Net		2,495.00			
						CHECK TOTAL	2,495.00		
80824 MINCHELLO LYNN R	1 030	4243		00000	INV 10/27/2020	REFUND LUNCH	390767		
				FOOD SERVI	SCL LUNCH	18.00			
				Invoice Net		18.00			
						CHECK TOTAL	18.00		
38539 MOTION ELEVATOR CORP	1 02756960 82420	4220		00000	211919 INV 10/27/2020	13811 AHS	390214		
				FAC MAINT	ELEVATOR	4,621.00			
				Invoice Net		4,621.00			
						CHECK TOTAL	4,621.00		
20966 MURPHY, JAMES	1 02026644 83804	3510		00000	INV 10/27/2020	20706	390922		
				ATH/G/SOCC	ATHLETIC	96.00			
				Invoice Net		96.00			
						CHECK TOTAL	96.00		
33157 NEW ENGLAND ICE CREAM	1 03034309 835001			00001	211158 INV 10/27/2020	4242027901	390127		
				FOOD SERV	FOOD SERVI	1,845.00			
				Invoice Net		1,845.00			
33157 NEW ENGLAND ICE CREAM				00001	211158 INV 10/27/2020	437000073	390128		



CASH ACCOUNT: 0000		104013	VENDOR 8304		WARRANT: 21091		10/27/2020		
VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
1 03034309 835001	FOOD SERV			FOOD SERVI		369.00			
33157 NEW ENGLAND ICE CREAM	Invoice Net					369.00			
1 03034309 835001	00001 211158 INV			10/27/2020		5552026507	390568		
33157 NEW ENGLAND ICE CREAM	FOOD SERV			FOOD SERVI		109.43			
1 03034309 835001	Invoice Net					109.43			
33157 NEW ENGLAND ICE CREAM	00001 211158 INV			10/27/2020		5552028702	390569		
1 03034309 835001	FOOD SERV			FOOD SERVI		1,733.34			
33157 NEW ENGLAND ICE CREAM	Invoice Net					1,733.34			
1 03034309 835001	00001 211158 INV			10/27/2020		5552028703	390570		
33157 NEW ENGLAND ICE CREAM	FOOD SERV			FOOD SERVI		81.98			
1 03034309 835001	Invoice Net					81.98			
33157 NEW ENGLAND ICE CREAM	00001 211158 INV			10/27/2020		5552028704	390571		
1 03034309 835001	FOOD SERV			FOOD SERVI		109.43			
33157 NEW ENGLAND ICE CREAM	Invoice Net					109.43			
1 03034309 835001	00001 211158 INV			10/27/2020		5552028705	390572		
33157 NEW ENGLAND ICE CREAM	FOOD SERV			FOOD SERVI		150.42			
1 03034309 835001	Invoice Net					150.42			
33157 NEW ENGLAND ICE CREAM	00001 211158 INV			10/27/2020		5552028706	390573		
1 03034309 835001	FOOD SERV			FOOD SERVI		109.43			
	Invoice Net					109.43			
	CHECK TOTAL					4,508.03			
24772 NEW ENGLAND ACADEMY,LL	00000 211511 INV			10/27/2020		ARL0920Z	390541		
1 02456848 83201 9300	TUITION DY			TUITION		6,373.29			
	Invoice Net					6,373.29			
	CHECK TOTAL					6,373.29			
73408 PERKINS SCHOOL FOR THE	00000 211003 INV			10/27/2020		080112	390542		
1 02456851 83201 9300	OOD RESIDE			TUITION		32,056.94			
	Invoice Net					32,056.94			
73408 PERKINS SCHOOL FOR THE	00000 211143 INV			10/27/2020		080208	390543		
1 02456848 83201 9300	TUITION DY			TUITION		2,575.33			
	Invoice Net					2,575.33			
73408 PERKINS SCHOOL FOR THE	00000 211144 INV			10/27/2020		080212	390544		
1 02456848 83201 9300	TUITION DY			TUITION		1,414.74			
	Invoice Net					1,414.74			
	CHECK TOTAL					36,047.01			
24978 PETERS, JUDY	00000			INV	10/27/2020	20714	390892		
1 02026638 83804 3510	ATH/G/F.H.			ATHLETIC		87.00			
	Invoice Net					87.00			
	CHECK TOTAL					87.00			
26686 PLAYSCRIPTS INC	00000 211789 INV			10/27/2020		2231645	390190		
1 199 84000	DRAMA			MISC		249.00			
	Invoice Net					249.00			
	CHECK TOTAL					249.00			



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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 21091 10/27/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
36039	POPNIKOV, SLAV 1 02026644 83804	00000		INV	10/27/2020	20695 87.00 87.00 CHECK TOTAL	390894		
				ATHLETIC					
				Invoice Net		87.00			
11073	PRIMARY SOURCE 1 02606910 87301	00000	212203	INV	10/27/2020	2020-031 8,500.00 8,500.00 CHECK TOTAL	390932		
				PROF AFFLI					
				Invoice Net		8,500.00			
13911	PUBLIC CONSULTING GROU 1 02456806 85804	00001	212119	INV	10/27/2020	211225 19,846.00 19,846.00 CHECK TOTAL	390692		
				SOFTWARE					
				Invoice Net		19,846.00			
5801	R W SHATTUCK & CO INC 1 02496997 84399	00001	211911	INV	10/27/2020	227039/1 26.98 26.98 227176/1 336.50 336.50 227905/1 33.99 33.99 227031 31.57 31.57 227056 26.97 26.97 227106 9.60 9.60 227125 18.76 18.76 227127 6.99 6.99 227137 36.27 36.27 227153 17.77 17.77 227264 54.97 54.97	390215		
				MISC MAINT					
				Invoice Net					
5801	R W SHATTUCK & CO INC 1 02496997 84399	00001	211911	INV	10/27/2020		390216		
				MISC MAINT					
				Invoice Net					
5801	R W SHATTUCK & CO INC 1 02496997 84399	00001	211911	INV	10/27/2020		390217		
				MISC MAINT					
				Invoice Net					
5801	R W SHATTUCK & CO INC 1 02756960 84306	00001	210219	INV	10/27/2020		390248		
				CARPENTRY					
				Invoice Net					
5801	R W SHATTUCK & CO INC 1 02756960 84306	00001	210219	INV	10/27/2020		390249		
				CARPENTRY					
				Invoice Net					
5801	R W SHATTUCK & CO INC 1 02756960 84306	00001	210219	INV	10/27/2020		390250		
				CARPENTRY					
				Invoice Net					
5801	R W SHATTUCK & CO INC 1 02756960 84306	00001	210219	INV	10/27/2020		390251		
				CARPENTRY					
				Invoice Net					
5801	R W SHATTUCK & CO INC 1 02756960 84306	00001	210219	INV	10/27/2020		390252		
				CARPENTRY					
				Invoice Net					
5801	R W SHATTUCK & CO INC 1 02756960 84306	00001	210219	INV	10/27/2020		390253		
				CARPENTRY					
				Invoice Net					
5801	R W SHATTUCK & CO INC 1 02756960 84306	00001	210219	INV	10/27/2020		390254		
				CARPENTRY					
				Invoice Net					
5801	R W SHATTUCK & CO INC 1 02756960 84306	00001	210219	INV	10/27/2020		390255		
				CARPENTRY					
				Invoice Net					



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CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 21091 10/27/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227277	390256		
1 02756960 84306 4220	FAC MAINT	CARPENTRY				14.99			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227282	390257		
1 02756960 84306 4220	FAC MAINT	CARPENTRY				257.70			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227283	390258		
1 02756960 84306 4220	FAC MAINT	CARPENTRY				27.34			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227282	390259		
1 02756960 84306 4220	FAC MAINT	CARPENTRY				47.98			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227302	390260		
1 02756960 84306 4220	FAC MAINT	CARPENTRY				17.97			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227317	390261		
1 02756960 84306 4220	FAC MAINT	CARPENTRY				5.38			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227344	390262		
1 02756960 84306 4220	FAC MAINT	CARPENTRY				25.63			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227377	390263		
1 02756960 84306 4220	FAC MAINT	CARPENTRY				4.99			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227401	390264		
1 02756960 84306 4220	FAC MAINT	CARPENTRY				4.66			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227421	390265		
1 02756960 84306 4220	FAC MAINT	CARPENTRY				55.08			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227469	390266		
1 02756960 84306 4220	FAC MAINT	CARPENTRY				13.97			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227485	390267		
1 02756960 84306 4220	FAC MAINT	CARPENTRY				19.43			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227519	390268		
1 02756960 84306 4220	FAC MAINT	CARPENTRY				9.18			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227525	390269		
1 02756960 84306 4220	FAC MAINT	CARPENTRY				43.46			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227541	390270		
1 02756960 84306 4220	FAC MAINT	CARPENTRY				33.75			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227631	390271		
1 02756960 84306 4220	FAC MAINT	CARPENTRY				27.16			

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CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 21091 10/27/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227637	390272		
1 02756960 84306 4220	FAC MAINT CARPENTRY					19.17			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227674	390273		
1 02756960 84306 4220	Invoice Net					19.17			
	FAC MAINT CARPENTRY					227674			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				16.99			
1 02756960 84306 4220	Invoice Net					16.99			
	FAC MAINT CARPENTRY					227732	390274		
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				2.79			
1 02756960 84306 4220	Invoice Net					2.79			
	FAC MAINT CARPENTRY					227769	390275		
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				63.37			
1 02756960 84306 4220	FAC MAINT CARPENTRY					63.37			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227789	390276		
1 02756960 84306 4220	Invoice Net					2.99			
	FAC MAINT CARPENTRY					2.99			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227798	390277		
1 02756960 84306 4220	Invoice Net					25.04			
	FAC MAINT CARPENTRY					25.04			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227815	390278		
1 02756960 84306 4220	Invoice Net					37.76			
	FAC MAINT CARPENTRY					37.76			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227871	390279		
1 02756960 84306 4220	Invoice Net					26.36			
	FAC MAINT CARPENTRY					26.36			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227881	390280		
1 02756960 84306 4220	Invoice Net					5.86			
	FAC MAINT CARPENTRY					5.86			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227884	390281		
1 02756960 84306 4220	Invoice Net					8.99			
	FAC MAINT CARPENTRY					8.99			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227913	390282		
1 02756960 84306 4220	Invoice Net					5.52			
	FAC MAINT CARPENTRY					5.52			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227925	390283		
1 02756960 84306 4220	Invoice Net					26.36			
	FAC MAINT CARPENTRY					26.36			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227944	390284		
1 02756960 84306 4220	Invoice Net					16.99			
	FAC MAINT CARPENTRY					16.99			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				227998	390285		
1 02756960 84306 4220	Invoice Net					32.75			
	FAC MAINT CARPENTRY					32.75			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				228010	390286		
1 02756960 84306 4220	Invoice Net					41.51			
	FAC MAINT CARPENTRY					41.51			
5801 R W SHATTUCK & CO INC	00001 210219 INV	10/27/2020				228075	390287		
1 02756960 84306 4220	Invoice Net					9.59			
	FAC MAINT CARPENTRY					9.59			



