

ARLINGTON PUBLIC SCHOOLS

Vision Statement

The Vision of the Arlington Public Schools is to be an equitable educational community where all learners feel a sense of belonging, experience growth and joy, and are empowered to shape their own futures and contribute to a better world.

Mission Statement

The Arlington Public Schools focuses on the whole child to create inclusive and innovative learning opportunities for all students, values diverse identities and ways of learning, prepares all staff to maintain high expectations while providing necessary supports, and sustains collaborative partnerships with families and the community.

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
Tuesday, June 17, 2025
6:35 PM***

In person:

*Arlington Public Schools District Office
14 Mill Brook Drive
2nd Floor, School Committee Room
Arlington, MA 02476*

Via Zoom:

<https://us02web.zoom.us/j/86956181807>

6:35 p.m. Open Meeting (J. Morgan)

6:35 p.m. Executive Session (J. Morgan)

- To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel;*
- To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares;*
- Negotiation discussions: AAA, AEA Unit A, AEA Unit C, AEA Unit D, Local 680: School Bus Operators, School Cafeteria Workers, Traffic Supervisors.*

6:45 p.m. AHS Student Representative(s) to School Committee

6:50 p.m. Public Comment (J. Morgan)

For members of the public who wish to address the Committee, there will be 20 minutes of public comment. If you would like to sign up to speak, either remotely via Zoom or in-person, you must email ediggins@arlington.k12.ma.us by 6:00 p.m. Thursday, the date of the meeting. 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 20 minutes, the number of speakers may be capped or speaking times may be reduced at the discretion of the Chair. All requests to speak received after the date and time indicated, will be invited to speak at the next School Committee Regular Meeting.

7:10 p.m. Possible vote to approve AEA Unit D Contract (R. Spiegel)

- *Unit D MOA 2025*

7:15 p.m. Possible vote to approve Local 680 Bus Contract (R. Spiegel)

- *Signed Bus MOA June 13, 2025*

7:20 p.m. Field Trip discussion and possible approval: Taiwan, 2026 (X. Cao)

- *Taiwan-2026-Trip Application*
- *2604ArlintonTW School Board Packet - Xiaohui Cao*
- *2604ArlingtonTW Proposal*

7:20 p.m. First Read - AHS Student Handbooks (M. Janger)

- *Draft 2025-26 AHS Student Handbook 6.13.25*
- *AHS Handbook Revisions _ Change Log 25-26 6.13.25*

7:30 p.m. Student Services Review (B. Lupini, C. Taymore)

- *Arlington Special Education Study Presentation (6.17.2025)*
- *Arlington Special Education Review Report (Final Draft 6.13.2025)*

7:50 p.m. First Read - Policy BEDH-E - GUIDELINES FOR PUBLIC COMMENT (P. Schlichtman)

- *File: BEDH-E - GUIDELINES FOR PUBLIC COMMENT*

7:55 p.m. FY25 Budget Update (F. Gorski)

8:05 p.m. Discussion and possible vote to name AHS Spaces (E. Homan)

- *AHS Naming*

8:20 p.m. Superintendent's Report (E. Homan)

- *Update on Administrative Hiring Searches*
- *Update on Competitive Grants Awarded*
- *Monthly Update on Enrollments / Class Sizes*
- *Strategic Plan update*

8:30 p.m. Consent Agenda (J. Morgan)

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:

**Warrant #25297, \$769,126.46, June 10, 2025*

**School Committee DRAFT Meeting Minutes, June 4, 2025*

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

- *Budget – K. Allison-Ampe, Chair*
- *Community Relations – L. Gitelson, Chair*
- *Curriculum, Instruction, Assessment & Accountability – L. Exton, Chair*
- *Facilities – J. Thielman, Chair*
- *Policy & Procedures – P. Schlichtman, Chair*
- *Arlington High School Building Committee, J. Thielman, Chair*

- *Liaison Reports*
- *Announcements*
- *Future Agenda Items*

8:40 p.m. Adjournment (J. Morgan)

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

- *8th Grade Civics Action Project Petition*
- *Ottoson Traffic Pattern Letter, June 2025*
- *Email to School Committee from MASC, RE: Learning Lunch - A Conversation on Proposed Amendments to Regional School District Regulations, June 13, 2025*

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 Liz Diggins at ediggins@arlington.k12.ma.us.



Town of Arlington, Massachusetts

Meeting Location - Hybrid

Summary:

In person:

Arlington Public Schools District Office
14 Mill Brook Drive
2nd Floor, School Committee Room
Arlington, MA 02476

Via Zoom:

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Town of Arlington, Massachusetts

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ATTACHMENTS:

Type	File Name	Description
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Town of Arlington, Massachusetts

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Town of Arlington, Massachusetts

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Summary:

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Town of Arlington, Massachusetts

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Summary:

- Unit D MOA 2025

ATTACHMENTS:

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Description



Town of Arlington, Massachusetts

7:15 p.m. Possible vote to approve Local 680 Bus Contract (R. Spiegel)

Summary:

- Signed Bus MOA June 13, 2025

ATTACHMENTS:

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Town of Arlington, Massachusetts

7:20 p.m. Field Trip discussion and possible approval: Taiwan, 2026 (X. Cao)

Summary:

- Taiwan-2026-Trip Application
- 2604ArlintonTW School Board Packet - Xiaohui Cao
- 2604ArlingtonTW Proposal

ATTACHMENTS:

Type	File Name	Description
▢ Backup Material	Taiwan-2026-Trip_Application.pdf	Taiwan-2026-Trip Application
▢ Backup Material	2604ArlintonTW_School_Board_Packet_-_Xiaohui_Cao.pdf	2604ArlintonTW School Board Packet - Xiaohui Cao
▢ Presentation	2604ArlingtonTW_Proposal.pdf	2604ArlingtonTW Proposal

4. International Travel Application

Please fill out this form. YOU WILL NEED TO PRINT IT AND SUBMIT A HARDCOPY. The form will go to the Principal, the Superintendent, and then the School Committee for approval. Please leave time to meet with the Principal and revise before submission. Complete the first draft to the best of your ability.

PROCESS FOR SUBMISSION: Please make a copy of, personalize the copy (if necessary) & print a copy of each and schedule a meeting with the International Travel Coordinator (currently the Principal).

AHS - International Travel Application (THIS FORM)

International Trip Application - Signature Form

Legal Documents - Medical Info, Permission to Treat & Release from liability

Trip Selection Criteria & Behavior Contract

Trip "School Board Packet"

Trip Itinerary

Any other trip provider forms and contracts

You may also want to send the Travel Questionnaire for Travel Agencies to your travel representative before filling out this form, so that you can simply cut and paste their answers into this document.

SEE FORMS AND INSTRUCTIONS HERE:

<https://drive.google.com/drive/folders/1VzeNTstMksLgyb8oyonObPeZdP-RSi4N?usp=sharing>

Your Name *

Xiaohui Cao

In what department and at which school does the lead teacher work? *

World Language Department

Trip Basics

Please provide some basic information about this trip.

Destination (City(s)/Country): *

Taipei, Taiwan

Departure Date *

MM DD YYYY

04 / 17 / 2026

Return Date *

MM DD YYYY

04 / 25 / 2026

How will you be traveling to your destination? (bus, plane, train, etc) *

Plane

How will you be traveling around your destination once you have arrived? (bus, plane, train, etc) *

Bus & High Speed Train

What is the purpose of this trip? (cultural, student exchange, homestay, etc) *

Cultural & 2-day homestay.

Briefly describe the educational purpose/value of this trip. *

This trip is to provide students with opportunities to investigate Taiwan local products and practices to understand more deeply in Chinese perspectives. During this trip, students will be able to use the Chinese they are studying to converse with native speakers, buy goods and souvenirs, and complete simple tasks.

Will any school be missed by those attending? (Yes or No) *

Students will miss Friday 4/17/2026

If school will be missed, what steps will be taken to minimize the impact?

1. Ensure students are fully aware of the missing assignment policy prior to the trip.
2. Require students to contact their teachers in advance to arrange makeup work or assessments.
3. Stay updated on trip logistics including schedules, flight changes, delays, and any health-related concerns.
4. Establish academic eligibility criteria for trip applicants (e.g., no failing grades in other classes).

Who can attend this trip? Is it geared toward particular students? Grade levels? etc. (Requirements for participation should be clearly stated on the Trip Policy & Behavior Contract to be signed by parents. Edits to this document can be made on your own copy) *

Students in grade 9-12 who are currently taking Mandarin can attend the trip.

How much does the trip cost (an estimate is fine) per student? *

Anywhere between \$4200 - \$4500 depending on the number of participants.

What is included in the cost of the trip? *

- ☑ International airfare including all sales taxes, fuel taxes, airport fees
 - International flight budget of up to \$1500 USD, in addition to Real Asia booking fee.
- ☑ All accommodations & Internet in the hotels
- ☑ All meals, which include:
 - Daily American and Chinese breakfasts. All lunches and dinners. Unlimited supply of water or tea during the meals.
- ☑ All first entrance fees to tourist sites
- ☑ Domestic airfare and train
- ☑ 1 coach transport bus
- ☑ HSR (High Speed Rail) ticket
- ☑ Local English-speaking guide
- ☑ Tips to bus drivers, tour guides and directors
- ☑ Unlimited water available at all times
- ☑ No shopping stops unless requested
- ☑ Personal online registration*
- ☑ Pre-trip orientation*
- ☑ USD currency hedging - we guarantee our price in USD regardless of exchange rate once the deposit is received
- ☑ General liability insurance: \$2 million for each occurrence, \$2 million for aggregate
- ☑ Allianz Travel Insurance: Basic plan includes trip cancellation, travel delay, emergency medical/dental (More details will be shared 2 months prior to the trip)

What is NOT included in the cost of the trip? What expenses will students incur during the trip? *

Visa processing (see “Optional Services” for details)

Arlington Public Schools requires a minimum of 2 teacher chaperones for all international travel (3 preferred). Chaperones of at least 2 gender identities are required.

What is the name and email address for the lead chaperone? *

Xiaohui Cao xcao@arlington.k12.ma.us

Please provide the names and emails of all chaperones. (Non-district employees must be approved by administration and complete a CORI before the trip)

Jing-Huey Wei jwei@arlington.k12.ma.us

Travel Company

What is the name of the agency with whom you have worked to plan this trip? *

Real Asia

What is the name, phone number and/or email address of the individual agent(s) with whom you have worked? *

Carol Wang 王夢詩 | Senior Associate

T: +1 (720) 266-4666 x 806

E: cwang@realasia.travel

Describe the trip insurance plan and liability. (Trip insurance usually includes coverage for emergency travel home, trip cancellation, etc. This is NOT just liability.) *

Allianz Travel Insurance: Basic plan includes trip cancellation, travel delay, emergency medical/dental (More details will be shared 2 months prior to the trip)

In the event of cancellation, describe the refund date(s) and policy. (Include a print out of this information attached the Trip Policy & Behavior Contract that is signed by students and parents/guardians) *

Standard Individual Cancellation Policy

The effective date of cancellation will be established based on the date when Real Asia receives official notification from the designated school representative, program traveler, or their legal guardian.

Should a cancellation occur:

☐ 150 days or more before departure: A full refund will be issued, minus a \$100 processing fee and any supplier-incurred losses*.

☐ Between 90 and 150 days: A full refund will be issued, minus a \$300 processing fee and any supplier-incurred losses*.

☐ Between 30 and 90 days: A full refund will be granted, minus a \$500 processing fee and any supplier-incurred losses*.

☐ Less than 30 days: No refund will be issued.

Cancellations Under a U.S. State Department Level 4 Travel Advisory

The safety of Real Asia participants is our top concern. Our international travel program cancellation policy is set accordingly to the U.S. State Department.

Suppose any destination of your program is a Level 4 “Do Not Travel” advisory from the U.S. State Department.

In that case, the whole group will be offered the opportunity to cancel and receive a full refund (minus the US\$50 processing fee and the supplier loss fee*)

*Supplier loss is anything we cannot get back from third-party travel providers such as airlines and hotels. RealAsia has the right to cancel a trip before departure if an event occurs that is outside of the company’s control, such as natural disasters, disease outbreaks, political instability, etc.

How do students register for this trip? (online with travel company, through lead teacher, through the school, etc) *

Online with RealAsia.

If there is a payment plan, or options, please describe. *

Payment Method options:

1. School pays Real Asia via checks.
 2. School pays Real Asia via wire transfer: info to be given upon request.
 3. Students directly pay Real Asia
- Credit cards are accepted via our online registration page with an additional 4% transaction fee.
 - Direct bank deposit via our online registration page, with no additional charges.

Payment Deadlines & Timeline:

To secure your trip, we require an initial deposit. Typically, this involves a 40% initial deposit, followed by up to 6 payments before the trip departure.

Post-Trip Invoicing:

Real Asia covers any in-country charges during the trip and will invoice the school within 60 days after the trip.

Late Registration Policy:

1. After the registration due date and/or 120 days prior to trip: \$50
2. 120-91 days prior to trip: \$100 + extra trip cost
3. 90-61 days prior to trip: \$150 + extra trip cost
4. 60 days prior to trip: \$300 + extra trip cost

Extra trip costs are any extra costs that may occur in relation do late bookings, for example airfare & hotel room rate increases.


What is the process for students who may have difficulty paying for this trip? *


We have at AHS the International Scholarship Fund as one possibility of assistance for students who request it.

If the company provides fundraising opportunities, please explain.

RealAsia doesn't provide fundraising opportunities.

Please upload a "School Board Packet," if provided by the travel agency. (Be sure the document includes the lead teacher name, the phrase "School Board Packet" and destination city in its title)

 2604ArlintonTW ...

 Add file

Pre-Trip Prep

Describe how you will disseminate information about this trip to students. *

I will host student and parent/family informational meetings after school, either in-person and/or remotely depending on participant availability.


Describe how you will communicate with parents before the trip. (Parent meetings, informational website, etc) *


I will

- 1. host parent/family informational meetings
- 2. use emails to send information and documents.
- 3. post the information in Google Classroom

During the Trip

Please attach your trip itinerary. (Be sure the document includes the lead teacher name, the phrase "Itinerary" and destination city in its title) *

 2604ArlintonTW ...

 Add file

Describe how you will factor emergency expenses into the trip budget. *

I would advise all the participants to carry at least 1500 Taiwan dollars (equivalent to about 50 US dollars) each day in case of emergency. I would also suggest them to ask parents to see if they can be added in as an authorized user on an adult's credit card account, so they can carry a credit card with them.

Describe how you will communicate with parents/guardians during the trip. *

I will share my email with parents and use a shared google drive to update our trip on a daily basis.

Describe how you will communicate with administration during the trip. *

I will communicate with administration through email and WhatsApp during the trip. My cell phone might work in Taiwan as well.

In order to officially submit this, you will need to PRINT AND SUBMIT to the Principal all of the required documents (See above). Have you submitted? *

☒ I have printed and submitted the required documents to the Principal.

This form was created inside of Arlington Public Schools.

Google Forms

2026 Arlington High School Taiwan Trip (9-day) School Board Packet

Contents

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Incident and Emergency Protocols for Group Student Travel	4
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Policy of Safety, Risk, and Standard of Security Protocols (Protocols for normal situations in the area of service)

1. Safety and Risk Assessment:

- a. Conduct a comprehensive safety and risk assessment of the travel destination and service areas before the trip.
- b. Identify potential hazards, including health risks, transportation safety, environmental factors, and local security concerns.
- c. Evaluate the suitability of accommodations, transportation providers, and service providers based on safety standards.

2. Pre-Travel Preparation:

- a. Provide pre-travel information to students, parents, and staff members about safety guidelines, rules, and expectations.
- b. Share details about the itinerary, including activities, locations, and potential risks associated with each destination.
- c. Ensure students have necessary travel documents, insurance coverage, and relevant medical information.

3. Communication and Emergency Contacts:

- a. Establish clear communication channels among students, staff, and parents/guardians.
- b. Provide students and staff with emergency contact numbers, including local authorities, medical facilities, the nearest embassy or consulate, and designated staff members from your organization or educational institution.

4. Code of Conduct and Behavior Expectations:

- a. Develop and communicate a code of conduct for students, emphasizing respectful behavior, cultural sensitivity, and adherence to local laws and customs.
- b. Set behavior expectations and consequences for violations to ensure a safe and inclusive environment for all participants.

5. Supervision and Group Management:

- a. Assign qualified staff members or chaperones to provide supervision and guidance throughout the trip.
- b. Maintain appropriate student-to-staff ratios to ensure effective supervision and group management.
- c. Implement a buddy system or check-in system to account for all students at regular intervals.

6. Transportation Safety:

- a. Collaborate with reputable transportation providers that adhere to safety regulations and have a track record of responsible practices.
- b. Ensure that vehicles used for transportation are regularly inspected and maintained.
- c. Emphasize the use of seat belts and other safety measures during transportation.

7. Health and Medical Preparedness:

- a. Provide information and resources for students regarding necessary vaccinations, medical requirements, and health considerations specific to the travel destination.
- b. Require students to have comprehensive health insurance coverage and access to necessary medications.
- c. Maintain a list of local medical facilities and healthcare providers in case of medical emergencies.

8. Incident Reporting and Response:

- a. Establish protocols for reporting incidents, accidents, or safety concerns promptly.
- b. Ensure that staff members are trained in responding to emergencies and can provide necessary first aid and support.
- c. Designate a point person or emergency response team responsible for coordinating and managing the response to any incidents.

9. Continuous Monitoring and Evaluation:

- a. Regularly assess and monitor the safety and security measures in place during the trip.
- b. Conduct regular debriefings and evaluations to identify areas for improvement and implement necessary changes.
- c. Stay informed about local safety updates and advisories from reputable sources.

10. Documentation and Records:

- a. Maintain comprehensive records of safety protocols, risk assessments, incident reports, and emergency responses.
- b. Keep records of student and staff information, emergency contact details, and relevant medical information in a secure and accessible manner.

By implementing these safety, risk, and security protocols, you can help ensure the well-being and security of students during group travel. Regularly review and update these protocols to align with evolving best practices and emerging risks. Collaborate with local authorities and organizations to stay informed about the latest safety measures and recommendations in the areas of service.

On-site response to an emergency

If an incident arises, Real Asia staff must first and foremost come to the aid of the person in danger and assess the situation. The assessment of an event will utilize the following guidelines for incident classification:

- **Minor incident** means a smaller incident or injury which causes concern but presents no external threat – for example, a minor bruise, scrape etc.
- **Moderate incident** means a concerning event which has the potential to escalate to a more serious crisis and/or effect the continuation of program
- **Major incident** means a serious event. It may also be that another event that has occurred which poses a further threat - for example a fatality, serious injury, fire, explosion etc.
- **Emergency** means a severe crisis such as a number of fatalities and serious injuries – examples include a natural disaster, a large fire, explosion, bomb sabotage, material release, civil unrest, shootings, or severe ethical or reputation damage

In the case of a moderate/major incident or emergency, Real Asia must immediately contact the local emergency services, and work with the accompanying teachers to contact the school/university's leadership.

In the case of a minor incident, Real Asia staff must first tend to the incident and then contact the Taiwan office if appropriate – i.e. a small cut or bruise does not warrant calling the head office but should be recorded in the incident logbook.

Furthermore, Real Asia staff must ensure that all other participants are **removed from harm**. Real Asia staff can ask for the accompanying teachers/chaperons take the other participants in a safe location away from the incident. Specific responses to incidents:

Ill or injured participant:

Real Asia on-site personnel will coordinate with Real Asia local emergency contacts to confirm the following details to better assist with emergency services:

- Identity of individual(s) involved
- Brief description of accident, illness or emergency
- Location of accident or emergency
- Contact numbers (mobile, landline, and fax) where caller can be reached
- Verify that calls have been placed to emergency response services, local hospitals, local law enforcement, and/or embassy or consulate hotlines

Real Asia tour leader should also take the following steps:

- First-aid trained Real Asia staff should tend to the participant and assess the severity of the injury/illness. If the school/university has sent a nurse to accompany the students, work in collaboration with him/her and treat the student
- If the injury or illness is serious, arrange emergency medical care and ensure that one member of Real Asia staff and one teacher/ chaperon accompany the participant to the closest hospital
- When appropriate Real Asia will contact the student's emergency contact (parents, care giver etc.) and inform them of the situation
- Arrangements will be then made, where necessary, for ongoing medical care in-country or evacuation
- Log in all the details pertaining to the incident

Assault/Victim of a crime:

- Real Asia staff should immediately contact the local authorities and Real Asia Office
- Offer the participant mental support and reassure the victim
- Ask the participant what happened and ensure that the information is written down
- Where a student has been injured, Real Asia staff should ensure emergency medical care is provided
- Where the student is distressed as a result of being a crime victim, Real Asia staff member should liaise with the School/University's counselling and psychological services to offer support if required or desired by the participant
- If legal representation is required, Real Asia staff member should contact the office and ask for assistance to contact the relevant Embassy/Consulate
- Record the incident

Incident and Emergency Protocols for Group Student Travel (Protocols for situations outside the normal – crisis situations)

1. Immediate Response:

- a. Ensure the safety and well-being of all students and staff members.
- b. Designate an emergency response team or point person responsible for coordinating the response efforts.
- c. Activate emergency communication channels to establish contact with students, staff, and relevant stakeholders.

2. Assess the Situation:

- a. Gather as much information as possible about the crisis or emergency situation.
- b. Consult with local authorities, emergency services, and other relevant organizations to understand the extent of the crisis and the recommended course of action.

3. Activate the Emergency Plan:

- a. Implement the pre-determined emergency response plan based on the nature of the crisis.
- b. Follow specific protocols outlined for different crisis scenarios, such as natural disasters, political unrest, terrorism threats, or medical emergencies.

4. Communication and Coordination:

- a. Maintain regular and clear communication with students, staff, parents, guardians, and relevant authorities throughout the crisis situation.
- b. Establish a communication center or hotline for concerned individuals to contact for updates and assistance.
- c. Collaborate with local authorities, embassies or consulates, and educational institutions to ensure a coordinated response.

5. Evacuation and Sheltering:

- a. If necessary, initiate evacuation procedures based on the severity of the crisis and the recommendations of local authorities.
- b. Arrange safe transportation and accommodations for students and staff during the evacuation process.
- c. Identify designated shelter locations or safe areas for students and staff in case evacuation is not immediately possible.

6. Support and Care:

- a. Provide immediate medical attention and support to individuals injured or affected by the crisis.
- b. Offer emotional support and counseling services to students and staff members who may be distressed or traumatized by the event.
- c. Ensure access to necessary medications, healthcare services, and resources for students with pre-existing medical conditions.

7. Reunification and Communication with Parents/Guardians:

- a. Establish a process for reuniting students with their parents or guardians after the crisis situation has been resolved.
- b. Communicate regularly with parents/guardians to provide updates, reassurance, and instructions on how they can support their children during the crisis.

8. Post-Crisis Evaluation and Support:

- a. Conduct a thorough debriefing and evaluation of the crisis response to identify strengths, weaknesses, and areas for improvement.
- b. Review and update the emergency protocols based on the lessons learned from the crisis.
- c. Provide ongoing support, resources, and counseling to students and staff members in the aftermath of the crisis.

9. Documentation and Reporting:

- a. Document all aspects of the crisis response, including actions taken, communication records, decisions made, and outcomes.

- b. Prepare a comprehensive incident report that highlights key details and recommendations for future crisis management.

10. Training and Preparedness:

- a. Conduct regular training sessions for staff and students to familiarize them with emergency protocols and crisis response procedures.
- b. Ensure that all participants are aware of their roles and responsibilities in different crisis scenarios.
- c. Regularly review and update emergency plans and protocols based on emerging risks and best practices in crisis management.

Remember, crisis situations can vary in nature and severity, so it is crucial to tailor your incident and emergency protocols accordingly. Seek guidance from local authorities, adhere to their instructions, and work closely with relevant organizations to ensure the safety and well-being of everyone involved in the group student travel program.

Furthermore, Real Asia staff must ensure that all other participants are **removed from harm**. Real Asia staff can ask for the accompanying teachers/chaperons take the other participants in a safe location away from the incident. Specific responses to incidents:

Natural Disasters/ Contagious disease or another public health issue/Outbreak of war or civil unrest:

If the emergency resulted from a natural disaster, an act of terrorism, or an act of war, the Real Asia emergency contact should confirm the following details:

- If the event was political, what was the target of unrest?
- What is the intensity of the unrest?
- Are there military or emergency personnel at the site of the emergency?
- What is the advice of the US, EU member states' embassies and/or consulates?
- What impact, if any, does the situation have on the availability of food, water, and medical supplies?
- How able are program participants to travel?
- Is continuation of the program feasible?

Once all immediate threats have been secured, the Real Asia on-site personnel will:

- Reassess planned activities for the program and adjust as deemed necessary to avoid subjecting program participants to additional stress. Plan for creative ways to proceed
- Stay in close communication with the Real Asia emergency contact for instructions or input, and to let Real Asia staff know of activities and whereabouts of group at all time
- Assess physical and emotional needs of participants. Remind participants of appropriate behaviors
- Notify the Real Asia emergency contact if additional staff are needed on-site to carry out necessary arrangements
- Make additional travel arrangements as necessary

- Make certain all affected local and authorities are consulted and kept informed
- In the event of a fatality, wait for legal authority (usually local) before moving the body. Make sure photographs are taken before the body is moved
- Communicate any action or evacuation plans to program participants
- Record & document all activities

Child Protection Policy

Introduction

As an organization which caters to educational institutions and works closely with children and young people, Real Asia must ensure:

- The welfare of the child is paramount
- All Children, whatever their age, culture, disability, gender, language, racial origin, religious belief and/or sexual identity have the right to protection from abuse
- All suspicions and allegations of abuse and poor practice will be taken seriously and responded to swiftly and appropriately
- All Real Asia staff have a responsibility to report concerns to the appropriate officer

Real Asia is committed to ensuring the safety and well-being of children participating in immersion education-based travel programs. We have zero tolerance for any form of child abuse, neglect, exploitation, or harm. This policy outlines our commitment to child protection and establishes guidelines and procedures to prevent and respond to child protection concerns.

Policy Statement:

Real Asia has a duty of care to safeguard all children involved in Real Asia programs from harm. All children and your people have a right to protection, and the needs of disabled children and others who may be particularly vulnerable must be taken into account. Real Asia will ensure the safety and protection of all children involved in Real Asia through adherence to the Child Protection guidelines adopted by Real Asia.

Policy Aims

The aim of the Real Asia Protection Policy is to promote good practice:

- Providing children and young people with appropriate safety and protection whilst in the care of Real Asia
- Allow all Real Asia staff to make informed and confident responses to specific child protection issues

Good Practice Guidelines

All personnel should be encouraged to demonstrate exemplary behavior in order to promote children's welfare and reduce the likelihood of allegations being made. The following are common sense examples of how to create a positive culture and climate:

- Always working in an open environment (e.g. avoiding private or unobserved situations and encouraging open communication with no secrets)
- Treating all young people equally and with respect and dignity

- Always putting the welfare of each young person first, before achieving goals of program or completing the activity
- Maintaining a safe and appropriate distance with children and young people (e.g. it is not appropriate for staff to engage in intimate relationship with children or to share a room)
- Building balanced relationships based on mutual trust which empowers children to share in the decision-making process
- Ensuring that if any form of manual/physical support is required, it should be provided openly and in accordance to safeguarding guidelines. Young people and teachers should always be consulted and their agreement gained
- Keeping up to date with technical and First Aid skills and qualifications
- Ensuring that if mixed groups are taking part in a program, they should always be accompanied by a male and female member of staff
- Being an excellent role model – this includes not smoking or drinking alcohol in the company of young people. Real Asia stipulates that as long as a Real Asia team member is on trip, he or she cannot drink alcohol throughout the duration of the program even when not in the presence of young people
- Giving enthusiastic and constructive feedback rather than negative criticism
- Recognizing the developmental needs and capacity of young people and disabled children – avoiding excessive activities or exercises and not pushing them against their will
- Securing parental consent and school's consent in writing to act in loco parentis, if the need arises to administer emergency first aid and/or other medical treatment
- Keep a written record of any injury that occurs, along with the details of any treatment given

Practices never to be sanctioned

- Engage in rough, physical or sexually provocative games
- Share a room with a child
- Allow or engage in any form of inappropriate touching
- Allow children to use inappropriate language unchallenged
- Make sexually suggestive comments to a child, even in fun
- Reduce a child to tears as a form of control
- Fail to act upon and record any allegations made by a child
- Do things of a personal nature for children or disabled young people, that they can do themselves

Incidents that must be reported/recorded

If any of the following occur, Real Asia staff should report this immediately to the Director, appropriate officer and the school's head teacher as well as record the incident:

- If the child is accidentally hurt by a member of staff
- If the child requires any first aid treatment
- If the child seems distressed in any manner

Use of photographic/filming equipment upon Real Asia programs

In accordance to the rules and guidelines of the schools/institutions for which Real Asia caters, all members of staff shall not take pictures or videos of the students without the consent of both the teachers and students. Furthermore, Real Asia staff shall not post these pictures and videos to their social media (e.g. Wechat, Facebook etc.)

Personal contact information and social media

In accordance to the rules and guidelines of the schools/institutions for which Real Asia caters, all members of staff shall not share their contact details, or connect with students via social media etc. before, during or following Real Asia programs.

Recruitment and training of Real Asia staff

Real Asia recognizes that anyone may have the potential to abuse children in some way and that all the reasonable steps are taken to ensure unsuitable people are prevented from working with children. Pre-selection checks must include the following:

- All staff should complete an application form. The application form will elicit information about an applicant's past and a self-disclosure about any criminal record
- In accordance to local laws, applicants are required to provide the local government bureaus with their criminal record in order to obtain their visa. A failure to provide said criminal record will lead to the termination of the application process for a position at Real Asia
- At least one confidential reference, including remarks on previous work with children. These references must be taken up and confirmed through telephone contact Interview and induction

All employees will be required to undergo an interview carried out to acceptable protocol and recommendations. All employees should receive an induction, during which:

- A check should be made that the application form has been completed in full (including sections on criminal records and self-disclosures)
- Their qualifications should be substantiated
- The job requirements and responsibilities should be clarified
- Child protection procedures are explained, and training needs are identified
- They should sign up to Real Asia's Code of Ethics and Conduct as well as the Child Protection policy

Training

In addition to preselection checks, the safeguarding process includes the training after recruitment to help staff to:

- Analyze their own practice against established good practice, and to ensure their practice is not likely to result in allegations being made
- Recognize their responsibility and report any concerns about suspected poor practice or possible abuse
- Respond to concerns expressed by a child or young person
- Work safely effectively with children

Real Asia requires:

- All staff and guides to attend bi-annual 3-hour good practice and child protection awareness training workshop, to ensure their practice is exemplary and to facilitate the development of a positive culture towards good practice and child protection.
- Relevant personnel to receive advisory information outlining good practice and informing them about what to do if they have concerns about behavior of an adult towards young people.
- All staff and guides to gain universal first aid training
- Attend update training when required

Responding to allegations or suspicions

17875 Von Karman Ave, Suite 150, Irvine, CA 92614
Phone: +1 (720) 266-4666

info@realasia.travel
<http://www.realasia.travel>

It is not the responsibility of anyone working at Real Asia to confirm/judge whether or not child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the appropriate officer, school leadership and appropriate local authorities. Real Asia will assure all staff that it will fully support and protect anyone, who in good faith reports his or her concern that a colleague is, or may be, abusing a child. Where there is a complaint against a member of staff, the member of staff will immediately be removed from the program and there may be three types of investigation:

- A criminal investigation
- A child protection investigation in coordination with school's leadership
- A disciplinary or misconduct investigation. The results of the police and child protection investigation may well influence and inform the disciplinary investigation, but all information will be used to reach a decision

Actions if there are concerns

Concerns about poor practice:

- If, following consideration, the allegation is clearly about poor practice; the Director and Real Asia's Child Protection Officer will deal with it as a misconduct issue.
- If the allegation is about poor practice by Real Asia's Child Protection Officer, or if the matter has been handled inadequately and concerns remain, it should be reported to the leadership of the company and of the school who will decide how to deal with the allegation and whether or not to initiate disciplinary proceedings.

Concerns about suspected abuse:

- Any suspicion that a child has been abused by either a member of staff or a teacher of the school, should be reported to both Real Asia's Child Protection Officer and the School's leadership, who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk
- Real Asia's Child Protection Officer will refer the allegation to the local authorities
- The parents or care givers of the child will be contacted as soon as possible following advice from the local authorities and school's leadership

Confidentiality

Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need to know basis only. This includes the following people:

- Real Asia's Child Protection Officer
- The parents of the person who is alleged to have been abused
- The person making the allegation
- Police
- School's Leadership
- Real Asia Education's Director

Information should be stored in a secure place with limited access to designated people, in line with data protection laws.

Internal enquiries and suspension

Real Asia's Child Protection Officer will make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police inquiries. Irrespective of the findings of the police inquiries, Real Asia's Disciplinary Committee (comprised of the company's leadership) will assess all individual cases to decide whether a member of staff can be reinstated and how this can be sensitively handled. This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases, Real Asia's Disciplinary Committee must reach a decision based upon the available information which could suggest that on a balance of probability, it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

Staff and Volunteer Recruitment and Screening:

- All staff and volunteers engaged in immersion education-based travel programs involving children must undergo a thorough screening process, including background checks, reference checks, and verification of qualifications.
- Any individual with a history of child abuse or any relevant criminal offense will not be eligible for employment or volunteer positions that involve contact with children.
- Staff and volunteers will receive training on child protection policies, identifying signs of abuse, appropriate behavior, and reporting procedures.

Code of Conduct:

- All staff and volunteers must adhere to a code of conduct that clearly outlines acceptable and unacceptable behavior when interacting with children.
- Physical, emotional, and sexual abuse or harassment, including inappropriate relationships with children, is strictly prohibited.
- Staff and volunteers should maintain appropriate boundaries and avoid any behavior that may be misinterpreted or make children feel uncomfortable.
- Staff and volunteers should not engage in any form of corporal punishment.

Supervision and Monitoring:

- Adequate supervision must be provided to ensure the safety and security of children at all times during travel programs.
- The staff-to-child ratio should be appropriate to maintain effective supervision and provide necessary support
- Regular monitoring and observation of staff and volunteers should take place to ensure compliance with child protection policies and guidelines.

Reporting and Responding to Concerns:

- Any staff member or volunteer who suspects or receives information about potential child abuse, neglect, or exploitation must report it immediately to the designated child protection officer or the local authorities, as required by law.
- The child protection officer will handle all reports and ensure appropriate action is taken, including supporting the child, informing parents or guardians, and cooperating with law enforcement and child protection agencies.
- Confidentiality will be maintained throughout the reporting and investigation process, with information shared on a need-to-know basis.

Child Safeguarding Awareness:

- Children participating in the travel programs should be informed about their rights, safety measures, and the importance of reporting any concerns or issues to the staff.
- Educational materials and age-appropriate resources should be made available to raise awareness among children about their personal safety, boundaries, and risks.
- Parents or guardians will be provided with information about the child protection policy and their role in supporting a safe environment.

Review and Continuous Improvement:

- The child protection policy will be reviewed periodically to ensure its effectiveness, compliance with legal requirements, and alignment with best practices in child safeguarding.
- Feedback from staff, volunteers, parents, and children will be encouraged and considered in the review process.
- Training and awareness programs will be regularly conducted to keep staff and volunteers updated on child protection practices and emerging issues.

This Child Protection Policy is designed to guide the actions and behaviors of all individuals associated to ensure the safety and protection of children during immersion education-based travel programs. Any violation of this policy will result in appropriate disciplinary action, which may include termination of employment or volunteer status and, if applicable, reporting to the relevant authorities.

Meet Real People, See
RReal Asia



Taiwan Trip Itinerary

Arlington Public
High School

Lead Teacher:
Ms. Xiaohui Cao

04/17/2026-04/25/2026
(9 days)

Taipei | Shifen | Yilan | Tainan



WHY **R**eal Asia

- Providing study trip services to US schools since 2005
- Assistance in designing and implementing Asia study trips for K-12 programs
- Logistic support and educational content, including cultural classes and immersion experiences
- Highly specialized and experienced staff and partners
- Premier educational travel services for K-12 programs in Asia and North America
- Focus on immersion and authenticity
- Expertise in Asian culture, Chinese languages, and K-12 education
- Unique edge compared to other travel agencies
- Network of services covering Greater China regions, Japan, Korea, Southeast Asia, and UAE

Unconditional trip support. From start to finish.

Taiwan Trip

TRIP HIGHLIGHTS

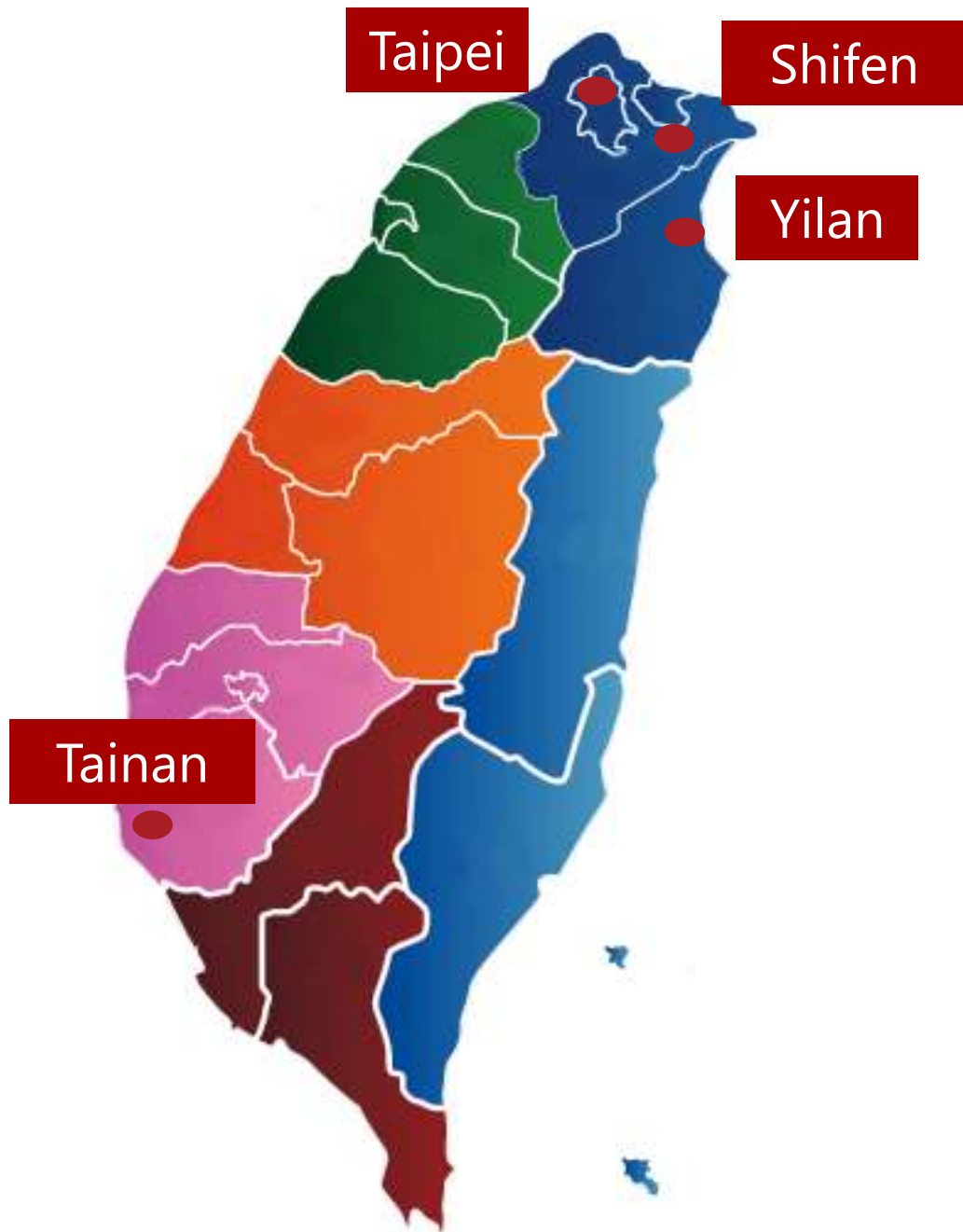


- Visit Taipei 101, CKS Memorial Hall, Longshan Temple, National Palace Museum, Shifen, Tainan Confucius Temple, Anping Old Fort, Dadaocheng, etc.
- Enjoy delicious Chinese food
- Explore local night markets
- Participate in a hands-on cooking classes and tea activities
- Immerse in language and culture
- Stay with the local family and learn first-hand about local customs
- Meet locals and make friends

Program Overview

- A mountainous island off mainland China, Taiwan boasts a diverse cultural heritage with roots in a complex history.
- Integrated with Chinese language, traditions, customs, festivals, arts, and symbols, Taiwan keeps the essence of Chinese culture alive.
- This custom program brings to life school subjects like language, history, geography, outdoor education, and environmental science.
- Students gain a deep understanding of Taiwan's complex history, including colonial eras and original aboriginal cultures and will participate in rewarding activities and language projects.





Where Are We Going



April 17, 2026

USA/Taipei



- Meet at the airport
- Fly to Taiwan

April 18, 2026

Taipei



- Arrive in the morning and meet your local guide
- Group welcome lunch
- Participate in a hands-on Street Food Cooking workshop and learn all about Taiwanese culinary traditions 烹飪課
- Visit the landmark of Taipei 101 Skyscraper 台北101

**Public MRT transport used after drop-off luggage in the hotel*

April 19, 2026

Taipei



- Make a contribution to the orphanage (or to another organization if the orphanage is not available) 社區服務
- Visit the iconic scenery CKS Memorial Hall 中正紀念堂, featuring the changing of the guards, National Concert Hall, National Theater, and gardens.
- Visit Longshan Temple 龍山寺
- Historical Walk at Ximen Red House 西門紅樓 & Explore local hang-outs at Ximending inner city district 西門町商圈

**Enjoy fun language activities and practice speaking Chinese*

**Public MRT transport used all-day*

April 20, 2026

Yilan



- Travel to Yilan 宜蘭
- Come to The National Center for Traditional Arts 國立傳統藝術中心 to immerse yourself in Taiwan's rich traditional art and culture; engage in various hands- on activity to create lasting memories
- Take a boat ride or bike around the scenic Meihua Lake 梅花湖 and enjoy the leisurely pace and stunning views along the way
- Head back to Taipei 台北

烹飪課

Cooking Workshops

TRIP HIGHLIGHTS



Learn how to cook Taiwanese cuisine and immerse yourself in the local culinary traditions.

台北101

Taipei 101

TRIP HIGHLIGHTS

The pressure-controlled lift is quite a rush; at 1010m per minute it takes a mere 40 seconds to get from ground level to the 89th-floor observation deck, with an outdoor deck on the 91st floor opened on some occasions, weather permitting.



中正紀念堂 CKS Memorial Hall

TRIP HIGHLIGHTS

Erected in honor and memory of Generalissimo Chiang Kai-shek. The entrance to the main hall is made via a series of 89 steps (Chiang's age when he died).



龍山寺

LongShan Temple

TRIP HIGHLIGHTS

Historic and culturally significant temple dedicated to Buddhist, Taoist, and folk deities. Known for its intricate architecture and spiritual atmosphere, it attracts both worshippers and tourists seeking blessings and a glimpse of Taiwan's rich religious heritage.



西門町 Ximending

TRIP HIGHLIGHTS



Located in historic Wanhua, Ximending is home to the Ximen Red House art and event center, the lively Ximending Inner City District shopping and social area. The area teems with shops selling clothing, accessories, electronics, and more, as well as myriad dining and entertainment venues.

國立傳統藝術中心 National Center for Traditional Arts

TRIP HIGHLIGHTS



An immersive experience into Taiwan's rich cultural heritage, showcasing traditional crafts, performances, and exhibitions.

梅花湖風景區

Meihua Lake

TRIP HIGHLIGHTS



Meihua Lake in Yilan is a serene, scenic lake surrounded by lush mountains, known for its peaceful walking trails, bike paths, and natural beauty.

April 21, 2026

Shifen



- Onward to Shifen 十分 & Pingxi 平溪
- Get a glimpse of an old railroad town at Shifen Old Street 十分老街 and make a wish and set a light sky-lanterns free before returning to Taipei 放天燈
- Appreciate the amazing view of Shifen waterfalls 十分瀑布 if time allows
- Dive into the fascinating world-class collection of Chinese art at National Palace Museum 故宮博物院

**Private shuttle bus transport used all-day*

**Participate in scavenger hunt activities throughout the day*

April 22, 2026

Tainan

- Take HSR to Tainan 台南 in the morning
- Welcome by Taiwan local school & school tour
- Lunch at school
- Spend your afternoon at school and attend a variety of classes with local students 學校參訪
- Dinner and free time to explore at night market or join activities arranged by host family
- Go back to host family and learn first-hand about local customs

** No bus and tour guide services after arriving the school*

** The specific school and its location can only be confirmed after verifying with the school (Preferred National Tainan Girl's Senior High School 台南女中 but not guaranteed)*



April 23, 2026

Tainan



- Spend your morning at school and attend a variety of classes 學校參訪 & Lunch at school
- City tour with the local students if possible in Tainan 台南巡禮
 - * Visit the Confucius Temple 台南孔廟, also known as "The First School in Taiwan"
 - * Enjoy lunch in Anping Old Street 安平老街
 - * Explore Anping Old Fort 安平古堡, also known as Fort Zeelandia
 - * Visit the Anping Tree House 安平樹屋, a unique structure where an old warehouse has been reclaimed by nature, creating a fascinating blend of history and greenery.
- Head back to the school
- Go back to host family and learn first-hand about local customs
- * *Will provide bus and tour guide services for the city tour*

April 24, 2026

Taipei



- Head back to Taipei 台北
- Visit the Taiwan Presidential Office 總統府, a stunning historical landmark that showcases grand Baroque-style design and a rich history
- Walk into Dadaocheng 大稻埕 to feel a mix of history, architecture, tradition and culture; Put on retro clothes and experience the century-old glory of Taipei in the past at Dadaocheng Visitor Center 大稻埕遊客中心 - 傳統服飾體驗
- Learn how to brew, taste, and choose the finest tea leaves 茶藝體驗
- Enjoy a fun night at a Taiwanese-style KTV and a delicious dinner 歡唱KTV

**Public MRT transport used*

April 25, 2026

Taipei/USA



- Head to the airport
- Return to US

故宮博物院 National Palace Museum

TRIP HIGHLIGHTS



Houses the world's largest collection of priceless Chinese art treasures, one which spans nearly 5,000-year history. Most of the museums over 600,000 art objects were part of the Chinese imperial collection, which began over 1,000 years ago in the early Song dynasty.

十分老街 Shifen Old Street

TRIP HIGHLIGHTS

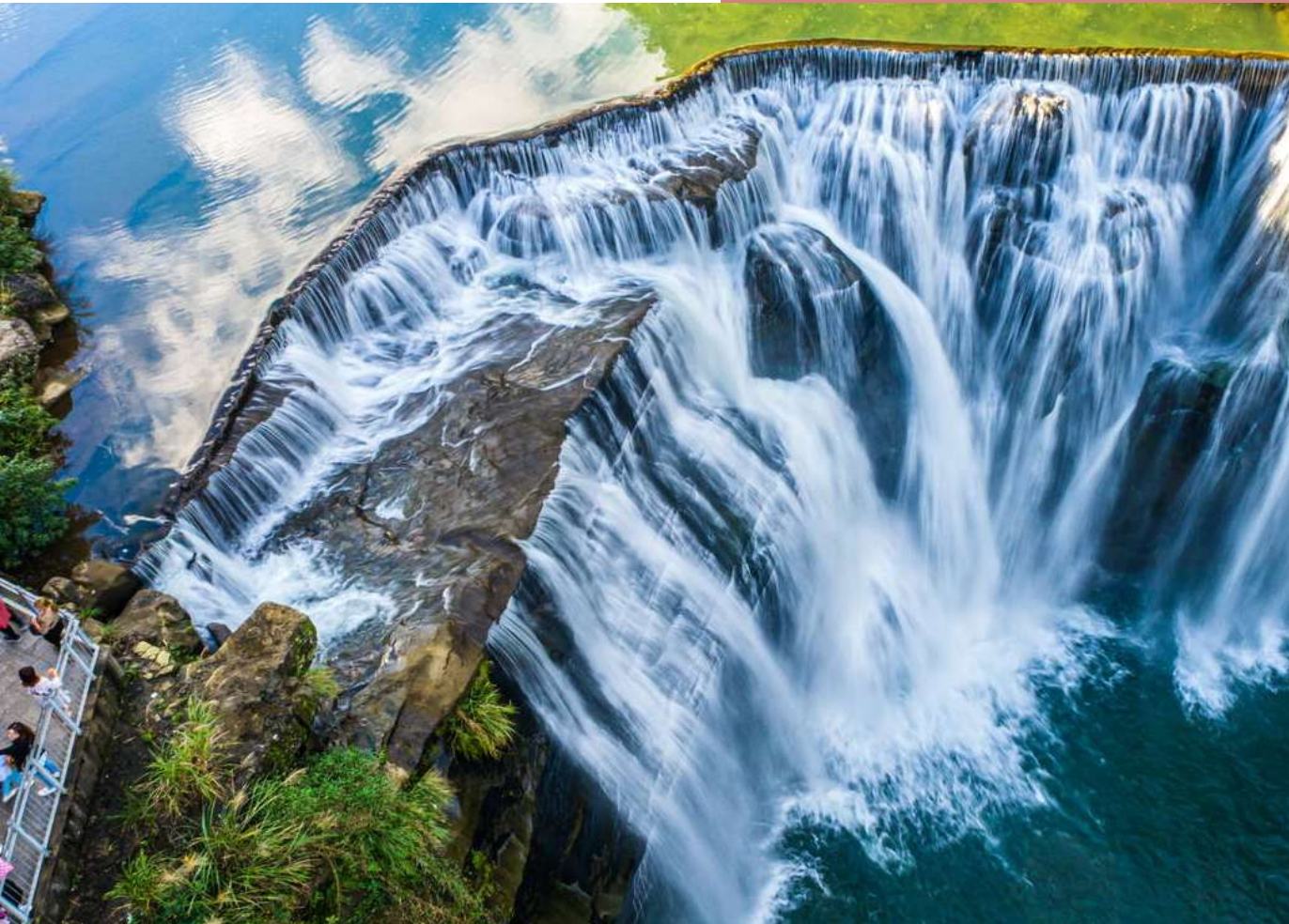
Originally built to transport coal, Shifen Old Street stop has now become one of the most popular on the Pingxi rail-line, with local food, souvenir shops and puffing trains adding to the charm.



十分瀑布

Shifen Waterfall

TRIP HIGHLIGHTS



View the 40m tall waterfall, widely-known as the “Little Niagara Falls” of Taiwan.

台南孔廟

Tainan Confucius Temple

TRIP HIGHLIGHTS



Built in 1665, is Taiwan's oldest Confucian temple and a revered cultural site, symbolizing the nation's historical dedication to education and Confucian philosophy.

安平古堡

Anping Fort

TRIP HIGHLIGHTS

Historic site originally built by the Dutch in the 17th century as Fort Zeelandia. It played a crucial role in Taiwan's colonial history and is now a popular tourist attraction showcasing remnants of its past, including old walls and a watchtower.



安平樹屋

Anping Tree House

TRIP HIGHLIGHTS

Fascinating historical site where massive banyan trees have intertwined with an old warehouse, creating a unique blend of nature and architecture. Originally a warehouse for trade, it now stands as a popular tourist attraction, showcasing the power of nature reclaiming man-made structures.



總統府 Presidential Office

TRIP HIGHLIGHTS



Built during the Japanese colonial period, the building features a Baroque-style design and is an important symbol of Taiwan's government and political history. Students can explore its impressive architecture and learn about Taiwan's political developments.

大稻埕 Dadaocheng

TRIP HIGHLIGHTS



Dadaocheng was once a thriving business district, developed through the trade of tea and fabric. It is now one of Taiwan's most evocative and history-rich areas.

大稻埕傳統服飾體驗 Tea Picking & Making

TRIP HIGHLIGHTS



The Dadaocheng Traditional Costume Experience in Taipei allows visitors to dress in vintage outfits from the early 20th century and immerse themselves in the rich history and culture of the old town.

茶藝體驗

Tea Activity

TRIP HIGHLIGHTS

A serene and culturally rich opportunity to learn about traditional tea preparation, appreciate the aesthetics of tea utensils, and savor the mindful rituals of tea drinking.



Price starting from: \$4,491

14 students + 2 free chaperones: \$4,491

21 students + 3 free chaperones: \$4,342

28 students + 4 free chaperones: \$4,267

14 Students+ 2 Free Chaperones

4 Star **** Hotel	Student Grand Total (w/ airfare)	Student Land Only (w/o airfare)	SRS
	\$4,491	\$2,891	\$427

Program Prices

21 Students+ 3 Free Chaperones

4 Star **** Hotel	Student Grand Total (w/ airfare)	Student Land Only (w/o airfare)	SRS
	\$4,342	\$2,742	\$427

28 Students+ 4 Free Chaperones

4 Star **** Hotel	Student Grand Total (w/ airfare)	Student Land Only (w/o airfare)	SRS
	\$4,267	\$2,667	\$427

- Program Prices are based on per person with double student occupancy and chaperones in a single room.
- Single Room Supplement (SRS): An added cost if student chooses to be in a room by himself/herself.
- We guarantee our price in USD regardless of exchange rate once the deposit is received.