CASH ACCOUNT: 0000				VENDOR 8304		WARRANT: 21091		10/27/2020			
VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK		
5801 R W SHATTUCK & CO INC	00001 210219 INV 10/27/2020					228106	390288				
1 02756960 84306 4220	FAC MAINT CARPENTRY					2.80					
	Invoice Net					2.80					
						CHECK TOTAL	1,553.88				
23903 RANTA, CAREY	00000 INV 10/27/2020					20692	390895				
1 02026638 83804 3510	ATH/G/F.H. ATHLETIC					87.00					
	Invoice Net					87.00					
						CHECK TOTAL	87.00				
11938 RICOH USA, INC	00005 211090 INV 10/27/2020					104211437	390313				
1 5763007 585015	COPIER COPIER LEA					9,570.95					
	Invoice Net					9,570.95					
11938 RICOH USA, INC	00005 211090 INV 10/27/2020					104211432	390314				
1 5763007 585015	COPIER COPIER LEA					1,267.28					
	Invoice Net					1,267.28					
						CHECK TOTAL	10,838.23				
14309 RING, RICHARD T.	00000 INV 10/27/2020					20686	389971				
1 02026630 83804 3510	ATHL/SOCCE ATHLETIC					87.00					
	Invoice Net					87.00					
						CHECK TOTAL	87.00				
33041 THE ROLA CORPORATION	00000 212128 INV 10/27/2020					WEEK OF 9/21/20	390883				
1 1336780 81112 3520	KIDZONE INSTRUCTIO					105.00					
	Invoice Net					105.00					
33041 THE ROLA CORPORATION	00000 212128 INV 10/27/2020					WEEK OF 9/28/20	390884				
1 1336780 81112 3520	KIDZONE INSTRUCTIO					555.00					
	Invoice Net					555.00					
33041 THE ROLA CORPORATION	00000 212128 INV 10/27/2020					WEEK OF 10/5/20	390885				
1 1336780 81112 3520	KIDZONE INSTRUCTIO					555.00					
	Invoice Net					555.00					
33041 THE ROLA CORPORATION	00000 212128 INV 10/27/2020					WEEK OF 10/12/20	390886				
1 1336780 81112 3520	KIDZONE INSTRUCTIO					555.00					
	Invoice Net					555.00					
						CHECK TOTAL	1,770.00				
37870 RUGGIERO, SAMANTHA	00000 211658 INV 10/27/2020					PSYCH EVALS9/28-10/9	390545				
1 11302021 81201 2720	CARES-ESSE TEMP PROF					3,450.00					
	Invoice Net					3,450.00					
						CHECK TOTAL	3,450.00				
23093 A. RUSSO & SONS, INC.	00000 211157 INV 10/27/2020					722278	390129				
1 03034309 835001	FOOD SERV FOOD SERVI					2,194.80					
	Invoice Net					2,194.80					
23093 A. RUSSO & SONS, INC.	00000 211157 INV 10/27/2020					722274	390574				
1 03034309 835001	FOOD SERV FOOD SERVI					279.12					
	Invoice Net					279.12					







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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
29370 SCHOOL SPECIALTY, INC.	1 02096506 85103 2415	00006 65043020 INV	10/27/2020	ELEM EDUC INSTRUCT		208125211859	390137		
		Invoice Net				452.32			
29370 SCHOOL SPECIALTY, INC.	1 02216506 84201 2430	00006 212024 INV	10/27/2020	ELEM EDUC OFFICE		452.32	390138		
		Invoice Net				308103571397			
29370 SCHOOL SPECIALTY, INC.	1 02216506 85103 2415	00006 65006921 INV	10/27/2020	ELEM EDUC INSTRUCT		62.07	390300		
		Invoice Net				62.07			
29370 SCHOOL SPECIALTY, INC.	1 02216506 85103 2415	00006 65006921 INV	10/27/2020	ELEM EDUC INSTRUCT		315.90	390301		
		Invoice Net				315.90			
29370 SCHOOL SPECIALTY, INC.	1 02216506 85103 2415	00006 65006921 INV	10/27/2020	ELEM EDUC INSTRUCT		208126337280	390302		
		Invoice Net				11.25			
		COVID-19 CAP EQUIP				11.25			
29370 SCHOOL SPECIALTY, INC.	1 02496997 88501 4230	00006 65006721 INV	10/27/2020	ELEM EDUC INSTRUCT		4,760.63	390547		
		Invoice Net				4,760.63			
29370 SCHOOL SPECIALTY, INC.	1 02456800 85103 2415	00006 65045220 INV	10/27/2020	PK-SPED INSTRUCT		84.70	390548		
		Invoice Net				84.70			
29370 SCHOOL SPECIALTY, INC.	1 02456800 85103 2415	00006 65045220 INV	10/27/2020	PK-SPED INSTRUCT		5,179.07	390694		
		Invoice Net				5,179.07			
29370 SCHOOL SPECIALTY, INC.	1 02456809 85103 2415	00006 65006521 INV	10/27/2020	COVID-19 INSTRUCT		4.28	390695		
		Invoice Net				4.28			
29370 SCHOOL SPECIALTY, INC.	1 02186506 85103 2415	00006 65000821 INV	10/27/2020	ELEM EDUC INSTRUCT		123.76	390784		
		Invoice Net				123.76			
29370 SCHOOL SPECIALTY, INC.	1 15125145 85103 3520	00006 65040520 INV	10/27/2020	BRACKETT SUPPLIES		5.82	390785		
		Invoice Net				5.82			
29370 SCHOOL SPECIALTY, INC.	1 02186506 85103 2415	00006 65006421 INV	10/27/2020	ELEM EDUC INSTRUCT		134.12	390786		
		Invoice Net				134.12			
29370 SCHOOL SPECIALTY, INC.	1 1322020 84201 2430	00006 65046320 INV	10/27/2020	METCO GRNT OFFICE		301.80	390787		
		Invoice Net				301.80			
29370 SCHOOL SPECIALTY, INC.	1 02546750 85103 2415	00006 65005821 INV	10/27/2020	VISUAL/ART INSTRUCT		63.76	390788		
		Invoice Net				63.76			
29370 SCHOOL SPECIALTY, INC.	1 02546750 85103 2415	00006 65005821 INV	10/27/2020	VISUAL/ART INSTRUCT		164.47	390913		
		Invoice Net				164.47			
29370 SCHOOL SPECIALTY, INC.	1 02546750 85103 2415	00006 65005821 INV	10/27/2020	VISUAL/ART INSTRUCT		54.66	390915		
		Invoice Net				54.66			
		Invoice Net				28.13			



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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
36307 SHAY, JOSEPH G	00000 211872 INV 10/27/2020								
1 02636575 87106	PROF DEV Grad Cours	2357				REIMB AMTA CHEM II	390191		
	Invoice Net					775.00			
						775.00			
						CHECK TOTAL			
						775.00			
73941 VIRGINIA C SLAGLE	00000 INV 10/27/2020						390901		
1 02026638 83804	ATH/G/F.H. ATHLETIC	3510				20715			
	Invoice Net					87.00			
						87.00			
						CHECK TOTAL			
						87.00			
10996 ST SILVA, GUS	00000 INV 10/27/2020						390924		
1 02026644 83804	ATH/G/SOCC ATHLETIC	3510				20710			
	Invoice Net					87.00			
						87.00			
						CHECK TOTAL			
						87.00			
5963 STANDARD ELECTRIC SUPP	00004 211912 INV 10/27/2020						390228		
1 02756960 84308	FAC MAINT ELECTRICAL	4220				S116358042.001			
	Invoice Net					124.31			
						124.31			
						CHECK TOTAL			
						124.31			
26163 STEIN, MATT	00000 INV 10/27/2020						390923		
1 02026644 83804	ATH/G/SOCC ATHLETIC	3510				20703			
	Invoice Net					87.00			
						87.00			
						CHECK TOTAL			
						87.00			
74061 STONEMAN CHANDLER & MI	00000 210585 INV 10/27/2020						390834		
1 02456866 83102	LEGAL SPED LEGAL SERV	1430				ARLING 3-49699			
	Invoice Net					3,837.10			
						3,837.10			
						CHECK TOTAL			
						3,837.10			
33026 SUMMERS, RINA	00000 211954 INV 10/27/2020						390192		
1 18406910 83101	SUPER/GRAD PROF TECH	1210				INTERPRET 1/17,22,28			
	Invoice Net					39.75			
						39.75			
33026 SUMMERS, RINA	00000 211954 INV 10/27/2020						390193		
1 18406910 83101	SUPER/GRAD PROF TECH	1210				INTERPRETNG 2/4,2,12			
	Invoice Net					37.50			
						37.50			
33026 SUMMERS, RINA	00000 211954 INV 10/27/2020						390194		
1 18406910 83101	SUPER/GRAD PROF TECH	1210				INTRPR3/10-12,4/9-10			
	Invoice Net					98.00			
						98.00			
33026 SUMMERS, RINA	00000 211954 INV 10/27/2020						390195		
1 18406910 83101	SUPER/GRAD PROF TECH	1210				INTERPR5/4,5/8,5/26			
	Invoice Net					87.50			
						87.50			
33026 SUMMERS, RINA	00000 211715 INV 10/27/2020						390835		
1 02636575 83101	PROF DEV PROF TECH	2357				SVCS 9/9,9/25,10/5			
	Invoice Net					87.50			
						87.50			







CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 21091 10/27/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
22736 THURSTON FOODS, INC.	1 03034309 835001	00000	211156	INV	10/27/2020	368670	390580		
		FOOD SERV		FOOD SERV		1,559.89			
		Invoice Net				1,559.89			
22736 THURSTON FOODS, INC.	1 03034309 835001	00000	211156	INV	10/27/2020	368683	390581		
		FOOD SERV		FOOD SERV		10,573.88			
		Invoice Net				10,573.88			
22736 THURSTON FOODS, INC.	1 03034309 835001	00000	211156	INV	10/27/2020	369853	390582		
		FOOD SERV		FOOD SERV		1,121.32			
		Invoice Net				1,121.32			
22736 THURSTON FOODS, INC.	1 03034309 835001	00000	211156	INV	10/27/2020	369855	390583		
		FOOD SERV		FOOD SERV		740.25			
		Invoice Net				740.25			
22736 THURSTON FOODS, INC.	1 03034309 835001	00000	211156	INV	10/27/2020	369856	390584		
		FOOD SERV		FOOD SERV		1,326.02			
		Invoice Net				1,326.02			
22736 THURSTON FOODS, INC.	1 03034309 835001	00000	211156	INV	10/27/2020	369863	390585		
		FOOD SERV		FOOD SERV		5,569.77			
		Invoice Net				5,569.77			
						CHECK TOTAL	68,846.82		
37152 TSA CONSULTING GROUP I	1 02636935 81730 5100	00000	211163	INV	10/27/2020	58099	390935		
		HUMAN RES/		PENSIONS		343.10			
		Invoice Net				343.10			
						CHECK TOTAL	343.10		
34776 VALERIO DOMINELLO & HI	1 02606905 83102 1430	00000	210584	INV	10/27/2020	35	390197		
		LEGAL, SCOM		LEGAL SERV		8,730.25			
		Invoice Net				8,730.25			
						CHECK TOTAL	8,730.25		
13181 W. B. MASON CO INC	1 02056507 84201 2430	00001	211606	INV	10/27/2020	213908438	390203		
		GIBBS TEMP		OFFICE		383.90			
		GIBBS TEMP		INSTRUCT		183.20			
		Invoice Net				567.10			
13181 W. B. MASON CO INC	1 02496997 85201 3200	00001	211550	INV	10/27/2020	214074464	390211		
		COVID-19		MED SUPPLY		3,919.95			
		Invoice Net				3,919.95			
13181 W. B. MASON CO INC	1 02056507 85103 2415	00001	211606	INV	10/27/2020	214251348	390317		
		GIBBS TEMP		INSTRUCT		38.40			
		Invoice Net				38.40			
13181 W. B. MASON CO INC	1 02496997 85201 3200	00001	211550	INV	10/27/2020	214074527	390318		
		COVID-19		MED SUPPLY		3,048.85			
		Invoice Net				3,048.85			
13181 W. B. MASON CO INC	1 02056507 85103 2415	00001	211550	INV	10/27/2020	214074643	390319		
		COVID-19		MED SUPPLY		1,742.20			
		Invoice Net				1,742.20			
13181 W. B. MASON CO INC	1 02496997 85201 3200	00001	211797	INV	10/27/2020	214352387	390320		



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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
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY		220.77			
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY	10/27/2020	220.77	390321		
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY		294.36			
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY	10/27/2020	294.36	390322		
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY		441.54			
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY	10/27/2020	441.54	390323		
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY		1,618.98			
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY	10/27/2020	1,618.98	390324		
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY		1,324.62			
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY	10/27/2020	1,324.62	390325		
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY		367.95			
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY	10/27/2020	367.95	390326		
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY		515.13			
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY	10/27/2020	515.13	390327		
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY		588.72			
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY	10/27/2020	588.72	390328		
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY		367.95			
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY	10/27/2020	367.95	390329		
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY		87.48			
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY	10/27/2020	87.48	390330		
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY		214315875			
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY	10/27/2020	174.96	390331		
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY		214315889			
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY	10/27/2020	641.52	390332		
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY		641.52			
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY	10/27/2020	116.64	390333		
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY		116.64			
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY	10/27/2020	524.88	390334		
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY		524.88			
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY	10/27/2020	233.28	390335		
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY		233.28			
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY	10/27/2020	145.80			
13181 W. B. MASON CO INC	1 02496997 85201	3200	COVID-19 Invoice Net	MED SUPPLY		145.80			

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CASH ACCOUNT: 0000

104013 VENDOR 8304

WARRANT: 21091 10/27/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
13181 W. B. MASON CO INC	1 02496997 85201	3200	00001	211798 INV	10/27/2020	214315698	390336		
			COVID-19	MED SUPPLY		145.80			
			Invoice Net			145.80			
13181 W. B. MASON CO INC	1 02496997 85201	3200	00001	211798 INV	10/27/2020	214315846	390337		
			COVID-19	MED SUPPLY		204.12			
			Invoice Net			204.12			
13181 W. B. MASON CO INC	1 02026620 85104	3510	00001	210289 INV	10/27/2020	214381527	390836		
			ATHLE/ADMI	ATHL SUPPL		252.00			
			Invoice Net			252.00			
13181 W. B. MASON CO INC	1 1322020 84201	2430	00001	205663 INV	10/27/2020	210368012	390837		
			METCO GRNT	OFFICE		38.66			
			Invoice Net			38.66			
13181 W. B. MASON CO INC	1 1322020 84201	2430	00001	205663 INV	10/27/2020	210399990	390838		
			METCO GRNT	OFFICE		75.47			
			Invoice Net			75.47			
13181 W. B. MASON CO INC	1 1322020 84201	2430	00001	205663 INV	10/27/2020	210434932	390839		
			METCO GRNT	OFFICE		8.86			
			Invoice Net			8.86			
13181 W. B. MASON CO INC	1 1322020 84201	2430	00001	205663 INV	10/27/2020	210796163	390840		
			METCO GRNT	OFFICE		115.85			
			Invoice Net			115.85			
13181 W. B. MASON CO INC	1 1322020 84201	2430	00001	205663 INV	10/27/2020	211029818	390841		
			METCO GRNT	OFFICE		105.18			
			Invoice Net			105.18			
13181 W. B. MASON CO INC	1 18406910 84902	1210	00001	210021 INV	10/27/2020	214540658	390842		
			SUPER/GRAD	FOOD SUPPL		29.98			
			Invoice Net			29.98			
13181 W. B. MASON CO INC	1 02496997 85201	3200	00001	211550 INV	10/27/2020	214074519	390843		
			COVID-19	MED SUPPLY		2,613.30			
			Invoice Net			2,613.30			
13181 W. B. MASON CO INC	1 02496997 85201	3200	00001	211550 INV	10/27/2020	214074720	390844		
			COVID-19	MED SUPPLY		871.10			
			Invoice Net			871.10			
13181 W. B. MASON CO INC	1 02496997 85201	3200	00001	211550 INV	10/27/2020	214074691	390845		
			COVID-19	MED SUPPLY		3,048.85			
			Invoice Net			3,048.85			
13181 W. B. MASON CO INC	1 02496997 85201	3200	00001	211550 INV	10/27/2020	214074484	390846		
			COVID-19	MED SUPPLY		1,306.65			
			Invoice Net			1,306.65			
13181 W. B. MASON CO INC	1 02496997 85201	3200	00001	211550 INV	10/27/2020	214074564	390847		
			COVID-19	MED SUPPLY		3,484.40			
			Invoice Net			3,484.40			
13181 W. B. MASON CO INC	1 02496997 85201	3200	00001	211550 INV	10/27/2020	214074730	390848		
			COVID-19	MED SUPPLY		3,048.85			
			Invoice Net			3,048.85			

32,330.15

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
37878 WALKER, MARA 1 18406575 87202 2357	00000 212138 INV 10/27/2020 LANG/PROF TRAINING Invoice Net					REIM HOTEL & PARKING 608.78 608.78 CHECK TOTAL 608.78	390936		
39029 WALSH, CHELSEA 1 02606910 84902 1210	00000 212146 INV 10/27/2020 SUPER FOOD SUPPL Invoice Net					REIM BREAKFAST 9/25 200.00 200.00 CHECK TOTAL 200.00	390937		
38042 WILLIAM JAMES COLLEGE 1 02366557 83101 2710	00000 206012 INV 10/27/2020 WELNES/HS PROF TECH Invoice Net					REFERRALS 9/1-9/30/20 500.00 500.00 CHECK TOTAL 500.00	390179		
20866 WILLOW HILL SCHOOL 1 02456848 83201 9300	00000 211129 INV 10/27/2020 TUITION DY TUITION Invoice Net					21-1-CMT 5,250.00 5,250.00 CHECK TOTAL 5,250.00	390550		
74560 WILSON LANGUAGE TRAINI 1 02296581 85103 2415	00001 210913 INV 10/27/2020 READING IN INSTRUCT Invoice Net					1822066 2,004.16 2,004.16 CHECK TOTAL 2,004.16	390200		
72215 JUDITH WISNIA & ASSOC 1 02456857 83101 2310	00003 210171 INV 10/27/2020 SPED CONTR PROF TECH Invoice Net					038660 1,300.00 1,300.00 CHECK TOTAL 1,300.00	390696		
39065 YARDEMIAN, RAFFI 1 02026630 83804 3510	00000 INV 10/27/2020 ATHL/SOCCE ATHLETIC Invoice Net					20707 96.00 96.00 CHECK TOTAL 96.00	390926		
329 INVOICES						628,607.95			
						WARRANT TOTAL 628,607.95			
						CASH ACCOUNT BALANCE -19,300,747.08			



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Raddorizio		WARRANT SUMMARY	
WARRANT: 21091 10/27/2020		ACCOUNT	
FUND	ORG		
0200	02016507	SECONDARY EDUCATIO	0200-3-01
0200	02026620	ATHLETICS/ADMIN	0200-3-02
0200	02026620	ATHLETICS/ADMIN	0200-3-02
0200	02026630	ATHLETICS/BOYS SOC	0200-3-02
0200	02026638	ATHLETICS/GIRLS FI	0200-3-02
0200	02026644	ATHLETICS/GIRLS SO	0200-3-02
0200	02056507	GIBBS - TEMP SALAR	0200-3-3520
0200	02056507	GIBBS - TEMP SALAR	0200-3-3520
0200	02066506	ELEMENTARY EDUCATI	0200-3-06
0200	02066539	BISHOP MUSIC TEACH	0200-3-06
0200	02096506	ELEMENTARY EDUCATI	0200-3-09
0200	02126506	ELEMENTARY EDUCATI	0200-3-12
0200	02126539	DALLIN MUSIC TEACH	0200-3-12
0200	02156539	HARDY MUSIC TEACHE	0200-3-15
0200	02186506	ELEMENTARY EDUCATI	0200-3-18
0200	02186539	PEIRCE MUSIC TEACH	0200-3-18
0200	02216506	ELEMENTARY EDUCATI	0200-3-21
0200	02216506	ELEMENTARY EDUCATI	0200-3-21
0200	02216539	STRATTON/MUSIC	0200-3-21
0200	02246539	MUSIC CLASSROOM TE	0200-3-24
0200	02296506	ELEMENTARY EDUCATI	0200-3-29
0200	02296581	READING INTERVENTI	0200-3-29
0200	02306740	C&I ENGLISH	0200-3-30
0200	02366548	HEALTH/WEELLNESS H.	0200-3-36
0200	02366557	HEALTH/WEELLNESS/HS	0200-3-36
0200	02426715	C&I SCIENCE	0200-3-42
0200	02456800	PK-SPED	0200-3-45
0200	02456800	PK-SPED	0200-3-45
0200	02456806	SPED ADM MGMT SERV	0200-3-45
0200	02456806	SPED ADM MGMT SERV	0200-3-45
0200	02456809	SPED/H.S. TEXTS	0200-3-45
0200	02456821	SPED/CLINICAL SUPE	0200-3-45
0200	02456830	SPED/MEDICAL	0200-3-45
0200	02456842	ADAPTIVE TECHNOLOGY	0200-3-45
0200	02456845	OUT-OF-DISTRICT/ON	0200-3-45
0200	02456848	OUT OF DISTRICT TU	0200-3-45
0200	02456848	OUT OF DISTRICT TU	0200-3-45
0200	02456851	OUT OF DISTRICT RE	0200-3-45
0200	02456857	SPED CONTRACTED SE	0200-3-45
0200	02456857	SPED CONTRACTED SE	0200-3-45
0200	02456866	LEGAL SERVICES SPE	0200-3-48
0200	02486745	C&I SOCIAL STUDIES	0200-3-49
0200	02496554	HEALTH SERVICES/NU	0200-3-49
0200	02496945	SW SECONDARY/SCHED	0200-3-49
0200	02496997	COVID-19	0200-3-49
0200	02496997	COVID-19	0200-3-49
0200	02496997	COVID-19	0200-3-49
0200	02496997	COVID-19	0200-3-49
0200	02546750	VISUAL/PERF ARTS S	0200-3-54











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WARRANT: 21091 10/27/2020		ACCOUNT		AMOUNT	AVLB BUDGET
FUND ORG					
5750 5753005	THOMPSON HEAT PUMP	5750-3-0300-3162-00-00-0-88-582009-	THOMPSON HEAT PUMP	1,923.30	271.36
5750 5753008	WINDOW SCREENS	5750-3-0300-3767-00-00-0-88-582011-	BLDG - WINDOW SCREENS	6,600.00	23,600.00
			FUND TOTAL	8,523.30	
CASH ACCOUNT 0000 104013		BALANCE -19,300,747.08			
5760 5763007	PHOTOCOPIER SCHOOL	5760-3-0300-3013-00-21-0-88-585015-	PHOTOCOPIER LEASE	10,838.23	.00
CASH ACCOUNT 0000 104013		BALANCE -19,300,747.08	FUND TOTAL	10,838.23	
WARRANT SUMMARY TOTAL				628,607.95	
GRAND TOTAL				628,607.95	

\*\* END OF REPORT - Generated by Raddorisio \*\*

Arlington School Committee  
School Committee Special Meeting  
Thursday, July 30, 2020  
7:00 p.m.