**Prices are subject to change until your itinerary is finalized, and deposits are received.*

Program Prices Include

- International airfare if choosing "Student Grand Total" package
@ All sales taxes, fuel taxes, airport fees are included
@ Seat assignment fee is excluded
- **All 4 Star *** hotel accommodations (Internet in the hotels)**
- All meals, which include (Daily American and Chinese breakfasts. All lunches and dinners. Unlimited supply of water or tea during the meals.)
- All first entrance fees to tourist sites
- HSR (High Speed Rail) ticket, 1 coach transport bus, MRT fee
- Local English-speaking guide
- Tips to bus drivers, tour guides and directors
- Unlimited water available at all times
- No shopping stops unless requested
- Pre-trip orientation
- General liability insurance: \$2 million for each occurrence, \$2 million for aggregate
- **Allianz Travel Insurance: Basic plan includes trip cancellation, travel delay, emergency medical/dental (More**

Travel Insurance - Basic Plan

Allianz

Benefit	Coverage
Trip Cancellation ▼	Up to amount purchased
Trip Interruption ▼	Up to amount purchased
Travel Delay ▼	\$300.00
Baggage Coverage ▼	\$500.00
Baggage Delay Coverage ▼	\$200.00
Emergency Medical/Dental Coverage ▼	\$10,000.00
Emergency Transportation	\$50,000.00
24-Hour Hotline Assistance	Included

International Flight

Round-trip international economy flight
(Not Confirmed Yet)



1:40 am – 10:35 am⁺¹
Cathay Pacific

1 stop
HKG

20h 55m
BOS-TPE



1:20 pm – 11:00 pm
Cathay Pacific

1 stop
HKG

21h 40m
TPE-BOS

Add-Ons

Academic Leader:

An academic leader will passionately bridge the worlds of teaching and guiding, accompanying your group throughout the entire journey. They collaborate with our expert local guides to curate an educational masterpiece. Expect supplemental learning activities, enhanced group experiences, and an added layer of safety support.

Seat Assignment:

Please note that selecting specific seats in advance is not included in the base fare. If you wish to choose your seat(s) prior to check-in, an additional seat assignment fee will apply. This fee varies depending on the airline, seat location (e.g., window, aisle, extra legroom), and availability at the time of selection.

Online check-in may offer complimentary seat selection within 24 to 48 hours before departure, subject to availability. If you choose not to pre-select your seat, one will be automatically assigned to you by the airline at no additional cost during check-in.



Our Guides



They don't just manage travel logistics; they're your gateways to the heart of each location. With their deep knowledge, they'll unveil the hidden gems, ensuring your safety and health throughout the adventure.

Real Asia prides itself on the quality and knowledge of our local guides. All our guides have not only been certified by the local government, but more importantly each one has been hand-selected and trained to meet Real Asia's standards of professionalism, ethics, and experience. Year after year, our clients have rated them as having "exceeded expectation."



Payment Method

Payment Methods:

1. School pays Real Asia via checks or wire transfer
2. Students directly pay Real Asia on WeTravel Registration Site
 - * Credit cards are accepted with an additional a 3-4% transaction fee.
 - * Direct bank deposit with no additional charges.



Cancellation Policy

Standard Individual Cancellation Policy

The effective date of cancellation will be established based on the date when Real Asia receives official notification from the designated school representative, program traveler, or their legal guardian.

Should a cancellation occur:

- 150+ days before departure: A full refund will be issued, minus a \$100 processing fee and any supplier-incurred losses*.
- 90-150 days: A full refund will be issued, minus a \$300 processing fee and any supplier-incurred losses*.
- 30-90 days: A full refund will be granted, minus a \$500 processing fee and any supplier-incurred losses*.
- Less than 30 days: No refund will be issued.

Cancellations Under a U.S. State Department Level 4 Travel Advisory

Our international travel program cancellation policy is set accordingly to the U.S. State Department.

Suppose any destination of your program is a Level 4 "Do Not Travel" advisory from the U.S. State Department. The whole group will be offered the opportunity to cancel and receive a full refund (minus the US\$50 processing fee and the supplier loss fee*)

*Supplier loss is anything we cannot get back from third-party travel providers such as airlines and hotels. Real Asia has the right to cancel a trip before departure if an event occurs that is outside of the company's control, such as natural disasters, disease outbreaks, political instability, etc.

Late Registration & Refund Policy

Late Registration Policy:

1. After the registration due date and/or 120 days prior to trip: \$50
2. 120-91 days prior to trip: \$100 + extra trip cost
3. 90-61 days prior to trip: \$150 + extra trip cost
4. 60 days prior to trip: \$300 + extra trip cost

Extra trip costs are any extra costs that may occur in relation to late bookings, for example airfare & hotel room rate increases.

Refund Policy

- * Any items to be refunded will be processed after the trip has been completed.
- * If during the trip any participants voluntarily leave the group, choose not to take part in any group tour activities, or miss/do not attend group meals, no refund will be issued.
- * If during the trip a participant must leave the group early due to a medical or family emergency, Real Asia will evaluate and process any necessary refunds. In these cases, most refunds consist of any meal or entrance ticket fees.
- * Real Asia recommends all trip participants apply for traveler's insurance. Most traveler's insurance plans cover only the specific person during emergencies. Any additional expenses such as logistics/hotel for other people such as faculty or trip leader to stay with the trip participant during the specific emergency may not be covered by insurance companies. This may require additional payment and will be billed post-trip.

Your Trip Managers



Carol Wang

Raised in Taiwan, Carol was an award-winning TV show assistant producer before relocating to the US. She was responsible for a variety of programs including travel, cooking, and news. Also, in the past 10 years, she has worked in the e-commerce which had provided her with in-depth knowledge, especially in the US market. Carol has a great passion for travelling and she is always eager to explore new surroundings and experience.

Phone: (720) 266 4666 x 806

Email: cwang@realasia.travel



Town of Arlington, Massachusetts

7:20 p.m. First Read - AHS Student Handbooks (M. Janger)

Summary:

- Draft 2025-26 AHS Student Handbook 6.13.25
- AHS Handbook Revisions _ Change Log 25-26 6.13.25

ATTACHMENTS:

Type	File Name	Description
▢ First Reading	Draft_2025-26_AHS_Student_Handbook_6.13.25.pdf	Draft 2025-26 AHS Student Handbook 6.13.25

ARLINGTON HIGH SCHOOL

Student Handbook 2025-2026



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Section A: Welcome

Non-Discrimination

APS is committed to maintaining an education and work environment for all school community members that is free from all forms of discrimination, including harassment and retaliation. APS does not exclude from participation, deny the benefits of APS from, or otherwise discriminate against individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities. The full non-discrimination policy of APS [can be accessed here](#).

Resources for reporting concerns related to this policy include:

- [Bullying Prevention](#)
- APS Individual School Principals (contact information on the [APS website](#) under "schools")
- 504 Coordinator: Assistant Superintendent of Student Services:
- Civil Rights and Title IX Coordinator: Director of Diversity, Equity, Inclusion, Belonging, and Justice

Mission Statement

In an effort to foster academic excellence and personal achievement at the highest levels, Arlington High School focuses on learning, connecting, and caring as a community. AHS provides a safe, supportive, nurturing environment in which students can acquire knowledge, values, and intellectual curiosity that will lead to lifelong learning.

Welcome Letter from the Principal

Dear Student:

Welcome to Arlington High School! This handbook is designed to give you essential information, expectations, and rules for life at AHS. Think of it as your playbook—knowing the rules and purpose of the school will help you navigate challenges and make the most of your time here.

Beyond the core curriculum and classes, AHS offers numerous opportunities for support, fun, personal growth, and building community spirit. We encourage you to get involved in extracurricular activities like sports, clubs, and organizations. Take full advantage of the support and resources available, including advisors, counselors, the learning center, library, and scholarships. Engaging in these opportunities throughout the year will enrich your high school experience.

This handbook covers many (but not all) aspects of school life. We hope you make the most of the many opportunities available for a fulfilling and rewarding journey at Arlington High School.

Dr. Janger
Principal, Arlington High School

Arlington High School Administration

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PRINCIPAL'S ADMIN. ASST.		781-316-3658
GUIDANCE OFFICE ADMIN. ASST.		781-316-3607
ASSISTANT ATHLETIC DIRECTOR		781-316-3550
ATTENDANCE OFFICE		781-316-3573

Section B: Academics

Academic Expectations

Arlington High School strives to foster the following skills and habits of mind, across disciplines, in all students:

- Gather data and critically evaluate the content, source, and relevance of that data, especially but not exclusively, through the use of technology.
- Reason logically, using appropriate qualitative or quantitative methods and use their analysis to answer questions.
- Write clearly and effectively.
- Listen actively and respond through inquiry, discussion, writing, and various forms of art.
- Read and comprehend varied materials and be able to interpret and apply what they have read.
- Speak clearly and effectively in a variety of contexts.
- Demonstrate life, leadership, physical, and cognitive skills through projects, performances, and products.

Program of Studies

Please refer to the Arlington High School [Program of Studies](#) for detailed information about graduation requirements, course offerings, course levels, class selection, and grading.

Academic Integrity Policy

The Arlington High School community values personal integrity, learning, and effort. Academic integrity is the foundation of an effective learning environment. It ensures that the work you submit truly reflects your own understanding and effort, allowing you to gain the most from your education. Upholding academic integrity not only builds your credibility but also fosters a community of mutual respect, honesty, and fairness at Arlington High School.

Academic dishonesty includes, but is not limited to, the following behaviors:

- **Plagiarism:** Using another person's words or ideas without proper acknowledgment. Plagiarism is a form of theft and misrepresents expertise that is not one's own.
- **Unauthorized Use of Assignments:** Purchasing, selling, obtaining, or using an assignment from another person or technological resource without proper citation.
- **Cheating on Exams:** Looking at another student's test, quiz, or essay and submitting the work as your own.
- **Improper Communication:** Discussing course material with anyone other than the teacher during a test or quiz.
- **Sharing Work Inappropriately:** Allowing your own work to be copied, shared, or photographed and submitted as part of another person's work without proper acknowledgment.
- **Unauthorized Assistance:** Using notes, calculators, phones, or other devices on a test or quiz without permission.
- **Falsifying Data:** Submitting falsified scientific or other data for academic credit.
- **Unauthorized Access:** Acquiring copies of tests or quizzes without authorization before the scheduled assessment.
- **Misuse of Artificial Intelligence:** Using AI inappropriately in a way that violates academic integrity.

Responsibilities of Students, Parents, Teachers and Administrators

Students: No assignment is exempt. If a student has any questions about this policy, it is his or her responsibility to ask. Clearly informing teachers of sources and types of assistance used on assignments is an important way for students to learn how to use resources appropriately.

Parents/Guardians: Parents and guardians are expected to be familiar with and support this policy.

Consequences

The following actions will be taken for violations of the academic honesty policy:

- Teacher will consult students about the suspected offense.
- Teacher will notify the appropriate House Dean who will enter the infraction into the student's Discipline Record.
- Teacher will notify the parents or guardians.
- The student will receive a zero for the given assignment.
- The student may be expected to make up work in order to demonstrate learning, earn a passing grade, remain prepared for additional coursework, or support other class activities (e.g., a collaborative project)

Grades

Term Dates - School Year 2025-2026

Quarter 1: September 2 – October 31

Quarter 2: November 3 – January 23

Quarter 3: January 26 – April 2

Quarter 4: for seniors: April 6 – June 5

Quarter 4: for grades 9-11: April 6 - June 18*

**June 18th is the 180th day. June 25th is the 185th school day, which accounts for 5 snow days.*

When making travel arrangements, please consider that school may still be in session until June 25, 2026 if there are 5 snow days.

Letter Grade Explanation

A	Exceeds Standard. Content knowledge, complex reasoning skills, and work habits exceed the standard for the course.
B	Meets Standard. Content knowledge, complex reasoning skills, and work habits meet the standards of the course.
C	Partially Meets Standard. Content knowledge, complex reasoning skills, and work habits partially meet the standards for the course.
D	Minimally Meets Standard Content knowledge, complex reasoning skills, and work habits meet only the minimum standards for credit in the course.
F	Does Not Meet Standard. Student has failed to demonstrate the minimum expectations for content knowledge and complex reasoning skills in the course.
P	Pass. Student has demonstrated the expectations for content knowledge and complex reasoning skills and work habits in a course designated pass/fail.
H	Honors
S	Satisfactory
U	Unsatisfactory
W	Withdraw - Student withdrew from the class after the official date to be removed from a class.

Quarter Grades

The following grades may appear in the quarter grade for a course, but will not appear in the year-end grade for the course.

- FA Failure due to missed attendance (seven or more unexcused absences in a quarter, three or more for one quarter class that meets 2 days per week). The comment from the teacher will detail the grade the student would have received.
- I Incomplete. Requirements of course have not been met due to excusable absences. Student will have a limited, agreed upon time to complete assignments.
- NG No grade. Student was not present for sufficient amount of time to receive a grade.
- M Medical absence (The quarter is not counted as part of the student's final year average.)

Incompletes

Students who are absent for an extended period of time due to illness and are able to make-up the work may receive an **Incomplete** for the quarter. All work must be made-up within two (2) weeks after the close of grades. Teachers will change the Incomplete to a grade within three weeks of the end of the quarter.

Medical Exemptions

In the event of serious illness where students are out for a major part of the quarter, a school administrator may grant a Medical absence for one quarter during the school year. Students will not receive a grade or credit for the quarter. Their final grade will be averaged from the terms that they are in attendance and the final exam.

Course Transfer/Withdrawal

A formal withdrawal procedure must be followed in order to change or withdraw from a course. A student should consult his/her counselor and teacher when a course change is being considered. When course changes are deemed appropriate, a change in programming will be made.

The final date to request a course change for a course will be 3 weeks after the first day of school. For the few elective or other classes that are offered during the second semester, the final date to request a change is 3 weeks after the first day of quarter 3. (See chart below). Any course change after this deadline will be reflected with a W in the quarter and end of year grade, but it will not impact their GPA. Please note, these deadlines are also applied to any student wishing to change from a heterogeneous level within a course to an honors level.

Students may not withdraw from a course within four weeks of the end of the course.

Yearlong course	3 weeks after the first day of school
Semester 1 course	3 weeks after the first day of school
Semester 2 course	3 weeks after the first day of quarter 3
Quarter 1	2 weeks after the first day of quarter 1
Quarter 2	2 weeks after the first day of quarter 2
Quarter 3	2 weeks after the first day of quarter 3
Quarter 4	2 weeks after the first day of quarter 4

When a student transfers from one level to another in the same content area (Honors Geometry to Curriculum A Geometry) the student's grade for the course travels with him/her and is averaged into the final grade for the term in the receiving course. When a student replaces one course with a completely different course, (i.e. Astronomy to French I) the grade does not travel with the student. If a student enters the new class too late in the quarter to earn a grade he/she will receive an NG in the receiving class. If it is determined that a student must change their schedule after the above deadline, teachers, department heads, counselors, special education liaisons (when applicable) and house deans can and will be involved in the decision to withdraw a student from a course and determine the grade adjustment for shifting levels or whether sufficient work exists to receive a grade.

Extra Help

Students can obtain various kinds of help from classroom teachers by attending special help periods after dismissal or before the school day per arrangement. Check with each teacher for specific times or variations.

Students who need help with a subject or have work to make-up after an absence are urged to take advantage of the opportunity for extra help. It is your responsibility to take the initiative and arrange for extra help.

Final Assessments

During the final week of school, classes review, complete final assignments, and wrap up final assessments. The final week follows a modified schedule to allow students extra time to meet with teachers and finalize work.

Students are expected to attend through the last day of school and absences are subject to the attendance policy.

Learning and assessment are cumulative throughout the year. Each class will conduct formative and summative assessments. Courses/departments may use a variety of different assessment approaches for formative and summative assessments (e.g., written exams, problem sets, performance tasks, portfolios, projects). If courses have a final exam, this can be counted in quarter 4 as up to 25% of the quarter grade. This would amount to 6.25% of the grade in a yearlong course and 12.5% of a semester class.

Students absent on the day of a final assessment must have their absence verified as excusable via a parental call to their House Dean. Makeup work or early completion of work will only be allowed in extenuating circumstances and with the permission of the Dean. Students absent on the day of a final assessment without a parental verification may receive an "F" for any work not completed on that day. Students must return all textbooks and materials to the teacher by the final meeting of each course. A hold may be placed on student work and grades if materials have not been returned.

Senior Final Examinations Exemptions

Seniors who have maintained a B or better average are exempt from senior final exams. The B must be the grade for the entire year, not just the 4th quarter. Teachers have the final say on whether a student is carrying a B or better average.

Summer School and Credit Recovery

All summer school course requests should initiate with School Counselor, Deans, Department Heads, and be approved by the Principal.

National Standardized Examinations

The College Entrance Examination Board of the Educational Testing Service and the American College Testing Service offer examinations whose scores are sought as admission criteria by post-secondary educational institutions.

Arlington High School conducts exams for the PSAT, SAT, and AP tests. A center for the ACT test is available in the Metropolitan Boston Area.

Information about these tests is given at regular intervals through the Guidance Office and the school bulletin. You should work out a tentative calendar of testing with your counselor at the end of the sophomore year. Counselors urge parents and students to consult with them with regard to questions relating to these tests.

Scholarships & Awards

Each year the Arlington High School Scholarship Committee oversees distribution of money from a variety of wills, trusts, funds, grants, organizations and companies that have allocated money and/or awards for deserving AHS seniors. Scholarship information is available through the Guidance Office and a general application may be submitted in late January online.

Section C: Attendance

Philosophy

The faculty, staff, and administration of Arlington High School believe that student attendance is essential to student success. Consistent attendance enhances the learning experience for all students and provides unparalleled opportunities for student engagement and participation. At the same time, we recognize that students will sometimes be absent for any number of reasons, including routine care, illness, family matters, and religious observances. This policy is intended to balance those needs.

Attendance policy

Regular and punctual attendance is essential for student success. The Arlington Public Schools emphasize the importance of consistent school attendance, as required by state law. Students may be excused for the following reasons: illness or quarantine, bereavement or serious illness in the family, severe weather conditions that pose a risk to the child's health, observance of major religious holidays. Other exceptional reasons may be approved by the Principal or designee.

Parents are encouraged to minimize unnecessary absences and must provide a written explanation for any absence or tardiness, with advance notice when possible. For chronic or irregular absences due to illness, a physician's note may be required.

Students are expected to attend school daily and arrive on time for each class. Families should promptly notify the attendance office of any absences, and students are responsible for communicating with teachers to make-up missed work.

Student Absence Notification Program

Each Principal or designee will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Reporting Absences

- Parents are expected to call or email the AHS Attendance Office by 9:30 AM to report their child absent for all or part of a school day.
- Detailed instructions for reporting absences and dismissals are available on the [Absences and Dismissals](#) page of the AHS website.
- Please be advised, you will still receive a phone call from AHS letting you know of your student's absence.

Absence Limits

Arlington High School values strong class attendance as a key factor in maximizing learning opportunities. At the same time, we recognize that students may have important reasons for missing classes. To support this, we have provided 6 excused optional absences per class each quarter which allows families to make appropriate choices about missed classes during each quarter.

This policy also sets a practical limit on the number of absences students may accumulate in any class each quarter. Students exceeding these limits may receive an FA (Failure Due to Attendance) in that course. These limits are designed to allow students the flexibility to manage their health, attend necessary appointments, address important family matters, and make decisions about academic priorities without academic penalty or explanation. If absences exceed these limits, it is crucial that we collaborate with families and students to determine appropriate supports and accommodations. While most absences will count towards these limits, certain exemptions are detailed below.

FA (Failure Due to Attendance) Policy

Students who accumulate 7 or more non-exempt absences in a quarter for any course—or 5 or more non-exempt absences in a Physical Education course—may receive an FA (Failure Due to Attendance) if their earned average is 60 or higher. In such cases, a grade of 59 will be recorded, and the comment “Failure due to attendance” will be noted in PowerSchool. The final determination on the issuance of an FA rests with the deans.

Seniors who accumulate 5 or more non-exempt absences during quarter 4 in any subject may receive an FA if their earned average is 60 or higher.

An FA is considered a failing grade when determining academic eligibility for extracurricular activities, including MIAA athletic eligibility. A student who earns an FA for three quarters in the same course will receive no credit for the year, and required courses must be repeated in the following school year.

Grade Recovery. If a student does not exceed the absence limit in any class in the subsequent quarter, they may appeal to their dean to have the FA overturned and their earned grade reinstated. FAs earned in quarter 4 cannot be overturned. If a student's quarter average is below 60, they will receive an F for the quarter, regardless of attendance.

Absences Included in and Exempt from the FA Policy

The 6-absence limit allows for parents/guardians to excuse students without needing to provide documentation. When students approach this limit, they have missed approximately 1/6 of the class meetings, prompting a need for families to contact the deans to document reasons and ensure appropriate support and accommodations are provided. There are three broad categories of absences: unexcused absences, excused optional absences, and exempt absences.

Unexcused absences such as class cuts or excessive tardiness (30 minutes or more) count toward the absence limit.

Excused optional absences allow parents/guardians to excuse students without needing to provide documentation. Students can use up to 6 of these optional absences each quarter in each class without penalty. These might be used for brief illnesses, family trips, or college visits. They are also used for optional school field trips or events.

Exempt absences do not count toward the optional absence limit. These are required or unavoidable absences that are documented or approved by the administration. They include events such as religious observances, funerals and bereavement, extended illness and/or treatment (with documentation), suspensions, and certain approved absences such as required field trips, and participation in official AHS athletics events, or school-mandated testing. Extraordinary family or personal circumstances may be exempt at the discretion of the dean. Additionally, students who miss class due to school-mandated testing, meetings with school counselors or social workers, or time spent in programs like Shortstop or Harbor, will not be considered absent from class.

This policy emphasizes the importance of attendance while allowing necessary flexibility. It encourages students to make informed decisions about prioritizing their attendance and to maintain open communication with school staff when absences are unavoidable.

Tardies

Tardiness to Class

Teachers will determine consequences for tardiness to class. Students who do not respond to teacher-assigned consequences may be referred to their dean. Being tardy 30 minutes or more to a class will be considered an absence from that class and will count toward the attendance limit.

Tardiness to School

- Students who arrive after 8:30 am are expected to check in at either of the Main Entrances upon arrival.
- Per the Open Campus policy, students who arrive during the school day in time for their first class will not be considered tardy.
- If a student is tardy to school and misses more than 30 minutes of a class, the student will be considered absent and the absence will count toward the attendance limit.

Attendance and Participation in Extracurricular Activities

Students involved in non-athletic extracurricular events must be present in school and in all assigned classes on the day of the event. On days of absence, no event participation or practice is allowed.

Student athletes are expected to be present in school and in all assigned classes every day for which they intend to practice or play. Students who display a pattern of excessive tardiness or dismissals may be withheld from practices and/or games. Student athletes must be in school on the Friday before any Saturday, Sunday, or vacation contest.

The above conditions do not apply if a student has a documented medical appointment (or other exempt absence) and is present for at least half of the school day.

Student, Parent, and Staff Responsibilities

We believe that staff, students, and parents/guardians play an active role in monitoring, supporting, and understanding this attendance policy.

To support students and parents/guardians with the monitoring of attendance, we have opened up a Parent Portal on Power School where parents/guardians are able to check attendance (and grades) at any time.

Student Responsibilities

- It is each student's responsibility to be aware of this attendance policy and to make responsible decisions about attending all classes on a regular basis.
- Students are expected to communicate with their teachers, take responsibility for material covered in any missed classes, and make up assignments in a reasonable time.
- Students should monitor their attendance records on the PowerSchool Portal and speak to their teachers if there are questions about attendance records in their classes.
- Students are expected to contact their dean promptly with questions or concerns about the attendance policy or to discuss unique family or personal circumstances that may affect attendance.

Parent Information and Responsibilities

Parents are expected to call or email the AHS Attendance Office by 9:30 am to report their child absent for all or part of the day.

- If the parent cannot call the school, it is requested that the student bring a note to the House Office on the day following the absence(s).
- Parents/guardians will receive automated phone calls through ConnectEd each evening at 6:00 PM when students are absent from three or more classes during the day, regardless of the reason for the absence.
- Parents/guardians are encouraged to monitor student attendance via the Parent Portal on PowerSchool.
- We encourage parents/guardians to engage in discussions with their children about the importance of good attendance in all classes.

Staff Responsibilities

Classroom teachers are responsible for:

- Recording each student's attendance in PowerSchool on a daily basis.
- Maintaining records of attendance should disputes arise related to a student's attendance.
- Changing all "A's" (absences) to "T's" (tardies) when appropriate by the end of the school day.

Attendance office staff are responsible for:

- Maintaining accurate attendance records based upon parent-to-school communication.
- Notifying the dean of students who are at risk of Failure due to Attendance.

Interventions and Consequences

Deans will intervene with students who are chronically tardy or absent. Such interventions may include meetings with the student and/or student and parent, collaborative problem solving, and administrative detentions.

Excessive school absences may also result in the school initiating appropriate legal action, when necessary.

Section D: General Information

Breakfast, Lunch, and Cafeteria Information

Breakfast and Lunch

The Commonwealth of Massachusetts has maintained its *free school breakfast and lunch program. All students are able to get free breakfast and one free lunch in school. Breakfast is available in the cafeteria beginning at 8 am. Students must use only their own student ID to obtain breakfast or lunch at the cafeteria registers. Lunch follows the published lunch schedule. If you have any questions, please email Denise Boucher at dboucher@arlington.k12.ma.us or call 781-316-3643.

*Free lunch and breakfast for the 2025-26 school year is subject to final funding / budget approval by the state which usually takes place during the summer.

Cafeteria Expectations

Students may eat breakfast and lunch in the Cafeteria, Forum Stairs, second-floor of the Student Center, or front lawn. We ask that students refrain from eating in all other parts of the building, including in or near classrooms, corridors, stairwells, the library, auditorium, practice rooms, unless with specific staff permission and supervision.

Students are expected to clean up after themselves and make use of the waste, recycling, and composting receptacles provided in the cafeteria.

Food Insecurity & Assistance

Any family or individual needing food assistance can receive FREE food from Arlington EATS. Arlington EATS provides access to fresh produce, meat, dairy products, and a wide variety of pantry staples to any Arlington resident in need of food. Visit <https://www.arlingtoneats.org/get-food/> or call 339-707-6761 for more information.

Cars/Parking

No student parking is permitted on AHS school property during the school day. Cars parked on campus may be ticketed and towed. We recommend public transportation, biking, or walking to school.

Change of Address, Phone, & Emergency

All changes of address, phone and/or emergency information should be done directly by the parent/guardian through the demographic section on the Parent Portal.

Electronic Devices

Students are expected to come to school each day with a charged laptop or Chromebook. Students who require a school-issued device should complete the AHS Chromebook Loan Request Form. Please see Section I: Technology for more information about the BYOD (Bring Your Own Device) and Responsible Use policies.

Unless approved by the teacher, phones, earbuds, headphones, and other electronic devices may *not* be used in class and should be put away during classes, advisories, and assemblies. Students who struggle to meet this expectation may be referred to their dean.

Cell Phones

Using cell phones during school hours is a privilege. To ensure a focused learning environment, students are not permitted to use their phones during class time unless authorized by a teacher.

Phones must be stored in designated areas away from the student's desk, such as a classroom phone caddy or in a backpack, and should not be taken to the bathroom or hallways during class unless it is an authorized accommodation.

Violations of this policy may result in the phone being taken for the day. In some cases, parents may be required to retrieve the phone, and repeated offenses could lead to a loss of cell phone privileges during school hours.

Freedom of Dress

Faculty and staff at Arlington High School are committed to an environment that supports self-expression and mutual respect. We support our students' right to freedom of expression as outlined in the first amendment of our constitution. We want our students to dress each day to be comfortable, confident, and ready to learn. We encourage students to express their individuality through their choices of clothing.

We also must acknowledge our responsibility to maintain an environment that is safe and free from substantial disruption or harassment. Student clothing and shoes should conform to reasonable standards of health, safety, and cleanliness. Students should refrain from wearing clothing to school and school events that display words or symbols expressing prohibited behavior, illegal activities, obscenity, or targeting other groups and individuals. This category includes clothing with drug and alcohol brands or symbols.

We understand that standards of dress and expression are complex and these expectations touch on safety and self expression. The administration is authorized to take action in instances where individual dress does not meet the stated requirements. We are committed to approaching these standards with an attitude of learning and mutual respect through the process of collaborative problem solving.

Fundraising

Student clubs at Arlington High School are encouraged to organize fundraisers to support club activities or contribute to charitable causes. However, all Arlington High School fundraisers must be approved first by the high school principal or designee. Please email the assistant principal or principal with any fundraising proposals or ideas that are being considered. A meeting will be set up if needed with the principal or assistant principal to discuss the fundraising proposal. Fundraising proposals may be denied by the principal or designee.

To ensure compliance with district policies and financial procedures, please follow these guidelines:

1. Fundraising Approval

- All fundraisers must be approved in advance by the Principal or their designee (Assistant Principal).
- Fundraisers should offer a service, activity, or product—rather than simply requesting donations.

- Fundraisers must not involve door-to-door sales or “canning” (soliciting cash donations in public places).

2. Payment Options

- Clubs may now use the *Café charging and online payment system* to collect electronic payments for fundraisers and events.
To set this up, contact the main office at least one week before your event.
- Cash and checks are still accepted and must be deposited directly into your club’s student activity account.
Checks should be made payable to “ AHS General Fund “.

3. Raising Money for Outside Organizations

- If your club is raising funds **for a third-party organization** (like a nonprofit or charity), you have two options:
 - **Hold a fundraising activity** (e.g., bake sale, car wash), deposit proceeds into your club account, and request the school to send a payment to the organization.
 - **Promote donations directly** to the organization’s official website or platform. In this case, your club should not collect any money—just spread awareness.

4. Handling Money

- Clubs are not allowed to keep money in classrooms, lockers, or at home.
- All funds collected must be counted and turned in to the main office as soon as possible after your fundraiser.
- A deposit form must accompany all funds. Your club advisor can help with this.

Homeroom / Advisory

The school day begins at 8:30 am. Arlington High School does not have a regular homeroom period. Classes will begin promptly at 8:30 am and announcements will be at the beginning of the first period. Announcements are also available on the Daily Post. Students will still have a weekly Advisory with their Advisory teacher.

Sophomores, Juniors and Seniors with first-period off are expected to sign in at one of the two main entrances when they arrive at school.

Indoor Student Traffic

Prior to 8:00 am, students should remain in the cafeteria or student center unless they are working in a classroom with a teacher by prior arrangement or in the building for an extracurricular activity such as athletics, clubs, band, or chorus. Students in the academic corridors unaccompanied before 8 am will be considered out-of-bounds and will be directed to the student center.

After 8:00 am, students can enter the academic corridors and make their way to their first period classroom to be in their seats before the bell rings at 8:30 am. Students who are not in their first period classroom when the bell rings at 8:30 am are considered tardy to school.

Please proceed directly from one class to the next during the day. If you have a free period, report to the cafeteria level of the student center and sign in. If you are eligible for open campus, you may leave the building out of one of the two main entrances only. Students must sign out and sign in at the tablets

Students are reminded that their presence must not be disruptive to classes or other school activities happening nearby. Students in the student center who are disruptive to the school environment will be considered in violation of the loitering rules.

Students should leave the building by 3:00 PM daily unless they are staying after school with a teacher or another approved adult for sports activities, a public event, or another AHS extracurricular activity. Students may work in the library or fitness room until 4:30 pm on days that these spaces are open with AHS staff present. Students may only be in the building after school if they are supervised by an AHS coach or staff member.

Students who are repeatedly loitering or out of bounds will be referred to their dean or the assistant principal for a minor infraction of the student handbook. Consequences may include a discussion with their dean, detention, or additional consequences based on the individual situation.

Library

The mission of the AHS Library is to ensure that students and staff are effective users of ideas and information; learners are empowered to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. The library's print and nonprint collections are curated to support the curriculum and provide materials for independent reading. Digital resources, including audiobooks, ebooks, and online databases, are accessible via our website at library.spyponders.com. Students are encouraged to access the useful resources on the library website. The library staff is always available to help you.

The library hours are available on the school website. The library is available to students with Open Campus privileges throughout the school day for academic work. Students are expected to be courteous to others at all times and food and drink are not allowed.

During lunch, the library is only available for students who want to study quietly. Students in the library during this time should plan on working individually. Library staff have the authority to ask students who are being disruptive to leave the library. Students may lose privileges if there are repeat problems with behavior.

All library materials including books and technology are the property of AHS and must be checked out before leaving the library. If the library materials you borrow are defaced, damaged, or lost, you are responsible for their full replacement cost. Student records may be put on hold until obligations are settled.

Lockers

All lockers are the property of Arlington High School and are assigned to each student at the beginning of the school year for safekeeping books and other personal items. Locks are provided for each student. Five dollars (\$5) is the cost of a replacement lock. Keep the locker locked and do not share the combination or key with unauthorized persons.

Do not bring prohibited or illegal materials such as weapons, explosives, intoxicating liquor, narcotics and other controlled substances onto school grounds or into school events. Keep your locker combination confidential and do not share it with other students. You are responsible for ALL of the contents of your locker, regardless of how, or by whom, an illegal item was placed in the locker.

If school administrators have reason to believe that a student has violated any of the rules in the student handbook they may exercise their right to search a student and/or their personal property.

See **Section E: Code of Conduct** for more information regarding lockers and locker searches.

Lost & Found

The lost and found department is located in the Main Lobby. If you find a lost article, please take it to the front desk. When you have lost an article, look in the lost and found frequently, as it may not be turned in immediately.

Lunch Period

The lunch period is determined by the location of your fourth period classroom. Your fourth period teacher will instruct you as to your lunch period. Your lunch period may change for the 2nd semester.

Open Campus

During the 2021-2022 year, we introduced Open Campus both as a way to reduce the number of students in the school building and as a way to allow students more options to interact and be outside during the school day. Based on the success of that program and the crowded realities of our current facilities, we plan to continue the practice in the coming year.

This program is in development and may be adjusted as conditions change. We appreciate students' help in making this a positive experience for our high school community.

Open Campus Overview (*See Eligibility Requirements Below):

- Eligible students are not required to remain on campus when they have a free period.
- Eligible students who do not have a first period class may report to school shortly before second period.
- Eligible students who have free periods in the middle of the day may leave and return according to the expectations below.
- Eligible students whose last period is free may leave school shortly after period five.
- In the event of a class cancellation due to teacher absence that is not covered by a substitute teacher, students are expected to complete any posted assignments. Eligible students may do so off campus.
- Students who remain on campus must be in supervised areas (e.g., teacher classroom, study hall, Library, Learning Center, Student Center) during any unassigned time.
- Students may not remain in the academic wing hallways (i.e., STEAM, Humanities, Performing Arts) without teacher supervision.

Signing-In and Out:

- Whenever arriving after 8:30 am or returning to school, students are expected to sign in using the tablets at either of the Main Entrances.
- When leaving before the end of the school day, students are expected to sign out using the tablets at either of the Main Entrances.

Other Expectations

- For safety, please do not enter or exit through other doors, and please do not prop open entrances.
- We expect students to be both safe and considerate when off campus during the school day.
- Students should not congregate in large groups.
- Except at the end of the day, students may not use cars or gather at unsupervised homes.
- Students may not visit other schools in the district during the school day.
- Students are reminded that they are subject to the AHS Code of Conduct while on school grounds and while traveling to and from school ("portal-to-portal").

*Eligibility

- Students in grade 9 are not eligible for Open Campus.
- All students in grades 10, 11, and 12 are eligible for Open Campus for Q1.

- To remain eligible for Open Campus each quarter, students must:
 - Meet the academic eligibility requirements for athletics, which is passing a minimum of 4 5-credit classes in the previous quarter.
 - Have 5 or fewer tardies to school in the previous quarter.
 - Avoid any Failures due to Attendance in the previous quarter.
- The privilege may also be revoked immediately for students who cannot meet the expectations of open campus or otherwise violate the AHS Code of Conduct.
- Revocation and reinstatement of the open campus privilege shall be overseen by the deans.

Consequences

- Students who fail to sign in or out, use another student's ID, or enter/exit through a door other than the main entrances, may receive a warning, loss of open campus for 2 weeks, or loss of open campus for the remainder of the quarter.
- Students who are found using a car, gathering in a home, or involved in an off-campus disturbance (e.g. shoplifting), may be assigned a detention and lose open campus for the remainder of the quarter or longer based on their dean's decision.
- Students who leave campus without permission may be assigned disciplinary consequences, up to and including in-school suspension, and lose open campus for the remainder of the year.
- Repeated infractions of the Open Campus policy may result in a parent meeting, in-school suspension, and loss of open campus for the remainder of the year.

No School Signal

In the event of inclement weather, the school will notify parents via an automated phone call through our SchoolMessenger system, email, and social media. It also may be announced on various local radio and TV stations. (TV Channels 4, 5, 7, 25 - Radio Station 1030 WBZ).

If the weather clears by the afternoon, coaches may hold practice, if they receive permission to do so from the principal and the superintendent. Individual coaches will contact students by phone or email if a practice is to be held. Parents who deem that their child should not go to practice on a non-school day, may keep their child home from practice without any consequence for the student as long as they send a note or email to the Athletic Director stating that they chose to keep their child out of practice on such a day.

Communication with Teachers

At Arlington High School, we encourage open and respectful communication between families and educators. We offer several structured opportunities for parents and guardians to connect with teachers throughout the year, as well as flexible options for more in-depth conversations as needed.

September Open House

The September Open House invites parents and guardians into the school to meet teachers, learn about course expectations, and gain insight into their student's daily experience. It's a great opportunity to build initial connections and understand the learning environment. Families of 9th-grade students are also invited to a special orientation session with school administrators.

Parent/Guardian-Teacher Conferences

Parent/Guardian-Teacher Conferences provide short, one-on-one meetings for families to discuss student progress and any specific concerns. These conferences are offered twice in the fall and twice in the spring, with a mix of daytime and evening options.

- Appointments are available in 10- or 5-minute slots, and may be scheduled in-person or remotely.
- To ensure broad access, we ask that families limit conferences to no more than two teachers.
- If you do not have a specific concern or question, it is not necessary to schedule a conference.

Office Hours

Teachers hold weekly office hours to support students and are available for appointments with families as needed. Every teacher offers at least one hour each week for scheduled meetings with students. If you have a need to meet with a teacher outside of conference dates, please reach out to them directly to arrange a time.

In-Depth Needs

If your concern involves multiple classes, complex issues, or cannot be adequately addressed in a short conference, we encourage you to contact the appropriate staff directly. School counselors, administrators, and teachers are available to meet in a more focused and collaborative setting. This approach allows us to better support your student and work together on meaningful solutions.

School Counseling Program

The School Counseling program is devoted to ensuring the development of each student's talents and capabilities to the fullest extent. The program's major objective is to guide you to a higher level of self-understanding and self-direction to enable you to make realistic educational and career decisions.

Services offered by our school counselors include: orientation and college counseling programs, testing, counseling, referrals, placements, education and career information. The entire program helps a student to see where they are and recognize where they want to go. It presents the alternatives and means that enable a student to attain their goals.

Skateboards, Bicycles, Athletic Equipment, etc.

All skateboards, rollerblades, balls, bats, lacrosse sticks, hockey sticks, etc. must be kept in the student's locker or secured in a house office, the athletic locker room {open before and after school only, not during the school day}, physical education office, or any other secure location during the school day. Bicycles should be locked outside on bike racks. Bikes locked to railings or blocking walkways may be removed.

Student Advisory Committee (SAC)

Arlington High School will establish an active Student Advisory Council (SAC) which meets with members of the School Committee on matters of concern to the students. This student group is different from the AHS Student Council in that it is required under the Commonwealth's General Laws, Chapter 71, Section 38M and has the Principal as its advisor. The Principal will determine these representatives in consultation with the AHS Student Council.

Student Identification

Student identification cards are issued at the beginning of the school year. ID cards may be required for entry into the Media Center and for use of computer labs. Teachers and administrators may require students to show ID at any time if they feel that students are disrupting the school environment or are in an unauthorized area. Failure to show an ID when requested is a violation of the Code of Discipline and may result in detention or further consequence.

Student Insurance

A plan of casualty insurance coverage for the school year is offered to all students on a voluntary basis. Information is available early in the school year..

Student Visitors

Students may not bring visitors to school for the safety and security of all. Any questions or concerns regarding student visitors should be directed to the Dean.

Surveys

All surveys taken in the high school must have the prior approval of the Principal.

Teacher Absences & Student Center

In case your teacher is absent, a substitute teacher will be provided when possible. When a substitute teacher is not available, teachers whose classes are not meeting that day will be listed on the Daily Post under the Absence list. This list is displayed in a Google Doc online and also on TVs throughout AHS. There may be situations when some classes of the same teacher are covered and some are not. Please carefully read the absence list. Students are advised to check this list at 8:30 am each morning and later in the day to verify any report of a teacher absence. In the case of a co-taught class, the class will meet unless both teachers are listed as absent. When a teacher is absent, students are responsible for completing the work that will be posted on the course Google Classroom. Eligible students may follow the rules for Open Campus. Students not eligible for Open Campus should report to the cafeteria-level of the student center and sign in with the supervising staff member.

Textbooks and School Materials

Textbooks are furnished free of charge (in the majority of courses) and are the property of the school. Other materials such as library books or digital equipment may also be furnished. If a book or other materials are defaced, damaged or lost, you are responsible for the full cost of replacing the item. Students are responsible for returning all textbooks prior to their final exams. Students will be expected to resolve all outstanding obligations before participating in end of year events and ceremonies.

Transcripts

Upon request, the school counseling department will process a student's transcript to be sent to a college/university, the RMV, scholarship organizations, etc. During the college application process, **The first three requests will be sent at no cost**, and for all additional transcripts there will be a service charge of five dollars (\$5) per transcript. The charge will be no more than \$50 per student per year.

Valuables & Large Sums of Money

Students are strongly urged not to bring large sums of money or valuables to school. The school will not be held accountable for lost or stolen items. This includes cell phones and other electronic devices.

Work Permits

Students can apply for a work permit starting at age 14. Work permits are processed by the Administrative assistant in the School Counseling Office.

Before you apply for a permit:

- You must already have a job offer
- You should know the name and address of the company hiring you.
- You should know the type of work you will be doing.
- You will need a valid form of ID (e.g. drivers license, birth certificate, passport, or immigration record)

How to Apply:

- Complete the [Work Permit](#) form.
- The form must contain:
 - Parent Signature, Student Signature, and Physicians signature for anyone under 16 years of age
 - Email a copy of pages 1 & 2, with DOB, Current School, Current Grade, and Current Address to: mocummings@arlington.k12.ma.us
- Students can pick up the permit at the Massachusetts Avenue entrance, or email them.

Flexible X-Block

The high school schedule includes a flexible X-block. This time is considered school time and is reserved for students to meet with teachers for extra help and assemblies. Teachers may require students with missing work or low grades to attend X-block help sessions. Classes may be scheduled until 2:56 pm for events. Because the time is unassigned in student schedules, they may also use the time for clubs and other activities. Students should plan ahead to be available during this time on request.

Section E: Code of Conduct

General Expectations

A Safe School Environment

The Arlington Public Schools believe that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

While this section provides examples of conduct that is prohibited, not every type of prohibited conduct can be listed. Students are expected to recognize that any conduct that is inconsistent with maintaining an appropriate environment either at school or at a school-sponsored event could lead to discipline, including exclusion from school. Even misconduct that does not take place in school or at a school sponsored event can result in discipline if it is of a serious nature and has a direct relationship to the school or causes substantial disruption to the school environment.

Major and Minor Infractions -- Overview

Minor Infractions Minor infractions of the Code of Discipline are typically initially addressed with interventions (e.g. warnings, parent notification, collaborative problem-solving), and/or detention. Egregious or repeated violations may result in late detention or school suspension.	Major Infractions A major infraction of the Code of Discipline disrupts the school environment and creates an unsafe atmosphere for the school community. While we always work to use positive interventions over disciplinary consequences, major infractions of the Code of Discipline may result in disciplinary action up to and including expulsion and possible referral to School Resource Officer.
Class cut	Alcohol/ Drugs policy violations
Class disturbance	Assault (Physical)
Cutting advisory	Bomb scares, fake fire alarms
Dishonest to dean regarding class cut or tardy	Bullying
Electronic devices used during class time w/o teacher permission	Cheating / Plagiarism
Failure to report to a teacher and/or dean	Failure to identify oneself, defiance, insubordination
Failure to sign into school	Felony, felony delinquency

Failure to clean up after lunch / littering	Fighting
Illegal parking	Fireworks possession
Inappropriate clothing	Forged note or phone call
Leaving class without permission	Gambling
Loitering	Hate Crime
Missed detention or failure to comply w/ detention rules	Hazing
Tardiness to school	Inappropriate use of school technology
Tardiness to class	Inappropriate use of school or non-school technology or electronic communication that disrupts the school environment
	Intimidation, threats, harassment
	Leaving the building when not eligible for open campus
	Present in an unauthorized/unsupervised area; congregating in bathroom / bathroom stall.

	Profane, vulgar, obscene behavior
	Refusal to comply with reasonable search
	Repeated violations of the Code of Discipline
	Sexual harassment
	Sexual / lewd behavior / Sexting
	Smoking
	Theft of school or student property
	Throwing or dropping objects (including food and snowballs) to endanger people or to destroy property
	Truancy
	Vandalism
	Violation of civil rights and safety
	Weapons possession

Code of Discipline

The violations of the Code of Discipline enumerated below describe some but not all school-related disciplinary offenses for which a student may be subject to suspension, long-term suspension or expulsion. The regulations listed here refer to violations of the Code of Discipline that occur:

- While the student is on school grounds
- During a school sponsored activity
- While on school-provided transportation en route to or from a school or school-sponsored activity (field trip)
- While walking to and from school or waiting for or riding on public transportation to and from school ("portal-to-portal")
- Electronically, if such electronic communication disrupts the school environment

1. **Assault (Physical)/Bodily Harm**

- a) Assaults/Fights-causes or attempts to cause physical injury or bodily harm to another person, or intentionally acts in a manner that could reasonably place another person in danger of physical damage or harm.
- b) Throwing objects-(including snowballs or food)- throws or drops objects anywhere on the school grounds in a manner that could reasonably place another person in danger of physical damage or harm.
- c) Dropping an object from school windows, stairwells, or balconies.

2. **Possession of Firearms, Dangerous Weapons, Dangerous Objects**

- 2a. Weapons-possesses, uses, handles, sells or transmits any firearms or other weapons on school property or at any school activities. "Other weapons" includes but is not limited to knives, razor blades, blackjack, *nunchucks*, kung fu fighting sticks, and/or other inherently dangerous weapons, including but not limited to mock and toy guns. See page 36 for additional information about what may constitute a weapon in a school setting.

Firearms and Fireworks

Firearms of any sort are not allowed on school grounds. The definition of firearms includes any pistol, revolver, rifle or smoothbore arm from which a shot, bullet, or pellet can be discharged by whatever means.

These excerpts are taken directly from the Laws of Massachusetts. The public law on fireworks and firearms will be strictly enforced within the buildings and on the grounds of Arlington High School. Students in violation of the above laws will be suspended and may be expelled for possession of a firearm. Staff may also refer the student to the authorities for court action.

Firearms Statute General Law Chapter 70, Section 10

"Whoever not being a law enforcement officer, and notwithstanding any license obtained by him under the provisions of chapter one hundred and forty, carries on his person a firearm as herein defined, loaded or unloaded in any building or on the grounds of any secondary school, college or university without the written authorization of the board or officer in charge of such secondary school, college or university shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year or both. For the purpose of this paragraph "firearm" shall mean any pistol, revolver, rifle, or smoothbore arm from which a shot, bullet, or pellet can be discharged by whatever means."

2b. Fireworks—possesses, uses, or causes to explode any fireworks or chemical.

According to the General Law of the Commonwealth of Massachusetts:

"No person shall set or have in his possession, or under his control, or use, or explode, or cause to explode, any combustible or explosive composition or substance or any other article, which was prepared for the purpose of producing a visible or audible effect by combustion, explosion, deflagration or detonation."

"Whoever shall sell or keep for sale any fireworks in violation of this section shall be punished by a fine of not less than ten dollars nor more than one hundred dollars."

3. Controlled Substances, Alcohol, Marijuana, Tobacco

3a. Alcohol or Drugs-Knowingly possesses, uses, sells, transports or attends school under the influence of drugs or other related controlled substances, including marijuana. Included as a prohibited practice in this policy is possession of drug paraphernalia, including but not limited to pipes, roach clips, grinders, vape pens, Juuls, chew, juice, nicotine liquid or e-cigarettes.

3b. Use by a student of a drug authorized by a medical prescription from a registered physician in accordance with the instructions for use as prescribed shall not be considered a violation. Such medications must be brought to the school nurse by a parent/guardian. The nurse will administer medication as directed by the physician.

Being in the "knowing presence" where alcohol, drugs, tobacco are being consumed, under the influence of alcohol, transporting, distributing, and/or selling is punishable as a major offense. It is required that students remove themselves from areas or situations where drugs, alcohol, tobacco, or paraphernalia are present or in use. The student's condition will be assessed by the school administrative personnel at the time of the incident and is contestable only at that point in time.

At the discretion of the Principal or Designee, students suspended for alcohol or drug offenses may also be put on social probation and unable to attend school functions and social events for the remainder of the year.

NOTE – MIAA: Under the rules of the Massachusetts Interscholastic Athletic Association, drug and alcohol violations both inside and outside of school may result in lengthy or permanent exclusion from athletic participation.

3c. Smoking/Tobacco Use-Using tobacco or nicotine at any time at Arlington High School or at school-sponsored functions. This includes all school property, transportation vehicles used in athletic events, proms, clubs, performances, field trips, etc. Snuff, chewing and smokeless tobacco and electronic cigarettes are treated the same as all other tobacco products for the purposes of this rule.

Substance abuse treatment/education programs are available to all students.

These excerpts are taken directly from the Town of Arlington Board of Health regulations. The public regulations on tobacco use will be enforced within the buildings and on the grounds of Arlington High School:

RULES AND REGULATIONS RESTRICTING SMOKING AND DISTRIBUTION OF TOBACCO AND TOBACCO PRODUCTS WITHIN THE TOWN OF ARLINGTON

SECTION 3.0 PROHIBITION ON SMOKING IN PUBLIC PLACES

No person shall smoke in any public place.

Schools. It shall be unlawful for any person, including all teaching and non-teaching personnel to smoke in any public or private school, on school grounds or school buses at any time.

SECTION 5.0 PUBLIC PLACES/WORKPLACE ENFORCEMENT

(A) Any person who smokes in a non-smoking area shall be subject to a fine of \$100.00 for each violation.

After a first warning and referral to smoking cessation class, tickets will be issued to students caught smoking on school grounds.

4. Felony or Felony Delinquency Charges

4a. Student has been charged with a felony (or with a felony delinquency for a student under 18); and the Principal determines and states in writing that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student may be suspended for a period of time pending adjudication of charges. The student may appeal the suspension to the Superintendent who will hold a hearing to determine whether or not to uphold the principal's decision.

4b. Student has been convicted of a felony (or upon an adjudication or admission in court of guilt for a felony or felony delinquency); and the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student may be permanently expelled. The student may appeal the expulsion to the Superintendent who will hold a hearing to determine whether or not to uphold the principal's decision. **Arlington High School cooperates fully with law enforcement agencies regarding felony or other criminal investigations.**

5. Bullying, Cyberbullying, Harassment and/ or Violation of Civil Rights

Priority Statement–Arlington High School and the Arlington Public Schools are committed to providing all students and staff with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

Further information regarding the district's bully prevention plan and reporting can be found at:

<https://4.files.edl.io/c987/03/03/23/203900-a7694383-8bed-474f-a119-402a9df51219.pdf>

Violators of the provisions set forth by Massachusetts Law and APS Policies who organize or participate in bullying, cyberbullying, or creating a hostile environment will face disciplinary action as determined by the review board of Principal, and appropriate House Dean or Deans. Penalties will range in nature from counseling and/or parent conferences up to penalties, such as suspension.

5d. Intimidation–presents any form of behavior that interferes with another person's sense of safety, dignity, comfort, or productivity in the school environment, such as:

- name calling (verbal / written), teasing, mimicking, slurs, or other derogatory remarks;
- offensive graffiti, symbols, posters, pictures, cartoons / caricatures notes, book covers, or designs on clothing;
- phone calls, emails, text messaging, and/or instant messages;
- touching of a person or a person's clothing;
- words, pranks, or actions which provoke feelings of embarrassment, hurt, or humiliation;
- stalking;
- discrimination

5e. Threats—suggests verbally and or physically an intent to harm another person.

See **Section F: Student and Parent Rights** for more information about reporting bullying.

5f. Harassment—engages in behavior, unwelcome by the recipient, which threatens a person and impairs the learning process, impinging upon the safe climate of the school. Harassing behaviors include, but are not limited to, behaviors that relate to a person's: gender, race, color, ethnicity/national origin, religion, age, handicap/disability, sexual orientation, physical appearance, physical/mental capacity, and other protected classes. (Please see more specific information on the APS policy on harassment and discrimination in the online version of this handbook.)