By Remote Participation per Governor Baker's Emergency Order of March 12, 2020

Ms. Morgan, Chair, called the meeting to order at 7:00 p.m. Ms. Morgan confirmed member attendance:

Liz Exton	Present	Paul Schlichtman, Secretary	Present
Len Kardon	Present	Bill Hayner, Vice Chair	Present
Kirsi Allison-Ampe	Present	Jane Morgan, Chair	Present
Jeff Thielman	Present		

Ms. Morgan confirmed staff members in attendance:

- Kathleen Bodie, Superintendent
- Michael Mason, CFO
- Alison Elmer, Director of Special Education
- Julianna Keyes, AEA President
- Karen Fitzgerald, Administrative Assistant
- Kate Peretz, Hardy Principal
- Michael Hanna, Stratton Principal
- Thad Dingman, Dallin Principal
- Andrew Ahmadi, Peirce Principal
- Stephanie Zerchykov, Brackett Principal
- Joyce Schlenger, Menotomy Preschool Coordinator
- Brian Meringer, Ottoson Principal
- Mme. Fabienne Pierre-Maxwell, Gibbs Principa
- Karen Donato, Thompson Principal
- Mark McAneny, Bishop Principal
- Carla Bruzzese, English Language Learners Director
- Robert Spiegel, Human Resources Director (joined the meeting at 7:25 p.m.)

### Open Meeting

Ms. Morgan read the Governor's Executive Order of March 12, 2020, pertaining to remote participation of public meetings during the state of emergency due to the outbreak of the COVID-19 virus

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

### Public Comment

The following two public comments were read into the record by the by the author.

Public comment by **Sarah Marie Jette**

My name is Sarah Marie Jette. I teach 4th grade at the Thompson School. This will be my 13th year in the district.

I love my job. As my students and their families know, my classroom is my happy place. However, thoughts of returning to my classroom now fill me with dread.

Six and a half years ago, my mother moved down from Maine because my father's early onset Fronto Temporal Dementia was getting worse.

The move was a great decision. I helped care for my father as his dementia advanced.

And in the years since his death, my mother has immersed herself with her 3 grandchildren. My 5 year old sleeps with my mother. My mom helps my 7 year old with her reading, she patiently listens as my 10 year old recites abstract historical facts.

Since mid March, my family has continued to be vigilant about social distancing because we have to. We are living in a global pandemic and it is not under control.

As September approaches, I am consumed with fear. I don't want to be exposed to COVID. I don't want to expose my mother to COVID. I don't want to be the reason my mother dies.

My children will be learning remotely. My 10 year old needs more social/emotional learning than academic, but he is in the age range which transmits COVID more than adults. My 5 year old has been counting down the days until she starts kindergarten. However, she will not set foot in a kindergarten classroom until there is a vaccine. We can not risk her being in a classroom where masks are optional. Like with my soon-to-be 3rd grader, we cannot risk asymptomatic transmission. And, honestly, I feel like my children will get more social connections remotely than in gutted classrooms where their teacher is hidden behind a mask and face shield, 6 feet away, afraid for her health. I trust that their teachers will create thoughtful lessons which push them academically and nurture them emotionally during this uncertain time. Because that's what teachers do and that's what we can do when we are given time to prepare. We work our butts off to make sure our students do their best, even when faced with insurmountable challenges. And though my 7 year old laments that she won't be able to step inside her beloved art room, she knows that she'll be safe, her family will be safe, and that is our priority.

I watched my father die.

For years, I watched his illness progress to the point where he no longer recognized me, where he spoke in garbled gibberish and could no longer form words, where he needed help to do the most basic tasks, until those final days when his body shut down.

If you have watched a parent die, you will understand why I fear returning to my classroom. Every act, every motion, every interaction will be touched with fear. As I

stand 6 feet away from your child I will be afraid to inch any closer, to kneel down to eye level, to pick up a dropped pencil, to conference with your child one on one. My mother turns 74 this month. I hope to celebrate many more birthdays with her.

Public comment by **Angela Christiana, Mara Vatz, Alham Saadat**

The health and safety of students and teachers must be a priority in any back to school plan, and we must take every step to reduce the spread of COVID-19. We are a group of over 60 Arlington Public School parents who believe that if we choose an in-person model for this fall, then we should commit to as much outdoor time as possible during the school day.

Converging lines of evidence indicate that COVID-19 can pass from person to person in aerosols that waft through the air and accumulate over time in indoor spaces. Given these data, we now know that outdoors is safer than indoors. In fact, many of our kids have not been inside any buildings other than our own homes since the beginning of the pandemic. We also know that New England weather is unpredictable, so the building must be available to safely house all students in case of extreme weather events. Therefore, we are not suggesting the use of outdoor space to increase the number of students who can attend in person, rather we are asking the district to create accessible outdoor spaces that will be usable on most days this fall. At the very least, we request that lunch, snack, mask breaks, recess and physical education take place outdoors whenever possible.

Any outdoor plan must be equitable and accessible to all students, and we are intentionally seeking input from experts on these matters. While we have not yet formally met with APS teachers or administrators, we are looking closely at best practices that are being established as schools in Massachusetts and across the country create outdoor spaces to incorporate outdoor time into each day.

Our intention is to supplement the plans that the district has already worked so hard to create in order to provide a healthier, safer environment. We do not intend to increase the burden put on teachers and administrators during these challenging times. There are many parents in our community who are willing to volunteer their expertise and time to make outdoor spaces possible for this fall, and we are considering fundraising options as well. We invite school committee members, administration, teachers, and parents to contribute to this conversation.

The Chair read the following comments into the record:

**Kelly Harrington** writes: The administration of APS wants us to believe that a return to school is safe for our children and the teachers of APS. If it is safe for hundreds of students and staff members to be in the same building for six hours a day, why is your



meeting to discuss this on Zoom and not in person? If School Committee members and the APS administration team cannot meet face to face to discuss an in-person return to school, then tonight's discussion should focus on a return to school via remote learning. The safety of our children and staff should be our top priority.

**Carolyn Schneyer** is the parent of a rising Ottoson 7th grader and a former Co-Treasurer of the Thompson PTO. I am writing to ask that you please give serious consideration to mandating a fully remote start to the school year for grades 6 (or 7)-12, and that you do so quickly to allow teachers and administrators to give their full attention to this scenario and plan it as robustly as possible.

We are all aching for our children's lives to return to "normal". However a masked, distanced school day is not going to feel "normal" to anyone. This piece I recently read, by a private school teacher whose school attempted in-person classes in May, was incredibly eye opening: <https://gen.medium.com/i-spent-three-weeks-in-school-with-kids-under-COVID-19-21b78c1a9339> We are pouring so much effort into striving for something that is unachievable.

Moreover, we are doing so at great risk to teachers, students and families. Until there is adequate, rapid testing available for all, congregating in school buildings will be a danger to our community, regardless of distancing rules. Any of us who have been around even the most mature kids these last few months know how near impossible full compliance is, and the larger the group the more difficult it is to maintain. (See further examples in the article above.) And even with safety measures, spending several hours at a time indoors in groups is SO MUCH MORE dangerous than learning from home. It is not worth the risk.

Much time and effort has already gone into bending over backwards to try to develop in-person and hybrid models, as required by the state. The attention of administrators has necessarily been divided trying to make all these models viable, safe, equitable, and educationally effective - a formidable and exhausting task. It is inevitable, however, that regardless of what model is chosen some if not all students will have to be fully remote for at least some portion of the year, either due to parent request or periodic outbreak. It behooves us now to focus on the remote model and prioritize making it as smooth and educationally effective as possible for all students who can use it. This would also allow adequate planning time and physical space to make sure those IEP students who require some in-person assistance can get their needs met. It would also allow for some creativity in meeting the in-person needs of elementary students, perhaps allocating space at Gibbs and Ottoson to younger learners.

I am not advocating that upper-grade students should \*never\* set foot inside their school buildings this fall. On the contrary, if we are proceeding with remote learning I think it would be crucial to plan opportunities for students to at least meet their new

teachers in-person and (for those in grades 6, 7, and 9 who will be in new buildings) get a sense of the layout of their schools. But this can be done in very small groups as short, optional events. If we focus now on what remote learning will look like and eliminate the stress of having to keep hundreds of people physically safe all day every day, we can plan such opportunities.

Thank you for your tireless work on behalf of our students and our community. You have a truly unenviable task this year, but we appreciate so much the care and thoroughness with which you are doing it.

This is a message from **Alison Vaishnaw**

Good afternoon,

In view of this evening's meeting, I felt I should send you a copy of the email I had sent to the Department of Health yesterday. It was in part, looking for information on COVID levels, testing and contact tracing as they relate to the start of school.

It is very difficult to assess the current school restart plans without the relevant public health information. As a resident of Arlington, APS staff member, and MD PhD, I am engaged and informed, and yet I do not feel that I have the information to make a determination as to the community and personal implications of in-person school in September.

I received a staff survey yesterday and it is very difficult to answer without information on this part of the planning and implementation processes. I have relevant training, and cannot make a judgement. I do not know how others can feel comfortable doing so.

I did receive an acknowledgement from the Department of Health. Unfortunately, given the timing of the School Committee meeting, I can only offer the questions, and as yet have none of the answers.

Submitted by **Rachel Katzman** and **Alexis Williams Torrey**

While a hybrid option may make sense in terms of spacing and staffing given safety restrictions, it exasperates other key issues of equity and public health. The reality is that if students, particularly students in K-5, are going to be only in school 2 days a week, this poses a childcare crisis. We recognize that teachers are not babysitters. Yet, we also know that due to the anticipated nature of the hybrid model many parents are choosing to hire nannies and tutors, form pods, and teach their students alternative curriculums- this is happening now because there is a void which parents need to fill. Some are contemplating leaving the school system, which will impact our enrollment. We know this individualized approach is going to perpetuate inequities between those who can, and those who can't, and the reality is that most at-risk students will be further marginalized. Schools are asking parents to be partners in their student's

education in a way that we've never asked before, but they are not giving them the support to do so.

If we chose any program that requires in-home, remote learning, Arlington parents need principals, PTOs, Diversity and Inclusion Groups, after school programs, community organizations, and the school committee to ensure that equitable care and support is offered to all students, not just those with resources and capital. As much as our plans need to focus on high level decisions, they can't do so without offering parents a vision of support for those many days we will be responsible for our children's education.

Parents need Arlington to develop a meaningful system for connecting families together in a public, visible, and fair manner. An Arlington Parents FB group post circulated a survey regarding more inclusive care for the fall and received over 150 responses from families in every school in Arlington. Key findings included that not only was there a strong need for care support to families that are equitable and inclusive, over 60% of those surveyed indicated they would be interested and able to help organize such programming. Parents want to be partners, but need help in return. There is a groundswell of energy among the talented people in our community to offer skills, services, financial assistance, and care for and among each other. All parents need help. Some are getting more than others. Some are getting none.

Furthermore, hybrid models aggravate the public health crisis. This morning, Dr. William Hanange, an epidemiologist at Harvard's Chan School of Public health, forcefully argued in an interview with WBUR that the hybrid model is the worst of options from a health perspective, particularly for families with elementary aged children. Because families of elementary age students will need to seek some sort of care, this will provide further avenues of spread than if they were in fixed school groups five days a week. This doesn't even speak to the health, social emotional, and educational risk to children and families who are working and receiving no care-support at all.

We would like to see the School Committee, as we finalize our decisions for the fall, forcefully argue for as much in-school learning time for our youngest and most vulnerable students. While there are staffing and physical constraints, other communities and towns are finding solutions to these. We most strongly support a model that prioritizes in-person learning for students who need it most: K-5, those with special needs, students with free and reduced lunch, students with housing insecurity, and ELL students- and I know this is an incomplete list.

If Arlington does not adopt such a model, then we need to present solutions for childcare that are championed, shared, and supported, within our communities through intentional collaborations.

**Elena Schmerling** writes: I teach Kindergarten at Thompson and feel so truly fortunate to work and teach with such supportive, creative, and dedicated individuals. It breaks my heart and keeps me worrying night and day that this year will not be a normal year, no matter the decision or outcome. I find that I am most myself in the classroom... silly, adventurous, confident, and nurturing. Returning back to school when the pandemic is not under control will inevitably take all of those away from me, and in turn, my students. Everything will be touched with fear and anxiety. Everything will change. Kindergarten, and school in general, will be robbed of its core. While I don't love the idea of remote learning for all of the obvious reasons, I passionately feel that that is the best option for everyone's safety. I am truly terrified to be back in a building with hundreds of people who have their own family, neighborhood, social, and work circles. I cannot fathom not being able to comfort a child in need, or even show my excitement for those "aha-moments" with a hug or high-five. I cannot fathom putting all my energy into mask wearing, cleanliness, and social distancing instead of the important life lessons that I teach in my classroom of our youngest learners. I have no idea how quality learning can take place in a distant, covered in PPE, and limited classroom. We're having these meetings online for a reason. Hospitals are overwhelmed and inundated for a reason. Big companies around the country are still working from home for a reason. People are scared for a reason. I ask that my health, my life, not be put at risk. I plead that we spend our time and energy on robust online learning, until returning to school is safe. It won't be easy, but teachers really are best at overcoming the impossible.

**Jim Connerney** asks since the school year has ended, can you describe what additional funding resources have been obtained and applied towards the many challenges of appropriately advancing all Arlington students' education this fall? Can you provide detailed examples of some strategies being developed with these resources to improve both remote education (synchronous learning, etc.), or hybrid learning (shared remote/in-person strategies)? Have there been any requests for resources that have been unheeded?

**Deanna Cook** wrote, she is wondering about the older students middle school and high school, why are we not looking at going 1 week on and 1 week off and on the weeks kids are learning from home doing live streaming of the in person class so learning can continue and not repeated with each cohort. 2 Days on 3 days off seems like a lot of curriculum will be lost with the lack of time kids are having for in person teacher contact?

**Andrew Jones** asks "How have the deep expertise and experience of the engineers, health professionals, educators, and other professionals who are also APS parents been brought to bear on the dilemma of school reopening?"

**Eric and Zoe Cronin** shared: As parents of a Brackett 2nd grader we would like to express our support of continued exploration of a return to school this fall via a hybrid in person/online approach.

Our hope is that the School Committee chooses an approach that would allow parents to send children to school via a hybrid schedule if that is a family's preferred approach. Obviously circumstances regarding local transmission rates can change and those should be considered for any plan on an ongoing basis. The personal safety of teachers, staff and students is an important consideration for any return to school approach. Based on our experience earlier this spring, a full-time online learning program did not work for our 1st grade family. An online learning program cannot provide the important educational, social and emotional development that a 7 year old child receives from an in-person learning program.

**Ian Roth** is wondering, what work has been done to inspect the condition of HVAC systems and evaluate air distribution at Ottoson? What work has or will be done to correct deficiencies prior to opening?

A Brackett parent shared: I have some additional thoughts that I would like to share, hopefully I am still meeting the deadline for today. When making a choice on in-school vs. remote learning, my family and I would need to understand the extent of the following safety measures in place. Below I have a number of considerations:

Daily online screening questionnaire for any student attending school--I do believe this possible. Need to include any exposure in the household. It is currently in place where my children go for swimming, and requires a caregiver, parent, guardian signature. It can be administered online--it takes 30 secs per child. Ideally, implement temperature checks with forehead scans, although this does not address the asymptomatic situations which makes the survey more important

A detailed understanding of classroom rules, while seated in the classroom, at lunch, handwashing, mask wearing, mask breaks, bathroom breaks

A detailed understanding of how children will be separated in the classroom and outdoors. Policy and handling with respect to COVID symptoms--upper respiratory symptoms like coughing, sneezing etc. These symptoms could be related to colds, flu or seasonal allergies, but determination cannot be made COVID without a test.

- Recommend that student remains at home until symptoms or negative test results

- Need a protocol for rapid contact tracing--if it exceeds 24 to 48 hours it becomes less effective
- Protocols for entering and leaving the building at arrival and dismissal, ensuring there is not crowding near school.
- Impact on afterschool, if enrolled but do not want to attend....we do not want to lose our spot that has taken years to secure
- Need a defined protocol if there are positive cases, how does the school open or close
- Need a defined threshold at which Arlington will close all schools with increased cases in MA

Ideally, to reduce exposure, family groupings such that households with a 1st grader and a 3rd grader for example are grouped with other families with a 1st grader and 3rd grader. This potentially reduces the exposure from 18-24 households to something less. For the remote option--need an understanding how this would be structured. One consideration could be a small group learning--hybrid approach similar to school as larger groups can be unwieldy, especially with younger grades.

**Elizabeth Rocco** wrote: I'm a parent of a middle school and elementary school student and a clinician in a COVID hotspot. After interviewing countless patients I'm intimately aware of how easily COVID 19 was transmitted through households, residential centers and workplaces during the surge. I have concerns about any indoor school classroom set up that doesn't follow the strictest pandemic-proven precautions. In my experience the settings where people enforced stricter than the standard guidelines were more successful at reducing COVID infection transmission. As a result I'm a proponent of: 1. a compelling, engaged remote learning program for most students, 2. in school learning for students with highest needs (students needing IEPs and ELL and young children with essential worker parents,...) using pandemic-proven precautions-daily screening including temperature checks, community COVID testing, contact tracing, PPE, handwashing, sanitizing, minimum of 6 feet social distance, well ventilated indoor spaces and use of outdoor spaces for play, meals, hands on experiential learning (gardening, science, nature), gym, music, art,... and project-based learning.

As an adjunct to remote learning I support an innovative pilot of a once a week outdoor experiential learning where students have the opportunity to meet in small group with masks and at a social distance to develop relationships and social emotional skills, do hands on learning around science, edible gardening, and nature, project-based learning, exercise, make art and music, and other learning games. This outdoor pilot could be facilitated by a voluntary team of teachers across these disciplines who could create innovative and compelling curriculum. The outdoor classroom would reduce risk of

COVID transmission, and I believe more staff, students and teachers would feel comfortable meeting outside when weather allows even if it was for a half day once a week.

I would like us to invest in models that would meet pandemic-proven public health standards in the pandemic. We can not recreate our prior educational model. We need to let go of the past, not be in denial of the present medical reality and embrace the imperfect reality of this moment and be as creative and innovative as possible.

Ms. **Heidi Rosenberg** wrote: In the draft elementary plans, there is reference to the use of outside space for mask breaks and recess, with this caveat: "there would be limited freedom of movement beyond dedicated personal space." What, specifically, does that "dedicated personal space" movement limitation entail? What freedom of movement will children actually have during outdoor recess or break times? Given that children's overall movements will be very restricted during any in-person model, I am worried about their ability to focus/concentrate and avoid becoming restless and fidgety without regular outlets for physical activity.

For kindergarten in particular - what would a "remote learning day" look like for this age group (regardless of whether it's part of the hybrid model or the all-remote option)? Would they be expected to attend to synchronous or asynchronous online activities for 5 hours per day? Would the activities be required or optional for this age group?

Has the district considered a separate in-person model for kindergarten children (vs. older elementary grades) that would allow them to have more consistent access to in-person learning? This could entail a split am/pm half-day schedule, which could provide kindergarten children with daily access to in-person learning while lessening the distancing and masking "fatigue" that might result from being at school in person for 6+ hours per day. Given that this group in particular cannot access or participate in remote learning on their own because they cannot yet read or navigate remote learning activities independently, it could be extremely beneficial for them to have a different school model that allows them more in-person time at school than children in upper elementary grades. (A similar argument could be made for 1st and 2nd grade students as well.)

### **Arlington Education Association Message**

**Juliana Keyes**, AEA president, said she appreciates the chance to speak tonight and read the AEA Statement on Reopening.

After the most stressful school year of our careers, this has not been a restful summer for our educators. Waiting for other people to make decisions with such impact on our

lives is nerve-wracking. Instead of vacation, this has been a summer of fear, frustration, and mourning the loss of so much of what we love about our jobs.

We have been working hard, studying virtual classroom pedagogy, redesigning curriculum, and becoming amateur architects, engineers, and epidemiologists, reading every article published that might help understand what fall will look like. As the AEA surveyed and met with our members, the following became clear to our Board of Directors.

We, the AEA, reject the all-in-building plan to reopening schools. While we recognize that the WHO and American Association of Pediatrics has stated that students may sit 3 feet apart in class, we don't believe that reaching only the bare minimum of safety standards is acceptable. Would any of you buy a car that just barely passed the safety inspection? I wouldn't. Would you put your child in a car seat with terrible safety ratings because it is legally safe enough to be sold? I doubt it, if you had any other options we have other options. The idea that we should take the lowest bar for safety is unacceptable for the children in this town, and for the staff who work with them. Every other piece of guidance defines this plan- 8 people per 1000 ft. for indoor occupancy, 50% occupancy for buildings, indoor gatherings limited to 25 people, 6 feet of social distance. We care too much about our community to accept this risk.