See **Section F: Student and Parent Rights** for more information about harassment.

5g. Hate Crime—commits any criminal act coupled with overt actions motivated by bigotry and bias including, but not limited to, threatened, attempted, or completed overt act motivated at least in part, by racial, religious, ethnic, handicap or sexual orientation prejudice, or which otherwise deprives another person of his constitutional rights by threats, intimidation or coercion, or which seeks to interfere with or disrupt a person's exercise of constitutional rights through harassment or intimidation.

5h. Hazing—willfully or recklessly endangers the physical or mental health of any student or other person.

From the Massachusetts General Laws (Hazing):

Section 17: "Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment. The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substances, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation."

Section 18: "Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. A fine of not more than one thousand dollars shall punish whoever fails to report such crime."

Section 19: Copy of Secs. 17 to 19; issuance to students and student groups, teams and organizations; report

Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such an institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such a policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Violators of the provisions set forth by Massachusetts Law who organize or participate in hazing will face disciplinary action as determined by the review board of Principal, and appropriate House Dean or Deans. Penalties will range in nature from parent conferences up to, and including, expulsion. All hazing allegations will be reported to the police.

6. Theft and Vandalism

6a. Theft of school/student property–Takes school property or the property of another person, with or without force, coercion, intimidation, or threat of violence. Students caught stealing, or in possession of a stolen item, are subject to disciplinary action under the code of discipline as well as possible criminal and civil consequences.

6b. Vandalism–Cuts, defaces, marks up, or otherwise injures in any way, any part of the school property, books, equipment, or item(s) while attending a school sponsored trip.

7. Dishonesty

- 7a. Cheating/Plagiarism–This includes copying material and presenting it as one’s own copying another student’s answers during a test, copying all or sections of papers, giving false information to teachers, or inappropriate use of artificial intelligence.
- 7b. Forging Notes or False Phone Calls–Forging or falsifying notes, corridor passes, or other authorizing documents. Impersonating a parent in writing or by any electronic method for the purposes of circumventing school rules.

8. Disruption to the School Environment

- 8a. Inappropriate Use of Technology–Students may not photograph or record teachers, students, administrators, or other school staff without their permission, post images of staff or classroom activities on the Internet or any other form of electronic communication, including social networking postings such as Facebook, without written permission. Students may not use any form of electronic communication to harass, intimidate or threaten AHS students or staff.
- 8b. Inappropriate use of school equipment–misuses computers or software programs; installs, downloads, and / or prints inappropriate or obscene materials, intentionally misuses another student or staff person’s identification number or password.
- 8c. Bomb Scares–Calls in or writes a false bomb report. This action is a felony punishable by imprisonment in the state prison for up to twenty years and by a fine of up to ten thousand dollars (MGL Ch. 169 Sec. 14A). Persons making such report will be disciplined and referred to police.
- 8d. Failure to Identify, Defiance of Authority, Insubordination–Refuses to comply with lawful orders of administrators, teachers or other authorized school personnel while properly under their authority or supervision; refuses to identify oneself or gives a false name or identity when asked by a faculty member.
- 8e. Fire Alarms–pulls a fire alarm when no fire or other emergency exists. Massachusetts Law provides for imprisonment in a jail or House of Correction for up to one year, or for a fine of not less than one hundred dollars (\$100) for anyone who causes to be made a false alarm of fire (MGL. Ch. 269 Sec. 13). Anyone apprehended making a false alarm on school property will be disciplined and referred to the authorities for court action.
- 8f. Gambling–gamble and/or sells or distributes gaming cards, football cards, and other gambling materials. All gambling is prohibited on school grounds or at school functions.
- 8g. Leaving School Building when not eligible for Open Campus–Leaves the school grounds when not eligible for Open Campus or at a time when the student should be in class.
- 8h. Present In an Unauthorized or Unsupervised Area–is physically present in an area that is off limits to students; includes loitering in bathrooms or congregating in a bathroom stall.

- 8i. Profanity, Vulgar Language, Obscene Behavior–uses profanity, vulgarity, obscene behavior or obscenities directed at another student or member of the staff on school premises or at school related events.
- 8j. Truancy–is absent from school without a parent/guardian’s knowledge or permission. Absences from a class without permission shall also be regarded as truancy.
- 8k. Failure to Cooperate during a School Emergency–does not conform to established rules regarding leaving the school building or remaining in an assigned location during any emergency or drill for such emergency.
- 8l. Failure to leave school grounds when required to–Student refuses to leave school grounds, or returns to school grounds, after being notified that he/she is on an out of school suspension. Being on school grounds during an out of school suspension is trespassing and may be referred to the police.
- 8m. Trespassing–Entering the school building after school hours, without authorized adult supervision (i.e. coaches) is considered trespassing and the police will be notified. This includes all school athletic facilities both on campus and off site.
- 8n. Refusal to comply with a reasonable search creates a substantial disruption to the safe operation of the school and is considered a major infraction. Since search is initiated when there are concerns about school safety (e.g., weapons, controlled substances, etc.), refusal creates the presumption that such items may be present.

9. Sexual Behavior

- 9a. Sexual Behavior–Engages in lewd conduct and/or sexual activity on school grounds during school hours or while participating in school-sponsored activities.
- 9b. Students are reminded that any form of “sexting,” i.e., sending sexually revealing or explicit photos to other students via cell phone or other technology may result in disciplinary action under the Code of Discipline as well as possible criminal and civil consequences.

Any student who engages in such inappropriate communication causing a member of the school community to feel harassed, intimidated or threatened, or who substantially disrupts the educational mission of the Arlington Public Schools shall be subject to the following disciplinary consequences depending upon the severity of the misconduct: community service, detention, suspension, in-school suspension, short-term suspension, removal from class or classes, social probation, or long-term suspension (beyond 10 days).

In addition, students may face legal consequences, as determined by the School Resource Officer and the AHS administration.

10. Repeated Violations of the Code of Discipline

Repeat Violations–Even a single serious incident of conduct that significantly disrupts the school environment may result in long term suspension where appropriate to the circumstances (or expulsion in the case of drugs, weapons, or assault of school personnel). However, committing one or more of the offenses described in sections 1 through 9 above is of particular concern. Generally, repeated and flagrant violations of the Code of Discipline could result in long-term suspension or expulsion.

Disciplinary Interventions and Consequences

To ensure a positive and effective learning environment, our school employs a range of interventions to address student behavior. Initially, teachers may handle minor classroom issues through problem-solving conversations, parent contact, and/or teacher-assigned detentions. For unresolved problems or more serious infractions, the school administration, particularly the deans of students, will address the situation. Administrative interventions may include collaborative problem-solving, parent meetings, educational programming, mediation, restorative practice, and loss of privileges. In cases of severe or recurring behavior issues, disciplinary actions may include detentions, in-school suspensions, out-of-school suspensions, or expulsion. These measures are designed to support students in meeting school expectations and maintaining a respectful school community. These interventions and consequences are explained in further detail below.

The decision-maker at a student meeting or discipline hearing under M.G.L. ch. 71, §37H ³/₄, when deciding consequences for the student, shall consider ways to re-engage the student in the learning process (including but not limited to positive behavior interventions and support models). Students shall not be suspended from school until alternative remedies have been employed and their use and results documented. Alternative remedies may include but not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. The decision-maker may determine that suspension is the only appropriate consequence in the following situations: (1) the specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive; and/or (2) the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while at school.

Collaborative Problem Solving (CPS)

In lieu of or in addition to other interventions and consequences, deans may address problematic behavior through collaborative problem solving with the students. If the behavior occurs in a classroom, the classroom teacher may be part of the problem-solving discussion.

Loss of Privileges

Disciplinary interventions may include loss of open campus privileges and restricted access to phones for a period of time.

Educational Programming

When appropriate, disciplinary interventions may include targeted educational programming. Examples include tobacco-cessation sessions and anti-bias or anti-bullying workshops.

Detention

Some violations of the discipline code may result in an administrative detention(s) being assigned. Detention(s) may range from 45 minutes to two hours and may be assigned to be served after school. Any disturbance in a detention room [teacher or administrator] or failure to report on the assigned day will result in additional detentions or suspension.

Students assigned administrative detention must adhere to the following rules.

1. Be in their seat in the detention room at 3:00 PM
2. Remain silent during the detention period. (Students are advised to bring work with them)
3. Remain in the detention room until the designated end time.

Late Afternoon Detentions

Late detention is held from 3:00 to 4:45 PM and the same rules apply as administrative detention.

Students assigned late detention must attend regularly scheduled classes during the school day. Students are expected to report to late detention on time and with sufficient work to use the time productively.

Late afternoon detention may be assigned in place of suspension when, in the opinion of the House Dean, the situation so warrants. Serving late afternoon detention in lieu of a traditional suspension excludes students from participating in or attending any school related functions or activities until the completion of the next school day.

In School Suspension (ISS)

In-school suspension removes students from their regular classroom, but allows them to attend school and make up work in a supervised and regulated environment. ISS requires strict adherence to rules that focus on completion of work, appropriate, quiet behavior, and guidance involving better study skills or school habits. Students who do not use ISS time to complete work or who violate the rules will be asked to leave ISS and finish their suspension out of school. Parents will be notified in such an event.

Removal/reassignment from a class

A student who refuses to comply with the classroom rules and regulations may be permanently removed from the class. Such removal will involve reassignment to another class or assignment to a supervised study period. Parents/guardians will be notified if a student is reassigned.

Students are particularly cautioned regarding their behavior in laboratory or shop classes, where seemingly minor misbehavior may constitute a serious threat to the health and safety of the teacher or other students and may be cause for permanent removal from the class.

Social Probation

A student with a major discipline infraction may be put on social probation. Any student who is on social probation may not attend any school sponsored functions for the remainder of the year.

Participation in the graduation ceremony and other senior activities is a privilege not a right. Students who choose not to participate or who have been excluded from participating due to inappropriate behavior at another school event may pick up their diploma in the Main Office on the day following the ceremony during regular school hours.

Any infraction of school rules that results in a penalty of suspension will result in the elimination of the privilege of attending the graduation ceremony and/or senior activities if, for example, that student ends his/her school year while under a school suspension. The Principal reserves his/her right to make all final decisions regarding student participation in all senior activities and graduation ceremony.

Any inappropriate behaviors preceding or during the ceremony, e.g., throwing articles, or failing to follow the reasonable request of a person in authority, will result in the diploma being withheld on graduation day. In such cases the Principal will meet with the student and parents/guardians in the Main Office during the normal school hours the following day.

Substance Use Interventions

When a student violates the school's substance use policies, the response may include a combination of disciplinary actions and supportive interventions aimed at education, accountability, and safety. In consultation with families, the school may implement measures such as substance use risk assessments, drug testing, participation in the iDECIDE diversion program, restorative practices, collaborative problem solving, or referrals to counseling and educational programming. These interventions are designed to promote healthy decision-making and reintegration, and may be used as alternatives to suspension when appropriate.

In-School Suspension, M.G.L. c. 71, § 37H ¾: Removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. If a student is suspended for more than ten (10) days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes under 603 C.M.R. 53.00.

Short-Term Suspension – M.G.L. c. 71, § 37H ¾: Removal of a student from the school premises and regular classroom activities for ten (10) consecutive or cumulative school days or less. A principal may, in their discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Long-Term Suspension; M.G.L. c. 71, § 37H ¾: Removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in their discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in M.G.L. c. 71, § 37H or §37H ½, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

See Section F: Student and Parent Rights for further information on the policies, protocols, and statutes governing in-school, short-term, and long-term suspensions.

Details and Ramifications of Suspension

Students suspended out of school for three days or fewer may access assignments on Google Classroom and must submit completed work within one day of their return. It is the student's responsibility to reach out to teachers and request any additional materials.

Students who are absent for more than three consecutive school days due to disciplinary reasons may request assignments and are expected to submit completed work within three days of their return. Students should contact their Dean, Guidance Counselor, and teachers (via email) to arrange for missed work.

Students suspended from high school are not to be in any Arlington school building or on any Arlington school grounds without permission from the Principal or the House Dean.

A student on suspension is excluded from participating in or attending any school-related functions or activities until the first day of classes after the completion of the suspension.

Suspensions prior to a weekend, holiday, or vacation period will render the student ineligible for all athletic participation during that weekend or holiday period. Under normal circumstances a suspension begins immediately on the day it is assigned and ends on the day the student formally is readmitted and in attendance at school. Students suspended prior to the completion of period three will be considered suspended for that day. Suspension days do not include holidays, weekends, or snow days, i.e., a three-day suspension must be served on three school days.

If a suspension occurs during senior end-of-year activities, the suspension will be maintained up to and including the loss of participating in the prom, senior trip, senior awards, other senior activities, and graduation exercises. Any loss of money due to ticket purchases, etc. will not be refunded. The student will receive his/her diploma at a time established by the Principal.

Before being re-admitted from a suspension, the student may be asked to report to the designated school official with a parent or guardian for a conference.

Students suspended for violation of the school's alcohol or drug policies will be re-admitted through the office of the Dean or the Principal, depending on the severity of the case. The student and parent/guardian must attend the re-admittance meeting.

Additional Regulations

Locker Search

All lockers are the property of Arlington High School and are assigned to each student at the beginning of the school year for safekeeping books and other personal items. Locks are provided for each student. Keep the locker locked and do not share the combination or key with unauthorized persons.

Do not bring prohibited or illegal materials such as weapons, explosives, intoxicating liquor, narcotics and other controlled substances onto school grounds or into school events. You are

responsible for using your assigned locker properly, and you are responsible for its contents, regardless of how, or by whom, an illegal item was placed in the locker.

Student lockers are considered protected areas under the Search and Seizure Section of the Constitution, since lockers are school property and not the personal property of the student. Know that your locker may be subject to search by all available resources, including school personnel and the Arlington Police with the use of their K-9 drug investigation unit.

If a locker search is conducted, the following protections shall apply:

- The search shall be conducted by a school administrator.
- The student has the right to be present if time and situation permits.

These protections may not be observed when the administrator feels that immediate action is required because of a threat to health or safety, during routine end-of-year locker cleaning, or when an absent student requests that material be obtained from his locker.

Searches and Questioning Students

School administrators are authorized to search students and/or their personal property if there is a reasonable basis for believing that the search will reveal evidence of a violation of school rules or the law. Refusal to comply with a reasonable search creates a substantial disruption to the safe operation of the school and is considered a major infraction.

School officials are authorized to question students about information that is relevant to the performance of their duties, including enforcement of school rules.

Loitering

Students who loiter in the public areas of the building, e.g., the Main Lobby, lobby behind the cafeteria, front steps, etc. are subject to school consequences. Students who are in approved areas during class time are reminded that their presence must not be disruptive to classes or administrative activities being conducted in neighboring areas.

Trespassing

Students are not allowed in the building after school hours unless involved in a supervised activity (clubs, sports, after school help), including gyms and fitness room. Access to the weight room without appropriate school personnel is prohibited, considered trespassing, and the police will be notified by silent alarm. Students found in the building during the evenings and on week-ends without supervision are subject to school consequences and/or loss of school privileges. Those caught trespassing may also be referred to the police.

Section F: Student and Parent Rights

Due Process and Other Provisions Relating to Student Suspension OR Expulsion

Statutory Offenses: Conduct That May Lead to Expulsion Under M.G.L. c. 71, §37H and 37H½

Under M.G.L. Ch. 71, §37H, students are subject to expulsion (i.e., permanent exclusion) by the Principal for the following conduct:

- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Possession of a dangerous weapon*
- Assault on teachers, administrative staff or other educational personnel

*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute “dangerous weapons”, administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student’s possession constitutes a dangerous weapon in the school setting. Any illegal weapons will be turned over to the Police Department. Any student who brought a firearm to school may be expelled for a minimum of one school year. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.)

Students are also subject to long term suspension/expulsion by the Principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H½.

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, and will be so informed at the time of the suspension/expulsion. [AHS Educational Services Plans](#).

Procedures Applicable to Statutory Offenses (M.G.L. c. 71, § 37H and § 37H1/2)

Controlled Substances, Dangerous Weapons and Assaults on Education Personnel (M.G.L. c. 71, § 37H)

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

2. Any student who assaults a principal, assistant principal, teacher, teacher’s aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

3. Any student who is charged with a violation of either paragraph 1. or 2. above shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have

representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the Superintendent of his appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal is not limited solely to a factual determination of whether the student has violated any provisions of this section.

5. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76. [AHS Educational Services Plans.](#)

Felony Complaints and Felony Convictions (M.G.L. c. 71, §37H½)

1. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall have the right to appeal the suspension to the Superintendent. The student shall notify the Superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The Superintendent shall hold a hearing with the student and the student's parent(s)/guardian(s) within three (3) calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such a decision shall be the final decision of the city, town or regional school district with regard to the suspension.

2. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall have the right to appeal the expulsion to the Superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five (5) calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent(s)/guardian(s) within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal; or headmaster, including recommending and alternate educational program for the student. The superintendent shall render a decision on the

appeal within five calendar days of the hearing. Such a decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

3. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

[AHS Educational Services Plans.](#)

Removal Pending Disciplinary Hearing for Statutory Offenses

For statutory offenses covered by M.G.L. c. 71, § 37H and § 37H1/2 (possession of a dangerous weapon, possession of a controlled substance, assault on school staff and/or felony charges/conviction), the principal may exclude the student from school on a short-term basis (not to exceed 10 school days), pending a formal hearing. Prior to removal pending a hearing, the Principal shall provide written notice to the student and parent/guardian that includes:

- a) a description of the offense;
- b) the reason for the removal pending hearing;
- c) a statement of the duration of the initial removal pending hearing (not to exceed 10 school days);
- d) notice of the formal hearing and due process rights, in compliance with M.G.L. c. 71, § 37H and/or § 37H1/2, as applicable (see above); and,
- e) a statement that the student has the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of removal pending hearing.

The Principal shall also make reasonable attempts to contact the student and the parent/guardian to describe the offense and give the student and the parent/guardian an opportunity to explain the circumstances, prior to removal of a student pending a disciplinary hearing. If the Principal is not able to contact the student and the parent/guardian to provide this opportunity, the Principal may delay this opportunity to after the issuance of the notice of exclusion pending hearing, if the Principal deems the delay necessary to avoid danger or substantial disruption.

Conduct Other than Statutory Offenses

Conduct of concern in a school setting that is not covered by M.G.L. c. 71, §37H and 37H½ may result in disciplinary action up to and including long term suspension (up to 90 days) from school. The administration will determine the consequences for serious infractions of the Code of Discipline and avoid using long-term suspension from school (i.e., more than ten days cumulative in a school year) as a consequence until alternatives have been tried as appropriate. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.)

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

In-School Suspension for Less than 10 Cumulative Days during a School Year

An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.

2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite parents/guardians to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meetings will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

3. The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parents/guardians to a meeting with the administrator to discuss the student's academic performance and behavior, strategies for student engagement and possible response to the behavior. Such meetings will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension found under Section C below.

B. Procedures for Short-Term, Out-of-School Suspensions (10 Cumulative Days or Less in a School Year)

Except in the case of an Emergency Removal as provided under Section D below, prior to imposing a short-term out-of-school suspension (i.e., 10 days or less in a school year), the administrator will provide the student and his/her parent oral and written notice and an opportunity to participate in a hearing.

1. Notice: The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:

- a) The disciplinary offense;
- b) The basis for the charge;
- c) The potential consequences, including the potential length of the student's suspension;
- d) The opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- e) The date, time, and location of the hearing;
- f) The right of the student and the student's parent to interpreter services at the hearing if needed to participate;

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, or email to the address provided by the parent for school communications, or any other method of delivery agreed to by the school and parents.

2. **Efforts to Involve Parents:** The administrator will make reasonable efforts to notify the parent of the opportunity to attend the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

3. **Format of Hearing:** The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

4. **Decision:** The administrator will provide written notice to the student and parent of his/her determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing.

C. Procedures for Long-Term Suspension

Except in the case of an Emergency Removal provided under Section D below, prior to imposing a long-term suspension (more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional procedures as follows:

1. **Notice:** The notice will include all of the components for a short-term suspension in Section B above, plus the following:

- a) In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
- b) The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
- c) The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
- d) The right to cross-examine witnesses presented by the school district;
- e) The right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and
- f) The right to appeal administrator's decision to impose long-term suspension to the superintendent.

2. **Format of Hearing:** The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

3. Decision: Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long term suspension, what remedy or consequence will be imposed, in place of or in addition to a long term suspension. The administrator will send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to the address provided by the parent for school communications, or any other method of delivery agreed to by the school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:

1. Identify the disciplinary offense, the date on which the hearing was held, and the participants at the hearing;
2. Set out the key facts and conclusions reached;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 consecutive days);
5. Inform the student of the right to appeal the administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:
 - a) The process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that;
 - b) The long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.

No long-term suspension will extend beyond the end of the school year in which such suspension is imposed.

D. Exception for Emergency Removal

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment, there is no alternative available to alleviate the danger or disruption.

The administrator will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger or disruption by the student.

The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

- Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters;
- Provide written notice to the student and parent as provided in Section B or C above, as applicable;

- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

E. Appeal to the Superintendent

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 consecutive or cumulative school days for the school year, the student may appeal the decision to the superintendent. In order to do so the student or parent must file a notice of appeal with the superintendent within five (5) calendar days with a seven (7) day postponement option. The superintendent must hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The following apply:

- The superintendent will make a good faith effort to include the parent in the hearing. The superintendent will be presumed to have made a good faith effort if they have made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent will send written notice to the parent of the date, time, and location of the hearing.
- The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The superintendent will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section C above.
- The superintendent will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section C above. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision.

The decision of the superintendent constitutes the final decision of the school district.

Discipline of Special Education Students

Any modifications of disciplinary policy for special needs students will be written into their individual education plans. Parents of students on an individualized education plan may contact the Assistant Superintendent of Student Services for more information regarding their child's rights.

The Individuals with Disabilities Education Act (20 U.S.C., §1400 et seq.) and the related regulations (34 C.F.R. §300 et seq.) ("IDEA") provide eligible students with certain procedural rights and protections in the context of student discipline, as set forth below.

Short term removals. Students who violate school rules are subject to removal from their current placement for up to ten (10) consecutive school days to the extent that such a removal would be applied to students without disabilities, without a prior determination of whether the conduct is a manifestation of the student's disability. Students may be removed for additional periods of up to ten (10) consecutive school days in the same school year for separate incidents of misconduct without a manifestation determination, so long as the removal does not constitute a "change of placement" as described below. However, during such additional removals the district must provide the student with services to the extent necessary for progress in the general curriculum and the student's Individualized Education Program ("IEP") goals, as determined by the Principal in consultation with at least one teacher. In addition, if appropriate, the district must conduct a functional behavioral assessment and develop or revise an existing behavioral plan for the student.

Change of Placement. A suspension of longer than 10 consecutive days or a series of shorter term suspensions amounting to more than 10 days that constitute a pattern are considered to represent a "change in placement." Prior to a suspension that constitutes a change in placement, the student's Team, including the student's parents, must convene to determine whether the behavior is a manifestation of the student's disability. In making this determination, the Team must review all relevant information in the student's file, including the IEP, teacher observations, and any relevant information provided by the parents, to determine if the conduct was caused by, or had a direct and substantial relationship to the student's disability, or was the direct result of any failure by the school to implement the IEP.

Results of the Manifestation Determination. If the Team determines that the behavior is not a manifestation of the disability, then the school may suspend or expel the student consistent with the policies applied to students without disabilities, except that the district must still provide an appropriate educational program to the student, as determined by the Team, during the suspension. If the Team determines that the behavior is a manifestation of a disability, the Team must conduct a functional behavioral assessment and develop a behavioral intervention plan or where a behavioral intervention plan was previously developed, must review the plan and, if necessary, modify it to address the behavior. Except in circumstances involving drugs, weapons, or serious bodily injury as described below, the student will be returned to the placement from which the student was removed unless the placement is changed by agreement or through the Team process.

Exception for Drugs, Weapons and Serious Injury. Regardless of the Team's decisions regarding the manifestation determination, school personnel may order a change in the placement of a student to an interim alternative educational setting, such setting to be determined by the Team, for not more than forty-five (45) school days if the student (1) carries a weapon to school or to a school function; (2) knowingly possesses, uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or (3) has inflicted serious bodily injury upon another person at school, on school premises, or at a school function. Additionally, a Massachusetts Bureau of Special Education Hearing Officer, under certain circumstances, may order a change in the placement of a student with a disability to an interim alternative education setting for up to forty-five (45) days if the hearing officer determines that maintaining the current placement is substantially likely to result in injury to the child or others.

When a parent(s)/guardian(s) disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement while the student is suspended from school, the parent(s)/guardian(s) has a right to request an expedited due process hearing from the Bureau of Special Education Appeals.

Additional information regarding the procedural protections for special education students eligible for services under laws providing for services for students with disabilities can be obtained from the Assistant Superintendent of Student Services.

Discipline of Students Whose Eligibility for Special Education is Suspected

The IDEA protections summarized above also apply to a child who has not yet been found eligible for services under the statute if the district is “deemed to have knowledge” that the child was eligible for such services before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is “deemed to have knowledge” if: (1) the child’s parent had expressed concern in writing to district supervisory or administrative personnel or the child’s teacher that the child needs special education and related services; (2) the child’s parent had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district’s director of special education or to other supervisory personnel. However, a school district is not “deemed to have knowledge” if the district evaluated the student and determined that the child was not eligible for special education services or the child’s parent refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

1. Non-Discrimination Policy Including Harassment and Retaliation

Arlington Public Schools will respond promptly to any reports or complaints of discrimination, including harassment and retaliation, or other violations of civil rights, pursuant to our detailed response protocol. Where it is determined that discrimination or harassment has occurred, Arlington Public Schools will act promptly to eliminate the conduct and will impose developmentally- appropriate disciplinary, restorative, and/or corrective action. For more information about harassment and retaliation, please review APS school committee policies.

Resources

The following individual is designated as the District ADA, Title VI, Title IX, and Sexual Harassment Coordinator, and Grievance Officer for the School Committee, administration, faculty, staff, volunteers in the schools, and for parties who are contracted to perform work for the Arlington Public Schools, and can be reached at:

Dr. Margaret Credle Thomas, Director of Diversity, Equity, Inclusion, Belonging, and Justice

Arlington Public School

14 Mill Brook Dr

Arlington MA 02476

781-316-3499

2. Special Education

Rights of Students with Special Needs

Federal and state laws, including Section 504 of the Rehabilitation Act, the Individuals with Disabilities Education Act, and M.G.L. c. 71B, require schools to provide students with disabilities access to a Free and Appropriate Public Education. In some circumstances, this also means that a child will be entitled to receive special education and related services. All students between the ages of three and

twenty-one, who have not yet obtained a high school diploma or equivalent, are entitled to special education services if they are determined to be eligible to receive such services on the basis of a disability. Specific questions and concerns regarding special education, including referral for special education, eligibility and services, can be directed to a student's principal or the Special Education Services Office at Central Administration.

3. Section 504

Nondiscrimination on the Basis of Handicap

Title II of the Americans with Disabilities Act of 1992 requires that no qualified individual with a disability shall, be excluded from participation in, or be denied the benefits of the services, programs and activities of the district or be subject to discrimination. Nor shall the district exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the district.

Rights of Homeless Children

Students who have been displaced from their home and do not have a permanent place of residence are guaranteed the same rights to an education as every other student under the McKinney-Vento Homeless Education Act. Students have the right to:

- Go to a public school, including preschool
- Obtain school meals
- Receive transportation, if requested
- Participate in school programs (athletics, clubs, and other student activities)
- Receive the same support and services provided to all students, as needed

Child Find

It is the responsibility of the Arlington Public Schools to ensure that all children with disabilities residing in Arlington, regardless of the severity of the disability, and who are in need of special education and related services, are identified, located and evaluated. Child Find must include children who are suspected of being a child with a disability and in need of special education.

Any educator or staff member of the Arlington Public Schools who believes a student may have a disability and may be eligible for special education or related services shall make a referral to the appropriate personnel at their school for an evaluation to determine eligibility for special education services to the appropriate personnel at their school.

A referral can be made by any source who believes a child may be eligible for special education and related services, including but not limited to a parent, teacher, health care provider, or other individual with knowledge about the child.

Bullying Prevention

The Arlington Public Schools are committed to maintaining a school environment where students are free from bullying, including cyber-bullying, and the effects of such conduct. We further recognize that students may be more vulnerable to bullying based upon actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical developmental or sensory disability or by associations with other people who have one or more of these characteristics. We will provide support to students whose vulnerability is brought to the attention of a teacher, guidance counselor or administrator through observation or direct report from a student, staff member or parent/guardian. This support may be in the form of counseling, education to support both the student's ability to report bullying and his/her skills, knowledge and strategies to respond to bullying or harassment.

A. Definitions

Bullying is conduct that is repeated by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional and is directed at a student, causing one or more of the following:

- a. Physical or emotional harm to the targeted student or damage to his/her property;
- b. Placement of the targeted student in reasonable fear of harm to him/herself or of damage to his/her property;
- c. Hostile environment at school for the targeted student;
- d. Infringement on the rights of the targeted student at school; or
- e. Material and substantial disruption to the educational process or the orderly operation of the school.

Cyberbullying is bullying through the use of cell phones, computers or other technology and may include conduct such as sending derogatory, harassing, or threatening email messages, instant messages, text messages, or blogs; creating websites or blogs that make fun of, humiliate, or intimidate others; and posting or sending embarrassing or inappropriate pictures or images of others. It may also include creating a website, blog, or posting by which the creator/author impersonates another person.

Hostile Environment is a circumstance in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of a student's education. The targeted student becomes so concerned about bullying that he/she is unable to participate in and concentrate on academic and other school activities.

Retaliation is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. It involves a student or staff member “getting back at” a student because of a belief that the student reported bullying or provided information about it to an adult or others who may help the targeted student.

B. Acts of Bullying (Including Cyberbullying) and Retaliation Are Prohibited.

The Arlington Public Schools prohibit bullying (including cyberbullying) and retaliation as defined above both at school and under the following circumstances:

- on school grounds or any property next to school grounds;
- at the bus stop or on school buses or any other school vehicle;
- at any school-sponsored, or school-related activities, functions or programs;
- through use any school computers, internet connection or other school based technology;
- at a location or during activities that are not school related, or by using a private computer or cell phone, if the bullying creates a hostile environment at school for the targeted student; infringes on the rights of the targeted student at school, or otherwise disrupts the orderly operation of the school.

C. How to Report Bullying

Students who believe they are the targets of bullying or retaliation, or who know about bullying conduct should report the conduct to: K-5 Building principals, 6-8 Grade level Administrator, 9-12 House Deans. Students may also report the conduct to a teacher, guidance counselor, or other school staff member, who will in turn report the incident to the Principal (or to a member of the Superintendent’s staff if the Principal’s conduct is at issue, or to the School Committee Chair if the Superintendent’s conduct is at issue). Students and families may also report using the link on the APS website included here [Reporting Form for Allegations of Bullying or Retaliation Related to Bullying](#). Students are urged to report all conduct that is of actual concern to them. However, knowingly making a false accusation of bullying could result in discipline.

D. Addressing Concerns Regarding Bullying

The Principal or other appropriate individual will be responsible for taking steps to investigate and otherwise address reports of bullying and retaliation. Where appropriate, the Principal/designee will take steps to restore a student’s safety even before an investigation has been completed. Students who engage in bullying will be subject to discipline by the Principal or Assistant Principal, subject to any procedural requirements. In making disciplinary decisions, the Principal/Assistant Principal will consider both the need for accountability and the importance of teaching appropriate behavior. The range of disciplinary action for students that may be taken includes, but is not limited to:

- verbal warning;
- written warning;
- reprimand;
- detention;
- short-term or long-term suspension; or
- expulsion from school

In addition to taking disciplinary action, the Principal/Designee will report conduct relating to bullying and retaliation to local law enforcement if s/he believes that criminal charges may be pursued.

Nothing in this handbook is intended to prevent school staff and/or school committee if applicable, from addressing and taking disciplinary action against a student for conduct that does not meet the definition of bullying/cyberbullying or retaliation, as defined above, but that is nevertheless inappropriate for the school environment.

E. Closing a Complaint Regarding Bullying

In the event school staff determine that bullying or retaliation (as defined in this policy) has taken place, the Principal or designee will, in addition to taking disciplinary action, notify the parent or guardian of the student aggressor. Staff will also inform the parent of the targeted student of the steps that will be taken to support the student and to prevent further acts of bullying or retaliation, so long as consistent with applicable legal restrictions. For example, specific information about disciplinary action taken will generally not be released to the target's parent or guardian—unless it involves a "stay away or other directive that the target must be aware of in order to report violations.

F. Further Review

Parents may file a complaint with the Department of Elementary and Secondary Education Program Resolution System (PRS). Information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

Additional information regarding the Arlington Public Schools' procedures for addressing allegations of harassment, can be found at: [Bullying and Nondiscrimination – Families – Arlington Public Schools](#)

The above language is intended to be consistent with the Arlington Public School's Policy Addressing Bullying and the Arlington Public School's Bullying Prevention and Intervention Plan. A copy of the complete plan is available at:

<https://4.files.edl.io/c987/03/03/23/203900-a7694383-8bed-474f-a119-402a9df51219.pdf>

Bullying report form is attached at the end of this document and more are available in the main office or online at: [Bullying Reporting Form](#)

The grade level administrator will be responsible for taking steps to investigate and address bullying and retaliation. They will take steps to ensure the safety of the target, and will notify parents of the aggressor and the target of confirmed cases of bullying and retaliation. The Arlington Public Schools Bullying Prevention Plan is located at: <https://www.arlington.k12.ma.us/>

Student Records

Right to Privacy

The Federal Family Educational Rights and Privacy Act, (FERPA) requires schools to protect the privacy of student records, and gives parents and students rights including inspection and review of student records. The Massachusetts Student Record Regulations are consistent with the FERPA statute and regulations.

Confidentiality of Student Records

Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll. The language in this handbook constitutes such notice.

Except where the regulations specifically authorize access by third parties, no individuals or organizations other than the parent, eligible student and authorized school personnel are allowed to have access to information in the student record without the specific, informed, written consent of the parent or eligible student. School systems are required to provide for the security and confidentiality of student school records. Under these laws, the school principal or his/her designee is responsible for the privacy and physical security of all student records maintained in the school and any computerized systems employed are electronically secure.

All information and data contained in or added to the student record shall be limited to information relevant to the educational needs of the student. Information and data added to the temporary record shall include the name, signature, and position of the person who is the source of the information, and the date of entry into the record. Standardized group test results that are added to the temporary record need only include the name of the test and/or publisher and date of testing.

Amending the Student Record

The eligible student or the parent has the right to add information, comments, data, or any other relevant written material to the student record. The eligible student or the parent shall have the right to request in writing deletion or amendment of any information contained in the student record, except for information which was inserted into that record by an Evaluation Team. Such information inserted by an Evaluation Team shall not be subject to such a request until after the acceptance of the Evaluation Team Educational Plan, or, if the Evaluation Team Educational Plan is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:

(a) If such student or parent is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student record, either student or parent shall present the objection in writing and/or have the right to have a conference with the principal or his/her designee to make the objections known.

(b) The principal or his/her designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such student or parent a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the student or parent, the principal or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.

Inspection of Record

A parent or an eligible student has the right to inspect all portions of the student record upon request. The record must be made available within ten days after the request, unless the parent or student consents to a delay. The parent and eligible students have the right to receive a copy of any part of the record, although the school may charge a reasonable fee for the cost of duplicating the materials. The parent and eligible student may request to have parts of the record interpreted by a qualified professional from the school, or may invite anyone else of their choice to inspect or interpret the record with them.

Destruction of Records

Regulations require school authorities to destroy a student's temporary record within five years after the student transfers, graduates or withdraw from the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. In each case, the school must first notify the parent and eligible student and give them the opportunity to receive a copy of any of the information before it is destroyed.

Non-Custodial Parents Rights

As required by General Laws Ch. 71, Section 34H, a parent who does not have physical custody of his/her child ("non-custodial parent") may have access to the student record in accordance with law and Department of Education Regulations. The Arlington Public School district encourages all parents to be involved in and informed about the education of their children and asks that non-custodial parents follow this process to access their child's records:

- Submit a written request for the records to the school principal.
- Include the full name of the student, the name of the custodial parent, and the name of the parent making the request.
- When making an initial request, and to facilitate the process, a non-custodial parent may also include a certified copy of a court order indicating that the requesting parent is entitled to:
 - a. Unsupervised visitation with the child
 - b. Eligible to receive student record information pursuant to Section 34H

School officials are required to contact the custodial parent when they receive such a request in order to provide that parent an opportunity to provide information that may impact the noncustodial parent's eligibility for access.

Meaningful Education

It is the intent of Arlington High School to maintain high educational standards so that the potential of the student may be developed. Students shall have the right to participate in the advantages of all programs and courses of study regardless of race, color, sex or national origin.

Pregnant and Parenting Students

Pregnant and parenting students have full access to the regular and co-curricular programs. Pregnant students will be permitted to remain in their regular classes and activities throughout their pregnancy and to return to those same academic classes and activities upon their return from giving birth. Pregnant and parenting students are protected under Title IX regulations and should contact the Title IX Coordinator to discuss available resources.

Dignity and Respect

A student should not be subject to ridicule, harassment or degrading treatment that would diminish his/her self-esteem or exclude the student from his/her peer group. Such behavior, either by another child, parent or a school official represents a clear and unacceptable violation of the right to be treated with dignity and respect.

If a parent or student believes the student's right to be treated with dignity and respect has been disregarded, the parent or student should speak either to the teacher, counselor, or Principal. In the event the parent or student is dissatisfied with the manner in which their concerns have been addressed, recourse is available through the Director of Special Education and Support Services.

Section G: Health and Safety

Student Resources

Personnel

Arlington High School has many staff members available to provide students with help and support.

- School Counselors
 - Caroline Ress 781-316-3651 cress@arlington.k12.ma.us
 - Danielle Rakowsky 781-316-3601 drakowsky@arlington.k12.ma.us
 - Kathy Hirsch 781-316-3603 khirsch@arlington.k12.ma.us
 - Matthew Ruane TBD mruane@arlington.k12.ma.us
 - Anne Benson 781-316-3588 abenson@arlington.k12.ma.us
 - Karen Botcheller 781-316-3602 kbotcheller@arlington.k12.ma.us
 - Amy Lyons 781-316-3592 rcox@arlington.k12.ma.us
- Social Workers
 - Andrea Razi 781-316-3651 arazi@arlington.ma.k12.ma.us
 - Jessica Klau 781-316-3651 jklau@arlington.k12.ma.us
- School Nurses
 - Kellie DeVine 781-316-3563 ahsnurse@arlington.k12.ma.us
 - Bianca Jones
- School Resource Officer
 - Bryan White 781-316-3619

Resource Lists

Arlington High School has prepared the following resources to assist students in obtaining support for a number of potential issues.

- Social/Emotional Resources:
<https://sites.google.com/a/arlington.k12.ma.us/ahsguidance/social---emotional-resources>
- APS Physical and Mental Health Resources Booklet:
<https://docs.google.com/document/d/1dNGjm4MIeeDIPS4euK3j-gHTHhUbKsX2By-XIVpf09s/edit>

Health Services and Policies

The Arlington Health Services Program is designed to protect and promote the health of our school children.

These services include:

- A team of 3 registered nurses
- Additional support provided by Arlington's Fire/Safety Department.

The School Nurse recognizes that parents have the primary responsibility for the health care of their children. The health room is not designed for the extended care seriously ill or injured children. Parents should not expect children to receive care for illness or injuries which occur at home. The nurse does not make a medical diagnosis or prescribe Treatment.

Each school has an assigned qualified nurse who is trained and certified in the specialized practice of School Nursing that advances the wellbeing, academic success, and lifelong achievement of students. To that end, school nurses facilitate positive student responses to normal development; promote health and safety, intervene with actual and potential health problems; provide case management services, and actively collaborate with others to build student and family capacity for adaptation, self-management, self-advocacy and learning.

Arlington school nurses provide:

- Illness care
- Injury prevention and treatment of injuries that occur in school
- Medication administration and monitoring
- Individualized health care planning and case management for students with special healthcare needs
- Health counseling and health promotion
- Management of student health records
- Health screenings (vision, postural, hearing, height, weight, SBIRT)
- Communication with students, parents, the school community and health care providers
- Communicable disease prevention and control
- Access to health care services and insurance
- Emergency preparedness and response

Parents/guardians may 'opt out' of population-based health screenings by providing a written note to the school nurse in advance of the screening.

Student Attendance During Illness

There are times when a student should remain at home for their own welfare and the protection of other students. Your child should remain at home if they have:

- Uncontrollable and/or productive cough
- Fever over 100.0 degrees fahrenheit within past 24 hours
- Vomiting or diarrhea within past 24 hours
- Sore throat and swollen glands
- Undiagnosed rash or skin eruptions
- Earache, severe headache or drainage from eyes

Students should remain home for 24 hours after an acute illness or after starting antibiotics for a diagnosed infection. They should also be fever free for 24 hours without the use of fever-reducing medication (Acetaminophen, Ibuprofen, etc).

Re-Entry after Prolonged Medical Absence

Re-entry meetings are put into place before a student returns to the school environment from a medical or psychiatric hospitalization. Participants include the parents/guardians, the student, an administrator, the school nurse and the school counselor. The school requests that the parent/guardian provide a written statement/discharge plan from the student's physician for the team's consideration in planning and coordinating appropriate services and in assessing health needs for the student.

Exclusion from School

To comply with MA General Laws, Chapter 71, Section 56, if a child is found to be suffering from disease, injury or illness requiring treatment or further evaluation, the parent/guardian or emergency contact will be notified by the school nurse, principal or designee to request immediate dismissal of their child to seek proper care.

Communicable Diseases

The spread of communicable diseases can be controlled by the use of good infection control practices. In the school setting, age appropriate immunization is the key in preventing the transmission of vaccine preventable diseases. Proper hand hygiene, standard precautions, appropriate cleaning and disinfecting are effective methods for preventing the spread of most infectious diseases. These practices are implemented consistently in the Arlington Public Schools.

A child showing symptoms of any communicable disease for which health officials order isolation is required to be kept out of school as long as the child's illness is considered to be contagious. If symptoms develop at school, parents/guardians will be notified that the child must be taken home. In case of contagious or infectious disease, the school nurse shall notify health officials as required by MA DPH.

Healthcare Provider Notes

For health and safety reasons, communication between the home and school nurse's office is very important. Parents/guardians are responsible for reporting all student injuries and important medical information (fractures, sprains, surgeries, serious illnesses, etc.) to the school nurse as soon as possible. Healthcare provider notes, indicating physical restrictions or limitations, are required for all students returning to school with any activity restricting device, such as crutches, casts, slings, braces, etc.

Medication Policies

If the child requires Epinephrine (EpiPen, Auvi-Q, etc) and/or an Individual Health Care Plan (for ex. Asthma, Life Threatening Allergies, Diabetes, Seizure Disorder), please contact the school nurse as soon as possible to discuss and have the appropriate forms signed. You or a responsible adult whom you designate should deliver the medicines to the school in a pharmacy or manufacturer-labeled container. Please ask your pharmacist to provide separate bottles for school and home. No more than a thirty-day supply of medicine should be delivered to school. Over-the-counter medication permissions (Acetaminophen, Ibuprofen, etc.) must be provided via the PowerSchool health form annually.

Daily Medication

In order to ensure the health and safety of children requiring medication during the school day, the following procedures must be followed:

- The Health Office requires that the following forms be completed and returned to the nurse before medication is given at school:
 - Signed consent by the parent/guardian to give the medication;
 - Medication order signed by the child's physician. The medication order should be taken to your child's licensed prescriber (doctor, nurse practitioner) for completion

and returned to the school nurse. This order must be renewed as needed and at the beginning of each academic year.

- Please visit the [Health & Nursing Services](#) page on the APS website to access the Medication Permission form.

Short Term Prescription Medication

No medication should be brought to school, unless prescribed to be given at school. In order to protect all school children, the following procedure is used when a child must take a medication during school hours on a short-term basis:

1. Parents/guardians are requested to ask the physician if it is possible to prescribe the medication other than during school hours.
2. If the medication must be taken during the school hours, the parent/guardian will send no more than a thirty-day supply.
3. The accurate dose will be sent in a container labeled by the pharmacy with the following information: name of child, name and dosage of medication, date prescribed, and name of prescribing physician.
4. The parent/guardian will send a note/email to the nurse giving permission to take the medication as prescribed. The school nurse or designee will dispense the medication. The note/email will be attached to the child's health record.
5. If the medication is for more than ten days a form will be sent home to be completed by the MD and returned to the nurse.
6. Over the counter medications are not encouraged to be administered in school, except in unusual circumstances and only by the nurse with written permission.
7. Metered dose inhalers prescribed for Asthma and Epinephrine prescribed to prevent anaphylaxis may be carried by a student and self-administered with written permission and after discussion with the school nurse.
8. Students are not allowed to have medications in their possession at school, unless they have permission for self-administration per the discretion of the school nurse and in compliance with MDPH medication administration regulations 105 CMR 210.000.

Students With Life Threatening Allergies (LTA)

Please see the following APS School Committee Policies

- [JLCCB Students with Life Threatening Allergies](#)
- [JLCCB-E Protocol and Guidelines for Students with Life Threatening Allergies](#)

Guidelines For Students With Life-Threatening Allergies (LTA)

Allergic reactions can span a wide range of severity of symptoms. The most severe and potentially life threatening reaction is anaphylaxis. The Arlington Public Schools cannot guarantee to provide an allergen-free environment for all students with life threatening allergies, or prevent any harm to students in emergencies. The goal is to minimize the risk of exposure to food allergens that pose a threat to those students, educate the community, and maintain and regularly update a system-wide protocol for responding to their needs. A system-wide effort requires the cooperation of all groups of people within the system.

The goal of the Arlington Public Schools regarding Life Threatening Allergies (LTA's) is to engage in a system-wide effort to:

- Prevent any occurrence of life threatening allergic reactions;
- Prepare for any allergic reactions;
- Respond appropriately to any allergy emergencies that arise.

School nurses, in conjunction with the student's parent(s)/guardian(s) and the primary care provider/allergist will prepare an Allergy Action Plan/Individual Health Care Plan for any student with a life threatening allergy. The plans will be reviewed by the school nurse, the student's parent(s)/guardian(s) and primary care provider and/or the student's allergist, and signed off by the child's physician to indicating that he/she deems it to be adequate. The Allergy Action Plan/Individual Health Care Plan will be available in the nurse's office and in the student's homeroom at the elementary level. Epinephrine will be stored in the nurse's office and those prescribed for individual students will be kept in that child's homeroom and in other clearly designated locations as specified in the AAP/IHCP.

Staff will be trained to identify and respond to reactions from LTA's, including the use of Epinephrine. Any staff involved with students who have LTA's will be informed and provided information from the AAP/HCP of each of these students. School staff will take steps to ensure that these classrooms and instructional areas are as allergen free as possible.

At the Secondary level, LTA-free tables are not maintained. We encourage "NO FOOD TRADING" and "NO UTENSIL SHARING" policies to minimize accidental exposure to allergens.

It is requested that each parent of a student with an LTA inform the school nurse of your child's allergies prior to the opening of school (or as soon as possible after a diagnosis).

- Parent/guardians must arrange to meet with the school nurse to develop an Allergy Action Plan/Individual Health Care Plan (AAP/IHCP) for the student and provide medical information from the child's treating physician as needed to write the Plans.
- Parent/guardians should provide the school a list of foods and ingredients to be avoided, and provide a list of safe or acceptable foods that can be served to your child.
- In addition parent/guardians should do the following:
 - Provide the school nurse with enough up-to-date emergency medications (including Epinephrine) so they can be placed in all required locations for the current school year;
 - Complete and submit all required medication forms;
 - Provide a Medic ALERT ID for your child;
 - Notify nurse of upcoming field trip as soon as possible and provide Epinephrine to be taken on field trips as stated in the field trip policy;
 - Encourage students to wash hands before and after handling food;
 - Teach your child to recognize the first symptoms of an allergic/anaphylactic reaction and to communicate clearly as soon as they feel a reaction is starting;
 - Not share snacks, lunches or drinks;
 - Take as much responsibility as possible for their own safety.

Population-based Health Screenings

Populations-based health screenings are mandated by Massachusetts Department of Public Health (MDPH) and/or the Massachusetts Department of Elementary and Secondary Education for vision, hearing, heights & weights, posture, physicals and substance use. These screenings are performed annually by the school nurse or trained designee for the following grades:

- Hearing: All students in grades K through 5, 7 and 10.
- Heights, Weights & Body Mass Index's (BMI's): All students in grades 1, 4, 7 and 10.
- Posture: All students in grades 5 through 9.
- Physicals: All students upon school entry and in grades K, 4, 7, and 10. It is preferred that your child's primary care provider perform physical examinations. New transfer students must provide a physical exam within one year prior to entrance to school or within 30 days after school entry, then at the above intervals.
- Screening, Brief Intervention and Referral for Treatment (SBIRT): All students in grades 7 & 9. Confidential verbal screening for substances using a validated screening tool.

Parents/guardians may 'opt out' of population-based health screenings by providing a written note to the school nurse in advance of the screening.

Immunizations

Immunizations on all students must be completed for school entry and updated as required by the Massachusetts Department of Public Health. Massachusetts law allows two types of exemption: 1) religious exemption from physical examinations or screenings, upon written request of a parent/guardian and/or 2) medical exemption, upon written request of your child's physician. Students with exemptions may be subject to exclusion during disease outbreaks.

Rights of Students with AIDS or HIV Infection

If a student has AIDS or is infected with HIV, the virus that causes AIDS, that student has certain rights under the law. Also, the Massachusetts Department of Education and Massachusetts Department of Public Health have a written policy that informs schools how they should act in order to protect those rights. The following is a summary of that policy:

1. Every school age child has the right to a public education.
2. A student with AIDS or HIV infection has the right to keep their medical condition private.
3. If a parent tells someone at school that a student has AIDS or HIV infection, they should not tell other people without that parent's permission.
4. A parent may give people at school permission to tell certain other people that a student has AIDS or HIV infection by saying so in writing.

The Massachusetts General Laws, Chapter III, Section 70F, prohibit health care providers, physicians, and health care facilities (including school-based clinics) from disclosing HIV test results, or even the fact that a test has been performed, without a specific, informed, written consent of the person who has been tested.

Please note: HIV/AIDS information is not considered part of the student health record.

Wellness Policy

To be in compliance with the new state wellness legislation, the following restrictions on food products that are sold in school, or are offered to students during the school day, are now in effect:

- Bake sales will not be allowed in any building, when school is in session or during the 30 minutes before or after school hours.
- Foods not included on the "A list" may not be served in classrooms or at school events or celebrations during the school day.

A list of acceptable foods can be found on the APS website under the heading "at a glance" summary of the standards.

Acceptable foods that meet the guidelines may also be found at: <http://www.johnstalkerinstitute.org/alist/>

Building Security and Emergency Procedures

Security Cameras

Arlington High School has installed exterior and interior security cameras to assist the school in preventing theft, vandalism, trespassing, and other violations of the Code of Discipline. The use of security cameras is meant to promote the overall safety of students on the Arlington High School campus.

Fire Drills

A certain number of drills are required by law during each school year. They are necessary for the protection and safety of each student and teacher. They are practice runs for everyone to be prepared in case a real fire or emergency should arise. They must be taken seriously. Your cooperation is essential during these drills. Students may not stop to retrieve personal effects during a fire drill.

Directions are posted near the door of each room. When the fire signal sounds follow these directions, keeping the lines moving. Running is absolutely forbidden, if a student is not in a classroom when the fire alarm sounds a drill, he/she should join the nearest group of students leaving the building. Silence should be maintained in order to be able to hear any change of direction should this be necessary. Emphasis should be on safety, not speed. Administration will signal students when it is time to return.

Failure to follow safety drill protocols may result in school discipline including detention or suspension.

Arlington High School also works with the Arlington Police and Fire Departments and runs other safety drills throughout the year as appropriate.

Arlington Public Schools has adopted the ALICE safety protocol in recent years. ALICE is considered "best practice" for K-12 schools and is being adopted throughout the United States. Our decision was reached after reviewing the Massachusetts Task Force on School Safety and Security report.

To learn more about the Massachusetts Task Force on School Safety and Security that resulted in Arlington adopting ALICE protocols, please visit www.mass.gov/edu/safety. You can read the entire Task Force Report.

<http://www.mass.gov/edu/docs/eoe/school-safety-security/school-safety-report.pdf>.

And to read more about ALICE, you may want to visit <http://www.alicetraining.com/>.

Our planning for these events can be triggering for some. Our goal is to make preparation routine to increase our sense of safety and our preparedness. If you are concerned about any student, please notify administration or guidance, so that we can offer them support as necessary

Section H: Student Activities

Athletics

At Arlington High School, a wide variety of sports activities are offered on both a varsity and sub-varsity level. Any student may try out for any varsity sport. To be eligible, you must not have reached your nineteenth birthday before September 1 and must have earned at least 20 credits in the previous quarter's grades. Once you start high school, you are eligible to participate in the Athletic Program. Whether you compete or not; you must be in good standing as a school citizen. The program is governed by the rules and regulations of the Massachusetts Interscholastic Athletic Association (MIAA). No team may exclude students on the basis of race, sex, color, religion, national origin, sexual orientation, disability, or homelessness.