The safest option for this fall is to continue schools remotely. For many that is a hard pill to swallow. We grieve the loss of contact with our students, and we worry for those who don't engage. We see the strain it puts on families. Many teachers are sick of "living at work"- because it feels more like that than working at home. We recognize that it might not be the best educational outcome, but also that it can have very good results if done correctly. With adequate training for educators, we believe virtual school this fall could be a robust learning experience for Arlington students. Better safe than sorry.

If teachers and students are to be back in the building with a hybrid model, it is the responsibility of this committee to make that environment as safe as possible. We have been very impressed with the safety improvements the facilities department has been implementing, but we need to go further. More handwashing stations are needed. The district needs to commit to not using rooms that don't have proper ventilation. In the past few years, teachers have taught in jackets when the heating broke in the winter, or in classrooms that sweltered near 100 degrees because windows wouldn't open. We need better response time to breakdowns, and assurances that repairs will be made. Every teacher who has gone through the process of entering a third, fourth, fifth helpdesk ticket for the same issue is wondering why now, when stakes are so much higher, they should suddenly trust that repairs will be made quickly. Every teacher who has been told money has run out for restocking supplies worries about sanitizer and soap supplies once school opens. Every time our code of conduct has not been enforced



by administration, whether it's something minor like using a cellphone or a larger issue like causing a class disruption- teachers are now wondering what will happen when a student refuses to properly wear a mask.

But no matter how safe the buildings, reopening them during a pandemic is going to require a social contract between families and staff. It means frequent testing for everyone in buildings. It means that if a child wakes up not feeling well, families must promise not to dose them up on Tylenol and send them to school. It means following state quarantine rules- no secret weekend trips to Disney World or grandma's house in a hot spot state because "flights are just so cheap right now." It means children will be taught social distancing and wearing masks is not an option, even when they are hanging out with friends at Dunkin Donuts or in the Center. When we see groups of teens not following best practices around town, it makes every teacher worried for what will happen once school starts. It is the unknown of what happens when students walk out of our classrooms that worries teachers the most. Every new day will bring new risks if community members are not acting safely.

There is no good answer. We are all just trying to do the best we can. Because of that, we ask you to please, put safety first. Our lives literally depend on it.

Thank you.

### **Fall reopening update and draft plans**

Ms. Morgan said that the facilities report is in Novus and the committee will be able to ask where we are in the planning.

Superintendent Bodie said she appreciates all the public comments and said this is an important meeting tonight to continue discussion with the School Committee and administration and move forward to make a decision on the upcoming school year. The Department of Elementary and Secondary Education would like a final decision announced on August 10. The draft preliminary plans for full return, hybrid model or remote for all elementary, Gibbs Sixth, Ottoson, and Arlington High School are in Novus for review.

Superintendent Bodie said everyone continues to do more planning and to look at the most high-needs students. Last week we heard the guidelines from DESE, met with all school principals and said a recommendation and a summary will be provided to be given to DESE next week.

### **Facilities Report**

Jim Feeney, Facilities Director, presented COVID-19 Facilities update.

### **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 from a MERV-8), 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. Facilities intend to operate fresh air and exhaust systems for longer run periods to maximize opportunity for filtration and achieve as many air changes as possible. Interior spaces without windows and sufficient mechanical ventilation will not be recommended for student activities.

### **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 reopening, 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 door knobs, railings, faucets, flushometers, elevator buttons will require an increased level of effort from the Facilities Department. These surfaces should be addressed 3-4 times daily. Regular sanitization of hard surfaces such as desks, tables and countertops will also need to occur daily. It is recommended Facilities personnel be responsible for disinfection of desks between different cohorts of students in spaces of the buildings.

Historically, these activities were not necessarily covered in the daily work load. As such, additional custodial resources will be required to meet the increased workload. Depending on the location and level of activity, this increased need will be met through a combination of additional FTE staff via contracted 3rd party services and increased overtime for existing staff. It is expected that a minimum of 2 FTE additional will be required.

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, or as selected schedule requires. Exit and Entry Access points.

The Facilities department ordered decals to be displayed on doors, walls and floors in each building to help communicate COVID-19 related expectations. The Facilities department is investigating exterior decals to indicate social distancing measures that will be required at arrival/drop off and dismissal/pickup times.

The Facilities Department has also procured free-standing hands-free stanchion mount hand sanitizer dispensers to be placed at the main entrances of every school building as well as cafeterias.

At entrance doors and in main lobbies, we will have decals indicating face coverings are required, and to practice social distancing. There will be signs 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.

### **Interior Building Decals**

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.

### **Student Learning Spaces**

Principals have generated a list of classroom spaces and measured dimensions of classrooms to determine classroom capacity. Principals have inventoried these learning spaces with reconfiguration in consideration to maximize the amount of students that can fit in the classroom at the 3 foot minimum physical distancing requirement (DESE initial guidance) and in some cases considering 6 feet as an alternative for additional safety measures. This capacity study includes large spaces such as cafeterias, gymnasiums and libraries throughout the district.

Principals and members of the Facilities Department have gone around to various classrooms and other spaces in their respective buildings to identify any non-essential items or furniture in spaces for removal or disposal in order to maximize space. Items that will be removed include soft and cloth-based materials, such as rugs, pillows, and

bean bags that have been used in elementary and early childhood classrooms in order to reduce the transmission of COVID-19.

Additional storage needs are still being evaluated. Plexiglass barriers are being looked at for certain learning spaces. One example of the learning space that we are considering plexiglass barriers are for the preschool. The preschool is considering this set up because unlike other classrooms where students can sit at individual desks facing one direction, students sit at tables, many times facing each other. The plexiglass barriers would add an additional level of protection to reduce the transmission of COVID-19.

Outdoor Spaces have also been considered. There has been interest in the procurement of tent purchase/rental for spaces for outdoor learning or an alternative space for mask breaks. Semi-permanent tents require building permits and detailed planning.

### **Office Spaces and Plexiglass Barriers**

The District has been evaluating staffing spaces to ensure that staff is properly distanced from each other. In cases where it is not possible to meet requirements, the District has been working to establish alternative working spaces, if possible. In addition, 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. Facilities will also place portable powered air purifiers in nursing suites.

When school is back in session our nursing suites will always be staffed by the school nurse at all times while school is in operation. Masks will be required to be worn at all times in these spaces by staff and by students. Nursing staff will also have additional personal protective equipment such as face shields, goggles, gloves and gowns/protective smocks, if necessary.

### **Air Purification**

The Facilities Department is researching the use of bi-polar ionization or UVC air treatment devices. Based on discussions with consulting mechanical engineers and

HVAC product distributors, bi-polar ionization would be the recommended application, with product types varying by equipment type. If possible, the Facilities Department would attempt to deploy these devices in special-use cases or in response to building or classroom specific concerns.

### **Water Fountains**

The Facilities Department is installing additional touch-free bottle-filling stations in common areas in the district. Existing units that provide for both manual use and bottle filling will be retrofit with a separate valve to preclude manual use for direct consumption. Common area fountains that provide only manual direct consumption will be turned off.

### **Hand Dryers**

The Facilities Department will be in bathrooms to reduce the chance at distributing aerosolized particles. Paper towel dispensers will be added.

### **PPE Inventory**

Below is a chart of the PPE supplies that have been ordered as of July 30, 2020 and the amount of PPE that the district has received.

Item Description	Quantity Ordered	Quantity Received	Quantity Pending
Pediatric Face Masks	8,000	8,000	0
Adult Face Masks	37,000	2,000	35,000
Face Shields	1,000	1,000	0
Gloves	79,900	20,200	59,700
Gowns	1,500	500	1,000
Lab Coats	50	50	0
Thermometers	60	50	10
Desk Shields	50	0	50
N95 or K95 Respirator	1,650	650	1,000
Clear Face Masks	3,456	0	3,456

Ms. Exton asked Mr. Feeney about the ventilation, the number of air exchanges per hour in the classroom and how it would work. Mr. Feeney said it is a challenging question since each building is designed to a different standard or code at that time of construction. He said he would consider running the systems around the clock to get the most air changes possible. Our ability to introduce outdoor air is limited in the cold weather months. Ms. Exton said it is important that families have data pertaining to the number of air exchanges, which should be three times per hour. Ms. Exton asked

who the N95 masks are for. Mr. Mason said they are for the nurses and the nursing suites.

Mr. Kardon said he was interested in using outdoor space and inquired about progress toward setting up tents. Mr. Feeney has reached out to vendors for availability, monthly rental costs and size for tents. Some school principals have mapped out space to place them. Mr. Feeney said inspectional services views the tents as semi-permanent structures, which will require building permits, fire extinguishers, calculations on flame spread rating would need to establish significant lateral stability if we were to rent the tents on a monthly basis.

Dr. Allison-Ampe said Mr. Feeney told the Facilities Subcommittee meeting that he had ordered parts for the ventilation system, and asked Mr. Feeney to review that for the full committee. She said she would like to know when we will know which classrooms would not be available because they do not have adequate ventilation. Mr. Feeney said at close out of fiscal year 2020, we choose to stock up on frequently used parts. We need damper actuators and fan motors for cabinet unit ventilators, the free standing vertical units in our classrooms. In order to be more responsive, and to reduce down time, we made an investment in order to stock frequently used parts in all of our schools. Now we are going by building, building, room by room, fan by fan. We ordered backup belts for each fan and filters, so we have those parts on hand.

Mr. Thielman echoed Ms. Keyes earlier comments describing the great work done by the facilities department. He asked to what extent have we consulted with an outside firm to get guidance on how to proceed. Mr. Feeney said he is working with Bala, which is designing mechanical systems for the new high school, in terms of designing the new building for pandemics. We are asking them what strategies would be available for existing buildings, both in terms of controlling it and retrofitting improvements to existing systems. In certain buildings we are limited by equipment that is 30, 40 years old. Mr. Thielman asked about guidance on building layouts. Dr. Bodie said we have not hired an outside firm. DESE has given layouts and we have our math experts mapping classroom desk spacing at three feet and six feet, and DESE provided a calculator to determine what a classroom would look like.

Mr. Schlichtman is struggling and concerned about what he is hearing from facilities on what we can and cannot do to open up the schools. Mr. Schlichtman said we are at this meeting tonight to determine what we will tell DESE, He asked how much of what is discussed at this meeting, pertaining to facilities, is being requested by DESE in tomorrow's submission, and what are we telling them. Dr. Bodie said in 300 words, we are going to talk about what our feasibility study was. We know, in our elementary

buildings, we could accommodate all our students with spacing three feet apart. We know we can do that at Ottoson. Gibbs is more challenging, though if we increase the number of learning communities by 1.5 we can manage that.

and would need to do it at the high school level too. We would need to do that in all cases to get all students into classrooms if we increase the staff, and use exploratory rooms, then we would still have an issue for the students to be able to each eat lunch and have mask breaks that require all students to then be 6 feet apart.

Dr. Bodie said the district looking to put desks in the lunchrooms to gain more capacity. There are many layers and layers of the plan we have to do and this requires a lot of detail planning, not only in hybrid plan, and what our community wants, but a decision that is thoughtful and factual. She is hearing from teachers and the community and with all the constraints with everyone coming back, this is extremely complex.