Participation in our athletic program, as in any other phase of AHS student co-curricular activities, is an honor and privilege and, as such, carries with it many student obligations. AHS athletes are expected to demonstrate good sportsmanship and serve as examples of good, wholesome living and of good leadership. You must always strive to continue to bring honor to your school and fellow students by your effort and your good example. Failure to do so in any way could deprive you of the privilege of athletic participation. The activities offered through the Athletic Department are:

Fall:	Cheerleading	Football
	Cross Country (boys/girls)	Soccer (boys/girls)
	Field Hockey	Swimming
	Golf	Volleyball (girls)
	Unified Basketball	
Winter:	Alpine Ski	Nordic Ski
	Basketball (boys/girls)	Indoor Track (boys/girls)
	Gymnastics	Wrestling
	Hockey (boys/girls)	Winter Cheerleading
Spring:	Baseball	Softball
	Lacrosse (boys/girls)	Tennis (boys/girls)
	Outdoor Track (boys/girls)	Volleyball (boys)
	Unified Basketball	

Athletes' Responsibilities & Sanction(s)

Participants must complete the necessary medical and parental permission forms no later than the first day of their participation.

Sanction: The individual cannot practice or play until the specified form(s) are completed through the Athletic Director and Athletic Trainer.

Participants must fulfill all eligibility requirements as set forth by the MIAA. Copies are posted in the locker room, in the Blue Book which is given to every coach, and on the MIAA website (www.MIAA.net).

Sanction: Academic eligibility cannot be regained until your next report card is issued unless the grades in question are OFFICIAL INCOMPLETES. Once the Athletic Director has the official make-up grade with the signature of the teacher involved, eligibility could be regained.

Student athletes are expected to be present in school and in all assigned classes every day for which they intend to practice or play. Students who display a pattern of excessive tardiness or dismissals may be withheld from practices and/or games. Student athletes must be in school on the Friday before any Saturday, Sunday, or vacation contest.

The above conditions do not apply if a student has a documented medical appointment (or other exempt absence) and is present for at least half of the school day.

Sanction: Permission to participate in any fashion must come from the Athletic Director or Principal if extenuating circumstances prevent attendance at play or practice.

Any participants involved in any way (use/consume, possess, buy/sell, or give away) with alcohol, drugs, or tobacco shall be subject to possible suspension and/or dismissal from the athletic program. Said cases would be reviewed by the school administration and the Athletic Department as soon as a report is received. Consequences for drug, tobacco, and alcohol-related infraction will follow both AHS and MIAA sanctions. Normal school due process protocols will be followed, however, **if a school suspension occurs the following rules are in effect:**

A student on suspension, both in-house and out of school suspension, is excluded from participating in or attending any school related functions or activities until the first day of classes after the completion of their suspension. Suspensions prior to a weekend, holiday, or vacation period will render the student ineligible for all athletic participation during that weekend or holiday period.

IMPORTANT – MIAA rules about tobacco, drugs and alcohol are in effect from the first practice of the fall until the last day of school REGARDLESS OF WHETHER YOUR SPORT IS IN SEASON OR NOT. Students who violate the drug and alcohol rule at any time during the school year will miss 25% of the games. A second violation will trigger a loss of 60% of the games. For example, an athlete who violates the drug, tobacco or alcohol rule in October but is not playing a fall sport, will miss the first 25% of his/her games if he/she begins to play a winter or spring sport. The violation follows the student until the consequence is served.

PLEASE NOTE These sanctions are cumulative and carry over from fall to winter to spring if applicable. Students who return to school from a suspension for drugs or alcohol must be evaluated by the AHS Intervention Counselor as soon as an appointment can be scheduled.

Any participant who suffers an injury at or during supervised practice or games must immediately inform the coach.

As an AHS athlete, you are responsible for all items of equipment and/or uniform issued to you. If you don't return all items at the time and in the condition specified, you cannot participate in any further interscholastic programs until all obligations are settled.

Sanction: You will have to pay the ACTUAL REPLACEMENT COST for the item or item(s) lost or damaged.

You must travel to away contests with the team on the regular bonded carrier. Any exception must be approved ahead of time by the Coach, Athletic Director or the Principal if written permission of parent/guardian is presented with enough time for verification by the Athletic Department.

Possible Sanctions:

1st offense = No participation in that day's session and parent is notified.

2nd offense = One week suspension from athletic participation, (5 days, including Saturday or Sunday if that day is part of the team's schedule).

3rd offense = Dismissal from the team in session at the same time the third offense is committed.

When travel to away games requires early dismissal, the Athletic Director or Assistant Athletic Director will email staff. Students are responsible for making up the work they missed. Permission can be rescinded if student action warrants or if a student is not in good academic standing.

Sanctions:

1st offense = No participation in that day's contest and caregiver is notified.

2nd offense = One week suspension from athletic participation (5 days, including Saturday or Sunday if that is part of the team's schedule).

3rd offense = Dismissal from the team in session at the time the third offense is committed.

No AHS athletic activity discriminates on the basis of race, color, religion, national origin, age, gender, sexual orientation, gender identity, marital status, or disability in admission to, access to, employment in, or treatment in its programs and activities.

Where there are sex-segregated classes or athletic activities, including intramural and interscholastic athletics, all students must be allowed to participate in a manner consistent with their gender identity. With respect to interscholastic athletics, the Massachusetts Interscholastic Athletic Association will rely on the gender determination made by the student's district; it will not make separate gender identity determinations

Head Injuries and Concussions

The Arlington Public Schools has put forth this policy to provide standardized procedures for persons involved in the prevention, training, management and return to activity decisions regarding students who incur head injuries while involved in extracurricular athletic activities, including but not limited to interscholastic sports, in order to protect their health and safety.

"Concussion" means a complex disturbance in brain function, due to direct or indirect trauma to the head, related to neurometabolic dysfunction, rather than structural injury. Among the many symptoms associated with concussion, headache, dizziness, confusion, amnesia, nausea and disorientation are commonly reported. Loss of consciousness, however, occurs in less than 10% of all injuries and is not an indicator of concussion severity.

In some cases, symptoms related to concussion can impact a student's academic performance by causing lapses in short term memory, shorter attention span, reduced or impaired concentration and more difficulty in completing assignments and studying for tests.

Current research suggests that cognitive rest is critical during the recovery stage. The goal is to protect the health and safety of our athletes and maintain and regularly update a system wide protocol for responding to their needs.

The Superintendent, in consultation with the Director of Nursing and Athletic Director, shall promulgate guidelines, which shall be made publicly available.

Fan Behavior

We welcome student attendance at athletic and extracurricular events. Students must maintain proper decorum and respect while in attendance at these activities since they are representing Arlington High School. All AHS rules apply to spectators at athletic and extra-curricular events

including our strict policies regarding drug and alcohol use. In general we have the following expectations of all fans:

- Students should have fun by demonstrating positive enthusiasm without causing harm, danger, or embarrassment.
- Students are to follow all school rules that are in effect during the regular school day.

- Students should demonstrate respect toward fellow students, opponents, players, coaches, and officials.
- Students should show respect and pride for the school.
- Students must be appropriately attired, including wearing shirts.

Students may not engage in the following behaviors (or other school rules set forth above):

- Calling by name or taunting players on either the home or visiting team.
- Using vulgar language towards other fans, players, or the game officials.
- Wearing costumes, masks, or obscuring face paint that prevents them from being recognized.
- Participating in dangerous or boisterous behavior, such as pushing, shoving, or fighting.
- Throwing objects either in the stands or onto the playing surface.

Students who engage in prohibited fan behavior may face detention or suspension consequences as determined by the House Dean or other AHS administrator.

For more information on Arlington High School Athletics, select Athletics on the Arlington High School website.

Clubs and Organizations

Listed below are some of the co-curricular activities that have been offered annually at AHS. Clubs will continue to be offered depending on student interest and availability of advisors. New clubs appear every year as student interest changes. See below for information about starting a new club.

For the most up to date information please see the Club Webpage on the AHS Website.

Starting a Club

If you want to initiate a new club or organization, find a willing faculty advisor to discuss the goals and operation of the club and serve as your club's advisor.

Before a new club is formally recognized by the school, the student leaders and advisors must meet with the All Club Advisor, Ms Begin in room 330. After paperwork is cleared the club will be added to the website. **No club may exclude students on the basis of race, sex, color, religion, national origin, sexual orientation, disability, or homelessness.**

Student Government

Membership

The Student Government is composed of the Student Council and the Class Councils.

The Student Council is composed of four elected officers: President, Vice President, Treasurer, and Secretary, and three representatives from each grade.

The Class Councils are composed of four elected officers: President, Vice President, Treasurer, and Secretary. The Vice President of each Class Council also serves as a Student Council Representative.

Purpose

The purpose of the Student Council is to:

- support the mission of Arlington High School
- represent the students of Arlington High School
- voice the concerns of the students
- be a link between the student body and the administration
- unify the student body through social activities and community service opportunities

The purpose of the Class Councils is to:

- support the mission of Arlington High School
- promote a positive class culture
- plan and coordinate class events, such as dances and service projects
- raise funds for class events and manage the class treasury

Student Government Elections

Student Government members must be elected by their peers. Elections for 9th grade officers and representatives are held in mid-October. Elections for all other positions are typically held in late May for the following school year.

Elections will be announced and nomination papers will be made available approximately three weeks prior to the election date. Candidates for student government must complete nomination papers and submit these to the Student Council Advisor by the deadline provided. Assemblies for election speeches will be held prior to the opening of the online ballot.

More information about Student Government and Student Government Elections is available in the AHS Student Government Constitution, available on the Arlington High School website.

Eligibility for Student Activities

A uniform set of minimum eligibility standards has been established for Arlington High School. These eligibility standards apply to membership of the Student Council, holding class office, and holding offices in any school club or organization.

To participate in a school sponsored event, students must be present in school on the day that the event is to take place for the entire day unless your absence has been approved by the Dean prior to participation. Students who are assigned to an in-school or out of school suspension may not participate in after school clubs and organizations on the days that they are suspended.

Every student is a member of his/her individual class. These classes constitute the student body of our school, and the school community is expected to conform to the usual standards of conduct considered representative of good citizenship. Whenever a student fails to meet his/her obligations as a good citizen, his/her status shall be determined by the administration in conjunction with the group faculty sponsor. Conduct expectations may be found in other chapters of the handbook (see Section E, Student Rights, Infractions and Consequences).

No club or activity may exclude students on the basis of race, sex, color, religion, national origin, sexual orientation, gender identity, disability, or homelessness in admission to, access to, employment in, or treatment in its programs and activities.

Dance Contracts

You and a parent will be required to sign a contract prior to purchasing any ticket to a school dance. These will be available where tickets are sold.

Section I: Technology

Arlington High School is pleased to offer our students, staff and guests access to a wide range of digital information technology.

- Starting in 2016-17, AHS began a program allowing students to bring their own devices (BYOD) to school and access a robust school network. The details of this program are covered in the Arlington Bring Your Own Device (BYOD) Agreement.
- Starting in 2020-21, AHS began 1 to 1 technology, meaning that students are required to bring a laptop, Chromebook, or iPad to school every day. The details for the 1 to 1 program are covered in the 1 to 1 Device Care Agreement (DCA) detailed below. Students may Bring Their Own Device (BYOD) or may request a school issued Chromebook.
- In addition, digital technology use at AHS is governed by the Arlington Public Schools Responsible Use Policy (RUP) and the Student Code of Conduct. Guidelines and more information about the RUP is available from the website address listed below.
 - <https://sites.google.com/arlington.k12.ma.us/apsdigitallearning/digital-learning/acceptable-use-guidelines-and-resources>

All students will receive a copy of the Arlington Public Schools Acceptable Use Policy, the BYOD and DAC Agreements and must agree in writing to the terms and follow the regulations and protocols outlined within the Arlington RUP. Violations of these rules may result in disciplinary action, including the loss of a user's privileges to use the school's information technology resources. Further discipline may be imposed in accordance with the Responsible Use Policy, The Bring Your Own Device Agreement, the 1 to 1 Device Care Agreement, the Student Code of Conduct, or other relevant APS policies up to and including short or long-term suspension depending on the degree and severity of the violation.

[Acceptable Use Policy \(RUP\)](#)

Student Internet Access

All students will have access through their classroom, library/media center, or computer lab to the following information resources:

- Electronic mail communication with people all over the world
- News and information
- Library Collections including Library of Congress
- Public domain software and graphics
- Discussion groups
- World Wide Web and USENET access

Acceptable Use Policy

The use of the Arlington Public Schools Network is a PRIVILEGE, not a right, and any inappropriate use will result in cancellation of privileges. Users should not expect privacy in the contents of personal files on the district system. Routine maintenance and monitoring of the APS Network may lead to discovery that a student has violated this Policy, the student handbook, and/or the law. The Telecommunications Technology Specialist and other school officials shall have the right to access at any time email sent or received over the APS network at any time. Unacceptable use includes (but is not limited to) the following points:

- Students shall not post personal contact information about themselves or other people. Personal contact information includes address, telephone, school address, work address, etc.
- Students shall NEVER agree to meet with someone they have met online.
- Students shall promptly disclose to a teacher or other appropriate school employee any message they receive that is inappropriate or makes them feel uncomfortable.
- Students shall not re-post a message that was sent only to the individual without permission of the person who sent the message.
- Students shall not post private information about another person.
- Students shall not attempt to gain unauthorized access to the APS Network or to any other computer system networked or database through the APS Network or go beyond authorized access. This includes attempting to log in through another person's account or access another person's files. These actions constitute vandalism and are illegal, even if only for the purpose of "browsing".
- Students shall not make deliberate attempts to disrupt the APS computer system, or other town computer systems and networks nor destroy data by spreading computer viruses or by any other means.
- Students shall not use the APS Network to engage in any other illegal act.

Security

- Students are responsible for their individual file account and should take all reasonable precautions to prevent others from accessing their files. Under no conditions should students provide their password to another person.
- Students shall immediately notify a teacher of the system administrator if they have identified a possible security problem.

Inappropriate Language

- Restrictions against inappropriate language apply to public messages, private messages, and material posted on Web pages.
- Includes language or images that are obscene, profane, lewd, vulgar, or threatening, or that creates a hostile environment based upon protected classifications, may constitute bullying, or otherwise disrupts the school environment.
- Students shall not knowingly or recklessly put false or defamatory information about a person or organization.

Respecting Resource Limits

- Students shall use the system only for educational, club and career development activities.
- Students shall not download large files unless a teacher has approved.
- Students shall not post chain letters or engage in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people.
- Students shall subscribe to discussion group mail lists only under teacher supervision and only to those that are relevant to education or career development.
- Students shall not plagiarize works found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were the student's.
- Students shall respect the rights of copyright protected materials.

Inappropriate Access to Material

- Students shall not use the APS Network to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature).
- If students mistakenly access inappropriate information, they should immediately tell a teacher. This shall protect students against a claim of intentionally violating the policy.
- Although it is the intent that all student use of the APS Network is to be conducted under faculty supervision, it is, however, not always possible for faculty members to monitor student use at every moment. Therefore, every student is expected to take responsibility for his or her appropriate use of the APS Network. The Arlington Public Schools disclaim all liability for the content of material that shall be accessed on the Internet, for damages suffered in the course of or as a result of Internet use, and for any other consequences or Internet use.

1 to 1 DCA (Device Care Agreement)

- A student device may be a personal device or a school-issued device. These DCA guidelines apply in either case. ([direct link to DCA](#))
- The student will bring their device to school each day.
- The student is responsible for ensuring the device is fully charged for use throughout the school day.
- The student is responsible to secure the device against damage, loss, or theft. A school-issued combination lock is provided to all students for use on their locker.
 - Promptly inform your Dean if there is damage, loss, or theft.
 - If the device is school issued, a Chromebook replacement fee may be charged.
- The student is responsible for the care and maintenance of the device and keeping the device updated.
- The student needs the permission of the classroom teacher before using a device in class. In addition, students must comply with the teacher's request to shutdown the device or close the screen during class.
- Student devices may only be used for educational purposes and only with the permission of the classroom teacher.
- The student will use the Arlington Public Schools wireless network and follow the district's Responsible Use Policy. The use of cellular wireless networks, for example: 3G, 4G, and LTE are not allowed.
- If a student is using a personal device:
 1. The device must meet minimum specifications. ([outlined in the BYOD agreement](#))
 2. The school is not responsible for damage or theft.

BYOD (Bring Your Own Device) Agreement

[Click here to view the BYOD Agreement and FAQs](#)

Arlington High School offers our students, staff, and guests BYOD or Bring Your Own Device access to the AHS Information technology network.

Because AHS is a "Google for Education" school, and because of the integral and frequent use of educational technology by teachers and students, families may wish to consider BYOD to give students a more seamless access to educational resources. We think of BYOD as an extension and supplement to our already robust tech access through our Media Center, computer labs, and classroom technology carts. In other words, BYOD is an excellent option for students, but BYOD is not required.

Online Power School Parent/Student Portal

A letter advising parents about the online Parent Portal and providing password and login information will be mailed out at the beginning of the year. Parents should use the online portal to monitor their child's attendance and academic progress throughout the school year. Parents should also update their contact and emergency contact information through this portal.

Students will also have access to a student portal and are encouraged to monitor their own attendance records and academic standing. **It is the responsibility of students to address any concerns or differences of opinions with their teachers on attendance and/or grades that are posted in PowerSchool.**

News Feeds

Students and parents are encouraged to use the online communication tools for Arlington High School announcements and news. Please reference the News and Events page on the school's spyponders.com website for details. ([direct link](#))

Appendix A

Arlington Public Schools

Restraint Prevention and Behavior Support Procedures

I. Introduction:

In accordance with Arlington Public Schools' Physical Restraint Policy and Massachusetts regulations for the prevention and safe use of physical restraint (603 CMR 46.00), Arlington Public Schools has developed the following Restraint Prevention and Behavior Support Procedures.

Arlington Public Schools is committed to maintaining an orderly, safe and supportive environment conducive to learning for all students. Arlington Public Schools implements a variety of de-escalation techniques and intervention strategies to safely support students and prevent the use of physical restraints whenever possible. Arlington Public School uses the physical restraint as an emergency procedure of last resort only when a student's behavior poses a threat of assault or imminent, serious physical harm to self or others and the district abides by safe physical restraint

administration regulations. All physical intervention is guided by the principle of using a maximum amount of caring and a minimum amount of force.

2. Prevention of Physical Restraint:

Arlington Public Schools use a variety of de-escalation techniques and strategies as alternatives to physical restraint when a student's (or group of students') behavior requires immediate intervention. Additionally, the district implements a continuum of social-emotional and behavioral supports and services, including crisis planning, to foster social-emotional growth, self-regulation and prevent student violence, self-injurious behavior and suicide. These supports and interventions may include, but are not limited to:

- [**Bullying Prevention and Intervention Plan**](#)
- **Tier One SEL Programming**
 - Collaborative Problem Solving (9-12)
 - [Responsive Classroom](#) (K-6)
 - [Ruler](#) (7-12)
 - Second Step (K-5)
 - [PBIS](#) (K-6)
 - [PBIS Brief](#)
 - [Whole Child Lessons](#)
 - Zones of Regulation
 - Advisory 6th,9th-12th
 - Calm/Cool Down Spaces
 - [SEL Resources for Educators Website](#)
- **Tier Two and Three SEL Supports**
 - Counseling and Social Work Services
 - Small Groups that teach social skills
 - Student Support Teams (SST) at All Schools
 - Use of Mental Health Screeners (District Wide)
 - Panorama Survey 2x (Family, Student and Staff)
 - Panorama Playbook for specific skills, needs, and targets
 - Individualized Educational Plans (IEP)
 - 504 Plans
- **SEL and Mental Health Assessments**
 - Views of Climate and Learning Survey (VOCAL)
 - Youth Behavior and Risk Survey (YBRS)
 - [Social and Emotional Learning Indicator System](#) Survey (SELIS)
 - Mental Health Screeners
 - SCUTA at the secondary level for student relationships and engagement
- Youth Mental Health First Aid
- Trauma Sensitive Training for Staff

Arlington Public Schools will engage parents/guardians about restraint prevention and the use of restraint solely as an emergency procedure by:

- making Arlington Public Schools restraint prevention and behavioral support policy and procedures, including complaint procedures available to families;
- discussing with families of students who have required and/or may require physical intervention methods of preventing student violence/self-harm, restraint prevention behavioral supports, alternatives to physical restraint, staff training and restraint use requirements, as well as behavioral support services available to student;

- collaborate with parents/guardians and student's community providers on use of effective de-escalation strategies and alternatives to restraint across settings; and,
- refer families to community-based resources and support, as needed.

3. Safe Use of Physical Restraint

Arrington Public Schools use of physical restraint shall comply with 603 CMR 46.03. The definitions of forms of restraint shall be as defined in 603 CMR 46.02.

Mechanical and medication restraint are prohibited.

Physical restraint, including prone restraints where permitted, shall be considered by Arlington Public Schools an emergency procedure of last resort and can only be used when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances. All physical restraints, including prone restraint where permitted, shall be administered in compliance with 603 CMR 46.05.

Physical restraint is defined by regulation as direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Physical escort is not considered a restraint. Physical escort is defined by regulation as a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Prone restraint is defined by regulation as a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep

the student in the facedown position. **Prone restraints are prohibited in Arlington Public Schools, except on an individual student basis and only under the following circumstances:**

- The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
- All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
- There are no medical contraindications as documented by a licensed physician;
- There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
- The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the principal and supervisor of ABA services.
- The program has documented 603 CMR 46.03(1)(b)1-5 in advance of the use of prone restraint and maintains the documentation.

Arlington Public Schools shall NOT use physical restraints:

- As a means of discipline or punishment;
- When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
- As a response to property destruction, disruption of school order, a student's refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or
- As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

Limitations on use of restraint:

- Physical restraint in the district shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.
- Physical restraint must end as soon as the student is no longer an imminent threat to the physical harm of self or others.
- Only public education program personnel who have received training required for all staff, pursuant to 603 CMR 46.04(2) or the in-depth training required for select staff, pursuant to 603 CMR 46.04(3) shall administer physical restraint on students.
- Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. The training requirements contained in 603 CMR 46.00 shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.
- A person administering physical restraint shall use the safest method available and appropriate to the situation subject to the safety requirements set forth in 603 CMR 46.05(5). Floor restraints, including prone restraints otherwise permitted under 603 CMR 46.03(1)(b), shall be prohibited unless the staff members administering the restraint have received in-depth training according to the requirements of 603 CMR 46.04(3) and, in the judgment of the trained staff members, such method is required to provide safety for the student or others present.
- All physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that they cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

Additional requirements for the use of physical restraint:

- No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.
- Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
- **If a student is restrained for a period longer than 20 minutes, staff must contact the Principal and obtain the approval of the Principal prior to the restraint continuing beyond 20 minutes.** The Principal's approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.
- Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.
- After the release of a student from a restraint, the public education program shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

4. Physical Restraint Reporting and Review Requirements

Arlington Public Schools shall report and review the use of physical restraints as follows:

Informing the Principal or Designee. The staff member who administered the restraint shall verbally inform the Principal or designee of the restraint as soon as possible, and by written report no later than the next school working day. The written report shall be provided to the Principal or designee for review of the use of the restraint. If the Principal has administered the restraint, the Principal shall prepare the report and submit it to an individual or team designated by the Superintendent for review. The Principal or designee shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the parent or the Massachusetts Department of Elementary and Secondary Education upon request (DESE).

Informing Parents/Guardians. The Principal or designee shall make reasonable efforts to verbally inform the student's parent of the restraint within **24 hours** of the event, and shall notify the parent by written report that must include all the elements described below sent either within **three school working days** of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. If the program customarily provides a parent of a student with report cards and other necessary school-related information in a language other than English, the written restraint report shall be provided to the parent in that language. The Principal or designee shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

Written Report. The written report required by 603 CMR 46.06(2) and (3), maintained by school and provided to parent/guardian, must include:

- the name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and, the name of the Principal or designee who was verbally informed following the

restraint; and, if applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).

- A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
- A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
- Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
- Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

Report all restraint-related injuries to DESE. When a physical restraint has resulted in an injury to a student or program staff member, the program shall report it to DESE as required by 603 CMR 46.06(4) no later than **three school working days** after the restraint. The program shall also send DESE a copy of the record of physical restraints maintained by the Principal or designee pursuant to 603 CMR 46.06(2) for the 30-day period prior to the date of the reported restraint.

Report all physical restraints to DESE. Every program shall collect and report data to DESE regarding the use of physical restraints. Such data shall be reported in a manner and form directed by the DESE.

Individual student review. The Principal or designee shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall convene one or more review teams as the Principal or designee deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:

- review and discussion of the written reports submitted in accordance with 603 CMR 46.06 and any comments provided by the student and parent about such reports and the use of the restraints;
- an analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;
- consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;
- agreement on a written plan of action by the program.

If the Principal or designee directly participated in the restraint, a duly qualified individual designated by the Superintendent or designee shall lead the review team's discussion. The Principal shall ensure that a record of each individual student review is maintained and made available for review by the Department or the parent, upon request.

Administrative review. The Principal or designee shall conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The Principal or designee shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as

training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.

Complaints. A parent/guardian, student and/or Arlington Public Schools staff member may file a complaint about restraint practices with the Principal/Superintendent or designee. A building or district administrator will be assigned to investigate the complaint by reviewing records and/or interviewing relevant parties. The building/district administrator investigating the complaint will notify the complainant of the findings and if applicable, any corrective action steps.

Referral to law enforcement or other state agencies. Nothing prohibits:

- The right of any individual to report to appropriate authorities a crime committed by a student or other individual;
- Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or
- The exercise of an individual's responsibilities as a mandated reporter pursuant to G.L. c. 119, § 51A. 603 CMR 46.00 shall not be used to deter any individual from reporting neglect or abuse to the appropriate state agency.

5. Use of Time-Out

Seclusion Prohibited. Arlington Public Schools prohibits seclusion. Seclusion (sometimes referred to as "seclusion restraint") is defined by regulation as the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined in 603 CMR 46.02.

Time-Out. Arlington Public Schools uses time-out as a behavioral support strategy. Time-out is defined by regulation as when a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out includes inclusionary time-out and exclusionary time-out.

Inclusionary Time-Out: When the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom. The use of inclusionary time-out functions well as a behavior support strategy while allowing the student to remain fully aware of the learning activities of the classroom. Inclusionary time-out includes practices used by teachers as part of their classroom behavior support tools, such as "planned ignoring," asking students to put their heads down, or placing a student in a different location within the classroom. These strategies, used to reduce external stimuli in the student's environment while keeping the student physically present and involved in learning, have proven to be useful tools for classroom management.

Exclusionary Time-Out: The separation of a student from the rest of the class either through complete visual separation (e.g. walled off rooms located within the classroom) or from actual physical separation from the classroom. **The following applies to exclusionary time-outs:**

- Should not be used as a method of punishment for noncompliance, or for incidents of misbehavior that are no longer occurring.
- Should be reserved for use only when students are displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom.
- Must end when the student has calmed.
- Unless it poses a safety risk, a staff member must be physically present with the student. If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door closed. However, in order to ensure that the

student is receiving appropriate support, staff member(s) must be immediately available outside where the individual can continuously observe and communicate with the student as appropriate to determine when the student has calmed. Students must never be locked in a room.

- For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student.
- If it appears that the use of exclusionary time-out exacerbates the student's behavior, or the continuation of the exclusionary time-out beyond 30 minutes has not helped the student to calm, then other behavioral support strategies should be attempted.
- **For any exclusionary time-out that may last longer than 30 minutes, a staff member must contact and seek approval from the Principal for the continued use of time-out beyond 30 minutes.** The Principal may not routinely approve such requests but must consider the individual circumstances, specifically whether the student continues to be agitated to determine whether time-out beyond 30 minutes is justified.

6. Required Physical Restraint and Behavioral Support Staff Training

Required training for all staff. Each Principal or designee shall determine a time and method to provide all program staff with training regarding the Arlington Public Schools restraint prevention and behavior support policies and procedures as well as requirements when restraint is used. Such training shall occur within the first month of each school year and, for employees hired after the school year begins, within a month of their employment. **Training must include information on the following:**

- The role of the student, family, and staff in preventing restraint;
- The program's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;
- Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;
- When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
- Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
- Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint.

In-depth staff training in the use of physical restraint. At the beginning of each school year, the principal of each public education program or his or her designee shall identify program staff who are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Such staff shall participate in in-depth training in the use of physical restraint. DESE recommends that such training be competency-based and be at least sixteen (16) hours in length with at least one refresher training occurring annually thereafter. **In-depth training must include:**

- Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
- A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;

- Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
- Demonstration by participants of proficiency in administering physical restraint; and,
- Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.

Appendix B

Principals' Right To Amendment the Student Handbook

The right of the principal to make final decisions on school-related matters is stated throughout the AHS Student Handbook. The principal reserves her / his right to amend any school-based decision in this handbook when such a change or amendment serves the best interest of the school or an individual student.



Town of Arlington, Massachusetts

7:30 p.m. Student Services Review (B. Lupini, C. Taymore)

Summary:

- Arlington Special Education Study Presentation (6.17.2025)
- Arlington Special Education Review Report (Final Draft 6.13.2025)

ATTACHMENTS:

Type	File Name	Description
▢ Presentation	Arlington_Special_Education_Review_Report_(Final_Draft_6.13.2025).pdf	Arlington Special Education Review Report (Final Draft 6.13.2025)
▢ Presentation	Arlington_Special_Education_Study_Presentation_(6.17.2025).pdf	Arlington Special Education Study Presentation (6.17.2025)



Arlington Public Schools
Education That Empowers

Arlington Public Schools

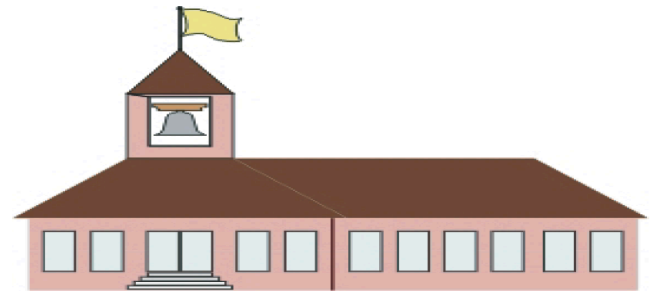
Special Education Review Report

FINAL DRAFT: JUNE 13, 2025

William H. Lupini, Senior Consultant

Cyndy Taymore, Senior Consultant

Ribas Associates and Publications



Ribas Associates and Publications, Inc.

Executive Summary

Consultants from Ribas Associates & Publications were contracted to provide the Arlington Public Schools with a study of specific elements of the special education program and structure in order to provide recommendations regarding special education programming, regular education supports and interventions, and approaches to addressing language agreed to in the most recent collective bargaining agreement.

As part of this work, the Consultants conducted a literature and budget review, conducted interviews with the Superintendent and other key members of the central administration, conducted interviews with building principals, special education leadership, and SEPAC leadership, and reviewed data and configurations of other Massachusetts school systems.

The Consultants have provided the District with six (6) specific findings and recommendations that are based in the data and interviews and which, we believe, will assist the Superintendent and her team in improving the organization and conditions for Arlington students and families. These findings and recommendations are focused in the following areas:

- Organizational Structure and Leadership
- Programming Options and Through Line
- Analysis of Staff Distribution and Caseloads
- Opportunities for Team Teaching, Inclusion, and Reorganization
- Multi-Tiered System of Supports (MTSS)
- Communication, Culture and Collaboration

During the course of the review, all members of the Arlington Public Schools staff were thoughtful and helpful in providing information and insight into the current programming of special education services in the District. Specifically, the staff were forthcoming regarding suggestions for improved programming PreK through age 22. They would like to see the development of strong programs that enable as many students with disabilities as possible to be successful within District schools. Similarly, they would like to see strong practices and protocols that enable both the general education and special education processes to work effectively and efficiently for students, staff, and families. All seemed eager to find solutions that would offer Arlington students a range of programming options that would, in turn, provide opportunities for students to receive supports and interventions regardless of setting and school. Finally, they expressed concern regarding the need to develop clear and flexible guidelines for implementing the collective bargaining language dealing with caseloads and the 50% of a class provisions.

While every Massachusetts town and school district is facing financial challenges that could impact the ability to operationalize some of the recommendations included in this report, it is clear to the Consultants that at least some of the core guidance provided here does not require the expenditure of additional funds and/or must be implemented in a timely fashion to prevent the financial situation in special education from hamstringing future efforts in Arlington. We, therefore, recommend that the School Committee and Administration engage in a three-pronged process to address the recommendations: (1) identify recommendations that can be implemented with little or no cost; (2)

take a creative approach to identifying funding for immediate needs; and (3) begin long term planning to implement recommendations with significant financial and contractual impacts.

1. Overview

The Arlington Public Schools provide an outstanding PK-12 education for students in seven (7) elementary schools (Bishop, Hardy, Peirce, Thompson, Bracket, Dallin and Stratton), a sixth grade school (Gibbs), Ottoson Middle School (grades 7-8), and Arlington High School. The elementary schools are configured as K-5, while Arlington High School serves grades 9-12. The District preschool students are served at Menotomy Preschool, which is located on the campus of Arlington High School. High School students also have the option of attending Minuteman Regional High School.

District enrollment is approximately 6,067 (FY2025 figures). Overall student enrollment has rebounded coming out of the pandemic as follows: 2020 (6,128 students), 2021 (5,840 students), 2022 (5,938 students), 2023 (6,049 students) and 2024 (6,054 students). According to the Superintendent's office, currently 90.5% of all Arlington students attend Arlington Public Schools. This percentage of Arlington students attending APS (including out of district placements) has increased steadily since FY2021. The number of students in out of district placements has decreased by 55 students since 2019, an average of just under 8 students per year – evidence of the district's substantial efforts to keep all students in more inclusive district placements.

Arlington has experienced a somewhat changing student profile since FY2020. According to data provided by the Superintendent, the Black/Hispanic population has increased from 9.2% to 11.8% during that period, while the population of students with disabilities has increased from 15.9% to 17.7% during the same time frame. The percentage of students with high needs has increased from 26.5% to 29.6% since FY2020, while the percentage of students in ELL has declined slightly from 4.8% to 4.6%.

According to FY2025 data, Arlington had 1,179 students qualified for special education services. More specifically, these data indicate that 66 students were educated in the regular education classroom for less than 40% of the day and that 62 were educated in out of district placements, including separate schools, residential facilities, or homebound/hospital programs.. FY2024 figures indicate that 17.1% of Arlington students were considered students with disabilities. Arlington does operate a number of district-wide special education programs and is also a member of the LABBB Collaborative. A number of LABBB programs are located at Arlington High School and Ottoson Middle School.

The School District requested this review of the effectiveness of its current special education department with a particular focus on the following areas:

- Organizational structure and leadership;
- Guidelines for caseloads;
- Analysis of staffing ratios;
- Analysis of programming options and program through lines;
- Opportunities for team teaching and inclusion;
- Guidelines for building classroom assignments and schedules; and

- Identifying successes and creating more purposeful opportunities for students to meet grade level expectations.
- Examining programs and processes, its regular education interventions, as well as to consider what reorganization and revisions should be implemented as a result of the audit findings.

Specifically, the District is looking to the Consultants to conduct an analysis regarding special education caseloads, including, but not limited to, by service provider, grade, and building. In addition, Arlington has asked the Consultants to provide options to the Joint Committee on Special Education Workloads for their consideration in developing guidelines for implementation in 2026-2027.

2. Work Plan

The Consultants examined the student services organizational structure and practices (as noted above) with the goal of developing recommendations regarding special education structures, regular education supports and interventions, and approaches to key questions, including caseloads, staffing ratios, programming options and building classroom assignments and schedules.

Steps included:

- Literature and budgetary review. The Consultants reviewed the FY2024 and FY2025 adopted budgets and proposed FY2026 budget, the current placements and profiles of students being educated both within the District and in out-of-district placements, the current organizational structure of student services, the current staffing of regular education and special education personnel within the schools, and any other recent reports related to the regular and special education supports and services in the District.
- Interviews with the Superintendent and senior leadership within Central Administration. The Consultants interviewed the Superintendent and senior staff to explore the issues raised through the document review outlined above, as well as the more specific questions detailed below. Individual interviews included the Superintendent of Schools, Deputy Superintendent of Teaching and Learning, Assistant Superintendent of Student Services, Assistant Superintendent of Finance and Operations and current key special education leaders. These interviews were conducted in-person at the Arlington Public Schools offices.

The Consultants also interviewed a representative group of School Committee members regarding these issues, their impact on the schools and Arlington students, and the Committee's long term goal for special education services. The Consultants worked with the Superintendent and School Committee Chair in scheduling this interview, which was conducted remotely.

- Additional interviews with District and Special Education Leadership. In addition to the document review and interviews with senior staff, the Consultants interviewed building principals and special education coordinators and chairs across the buildings. These interviews were conducted individually and in small groups and focused on the key issues outlined in this proposal as they impact schools, educators and families. More specifically, the Principal

interviews were conducted in-person and remotely, depending on scheduling constraints, while the Special Education Coordinators were interviewed in-person in a small group.

The Consultants also interviewed SEPAC leadership regarding the key issues and the perceived impact on the schools and Arlington students. This interview was conducted remotely.

- Review of Similar School Districts. The Consultants reviewed data and configurations of similar Massachusetts school districts. This included Lexington, Winchester, Belmont, Newton, Brookline, Waltham, Medford, Somerville, Watertown, and Cambridge. This review was designed to highlight best practices and alternatives, as well as potential programming and staffing model options, where appropriate.
- Preparation of Preliminary Alternatives. The Consultants have identified a series of potential actions to be taken to address the stated findings. The recommendations are included in the following pages of the report.
- Preparation of Final Recommendations. The Consultants will produce a final report summarizing the work of the project. The Consultants will be available for a public presentation of the results of the study and will finalize the report after that presentation.

Prior to commencing this study, the District administration approved a list of questions, designed by the Consultants, to be asked and answered. These questions included, but are not limited to:

- What are the regular education instructional and behavioral supports (DCAP, SEI, UDL, PL, etc.) currently in place in Arlington by grade span?
- What does the MultiTiered System of Support (MTSS) system look like in Arlington as described by the administration? as described by teachers?
- Where are your inflection points in regard to requests for additional supports or disability services?
- What shifts is the district experiencing with respect to the student population (increasing/decreasing enrollment, changes in student demographics, etc.)?
- What do 504 numbers currently look like in Arlington? How do 504 Plans impact scheduling for service providers?
- What is the special education administration structure, including director(s), team chairs/case managers, liaisons? Do staff view the current structure as effective?
- What is the current range of special education services, beginning with full inclusion up to substantially separate programs?
- What other instructional strategies/systems are used to provide responsive and remedial instruction? (ESL, Title I, special programs, etc.)
- Where are the ‘sticking’ points in the special education system, protocols, and/or practices?
- What are the current out of district profiles and placements? Have the numbers and profiles changed over the past 3-5 years and what are the anticipated changes for the next three years? What is the reasoning for these anticipated changes?
- What systems does the District have for collecting and analyzing data? Is data used consistently and systematically to determine interventions and their success/failure?

- What does the attendance rate of students with IEPs (suspension v. disability-related v. regular absences) look like across the District?
- How do discipline rates for students with IEPs compare to regular education students?
- Are there anticipated long term changes in the district that will impact programming, staffing, and/or space allocation?
- What is the current situation with respect to special education caseloads? What are best practices regarding caseloads that are in place in comparison school systems? What are the factors that need to be considered when implementing special education caseload guidance?

3. Schedule

The chart below shows the original time schedule for accomplishing each of the tasks associated with the project work plan for the study. The District did an exceptional job in scheduling the needed interviews in a timely manner. The timeline for this study was agreed to prior to the start of the project. The schedule for completing the “Preparation of the Final Report” and “Presentation of the Report” was extended due to the additional consultation with administration required to get to the final product.

Task	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Introductions & Scope of Study	X						X	
Literature and Budget Review		X	X					
Interviews		X	X	X				
Review of Similar School Districts		X	X	X				
Review of Preliminary Recommendations with District for Feedback					X	X		
Preparation of Final Report						X	X	
Presentation of Report								X

4. Key Findings, Commendations, and Recommendations

During the course of the review, all the educators who were interviewed were thoughtful and helpful in providing information and insight into the current programming of special education services in the District. Specifically, the interviewees were forthcoming regarding not only where the District was succeeding, but also where Arlington needs to improve. Please note that due to the limitations of the review, interviews were held with administrators, team chairs, SEPAC leadership, and representatives from the School Committee.

In particular, our interviews and review of materials noted that the interviewees would like to see the following:

- the development of strong programs that enable as many students with disabilities as possible to be successful within District schools;
- strong, consistent practices and protocols that enable the special education process to work more effectively and efficiently for students, staff, and families;

- commitment to a culture of collaboration, curiosity, and mutual respect in which to create options and opportunities for students;
- identification of solutions that would offer Arlington students a wider range of programming options that would, in turn, provide more opportunities for students to remain directly supported by and actively involved in the Arlington Public Schools; and
- clear and flexible guidelines for implementing the collective bargaining language dealing with caseloads and the 50% of a class provisions.

More specifically, below are six (6) specific findings and recommendations regarding challenges that were raised during this review.

Findings, Commendations and Recommendations #1

Organizational Structure and Leadership

Findings: There is no “best practice” model for special education administration or building level coordination. Each district develops the model that best fits their situation organizationally, financially, and educationally. In Arlington there are currently six (6) Special Education Coordinators, who are part of the administrative unit and evaluate educators, including the Team Chairpersons, special education teachers, and service providers. In addition, the model includes Team Chairpersons, who are part of Unit A, and who have extra days and responsibilities for which they are compensated via a stipend. There are currently a total of twelve (12) Team Chairpersons in Arlington. Smaller elementary schools in Arlington have .50 FTE chairs, larger schools have a 1.0 FTE Team Chair positions, and the middle schools and high school have either 1.5 or 2.0 FTE roles in their buildings. Additionally, the District model includes an out of district Team Chairperson who handles all of these placements, including private special education and collaborative situations. At the secondary level, the Team Chairs are responsible for the initial and reevaluation meetings, while at the elementary level, the Team Chairs are responsible for the annuals as well as the initials and reevaluations. The Team Chairs at all levels are responsible for facilitating initial and three year evaluation meetings.

Our interviews indicated that there is a perception that the District has not been successful at retaining either Special Education Coordinators or Team Chairpersons; that is, the perception is that there is a high degree of turnover in these positions. Some of those interviewed believed that these trends were also true of special education teachers and reading teachers in the schools. When compared to the actual data as provided by the Central Office, this is a misperception that appears to perpetuate itself. Specifically, according to data provided by the Superintendent, the majority of Team Chairs and Coordinators have been in the District for an average tenure of 9.8 years or more at the time of this review, though not always assigned to the same school throughout their tenure. While it is true that two schools have experienced turnover in these roles recently, they appear to be the exception and not the rule.

In addition, it was reported by mid-level staff that Principals have a varying understanding of inclusion and strategies for addressing the needs of students. Furthermore, Principals, as the hiring authorities at the building level, make staffing decisions for all building-level staff, including special education. Coordinators may serve on these interview committees, but that is not a consistent practice across the District. In fact, some Special Education Coordinators hire special educators with Principal approval. Again, this process currently varies between schools.

Similarly, some staff report that Principals play a significant role in referring students for placement in sub separate programs. The potential ramifications of this concern is threefold:

1. Principals vary in their understanding of special education and service delivery based on their backgrounds and experiences;
2. Placement decisions are the purview of the IEP team and cannot be overridden or changed arbitrarily outside of the team process; and
3. If and when the District implements a case load protocol, it is important that decisions regarding the addition or reduction of staff in response to the caseload be centrally located to ensure consistency and adherence with the District's protocol for moving students between programs.

Commendations: The District has improved the retention of team chairpersons and coordinators over the past several years. Discussion with the Chairs and Coordinators illustrated their depth of knowledge and commitment to providing opportunities for their students to receive high level instruction within the least restrictive environment. Additionally, the Chairs and Coordinators are highly attuned to the changes in the special education population over time and are well positioned to provide input into any adaptations and changes to programming the district will need both in the short and long run.

Recognizing the importance of this position, the District has proposed an increase to 6.50 FTE Coordinator positions in the FY2026 budget proposal.

Recommendations: When looking at the organizational chart for the special education department, it appears that the District currently has a total of seventeen (17) staff working as Coordinators or Team Chairpersons, with Coordinators being Unit B and Chairs being Unit A. The intent is to mirror the structure of the Teaching and Learning Department with a scaffolded level of responsibilities. Specifically, the Coordinators are similar to Curriculum Directors, but are building focused as opposed to content focused. While this is clear internally with a formal organizational chart, as relayed by interviewees, the reason for the differences in practices between buildings as to when and how decisions are made regarding programming and staffing is not clear to all staff. In particular, the staff mentioned needing clarity regarding supervision and evaluation and holding colleagues accountable for service delivery.

The District has put significant effort into improving data collection and reporting practices in recent years, which offers an opportunity to examine reporting practices and share longitudinal retention information in reports that are already provided to the School Committee in order to address long standing misperceptions. Internally, the District should clarify the roles of the various leadership roles in Special Education processes, and ensure consistent implementation of expectations surrounding the IEP team process.

Findings, Commendations and Recommendations #2 Programming Options and Through Lines

Findings: The District has a range of programming from least restrictive to most restrictive across their grade levels and school buildings. However, the through line for programs from PreK to age 22 are not clear as students progress through the grades and schools. Specifically, at the lower

grades, sub separate programs are referred to as Supported Learning Centers (A, B, C and D, the letters used to identify the disability serviced by the program) to programs with names (e.g., Compass, Bridge and Harbor) at the middle and high schools. Moreover, there is not a continuum of services “booklet” for PK-12 with descriptions of programs and services to help guide staff and families as they transition between grade spans. While the programs and services described in the continuum should not be prescriptive, such a document would help families and staff understand that services are not “lost” as a student moves through the grades as well as highlighting that at each grade span services are individualized to the student’s need and progress.

Historically, the through lines for programming in Arlington appear to have broken down when students entered Gibbs, the sixth grade school in the District. At its inception as a one grade school, which occurred because the student enrollment in the Ottoson Middle School outgrew the current building capacity, the school was clearly going to create challenges for substantially separate programming. The school and district administration is required to re-design small group, substantially separate programming each year, which was perceived as the school “not having SLC programs.” While students have received required services at Gibbs, communicating the structure of programming is difficult because the programming shifts - out of necessity - every single year as students with differing service needs enter the school. Over the past few years there has been more of an effort to create through lines from the programs that exist at the elementary schools and that students will enter when they move to Ottoson in grade 7. This resulted in one of the learning communities (teams) at Gibbs not having an assigned special educator in FY2025, and exacerbated staffing constraints and turnover each year as the staffing model must change to accommodate the needs of students. This is addressed in the proposed FY2026 budget.

More importantly, several staff discussed the current grade span configuration (specifically, the separate sixth grade school) as a hindrance in providing consistent and responsive special education services. While much of the research on school transitions encourages Districts to minimize the number of these moves, it is clear that there are other factors that may create the need for districts, including Arlington, to pursue a more fragmented approach.

During our interviews and examination of data/documents, we encountered the following issues that appear to be connected to this heightened number of transitions:

- **Relationships with Students and Families.** Establishing trusting relationships with students and families is critically important, particularly for students who require additional support. The research is clear that this is much more difficult in schools that house only one (1) grade level, which is the case with Gibbs.
- **Programming and Through Lines.** As discussed above, it appears that the continuum of services across grade spans has been historically inconsistent and not vertically aligned entering the sixth grade. With a structure that makes it difficult to implement a clear through line of programs, it is difficult for families to understand and trust that the level of services for their students will continue through the different grade levels, even when the district ensures adequate support and scheduling for all students.
- **Consistency of Practice.** It is clear from our interviews and data review that the implementation of District initiatives has historically been inconsistent and varied among

schools, with particular challenges at the sixth grade level. Examples would include MTSS, DCAP, fidelity in the use of high quality curriculum materials, and the implementation of a “what I need” model to support students.

The purpose of detailing this finding is not to criticize the approach that Arlington has adopted to configuring middle school grades, but to note that such an approach comes with challenges that must be identified and confronted.

With respect to out of district placements, there are currently 58 students placed in these settings: 26 in private day placements; 2 in private residential; 2 in Special Education in Institutional Settings; and 27 in collaborative settings. The majority of the collaborative students are at LABBB. A handful of students are placed at other collaboratives. Typically, this happens due to either the need for a specific program or if LABBB cannot accommodate a student due to its current enrollment.

Commendations: Staff report that they feel empowered to make adjustments to programs as needed. For example, one of the elementary schools has developed a strong emphasis on inclusion. Another has focused on a schoolwide Positive Behavioral Interventions and Supports (PBIS) including a specific Social Emotional Learning (SEL) curriculum. These decisions are made by the Principal, and the District may wish to clarify what is “fixed” and “flexible” about programming models and approaches to clarify the decision-making structures that allow for differentiation. The proposed FY2026 budget is designed to increase the district’s ability to be responsive to the yearly needs in programming. It is not unusual for a district to adjust programming as the number of students within a disability category increases or decreases over time.

Recommendations: Similar to an earlier recommendation, it would be helpful for leadership to articulate in writing the continuum of services in the Arlington Public Schools. Mapping out services from least restrictive to most restrictive with program descriptions in more detail than is currently available on the district website would create common understanding between grade levels and among families and staff. Program descriptions would focus on guidelines for the individual programs and the student profile appropriate for placement within the program. Internal documentation and guidelines may also include templates to help families and staff envision a student’s experience and possible services in the program, and to help staff develop manageable (and flexible) student schedules consistent with the program’s description and purpose. While it is important for program design to build in some degree of flexibility in order to be responsive to changes in student needs and shifts in the population, in general, the continuum of services descriptions would be helpful when making placement determinations with the IEP team.

In addition, to help staff in designing appropriate service plans and subsequently in determining placement, the District should provide professional development regarding tiered intervention, inclusion expectations, disability categories, and the wide range of options for providing services tailored to the individual student. This is critical because the existence of a program designed for a specific disability category does not mean all students with that disability should be placed in that specific program. It is important to individualize student services so that they match the student’s specific needs and provide those services in the least restrictive environment possible.

Lastly, the perceived lack of consistency for programming both horizontally and vertically needs to be addressed. In spite of the extensive work done by both the central office administration and the Special Education building level leadership, there continues to be discrepancies among staff regarding a clear definition and expectation for inclusion. Ultimately, this impacts the implementation of accommodations and interventions in the general education classroom. It is important that the District continue to state its vision for both a robust Multi Tiered System of Support and a responsive and accepting inclusion model for special education students. Concurrently, the district should deepen practices that monitor the implementation of its instructional priorities for fidelity and improved outcomes. Such work would be primarily led by the Deputy Superintendent, curriculum leaders, and principals, and requires shifts in practice in the general education classroom.

Findings, Commendations and Recommendations #3

Analysis of Staffing Distribution and Caseloads

Findings: Arlington is fortunate to have significant staffing available to provide many tiered supports across elementary schools and at the secondary buildings. The Superintendent discussed the following general education supports available at each elementary school during our interview:

- Literacy Coach;
- Math Coach;
- Math Interventions; and
- Reading Specialists

In addition, educators at each elementary school have a common planning block (once per week), individual planning time, and a once per week early release. Moreover, all secondary schools are well staffed with interventionists; specifically math and reading at the middle levels and reading at the high school level.

Together with the numerous special education teachers, related services providers, and other support specialists such as social workers and BCBAs, the District has an extensive cohort of staff focused on providing remediation, reinstruction, accommodations, and behavioral support across all grade spans. In fact, by FY2026 each school will also have multiple social workers.

Unfortunately, in recent years, the level of contracted services has increased in providing translation services, school psychologists, paraprofessionals (TAs), and speech therapy. This is in line with the experience of other districts due to a shortage of personnel available for these positions either to fill parental leaves or to increase services in response to evaluation and/or service needs. The District has worked hard to fill these positions and to reduce the use of contracted services. Currently, only the recruitment and retention for paraprofessional positions remains somewhat of a challenge.

At the time of interviews, some staff raised concerns regarding the need for additional staff in response to the changing needs of students. When the Superintendent presented the FY2026 proposed budget, she included a number of additional positions including a Special Education Coordinator, special education teachers, social workers, paraprofessionals, BCBA, and a reading specialist that appear to address many of these concerns.

The consultants were also asked to investigate questions relative to recently negotiated collective bargaining language relative to caseloads and students with IEPs in regular education classrooms. Specifically, the collective bargaining agreements include this language relative to these topics:

- Article VIII Work Year, Work Hours, Workload (E. Pupil Load #1f). *The presence of students on Individual Education Plans will be considered in all class size decisions. Further, the inclusion of special education students requires different additional appropriate supports as determined by the DOE.*
- Article VIII Work Year, Work Hours, Workload (I. General #3). *Beginning in the 2025-2026 school year, for scheduling purposes and in all classrooms the number of students with IEPs should not exceed 50% of the total number of students in the class. This includes co-taught classrooms but does not include sub-separate special education programs, small group special education classes, small group general intervention classes, and Menotomy Preschool.*

The Committee and Union understand and agree that there may be modifications to class makeup and IEP status based on a variety of factors throughout the school year and, after reasonable efforts are made to meet this threshold, the percentage of total number of students in a class with IEPs may exceed 50%.

- Joint Committee on Special Education Workload. *Establish a joint committee to review guidance associated with best practices of special education caseloads. The joint committee shall consist of the Deputy Superintendent of Teaching & Learning, the Assistant Superintendent of Student Services, one school committee member and the Association President, in addition to other members. The committee will develop recommendations on what the district could endeavor to maintain regarding direct caseloads and consultations of special education personnel. The parties will begin their process by reviewing the Association's recommended caseload caps as proposed during collective bargaining for the parties' 2024-2027 CBA. The joint committee shall bring forth recommendations by October of 2025 with the intention that the implementation of any recommendations could be achieved in the 2026-2027 school year. The joint committee shall not be empowered to bind either the School Committee or Association to the committee's recommendations.*

There is a great deal of concern regarding both the upcoming implementation of the "50%" provision and the interpretation of the caseload language. Specifically, the worry regarding the 50% threshold is that it may impede scheduling practices and/or course offerings intended to ensure that high school students have access to language offerings or that the schools are able to maximize the offering of co-taught classes.

Furthermore, there is a real worry on the part of some that the 50% can be over-interpreted. Many students with IEPs have a low level of service and are classified as "full inclusion." In other words, their disability most likely does not impact their ability to access grade level curriculum. Other students have an IEP for identified disabilities that may impact one content area, but not another. For example, a student in a wheelchair who receives occupational therapy and physical therapy but who is intellectually capable may need consideration for the physical education class, but certainly not the core curriculum. How are these children calculated into the 50%?

With respect to the caseload language, many of those interviewed remarked that they have not traditionally experienced a concern at their buildings and are concerned that this language could create a problem where one has not existed. Further, there is concern that the caseload issue is complicated by the services provided to students from private and parochial schools, as well as the elements included in a “case,” such as actual minutes of direct service, locations of services such as “push in” (B grid) v. “pull out” (C grid), any A grid services (consultation with other educators), relationships (the amount of time that might need to be devoted to the family), and skill level and strengths needed by the person providing the service. Finally, there is concern that the interpretation of collective bargaining language could lead to a strict definition of caseload that would not take into account the factors that distinguish one IEP from another.

Significantly, throughout our interviews we heard the sentiment that the caseload issue is one at Ottoson more so than in other schools in the District.

It should be noted that there is no guidance in either state or federal regulations regarding caseload for special education staff and related service providers. A review of the contracts of neighboring and/or similar communities results in only one district (Lexington) having prescriptive language. Most contracts are either silent regarding special education or use language such as “will make every effort” for staffing levels. There are, however, strict regulations (which Arlington is in compliance with) regarding the class size parameters of substantially separate classrooms.

Commendations: Arlington is well staffed with specialists and support staff. The leadership has a strong commitment to related services, social-emotional supports, and instructional remediation. Leadership appears to be responsive to building level administration and staff and seeks to add additional staff as the budget allows. The additional staff should be instrumental to addressing any case load issues that may arise due to the new contract language.

Recommendations: The interpretation of these Consultants is that the 50% threshold language, as written, does not include co-taught classes and could certainly be interpreted as allowing a larger percentage of students in certain classes, particularly at the high school, when students with IEPs were not able to access these courses at the middle school (e.g., world language classes). Co-teaching classes are further complicated at the high school when families or students make specific requests to change classes, either requesting to be added to or removed from co-taught classes. Clearly establishing these understandings with the Association and establishing clear administrative guidelines for how co-taught classes are scheduled and when adjustments can be made prior to the 2025-2026 school year will be very important.

Moreover, with respect to the caseload issue, it is clear to the Consultants from our interviews with Principals that some have already developed, and have been utilizing, formulas designed to account for various factors in managing caseloads within the building. For example, one elementary building has developed a point system that, while rudimentary, does appear to be a first step in taking levels of service and other factors into account when establishing caseloads. Arlington should look to learn more about caseload strategies already in place in schools and use themes from these approaches to build a districtwide model that does not equate every IEP as equal in degree and service.

It is important that the district leadership has the flexibility needed to assign staff following a thorough analysis of programs, the students assigned to the program, the services in their IEPs, and who is responsible for those services. Assigning another adult to a program should be purposeful and aligned with the services prescribed. Assigning another adult to a program as an “extra set of hands” can be counterproductive without clear purpose and training. For substantially separate programs, it is important for staff to have training specific to the needs of the students. For example, this may be ABA, it may be daily living skills, and/or it may be phonetics or practical math.

Lastly, the District needs to conduct a thorough analysis of how and when teaching assistants, and/or paraprofessionals are assigned to a school/classroom/student and ensure that a process/protocol is put in place to manage the proposed creation of any support position. While the District has a protocol for assigning paraprofessionals in accordance with the services outlined in a student’s IEP and the Superintendent makes decisions on all requests for additional staffing, staff interviewed raised concerns about equitable paraprofessional staffing allocations. It is important for decision makers to have clear data regarding the number of support staff at each school, their specific responsibility and assignment, and how they are actually being utilized. Now that the District has established clear guidelines for scheduling academic content at the elementary level, collection and analysis of staffing schedules could highlight opportunities to streamline and ensure equitability of staffing resources.

Finding, Commendations and Recommendations #4

Opportunities for Team Teaching, Inclusion, and Reorganization

Findings: While the District is currently looking at what needs to be in place for an effective inclusion model, the current practice (particularly at the elementary level) varies school by school. Furthermore, in many instances the staff use the terms “co-teaching” and “inclusion” interchangeably. For example, it was reported that two elementary schools are piloting co-teaching, when in fact the schools are staffing certain content blocks strategically to increase inclusion. Following further discussion with administration, it appears there is confusion as to what is inclusion and what is co-taught. The District is committed to building a robust inclusion model with general education, special education, related services, and paraprofessionals supporting special education students within the general education classroom. This is a different instructional model than co-teaching, where two teachers are assigned full time to a classroom and coordinate instructional responsibilities.

For middle school students, co-teaching services start at the Gibbs as a specific service in the student’s IEP. Similarly, at Ottoson, students with co-teaching on their IEP are assigned to a designated learning community. It is impossible to provide adequate staffing to provide co-taught classrooms across all teams and classrooms. As a result, staff and families believe services will be available in some learning communities but not all, and co-teaching is requested as an IEP service at an increasing rate. This often results in classes within that learning community having a larger number of special education students. Clarification of the different models of services could alleviate some of these pressures.

The high school reports that it has co-teaching across the core content areas. While the administration tries to keep co-taught classes limited to 30% special education students and those with co-taught services on their IEPs, self-selection during registration for high school courses can

result in the unintentional consequence that raises the percentage of students with an IEP to 50% of the class. It is not clear how such courses are listed in the Course of Studies and if the listing enables students and families to purposefully choose that particular class.

Again, throughout the District, there appears to be confusion as to what is co-teaching, what is inclusion, and how and why the choice is made for individual students. As with many districts, families will seek to include “co-teaching” on the student’s IEP in an effort to ensure more support, especially when transitioning to the larger schools such as middle or high school. Being able to explain the continuum of services between grade spans is critical to helping families understand the type and purpose of services being proposed.

Inclusion can range from full inclusion to partial inclusion. The “range” of inclusion (full, partial) is a calculation based on the hours of service provided in the C Grid. More importantly, because a student has an IEP does not mean the child cannot succeed in the general education classroom, either independently or with some degree of support as described in the B Grid of IEP. This support can be the general education teacher, a special education teacher, a related service provider and/or a paraprofessional. Similar to co-teaching, the type and degree of inclusion support is outlined in the IEP. Unlike co-teaching in which the class size may be purposely kept smaller and include a larger percentage of students with IEPs, inclusion services are within a general education classroom. A good example of an inclusion classroom is the typical elementary classroom.

Regardless of this commitment to inclusion, interviews with staff point to an overemphasis throughout the district on pullout services, especially at the elementary level, rather than placing services in the B Grid and providing “push in” within the general education class. The idea that classroom teachers are responsible for students with IEPs was described as a “foreign concept” and continues to be an area of concern for many of those interviewed.

Commendations: The District’s commitment to developing inclusive classrooms and to providing students access to a standards based curriculum in the least restrictive environment is the gold standard in special education. The challenge is to institutionalize this practice with depth and fidelity so that both staff and families see it as an effective option for students. General education staff need to believe that all students are capable of accessing a standards based curriculum and that as educators they have the skills to enable those students to do so. While implementation of an inclusion model is uneven across the district, the district is making progress. Furthermore, as discussed in other sections of this report, the District has the staffing needed to support the strategy.

Recommendations: Before doing anything else, the District should share clear and emphatic communications that articulate its current plan to increase inclusion as a special education model, and principals and staff need to be accountable for the implementation of the plan. Everyone in the district should be able to explain to families the plan for implementation and how the District will assess the model for success. The District needs to clarify for staff and families the difference between co-teaching and inclusion. This can be somewhat confusing because both staff and families will use the terms interchangeably when they are actually two different models. Regardless of the methodology, the particular strategy being used should be clearly targeted to the student’s ability to access a specific content area, the expected outcomes for the student, as well as the success and challenges the student is having at the point in his/her academic career.

When it comes to general education, it is not clear as to the extent of training Arlington staff have had in best inclusive instructional strategies. If this is a model to which the district is committed, staff should be provided ongoing professional development in its implementation as well as follow up observation to assess the effectiveness of the training. It should be noted that much of the professional development in providing MTSS is also effective for inclusion of special education students and multi-language learners.

Moreover, in identifying which students should be placed in a co-taught classroom, attention should be made to “why” a student requires and/or will benefit from this service. Often students with language based disabilities are in a co-taught for English Language Arts, but are in inclusion classes for other content areas. Sometimes, students with intellectual disabilities have selective inclusion opportunities. The purpose of a co-taught or inclusive classroom is to provide multiple means to provide instruction and access to the curriculum. They are not typically used for behavior management.

Lastly, there needs to be consideration of how placing a student in co-taught classes across all content areas limits the student’s access to peers and to opportunities within the program of studies due to scheduling obstacles inadvertently created by the limited number of co-taught classes available. This sometimes happens due to a shortage of staffing or the difficulty scheduling at the high school level when students have specific electives they would prefer.

Given the District’s commitment is to inclusion as its primary service model, administration and staff would benefit from ongoing training in the District Curriculum Accommodation Plan (DCAP), differentiation, accommodations vs. modifications, Universal Design for Learning, and Tier I interventions/supports. Professional development should also include peer observation and modeling. Inclusive teaching strategies are considered best practices and benefit all students regardless of whether they are considered a general education student, a student with disabilities, a Multi-Language learner, or a student at risk for other reasons.

Given that the District vision places a strong emphasis on equity and inclusion in the least restrictive and most empowering environment for students, it should consider the addition of coaches at the different grade spans to support educators as they implement best practices.

Findings, Commendations and Recommendations #5 Multi-Tiered System of Supports (MTSS)

Findings: The current DCAP is outdated and underutilized by schools. The District intends to fully revise this document in alignment with MTSS Frameworks this summer (2025).

In addition, while it appears that work occurred last year to revise the MTSS for use in Arlington, our interviews indicate that such a system has not yet been deeply implemented with fidelity and consistency across the schools and that, in fact, at some schools it is barely a topic of discussion at present. Moreover, we were advised that there has not been an ongoing systemwide discussion of what MTSS should look like throughout the schools, nor is there an expectation of what implementation would look like in each of the schools. A comprehensive and robust system of

interventions and support is an important step in addressing gaps in skills before they rise to the level of an impairment and require a referral to special education.

Our interview with the Superintendent indicated that an Instructional Leadership Team (ILT) is present at each school and focused on Tier I support and that a Student Support Team (SST) does the pre-work for Tier 2 interventions in each building. Interviews indicated that the implementation of these approaches is inconsistent across Arlington's schools.

Similarly, our interviews revealed that, while staffing levels for regular education interventions are substantive, the implementation of various regular education intervention strategies (Universal Design for Learning, WIN blocks, etc.) vary from school to school. Staff reported inconsistency across buildings in both the commitment to and delivery of Tier I interventions, as well as the approach to implementation of special education services. Many of these areas are discussed in other sections of this report.

It should also be noted that, even if these plans were already fully developed and in the process of being implemented across the District, it will take time and focused training for general education teachers to master the skills needed to implement interventions within the classroom successfully. The roll out of MTSS as well as the fidelity with which interventions are delivered will be uneven and challenging. It is important that leadership and curriculum leads provide support to staff as they undertake changes in practice.

Broadly speaking, it is clear from our interviews and data review that the implementation of District initiatives has historically been inconsistent and varied among schools. Numerous individuals interviewed for this report noted that the elementary schools in Arlington "are not a team working together." As noted throughout this report, examples would include MTSS, DCAP, fidelity in the use of high quality curriculum materials, and the implementation of a "what I need" model to support students.

While it is clear that the District has adequate professional development time in order to implement professional learning in tiered supports and differentiation to meet student needs, the District does not appear to have a multi-year professional development plan delineating the work to be done, how that work will be carried out and the indicators of success to be utilized in measuring the success of the professional learning endeavors.

As referenced in other sections of this report, the lack of familiarity with and ability to use the DCAP and the district's MTSS is problematic. Having a clearly articulated plan for general education and skilled educators capable of identifying and applying targeted interventions and supports is critical to student success and to prevent the use of special education services as the only means to help students.

Commendations: The District has undertaken the development and roll out of a district wide Multi Tiered System of Support. The Deputy Superintendent is knowledgeable regarding developing and rolling out the MTSS, as well as the best practices for intervention and support both academically and behaviorally. In the past two years, the District has completely replaced its elementary ELA curriculum and implemented regular early literacy screenings and reporting to all families, an

important foundation of MTSS at the elementary level. Additionally, in the past two years, the District has invested in the development of data systems that support implementation of strong tiered supports and collaborative practice. Along with its commitment to inclusion as the preferred strategy for special education students, the District is committed to ensuring every student can access a robust, high quality standards based curriculum. The District has a “deep bench” with both general education and special education staff trained in multiple areas of intervention, remediation, and reinstruction. This should enable the District to facilitate the roll out of MTSS once the District finalizes the logistics for delivering services as well as the means and schedule for progress monitoring and analyzing student data. This staff is a great resource to help other educators master the best instructional practices for providing Tier I interventions and supports within the classroom.

Recommendations: It appears that the District has created an MTSS system to provide interventions and supports, while the DCAP is outdated and currently not in use across schools. The development of clear, transparent, long-term implementation plans, including the professional development needed to implement these plans across all schools with fidelity will be crucial. Aspects of such a plan should include, but are not limited to:

- Providing targeted opportunities for staff to observe well-structured Tier I interventions. This could include focused instructional rounds, peer observation, peer coaching, and professional development that is grade/subject specific during meeting times. The District has begun implementation of these routines.
- Identification and communication of appropriate Tier II supports for implementation, ensuring that there are equitable and high quality resources and well trained staff available across all buildings to deliver the services.
- Identification and communication of resources that are available in each school for intervention, including the creation of an online repository of resources and materials for intervention by tier and domain.
- Development of a system wide method for progress monitoring and data analysis.
- Expectations that all administrators support staff through the trial and error that is necessary to implement instructional strategies that are part of the DCAP and MTSS.
- Inclusion of job-embedded options for professional development, including coaching, peer modeling, and cross class grouping to assist staff during implementation. While developing a professional development plan for MTSS will take time, the District can also implement some low cost professional development options immediately. These include the use of faculty meeting time to share and model successful practices, book study groups, in class coaching, and videos from DESE and other resources.

It is critically important that all school leaders and central administrators have a clear understanding of the non-negotiables in the implementation of these important initiatives, as well as where there might be differences between buildings because of levels, the population being served, etc. One key area of this district wide approach should be the Instructional Leadership Team (ILT) and Student Support Team (SST) models described by the Superintendent as the desired approach in Arlington. While there could certainly be differences across schools in these approaches, the key non-negotiables must be defined and supported, with accountability measures in place and monitored.

One way to address these concerns would be to adopt “Tight Coupling and Defined Autonomy” as a districtwide approach. At least a few of those individuals interviewed expressed the sentiment that Arlington is a “loose federation of schools,” and not a school system. Specifically, this perspective indicates that many things are done differently from school to school. Our recommendation is that the District identify the practices and programs that need to be implemented with fidelity across all schools and that, therefore, are not negotiable, as well as those where school leadership has some degree of autonomy regarding the practices in that building. Only by doing so will the District reach its goal of providing consistent and high quality services for all students, no matter which school they attend. Without such clarity, the District will continue to see a lack of ownership of students by classroom teachers who believe that these regular education support specialists retain primary responsibility for these students.

Implementing and sustaining MTSS is a multi-year effort. Whatever plan the District develops, it needs to be scaffolded to allow staff to develop the skills and resources needed and it needs to include a means to continually assess the effectiveness of supports and interventions and, subsequently, make periodic revisions/updates in response to findings.

Furthermore, it is important that the District find ways to utilize their professional development time available for system leaders and principals to provide meaningful professional learning for teachers and paraprofessionals focused on reinforcing and modeling the expectations of the MTSS plan.

Concurrently, the District should begin the process of creating a multi-year professional development plan as soon as possible. As discussed below, the district is in need of a multi-year and scaffolded professional development plan that builds capacity for general education teachers in MTSS that can help students be successful **before** reaching a point where parents believe special education is the only option for help. Additionally, all staff need targeted training in best instructional practices for providing a high quality, standards based curriculum to all students with and without disabilities. Such training should include the provision of accommodations, modifications, and remediation for students with emotional and specific learning disabilities so they can succeed in the regular education curriculum and in the life of the school. Planning this work should involve key stakeholders and should include indicators of success and a process for regularly updating the Plan. It would be best if this work were linked to the strategic planning effort and/or the establishment of indicators of success.

Findings, Commendations and Recommendations #6

Communication, Culture and Collaboration

Findings: Interviews with multiple staff and SEPAC leadership surfaced common concerns regarding communication and collaboration in the District.

- **Between regular education and special education staff.** The working relationship between these two groups is variable. Interview participants cited the need for stronger collaboration and shared responsibility for student support and achievement.
- **Between administrators and staff.** Principals’ involvement in transition meetings and their understanding of special education processes are perceived as inconsistent.

- **Among schools.** The seven elementary schools are described as operating like separate “planets,” indicating a lack of cohesive practices and shared learning.
- **With parents.** Several participants noted the need for improved communication with parents, especially during transitions between grade levels.

Throughout this report, references have been made to the variability in practices across buildings in areas ranging from implementation of MTSS, commitment to inclusion as the least restrictive placement, understanding of inclusion vs. co-teaching, the unevenness with implementing MTSS, the perceived lack of ownership by general education staff for students with disabilities, misperceptions regarding staffing and turnover, and lack of understanding regarding decision making processes such as placements in sub-separate programs and the hiring of staff. Taken as a whole, the Consultants have discussed with the central office administration concerns about the level of cohesion, collaboration, and trust staff have with each other and the district as a whole.

Commendations: The District leadership at both the central office level and the building level are invested in raising the bar in what is already a strong, high achieving district. The recent FY2026 budget presentations highlight that commitment not only with the additional positions proposed, but also with an explicit emphasis on what is typically considered “high risk” groups, what the district strategic plan names “focal groups:” students with IEPs, Multi Language learners, Black/Latino students, LGBTQIA+ students, and low-income students.

Recommendations: Throughout this report, it has been noted that there is not clear vertical alignment of special education programs. A review of the website found a brief description of staffing categories and the Supported Learning Centers. However, there is no description of the programs as they are renamed and adapted through the upper grades. It is highly recommended that the district develop a Special Education Services Booklet that describes its programs PreK through Age 22 so that parents and staff have a clear understanding of the district’s approach to servicing students as they progress through the grades.

Having an explicit continuum of services will also be helpful with transitions. When parents and/or staff do not understand how services will be provided at the next level, they often seek to expand the IEP in order to ensure the child is appropriately serviced. This creates problems with implementation if the next grade span has a different bell schedule and/or staffing as well as creating situations where families do not trust the District and/or school. The most concerning impact of this is a more restrictive environment for students just as they reach an age that requires building more independence. Having staff from the receiving school at all transition meetings as a regular practice should help to ease the transition and set a child up for success, but the number of transitions makes this practice exceptionally difficult for staff at the Gibbs school.

More importantly, Arlington leadership needs to provide a strong message that all staff are responsible for all students. Several staff reported that they have encountered “ours” v. “yours” situations where general education staff handed off responsibility for students with disabilities. The implementation of a robust DCAP, a responsive and consistent MTSS, and explicit expectation for instruction in the least restrictive setting will help all staff better understand how to support students who are both general education and special education students. Lastly, the use of a strong

evaluation system in which there is a clear throughline and alignment for yearly goals and for which educators are held accountable is instrumental in driving cohesion and fidelity to the district's strategic goals.

5. Summary

This report details six (6) significant findings and recommendations that impact the education of many students and families who attend the Arlington Public Schools, in addition to having an impact on the District budget, programming and autonomy of schools.

While every Massachusetts town and school district is facing financial challenges that could impact the ability to operationalize some of the recommendations included in this report, it is clear to the consultants that at least some of the core guidance provided here do not require the expenditure of additional funds and/or must be implemented in a timely fashion to prevent the financial situation in special education from hamstringing future efforts in Arlington.

We, therefore, recommend that the School Committee and Administration engage in a three-pronged process to address the recommendations:

1. identify recommendations that can be implemented with little or no cost (i.e., articulating the continuum of services available in Arlington, refinement of the Coordinator/Team Chair assignments, adhering to the defined process for identification and placement in sub separate programs;
2. take a creative approach to identifying funding for immediate needs; and
3. begin long term planning to implement recommendations with significant financial and contractual impacts.

Before undertaking any “brainstorming” for solutions, the district should gather and analyze all pertinent data for root causes. This includes breaking down students on IEPs by grade, disability category, placement, targeted services; identifying trends in eligibility; gathering information on the licensing and specialized training of both general education and special education staff; and analyzing the outcomes for students on IEPs by placement. Sequentially, the district should consider programmatic and organizational changes/revisions such as, but are not limited to, a reorganization of the special education department in order to identify opportunities to create positions recommended (), providing ongoing professional development (DCAP, MTSS and inclusive teaching strategies), identifying opportunities for consolidation and/or staffing reallocation, and developing/aligning programs across grade spans.

Finally, the District should work to ensure consistent practice across schools, with a focus on establishing a climate of tight coupling and defined autonomy as described in this report. Given the grade configurations in Arlington, this is critical if students and parents are to receive a consistent message during their pk-12 careers.

6. Consultants

William H. Lupini. Dr. Lupini has worked as a school superintendent for over 25 years, having held the position in Massachusetts, New Hampshire, and Pennsylvania, with the majority of that

time spent with the Public Schools of Brookline and the Beverly Public Schools. These experiences have taken place in cities, towns, and regional school districts, as well as career and technical schools and educational collaboratives. He has also served as a Director of Curriculum and Instruction, Assistant High School Principal, Program Specialist with the New Jersey Department of Education, and a Marketing Education Teacher.

Bill served as President of the Massachusetts Association of School Superintendents (MASS) and the Minority Student Achievement Network (MSAN) Governing Board. He was the 2015 Massachusetts “Superintendent of the Year” nominee. He has also served on several statewide working groups in Massachusetts, including the Special Commission on Education Collaboratives, the Commission on Achievement Gaps, and the Next Generation MCAS Procurement Review Team.

Dr. Lupini has had diverse experiences in negotiating and designing educator evaluation systems, having done so in four (4) different school systems. He has a passion for leadership development, including coaching leaders in multiple school systems. He has extensive experience utilizing facilitative leadership, tight coupling, and defined autonomy to improve the performance of leadership teams and relationships between central office and building principals. In addition, he has led efforts to revamp special education services, including implementing cost saving measures while increasing services for students.

Bill teaches school law and other educational administration courses in several programs for aspiring administrators. Bill holds a Doctor of Education degree in Educational Leadership and Administration from Lehigh University, a Master of Education degree in Leadership, Administration, and Supervision from Rider University, and a Bachelor of Science Degree in Marketing and Business Education from Indiana University of Pennsylvania.

Cyndy Taymore. Cyndy Taymore has worked in the field of education in multiple teaching and administrative roles. Her background in education includes administrative positions K-12 in general education, special education, and alternative education as well as teaching at the middle school and high school levels (science and English). Ms. Taymore recently retired as Superintendent of Schools in Melrose, Massachusetts. Previously, she was the Assistant Superintendent/Director of Special Education in Bedford, Massachusetts. Her experience in education includes leading systemic change, developing responsive general education and special education programs, and creating professional cultures rooted in continuous improvement.

Recently, Ms. Taymore has served in interim positions. She was the Interim Executive Director of the EDCO Collaborative for two years. During that time, she facilitated the dissolution of the collaborative following 50 years of service to 16 communities in Massachusetts. More recently, she was the Interim Special Education Director in Billerica, Massachusetts. Additionally, Ms. Taymore provides professional development to districts in Personalized Learning, Universal Design for Learning, Tiered Systems of Support, Staff Supervision and Evaluation, and high leverage research-based teaching strategies. Ms. Taymore has degrees from American University, Emerson College, and University of Massachusetts-Boston.

Arlington Public Schools Special Education Review

William H. Lupini, Senior Consultant
Cyndy Taymore, Senior Consultant
Ribas Associates and Publications

June 17, 2025

Ribas Associates and Publications

Consultants:

- William H. Lupini - retired Superintendent of Schools (Massachusetts, New Hampshire and Pennsylvania)
- Cyndy Taymore - retired Superintendent of Schools, Assistant Superintendent, and Special Education Director

Special Education Audits Completed or in Process:

- Belmont Public Schools
- Norwell Public Schools
- Mashpee Public Schools
- Danvers Public Schools
- Tewksbury Public Schools
- Winchester (NH) School District
- Andover Public Schools
- Greater Commonwealth Virtual School
- Arlington Public Schools

Purposes of the Study

To review the effectiveness of its current special education department with a particular focus on the following areas:

- Organizational structure and leadership;
- Guidelines for caseloads;
- Analysis of staffing ratios;
- Analysis of programming options and program through lines;
- Opportunities for team teaching and inclusion;
- Guidelines for building classroom assignments and schedules; and
- Identifying successes and creating more purposeful opportunities for students to meet grade level expectations.
- programs and processes, its regular education interventions, as well as to consider what reorganization and revisions should be implemented as a result of the audit findings.

To conduct an analysis regarding special education caseloads, including, but not limited to, by service provider, grade, and building.

To provide options to the Joint Committee on Special Education Workloads for their consideration in developing guidelines for implementation in 2026-2027.

Project Methodology

- Literature and Budgetary Review
- Interviews with the Superintendent and Senior Leadership within Central Administration
- Additional Interviews with District and Special Education Leadership
- Review of Similar School Districts
- Preparation of Preliminary Alternatives
- Preparation of Final Findings and Recommendations

General Findings

In particular, our interviews and review of materials noted that the interviewees would like to see the following:

- the development of responsive and thoughtful programs that enable as many students with disabilities as possible to be successful within District schools;
- strong, consistent practices and protocols that enable the special education process to work more effectively and efficiently for students, staff, and families;
- commitment to a culture of collaboration, curiosity, and mutual respect across the district in which to create options and opportunities for students;
- identification of solutions that would offer Arlington students a wider range of special education and general education programming options that would, in turn, provide more opportunities for students to remain directly supported by and actively involved in the Arlington Public Schools; and
- clear and flexible guidelines for implementing the collective bargaining language dealing with caseloads and the 50% of a class provisions.

Key Questions

- What are the regular education instructional and behavioral supports (DCAP, SEI, UDL, PL, etc.) currently in place in Arlington by grade span?
- What does the MTSS system look like in Arlington as described by the administration? as described by teachers?
- Where are your inflection points in regard to requests for additional supports or disability services?
- What shifts is the district experiencing with respect to the student population (increasing/decreasing enrollment, changes in student demographics, etc.)?
- What do 504 numbers currently look like in Arlington? How do 504 Plans impact scheduling for service providers?
- What is the special education administration structure, including director(s), team chairs/case managers, liaisons? Do staff view the current structure as effective?
- What is the current range of special education services, beginning with full inclusion up to substantially separate programs?
- What other instructional strategies/systems are used to provide responsive and remedial instruction? (ESL, Title I, special programs, etc.)

Key Questions

- Where are the ‘sticking’ points in the special education system, protocols, and/or practices?
- What are the current out of district profiles and placements? Have the numbers and profiles changed over the past 3-5 years and what are the anticipated changes for the next three years? What is the reasoning for these anticipated changes?
- What systems does the District have for collecting and analyzing data? Is data used consistently and systematically to determine interventions and their success/failure?
- What does the attendance rate of students with IEPs (suspension v. disability-related v. regular absences) look like across the District?
- How do discipline rates for students with IEPs compare to regular education students?
- Are there anticipated long term changes in the district that will impact programming, staffing, and/or space allocation?
- What is the current situation with respect to special education caseloads? What are best practices regarding caseloads that are in place in comparison school systems? What are the factors that need to be considered when implementing special education caseload guidance?

Findings, Commendations and Recommendations

1. Organizational Structure and Leadership
2. Programming Options and Through Lines
3. Analysis of Staffing Distribution and Caseloads
4. Opportunities for Team Teaching, Inclusion and Reorganization
5. Multi-Tiered System of Supports (MTSS)
6. Communication, Culture and Collaboration

Organizational Structure and Leadership

Findings:

- Special Education Coordinators, Team Chairpersons, Out of District Coordinator
- Perception that District has not been successful at retaining Coordinators and Chairpersons
- Perceptions regarding Principals knowledge of and role in special education decisions

Commendations:

- Retention of Team Chairpersons and Coordinators
- Chairs and Coordinators are highly attuned to changes in special education population
- District has proposed an increase in Coordinator positions for FY2026

Recommendations:

- Clarity regarding supervision and evaluation responsibilities
- Clarity regarding leadership roles in special education processes
- Consistent implementation of expectations in the IEP team process

Programming Options and Through Lines

Findings:

- Program through lines are not clear as students progress through grades/schools
- Need for descriptions of programs and services for staff and families
- In particular, through lines appear to break down at Gibbs
- Number of transitions between schools is generally an issue for students and families

Commendations:

- Staff report that they are empowered to make program adjustments
- Proposed FY2026 budget seeks to address gaps in programming

Recommendations:

- Articulate the continuum of services in writing
- Provide professional development regarding tiered interventions, inclusion expectations, disability categories, and options for providing individualized services to students
- Reaffirm district's vision for both a robust MTSS and a responsive and accepting inclusion model

Analysis of Staffing Distribution and Caseloads

Findings:

- Arlington has significant staffing to provide many tiered supports across schools
- Level of contracted services has increased in recent years
- Concern regarding need for certain additional staff raised during interviews
- Concern regarding the 50% provision and caseload language

Commendations:

- Leadership appears to be responsive to concerns for additional staff
- Arlington is well staffed

Recommendations:

- The 50% threshold language does not appear to include co-taught classes or classes at HS when students with IEPs were not able to access courses at MS (e.g., world language)
- Some Principals have already developed promising models to account for caseload issues that could be expanded
- Flexibility will be key in addressing both threshold and caseload issues
- District should analyze how and when teaching assistants are being used

Opportunities for Team Teaching, Inclusion and Reorganization

Findings:

- Current practice regarding “inclusion” and “co-teaching” varies from school to school
- Staff and families believe services will be available in some learning communities (but not all) at the middle level; co-teaching requested as IEP service at increasing rate
- HS reports availability of co-teaching across core content areas; self-selection can drive these numbers higher than the goal of a 30% maximum number
- Overemphasis throughout the district on pullout services, particularly at elementary

Commendations:

- Commitment to developing inclusive classrooms and to provide standards based curriculum in least restrictive environment
- Commitment to developing a range of services from least restrictive to most restrictive.

Recommendations:

- Clear and accountable plan for implementation of plan to increase inclusion across system
- Professional development in best inclusive instructional strategies
- More attention to “why” a student requires and/or will benefit from co-taught classroom
- Ongoing training in the DCAP

Multi-Tiered System of Supports (MTSS)

Findings:

- Current DCAP is outdated and underutilized by schools
- MTSS work has not yet been deeply implemented with fidelity and consistency across schools
- Implementation of ILT and SST has been inconsistent across schools
- Implementation of various regular education intervention strategies vary across schools
- Elementary schools have not historically been “a team working together”

Commendations:

- District intends to revise the DCAP with MTSS frameworks this summer
- ELA curriculum, development of data systems, “deep bench” of trained general education and special education staff

Recommendations:

- Development of clear, transparent implementation plans for DCAP and MTSS
- Clear understanding of the non-negotiables in implementation of these initiatives (“tight coupling and defined autonomy”)

Communication, Culture and Collaboration

Findings:

- Concerns regarding communication among schools, with parents, between regular education and special education, and between administration and staff
- Variability of practice in many areas

Commendations:

- Clear investment in raising the bar in what is already a strong, high achieving district
- Focus on “high risk” groups in FY2026 budget presentation

Recommendations:

- Development of special education service booklet with program descriptions
- Explicit continuum of services; reduction of transitions where possible
- Strong message that all staff are responsible for all students

Summary



Town of Arlington, Massachusetts

7:50 p.m. First Read - Policy BEDH-E - GUIDELINES FOR PUBLIC COMMENT (P. Schlichtman)

Summary:

- File: BEDH-E - GUIDELINES FOR PUBLIC COMMENT

ATTACHMENTS:

Type	File Name	Description
▢ Policy	Policy_BEDH-E_with_Change.pdf	Policy BEDH-E

File: BEDH-E - GUIDELINES FOR PUBLIC COMMENT

A School Committee Meeting is a meeting of a government body at which members of the body deliberate over public business. We welcome the attendance of members of the school district community to view your School Committee as it conducts its regular business meeting.

Massachusetts General Laws Chapter 30A Section 20(f) governs public participation at open meetings covering all public bodies.

Chapter 30A:20 [Notice, Remote Participation, Public Participation, Certification]

(f) No person shall address a meeting of a public body without permission of the chair, and all persons shall, at the request of the chair, be silent. No person shall disrupt the proceedings of a meeting of a public body. If, after clear warning from the chair, a person continues to disrupt the proceedings, the chair may order the person to withdraw from the meeting and if the person does not withdraw, the chair may authorize a constable or other officer to remove the person from the meeting.

The School Committee believes that the school district community should have an opportunity to comment to the Committee on issues that affect the school district and are within the scope of the Committee's responsibilities. Therefore the Committee has set aside a period of time at each School Committee meeting to hear from the public. In addition, if the Committee believes that an issue requires a dialogue with the school district community, the Committee may schedule a separate public hearing on that issue.

Any person who wishes to make a presentation to the School Committee on an item which is of interest to him/her and within the scope of the Committee's responsibilities may request to be placed on the agenda for a particular meeting. Such request should be in writing and should be received by the Superintendent of Schools at least one week prior to the date of the meeting. Such request should contain background statements which would explain the scope and intent of the agenda item. The Chair of the Committee works with the Superintendent to formulate the meeting agendas. Together they will determine whether or not to place an item on the agenda and if the item is to be taken up, they will also determine when to place an item on the agenda and all parameters to be required of the presenter.

Here are the general rules for the Committee's public comment period:

1. Members of the public who wish to address the Committee during Public Comment are advised to register to speak by 6:00 p.m. on the day of the meeting by telephone or by email, directed to the Administrative Secretary of the School Committee.

The list of persons registered to speak, ordered by the date and time of the request, shall be presented to the Chair at the beginning of the meeting.

Additionally, there will be sign-up available prior to the in-person meeting. If the registered speakers do not consume the ~~30~~ 20 minutes of time allocated for Public Comment, the Chair may recognize persons in attendance who request an opportunity to speak.

2. Public Comment shall generally follow the opening of the meeting. The Committee reserves the right to rearrange its agenda to accommodate scheduled presenters. The Chair shall call upon persons who have requested an opportunity to speak. Based on the meeting format, speakers may participate remotely or in person. If the number of people who sign up exceeds those who can reasonably speak in ~~30~~ **20** minutes, speaking time may be reduced, or the number of speakers may be capped, at the discretion of the Chair.

Persons unable to speak, due to time constraints, will be invited to speak at the next regular meeting of the School Committee.

3. Any person wishing to speak before the Committee shall identify themselves by name and address and will be allowed up to three (3) minutes to present their material. The Chairperson may reduce speaking time if needed and/or may permit extension of this time limit. No person may speak more than once without permission of the Chair. All persons shall speak to the full Committee through the Chair and shall not address individual members or administrators.

4. Individuals may address topics on the agenda, items specified for public comment, or items within the scope of responsibility of the School Committee. The Chair shall rule out of order any individual who fails to honor the guidelines or who addresses a matter inappropriate for public comment.

5. Any Committee member may direct questions to the speaker through the Chair in order to clarify comments of the speaker.

Arlington Public Schools

Amended by the Arlington School Committee: December 15, 2022



Town of Arlington, Massachusetts

7:55 p.m. FY25 Budget Update (F. Gorski)



Town of Arlington, Massachusetts

8:05 p.m. Discussion and possible vote to name AHS Spaces (E. Homan)

Summary:

- AHS Naming

ATTACHMENTS:

	Type	File Name	Description
📎	Reference Material	naming_(1).pdf	Naming

Mary E. (Liz) McDonough – Wood Gym

A pioneer in gender equity in athletics, Liz McDonough began her career in Arlington in the early 1970s, advocating for girls' sports during the implementation of Title IX and Chapter 622. She became Arlington's first Coordinator of Girls' Athletics in 1974, later serving as Director of Athletics for both girls' and boys' programs. A standout athlete, coach, and official, Liz also chaired multiple statewide committees for the MIAA and helped shape athletics policy across Massachusetts. Through decades of leadership and mentorship, she inspired generations of student-athletes and helped build a more inclusive, balanced athletic culture at Arlington High School.

Charles A. Skidmore - Principal's Conference Room

As principal of Arlington High School from 2004 to 2011, Charles Skidmore was a compassionate and student-centered leader who championed equity and academic opportunity for all students. He was known for his personal connection to the AHS community—attending events, writing individualized letters to students, and even teaching Spanish I while leading the school. Under his leadership, AHS received national academic recognition and expanded access to advanced coursework. His commitment to inclusive values, student success, and community engagement left a lasting legacy at AHS.

Brian H. Rehrig - Black Box Theater

Brian H. Rehrig was a beloved civic leader, arts advocate, and environmental steward whose decades of service helped shape Arlington and its schools. A longtime Town Meeting Member and AHS Building Committee member, he co-chaired the Performing Arts Subcommittee and championed the creation of the Black Box Theater. A gifted pianist, sound designer, and music director, Brian contributed to dozens of local productions and served for over 25 years on the board of Arlington Friends of the Drama. His life reflected the values of creativity, inclusion, and public service that define the mission of Arlington High School.



Town of Arlington, Massachusetts

8:20 p.m. Superintendent's Report (E. Homan)

Summary:

- Update on Administrative Hiring Searches
- Update on Competitive Grants Awarded
- Monthly Update on Enrollments / Class Sizes
- Strategic Plan update

ATTACHMENTS:

	Type	File Name	Description
▢	Enrollment/Class Sizes	2024-25_ENROLLMENT_REPORTS_-_6_13_25.pdf	2024-25 ENROLLMENT REPORTS - 6_13_25
▢	Notice of Intent	Memo_re__DESE_Innovation_Pathway.pdf	Memo re_ DESE Innovation Pathway
▢	Enrollment/Class Sizes	2024-25_ENROLLMENT_REPORTS_-_PROJECTION_SHEET_FY26_(2).pdf	2024-25 ENROLLMENT REPORTS - PROJECTION SHEET FY26 (2)
▢	Presentation	Superintendent_s_Update.pdf	Superintendent's Update

[illegible]



Arlington Public Schools

Education That Empowers

To: School Committee

From: Dr. Elizabeth Homan, Dr. Mona Ford Walker, Michael Kozuch, and Dr. Matthew Janger

Re: DESE Innovation Pathway

Date: June 9, 2025

We are writing to share the district's intent to apply for the Massachusetts Department of Elementary and Secondary Education [Innovation Pathways](#) program. This program would provide new college and career opportunities for students at Arlington High School. This program would help to align courses and internships with in demand careers in Massachusetts while helping students explore these opportunities with targeted support. As equity is a core component of DESE's requirements, this program aligns with the [APS Strategic Plan](#). This partnership would allow for increased engagement, enrichment and academic opportunities for all students by reimagining our coursework and internships as well as exploring other opportunities through new courses and dual enrollment programs. If we fully pursue this program, our students will be better prepared to achieve their choices of post-secondary education, career, and community contribution.

To explore this further, we would submit a letter of intent by June 30th. After this, there are two grant opportunities that we would pursue, a \$15,000 planning grant due by October 30 and a \$75,000 implementation grant due on February 5th.

Objectives:

- The Innovation Pathways are designed to increase equitable access by eliminating barriers to participation by requiring certain benchmarks to be achieved. Our engagement with this project is specifically aligned to increase college and career pathways [APS Strategic Plan](#).
- APS will leverage the knowledge and skills obtained by participating in this program to develop an education pathway in APS.
- Articulate pathways for students through existing, revised and new courses and internships at AHS that will help to develop graduates so that they will be prepared to achieve their choices of post-secondary education, career, and community contribution.
- Improve interdisciplinary collaboration and deeper learning experiences.

Dr. Elizabeth Homan, Superintendent

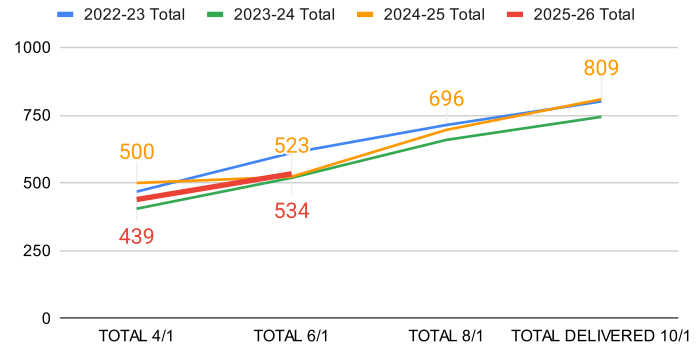
Dr. Mona Ford Walker, Deputy Superintendent of Teaching & Learning

Dr. Matthew Janger, Principal, Arlington High School

Michael Kozuch, Director of Social Studies & History

K registrations include all APPROVED registrations as of 6/16, and reflect buffer zone assignments. "Potential" numbers reflect the sum of both approved and pending registrations. Grades 1-12 projections graduate current students to the next grade level, except for grade 9, which multiplies by the projected retention rate
2024 numbers are based on Oct. 1 SIMS

Date	2024-25 Total	2025-26 Total	2023-24 Total	2022-23 Total
SCHOOL				
TOTAL 3/1	313	248	313	375
TOTAL 4/1	375	346	375	390
TOTAL 5/1	390	370	390	390
TOTAL 6/1	438	388	409	465
TOTAL 7/1	445	409	445	475
TOTAL 8/1	445	445	445	475
TOTAL 9/1	445	445	445	445
ACTUAL 10/1	445	445	445	485



Superintendent's Update 6/17/25

- Last day of school Monday, June 23rd: Early Dismissal at 11:30 for all students!
- StringFest 2025 celebrates over 1000 student musicians
- *Bejazzled* performances celebrate AHS Jazz musicians and alumni
- Congratulations to OMS National History Day Competitor Yueshin Yu, who won 3rd place in Junior Individual Website Category Awarded the Outstanding Affiliate Entry for Massachusetts at Nationals!
Title: Defining Family: The Legal Battle for LGBT Rights in Braschi v. Stahl
- Congratulations to AHS's Michael Sandler named recipient of 2025 American Psychological Association's Charles T. Blair-Broeker Excellence in Teaching Award





Town of Arlington, Massachusetts

8:30 p.m. Consent Agenda (J. Morgan)

Summary:

*Warrant #25297, \$769,126.46, June 10, 2025

*School Committee DRAFT Meeting Minutes, June 4, 2025

ATTACHMENTS:

Type	File Name	Description
▢ Warrant	Warrant_#25297__\$769_126.46__June_10__2025.pdf	Warrant #25297, \$769,126.46, June 10, 2025
▢ Minutes	Arlington_School_Committee_DRAFT_Meeting_Minutes_-_June_4__2025.docx_(1).pdf	Arlington School Committee DRAFT Meeting Minutes - June 4, 2025.docx (1)



STATEMENT MADE UNDER THE PENALTIES OF PERJURY

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: 25297

Dated: 06.10.25

Amount: \$769,126.46

Elizabeth C. Homan, PhD.
Superintendent of Schools

Jane Morgan

Jane P. Morgan – Chair
School Committee

Paul Schlichtman

Paul Schlichtman – Secretary
School Committee

Liz Exton
School Committee

Jeff Thielman

Jeff Thielman
School Committee

Francis Gorski

Francis Gorski
Chief Financial Officer

Laura Gitelson

Laura Gitelson – Vice Chair
School Committee

Kirsi Allison-Ampe, MD
School Committee

Leonard Kardon
School Committee

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|TOWN OF ARLINGTON
|TOWN OF ARLINGTON

|P 1
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DATE: 06/10/2025 WARRANT: 25297 AMOUNT: \$ 769,126.46

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

DocuSigned by:

*James Feeney*6/12/2025

10420207607D480...

COMPTROLLER

DocuSigned by:

*ida cody*6/12/2025

C6A066A75DFB438...