Mr. Schlichtman doubted that we could bring all our students back. He recalled when Mme. Pierre-Maxwell talked about the need for porta potties at the Gibbs if we brought all our students back. Mr. Schlichtman said the elementary schools weren't built for the large number of students they serve now. He said the Thompson cafeteria was built for 120 fewer students than we have right now. He said he hopes we aren't telling DESE we can do something we can't. Dr. Bodie said the DESE submission is factual, and the school committee will make the decision in two weeks.

Mr. Schlichtman said that DESE has been fairly pragmatic, but he expressed his concern that DESE would question a decision to go remote if they thought the submission didn't support that decision. He said we are a dependent unit of state government, and DESE could tell us what to do based on what is in this submission. He said he is anxious and cautious in dealing with a more powerful regulator.

Mr. Schlichtman said the decision of how to reopen is a heavy weight on the shoulders of the committee. We're dealing with a pandemic in which you can go two weeks with a huge spread before any symptoms appear. We're not just making educational decisions, we're potentially making life and death decisions.

Mr. Hayner inquired about MERV-13 filters, and how often they will be changed. Mr. Feeney said they are throwaway filters. Filters that were changed seasonally will need to be changed monthly because they will trap more smaller, finer particles. Mr. Hayner asked how if the amount of recirculated air is reduced when we are in heating season.

Mr. Feeney said there is less outdoor air because you have less opportunity to get it to 72 degrees.

Ms. Morgan asked why we are not having independent handwashing stations. Mr. Feeney was looking to get the independent handwashing stations but he said it's challenging to get a water supply line to them and for them to drain properly, and may only serve a couple of students and he rendered them useless until someone empty them. and supports keeping windows open during the night and to make sure all windows will have screens in them.

Ms. Morgan asked about progress in evaluating sinks, windows, and screens. Mr. Feeney said he is working with the school principals on repairing faucets in classrooms and services our existing materials and working with senior custodians to get reports on screens that may need repair over the next few weeks and this is almost completed.

Mr. Mason said screens have been part of the capital program, and much of that work has been done.

Mr. Hayner asked when we need to take a vote regarding the opening of school. Dr. Bodie said the date is August 10. Mr. Hayner said he was concerned as he asks for materials with sufficient time to review them before the meeting. He said it is difficult to sit here and listen to oral presentations and to digest it. He said we should have required materials ahead of time. He said we need to be concerned about the safety of students and staff, and he is reluctant to look at anything beyond remote, even though being with children, responding to children, can't be done remotely, but safety is the primary concern.

Dr. Bodie said she has been looking at the schedule on back in full, and will focus on a hybrid schedule which will be different at each level. We don't have the complete parent survey results yet, and will also need high needs student's plans too. Kathy realizes parents are trying to decide on a remote option and they need details on what it will look like, and what a hybrid option would look like too. She will share the hybrid and remote recommendation on Monday, August 10, and at the request of the committee members the back to school schedule will be given to the committee members on Friday, August 7, 2020.

Dr. MacNeal said in early spring, a few weeks after school closure, two groups meet every Wednesday with the elementary and secondary staff. The groups include teachers, coaches, special teachers, from each grade level and each content level. This



past Wednesday principals joined in and one group was for Kindergarten and 1st graders and discussed what remote learning would look like for them and for 2-5 graders. Today they met with a secondary group. Teachers had been using research, webinars, and teachers had attended a Harvard course studying distance learning. The principal explained the research, and presentation on how to use online tools into the discussion.

Ms. Peretz chaired our kindergarten group with Ms. Donato, and worked with different groups. They discussed what are our values with our schedules, especially with K and preschool? They said their needs are different and they learned a lot about what works and what doesn't work. Kindergartners need connection with teachers and how to connect with children one on one, pairs, and small groups, a lot of repetition and to keep a schedule that builds over time. They spoke about practice things and what they do on screen. They have a schedule of 2 weeks, and 4 weeks and 6 weeks of school opening. The Preschool teachers said they are not sure what preschool summer school would look like on a computer but we don't have a schedule that is set in stone and will have working sessions longer next week.

Mr. Dingman first grade group was wonderful to work with in the summer and working continuously through school year and have not stopped. Looking to create schedule 8:15 and conclude at 2:30, with a remote learning portion so the kids would have structure learning and include core subjects. He said they have discussed how they cover required hours, look at box of times, and interactions with students, durations that are manageable. He acknowledged that students at home need guidance and how to structure that to take screen breaks.

Mr. McAneny said his group discussed the same components as Ms. Peretz and Mr. Dingman and looked at the day and life of a 6<sup>th</sup> grader. His team looked at best practice and how to deliver tools, and how they can facilitate the meetings. He looked at the mandate for ELA, and 70 min of math, and noted this is a lot of instructional time, and based on remote engagement, they will be mindful to start at a smaller pace. We need to consider screen time, mask and lunch breaks and handwashing breaks and to put all this into a schedule. The whole instruction was done in morning and with independent time later in the day. PE, art, music and service options and ELL learners and ½ day Wednesday proposal still needs to be discussed.

The teams need the first weeks of school for social and emotional learning, making connections. In a remote model, and looking at hybrids as well. Team is motivated and looking forward to upcoming weeks.

Dr. MacNeal and Dr. Bode said the district is working hard at the values of mental health equity in learning, highly engaging learning. Vision global learning, District goals we set for ourselves. This is a two way communication on hybrid or remote models, and give tips to help them learn.

Living document and focused on community building. Relationships. How are we going to approach the first six weeks of school then assess it to move them forward. We are not trying to recover what was lost. We applaud teachers. This has been a tough year but they are still motivated to continue on over the summer and many are taking 4 week courses at Harvard, to serve the needs of our students. Kathy said the work we are doing is hard if it is hybrid or remote. Dr. Bodie knows we need a schedule for parents who choose a remote option, or if the whole district is remote or even in hybrid we still need remote since all students will be remote. Secondary level we need a lot more planning, secondary level will do independent work. The Early Release day will shift to Wednesday. We need a lot more planning time and whatever plan we do has to meet time and learning plan. We are evolving and we need to make fundamental decisions on Hybrid AA or AB models.

Mme. Pierre-Maxwell and Mr. Meringer provided updates on values, equity in looking at the schedule and the concerns were on high needs students, where they would live if hybrid and remote. We know we need a schedule for parents who choose a remote option, or a whole district remote. One challenge then the solution makes another challenge. Concerns are still struggling to see what is the safest environment for children. The feedback with teachers and parents and another forum will be held next Tuesday, and the plan is first draft but gives a sense of what is going on.

Ms. Elmer was part of the plan to create a schedule on high needs for students to partake and find time in schedule to have students serviced with synchronous learning, for those who need reading or math intervention in hybrid and synchronous learning. Since she needs to know how many students will be returning to building, she cannot create the final product. Today they meet to discuss synchronous learning, set a schedule with online learning, and time on screen. They have been busy and feel confident with information and to get feedback and put into action a definite plan with AA or AB model, and to keep working on what they know and working on what they need.

Mr. Meringer thanked the teachers on remote learning and the lessons learned in the spring and at middle school level. Trying to keep students engaged, and continue to learn and remote learning will look different in fall. Simplify our approach and how to

be better with our students. He appreciated teachers looking at different models and looking at what we did well and what we didn't do well.

Dr. Janger plan for Arlington high school is detailed and includes hybrid and remote, and the hybrid has a lot of remote with synchronous and asynchronous plans. He said the set up for remote and hybrid situations won't change too much. Contact hours are synchronous hours and some hours are not on Zoom. The schedule will be 8:30 -2:56 by contract of teachers. The high school teachers will be in contact with students either for zoom or independent work and it will be more structured tools. We have to grade everything, even if it's a lecture and we have to keep students to stay engaged.

Ms. Exton said would like to hear how teachers will form relationships with a new class. They suggested having students meet teachers in small groups outside, even if they were remote learning. She said for this remote to work, there needs to be an opportunity for students to meet the teachers, and the other students in their class.

Ms. Exton asked, if we start remotely, can we switch to hybrid at some time? What would be a timeline? When would we revisit it and how to measure the success? If we choose remote because our buildings are not ready, how are we deciding when to go hybrid?

Dr. Bodie said if we start hybrid, it's easier to decide if we need to move back to remote if there is an outbreak.

Dr. Allison-Ampe said she would like to receive a synopsis on the plans for both hybrid and remote. She said she would like to see a time on learning model describing what curriculum will be covered in the remote learning model and what they will cover in the hybrid model. This will help parents determine their decision to choose remote or hybrid.

Mr. Thielman said he wants data describing how much of the curriculum can be covered under each of these models. Ultimately, safety is going to be the basis of the decision, but he wants to know how much of the curriculum, at each grade level, can be covered under each model.

Dr. MacNeal said the curriculum leaders are working with teachers, now, and how we address learning in the new year, since children have been out of school for over six months now, we are looking at the essential standards and not want to overwhelm them.

Mr. Thielman said he would like to know if there were any additional costs in each of the models. He said he would like to receive the recommended model on Friday, August 7 to allow time to review it over the weekend.

Dr. Bodie will give the school committee the best information where we are and work parallel and different tracks and each dimension has a lot of thought. They will focus on one plan and devote that plan and get it in shape. If we recommend the hybrid model some parents who want a remote will want to know what that looks like in a remote schedule, and how it compares to hybrid. They will give as much information as needed, to this very important decision.

Ms. Keyes, wanted to include that the students day will not be back to normal since the students will need mask breaks, all children cannot go out at the same time and will lose time. She said we can do more in remote mode, using Zoom breakout rooms, and allowing students to interact with each other. Mr. Thielman said the district should present the reality of each of the models in a document. When it is over, researchers will want to review and the impact on teaching on learning of the decisions we are making now.

Mr. Schlichtman said he understood the logistics of how the schedule would look if we started at hybrid, then we are forced to go back to full remote, then we were able to go back to hybrid if conditions permitted. He asked how we would set things up if we started full remote, then wanted to transition later into hybrid.

Mr. Hayner said he would like to hear how the high needs students will look across the board with each plan, who in each of the models come in every day, 4 days maybe same for all three plans or will it be different. Dr. MacNeal said if the governor ordered us to go all remote, all students would be remote. If we chose to go all remote, we would be bringing high needs students back into the buildings for service.

Mr. Hayner asked if a plan, with some special education students in the buildings, and the rest of the students all remote. Dr. Bodie envisioned that in an all remote model, our high needs students would be in every day.

Mr. Kardon asked what we would be sacrificing by going remote. What are we sacrificing going from hybrid to full remote. We can look at what the Massachusetts Academy of Pediatricians are saying. It's clear we are sacrificing by not having many of our students come back.

Dr. Bodie said if we go in person, parents can have the option to go fully remote, parents can choose homeschooling, or to go to private school. State law says parents must show their children are receiving education. If we offer hybrid or remote, then we would need a commitment from parents in August for their choice of models. If we start in remote, then they don't have an option to go remote.

Mr. Kardon asked if parents want fully remote will the state provide virtual programs Dr, Bodie said the state now working on RFP with vendors who can get virtual programs, and district pays if a few parents who want fully remote option, but we have been thinking teachers create our own remote plan. The issue for us, the cost of it. If we offer a district remote option it is an option we cannot afford.