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| P 2
 | apwarrnt

CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 25297

06/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
22424	BOSTON RED SOX BASEBAL 1 03221092 520610 2210	00000	255338	INV	06/10/2025	OTTOSONFLDTRP_5.22.2 561.00 561.00 Invoice Net	530920		
						CHECK TOTAL	561.00		-----
28381	4IMPRINT 1 03010052 520522 2430	00001	254946	INV	06/10/2025	13797421 1,339.27 1,339.27 Invoice Net	530709		
						CHECK TOTAL	1,339.27		-----
39400	ABCO RENTAL & STORAGE 1 03325212 520416 4110	00000	250159	INV	06/10/2025	139849 90.00 90.00 Invoice Net	531054		
						CHECK TOTAL	90.00		-----
11773	ACCEPT EDUCATION COLLA 1 10102024 520423 2354 2 10102025 520423 2354	00001	254003	INV	06/10/2025	2502085 1,144.00 256.00 Invoice Net	531014		
11773	ACCEPT EDUCATION COLLA 1 10102024 520423 2354	00001	254004	INV	06/10/2025	2502086 1,400.00 1,400.00 Invoice Net	531015		
						CHECK TOTAL	2,800.00		-----
21151	ACCURATE LABEL DESIGNS 1 03030052 520523 2430	00003	255516	INV	06/10/2025	179157 357.45 357.45 Invoice Net	530881		
						CHECK TOTAL	357.45		-----
41449	ACE ENDICO CORP 1 12113902 520514 3520	00000	251813	INV	06/10/2025	N30418-00 747.82 747.82 Invoice Net	530084		
41449	ACE ENDICO CORP 1 12113902 520514 3520	00000	251813	INV	06/10/2025	M77519-00 303.18 303.18 Invoice Net	530085		
41449	ACE ENDICO CORP 1 12113902 520514 3520	00000	251813	INV	06/10/2025	M934466-00 219.49 219.49 Invoice Net	530086		
41449	ACE ENDICO CORP 1 12113902 520514 3520	00000	251813	INV	06/10/2025	N21761-00 339.03 339.03 Invoice Net	530087		
41449	ACE ENDICO CORP 1 12113902 520514 3520	00000	251813	INV	06/10/2025	N25380-00 1,025.78 1,025.78 Invoice Net	530088		



41449 ACE ENDICO CORP 00000 251813 INV 06/10/2025
 1 12113902 520514 3520 EXTEND DAY SM FOOD SU
 Invoice Net

N30205-00
 357.15
 357.15

530090

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 | apwarrnt

CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 25297 06/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
41449	ACE ENDICO CORP	00000	251813	INV	06/10/2025	N41671-00	530091		
	1 12113902 520514 3520	EXTEND DAY	SM FOOD SU			945.00			
		Invoice Net				945.00			
41449	ACE ENDICO CORP	00000	251813	INV	06/10/2025	M66847-00	530686		
	1 12113902 520514 3520	EXTEND DAY	SM FOOD SU			1,009.67			
		Invoice Net				1,009.67			
41449	ACE ENDICO CORP	00000	251813	INV	06/10/2025	M30307-00	530687		
	1 12113902 520514 3520	EXTEND DAY	SM FOOD SU			409.19			
		Invoice Net				409.19			
41449	ACE ENDICO CORP	00000	251813	INV	06/10/2025	M01044-00	530689		
	1 12113902 520514 3520	EXTEND DAY	SM FOOD SU			730.72			
		Invoice Net				730.72			
41449	ACE ENDICO CORP	00000	251813	INV	06/10/2025	M30507-00.	530698		
	1 12113902 520514 3520	EXTEND DAY	SM FOOD SU			462.74			
		Invoice Net				462.74			
41449	ACE ENDICO CORP	00000	251813	INV	06/10/2025	M15029-00	531200		
	1 12113902 520514 3520	EXTEND DAY	SM FOOD SU			195.89			
		Invoice Net				195.89			
41449	ACE ENDICO CORP	00000	251813	INV	06/10/2025	N50030-00	531201		
	1 12113902 520514 3520	EXTEND DAY	SM FOOD SU			142.50			
		Invoice Net				142.50			
41449	ACE ENDICO CORP	00000	251813	INV	06/10/2025	N50954-00	531202		
	1 12113902 520514 3520	EXTEND DAY	SM FOOD SU			755.03			
		Invoice Net				755.03			
41449	ACE ENDICO CORP	00000	251813	INV	06/10/2025	N42383-00	531204		
	1 12113902 520514 3520	EXTEND DAY	SM FOOD SU			660.88			
		Invoice Net				660.88			
		CHECK TOTAL				8,304.07			-----
40339	ADVANCED PRESENTATION	00000	255013	INV	06/10/2025	IN113424	530902		
	1 03011162 520518 2415	AHS Librar	SM INSTRUC			3.00			
		Invoice Net				3.00			
40339	ADVANCED PRESENTATION	00000	255204	INV	06/10/2025	IN113425	530903		
	1 03010052 520505 2415	AHS Second	SM COMPUTE			98.00			
		Invoice Net				98.00			
		CHECK TOTAL				101.00			-----
38381	AIRGAS INC	00002	255762	INV	06/10/2025	9161661697	531173		
	1 12013804 520518 6200	ADULT SPRN	SM INSTRUC			245.21			
		Invoice Net				245.21			

						CHECK TOTAL	245.21	-----
38648	AMAZON CAPITAL SERVICE	00001	255571	INV	06/10/2025	1DR4-H17N-3NFX	530094	
	1 03030052 520518 2415	GIBBS Seco	SM INSTRUC			9.99		
		Invoice Net				9.99		
38648	AMAZON CAPITAL SERVICE	00001	255569	INV	06/10/2025	1K3Y-9DXH-NWJG	530095	
	1 03030052 520518 2415	GIBBS Seco	SM INSTRUC			419.56		
		Invoice Net				419.56		

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CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 25297

06/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
38648	AMAZON CAPITAL SERVICE	00001	255568	INV	06/10/2025	1H1J-YQTW-KX7P	530096		
	1 03030052 520518 2415	GIBBS Seco	SM INSTRUC			2,926.39			
		Invoice Net				2,926.39			
38648	AMAZON CAPITAL SERVICE	00001	255567	INV	06/10/2025	1XF9-FP3H-9L1H	531237		
	1 03030052 520518 2415	GIBBS Seco	SM INSTRUC			1,683.39			
		Invoice Net				1,683.39			
38648	AMAZON CAPITAL SERVICE	00001	255567	INV	06/10/2025	1C39-7YWR-Y44H	531238		
	1 03030052 520518 2415	GIBBS Seco	SM INSTRUC			315.92			
		Invoice Net				315.92			
38648	AMAZON CAPITAL SERVICE	00001	255570	INV	06/10/2025	1Y1Q-1CMM-XHJ4	531240		
	1 03030052 520518 2415	GIBBS Seco	SM INSTRUC			1,078.60			
		Invoice Net				1,078.60			
						CHECK TOTAL	6,433.85	-----	
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	130001048	530666		
	1 03325202 520411 4220	FAC Facili	CTR HVAC C			1,126.76			
		Invoice Net				1,126.76			
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	130001101	530667		
	1 03325202 520411 4220	FAC Facili	CTR HVAC C			730.60			
		Invoice Net				730.60			
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	130001280	530668		
	1 03325202 520411 4220	FAC Facili	CTR HVAC C			730.60			
		Invoice Net				730.60			
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	130001129	530669		
	1 03325202 520411 4220	FAC Facili	CTR HVAC C			1,483.10			
		Invoice Net				1,483.10			
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	130001331	530670		
	1 03325202 520411 4220	FAC Facili	CTR HVAC C			1,259.80			
		Invoice Net				1,259.80			
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	130001521	530671		
	1 03325202 520411 4220	FAC Facili	CTR HVAC C			1,612.60			
		Invoice Net				1,612.60			
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	130001631	530672		
	1 03325202 520411 4220	FAC Facili	CTR HVAC C			730.60			
		Invoice Net				730.60			
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	130001626	530673		

1	03325202	520411	4220	FAC Facili	CTR HVAC C	690.03	
				Invoice Net		690.03	
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	130001621	530753
1	03325202	520411	4220	FAC Facili	CTR HVAC C	377.80	
				Invoice Net		377.80	
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	130001619	530754
1	03325202	520411	4220	FAC Facili	CTR HVAC C	730.60	
				Invoice Net		730.60	
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	130001653	530755
1	03325202	520411	4220	FAC Facili	CTR HVAC C	995.20	
				Invoice Net		995.20	

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CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2529706/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	130001652	530756		
1	03325202 520411 4220	FAC Facili	CTR HVAC C			554.20			
		Invoice Net				554.20			
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	130001690	530758		
1	03325202 520411 4220	FAC Facili	CTR HVAC C			1,958.44			
		Invoice Net				1,958.44			
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	130001689	530761		
1	03325202 520411 4220	FAC Facili	CTR HVAC C			554.20			
		Invoice Net				554.20			
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	130001685	530762		
1	03325202 520411 4220	FAC Facili	CTR HVAC C			1,436.20			
		Invoice Net				1,436.20			
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	130001686	530764		
1	03325202 520411 4220	FAC Facili	CTR HVAC C			554.20			
		Invoice Net				554.20			
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	130001738	530765		
1	03325202 520411 4220	FAC Facili	CTR HVAC C			377.80			
		Invoice Net				377.80			
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	130001735	530766		
1	03325202 520411 4220	FAC Facili	CTR HVAC C			840.30			
		Invoice Net				840.30			
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	130001708	530769		
1	03325202 520411 4220	FAC Facili	CTR HVAC C			554.20			
		Invoice Net				554.20			
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	130001880	530770		
1	03325202 520411 4220	FAC Facili	CTR HVAC C			847.96			
		Invoice Net				847.96			
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	130001879	530773		
1	03325202 520411 4220	FAC Facili	CTR HVAC C			730.60			
		Invoice Net				730.60			
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	130001961	530775		
1	03325202 520411 4220	FAC Facili	CTR HVAC C			5,709.40			

32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	5,709.40	
1	03325202 520411 4220	FAC Facili	CTR HVAC C			130002003	530776
		Invoice Net				1,083.40	
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	1,083.40	
1	03325202 520411 4220	FAC Facili	CTR HVAC C			130001998	530778
		Invoice Net				377.80	
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	377.80	
1	03325202 520411 4220	FAC Facili	CTR HVAC C			130001990	530780
		Invoice Net				1,523.78	
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	1,523.78	
1	03325202 520411 4220	FAC Facili	CTR HVAC C			130001989	530781
		Invoice Net				554.20	
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	554.20	
1	03325202 520411 4220	FAC Facili	CTR HVAC C			130002018	530783
		Invoice Net				3,023.80	
						3,023.80	

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25297 06/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	130002050	530785		
1	03325202 520411 4220	FAC Facili	CTR HVAC C			730.60			
		Invoice Net				730.60			
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	130002164	530787		
1	03325202 520411 4220	FAC Facili	CTR HVAC C			1,730.08			
		Invoice Net				1,730.08			
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	130002134	530790		
1	03325202 520411 4220	FAC Facili	CTR HVAC C			1,657.72			
		Invoice Net				1,657.72			
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	130002189	530792		
1	03325202 520411 4220	FAC Facili	CTR HVAC C			377.80			
		Invoice Net				377.80			
32425	AMBIENT TEMPERATURE CO	00000	253870	INV	06/10/2025	130002203	530794		
1	0119252 530006	FACILITIES	CONTRACTED			400.00			
2	03325202 520411 4220	FAC Facili	CTR HVAC C			1,300.18			
		Invoice Net				1,700.18			
32425	AMBIENT TEMPERATURE CO	00000	254508	INV	06/10/2025	130002157	531056		
1	03325202 520411 4220	FAC Facili	CTR HVAC C			654.96			
		Invoice Net				654.96			
32425	AMBIENT TEMPERATURE CO	00000	254508	INV	06/10/2025	130002171	531057		
1	03325202 520411 4220	FAC Facili	CTR HVAC C			4,770.95			
		Invoice Net				4,770.95			
32425	AMBIENT TEMPERATURE CO	00000	254508	INV	06/10/2025	130002204	531058		
1	03325202 520411 4220	FAC Facili	CTR HVAC C			2,410.80			
		Invoice Net				2,410.80			
32425	AMBIENT TEMPERATURE CO	00000	254508	INV	06/10/2025	130002196	531060		
1	03325202 520411 4220	FAC Facili	CTR HVAC C			1,802.92			
		Invoice Net				1,802.92			

32425	AMBIENT TEMPERATURE CO	00000	254508	INV	06/10/2025	130002205	531061
1	03325202 520411 4220	FAC Facili	CTR HVAC C			1,635.88	
		Invoice Net				1,635.88	
32425	AMBIENT TEMPERATURE CO	00000	254508	INV	06/10/2025	130002209	531062
1	03325202 520411 4220	FAC Facili	CTR HVAC C			1,601.32	
		Invoice Net				1,601.32	
32425	AMBIENT TEMPERATURE CO	00000	254508	INV	06/10/2025	130002259	531063
1	03325202 520411 4220	FAC Facili	CTR HVAC C			821.80	
		Invoice Net				821.80	
32425	AMBIENT TEMPERATURE CO	00000	254508	INV	06/10/2025	130002496	531065
1	03325202 520411 4220	FAC Facili	CTR HVAC C			2,194.96	
		Invoice Net				2,194.96	
32425	AMBIENT TEMPERATURE CO	00000	254508	INV	06/10/2025	130002478	531067
1	03325202 520411 4220	FAC Facili	CTR HVAC C			1,620.07	
		Invoice Net				1,620.07	
32425	AMBIENT TEMPERATURE CO	00000	254508	INV	06/10/2025	130002593	531068
1	03325202 520411 4220	FAC Facili	CTR HVAC C			2,671.00	
		Invoice Net				2,671.00	
32425	AMBIENT TEMPERATURE CO	00000	254508	INV	06/10/2025	130002594	531071

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| DETAIL INVOICE LIST

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CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 25297

06/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 03325202 520411 4220	FAC Facili	CTR HVAC C			2,710.76			
		Invoice Net				2,710.76			
32425	AMBIENT TEMPERATURE CO	00000	254508	INV	06/10/2025	130002603	531073		
1	03325202 520411 4220	FAC Facili	CTR HVAC C			8,756.80			
		Invoice Net				8,756.80			
		CHECK TOTAL				68,996.77			-----
32127	ARLINGTON MUNICIPAL SO	00001	250151	INV	06/10/2025	ES-19190	530924		
1	03325202 520628 4130	FAC Facili	OE POWER E			10,632.06			
		Invoice Net				10,632.06			
		CHECK TOTAL				10,632.06			-----
44109	AMERGIS HEALTHCARE STA	00001	255509	INV	06/10/2025	E16348660363	531106		
1	03233012 520416 2320	SpEd Speci	CTR PROFES			552.50			
		Invoice Net				552.50			
		CHECK TOTAL				552.50			-----
1195	AMERICAN ALARM & COMMU	00000	253013	INV	06/10/2025	1628637	531136		
1	03325202 520418 4225	FAC Facili	CTR SECURI			255.00			
		Invoice Net				255.00			
		CHECK TOTAL				255.00			-----
27577	AMPLIFY EDUCATION INC	00002	254643	INV	06/10/2025	INV-353499	530083		
1	03221112 520629 3520	C&I Math	OE PROFESS			3,250.00			

Invoice Net				3,250.00		
				CHECK TOTAL	3,250.00	-----
24592	ANNS CHRISTIAN LEARNIN	00000	253636 INV 06/10/2025	AM-1044	530146	
1	11082025 520416 2440		METCO GRAN CTR PROFES	3,258.75		
Invoice Net				3,258.75		
				CHECK TOTAL	3,258.75	-----
70197	APPLE INC.	00005	255497 INV 06/10/2025	MB74376667	530883	
1	03221002 520605 2451		C&I C&I Le OE COMPUTE	2,834.00		
Invoice Net				2,834.00		
70197	APPLE INC.	00005	255172 INV 06/10/2025	MB70722832	531239	
1	03121222 520508 2354		DALLIN Pro SM EDUCATI	1,647.00		
Invoice Net				1,647.00		
				CHECK TOTAL	4,481.00	-----
37842	CROSTA PIZZA INC	00000	253337 INV 06/10/2025	TICKET#12_5.19.25	530186	
1	12113902 520514 3520		EXTEND DAY SM FOOD SU	187.04		
Invoice Net				187.04		
37842	CROSTA PIZZA INC	00000	253337 INV 06/10/2025	TICKET#13_5.19.25	530188	
1	12113902 520514 3520		EXTEND DAY SM FOOD SU	969.26		
Invoice Net				969.26		
37842	CROSTA PIZZA INC	00000	253337 INV 06/10/2025	TICKET#11_5.19.25	530189	

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CASH ACCOUNT: 0000		104013	VENDOR 8304		WARRANT: 25297	06/10/2025			
VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 12113902 520514 3520		EXTEND DAY	SM FOOD SU		187.04			
				Invoice Net		187.04			
						CHECK TOTAL	1,343.34		-----
11206	ARLINGTON CHAMBER OF C	00000	254851 INV 06/10/2025	4593 - May 2025	531164				
1	12013801 520629 6200		COMED ADMI OE PROFESS	50.00					
Invoice Net				50.00					
				CHECK TOTAL	50.00				-----
11206	CHAMBER OF COMMERCE	00001	254851 INV 06/10/2025	4593-Tote Bag	531165				
1	12013801 520601 6200		COMED ADMI OE OTHER E	100.00					
Invoice Net				100.00					
				CHECK TOTAL	100.00				-----
1376	ARLINGTON COAL & LUMBE	00000	245095 INV 06/10/2025	1318376	531162				
1	12013804 520518 6200		ADULT SPRN SM INSTRUC	219.56					
Invoice Net				219.56					
				CHECK TOTAL	219.56				-----
40114	ATRYZEK, MOLLY	00000	255221 INV 06/10/2025	REIMCREATIVITYREBOOT	531008				

1	03221222	520612	2354	C&I Profes	OE GRADUAT		403.33		
				Invoice Net			403.33		
						CHECK TOTAL	403.33		-----
24394	AUDIOLOGY AND HEARING	00000	250025	INV	06/10/2025		43551	531185	
1	03233012	520615	2420	SpEd Speci	OE INSTRUC		225.00		
				Invoice Net			225.00		
						CHECK TOTAL	225.00		-----
44128	DISISTO ENTERPRISES IN	00000	255506	INV	06/10/2025		LUNCH_5.13.25	530632	
1	10005	520514		SCHOOL FOO	SM FOOD SU		371.00		
				Invoice Net			371.00		
						CHECK TOTAL	371.00		-----
74780	B&H FOTO & ELECTRONICS	00002	251177	INV	06/10/2025		233980853	530307	
1	03011162	520523	2430	AHS Librar	SM OFFICE		499.37		
				Invoice Net			499.37		
74780	B&H FOTO & ELECTRONICS	00002	255335	INV	06/10/2025		234114601	530879	
1	13032407	520615	2420	PONDERCAST	OE INSTRUC		37.48		
				Invoice Net			37.48		
						CHECK TOTAL	536.85		-----
70350	BARNES & NOBLE BOOKSEL	00005	254343	INV	06/10/2025		4626295	530701	
1	03020052	520528	2410	OMS Second	SM TEXTBOO		96.39		
				Invoice Net			96.39		
70350	BARNES & NOBLE BOOKSEL	00005	253814	INV	06/10/2025		4615345	530702	
1	11212025	520501	2356	HATE CRIME	SM SUPPLIE		491.40		
				Invoice Net			491.40		

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CASH ACCOUNT: 0000104013VENDOR 8304

WARRANT: 2529706/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
70350	BARNES & NOBLE BOOKSEL	00005	253780	INV	06/10/2025	4615344	530703		
1	11212025 520501 2356			HATE CRIME	SM SUPPLIE	204.75			
				Invoice Net		204.75			
70350	BARNES & NOBLE BOOKSEL	00005	254288	INV	06/10/2025	4622700	530704		
1	11212025 520501 2356			HATE CRIME	SM SUPPLIE	135.80			
				Invoice Net		135.80			
						CHECK TOTAL	928.34		-----
24583	BAYSTATE INTERPRETERS,	00001	251361	INV	06/10/2025	374091/1	531098		
1	03233012 520416 2330			SpEd Speci	CTR PROFES	250.00			
				Invoice Net		250.00			
						CHECK TOTAL	250.00		-----
44275	BELL, REBECCA	00000	255878	INV	06/10/2025	REIMBISHOPPRIDEFEST	531236		
1	12223005 520601 3520			FOREIGN LA	OE OTHER E	100.00			
				Invoice Net		100.00			

				CHECK TOTAL	100.00	-----
33084	BHAGWAT, SARITA	00000	255604 INV 06/10/2025	100-SPR25	530679	
	1 12013804 510102 6200	ADULT SPRN	PS TEACHER	200.00		
	2 12013804 520518 6200	ADULT SPRN	SM INSTRUC	200.00		
		Invoice Net		400.00		
				CHECK TOTAL	400.00	-----
42699	BITS OF JOY GIFTS LLC	00000	255779 INV 06/10/2025	005-SPR25	530605	
	1 12013804 510102 6200	ADULT SPRN	PS TEACHER	800.00		
		Invoice Net		800.00		
				CHECK TOTAL	800.00	-----
32536	BLICK ART MATERIALS	00004	252733 INV 06/10/2025	277810	530905	
	1 03011202 520518 2415	AHS Art	SM INSTRUC	81.56		
		Invoice Net		81.56		
32536	BLICK ART MATERIALS	00004	252733 INV 06/10/2025	277681	530906	
	1 03011202 520518 2415	AHS Art	SM INSTRUC	244.56		
		Invoice Net		244.56		
				CHECK TOTAL	326.12	-----
41967	BLW ENGINEERS INC	00000	253541 INV 06/10/2025	24374-5	530936	
	1 23201921 582043	ARPA DESGN	SCH HVAC	875.00		
		Invoice Net		875.00		
41967	BLW ENGINEERS INC	00000	253542 INV 06/10/2025	24375-5	530937	
	1 23201921 582043	ARPA DESGN	SCH HVAC	875.00		
		Invoice Net		875.00		
				CHECK TOTAL	1,750.00	-----
22234	THE BOOK RACK	00001	252342 INV 06/10/2025	34277	530082	
	1 03161162 520528 2410	THOMPSON L	SM TEXTBOO	75.53		
		Invoice Net		75.53		

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CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 25297 06/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
22234	THE BOOK RACK	00001	254998	INV	06/10/2025	H04798	530295		
	1 03161162 520528 2410	THOMPSON L	SM TEXTBOO			237.35			
		Invoice Net				237.35			
22234	THE BOOK RACK	00001	252406	INV	06/10/2025	342482	530922		
	1 73335 578033	E NELSON B	BOOKS FOR			671.90			
		Invoice Net				671.90			
22234	THE BOOK RACK	00001	252338	INV	06/10/2025	343077	531223		
	1 03121162 520528 2410	DALLIN Lib	SM TEXTBOO			208.51			
		Invoice Net				208.51			
				CHECK	TOTAL	1,193.29			-----
70513	BOSTON UNIVERSITY	00001	253489	INV	06/10/2025	1800114030	530923		

1	11012025	520508	3200	AFFLI CSHS	SM EDUCATI	100.00			
				Invoice Net		100.00			
						CHECK TOTAL	100.00		-----
23730	BROCCOLI HALL INC.	00000	252598	INV	06/10/2025	13225		531052	
1	03233062	520645	9300	SpEd out o	OE TUITION	6,295.93			
				Invoice Net		6,295.93			
						CHECK TOTAL	6,295.93		-----
70602	VARSITY BRANDS HOLDING	00004	254518	INV	06/10/2025	310314605		530101	
1	03256002	520502	3510	ATHLETICS	SM ATHLETI	9,299.00			
				Invoice Net		9,299.00			
						CHECK TOTAL	9,299.00		-----
39024	BUTTERNUT BAKEHOUSE	00001	251040	INV	06/10/2025	000160		531241	
1	12285	520619	2210	FRIENDS OF	OE MISC EX	200.00			
				Invoice Net		200.00			
						CHECK TOTAL	200.00		-----
70701	CITY OF CAMBRIDGE	00000	255217	INV	06/10/2025	KDSTRANS_50%SHARE		531049	
1	03343102	520404	3300	TRANSP Tra	CTR CONTRA	1,836.00			
				Invoice Net		1,836.00			
						CHECK TOTAL	1,836.00		-----
70704	CAMBRIDGE UNIVERSITY P	00004	254945	INV	06/10/2025	1410999221		530682	
1	03221182	520528	2410	C&I world	SM TEXTBOO	4,143.15			
				Invoice Net		4,143.15			
70704	CAMBRIDGE UNIVERSITY P	00004	254945	INV	06/10/2025	1410998653		530683	
1	03221182	520528	2410	C&I world	SM TEXTBOO	9.35			
				Invoice Net		9.35			
						CHECK TOTAL	4,152.50		-----
43902	CANFIELD, REBEKAH	00000	254626	INV	06/10/2025	#2		531188	
1	03233012	520416	2320	SpEd Speci	CTR PROFES	2,205.00			
				Invoice Net		2,205.00			

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CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2529706/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
43902	CANFIELD, REBEKAH	00000	254626	INV	06/10/2025	#1	531189		
1	03233012	520416	2320	SpEd Speci	CTR PROFES	450.00			
				Invoice Net		450.00			
						CHECK TOTAL	2,655.00		-----
33892	CARNEY, DAWN	00000	255056	INV	06/10/2025	REIMAMTRKNEECTFLCONF	530999		
1	03221182	520629	2354	C&I world	OE PROFESS	153.00			
				Invoice Net		153.00			

						CHECK TOTAL	153.00	-----
70762	CAROLINA BIOLOGICAL SU	00001	254016	INV	06/10/2025	53004634 RI	530292	
	1 03161122 520518 2455	INSTRUCT	SM INSTRUC			431.25		
		Invoice Net				431.25		
						CHECK TOTAL	431.25	-----
43028	CARR, MELISSA H	00000	255780	INV	06/10/2025	SPR25 Class & Mat	530578	
	1 12013804 510102 6200	ADULT SPRN	PS TEACHER			500.00		
	2 12013804 520518 6200	ADULT SPRN	SM INSTRUC			91.96		
		Invoice Net				591.96		
						CHECK TOTAL	591.96	-----
44058	CENTER FOR THE COLLABO	00000	255514	INV	06/10/2025	INV260371	531233	
	1 03011022 520528 2410	AHS Englis	SM TEXTBOO			135.00		
		Invoice Net				135.00		
						CHECK TOTAL	135.00	-----
43483	CHATTERBOXES LLC	00001	254330	INV	06/10/2025	33330	531108	
	1 03233012 520416 2320	SpEd Speci	CTR PROFES			432.67		
		Invoice Net				432.67		
43483	CHATTERBOXES LLC	00001	253753	INV	06/10/2025	33306	531110	
	1 10102025 520651 2415	SPED 240	OE PROPORT			1,376.67		
		Invoice Net				1,376.67		
43483	CHATTERBOXES LLC	00001	253753	INV	06/10/2025	33333	531111	
	1 10102025 520651 2415	SPED 240	OE PROPORT			786.67		
		Invoice Net				786.67		
						CHECK TOTAL	2,596.01	-----
43609	CHOLPONBAEVA, ZEMFIRA	00000	255783	INV	06/10/2025	Fashion-SPR25	530612	
	1 12013901 510102 6200	VAC FUN	PS TEACHER			960.00		
		Invoice Net				960.00		
						CHECK TOTAL	960.00	-----
20780	CINTAS CORP 016	00000	252801	INV	06/10/2025	4217267710	530913	
	1 03325202 520620 4220	FAC Facili	OE MISC MA			55.54		
		Invoice Net				55.54		
20780	CINTAS CORP 016	00000	252801	INV	06/10/2025	4226045689	530914	
	1 03325202 520620 4220	FAC Facili	OE MISC MA			64.60		
		Invoice Net				64.60		

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CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2529706/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
20780	CINTAS CORP 016	00000	252801	INV	06/10/2025	4223148504	530915		
	1 03325202 520620 4220	FAC Facili	OE MISC MA			55.54			
		Invoice Net				55.54			
20780	CINTAS CORP 016	00000	252801	INV	06/10/2025	4218652114	530916		

1	03325202	520620	4220	FAC Facili	OE MISC MA	55.54		
				Invoice Net		55.54		
20780	CINTAS CORP 016			00000	252801 INV 06/10/2025	4220197172	530918	
1	03325202	520620	4220	FAC Facili	OE MISC MA	55.54		
				Invoice Net		55.54		
						CHECK TOTAL	286.76	-----
34159	JAMES M. DONAHER			00001	250004 INV 06/10/2025	22-3334	531075	
1	03233012	520416	2330	SpEd Spec	CTR PROFES	244.80		
				Invoice Net		244.80		
34159	JAMES M. DONAHER			00001	250004 INV 06/10/2025	22-3303	531076	
1	03233012	520416	2330	SpEd Spec	CTR PROFES	740.96		
				Invoice Net		740.96		
34159	JAMES M. DONAHER			00001	250004 INV 06/10/2025	22-33302	531078	
1	03233012	520416	2330	SpEd Spec	CTR PROFES	111.24		
				Invoice Net		111.24		
34159	JAMES M. DONAHER			00001	250004 INV 06/10/2025	22-3301	531079	
1	03233012	520416	2330	SpEd Spec	CTR PROFES	1,283.40		
				Invoice Net		1,283.40		
34159	JAMES M. DONAHER			00001	250004 INV 06/10/2025	22-3313	531082	
1	03233012	520416	2330	SpEd Spec	CTR PROFES	72.60		
				Invoice Net		72.60		
34159	JAMES M. DONAHER			00001	250004 INV 06/10/2025	22-3312	531084	
1	03233012	520416	2330	SpEd Spec	CTR PROFES	309.24		
				Invoice Net		309.24		
34159	JAMES M. DONAHER			00001	250004 INV 06/10/2025	22-3305	531086	
1	03233012	520416	2330	SpEd Spec	CTR PROFES	576.32		
				Invoice Net		576.32		
34159	JAMES M. DONAHER			00001	250004 INV 06/10/2025	22-3304	531087	
1	03233012	520416	2330	SpEd Spec	CTR PROFES	319.16		
				Invoice Net		319.16		
34159	JAMES M. DONAHER			00001	250004 INV 06/10/2025	22-3327	531090	
1	03233012	520416	2330	SpEd Spec	CTR PROFES	1,287.68		
				Invoice Net		1,287.68		
34159	JAMES M. DONAHER			00001	250004 INV 06/10/2025	22-3343	531179	
1	03233012	520416	2330	SpEd Spec	CTR PROFES	239.68		
				Invoice Net		239.68		
34159	JAMES M. DONAHER			00001	250004 INV 06/10/2025	22-3344	531180	
1	03233012	520416	2330	SpEd Spec	CTR PROFES	279.00		
				Invoice Net		279.00		
34159	JAMES M. DONAHER			00001	250004 INV 06/10/2025	22-3347	531181	
1	03233012	520416	2330	SpEd Spec	CTR PROFES	120.96		
				Invoice Net		120.96		

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CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 25297

06/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
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				CHECK TOTAL	5,585.04	-----
43382	COFFMAN SPECIALTIES CO	00000	251197 INV 06/10/2025	18177	530675	
	1 03011042 520518 2415	AHS Family SM INSTRUC		240.68		
		Invoice Net		240.68		
43382	COFFMAN SPECIALTIES CO	00000	251197 INV 06/10/2025	18184	530676	
	1 03011042 520518 2415	AHS Family SM INSTRUC		240.68		
		Invoice Net		240.68		
43382	COFFMAN SPECIALTIES CO	00000	253328 INV 06/10/2025	18206	530677	
	1 03010052 520514 2440	AHS Second SM FOOD SU		240.90		
		Invoice Net		240.90		
43382	COFFMAN SPECIALTIES CO	00000	253328 INV 06/10/2025	18216	530678	
	1 03010052 520514 2440	AHS Second SM FOOD SU		240.90		
		Invoice Net		240.90		
43382	COFFMAN SPECIALTIES CO	00000	253328 INV 06/10/2025	18224	531222	
	1 03010052 520514 2440	AHS Second SM FOOD SU		713.24		
		Invoice Net		713.24		
				CHECK TOTAL	1,676.40	-----
42628	CONNELL, KATHERINE	00000	252311 INV 06/10/2025	REIMMILEAGE_MAY2025	531051	
	1 03233012 520603 2352	SpEd Speci OE BUSINES		15.40		
		Invoice Net		15.40		
				CHECK TOTAL	15.40	-----
42297	WENIGER, BARBARA	00000	251969 INV 06/10/2025	300315	530337	
	1 03010052 520514 2440	AHS Second SM FOOD SU		428.75		
		Invoice Net		428.75		
				CHECK TOTAL	428.75	-----
40336	CRAFT, DAVID	00000	255607 INV 06/10/2025	Urban Foraging SPR25	531168	
	1 12013804 510102 6200	ADULT SPRN PS TEACHER		135.00		
		Invoice Net		135.00		
				CHECK TOTAL	135.00	-----
44110	CSB THEATRES INC	00000	255767 INV 06/10/2025	1056	530700	
	1 12113902 520610 3520	EXTEND DAY OE FIELD T		300.00		
		Invoice Net		300.00		
44110	CSB THEATRES INC	00000	255761 INV 06/10/2025	AASP_5.29.25	531259	
	1 12113902 520610 3520	EXTEND DAY OE FIELD T		350.00		
		Invoice Net		350.00		
				CHECK TOTAL	650.00	-----
14684	CURIOUS CREATURES	00001	255205 INV 06/10/2025	5012	531022	
	1 03233012 520610 2440	SpEd Speci OE FIELD T		1,235.00		
		Invoice Net		1,235.00		
14684	CURIOUS CREATURES	00001	255205 INV 06/10/2025	5011	531023	
	1 03233012 520610 2440	SpEd Speci OE FIELD T		1,235.00		
		Invoice Net		1,235.00		

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CASH ACCOUNT: 0000104013VENDOR 8304

WARRANT: 2529706/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	2,470.00		-----
29218	DJT MINISTRIES INC	00001	253316	INV	06/10/2025	#JAN24-25_WT	531034		
	1 03345322 520404 3300		TRANSP Tra	CTR CONTRA		2,362.50			
			Invoice Net			2,362.50			
						CHECK TOTAL	2,362.50		-----
71176	D'AGOSTINO'S DELI	00001	255507	INV	06/10/2025	33049	530635		
	1 10005 520514		SCHOOL FOO	SM FOOD SU		913.53			
			Invoice Net			913.53			
71176	D'AGOSTINO'S DELI	00001	255763	INV	06/10/2025	33096	530715		
	1 03020052 520514 2210		OMS Second	SM FOOD SU		196.33			
			Invoice Net			196.33			
71176	D'AGOSTINO'S DELI	00001	251981	INV	06/10/2025	31209/	531252		
	1 03214012 520514 1210		ADMIN Supe	SM FOOD SU		341.38			
			Invoice Net			341.38			
						CHECK TOTAL	1,451.24		-----
40907	DANVERSPORT YACHT CLUB	00000	254962	INV	06/10/2025	ICECREAM_BUFFET_5.23	531009		
	1 03010052 520515 3520		AHS Second	SM GRADUAT		3,200.00			
			Invoice Net			3,200.00			
						CHECK TOTAL	3,200.00		-----
42177	DAY, MATTHEW	00000	255776	INV	06/10/2025	Carving SPR25	530599		
	1 12013804 510102 6200		ADULT SPRN	PS TEACHER		923.00			
	2 12013804 520518 6200		ADULT SPRN	SM INSTRUC		135.00			
			Invoice Net			1,058.00			
						CHECK TOTAL	1,058.00		-----
42226	DELMONICO, PAUL A	00000	255777	INV	06/10/2025	1251-SPR25	530600		
	1 12013804 510102 6200		ADULT SPRN	PS TEACHER		360.00			
			Invoice Net			360.00			
						CHECK TOTAL	360.00		-----
71246	DEMCO, INC.	00005	255502	INV	06/10/2025	7651025	530872		
	1 03141162 520528 2410		PEIRCE Lib	SM TEXTBOO		294.05			
			Invoice Net			294.05			
71246	DEMCO, INC.	00005	255503	INV	06/10/2025	7646256	530874		
	1 03121162 520528 2410		DALLIN Lib	SM TEXTBOO		136.04			
			Invoice Net			136.04			
71246	DEMCO, INC.	00005	255504	INV	06/10/2025	7648539	530875		
	1 03101162 520528 2410		BISHOP Lib	SM TEXTBOO		386.78			
			Invoice Net			386.78			
71246	DEMCO, INC.	00005	255573	INV	06/10/2025	7647571	530877		
	1 03021162 520528 2410		OMS Librar	SM TEXTBOO		252.00			
			Invoice Net			252.00			
						CHECK TOTAL	1,068.87		-----



CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 25297

06/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
36265	KRISTIN DEMING 1 03221222 520612	2354	00000	255634 INV	06/10/2025	REIMMOVEBDYTHNKBRAIN 440.10 440.10	531000		
				C&I Profes	OE GRADUAT	Invoice Net			
						CHECK TOTAL	440.10		-----
16537	DEVEREAUX, WILLIAM 1 12113902 520644	3520	00000	255498 INV	06/10/2025	957404 374.00 374.00	530145		
				EXTEND DAY	OE TRAININ	Invoice Net			
16537	DEVEREAUX, WILLIAM 1 12113902 520644	3520	00000	255766 INV	06/10/2025	937403 44.00 44.00	530714		
				EXTEND DAY	OE TRAININ	Invoice Net			
						CHECK TOTAL	418.00		-----
21330	DOOR CONTROL, INC. 1 03325202 520503	4220	00001	254505 INV	06/10/2025	10572 292.50 292.50	531112		
				FAC Facili	SM CARPENT	Invoice Net			
						CHECK TOTAL	292.50		-----
2890	DRAIN DOCTOR INC 1 03325202 520415	4220	00000	250702 INV	06/10/2025	264968 675.00 675.00	531114		
				FAC Facili	CTR PLUMBI	Invoice Net			
						CHECK TOTAL	675.00		-----
42609	METROPOLITAN FOODS INC 1 03010052 520514	2440	00000	253326 INV	06/10/2025	586657 986.16 986.16	530309		
				AHS Second	SM FOOD SU	Invoice Net			
42609	METROPOLITAN FOODS INC 1 03010052 520514	2440	00000	253326 INV	06/10/2025	586658 65.20 65.20	530310		
				AHS Second	SM FOOD SU	Invoice Net			
42609	METROPOLITAN FOODS INC 1 03011042 520518	2415	00000	251121 INV	06/10/2025	574660 1,999.34 1,999.34	530311		
				AHS Family	SM INSTRUC	Invoice Net			
42609	METROPOLITAN FOODS INC 1 03021042 520518	2415	00000	251102 INV	06/10/2025	574663 356.20 356.20	530321		
				OMS Family	SM INSTRUC	Invoice Net			
42609	METROPOLITAN FOODS INC 1 03010052 520514	2440	00000	253326 INV	06/10/2025	603382 433.41 433.41	530335		
				AHS Second	SM FOOD SU	Invoice Net			
42609	METROPOLITAN FOODS INC 1 10005 520514		00000	251367 INV	06/10/2025	574661 4,099.80 4,099.80	530353		
				SCHOOL FOO	SM FOOD SU	Invoice Net			
42609	METROPOLITAN FOODS INC 1 10005 520514		00000	251367 INV	06/10/2025	574662 166.95 166.95	530354		
				SCHOOL FOO	SM FOOD SU	Invoice Net			
42609	METROPOLITAN FOODS INC 1 10005 520514		00000	251367 INV	06/10/2025	574664 1,946.14 1,946.14	530356		
				SCHOOL FOO	SM FOOD SU	Invoice Net			

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25297 06/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	06/10/2025	574665 4,912.80 4,912.80 Invoice Net	530358		
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	06/10/2025	579674 295.46 295.46 Invoice Net	530360		
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	06/10/2025	579676 76.50 76.50 Invoice Net	530364		
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	06/10/2025	579680 5,425.26 5,425.26 Invoice Net	530368		
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	06/10/2025	579681 361.87 361.87 Invoice Net	530375		
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	06/10/2025	579682 157.42 157.42 Invoice Net	530377		
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	06/10/2025	579683 17.13 17.13 Invoice Net	530379		
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	06/10/2025	586650 10.10 10.10 Invoice Net	530380		
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	06/10/2025	586651 630.94 630.94 Invoice Net	530382		
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	06/10/2025	586652 3,378.27 3,378.27 Invoice Net	530383		
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	06/10/2025	586653 247.27 247.27 Invoice Net	530386		
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	06/10/2025	586654 31.94 31.94 Invoice Net	530388		
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	06/10/2025	586660 3,822.31 3,822.31 Invoice Net	530390		
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	06/10/2025	591485 3,427.98 3,427.98 Invoice Net	530391		
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	06/10/2025	591486 418.32 418.32 Invoice Net	530573		
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	06/10/2025	591487 294.90 294.90 Invoice Net	530574		

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CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 25297

06/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
42609	METROPOLITAN FOODS INC	00000	251367	INV	06/10/2025	591488	530575		
	1 10005 520514		SCHOOL FOO	SM FOOD SU		183.48			
			Invoice Net			183.48			
42609	METROPOLITAN FOODS INC	00000	251367	INV	06/10/2025	591489	530576		
	1 10005 520514		SCHOOL FOO	SM FOOD SU		658.32			
			Invoice Net			658.32			
42609	METROPOLITAN FOODS INC	00000	251367	INV	06/10/2025	591491	530577		
	1 10005 520514		SCHOOL FOO	SM FOOD SU		286.46			
			Invoice Net			286.46			
42609	METROPOLITAN FOODS INC	00000	251367	INV	06/10/2025	591492	530580		
	1 10005 520514		SCHOOL FOO	SM FOOD SU		3,683.56			
			Invoice Net			3,683.56			
42609	METROPOLITAN FOODS INC	00000	251367	INV	06/10/2025	591494	530582		
	1 10005 520514		SCHOOL FOO	SM FOOD SU		2,169.76			
			Invoice Net			2,169.76			
42609	METROPOLITAN FOODS INC	00000	251367	INV	06/10/2025	591495	530584		
	1 10005 520514		SCHOOL FOO	SM FOOD SU		757.77			
			Invoice Net			757.77			
42609	METROPOLITAN FOODS INC	00000	251367	INV	06/10/2025	586655	530585		
	1 10005 520514		SCHOOL FOO	SM FOOD SU		267.39			
			Invoice Net			267.39			
42609	METROPOLITAN FOODS INC	00000	251367	INV	06/10/2025	586656	530586		
	1 10005 520514		SCHOOL FOO	SM FOOD SU		118.44			
			Invoice Net			118.44			
42609	METROPOLITAN FOODS INC	00000	251367	INV	06/10/2025	586659	530587		
	1 10005 520514		SCHOOL FOO	SM FOOD SU		24.24			
			Invoice Net			24.24			
42609	METROPOLITAN FOODS INC	00000	251367	INV	06/10/2025	586661	530588		
	1 10005 520514		SCHOOL FOO	SM FOOD SU		23.24			
			Invoice Net			23.24			
42609	METROPOLITAN FOODS INC	00000	251367	INV	06/10/2025	586662	530589		
	1 10005 520514		SCHOOL FOO	SM FOOD SU		12.12			
			Invoice Net			12.12			
42609	METROPOLITAN FOODS INC	00000	251367	INV	06/10/2025	586663	530590		
	1 10005 520514		SCHOOL FOO	SM FOOD SU		1,632.44			
			Invoice Net			1,632.44			
42609	METROPOLITAN FOODS INC	00000	251367	INV	06/10/2025	586664	530592		
	1 10005 520514		SCHOOL FOO	SM FOOD SU		194.50			
			Invoice Net			194.50			
42609	METROPOLITAN FOODS INC	00000	251367	INV	06/10/2025	586666	530602		
	1 10005 520514		SCHOOL FOO	SM FOOD SU		510.66			
			Invoice Net			510.66			
42609	METROPOLITAN FOODS INC	00000	251367	INV	06/10/2025	586667	530603		
	1 10005 520514		SCHOOL FOO	SM FOOD SU		54.54			
			Invoice Net			54.54			
42609	METROPOLITAN FOODS INC	00000	253326	INV	06/10/2025	579679	530891		

1 03010052 520514 2440 AHS Second SM FOOD SU

Invoice Net

136.47
136.47

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CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 25297 06/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
42609	METROPOLITAN FOODS INC	00000	253326	INV	06/10/2025	579678	530894		
	1 03010052 520514 2440	AHS Second	SM FOOD SU			8.30			
		Invoice Net				8.30			
42609	METROPOLITAN FOODS INC	00000	253326	INV	06/10/2025	579677	530895		
	1 03010052 520514 2440	AHS Second	SM FOOD SU			79.88			
		Invoice Net				79.88			
42609	METROPOLITAN FOODS INC	00000	251121	INV	06/10/2025	598435	531212		
	1 03011042 520518 2415	AHS Family	SM INSTRUC			77.91			
		Invoice Net				77.91			
42609	METROPOLITAN FOODS INC	00000	251121	INV	06/10/2025	603383	531213		
	1 03011042 520518 2415	AHS Family	SM INSTRUC			552.52			
		Invoice Net				552.52			
CHECK TOTAL						44,993.67			-----
34229	EI US, LLC.	00003	251875	INV	06/10/2025	INV254702	531092		
	1 03233012 520416 2305	SpEd Spec	CTR PROFES			161.00			
		Invoice Net				161.00			
34229	EI US, LLC.	00003	251875	INV	06/10/2025	INV256123	531094		
	1 03233012 520416 2305	SpEd Spec	CTR PROFES			80.50			
		Invoice Net				80.50			
34229	EI US, LLC.	00003	251875	INV	06/10/2025	INV256122	531096		
	1 03233012 520416 2305	SpEd Spec	CTR PROFES			40.25			
		Invoice Net				40.25			
CHECK TOTAL						281.75			-----
1847	EVERSOURCE	00192	250127	INV	06/10/2025	74011750994 05/12/25	531152		
	1 03325202 520628 4130	FAC Facili	OE POWER E			12,637.45			
		Invoice Net				12,637.45			
1847	EVERSOURCE	00192	250127	INV	06/10/2025	74010907538 05/12/25	531153		
	1 03325202 520628 4130	FAC Facili	OE POWER E			6.73			
		Invoice Net				6.73			
1847	EVERSOURCE	00192	250127	INV	06/10/2025	74010905466 05/12/25	531154		
	1 03325202 520628 4130	FAC Facili	OE POWER E			2.52			
		Invoice Net				2.52			
1847	EVERSOURCE	00192	250127	INV	06/10/2025	74010894678 05/12/25	531155		
	1 03325202 520628 4130	FAC Facili	OE POWER E			2.52			
		Invoice Net				2.52			
1847	EVERSOURCE	00192	250127	INV	06/10/2025	74011673030 05/08/25	531156		
	1 03325202 520628 4130	FAC Facili	OE POWER E			77.06			
		Invoice Net				77.06			
1847	EVERSOURCE	00192	250127	INV	06/10/2025	74014790955 05/14/25	531157		
	1 03325202 520628 4130	FAC Facili	OE POWER E			32,233.85			

1847	EVERSOURCE	1 03325202 520628 4130	Invoice Net			06/10/2025	32,233.85	531158
			00192	250127	INV			
1847	EVERSOURCE	1 03325202 520628 4130	FAC Facili			06/10/2025	74017721494 05/09/25	531158
			00192	250127	INV			
1847	EVERSOURCE	1 03325202 520628 4130	Invoice Net			06/10/2025	702.84	531159
			00192	250127	INV			
1847	EVERSOURCE	1 03325202 520628 4130	FAC Facili			06/10/2025	702.84	531159
			00192	250127	INV			
1847	EVERSOURCE	1 03325202 520628 4130	Invoice Net			06/10/2025	74013054908 04/15/25	531159
			00192	250127	INV			

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CASH ACCOUNT: 0000104013VENDOR 8304

WARRANT: 2529706/10/2025

VENDOR	G/L ACCOUNTS				R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
1847	1	03325202	520628	4130	FAC Facili	OE POWER E			846.76			
					Invoice Net				846.76			
	00192	250127	INV	06/10/2025					74011670150	05/08/25	531160	
	1	03325202	520628	4130	FAC Facili	OE POWER E			11,592.84			
					Invoice Net				11,592.84			
									CHECK TOTAL	58,102.57		-----
33004	F.W. WEBB COMPANY				00000	251485	INV	06/10/2025	90888301		530935	
	1	03325202	520517	4220	FAC Facili	SM HVAC SU			23.99			
					Invoice Net				23.99			
									CHECK TOTAL	23.99		-----
21724	FANTINI BAKING CO., IN				00000	251862	INV	06/10/2025	T673527		530609	
	1	10005	520514		SCHOOL FOO	SM FOOD SU			518.48			
21724	FANTINI BAKING CO., IN				00000	251862	INV	06/10/2025	518.48			
	1	10005	520514		SCHOOL FOO	SM FOOD SU			T673530		530611	
21724	FANTINI BAKING CO., IN				00000	251862	INV	06/10/2025	192.77			
	1	10005	520514		SCHOOL FOO	SM FOOD SU			192.77			
21724	FANTINI BAKING CO., IN				00000	251862	INV	06/10/2025	T673529		530613	
	1	10005	520514		SCHOOL FOO	SM FOOD SU			962.60			
21724	FANTINI BAKING CO., IN				00000	251862	INV	06/10/2025	962.60			
	1	10005	520514		SCHOOL FOO	SM FOOD SU			T670915		530614	
21724	FANTINI BAKING CO., IN				00000	251862	INV	06/10/2025	410.00			
	1	10005	520514		SCHOOL FOO	SM FOOD SU			410.00			
21724	FANTINI BAKING CO., IN				00000	251862	INV	06/10/2025	T670914		530617	
	1	10005	520514		SCHOOL FOO	SM FOOD SU			79.20			
21724	FANTINI BAKING CO., IN				00000	251862	INV	06/10/2025	79.20			
	1	10005	520514		SCHOOL FOO	SM FOOD SU			T670916		530618	
21724	FANTINI BAKING CO., IN				00000	251862	INV	06/10/2025	55.49			
	1	10005	520514		SCHOOL FOO	SM FOOD SU			55.49			
21724	FANTINI BAKING CO., IN				00000	251862	INV	06/10/2025	T673528		530619	
	1	10005	520514		SCHOOL FOO	SM FOOD SU			160.50			
									CHECK TOTAL	2,379.04		-----
31736	FARESE ELIZABETH				00000	255880	INV	06/10/2025	REIMPRIDE_T_SHIRTS		531235	
	1	12223005	520601	3520	FOREIGN LA	OE OTHER E			188.30			
					Invoice Net				188.30			

				CHECK TOTAL	188.30	-----
40938	FOLLETT CONTENT SOLUTI	00001	252344 INV 06/10/2025	552534F	530290	
	1 03101162 520528 2410	BISHOP Lib	SM TEXTBOO	1,876.06		
		Invoice Net		1,876.06		
40938	FOLLETT CONTENT SOLUTI	00001	254230 INV 06/10/2025	575246	530306	
	1 03021162 520528 2410	OMS Librar	SM TEXTBOO	1,429.56		
		Invoice Net		1,429.56		
40938	FOLLETT CONTENT SOLUTI	00001	251179 INV 06/10/2025	458787F	530847	

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CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 25297 06/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 03011162 520528 2410	AHS Librar	SM TEXTBOO			2,802.49			
		Invoice Net				2,802.49			
40938	FOLLETT CONTENT SOLUTI	00001	252346 INV 06/10/2025			571352A	530848		
	1 03031162 520528 2410	GIBBS Libr	SM TEXTBOO			522.41			
		Invoice Net				522.41			
40938	FOLLETT CONTENT SOLUTI	00001	254846 INV 06/10/2025			562476F	530849		
	1 03011162 520528 2410	AHS Librar	SM TEXTBOO			9,997.29			
		Invoice Net				9,997.29			
40938	FOLLETT CONTENT SOLUTI	00001	255501 INV 06/10/2025			582961F	530876		
	1 03141162 520528 2410	PEIRCE Lib	SM TEXTBOO			181.28			
		Invoice Net				181.28			
40938	FOLLETT CONTENT SOLUTI	00001	254230 INV 06/10/2025			575246F	530878		
	1 03021162 520528 2410	OMS Librar	SM TEXTBOO			1,547.98			
		Invoice Net				1,547.98			
40938	FOLLETT CONTENT SOLUTI	00001	252347 INV 06/10/2025			466124F	531260		
	1 03131162 520528 2410	HARDY Libr	SM TEXTBOO			32.06			
		Invoice Net				32.06			
				CHECK TOTAL	18,389.13	-----			
37984	FRANK, ROSA	00000	254659 INV 06/10/2025			REIMAATFMMBRSH_25	531001		
	1 03221182 520629 2354	C&I world	OE PROFESS			66.00			
		Invoice Net				66.00			
				CHECK TOTAL	66.00	-----			
43526	GOLD STAR FOODS INC	00001	251865 INV 06/10/2025			3127256	530634		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			174.50			
		Invoice Net				174.50			
				CHECK TOTAL	174.50	-----			
44092	GOMES, JILLIAN	00000	255489 INV 06/10/2025			REIMBUSHIELDTRNG	531002		
	1 11012025 520508 3200	AFFLI CSHS	SM EDUCATI			43.75			
		Invoice Net				43.75			
44092	GOMES, JILLIAN	00000	255490 INV 06/10/2025			REIMBUSHIELDTRNG_JG	531005		
	1 11012025 520508 3200	AFFLI CSHS	SM EDUCATI			115.50			

Invoice Net					CHECK	115.50 TOTAL	159.25	-----
73320	GOVCONNECTION, INC	00006	251180	INV 06/10/2025		76464677	530297	
	1 03011162 520523 2430	AHS Librar	SM OFFICE			258.72		
		Invoice Net				258.72		
73320	GOVCONNECTION, INC	00006	251180	INV 06/10/2025		76440869	530301	
	1 03011162 520523 2430	AHS Librar	SM OFFICE			78.48		
		Invoice Net				78.48		
73320	GOVCONNECTION, INC	00006	255259	INV 06/10/2025		76501742	531253	
	1 12113902 520523 3520	EXTEND DAY	SM OFFICE			1,268.83		
		Invoice Net				1,268.83		
73320	GOVCONNECTION, INC	00006	255259	INV 06/10/2025		76419168	531254	

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CASH ACCOUNT: 0000		104013	VENDOR 8304		WARRANT: 25297		06/10/2025		
VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 12113902 520523 3520	EXTEND DAY	SM OFFICE			27.99			
		Invoice Net				27.99			
						CHECK TOTAL	1,634.02		-----
43398	K&N FOOD SERVICES INC	00000	255625	INV 06/10/2025		BREAKFAST_5.12.25	530143		
	1 03214012 520514 1210	ADMIN Supe	SM FOOD SU			134.00			
		Invoice Net				134.00			
						CHECK TOTAL	134.00		-----
40329	GRZENDA, MICHELE	00000	255772	INV 06/10/2025		2025-03 SPR25	530591		
	1 12013804 510102 6200	ADULT SPRN	PS TEACHER			122.50			
		Invoice Net				122.50			
						CHECK TOTAL	122.50		-----
43453	GURNEY WATER TREATMENT	00000	252126	INV 06/10/2025		45196	530927		
	1 03325202 520411 4220	FAC Facili	CTR HVAC C			1,000.00			
		Invoice Net				1,000.00			
						CHECK TOTAL	1,000.00		-----
3633	HILLYARD INC	00001	252144	INV 06/10/2025		700654088	530932		
	1 03325212 520507 4110	FAC Custod	SM CUSTODI			110.30			
		Invoice Net				110.30			
3633	HILLYARD INC	00001	252144	INV 06/10/2025		605830999	530941		
	1 03325212 520507 4110	FAC Custod	SM CUSTODI			450.67			
		Invoice Net				450.67			
						CHECK TOTAL	560.97		-----
41456	HLB TOURS LLC	00000	255632	INV 06/10/2025		121	530908		
	1 12223005 520601 3520	FOREIGN LA	OE OTHER E			3,475.00			
		Invoice Net				3,475.00			

41456	HLB TOURS LLC	00000	255632	INV	06/10/2025	122	530909
1	12223005 520601 3520	FOREIGN LA	OE OTHER E			2,025.00	
		Invoice Net				2,025.00	
		CHECK	TOTAL			5,500.00	-----
40528	HD SUPPLY FACILITIES M	00001	251321	INV	06/10/2025	863464640	530911
1	03325212 520507 4110	FAC Custod	SM CUSTODI			930.35	
		Invoice Net				930.35	
40528	HD SUPPLY FACILITIES M	00001	251321	INV	06/10/2025	865222079	530940
1	03325212 520507 4110	FAC Custod	SM CUSTODI			3,022.70	
		Invoice Net				3,022.70	
40528	HD SUPPLY FACILITIES M	00001	251321	INV	06/10/2025	854559598	531139
1	03325212 520507 4110	FAC Custod	SM CUSTODI			2,205.78	
		Invoice Net				2,205.78	
40528	HD SUPPLY FACILITIES M	00001	251321	INV	06/10/2025	854091717	531140
1	03325212 520507 4110	FAC Custod	SM CUSTODI			1,757.85	
		Invoice Net				1,757.85	

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25297 06/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
40528	HD SUPPLY FACILITIES M	00001	251321	INV	06/10/2025	854091709	531141		
1	03325212 520507 4110	FAC Custod	SM CUSTODI			1,950.75			
		Invoice Net				1,950.75			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	06/10/2025	852858034	531143		
1	03325212 520507 4110	FAC Custod	SM CUSTODI			2,062.35			
		Invoice Net				2,062.35			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	06/10/2025	855032082	531144		
1	03325212 520507 4110	FAC Custod	SM CUSTODI			1,564.50			
		Invoice Net				1,564.50			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	06/10/2025	855250643	531148		
1	03325212 520507 4110	FAC Custod	SM CUSTODI			1,131.30			
		Invoice Net				1,131.30			
		CHECK	TOTAL			14,625.58			-----
35380	IDEAL FENCE INC	00000	254314	INV	06/10/2025	8548	530939		
1	53002516 582040	STRATTON S	INT RENOV			2,200.00			
2	53002516 582040	STRATTON S	INT RENOV			3,600.00			
		Invoice Net				5,800.00			
		CHECK	TOTAL			5,800.00			-----
43629	WHITMORE, REBECCA CANN	00000	252500	INV	06/10/2025	0021	531102		
1	03233012 520416 2320	SpEd Speci	CTR PROFES			1,652.00			
		Invoice Net				1,652.00			
		CHECK	TOTAL			1,652.00			-----
33906	INGRAM INDUSTRIES INC.	00001	254845	INV	06/10/2025	88146007	530302		

1	03011162	520528	2410	AHS Librar	SM TEXTBOO	578.68			
				Invoice Net		578.68			
33906	INGRAM INDUSTRIES INC.	00001	254845	INV	06/10/2025	88173869	530304		
1	03011162	520528	2410	AHS Librar	SM TEXTBOO	2,275.04			
				Invoice Net		2,275.04			
33906	INGRAM INDUSTRIES INC.	00001	254845	INV	06/10/2025	88244580	530684		
1	03011162	520528	2410	AHS Librar	SM TEXTBOO	354.20			
				Invoice Net		354.20			
33906	INGRAM INDUSTRIES INC.	00001	254845	INV	06/10/2025	88297444	530705		
1	03011162	520528	2410	AHS Librar	SM TEXTBOO	1,757.19			
				Invoice Net		1,757.19			
				CHECK TOTAL		4,965.11			-----
41295	LARGENTON JR, JAMES F	00000	255734	INV	06/10/2025	992	530921		
1	53002511	582026		BRACKETT S	EXTERIOR R	3,408.00			
				Invoice Net		3,408.00			
				CHECK TOTAL		3,408.00			-----
26834	JNJ SACCA INC	00000	252020	INV	06/10/2025	24-15 APP 6	530934		
1	23203004	584004		BRCKT PLAY	BRKT PLAY	29,611.78			
2	53002001	584004		PLAYGROUND	PLAYGROUND	9,334.59			