Ms. Morgan said she was concerned about the expectations of teachers on the hybrid model and would like the plan to be specific. She would like this to be explained at our next meeting on August 10. If all remote, what is the remote option for high needs students, if we run our own remote with teachers how will this look for teachers and students? The committee members suggested not to have a two or three hour presentation but to have written clarification on what and why we are choosing this model.

Dr. MacNeal recommends that the committee members send along any questions by Monday for the curriculum leaders to answer.

Mr. Hayner said that if we have a package by Friday, he's thinking that the meeting itself, we would come in prepared to discuss specific things that we are not clear on and then take a vote. He doesn't think we should be having a 2, 3 hour presentation. We need clarification, then we vote.

Dr. Bodie said she would give the committee the written document then we would answer questions. She doesn't expect to have a presentation, but the community would want to have a presentation about what we are recommending and why we are choosing it.

On a motion by Mr. Thielman, seconded by Mr. Hayner, it was **voted** to suspend the 10 o'clock rule until 10:30

**Roll Call:**

Liz Exton	Yes	Paul Schlichtman	Yes
Len Kardon	Yes	Bill Hayner	Yes
Kirsi Allison-Ampe	Yes	Jane Morgan	Yes
Jeff Thielman	Yes	(7-0)	

The committee members inquired about the high needs services and for ELL students and Ms. Elmer and Ms. Bruzelles references the following DESE Guidelines document which included the delivery of IEP services and the learning models for students.

**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 are 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.

Ms. Elmer said the report says specific special education students and parents will be notified and all are working with the school principals on making the plans work for all students from preschool to high school. The committee members would like to see the schedule for special education families and if students come into school on a non schedule day, and not be pulled out of the classroom on the days they are in person but that state is saying they cannot do that.

Dr. Allison-Ampe asked how we can support those who will not be home with their children during the work week. Dr. Bodie said the state is also thinking about it too, and proposed to have teachers children go to school every day, so teachers can go to work. The complexity is if schools decided to go remote and teachers are in the building, children could come to school. This will be a decision in negotiations and not sure we can solve every single issue.

### Superintendent's Report

Dr. Bodie said we can have 10 days of planning professional development before the students return to school. Arlington students were to start on September 8<sup>th</sup> and 10 days of planning. Most we have is 6 days of professional learning and planning so this is important for parents to know the earliest Arlington will start is September 16 and this will require a vote by the School Committee on calendar changes.

Dr. Bodie reported that the question has come up about testing. She said the Board of Health is definitely looking into the possibility of testing. They are also looking into sites where COVID-19 testing could occur. More information to follow but yes, this is something that definitely the Board of Health is looking at, I will probably have more information by August 10. I can't promise that, but it's something we are all aware of.

Dr. Bodie reported that she will have more information about fall sports in two weeks, after MIAA makes its decision about the fall season.

Dr. Bodie acknowledged her staff for attending the community conversation forum for families of color attended by Dr. MacNeal and Margret Thomas, and Michael Mason. The superintendent also thanked moderator Jillian Harvey and the other panelists.

### Community Relations: School Committee Talk (3:21)

Mr. Hayner proposed starting Citizen and School Committee Talks and suggested meeting twice a month; the first Wednesday of the month at 10:00 a.m. and the third Wednesday of the month at 7:00. He cited the success of the Superintendent Search focus groups, and the initial success of the monthly coffees we were holding before the pandemic. Ms. Exton suggested substitution resident for citizen, as it is more inclusive. Dr. Allison-Ampe said she is worried about the amount of time the committee will need to commit for sessions twice each month. Mr. Kardon agreed and recommended one meeting a month, and suggested delaying the start of the meeting until September. Mr. Thielman and Mr. Schlichtman agreed to a September start.

On a **motion** by Mr. Hayner, **seconded** by Mr. Schlichtman, it was **voted** to start Resident and School Committee Zoom Meeting once a month, alternating between mornings and evenings, starting no earlier than September 2020.

### Roll Call:

Liz Exton	Yes	Paul Schlichtman	Yes
Len Kardon	Yes	Bill Hayner	Yes
Kirsi Allison-Ampe	Yes	Jane Morgan	Yes
Jeff Thielman	Yes	(7-0)	

### APS banner policy

Ms. Morgan said she has received questions regarding our policy governing signage and banners, and would like the Policies and Procedures Subcommittee to look at the issue.

Mr. Schlichtman had a conversation today with the Town Counsel about the topic earlier in the day. Mr. Schlichtman said he has done research and hasn't found any policies in other districts on the topic, and hasn't found an entry point for this policy in the NSBA policy index, so we would be doing something new. He said the policy would likely require banners to be associated with the school. He said Town Counsel reminded us of a doctrine of government speech, and the committee has a right to express its views. He said we are not creating an open community forum on our property for banners posted by anyone outside our school community.

On a **motion** by Mr. Thielman, **seconded** by Ms. Exton, it was **voted** to suspend the 10 o'clock rule until 10:40 p.m. (2:55:00)

#### Roll Call:

Liz Exton	Yes	Paul Schlichtman	Yes
Len Kardon	Yes	Bill Hayner	Yes
Kirsi Allison-Ampe	Yes	Jane Morgan	Yes
Jeff Thielman	Yes	(7-0)	

Mr. Schlichtman said the subcommittee will also be looking at MASC's recommended revisions of policy ACAB, to comply with new federal Title IX regulations. MASC has also recommended a new emergency policy, EBC Supplemental, an interim policy on COVID related issues. The subcommittee will also review BEDH and BEDH-E, Public Comment, and BEDB Agenda Format, Preparation, and Dissemination.

On a **motion** by Mr. Hayner, **seconded** by Mr. Thielman it was **voted** to direct the Policies and Procedures Subcommittee to develop a policy on signs and banners for consideration by the full school committee.

#### Roll Call:

Liz Exton	Yes	Paul Schlichtman	Yes
Len Kardon	Yes	Bill Hayner	Yes
Kirsi Allison-Ampe	Yes	Jane Morgan	Yes
Jeff Thielman	Yes	(7-0)	

On a **motion** by Mr. Thielman, **seconded** by Mr. Schlichtman it was **voted** to cancel the scheduled Special School Committee meeting on August 6, and schedule a Special School Committee meeting on Monday, August 10 at 7:00 p.m.

#### **Discussion:**

Ms. Morgan described the rationale for the change. She said Dr. Bodie is submitting her information to DESE tonight or tomorrow at some point. DESE said they will return feedback no later than August 7. If we met on August 6 we would be moving forward without receiving that feedback. We will receive the feedback on August 7. We are going to get what we need, then we are going to meet on August 10. Ms. Morgan said she and Dr. Bodie will submit a waiver in order to submit our plan on Tuesday, August 11.

Mr. Hayner said he wanted to make sure that the information the committee gets on August 7 reflects the statements coming back from DESE. Ms. Morgan said she believed that was Dr. Bodie's intent.

#### **Roll Call:**

Liz Exton	Yes	Paul Schlichtman	Yes
Len Kardon	Yes	Bill Hayner	Yes
Kirsi Allison-Ampe	Yes	Jane Morgan	Yes
Jeff Thielman	Yes	(7-0)	

#### **Adjournment**

On a **motion** by Mr. Thielman, **seconded** by Ms. Exton it was **voted** to adjourn at 10:35 p.m.

#### **Roll Call:**

Liz Exton	Yes	Paul Schlichtman	Yes
Len Kardon	Yes	Bill Hayner	Yes
Kirsi Allison-Ampe	Yes	Jane Morgan	Yes
Jeff Thielman	Yes	(7-0)	

**Correspondence Received:**

COVID-19 Facilities Report, July 30, 2020

Leonard Kardon: More guidance from DESE yesterday: Remote Learning Citizens and School Committee Talk

Advocating for a largely Remote Fall reentry Jul 25, 2020 M. Donald

Concern regarding Fully remote option preparation G. K. Eisner

Reopening Schools in Fall email J. Suchman K. Alson

Questions regarding Health and Safety inspections, anonymous

Concern Regarding Fully Remote Option Preparation

Wants discussion that shows children are much more efficient spreaders of COVID.  
anonymous

J. Bouhey questions on draft Fall plan

H. Davis questions on draft Fall Plan

Kids can die and have lifelong health issues from COVID S. McNeill 7 25 2020.

Remote Learning Option Support 7 24 2020 J. Sosnof

On the desktop July 27, 2020 DESE, Additional Staff Training Days This Fall,  
MOU between MDESE, MTA and BTU signed July 27, 2020.

Black Lives Matter Banner Vandalism at AHS July 23, 2020

High school students support the event Sunday, July 26, 2020, 6:00 p.m.

COVID testing question

email letter from Arlington parents regarding remote learning planning July 28 202

Respectfully submitted by

Karen Fitzgerald

Administrative Assistant

Arlington School Committee 8720



## Town of Arlington, Massachusetts

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### 8:05 p.m. Subcommittee/Liaison Reports/Announcements

#### Summary:

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



## **Town of Arlington, Massachusetts**

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### **8:25 p.m. Executive Session**

#### **Summary:**

- *To conduct strategy sessions in preparation for negotiations with union and/or nonunion personnel or contract negotiations with union and/or nonunion in which if held in an open meeting, may have a detrimental effect.*
- *To conduct strategy with respect to collective bargaining or litigation, in which if held in an open meeting, may have a detrimental effect. Collective bargaining may also be conducted.*
- AEA Teachers Union

#### **ATTACHMENTS:**

Type	File Name	Description
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## **Town of Arlington, Massachusetts**

**8:45 p.m. Adjournment**



## **Town of Arlington, Massachusetts**

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**Submitted by Jane Morgan, Chair**



## **Town of Arlington, Massachusetts**

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### **Correspondence Received:**

#### **Summary:**

Warrant 21091 10 27 2020

Regular School Committee minutes

District Goals 2019-2020 Curriculum and Instruction Presentation

Questions for Community Stakeholders Survey

Superintendent Proposed Evaluation Report

Emails regarding

Superintendent Finalist Community meetings: Tuesday, November 17 and Wednesday, November 18, 2020 both at 7:00 p.m.

Superintendent Finalist Interview meetings both at 6:30 p.m.

Thursday, November 19, 2020, Dr. Greer

Friday, November 20, 2020, Dr. Homan.

Special School Committee meeting Superintendent hiring conversation Tuesday, November 24, 2020 at 6:30 p.m.

Elizabeth Dray email November 9, 2020 AHS students deserve actionable hybrid ed plan for January 2021.

Diane Gardner email September 15, 2020 AHS reopening feedback

Andrea Canty public comment

Tina Sun, November 8, 2020 email superintendent finalist

Ann Skoczinski public comment

Allison and Michael Perkins AHS Feedback

School Committee Community Relations Chat Report, Saturday, November 7, 2020 at 11:00 a.m. via Zoom.

Warrant for Special Town Meeting, Monday, November 16, 2020

METCO District numbers, hybrid/remote 11 10 2020

Audrey Robert Ramirez email

Thomas Davison

Budget Calendar 2020-21 v2

Janice Weinburg

Traffic MOA

Cafe MOA