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CASH ACCOUNT: 0000

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	3 53002512 584004		BRACKETT S	PLAYGROUND		147,633.63			
			Invoice Net			186,580.00			
			CHECK TOTAL			186,580.00			-----
29613	JOHN M AMARAL	00000	253556	INV	06/10/2025	2510	530981		
1	03020052 520416 4450		OMS Second	CTR PROFES		3,000.00			
			Invoice Net			3,000.00			
			CHECK TOTAL			3,000.00			-----
44050	JONES, CHRIS	00000	254689	INV	06/10/2025	944	530657		
1	03256012 520402 3510		ATHLETICS	CTR ATHLET		21.84			
2	03256112 520402 3510		ATHLETICS	CTR ATHLET		31.52			
3	03256152 520402 3510		ATHLETICS	CTR ATHLET		21.82			
4	03256182 520402 3510		ATHLETICS	CTR ATHLET		21.82			
			Invoice Net			97.00			
			CHECK TOTAL			97.00			-----
44155	JONES, MARISSA	00000	254689	INV	06/10/2025	945	530658		
1	03256012 520402 3510		ATHLETICS	CTR ATHLET		16.41			
2	03256112 520402 3510		ATHLETICS	CTR ATHLET		23.73			
3	03256152 520402 3510		ATHLETICS	CTR ATHLET		16.43			
4	03256182 520402 3510		ATHLETICS	CTR ATHLET		16.43			

				Invoice Net	73.00			
					CHECK TOTAL	73.00		-----
33014	KRISTEN LALLY JOYCE	00000	253127	INV 06/10/2025	REIMMILEAGE_MAR2025	531183		
1	03233012 520603 2320	SpEd Speci	OE BUSINES	Invoice Net	20.37			
33014	KRISTEN LALLY JOYCE	00000	253127	INV 06/10/2025	REIMMILEAGEW_MAY2025	531184		
1	03233012 520603 2320	SpEd Speci	OE BUSINES	Invoice Net	20.37			
					27.09			
					CHECK TOTAL	47.46		-----
31851	JTM PROVISIONS CO.,INC	00001	252617	INV 06/10/2025	634896	530641		
1	10005 520514	SCHOOL FOO	SM FOOD SU	Invoice Net	554.10			
					554.10			
					CHECK TOTAL	554.10		-----
43674	KALAORA, JUDITH	00000	255784	INV 06/10/2025	Improv-SPR25	530615		
1	12013804 510102 6200	ADULT SPRN	PS TEACHER	Invoice Net	700.00			
					700.00			
					CHECK TOTAL	700.00		-----
40355	KENNEDY, ROBERT B	00000	254689	INV 06/10/2025	950	530660		
1	03256012 520402 3510	ATHLETICS	CTR ATHLET		37.59			
2	03256112 520402 3510	ATHLETICS	CTR ATHLET		54.27			
3	03256152 520402 3510	ATHLETICS	CTR ATHLET		37.57			

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CASH ACCOUNT: 0000				104013	VENDOR 8304	WARRANT: 25297	06/10/2025	
VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER CHECK
	4 03256182 520402 3510	ATHLETICS	CTR ATHLET	Invoice Net	37.57			
					167.00			
					CHECK TOTAL	167.00		-----
40941	KIM, TAE	00000	254689	INV 06/10/2025	947	530661		
1	03256012 520402 3510	ATHLETICS	CTR ATHLET		38.25			
2	03256112 520402 3510	ATHLETICS	CTR ATHLET		55.25			
3	03256152 520402 3510	ATHLETICS	CTR ATHLET		38.25			
4	03256182 520402 3510	ATHLETICS	CTR ATHLET	Invoice Net	38.25			
					170.00			
					CHECK TOTAL	170.00		-----
41336	KM EDUCATION LAW LLC	00000	251286	INV 06/10/2025	#714	531010		
1	03233012 520413 1430	SpEd Speci	CTR LEGAL	Invoice Net	6,308.75			
					6,308.75			
					CHECK TOTAL	6,308.75		-----
72363	LABBB COLLABORATIVE	00000	253317	INV 06/10/2025	FY25ARLINLV	531037		

1	03343102	520404	3300	TRANSP Tra	CTR CONTRA	60,371.34			
				Invoice Net		60,371.34			
72363	LABBB COLLABORATIVE		00000	250079	INV 06/10/2025	0525L05580	531072		
1	03233062	520645	9400	SpEd Out o	OE TUITION	4,865.03			
				Invoice Net		4,865.03			
				CHECK TOTAL		65,236.37			-----
11404	LANDLAW, INC.		00000	255860	INV 06/10/2025	43339	531019		
1	03233002	520629	2354	SpEd Speci	OE PROFESS	99.00			
				Invoice Net		99.00			
				CHECK TOTAL		99.00			-----
35962	LEON, ALEXANDER		00000	254689	INV 06/10/2025	953	530662		
1	03256012	520402	3510	ATHLETICS	CTR ATHLET	11.25			
2	03256112	520402	3510	ATHLETICS	CTR ATHLET	16.25			
3	03256152	520402	3510	ATHLETICS	CTR ATHLET	11.25			
4	03256182	520402	3510	ATHLETICS	CTR ATHLET	11.25			
				Invoice Net		50.00			
				CHECK TOTAL		50.00			-----
40922	LIFTING SPIRITS MINIAT		00000	253839	INV 06/10/2025	AASPMINIHORSES5.21.2	530099		
1	12113902	520610	3520	EXTEND DAY	OE FIELD T	465.00			
				Invoice Net		465.00			
				CHECK TOTAL		465.00			-----
32663	LIPIN DIETZ ASSOCIATES		00000	252195	INV 06/10/2025	1007412	531244		
1	03992012	520520	3200	SYST HEALT	SM MEDICAL	520.00			
				Invoice Net		520.00			
				CHECK TOTAL		520.00			-----

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CASH ACCOUNT: 0000

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VENDOR 8304

WARRANT: 25297

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
42057	LUCCHETTI, MICHAEL	00000	254689	INV	06/10/2025	941	530663		
1	03256012 520402 3510	ATHLETICS	CTR ATHLET			38.25			
2	03256112 520402 3510	ATHLETICS	CTR ATHLET			55.25			
3	03256152 520402 3510	ATHLETICS	CTR ATHLET			38.25			
4	03256182 520402 3510	ATHLETICS	CTR ATHLET			38.25			
		Invoice Net				170.00			
		CHECK TOTAL				170.00			-----
32784	MAID-RITE SPECIALTY FO	00002	253681	INV	06/10/2025	28339797	530640		
1	10005 520514	SCHOOL FOO	SM FOOD SU			708.00			
		Invoice Net				708.00			
		CHECK TOTAL				708.00			-----
4254	MAL'S TIRE COMPANY	00001	250016	INV	06/10/2025	30605	531038		

1	03345302	520621	3300	TRANSP Tra	OE MOTOR V	683.10	
				Invoice Net		683.10	
4254	MAL'S TIRE COMPANY			00001	250016 INV 06/10/2025	29270	531039
1	03345302	520621	3300	TRANSP Tra	OE MOTOR V	860.00	
				Invoice Net		860.00	
CHECK TOTAL						1,543.10	-----

29812	MARKET BASKET			00001	251045 INV 06/10/2025	TRX:273071	530312
1	03021042	520518	2415	OMS Family	SM INSTRUC	55.55	
				Invoice Net		55.55	
29812	MARKET BASKET			00001	251045 INV 06/10/2025	TRX:272529	530313
1	03021042	520518	2415	OMS Family	SM INSTRUC	37.55	
				Invoice Net		37.55	
29812	MARKET BASKET			00001	251045 INV 06/10/2025	TRX:149745	530314
1	03021042	520518	2415	OMS Family	SM INSTRUC	51.96	
				Invoice Net		51.96	
29812	MARKET BASKET			00001	251045 INV 06/10/2025	TRX:164785	530315
1	03021042	520518	2415	OMS Family	SM INSTRUC	82.00	
				Invoice Net		82.00	
29812	MARKET BASKET			00001	251045 INV 06/10/2025	TRX:234647	530316
1	03021042	520518	2415	OMS Family	SM INSTRUC	120.67	
				Invoice Net		120.67	
29812	MARKET BASKET			00001	251045 INV 06/10/2025	TRX:380827	530317
1	03021042	520518	2415	OMS Family	SM INSTRUC	57.74	
				Invoice Net		57.74	
29812	MARKET BASKET			00001	251045 INV 06/10/2025	TRX:275676	530318
1	03021042	520518	2415	OMS Family	SM INSTRUC	23.07	
				Invoice Net		23.07	
29812	MARKET BASKET			00001	251120 INV 06/10/2025	TRX:266236	530319
1	03011042	520518	2415	AHS Family	SM INSTRUC	89.34	
				Invoice Net		89.34	
29812	MARKET BASKET			00001	251120 INV 06/10/2025	TRX:725749	530320
1	03011042	520518	2415	AHS Family	SM INSTRUC	5.47	
				Invoice Net		5.47	

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CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2529706/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
29812	MARKET BASKET			00001	251045 INV 06/10/2025	TRX:605408	531205		
1	03021042	520518	2415	OMS Family	SM INSTRUC	34.32			
				Invoice Net		34.32			
29812	MARKET BASKET			00001	251045 INV 06/10/2025	TRX:358098	531206		
1	03021042	520518	2415	OMS Family	SM INSTRUC	188.14			
				Invoice Net		188.14			
29812	MARKET BASKET			00001	251045 INV 06/10/2025	TRX:278933	531207		
1	03021042	520518	2415	OMS Family	SM INSTRUC	375.84			
				Invoice Net		375.84			
29812	MARKET BASKET			00001	251045 INV 06/10/2025	TRX:355827	531208		

1	03021042	520518	2415	OMS Family	SM INSTRUC		304.47		
				Invoice Net			304.47		
29812	MARKET BASKET			00001	251120 INV	06/10/2025	TRX527675	531215	
1	03011042	520518	2415	AHS Family	SM INSTRUC		17.98		
				Invoice Net			17.98		
29812	MARKET BASKET			00001	251120 INV	06/10/2025	TRX285572	531216	
1	03011042	520518	2415	AHS Family	SM INSTRUC		144.31		
				Invoice Net			144.31		
				CHECK	TOTAL		1,588.41		-----
72693	MASSACHUSETTS ASSOCIAT			00000	255572 INV	06/10/2025	MASBOFY25CONF_MAY25	531234	
1	03305012	520629	1410	FINANCE Bu	OE PROFESS		180.00		
				Invoice Net			180.00		
				CHECK	TOTAL		180.00		-----
13310	MASSACHUSETTS HORTICUL			00000	254669 INV	06/10/2025	1E5142D4-0004	531167	
1	12013808	510102	6200	YOUTH SPRN	PS TEACHER		750.00		
				Invoice Net			750.00		
				CHECK	TOTAL		750.00		-----
17919	MATSOL (MA ASSOC OF TE			00000	254052 INV	06/10/2025	2025-309	530834	
1	10072025	520508	2305	LANGUAGE I	SM EDUCATI		4,600.00		
				Invoice Net			4,600.00		
				CHECK	TOTAL		4,600.00		-----
43626	SUMMA HUMMA ENTERPRISE			00000	252254 INV	06/10/2025	WE03303	530995	
1	03325202	520620	4220	FAC Facili	OE MISC MA		2,587.00		
				Invoice Net			2,587.00		
				CHECK	TOTAL		2,587.00		-----
72575	MASS BAY TRANSPORTATIO			00003	251545 INV	06/10/2025	515253	531050	
1	03343092	520404	3300	TRANSP Tra	CTR CONTRA		120.00		
				Invoice Net			120.00		
				CHECK	TOTAL		120.00		-----
40551	MCCLURE, JUDY			00000	255774 INV	06/10/2025	writing SPR25	530594	
1	12013804	510102	6200	ADULT SPRN	PS TEACHER		240.00		
				Invoice Net			240.00		

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CASH ACCOUNT: 0000

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WARRANT: 25297

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	240.00		-----
42696	MELTZER, AMY			00000	255778 INV	06/10/2025	Gardens SPR25	530601	
1	12013804	510102	6200	ADULT SPRN	PS TEACHER		195.00		
				Invoice Net			195.00		
				CHECK	TOTAL		195.00		-----

42867	DIVISION SEVEN TEA COR	00000	253327	INV	06/10/2025	MW60292	530497
1	03010052 520514 2440	AHS Second	SM FOOD SU			1,036.90	
		Invoice Net				1,036.90	
		CHECK TOTAL				1,036.90	-----
74887	METROPOLITAN PIPE & SU	00000	250860	INV	06/10/2025	S4051692.001	531130
1	03325202 520524 4220	FAC Facili	SM PLUMBIN			76.26	
		Invoice Net				76.26	
		CHECK TOTAL				76.26	-----
32478	MF ATHLETIC	00000	255368	INV	06/10/2025	INV334468	530194
1	03256002 520502 3510	ATHLETICS	SM ATHLETI			1,691.00	
		Invoice Net				1,691.00	
		CHECK TOTAL				1,691.00	-----
41766	ML STEIN INC	00000	255775	INV	06/10/2025	5484-Kids MotionSP25	530595
1	12013811 520518 3520	YOUTH FITN	SM INSTRUC			840.00	
		Invoice Net				840.00	
41766	ML STEIN INC	00000	255775	INV	06/10/2025	5485-GibbsSPR25	530597
1	12013811 520518 3520	YOUTH FITN	SM INSTRUC			358.50	
		Invoice Net				358.50	
41766	ML STEIN INC	00000	255775	INV	06/10/2025	5486-OttoSPR25	530598
1	12013811 520518 3520	YOUTH FITN	SM INSTRUC			466.05	
		Invoice Net				466.05	
		CHECK TOTAL				1,664.55	-----
38539	MOTION ELEVATOR CORP	00000	251275	INV	06/10/2025	J-40376	530938
1	03325202 520406 4220	FAC Facili	CTR ELEVAT			400.00	
		Invoice Net				400.00	
38539	MOTION ELEVATOR CORP	00000	251275	INV	06/10/2025	J-41441	531116
1	03325202 520406 4220	FAC Facili	CTR ELEVAT			4,313.00	
		Invoice Net				4,313.00	
38539	MOTION ELEVATOR CORP	00000	251275	INV	06/10/2025	J-41442	531118
1	03325202 520406 4220	FAC Facili	CTR ELEVAT			4,273.00	
		Invoice Net				4,273.00	
38539	MOTION ELEVATOR CORP	00000	251275	INV	06/10/2025	TC-44743	531119
1	03325202 520406 4220	FAC Facili	CTR ELEVAT			370.00	
		Invoice Net				370.00	
38539	MOTION ELEVATOR CORP	00000	251275	INV	06/10/2025	TC-48458	531120
1	03325202 520406 4220	FAC Facili	CTR ELEVAT			400.00	
		Invoice Net				400.00	

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CASH ACCOUNT: 0000104013VENDOR 8304

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
38539	MOTION ELEVATOR CORP	00000	251275	INV	06/10/2025	J-33006	531121		
1	03325202 520406 4220	FAC Facili	CTR ELEVAT			4,313.00			

38539	MOTION ELEVATOR CORP	1 03325202 520406 4220	Invoice Net 00000 251275 INV 06/10/2025 FAC Facili CTR ELEVAT	4,313.00 J-41439	531123
38539	MOTION ELEVATOR CORP	1 03325202 520406 4220	Invoice Net 00000 251275 INV 06/10/2025 FAC Facili CTR ELEVAT	4,273.00 J-48387	531126
38539	MOTION ELEVATOR CORP	1 03325202 520406 4220	Invoice Net 00000 251275 INV 06/10/2025 FAC Facili CTR ELEVAT	400.00 TC-47237	531128
38539	MOTION ELEVATOR CORP	1 03325202 520406 4220	Invoice Net 00000 251275 INV 06/10/2025 FAC Facili CTR ELEVAT	400.00 J-39740	531129
				1,100.00	
				1,100.00	
				CHECK TOTAL	20,022.00
34144	NATIONAL COUNCIL FOR B	1 10222023 520416 2354	00001 253487 INV 06/10/2025 SAMSHA CTR PROFES	MHFA146116	531191
		2 10222024 520416 2354	SAMSHA CTR PROFES	69.67	
				121.93	
				191.60	
				CHECK TOTAL	191.60
24571	NATIONAL GRID	1 03325202 520623 4120	00001 250139 INV 06/10/2025 FAC Facili OE NATURAL	71069-44000 04/28/25	531150
				1,746.13	
				1,746.13	
				CHECK TOTAL	1,746.13
33157	NEW ENGLAND ICE CREAM	1 10005 520514	00001 251366 INV 06/10/2025 SCHOOL FOO SM FOOD SU	5632513608	530159
				143.62	
				143.62	
33157	NEW ENGLAND ICE CREAM	1 10005 520514	00001 251366 INV 06/10/2025 SCHOOL FOO SM FOOD SU	5632513609	530160
				689.02	
				689.02	
33157	NEW ENGLAND ICE CREAM	1 10005 520514	00001 251366 INV 06/10/2025 SCHOOL FOO SM FOOD SU	5632513601	530161
				271.00	
				271.00	
33157	NEW ENGLAND ICE CREAM	1 10005 520514	00001 251366 INV 06/10/2025 SCHOOL FOO SM FOOD SU	5632513605	530162
				127.38	
				127.38	
33157	NEW ENGLAND ICE CREAM	1 10005 520514	00001 251366 INV 06/10/2025 SCHOOL FOO SM FOOD SU	5632513611	530164
				176.10	
				176.10	
33157	NEW ENGLAND ICE CREAM	1 10005 520514	00001 251366 INV 06/10/2025 SCHOOL FOO SM FOOD SU	5632513610	530165
				161.28	
				161.28	
33157	NEW ENGLAND ICE CREAM	1 10005 520514	00001 251366 INV 06/10/2025 SCHOOL FOO SM FOOD SU	5632513602	530166

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CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2529706/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
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	1 10005	520514	SCHOOL FOO	SM FOOD SU	269.73	
			Invoice Net		269.73	
33157	NEW ENGLAND	ICE CREAM	00001	251366 INV 06/10/2025	5632513603	530167
	1 10005	520514	SCHOOL FOO	SM FOOD SU	302.21	
			Invoice Net		302.21	
33157	NEW ENGLAND	ICE CREAM	00001	251366 INV 06/10/2025	5632513606	530169
	1 10005	520514	SCHOOL FOO	SM FOOD SU	143.62	
			Invoice Net		143.62	
33157	NEW ENGLAND	ICE CREAM	00001	251366 INV 06/10/2025	5632513604	530170
	1 10005	520514	SCHOOL FOO	SM FOOD SU	254.76	
			Invoice Net		254.76	
33157	NEW ENGLAND	ICE CREAM	00001	251366 INV 06/10/2025	5632513607	530171
	1 10005	520514	SCHOOL FOO	SM FOOD SU	536.92	
			Invoice Net		536.92	
33157	NEW ENGLAND	ICE CREAM	00001	251366 INV 06/10/2025	5632512903	530172
	1 10005	520514	SCHOOL FOO	SM FOOD SU	302.21	
			Invoice Net		302.21	
33157	NEW ENGLAND	ICE CREAM	00001	251366 INV 06/10/2025	5632512909	530173
	1 10005	520514	SCHOOL FOO	SM FOOD SU	159.86	
			Invoice Net		159.86	
33157	NEW ENGLAND	ICE CREAM	00001	251366 INV 06/10/2025	5632512902	530174
	1 10005	520514	SCHOOL FOO	SM FOOD SU	241.92	
			Invoice Net		241.92	
33157	NEW ENGLAND	ICE CREAM	00001	251366 INV 06/10/2025	5632512906	530176
	1 10005	520514	SCHOOL FOO	SM FOOD SU	158.59	
			Invoice Net		158.59	
33157	NEW ENGLAND	ICE CREAM	00001	251366 INV 06/10/2025	5632512910	530177
	1 10005	520514	SCHOOL FOO	SM FOOD SU	447.10	
			Invoice Net		447.10	
33157	NEW ENGLAND	ICE CREAM	00001	251366 INV 06/10/2025	5632512901	530178
	1 10005	520514	SCHOOL FOO	SM FOOD SU	287.24	
			Invoice Net		287.24	
33157	NEW ENGLAND	ICE CREAM	00001	251366 INV 06/10/2025	5632512904	530180
	1 10005	520514	SCHOOL FOO	SM FOOD SU	254.76	
			Invoice Net		254.76	
33157	NEW ENGLAND	ICE CREAM	00001	251366 INV 06/10/2025	5632512908	530181
	1 10005	520514	SCHOOL FOO	SM FOOD SU	549.35	
			Invoice Net		549.35	
33157	NEW ENGLAND	ICE CREAM	00001	251366 INV 06/10/2025	5632512905	530182
	1 10005	520514	SCHOOL FOO	SM FOOD SU	128.65	
			Invoice Net		128.65	
33157	NEW ENGLAND	ICE CREAM	00001	251366 INV 06/10/2025	5632512911	530184
	1 10005	520514	SCHOOL FOO	SM FOOD SU	207.31	
			Invoice Net		207.31	
33157	NEW ENGLAND	ICE CREAM	00001	251366 INV 06/10/2025	5632512907	530185
	1 10005	520514	SCHOOL FOO	SM FOOD SU	399.27	
			Invoice Net		399.27	

CASH ACCOUNT: 0000

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VENDOR 8304

WARRANT: 25297

06/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	251366	INV	06/10/2025	5632514307 379.60 Invoice Net 379.60	530982		
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	251366	INV	06/10/2025	5632514305 111.14 Invoice Net 111.14	530983		
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	251366	INV	06/10/2025	5632514304 254.76 Invoice Net 254.76	530984		
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	251366	INV	06/10/2025	5632514301 287.24 Invoice Net 287.24	530985		
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	251366	INV	06/10/2025	5632514306 158.59 Invoice Net 158.59	530986		
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	251366	INV	06/10/2025	5632514309 302.21 Invoice Net 302.21	530987		
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	251366	INV	06/10/2025	5632514303 302.21 Invoice Net 302.21	530988		
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	251366	INV	06/10/2025	5632514308 143.62 Invoice Net 143.62	530990		
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	251366	INV	06/10/2025	5632514302 222.28 Invoice Net 222.28	530991		
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	251366	INV	06/10/2025	5632514310 159.86 Invoice Net 159.86	530992		
				CHECK	TOTAL	8,533.41			-----
17599	THE NEW ENGLAND CENTER 1 03233012 520518 2415	00002	251193	INV	06/10/2025	PSINV126040 359.55 SpEd Speci SM INSTRUC Invoice Net 359.55	531099		
				CHECK	TOTAL	359.55			-----
35900	NEW ENGLAND GOLF CARS 1 03256002 520402 3510	00001	255369	INV	06/10/2025	1300318 575.00 ATHLETICS CTR ATHLET Invoice Net 575.00	530139		
				CHECK	TOTAL	575.00			-----
32461	NEW ENGLAND TRANSIT SA 1 03345302 520621 3300	00001	250036	INV	06/10/2025	01P162379.02 359.12 TRANSP Tra OE MOTOR V Invoice Net 359.12	531042		
				CHECK	TOTAL	359.12			-----

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CASH ACCOUNT: 0000

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VENDOR 8304

WARRANT: 25297

06/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
43789	NICKS LUXURY TRANSPORT	00000	253625	INV	06/10/2025	05	531186		
	1 03345322 520404 3300		TRANSP Tra	CTR CONTRA		2,782.50			
			Invoice Net			2,782.50			
43789	NICKS LUXURY TRANSPORT	00000	255437	INV	06/10/2025	06	531187		
	1 03345322 520404 3300		TRANSP Tra	CTR CONTRA		2,707.50			
			Invoice Net			2,707.50			
			CHECK TOTAL			5,490.00			-----
43846	NIGRO, TODD	00000	254689	INV	06/10/2025	940	531122		
	1 03256012 520402 3510		ATHLETICS	CTR ATHLET		38.25			
	2 03256112 520402 3510		ATHLETICS	CTR ATHLET		55.25			
	3 03256152 520402 3510		ATHLETICS	CTR ATHLET		38.25			
	4 03256182 520402 3510		ATHLETICS	CTR ATHLET		38.25			
			Invoice Net			170.00			
			CHECK TOTAL			170.00			-----
73227	NORTHSHORE EDUCATION C	00001	250451	INV	06/10/2025	2025017270	531066		
	1 03233062 520645 9400		SpEd Out o	OE TUITION		3,422.40			
			Invoice Net			3,422.40			
			CHECK TOTAL			3,422.40			-----
26908	NORTHEAST CUTLERY	00000	251626	INV	06/10/2025	84231	530604		
	1 10005 520401		SCHOOL FOO	CTR CONTRA		52.00			
			Invoice Net			52.00			
26908	NORTHEAST CUTLERY	00000	251626	INV	06/10/2025	84297	530606		
	1 10005 520401		SCHOOL FOO	CTR CONTRA		32.00			
			Invoice Net			32.00			
			CHECK TOTAL			84.00			-----
22671	NORTHEAST	00001	250792	INV	06/10/2025	S002751764.001	530929		
	1 03325202 520509 4220		FAC Facili	SM ELECTRI		64.14			
			Invoice Net			64.14			
22671	NORTHEAST	00001	250792	INV	06/10/2025	S002760624.001	530930		
	1 03325202 520509 4220		FAC Facili	SM ELECTRI		10.21			
			Invoice Net			10.21			
22671	NORTHEAST	00001	250792	INV	06/10/2025	S002780295.001	530931		
	1 03325202 520509 4220		FAC Facili	SM ELECTRI		106.84			
			Invoice Net			106.84			
			CHECK TOTAL			181.19			-----
43870	NORTHEAST RECYCLING LL	00000	255850	INV	06/10/2025	0000170576	530942		
	1 0119252 524000		FACILITIES	REPAIRS AN		437.50			
	2 03325202 520408 4220		FAC Facili	CTR ENVIRO		437.50			
			Invoice Net			875.00			
			CHECK TOTAL			875.00			-----
15689	PAR, INC.	00001	255432	INV	06/10/2025	IN-00460124	531027		

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CASH ACCOUNT: 0000

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VENDOR 8304

WARRANT: 25297

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 03233012 520527 2800	SpEd Speci		SM TESTING		1,167.22			
		Invoice Net				1,167.22			
15689	PAR, INC.	00001 255432	INV	06/10/2025		IN-00464616	531029		
	1 03233012 520527 2800	SpEd Speci		SM TESTING		303.00			
		Invoice Net				303.00			
15689	PAR, INC.	00001 255352	INV	06/10/2025		IN-00458100	531030		
	1 03233012 520527 2800	SpEd Speci		SM TESTING		6,703.00			
		Invoice Net				6,703.00			
		CHECK TOTAL				8,173.22			-----
43965	ALSTON, PARIS	00000 254820	INV	06/10/2025		#001	530141		
	1 03010052 520416 2420	AHS Second		CTR PROFES		1,000.00			
		Invoice Net				1,000.00			
		CHECK TOTAL				1,000.00			-----
42524	PAULIN, JOSHUA D	00000 255511	INV	06/10/2025		1003	530887		
	1 03224032 520625 2352	C&I Human		OE OTHER P		3,500.00			
		Invoice Net				3,500.00			
		CHECK TOTAL				3,500.00			-----
26067	NCS PEARSON, INC	00001 255348	INV	06/10/2025		28605755	531024		
	1 03233012 520527 2720	SpEd Speci		SM TESTING		2,873.23			
		Invoice Net				2,873.23			
26067	NCS PEARSON, INC	00001 255493	INV	06/10/2025		28631570	531025		
	1 03233012 520527 2800	SpEd Speci		SM TESTING		594.65			
		Invoice Net				594.65			
26067	NCS PEARSON, INC	00001 255493	INV	06/10/2025		28631569	531026		
	1 03233012 520527 2800	SpEd Speci		SM TESTING		386.62			
		Invoice Net				386.62			
		CHECK TOTAL				3,854.50			-----
75051	PEKARSKY, BARRY	00000 254689	INV	06/10/2025		948	531124		
	1 03256012 520402 3510	ATHLETICS		CTR ATHLET		38.25			
	2 03256112 520402 3510	ATHLETICS		CTR ATHLET		55.25			
	3 03256152 520402 3510	ATHLETICS		CTR ATHLET		38.25			
	4 03256182 520402 3510	ATHLETICS		CTR ATHLET		38.25			
		Invoice Net				170.00			
		CHECK TOTAL				170.00			-----
73471	PLAY TIME, INC.	00000 251811	INV	06/10/2025		5011/5012	530147		
	1 12113902 520501 3520	EXTEND DAY		SM SUPPLIE		253.89			
		Invoice Net				253.89			
73471	PLAY TIME, INC.	00000 251811	INV	06/10/2025		5825	530148		
	1 12113902 520501 3520	EXTEND DAY		SM SUPPLIE		63.25			
		Invoice Net				63.25			
73471	PLAY TIME, INC.	00000 251811	INV	06/10/2025		5747	530151		
	1 12113902 520501 3520	EXTEND DAY		SM SUPPLIE		79.57			
		Invoice Net				79.57			



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CASH ACCOUNT: 0000

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VENDOR 8304

WARRANT: 25297

06/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
73471	PLAY TIME, INC.	00000	251811	INV	06/10/2025	5007	530152		
	1 12113902 520501 3520	EXTEND DAY	SM SUPPLIE			21.60			
		Invoice Net				21.60			
73471	PLAY TIME, INC.	00000	251811	INV	06/10/2025	4246/4247/4248	530153		
	1 12113902 520501 3520	EXTEND DAY	SM SUPPLIE			468.15			
		Invoice Net				468.15			
73471	PLAY TIME, INC.	00000	251811	INV	06/10/2025	4282	530154		
	1 12113902 520501 3520	EXTEND DAY	SM SUPPLIE			96.98			
		Invoice Net				96.98			
73471	PLAY TIME, INC.	00000	250108	INV	06/10/2025	5761	530338		
	1 03010052 520518 2415	AHS Second	SM INSTRUC			31.84			
		Invoice Net				31.84			
73471	PLAY TIME, INC.	00000	251811	INV	06/10/2025	5839	530680		
	1 12113902 520501 3520	EXTEND DAY	SM SUPPLIE			197.29			
		Invoice Net				197.29			
73471	PLAY TIME, INC.	00000	251811	INV	06/10/2025	5831	530681		
	1 12113902 520501 3520	EXTEND DAY	SM SUPPLIE			97.56			
		Invoice Net				97.56			
		CHECK TOTAL				1,310.13			-----
28157	PLUMBERS' SUPPLY COMPA	00001	250857	INV	06/10/2025	15403243-00	530928		
	1 03325202 520524 4220	FAC Facili	SM PLUMBIN			130.82			
		Invoice Net				130.82			
		CHECK TOTAL				130.82			-----
37167	POLAR CORPORATION	00001	251769	INV	06/10/2025	52205313	530608		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			316.80			
		Invoice Net				316.80			
		CHECK TOTAL				316.80			-----
40965	PRECISION HUMAN RESOUR	00001	254593	INV	06/10/2025	2100035246/1	531131		
	1 03150012 520416 2210	STRATTON S	CTR PROFES			1,082.20			
		Invoice Net				1,082.20			
40965	PRECISION HUMAN RESOUR	00001	254593	INV	06/10/2025	2100035143/2	531132		
	1 03150012 520416 2210	STRATTON S	CTR PROFES			855.75			
		Invoice Net				855.75			
40965	PRECISION HUMAN RESOUR	00001	254636	INV	06/10/2025	2100035143/3	531135		
	1 03150012 520416 2210	STRATTON S	CTR PROFES			1,220.94			
		Invoice Net				1,220.94			
40965	PRECISION HUMAN RESOUR	00001	254594	INV	06/10/2025	21000352246/2	531137		
	1 03150012 520416 2210	STRATTON S	CTR PROFES			1,006.00			
		Invoice Net				1,006.00			
40965	PRECISION HUMAN RESOUR	00001	254636	INV	06/10/2025	2100035246/3	531138		
	1 03150012 520416 2210	STRATTON S	CTR PROFES			965.96			

40965 PRECISION HUMAN RESOUR
1 03150012 520416 2210

Invoice Net
00001 255427 INV 06/10/2025
STRATTON S CTR PROFES
Invoice Net

965.96
2100035246/4
1,144.44
1,144.44

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| DETAIL INVOICE LIST

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CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 25297 06/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
40965	PRECISION HUMAN RESOUR 1 03150012 520416 2210	00001	254594	INV	06/10/2025	2100035143/4 991.20 991.20 Invoice Net	531145		
40965	PRECISION HUMAN RESOUR 1 03150012 520416 2210	00001	255427	INV	06/10/2025	2100035143/1 1,962.72 1,962.72 Invoice Net	531146		
						CHECK TOTAL	9,229.21		-----
29536	PRO AV SYSTEMS INC 1 03030052 520518 2415	00001	255488	INV	06/10/2025	54544 387.00 387.00 Invoice Net	530706		
29536	PRO AV SYSTEMS INC 1 03030052 520518 2415	00001	255487	INV	06/10/2025	54543 2,289.00 2,289.00 Invoice Net	530707		
29536	PRO AV SYSTEMS INC 1 03030052 520615 2420	00001	255253	INV	06/10/2025	54545 4,476.00 4,476.00 Invoice Net	530708		
						CHECK TOTAL	7,152.00		-----
43521	THE BANKS SQUARE MARKE 1 10005 520514	00000	251864	INV	06/10/2025	00927950 277.50 277.50 Invoice Net	530643		
43521	THE BANKS SQUARE MARKE 1 10005 520514	00000	251864	INV	06/10/2025	00926993 1,203.50 1,203.50 Invoice Net	530644		
43521	THE BANKS SQUARE MARKE 1 10005 520514	00000	251864	INV	06/10/2025	00926990 520.88 520.88 Invoice Net	530645		
43521	THE BANKS SQUARE MARKE 1 10005 520514	00000	251864	INV	06/10/2025	00927084 303.50 303.50 Invoice Net	530646		
43521	THE BANKS SQUARE MARKE 1 10005 520514	00000	251864	INV	06/10/2025	00927951 53.00 53.00 Invoice Net	530647		
43521	THE BANKS SQUARE MARKE 1 10005 520514	00000	251864	INV	06/10/2025	00928145 1,604.65 1,604.65 Invoice Net	530648		
43521	THE BANKS SQUARE MARKE 1 10005 520514	00000	251864	INV	06/10/2025	00928091 890.56 890.56 Invoice Net	530649		

43521	THE BANKS SQUARE MARKE	00000	251864	INV	06/10/2025	0092867	530650
1	10005 520514	SCHOOL FOO	SM FOOD SU			929.50	
		Invoice Net				929.50	
43521	THE BANKS SQUARE MARKE	00000	251864	INV	06/10/2025	00928197	530651
1	10005 520514	SCHOOL FOO	SM FOOD SU			382.18	
		Invoice Net				382.18	
CHECK TOTAL						6,165.27	-----

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CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2529706/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
5801	R W SHATTUCK & CO INC	00001	255156	INV	06/10/2025	289174/1	530710		
1	03221202 520518 2415	C&I Art	SM INSTRUC			202.14			
		Invoice Net				202.14			
5801	R W SHATTUCK & CO INC	00001	255156	INV	06/10/2025	288652/1	530711		
1	03221202 520518 2415	C&I Art	SM INSTRUC			28.98			
		Invoice Net				28.98			
5801	R W SHATTUCK & CO INC	00001	255156	INV	06/10/2025	288825/1	530712		
1	03221202 520518 2415	C&I Art	SM INSTRUC			3.39			
		Invoice Net				3.39			
5801	R W SHATTUCK & CO INC	00001	255156	INV	06/10/2025	288824/1	530713		
1	03221202 520518 2415	C&I Art	SM INSTRUC			23.73			
		Invoice Net				23.73			
5801	R W SHATTUCK & CO INC	00001	250627	INV	06/10/2025	288640/1	530897		
1	03221122 520518 2415	C&I Scienc	SM INSTRUC			32.97			
		Invoice Net				32.97			
5801	R W SHATTUCK & CO INC	00001	250388	INV	06/10/2025	288645/1	530899		
1	03010052 520522 2430	AHS Second	SM MISC SU			138.39			
		Invoice Net				138.39			
5801	R W SHATTUCK & CO INC	00001	250388	INV	06/10/2025	288843/1	530900		
1	03010052 520522 2430	AHS Second	SM MISC SU			65.90			
		Invoice Net				65.90			
5801	R W SHATTUCK & CO INC	00001	250017	INV	06/10/2025	176271/4	531044		
1	03345302 520621 3300	TRANSP Tra	OE MOTOR V			17.18			
		Invoice Net				17.18			
5801	R W SHATTUCK & CO INC	00001	250017	INV	06/10/2025	176445/4	531046		
1	03345302 520621 3300	TRANSP Tra	OE MOTOR V			21.08			
		Invoice Net				21.08			
CHECK TOTAL						533.76			-----
27207	READING WITH TLC	00001	254651	INV	06/10/2025	149420	531016		
1	10102025 520423 2354	SPED 240	CTR SIGNIF			40.00			
		Invoice Net				40.00			
CHECK TOTAL						40.00			-----
43625	READS COLLABORATIVE	00000	252436	INV	06/10/2025	252406	531147		
1	03233012 520416 2320	SpEd Speci	CTR PROFES			125.00			

Invoice Net						CHECK TOTAL	125.00	-----	
33392	REALLY GOOD STUFF LLC	00002	255566	INV	06/10/2025	8860921	530699		
1	03030052 520518 2415	GIBBS Seco	SM INSTRUC			99.90			
Invoice Net						99.90			
						CHECK TOTAL	99.90	-----	
37535	REDHOUSE FLOWERS LLC	00000	255769	INV	06/10/2025	ACE-2505	530581		
1	12013804 510102 6200	ADULT SPRN	PS TEACHER			1,918.00			
Invoice Net						1,918.00			
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CASH ACCOUNT: 0000		104013	VENDOR 8304		WARRANT: 25297		06/10/2025		
VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	1,918.00	-----	
40542	RICHTER, WOLFGANG	00000	255773	INV	06/10/2025	200042-winter25	530593		
1	12013803 510102 6200	ADULT WNTR	PS TEACHER			1,209.00			
Invoice Net						1,209.00			
						CHECK TOTAL	1,209.00	-----	
11938	RICOH USA, INC	00005	252353	INV	06/10/2025	109189177	530917		
1	03305012 520511 7400	FINANCE Bu	SM EQUIPME			1,302.90			
2	43002502 524027	SCH PHOTOC	PHOTOCOPIE			8,228.85			
Invoice Net						9,531.75			
						CHECK TOTAL	9,531.75	-----	
29369	ROBERT H LORD CO INC	00000	255152	INV	06/10/2025	70327INV	530097		
1	03010052 520522 2430	AHS Second	SM MISC SU			60.00			
Invoice Net						60.00			
						CHECK TOTAL	60.00	-----	
44146	ROLLI, KIM	00000	255628	INV	06/10/2025	REIMBINGOGIBBS	530092		
1	03994102 520601 1230	C&F ENGAGE	OE OTHER E			179.90			
Invoice Net						179.90			
						CHECK TOTAL	179.90	-----	
29755	SCHOOL HEALTH CORPORAT	00002	251665	INV	06/10/2025	CINV000234508	530064		
1	03992012 520520 3200	SYST HEALT	SM MEDICAL			130.48			
Invoice Net						130.48			
29755	SCHOOL HEALTH CORPORAT	00002	251664	INV	06/10/2025	CINV000233195	530065		
1	03992012 520520 3200	SYST HEALT	SM MEDICAL			43.48			
Invoice Net						43.48			
29755	SCHOOL HEALTH CORPORAT	00002	251669	INV	06/10/2025	CINV000233050	530067		
1	03992012 520520 3200	SYST HEALT	SM MEDICAL			660.85			
Invoice Net						660.85			

29755	SCHOOL HEALTH CORPORAT	00002	251667	INV	06/10/2025	CINV000232763	530068
1	03992012 520520 3200	SYST HEALT	SM MEDICAL			33.90	
		Invoice Net				33.90	
29755	SCHOOL HEALTH CORPORAT	00002	251662	INV	06/10/2025	CINV000228873	530069
1	03992012 520520 3200	SYST HEALT	SM MEDICAL			50.76	
		Invoice Net				50.76	
29755	SCHOOL HEALTH CORPORAT	00002	251661	INV	06/10/2025	CINV000234024	530071
1	03992012 520520 3200	SYST HEALT	SM MEDICAL			13.56	
		Invoice Net				13.56	
29755	SCHOOL HEALTH CORPORAT	00002	251665	INV	06/10/2025	CINV000226641	530072
1	03992012 520520 3200	SYST HEALT	SM MEDICAL			79.98	
		Invoice Net				79.98	
29755	SCHOOL HEALTH CORPORAT	00002	251670	INV	06/10/2025	CINV000232454	530073
1	03992012 520520 3200	SYST HEALT	SM MEDICAL			3.12	
		Invoice Net				3.12	

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CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 25297 06/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
29755	SCHOOL HEALTH CORPORAT	00002	251670	INV	06/10/2025	CINV000234737	530075		
1	03992012 520520 3200	SYST HEALT	SM MEDICAL			3.68			
		Invoice Net				3.68			
29755	SCHOOL HEALTH CORPORAT	00002	251670	INV	06/10/2025	CINV000235207	530076		
1	03992012 520520 3200	SYST HEALT	SM MEDICAL			9.70			
		Invoice Net				9.70			
29755	SCHOOL HEALTH CORPORAT	00002	251667	INV	06/10/2025	CINV000236686	530824		
1	03992012 520520 3200	SYST HEALT	SM MEDICAL			125.84			
		Invoice Net				125.84			
29755	SCHOOL HEALTH CORPORAT	00002	251668	INV	06/10/2025	CINV000237104	530827		
1	03992012 520520 3200	SYST HEALT	SM MEDICAL			117.75			
		Invoice Net				117.75			
29755	SCHOOL HEALTH CORPORAT	00002	251663	INV	06/10/2025	CINV000233947	530882		
1	03992012 520520 3200	SYST HEALT	SM MEDICAL			5.21			
		Invoice Net				5.21			
29755	SCHOOL HEALTH CORPORAT	00002	251660	INV	06/10/2025	CINV000232170	531256		
1	03992012 520520 3200	SYST HEALT	SM MEDICAL			4.52			
		Invoice Net				4.52			
29755	SCHOOL HEALTH CORPORAT	00002	251664	INV	06/10/2025	CINV000240411	531258		
1	03992012 520520 3200	SYST HEALT	SM MEDICAL			144.66			
		Invoice Net				144.66			
				CHECK	TOTAL	1,427.49			-----
29370	SCHOOL SPECIALTY LLC	00000	65052225	INV	06/10/2025	308104698094	530771		
1	03233012 520518 2415	SpEd Speci	SM INSTRUC			200.52			
		Invoice Net				200.52			
				CHECK	TOTAL	200.52			-----

29370	SCHOOL SPECIALTY	00026 65049425	INV	06/10/2025	308104694486	530142
1 03131122 520518 2455	INSTRUCTIO SM INSTRUC	Invoice Net			797.12	
29370	SCHOOL SPECIALTY	00026 65041925	INV	06/10/2025	308104678000	530149
1 12113902 520523 3520	EXTEND DAY SM OFFICE	Invoice Net			404.77	
29370	SCHOOL SPECIALTY	00026 65042025	INV	06/10/2025	308104678703	530305
1 03120042 520518 2415	DALLIN Ele SM INSTRUC	Invoice Net			94.20	
29370	SCHOOL SPECIALTY	00026 65043725	INV	06/10/2025	208135501556	530757
1 03120042 520525 2430	DALLIN Ele SM REPRO P	Invoice Net			26.57	
29370	SCHOOL SPECIALTY	00026 65056625	INV	06/10/2025	208135682161	530759
1 03233012 520518 2415	SpEd Speci SM INSTRUC	Invoice Net			149.04	
29370	SCHOOL SPECIALTY	00026 65057125	INV	06/10/2025	208135679332	530763
1 03233012 520518 2415	SpEd Speci SM INSTRUC	Invoice Net			147.74	
29370	SCHOOL SPECIALTY	00026 65050625	INV	06/10/2025	208135572908	530767

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CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2529706/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 03233012 520518 2415	SpEd Speci	SM INSTRUC			146.13			
		Invoice Net				146.13			
29370	SCHOOL SPECIALTY	00026 65053125	INV	06/10/2025		208135679265	530768		
1 03233012 520518 2415	SpEd Speci	SM INSTRUC				145.69			
		Invoice Net				145.69			
29370	SCHOOL SPECIALTY	00026 65048325	INV	06/10/2025		308104690982	530772		
1 03233012 520518 2415	SpEd Speci	SM INSTRUC				144.63			
		Invoice Net				144.63			
29370	SCHOOL SPECIALTY	00026 65056525	INV	06/10/2025		208135679371	530774		
1 03233012 520518 2415	SpEd Speci	SM INSTRUC				190.96			
		Invoice Net				190.96			
29370	SCHOOL SPECIALTY	00026 65041825	INV	06/10/2025		308104681356	530777		
1 12113902 520501 3520	EXTEND DAY	SM SUPPLIE				498.28			
		Invoice Net				498.28			
29370	SCHOOL SPECIALTY	00026 65046525	INV	06/10/2025		208135569310	531031		
1 03233012 520518 2415	SpEd Speci	SM INSTRUC				799.28			
		Invoice Net				799.28			
29370	SCHOOL SPECIALTY	00026 65044625	INV	06/10/2025		308104685518	531033		
1 03233012 520518 2415	SpEd Speci	SM INSTRUC				148.83			
		Invoice Net				148.83			
29370	SCHOOL SPECIALTY	00026 65055225	INV	06/10/2025		208135682097	531243		
1 03233012 520518 2415	SpEd Speci	SM INSTRUC				193.40			
		Invoice Net				193.40			
CHECK TOTAL						3,886.64		-----	

73835	SCOREBOARD ENTERPRISES	00001	250749	INV	06/10/2025	40552	530138	
	1 03256132 520402 3510	SKI TEAM	CTR ATHLET			775.00		
		Invoice Net				775.00		
		CHECK	TOTAL			775.00		-----
73852	SEEM COLLABORATIVE	00001	250072	INV	06/10/2025	95775	531053	
	1 03233062 520645 9400	SpEd out o	OE TUITION			2,508.00		
		Invoice Net				2,508.00		
		CHECK	TOTAL			2,508.00		-----
42836	SMALL, JASON	00000	255047	INV	06/10/2025	REIMFIELDTRIP_4.11.2	530996	
	1 13032311 520610 3520	C4 COLLEGE	OE FIELD T			196.15		
		Invoice Net				196.15		
		CHECK	TOTAL			196.15		-----
30003	SMITH,KEVIN	00000	255768	INV	06/10/2025	Chair Cane SPR25	530579	
	1 12013804 510102 6200	ADULT SPRN	PS TEACHER			420.00		
		Invoice Net				420.00		
		CHECK	TOTAL			420.00		-----
27662	THINK SOCIAL PUBLISHIN	00000	255353	INV	06/10/2025	INV013035	531018	
	1 03233012 520518 2415	SpEd Speci	SM INSTRUC			406.57		
		Invoice Net				406.57		

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CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2529706/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
27662	THINK SOCIAL PUBLISHIN	00000	255574	INV	06/10/2025	INV013056	531020		
	1 03233012 520518 2415	SpEd Speci	SM INSTRUC			133.87			
		Invoice Net				133.87			
		CHECK	TOTAL			540.44			-----
43732	GOLDBERG, REBECCA	00000	254844	INV	06/10/2025	1910	531182		
	1 03233012 520416 2320	SpEd Speci	CTR PROFES			4,860.00			
		Invoice Net				4,860.00			
		CHECK	TOTAL			4,860.00			-----
38385	JM INSTALLATIONS INC	00000	254867	INV	06/10/2025	666582	530642		
	1 10005520401	SCHOOL FOO	CTR CONTRA			1,214.96			
		Invoice Net				1,214.96			
		CHECK	TOTAL			1,214.96			-----
32432	AHOLD USA, INC.	00004	251124	INV	06/10/2025	2226	530111		
	1 03011042 520518 2415	AHS Family	SM INSTRUC			206.66			
		Invoice Net				206.66			
32432	AHOLD USA, INC.	00004	251124	INV	06/10/2025	2228	530112		
	1 03011042 520518 2415	AHS Family	SM INSTRUC			85.36			

32432	AHOLD USA, INC.	1 03010052	520514	2440	Invoice Net		85.36	530113
					00004	251250 INV 06/10/2025	2225	
32432	AHOLD USA, INC.	1 03010052	520514	2440	AHS Second SM FOOD SU		28.77	530114
					Invoice Net		28.77	
32432	AHOLD USA, INC.	1 03011042	520518	2415	00004 251250 INV 06/10/2025		2224	530115
					AHS Second SM FOOD SU		128.08	
32432	AHOLD USA, INC.	1 03011042	520518	2415	Invoice Net		128.08	530116
					00004 251122 INV 06/10/2025		2220	
32432	AHOLD USA, INC.	1 03011042	520518	2415	AHS Family SM INSTRUC		522.75	530117
					Invoice Net		522.75	
32432	AHOLD USA, INC.	1 03011042	520518	2415	00004 251122 INV 06/10/2025		2223	530122
					AHS Family SM INSTRUC		337.46	
32432	AHOLD USA, INC.	1 12113902	520514	3520	Invoice Net		337.46	530123
					00004 251812 INV 06/10/2025		2219	
32432	AHOLD USA, INC.	1 12113902	520514	3520	EXTEND DAY SM FOOD SU		106.62	530125
					Invoice Net		106.62	
32432	AHOLD USA, INC.	1 12113902	520514	3520	00004 251812 INV 06/10/2025		2213	530126
					EXTEND DAY SM FOOD SU		388.87	
32432	AHOLD USA, INC.	1 12113902	520514	3520	Invoice Net		388.87	530127
					00004 251812 INV 06/10/2025		2209	
32432	AHOLD USA, INC.	1 12113902	520514	3520	EXTEND DAY SM FOOD SU		188.95	530128
					Invoice Net		188.95	
32432	AHOLD USA, INC.	1 12113902	520514	3520	00004 251812 INV 06/10/2025		2205	530129
					EXTEND DAY SM FOOD SU		198.09	
32432	AHOLD USA, INC.	1 12113902	520514	3520	Invoice Net		198.09	530130
					00004 251812 INV 06/10/2025		2698	
32432	AHOLD USA, INC.	1 12113902	520514	3520	EXTEND DAY SM FOOD SU		113.19	530131
					Invoice Net		113.19	

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CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 25297

06/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
32432	AHOLD USA, INC.	1 12113902	520514	3520	00004 251812 INV 06/10/2025	2221	530127		
						46.25			
32432	AHOLD USA, INC.	1 03011042	520518	2415	00004 251124 INV 06/10/2025	46.25	530129		
						2222			
32432	AHOLD USA, INC.	1 03011042	520518	2415	AHS Family SM INSTRUC	152.65	530131		
						152.65			
32432	AHOLD USA, INC.	1 12113902	520514	3520	00004 251812 INV 06/10/2025	2227	530133		
						63.34			
32432	AHOLD USA, INC.	1 12113902	520514	3520	EXTEND DAY SM FOOD SU	63.34	530150		
						2216			
32432	AHOLD USA, INC.	1 03010052	520522	2430	00004 251251 INV 06/10/2025	44.97	530664		
						44.97			
32432	AHOLD USA, INC.	1 03010052	520522	2430	AHS Second SM MISC SU	2217			
						14.37			
32432	AHOLD USA, INC.				00004 251124 INV 06/10/2025	14.37			
						2202			

1	03011042	520518	2415	AHS Family	SM INSTRUC	68.77			
				Invoice Net		68.77			
32432	AHOLD USA, INC.			00004	251812 INV 06/10/2025	2231	530665		
1	12113902	520514	3520	EXTEND DAY	SM FOOD SU	200.50			
				Invoice Net		200.50			
32432	AHOLD USA, INC.			00004	251124 INV 06/10/2025	2233	531210		
1	03011042	520518	2415	AHS Family	SM INSTRUC	148.62			
				Invoice Net		148.62			
32432	AHOLD USA, INC.			00004	251122 INV 06/10/2025	2234	531218		
1	03011042	520518	2415	AHS Family	SM INSTRUC	314.86			
				Invoice Net		314.86			
32432	AHOLD USA, INC.			00004	251122 INV 06/10/2025	2230	531219		
1	03011042	520518	2415	AHS Family	SM INSTRUC	205.05			
				Invoice Net		205.05			
				CHECK	TOTAL	3,564.18		-----	
41966	SWEETWATER SOUND HOLDI			00000	255323 INV 06/10/2025	45336568	530077		
1	03121172	520518	2415	DALLIN Mus	SM INSTRUC	936.00			
				Invoice Net		936.00			
41966	SWEETWATER SOUND HOLDI			00000	255350 INV 06/10/2025	45349561	530079		
1	03011172	520518	2415	AHS Music	SM INSTRUC	75.47			
				Invoice Net		75.47			
41966	SWEETWATER SOUND HOLDI			00000	255347 INV 06/10/2025	45347676	530080		
1	03221172	520615	2420	C&I Music	OE INSTRUC	129.00			
				Invoice Net		129.00			
41966	SWEETWATER SOUND HOLDI			00000	255288 INV 06/10/2025	45319730	530081		
1	03021172	520518	2415	OMS Music	SM INSTRUC	345.00			
				Invoice Net		345.00			
				CHECK	TOTAL	1,485.47		-----	
18935	TAITZ, MARK			00000	254689 INV 06/10/2025	952	531125		

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CASH ACCOUNT: 0000				104013	VENDOR 8304		WARRANT: 25297	06/10/2025	
VENDOR	G/L	ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER CHECK
1	03256012	520402	3510	ATHLETICS	CTR ATHLET		37.56		
2	03256112	520402	3510	ATHLETICS	CTR ATHLET		54.28		
3	03256152	520402	3510	ATHLETICS	CTR ATHLET		37.58		
4	03256182	520402	3510	ATHLETICS	CTR ATHLET		37.58		
				Invoice Net			167.00		
				CHECK	TOTAL		167.00		-----
29532	TARANTO, JOSEPH			00000	254689 INV 06/10/2025	954	531127		
1	03256012	520402	3510	ATHLETICS	CTR ATHLET	21.84			
2	03256112	520402	3510	ATHLETICS	CTR ATHLET	31.52			
3	03256152	520402	3510	ATHLETICS	CTR ATHLET	21.82			
4	03256182	520402	3510	ATHLETICS	CTR ATHLET	21.82			

Invoice Net				97.00				
				CHECK TOTAL	97.00			-----
20728	TRICON SPORTS		00002 255417 INV 06/10/2025	36246		530140		
	1 03256002 520502 3510		ATHLETICS SM ATHLETI	1,980.00				
Invoice Net				1,980.00				
				CHECK TOTAL	1,980.00			-----
88888	CHERYL WONG		00000 INV 06/10/2025	A. S. AASP REFUND		531133		
	1 12113902 484015		EXTEND DAY REVOLVING	35.00				
Invoice Net				35.00				
				CHECK TOTAL	35.00			-----
41600	WCSTT CORP		00000 255750 INV 06/10/2025	1020		530308		
	1 12285 520601 2210		FRIENDS OF OE OTHER E	660.00				
	2 12305 520619 2210		PAC TEACHE OE MISC EX	1,800.00				
Invoice Net				2,460.00				
				CHECK TOTAL	2,460.00			-----
18547	TRUCK & BUS SUPPLY CO.		00001 250023 INV 06/10/2025	5939		531048		
	1 03345302 520621 3300		TRANSP Tra OE MOTOR V	258.78				
Invoice Net				258.78				
				CHECK TOTAL	258.78			-----
43037	TRUTH, ZAHIRAH NUR		00000 255782 INV 06/10/2025	000270-SPR25		530607		
	1 12013804 510102 6200		ADULT SPRN PS TEACHER	60.00				
	2 12013804 520518 6200		ADULT SPRN SM INSTRUC	93.00				
Invoice Net				153.00				
				CHECK TOTAL	153.00			-----
29813	TURF PREP LLC		00000 255751 INV 06/10/2025	21546		530888		
	1 12135 520601 3510		PEIRCE FIE OE OTHER E	7,000.00				
Invoice Net				7,000.00				
				CHECK TOTAL	7,000.00			-----

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CASH ACCOUNT: 0000 104013 VENDOR 8304				WARRANT: 25297 06/10/2025				
VENDOR	G/L ACCOUNTS	R	PO	TYPE DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
27002	ULINE		00001 255491 INV 06/10/2025	192697612		530093		
	1 13032507 520512 4230		SPY PONDER SM EQUIPME	864.78				
Invoice Net				864.78				
				CHECK TOTAL	864.78			-----
40495	US OMNI & TSACG COMPLI		00000 250881 INV 06/10/2025	121835		530193		
	1 03224032 520626 5100		C&I Human OE PENSION	343.10				
Invoice Net				343.10				

27482	VARITRONICS LLC	00007	255365	INV	06/10/2025
1	03030052 520525 2430	GIBBS Seco	SM REPRO P		
		Invoice Net			
43192	VERNIER SOFTWARE & TEC	00000	255286	INV	06/10/2025
1	03221122 520518 2415	C&I Scienc	SM INSTRUC		
		Invoice Net			
42796	VITAGLIANO, JULIA	00000	253965	INV	06/10/2025
1	10222024 520523 2430	SAMSHA	SM OFFICE		
		Invoice Net			
13181	W. B. MASON CO INC	00001	255200	INV	06/10/2025
1	03010052 520523 2430	AHS Second	SM OFFICE		
		Invoice Net			
13181	W. B. MASON CO INC	00001	255342	INV	06/10/2025
1	03120042 520525 2430	DALLIN Ele	SM REPRO P		
		Invoice Net			
13181	W. B. MASON CO INC	00001	255298	INV	06/10/2025
1	03011162 520525 2430	AHS Librar	SM REPRO P		
		Invoice Net			
13181	W. B. MASON CO INC	00001	250107	INV	06/10/2025
1	03010052 520523 2430	AHS Second	SM OFFICE		
		Invoice Net			
13181	W. B. MASON CO INC	00001	254963	INV	06/10/2025
1	03010052 520522 2430	AHS Second	SM MISC SU		
		Invoice Net			
13181	W. B. MASON CO INC	00001	254341	INV	06/10/2025
1	03010052 520523 2430	AHS Second	SM OFFICE		
		Invoice Net			
13181	W. B. MASON CO INC	00001	254341	INV	06/10/2025
1	03010052 520523 2430	AHS Second	SM OFFICE		
		Invoice Net			
13181	W. B. MASON CO INC	00001	250107	INV	06/10/2025

CHECK TOTAL	343.10	-----
PSI-187371	530912	
1,499.89		
1,499.89		
CHECK TOTAL	1,499.89	-----
5520901	530191	
3,691.29		
3,691.29		
CHECK TOTAL	3,691.29	-----
REIMSNACKS_1STAIDTNG	531007	
78.72		
78.72		
CHECK TOTAL	78.72	-----
253924880	530779	
50.76		
50.76		
254165531	530782	
2,039.60		
2,039.60		
254165197	530784	
4,079.20		
4,079.20		
254266527	530786	
91.97		
91.97		
253578076	530788	
115.48		
115.48		
253053314	530789	
21.61		
21.61		
253171919	530791	
20.96		
20.96		
254285820	530793	

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| DETAIL INVOICE LIST

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CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 25297 06/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 03010052 520523 2430	AHS Second	SM OFFICE			66.60			
		Invoice Net				66.60			
13181	W. B. MASON CO INC	00001	255627	INV	06/10/2025	2543200588	530798		
1	03011162 520523 2430	AHS Librar	SM OFFICE			23.48			

13181	W. B. MASON	CO INC			Invoice Net	23.48	
1	03030052	520604	4230	00001	255442 INV 06/10/2025	254285887	530800
				GIBBS Seco	OE CAPITAL	1,393.92	
13181	W. B. MASON	CO INC			Invoice Net	1,393.92	
1	03011162	520523	2430	00001	251182 INV 06/10/2025	254292634	530804
				AHS Librar	SM OFFICE	163.53	
13181	W. B. MASON	CO INC			Invoice Net	163.53	
1	03011162	520523	2430	00001	251182 INV 06/10/2025	254318366	530808
				AHS Librar	SM OFFICE	13.79	
13181	W. B. MASON	CO INC			Invoice Net	13.79	
1	03011162	520523	2430	00001	251182 INV 06/10/2025	254346153	530813
				AHS Librar	SM OFFICE	58.75	
13181	W. B. MASON	CO INC			Invoice Net	58.75	
1	03130042	520525	2430	00001	255290 INV 06/10/2025	254164959	530814
				HARDY Elem	SM REPRO P	1,274.75	
13181	W. B. MASON	CO INC			Invoice Net	1,274.75	
1	03221202	520518	2415	00001	255344 INV 06/10/2025	254047268	530819
				C&I Art	SM INSTRUC	113.39	
13181	W. B. MASON	CO INC			Invoice Net	113.39	
1	03011162	520523	2430	00001	255627 INV 06/10/2025	254471647	530820
				AHS Librar	SM OFFICE	529.20	
13181	W. B. MASON	CO INC			Invoice Net	529.20	
1	03030052	520604	4230	00001	255440 INV 06/10/2025	254194973	530821
				GIBBS Seco	OE CAPITAL	237.62	
13181	W. B. MASON	CO INC			Invoice Net	237.62	
1	03030052	520523	2430	00001	255443 INV 06/10/2025	254169178	530822
				GIBBS Seco	SM OFFICE	162.40	
13181	W. B. MASON	CO INC			Invoice Net	162.40	
1	03030052	520523	2430	00001	255443 INV 06/10/2025	254194797	530823
				GIBBS Seco	SM OFFICE	272.03	
13181	W. B. MASON	CO INC			Invoice Net	272.03	
1	03305022	520523	1410	00001	251006 INV 06/10/2025	254229319	530884
				FINANCE Pa	SM OFFICE	90.24	
13181	W. B. MASON	CO INC			Invoice Net	90.24	
1	03214012	520523	1210	00001	251183 INV 06/10/2025	254439107	530886
				ADMIN Supe	SM OFFICE	363.48	
13181	W. B. MASON	CO INC			Invoice Net	363.48	
1	03233012	520523	2430	00001	250021 INV 06/10/2025	254197670	531021
				SpEd Speci	SM OFFICE	509.90	
13181	W. B. MASON	CO INC			Invoice Net	509.90	
1	03030052	520523	2430	00001	255362 INV 06/10/2025	254497567	531247
				GIBBS Seco	SM OFFICE	178.45	
				Invoice Net		178.45	

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| TOWN OF ARLINGTON
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CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 25297

06/10/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
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13181	W. B. MASON CO INC	00001	255362	INV	06/10/2025	254439055	531251	
1	03030052 520523 2430	GIBBS Seco	SM OFFICE			21.20		
		Invoice Net				21.20		
13181	W. B. MASON CO INC	00001	255500	INV	06/10/2025	254255012	531255	
1	12113902 520523 3520	EXTEND DAY	SM OFFICE			264.55		
		Invoice Net				264.55		
		CHECK	TOTAL			12,156.86		-----
39060	WEIN LIFE MANAGEMENT S	00000	255770	INV	06/10/2025	1377	530583	
1	12013803 510102 6200	ADULT WNTR	PS TEACHER			70.00		
		Invoice Net				70.00		
		CHECK	TOTAL			70.00		-----
35028	WENGER CORPORATION	00001	255294	INV	06/10/2025	892748	531246	
1	03021172 520518 2415	OMS Music	SM INSTRUC			592.48		
		Invoice Net				592.48		
		CHECK	TOTAL			592.48		-----
74519	WEST MUSIC COMPANY	00001	254665	INV	06/10/2025	SI2508402	530134	
1	03111172 520518 2415	BRACKETT M	SM INSTRUC			865.00		
		Invoice Net				865.00		
74519	WEST MUSIC COMPANY	00001	254665	INV	06/10/2025	SI2509046	530135	
1	03111172 520518 2415	BRACKETT M	SM INSTRUC			39.99		
		Invoice Net				39.99		
74519	WEST MUSIC COMPANY	00001	254665	INV	06/10/2025	SI2517535	530136	
1	03111172 520518 2415	BRACKETT M	SM INSTRUC			24.95		
		Invoice Net				24.95		
74519	WEST MUSIC COMPANY	00001	254665	INV	06/10/2025	SI2515186	530137	
1	03111172 520518 2415	BRACKETT M	SM INSTRUC			648.86		
		Invoice Net				648.86		
		CHECK	TOTAL			1,578.80		-----
44149	WILLIAMS, JOHN M	00000	255635	INV	06/10/2025	WRKSHP_3.27_4.3_4.10	530904	
1	12285 520601 2210	FRIENDS OF	OE OTHER E			300.00		
		Invoice Net				300.00		
		CHECK	TOTAL			300.00		-----
=====								
544 INVOICES			WARRANT TOTAL			769,126.46	769,126.46	
			CASH ACCOUNT BALANCE				138,537.34	
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|TOWN OF ARLINGTON
| WARRANT SUMMARY

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WARRANT: 25297 06/10/2025

FUND	ORG	ACCOUNT	AMOUNT	AVLB	BUDGET
0001	0119252	FACILITIES EXPENSE	0001-1-192-192-0000-000000-0000-52-524000	REPAIRS AND MAINTENANC	437.50
0001	0119252	FACILITIES EXPENSE	0001-1-192-192-0000-000000-0000-52-530006	CONTRACTED SRVCS - PRO	400.00

					FUND TOTAL
					837.50
CASH	ACCOUNT	0000	104013	BALANCE	138,537.34
0003	03010052	AHS Secondary Educ	0003-3-300-301-0004-003005-0001-02-520416	CTR PROFESSIONAL TECH	1,000.00
0003	03010052	AHS Secondary Educ	0003-3-300-301-0004-003005-0001-02-520505	SM COMPUTER SUPPLIES	98.00
0003	03010052	AHS Secondary Educ	0003-3-300-301-0004-003005-0001-02-520514	SM FOOD SUPPLIES	4,526.96
0003	03010052	AHS Secondary Educ	0003-3-300-301-0004-003005-0001-02-520515	SM GRADUATION SERVICE	3,200.00
0003	03010052	AHS Secondary Educ	0003-3-300-301-0004-003005-0001-02-520518	SM INSTRUCTIONAL MATER	31.84
0003	03010052	AHS Secondary Educ	0003-3-300-301-0004-003005-0001-02-520522	SM MISC SUPPLIES	1,733.41
0003	03010052	AHS Secondary Educ	0003-3-300-301-0004-003005-0001-02-520523	SM OFFICE SUPPLIES	251.90
0003	03011022	AHS English/Langua	0003-3-300-301-0004-003102-0001-02-520528	SM TEXTBOOKS BOOKS PER	135.00
0003	03011042	AHS Family and Con	0003-3-300-301-0004-003104-0001-02-520518	SM INSTRUCTIONAL MATER	5,410.41
0003	03011162	AHS Library/Media	0003-3-300-301-0004-003116-0001-02-520518	SM INSTRUCTIONAL MATER	3.00
0003	03011162	AHS Library/Media	0003-3-300-301-0004-003116-0001-02-520523	SM OFFICE SUPPLIES	1,625.32
0003	03011162	AHS Library/Media	0003-3-300-301-0004-003116-0001-02-520525	SM REPRO PAPER TONER S	4,079.20
0003	03011162	AHS Library/Media	0003-3-300-301-0004-003116-0001-02-520528	SM TEXTBOOKS BOOKS PER	17,764.89
0003	03011172	AHS Music	0003-3-300-301-0004-003117-0001-02-520518	SM INSTRUCTIONAL MATER	75.47
0003	03011202	AHS Art	0003-3-300-301-0004-003120-0001-02-520518	SM INSTRUCTIONAL MATER	326.12
0003	03020052	OMS Secondary Educ	0003-3-300-302-0004-003005-0001-02-520416	CTR PROFESSIONAL TECH	3,000.00
0003	03020052	OMS Secondary Educ	0003-3-300-302-0004-003005-0001-02-520514	SM FOOD SUPPLIES	196.33
0003	03020052	OMS Secondary Educ	0003-3-300-302-0004-003005-0001-02-520528	SM TEXTBOOKS BOOKS PER	96.39
0003	03021042	OMS Family and Con	0003-3-300-302-0004-003104-0001-02-520518	SM INSTRUCTIONAL MATER	1,687.51
0003	03021162	OMS Library/Media	0003-3-300-302-0004-003116-0001-02-520528	SM TEXTBOOKS BOOKS PER	3,229.54
0003	03021172	OMS Music	0003-3-300-302-0004-003117-0001-02-520518	SM INSTRUCTIONAL MATER	937.48
0003	03030052	GIBBS Secondary Ed	0003-3-300-303-0004-003005-0001-02-520518	SM INSTRUCTIONAL MATER	9,209.75
0003	03030052	GIBBS Secondary Ed	0003-3-300-303-0004-003005-0001-02-520523	SM OFFICE SUPPLIES	991.53
0003	03030052	GIBBS Secondary Ed	0003-3-300-303-0004-003005-0001-02-520525	SM REPRO PAPER TONER S	1,499.89
0003	03030052	GIBBS Secondary Ed	0003-3-300-303-0004-003005-0001-02-520604	OE CAPITAL EQUIPMENT/F	1,631.54
0003	03030052	GIBBS Secondary Ed	0003-3-300-303-0004-003005-0001-02-520615	OE INSTRUCTION EQUIPME	4,476.00
0003	03031162	GIBBS Library/Medi	0003-3-300-303-0004-003116-0001-02-520528	SM TEXTBOOKS BOOKS PER	522.41
0003	03101162	BISHOP Library/Med	0003-3-300-310-0003-003116-0001-02-520528	SM TEXTBOOKS BOOKS PER	2,262.84
0003	03111172	BRACKETT Music	0003-3-300-311-0003-003117-0001-02-520518	SM INSTRUCTIONAL MATER	1,578.80
0003	03120042	DALLIN Elementary	0003-3-300-312-0003-003004-0001-02-520518	SM INSTRUCTIONAL MATER	94.20
0003	03120042	DALLIN Elementary	0003-3-300-312-0003-003004-0001-02-520525	SM REPRO PAPER TONER S	2,066.17
0003	03121162	DALLIN Library/Med	0003-3-300-312-0003-003116-0001-02-520528	SM TEXTBOOKS BOOKS PER	344.55
0003	03121172	DALLIN Music	0003-3-300-312-0003-003117-0001-02-520518	SM INSTRUCTIONAL MATER	936.00
0003	03121222	DALLIN Professiona	0003-3-300-312-0002-003122-0001-02-520508	SM EDUCATIONAL SUPPLIE	1,647.00
0003	03130042	HARDY Elementary E	0003-3-300-313-0003-003004-0001-02-520525	SM REPRO PAPER TONER S	1,274.75
0003	03131122	INSTRUCTIONAL MION	0003-3-300-313-0003-003111-0000-02-520518	SM INSTRUCTIONAL MATER	797.12
0003	03131162	HARDY Library/Medi	0003-3-300-313-0003-003116-0001-02-520528	SM TEXTBOOKS BOOKS PER	32.06
0003	03141162	PEIRCE Library/Med	0003-3-300-314-0003-003116-0001-02-520528	SM TEXTBOOKS BOOKS PER	475.33
0003	03150012	STRATTON School Le	0003-3-300-315-0003-003001-0001-02-520416	CTR PROFESSIONAL TECH	9,229.21
0003	03161122	INSTRUCTIONAL MATE	0003-3-300-316-0003-003112-0000-02-520518	SM INSTRUCTIONAL MATER	431.25
0003	03161162	THOMPSON Library/M	0003-3-300-316-0003-003116-0001-02-520528	SM TEXTBOOKS BOOKS PER	312.88
0003	03214012	ADMIN Superintende	0003-3-300-321-0001-003401-0001-02-520514	SM FOOD SUPPLIES	475.38

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FUND	ORG	ACCOUNT	AMOUNT	AVLB	BUDGET	
0003	03214012	ADMIN Superintende	0003-3-300-321-0001-003401-0001-02-520523	SM OFFICE SUPPLIES	363.48	-8,949.01
0003	03221002	C&I C&I Leadership	0003-3-300-322-0002-003100-0001-02-520605	OE COMPUTER EQUIPMENT	2,834.00	16,034.92
0003	03221092	C&I ELL	0003-3-300-322-0002-003109-0001-02-520610	OE FIELD TRIPS	561.00	9,099.74
0003	03221112	C&I Math	0003-3-300-322-0002-003111-0001-02-520629	OE PROFESSIONAL AFFLIA	3,250.00	384.01
0003	03221122	C&I Science	0003-3-300-322-0002-003112-0001-02-520518	SM INSTRUCTIONAL MATER	3,724.26	-6,121.58
0003	03221172	C&I Music	0003-3-300-322-0002-003117-0001-02-520615	OE INSTRUCTION EQUIPME	129.00	8,798.46
0003	03221182	C&I world Language	0003-3-300-322-0002-003118-0001-02-520528	SM TEXTBOOKS BOOKS PER	4,152.50	6,340.90
0003	03221182	C&I world Language	0003-3-300-322-0002-003118-0001-02-520629	OE PROFESSIONAL AFFLIA	219.00	6,340.90
0003	03221202	C&I Art	0003-3-300-322-0002-003120-0001-02-520518	SM INSTRUCTIONAL MATER	371.63	2,704.21
0003	03221222	C&I Professional D	0003-3-300-322-0002-003122-0001-02-520612	OE GRADUATE COURSE REI	843.43	20,403.23
0003	03224032	C&I Human Resource	0003-3-300-322-0001-003403-0001-02-520625	OE OTHER PAYMENTS	3,500.00	-9,530.03
0003	03224032	C&I Human Resource	0003-3-300-322-0001-003403-0001-02-520626	OE PENSIONS	343.10	-9,530.03
0003	03233002	SpEd Special Ed Ad	0003-3-300-323-0005-003300-0002-02-520629	OE PROFESSIONAL AFFLIA	99.00	-413,184.32
0003	03233012	SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520413	CTR LEGAL SERVICES	6,308.75	-413,184.32
0003	03233012	SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520416	CTR PROFESSIONAL TECH	281.75	-413,184.32
0003	03233012	SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520416	CTR PROFESSIONAL TECH	10,277.17	-413,184.32
0003	03233012	SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520416	CTR PROFESSIONAL TECH	5,835.04	-413,184.32
0003	03233012	SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520518	SM INSTRUCTIONAL MATER	3,166.21	-413,184.32
0003	03233012	SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520523	SM OFFICE SUPPLIES	509.90	-413,184.32
0003	03233012	SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520527	SM TESTING MATERIALS	2,873.23	-413,184.32
0003	03233012	SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520527	SM TESTING MATERIALS	9,154.49	-413,184.32
0003	03233012	SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520603	OE BUSINESS TRAVEL	47.46	-413,184.32
0003	03233012	SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520603	OE BUSINESS TRAVEL	15.40	-413,184.32
0003	03233012	SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520610	OE FIELD TRIPS	2,470.00	-413,184.32
0003	03233012	SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520615	OE INSTRUCTION EQUIPME	225.00	-413,184.32
0003	03233062	SpEd Out of Distri	0003-3-300-323-0005-003306-0002-02-520645	OE TUITION OTHER SCHOO	6,295.93	-413,184.32
0003	03233062	SpEd Out of Distri	0003-3-300-323-0005-003306-0002-02-520645	OE TUITION OTHER SCHOO	10,795.43	-413,184.32
0003	03256002	ATHLETICS Athletic	0003-3-300-325-0004-003600-0001-02-520402	CTR ATHLETIC SERVICES	575.00	73,153.88
0003	03256002	ATHLETICS Athletic	0003-3-300-325-0004-003600-0001-02-520502	SM ATHLETIC SUPPLIES	12,970.00	73,153.88
0003	03256012	ATHLETICS Athletic	0003-3-300-325-0004-003601-0001-02-520402	CTR ATHLETIC SERVICES	299.49	-5,198.59
0003	03256112	ATHLETICS Athletic	0003-3-300-325-0004-003611-0001-02-520402	CTR ATHLETIC SERVICES	432.57	-687.45
0003	03256132	ATHLETICS-SKI TEAM	0003-3-300-325-0004-003613-0001-02-520402	CTR ATHLETIC SERVICES	775.00	-5,595.98
0003	03256152	ATHLETICS Athletic	0003-3-300-325-0004-003615-0001-02-520402	CTR ATHLETIC SERVICES	299.47	-997.40
0003	03256182	ATHLETICS Athletic	0003-3-300-325-0004-003618-0001-02-520402	CTR ATHLETIC SERVICES	299.47	-2,904.64
0003	03305012	FINANCE Business O	0003-3-300-330-0001-003501-0001-02-520511	SM EQUIPMENT RENTAL	1,302.90	-62,107.01
0003	03305012	FINANCE Business O	0003-3-300-330-0001-003501-0001-02-520629	OE PROFESSIONAL AFFLIA	180.00	-62,107.01
0003	03305022	FINANCE Payroll	0003-3-300-330-0001-003502-0001-02-520523	SM OFFICE SUPPLIES	90.24	1,679.74
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520406	CTR ELEVATOR MAINTENAN	20,022.00	-21,940.82
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520408	CTR ENVIRONMENTAL SERV	437.50	-21,940.82
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520411	CTR HVAC CONTRACTED SE	69,596.77	-21,940.82
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520415	CTR PLUMBING SERVICES	675.00	-21,940.82
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520418	CTR SECURITY SERVICES	255.00	-21,940.82
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520503	SM CARPENTRY SUPPLIES	292.50	-21,940.82
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520509	SM ELECTRICAL SUPPLIES	181.19	-21,940.82
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520517	SM HVAC SUPPLIES	23.99	-21,940.82
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520524	SM PLUMBING SUPPLIES	207.08	-21,940.82
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520620	OE MISC MAINTENANCE SE	2,873.76	-21,940.82
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520623	OE NATURAL GAS	1,746.13	-21,940.82
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520628	OE POWER ELECTRICITY	68,734.63	-21,940.82

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FUND ORG	ACCOUNT	AMOUNT	AVLB BUDGET
0003 03325212 FAC Custodial Serv	0003-3-300-332-0008-003521-0001-02-520416 CTR PROFESSIONAL TECH	90.00	-252,405.60
0003 03325212 FAC Custodial Serv	0003-3-300-332-0008-003521-0001-02-520507 SM CUSTODIAL SUPPLIES	15,186.55	-252,405.60
0003 03343092 TRANSP Transportat	0003-3-300-334-0005-003309-0002-02-520404 CTR CONTRACTED TRANSP	120.00	-405,963.61
0003 03343102 TRANSP Transportat	0003-3-300-334-0005-003310-0002-02-520404 CTR CONTRACTED TRANSP	62,207.34	-339,503.15
0003 03345302 TRANSP Transportat	0003-3-300-334-0008-003530-0001-02-520621 OE MOTOR VEHICLE REPAI	2,199.26	-72,583.00
0003 03345322 TRANSP Transportat	0003-3-300-334-0008-003532-0001-02-520404 CTR CONTRACTED TRANSP	7,852.50	-91,017.00
0003 03992012 SYSTEM Health Serv	0003-3-300-399-0002-003201-0001-02-520520 SM MEDICAL SURGICAL SU	1,947.49	-3,527.11
0003 03994102 COMMUNICATIONS & F	0003-3-300-399-0001-003410-0001-02-520601 OE OTHER EXPENSES	179.90	66,522.05

FUND TOTAL		440,396.32	
CASH ACCOUNT 0000 104013	BALANCE 138,537.34		
1000 10005 SCHOOL FOOD	1000-3-300-331-0000-003512-0012-50-520401 CTR CONTRACTED SERVICE	1,298.96	1,429,740.35
1000 10005 SCHOOL FOOD	1000-3-300-331-0000-003512-0012-50-520514 SM FOOD SUPPLIES	60,413.93	1,429,740.35

FUND TOTAL		61,712.89	
CASH ACCOUNT 0000 104013	BALANCE 138,537.34		
1007 10072025 LANGUAGE INSTRUCTI	1007-3-300-322-2025-003109-0003-00-520508 SM EDUCATIONAL SUPPLIE	4,600.00	350.00

FUND TOTAL		4,600.00	
CASH ACCOUNT 0000 104013	BALANCE 138,537.34		
1010 10102024 SPED 240(94-142) A	1010-3-300-323-2024-003301-0003-00-520423 CTR SIGNIFICANT DISPRO	2,544.00	.00
1010 10102025 SPED 240(94-142) A	1010-3-300-323-2025-003301-0003-00-520423 CTR SIGNIFICANT DISPRO	296.00	6,026.00
1010 10102025 SPED 240(94-142) A	1010-3-300-323-2025-003301-0003-00-520651 OE PROPORTIONATE SHARE	2,163.34	16,330.91

FUND TOTAL		5,003.34	
CASH ACCOUNT 0000 104013	BALANCE 138,537.34		
1022 10222023 SAMSHA ARL MNTL HL	1022-3-300-336-2023-003202-0003-00-520416 CTR PROFESSIONAL TECH	69.67	-5,231.50
1022 10222024 SAMSHA ARL MNTL HL	1022-3-300-336-2024-003202-0003-00-520416 CTR PROFESSIONAL TECH	121.93	-10,032.65
1022 10222024 SAMSHA ARL MNTL HL	1022-3-300-336-2024-003202-0003-00-520523 SM OFFICE SUPPLIES	78.72	2,750.99

FUND TOTAL		270.32	
CASH ACCOUNT 0000 104013	BALANCE 138,537.34		
1101 11012025 AFFLIATED COMP SCH	1101-3-300-336-2025-003999-0005-00-520508 SM EDUCATIONAL SUPPLIE	259.25	2,447.25

FUND TOTAL		259.25	
CASH ACCOUNT 0000 104013	BALANCE 138,537.34		
1108 11082025 METCO GRANT	1108-3-300-326-2025-003404-0005-00-520416 CTR PROFESSIONAL TECH	3,258.75	15,432.00

06/04/2025 09:48 | TOWN OF ARLINGTON
 izheng | WARRANT SUMMARY

| P 48
 | apwarrnt

WARRANT: 25297 06/10/2025

FUND ORG	ACCOUNT	AMOUNT	AVLB BUDGET
FUND TOTAL		3,258.75	
CASH ACCOUNT 0000 104013	BALANCE 138,537.34		
1121 11212025 HATE CRIMES PREVEN	1121-3-300-336-2025-003404-0005-00-520501 SM SUPPLIES AND MATERI	831.95	5,144.08
FUND TOTAL		831.95	
CASH ACCOUNT 0000 104013	BALANCE 138,537.34		
1201 12013801 COMM ED-GENERAL AD	1201-3-300-343-0000-003801-0011-00-520601 OE OTHER EXPENSES	100.00	2,282,394.18
1201 12013801 COMM ED-GENERAL AD	1201-3-300-343-0000-003801-0011-00-520629 OE PROFESSIONAL AFFLIA	50.00	2,282,394.18
1201 12013803 COMM ED - ADULT ED	1201-3-300-343-0000-003803-0011-00-510102 PS TEACHER SALARIES	1,279.00	2,282,394.18
1201 12013804 COMM ED - ADULT ED	1201-3-300-343-0000-003804-0011-00-510102 PS TEACHER SALARIES	6,573.50	2,282,394.18
1201 12013804 COMM ED - ADULT ED	1201-3-300-343-0000-003804-0011-00-520518 SM INSTRUCTIONAL MATER	984.73	2,282,394.18
1201 12013808 COMM ED - YOUTH ED	1201-3-300-343-0000-003808-0011-00-510102 PS TEACHER SALARIES	750.00	2,282,394.18
1201 12013811 COMM ED - YOUTH FI	1201-3-300-343-0000-003811-0011-00-520518 SM INSTRUCTIONAL MATER	1,664.55	2,282,394.18
1201 12013901 COMM ED-VACATION F	1201-3-300-343-0000-003901-0011-00-510102 PS TEACHER SALARIES	960.00	2,282,394.18
FUND TOTAL		12,361.78	
CASH ACCOUNT 0000 104013	BALANCE 138,537.34		
1211 12113902 CH71/47 EXTENDED D	1211-3-300-341-0000-003902-0011-00-484015 MISC REV - REVOLVING	35.00	.00
1211 12113902 CH71/47 EXTENDED D	1211-3-300-341-0000-003902-0011-00-520501 SM SUPPLIES AND MATERI	1,776.57	743,626.87
1211 12113902 CH71/47 EXTENDED D	1211-3-300-341-0000-003902-0011-00-520514 SM FOOD SUPPLIES	10,998.19	743,626.87
1211 12113902 CH71/47 EXTENDED D	1211-3-300-341-0000-003902-0011-00-520523 SM OFFICE SUPPLIES	1,966.14	743,626.87
1211 12113902 CH71/47 EXTENDED D	1211-3-300-341-0000-003902-0011-00-520610 OE FIELD TRIPS	1,115.00	743,626.87
1211 12113902 CH71/47 EXTENDED D	1211-3-300-341-0000-003902-0011-00-520644 OE TRAINING EDUC CONF	418.00	743,626.87
FUND TOTAL		16,308.90	
CASH ACCOUNT 0000 104013	BALANCE 138,537.34		
1213 12135 PEIRCE FIELD RENTA	1213-3-300-332-0000-003520-0011-50-520601 OE OTHER EXPENSES	7,000.00	-128,885.31
FUND TOTAL		7,000.00	
CASH ACCOUNT 0000 104013	BALANCE 138,537.34		
1222 12223005 FOREIGN LANGUAGES	1222-3-300-301-0000-003005-0009-00-520601 OE OTHER EXPENSES	5,788.30	-116,256.01
FUND TOTAL		5,788.30	
CASH ACCOUNT 0000 104013	BALANCE 138,537.34		

1228	12285	FRIENDS OF AHS	1228-3-300-301-0000-003005-0008-50-520601	OE OTHER EXPENSES	960.00	53,087.97
1228	12285	FRIENDS OF AHS	1228-3-300-301-0000-003005-0008-50-520619	OE MISC EXPENSES	200.00	65,160.46

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| TOWN OF ARLINGTON
| WARRANT SUMMARY

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WARRANT: 25297 06/10/2025

FUND	ORG	ACCOUNT	AMOUNT	AVLB	BUDGET
CASH ACCOUNT 0000 104013					
BALANCE 138,537.34					
FUND TOTAL			1,160.00		
1230	12305	PAC TEACHER APPREC	1230-3-300-301-0000-003005-0008-50-520619	OE MISC EXPENSES	112.95
CASH ACCOUNT 0000 104013					
BALANCE 138,537.34					
FUND TOTAL			1,800.00		
1303	13032311	C4-COLLEGE CAREER	1303-3-300-399-2023-003005-0008-00-520610	OE FIELD TRIPS	1,361.20
1303	13032407	AEF-THE PONDERCAST	1303-3-300-336-2024-003005-0008-00-520615	OE INSTRUCTION EQUIPME	1.25
1303	13032507	SPY PONDERERS THREAD	1303-3-300-336-2025-003410-0008-00-520512	SM EQUIPMENT SUPPLIES	15,015.25
CASH ACCOUNT 0000 104013					
BALANCE 138,537.34					
FUND TOTAL			1,098.41		
2320	23201921	ARPA HVAC DESIGN	2320-1-192-192-2024-000000-1.4 -50-582043	SCHOOL HVAC DESIGN	.00
2320	23203004	BRACKETT PLAYGROUN	2320-3-300-300-2025-000000-3.5 -00-584004	BRACKETT PLAYGROUND	.00
CASH ACCOUNT 0000 104013					
BALANCE 138,537.34					
FUND TOTAL			31,361.78		
4025	43002502	ALL SCHOOLS - PHOT	4025-3-300-300-2025-250040-0000-58-524027	PHOTOCOPIER LEASE	.00
CASH ACCOUNT 0000 104013					
BALANCE 138,537.34					
FUND TOTAL			8,228.85		
5020	53002001	PLAYGROUND UPDATES	5020-3-300-300-2020-200061-0000-58-584004	PLAYGROUND IMPROVEMENT	39.04
CASH ACCOUNT 0000 104013					
BALANCE 138,537.34					
FUND TOTAL			9,334.59		
5025	53002511	BRACKETT SCHOOL -	5025-3-300-300-2025-250054-0000-58-582026	EXTERIOR REPAIRS	65,505.00
5025	53002512	BRACKETT SCHOOL PL	5025-3-300-300-2025-250055-0000-58-584004	PLAYGROUND IMPROVEMENT	.00
5025	53002516	STRATTON SCHOOL MA	5025-3-300-300-2025-250059-0000-58-582040	INTERIOR RENOVATION	360,702.07

CASH ACCOUNT 0000 104013	BALANCE 138,537.34	FUND TOTAL	156,841.63
7333 73335	E NELSON BLAKE MEM 7333-3-960-300-0000-000000-0333-50-578033	BOOKS FOR STUDENTS	671.90
		FUND TOTAL	671.90

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| TOWN OF ARLINGTON
| WARRANT SUMMARY

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| apwarrnt

WARRANT: 25297 06/10/2025

FUND ORG	ACCOUNT	AMOUNT	AVLB BUDGET
CASH ACCOUNT 0000 104013	BALANCE 138,537.34		
WARRANT SUMMARY TOTAL		769,126.46	
GRAND TOTAL		769,126.46	

** END OF REPORT - Generated by Iris Zheng **

**Arlington School Committee DRAFT Meeting Minutes
June 4, 2025**

**School Committee Room
Arlington Public Schools District Office
14 Mill Brook Drive
Arlington, MA 02476**

6:30 p.m. Open Meeting (J. Morgan)

J. Morgan, Chair of the Arlington School Committee, called the meeting to order at 6:30 p.m.

In attendance: K. Allison-Ampe, P. Schlichtman, L. Gitelson, J. Morgan, L. Exton, L. Kardon, Superintendent E. Homan, Superintendent of Student Services Alison Elmer, Assistant Superintendent of Finance & Operations Francis Gorski, Human Resources Director R. Spiegel, AHS Student Representative-none, AEA Representative S. Ferranti (remote). J. Thielman was absent.

6:33 p.m. Public Comment (J. Morgan)

Stephanie Ford, 12 Lockland Avenue
RE: Governor's Task Force on Hate Crime

Stephanie spoke about families who are suffering from bullying and retaliation. She feels there are four roles, victim, aggressor, staff member, administrator. She believes that silence and hesitation in bullying is a choice, rather than a bug in the System. A survey she has indicates that 85% of the time the district fails to take immediate steps to protect the student. She says there needs to be a path of safety for staff who report harm.

Christos Bonos
46 Windmill Lane
RE: Transportation for students

Avery Monnin-Browder
46 Old Mystic Street
RE: Transportation for students

Avery spoke about the difficulty of getting to Ottoson using public transportation and the need for alternative transportation. It would help to have support (bike racks, district-run bus service) to expand safe and effective transportation options.

Christos spoke about the overcrowding of MBTA buses and the delay it is causing students to be late for class on numerous occasions. Valuable learning/educational time is being lost due to the delays and overcrowding. To ensure Ottoson students maximize learning it's important to provide alternative modes of transportation. P. Schlichtman asked if the students had spoken to any State Reps or Senators. He asked that the students send their testimonies to him and he will help them.

Sonya Shaikh
83 Medford Street
RE: Action against excessive use of rodenticide

Sonya was here to speak about excessive use of rodenticide. Her report shows that rodenticide has proven to be significantly bad for all animals. The unsafe use leads to accidental poisoning to children and pets. Overuse causes rats to become immune to the poisons. She suggests we educate students on the excessive use of rodenticide.

Cheryl Miller
10 Theda Street
RE: Special Education

Cheryl spoke about what she refers to as "ableism in the Special Education decision making process." She used a comparison of an all-boy education system, taught by men but then accepting female students but still being taught by all men with the Special Education System in Arlington basing their Special Education teaching by special educators and administrators who are mostly not disabled.

6:50 p.m. AHS Student Representative (J. Morgan)

No Student Reps were present this evening.

6:50 p.m. CAP Project Presentation: AHS Courses (E. Homan)

Toby Deixler, 65 Falmouth Street
Rohan Pingle, 42 Frost Street

The students presented a CAP Proposal: An interactive course catalog (ICC) Program to replace the course catalog currently in use at Arlington High School which they have

undertaken as part of their Civics Action Project (at Arlington High School). The issues of the current system were presented as well as the goal and audience (primary audiences being the AHS students, School Committee/Curriculum Subcommittee and Internship and Advisory Coordinators) of such System. Top complaints of students were presented with those surveyed reporting 53% wanting at least some sort of change to the Google System currently in use. Some examples of student feedback of the proposed System is that it is a lot easier to use to find classes, a lot simpler than the POS, has an engaging choice layout and informative content as well as affirmative replies to preferring this newer idea and recommending it to other students.

Proposed actions include raising awareness, demoing a prototype, expanding the survey and obtaining School Committee approval. The key user base includes students, parents, school administration and school counselors. Key performance indicator (post launch): student satisfaction and platform engagement. Future Goals include continuing to iterate and evolving the ICC.

The presenter asked for the School Committee approval, the ability to share the final product, approval of gradually integrating the ICC into APS as well as having the Committee Members testing the prototype and feedback.

Jane Morgan wants to test the prototype and engage with the students in this process. Paul Schlichtman asked some operational questions. A launch plan was shared with an early June 2025 final release and a January 2026 survey publication. Kirsi Allison-Ampe pointed out that we want to have this in parallel with the regular Program. The Superintendent said that something like this will really help students navigate and families navigate all of the different offerings.

Jane Morgan thanked all of the students for their wonderful presentations and welcomed them back at any time.

7:05 p.m. Massachusetts Inclusive Postsecondary Education (MAIPSE) Presentation **(E. Homan)**

Alison Elmer introduced the students, Paul Conty and Beren De Los Angeles, and their teacher, Annalise Abdelnour, who are here tonight from MAIPSE.

Annalise Abdelnour, provided an overview of the MAIPSE Program; a state-wide initiative which supports inclusive opportunities for students aged 18 to 22 with intellectual disabilities, including Autism Spectrum Disorder (ASD) which partners with the Rise Program at Middlesex Community College.

Only 18% of young adults with intellectual and developmental disabilities (IDD), enroll in post-secondary education programs. Less than 35% of adults with ASD report any form of employment. Earnings are approximately 31% more for individuals with at least some college education.

Participants include students with intellectual disabilities, autism and/or low-incidence disabilities, are between 18-22, have not passed MCAS but have completed high school credit and/or have transition needs related to employment, independent living and self-advocacy and/or have college interest.

Benefits of this Program include access to real college credit, use of campus resources, increased confidence because of social connections, job training/internships and development of adult life skills.

The key roles at AHS include the student, an educational coach and a transition coordinator. Program outcomes show more students are employed after leaving school, are more likely engaging in life-long learning, show confidence and independence in adult roles as well as career interests in STEM, psychology and more.

Paul addressed the School Committee first noting that he has been in the Program for 2 years, is taking six classes, including Calculus 2, Microeconomics, Psychology, etc. He has worked with IT and the cafe down the street. In the Fall he will become a full-time student at UMass Lowell where he will major in mechanical engineering with an aerospace focus. Without the Program, Paul says he would have had a tough time adapting to the Dorm life. If he is having a meltdown he can get away from a situation. Even if his job is not so many hours, it's still a job.

Beren spoke next. He feels very fortunate to be in such an amazing Program. He has been able to experience being more independent. The Program provided him with great Ed coaches who have helped him focus. He has completed one year of the Program with his interests in Social Media, Music, Video Games and cute things. He has taken filmmaking, 1st year experience and public speaking. Beren just started his first job at Walgreens near Spy Pond. He has learned to use public transportation. He hopes to do more things on his own. He wants to do an educational program on his own as well. He enjoys his freedoms. He believes that this Program will give him support and will hopefully graduate and work in the profession he wants.

Kirsin Allison-Ampe said she appreciated hearing the stories. She asked what supports continue for them in the four-year colleges. Paul answered that the Horizons Program, at

UMass Lowell, should work fine for him. Community supports (which is on-campus supports) will be accessible to both Paul and Beren when they are completed with the Program. Dr. Homan asked Paul what his major is: he answered mechanical engineering (building rockets). Superintendent Homan asked which were his favorite classes: Beren said First Year Experience and Public Speaking. He wants to be a video game creator. Alison Elmer thanked Ms. Abdenour for her work and her support in expanding the Program for next year.

7:25 p.m. Student Services Review Preview (E. Homan)

The preview of the Student Services Review was presented by the Superintendent. This presentation was supposed to have been at the CIAA subcommittee meeting but they ran out of time. A full plan will be presented at the next meeting.

The Superintendent reviewed why this review is done with the goal being continued improvement and a formative assessment at the District Level. She reviewed the APS Strategic Plan connection; Year 2 implementation of a curriculum review cycle. The primary goal of this year's review is an Effective Implementation of Strategic Plan Initiatives surrounding MTSS. The secondary goal of this year's review is to ensure we are effectively implementing contract provisions. The Superintendent gave a quick preview of findings as well as a preview of recommendations.

The next steps include having the consultants attend the next School Committee Meeting for a full report. District next steps will be to share the report with the APS community, align 2025-2026 goals to the report recommendations, plan professional learning and plan to return to the document for reflection of action over the next few years. A. Elmer commented on the process and will report on the findings when they have the full report. The consultants also reviewed the FY26 budget as well as the bargaining agreement.

L. Kardon asked if the consultants addressed the list of questions ahead of the interviews and used those questions in their interviews. The Superintendent replied that they may have had some questions that they didn't do with some people. Things were kept confidential so the Superintendent or the Superintendent of Students Services don't know who said what.

7:40 p.m. Second Read District Calendar 2027-2028 (E. Homan)

The Chair presented the second read of the 2027-2028 District Calendar and asked for any additional items that need changing.

On a **motion** by L. Exton, **seconded** by L. Gitelson, it was **voted** to approve the 2027-2028 District Calendar calendar. **(6-0-0)**

7:45 p.m. First Read School Handbooks: AHS (E.Homan)

J. Morgan referred to the documents in Novus for the handbook. She asked for comments to be directed to the Superintendent (with page numbers) so that we can ideally approve on June 17, 2025.

The Superintendent cannot answer questions this evening. She said that Counsel has given us comments and we will integrate these. A substantially adjusted copy will be provided in a couple of weeks. J. Morgan asked when we would receive a copy for the second read. The Superintendent said the School Committee reviews, attorney reviews and the Superintendent reviews.

If all handbooks are not ready, we may have a Special Meeting this summer. Mr. Schlichtman voiced his appreciation for the change log. L. Exton appreciates the change log as well. She referred to the cell phone policy and would like more of a conversation around this. There were discussions on the change document, policies in the handbook, feedback from families, and the absence of a Committee discussion on cell phones. K. Allison-Ampe agrees that the cell phone topic needs more discussion. The Committee will consider a first read at the next meeting and then have a special meeting in July.

7:55 p.m. Second Read and Possible Vote District Goals 2025-2026 (E. Homan)

P. Schlichtman commended the Superintendent for her willingness to work with the Committee and even make minor tweaks to the District Goals. He is grateful for the work of District Goal #3 and the people working and committed to making it happen. It is powerful and will very much improve our ability to function as a District.

On a **motion** by P. Schichtman, **seconded** by L. Exton, it was **voted** to approve the District Goals. **(6-0-0)**

8:00 p.m. Superintendent's Update (E. Homan)

The Superintendent shared the upcoming graduation and some fun opportunities in which the seniors took part including many Seniors visiting their elementary schools and teachers. An event on Tuesday evening was held in person and will be held virtually next week (A Screen Time Strategies Summer Family Workshop). This was held and hosted by APS Social Workers. The Superintendent announced that they are working on the Safe

Routes to School Program and a survey has been sent out to families. A future update is coming on this.

8:05 p.m. Consent Agenda (J. Morgan)

The Chair presented the consent agenda items for approval.

*District Calendar, 2025-2026 - Conference Date Adjustments

*Arlington School Committee DRAFT Meeting Minutes, May 29, 2025

On a **motion** by L Gitelson, **seconded** by K. Allison-Ampe, it was **voted** to approve the items in the consent agenda. **(6-0-0)**

8:08 p.m. Subcommittee/Liaison Reports/Announcements (J. Morgan)

- **Budget - K. Allison Ampe, Chair** - Setting up a Meeting.
- **Community Relations - L. Gitelson, Chair** - Meeting Monday.
- **Curriculum, Instruction, Assessment & Accountability - L. Exton, Chair** - Met Monday, discussed HGI, graffiti on walls at Ottoson, reviewed District Goals and previewed the Student Services Review
- **Facilities - J. Thielman** - Absent.
- **Policy & Procedures - P. Schlichtman, Chair** - Typo in BEDH-E in that the minutes for Public Comment doesn't match the policy. Wants to do a First Read next week.
- **Arlington High School Building Committee - J. Thielman, Chair** - No report (K. Allison-Ampe).

- **Liaison Reports** - None.
- **Announcements** - None.
- **Future Agenda Items** - None.

8:10 p.m. Adjournment (J. Morgan)

On a **motion** by K. Allison-Ampe, **seconded** by L. Exton, it was **voted** to adjourn at 8:10 p.m. **(6-0-0)**

Respectfully submitted,
Elizabeth M. Diggins
Administrative Assistant to the Arlington School Committee



Town of Arlington, Massachusetts

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

Summary:

- Budget – K. Allison-Ampe, Chair
- Community Relations – L. Gitelson, Chair
- Curriculum, Instruction, Assessment & Accountability – L. Exton, Chair
- Facilities – J. Thielman, Chair
- Policy & Procedures – P. Schlichtman, Chair
- Arlington High School Building Committee, J. Thielman, Chair

- Liaison Reports
- Announcements
- Future Agenda Items



Town of Arlington, Massachusetts

8:40 p.m. Adjournment (J. Morgan)



Town of Arlington, Massachusetts

Submitted by Jane Morgan, Chair



Town of Arlington, Massachusetts

Correspondence Received

Summary:

- 8th Grade Civics Action Project Petition
- Ottoson Traffic Pattern Letter, June 2025
- Email to School Committee from MASC, RE: Learning Lunch - A Conversation on Proposed Amendments to Regional School District Regulations, June 13, 2025

ATTACHMENTS:

Type	File Name	Description
▢ Correspondence	8th_Grade_Civics_Action_Project_Petition.pdf	8th Grade Civics Action Project Petition
▢ Correspondence	Ottoson_Traffic_Pattern_Letter_-_June_2025.pdf	Ottoson Traffic Pattern Letter, June 2025

Hello Adminisitrative Assistant Diggins,

This envelope contains the signatures that our class collected as part of our Eighth Grade Civics Action Project. There are 100 signatures total. Our petition was created in the hopes that more funds would be allocated to the betterment of Ottoson Middle School. Thank you for considering our petition.


Contact me at cdennis2029@spyponders.com and my Civics teacher at mmezzetti@arlington.k12.ma.us

Thank you,

OMS Earth LC Green Civics class

P.S.: We would like to apologize for the drawings of some students who signed the petitions. They have been covered, and the students reprimanded.

Sent from: Caleigh Dennis
49 Fisher Road
Arlington MA 02476

 **RECEIVED**
JUN 06 2025
Arlington Public Schools
Superintendent's Office

Ottoson Middle School Condition

The students of Ottoson Middle School would like to address a current issue at the school. Ottoson Middle School is far past its peak and is a school that is currently close to ruin. While having good education, it doesn't have a modern building. This causes a plethora of issues and problems, especially when it comes to a respect for the actual building. Many teachers and students alike agree that the building requires a renewal. This petition is to ask the town government to dedicate funds to help make improvements to the building.

Signature (Full Name)	Zip Code	Email
Polen	02476	romuchanadn2030@spypowers.com
Antony Polen	02476	antony2029@spypowers.com
Sadie Pollaver	02476	spollaver2024@spypowers.com
Henry SantosPaga	02476	hsantosPaga2029@spypowers.com
Charlie Carpenter	02476	ccarpenter2029@spypowers.com
Gabriel Legere	02476	glegere2029@spypowers.com
Igor Gram	02476	igorgram2029@spypowers.com
Ridhima	02476	rgaikwad2029@spypowers.com
Cecily W	02476	cw@spypowers.com
Stella Blunger	02476	3
Louis Mili	02474	3
Emilia Clary	02476	ce
Jose Viteri	02477	o
Lera Nakamori	02476	lnakamori2029@spypowers.com
Darminde Memes	02474	darminde2029
Irinya Mahenthiran	02474	imahenthiran2029@spypowers.com
Ayissa Faghfouri	02476	afaghfouri2029@spypowers.com
Steven Tan	02476	syuan2029@spypowers.com

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Signature (Full Name)	Zip Code	Email
Caitie Dennis	02476	caitie.dennis@gmail.com
IPANSOVOY	01778	ipansovoy@gmail.com
Alex Slotnick	02474	aslotnick@gmail.com
Riley Walden	02474	RileyJWalden@gmail.com
Sumaya Razak	02474	sumayarazak20@gmail.com
Hannah Wong	02474	Hotwok222@gmail.com
Kira Zimmer	02474	KZimmer2029@gmail.com
Ryan Connolly	02474	Rconnolly2029@spyponders.com
Matthew Simbley		msimbley@gmail.com
Simone Piazza	02476	Spiazza2029@spyponders.com
Camilla A.	02476	cauginaldo@spyponders.com
Isabella Landano	02474	ilandano@spyponders.com
Maya Bergom	02476	mbergom2030@spyponders.com
Matthew Davison	02474	mdavison2029@spyponders.com

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[illegible]

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Signature (Full Name)	Zip Code	Email
Leera Riblin	02476	eriblin2029@spypowers.com
Lydia Goldsmith	02474	LGoldsmith2024@spypowers.com
Reed [unclear]	I'll give it later	i gave my name so u
Christina [unclear]	02474	(60052029@spypowers.com, 7
Angela [unclear]	02476	aChenille2021@spypowers.com
Max Kaufman	02474	MKaufman2026@spypowers.com
Oliver Tovar Weintroub	02474	otovar-weintroub
Ryan Connolly	02474	RConnolly2024@spypowers.com
Vina Gage	02474	VGage2029@spypowers.com
Adrianna Calderas	02476	abalderas2029@spypowers.com

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Ottoson Middle School Condition

The students of Ottoson Middle School would like to address a current issue at the school. Ottoson Middle School is far past its peak and is a school that is currently close to ruin. While having good education, it doesn't have a modern building. This causes a plethora of issues and problems, especially when it comes to a respect for the actual building. Many teachers and students alike agree that the building requires a renewal. This petition is to ask the town government to dedicate funds to help make improvements to the building.

Signature (Full Name)	Zip Code	Email
Doragh Glynn	02474	dglynn2029@sympsonders.com
Callum Garner	02474	cgarner2029@sympsonders.com
Simon Better	02474	steierbergbetter2029@sympsonders.com
Leo Prebluda	02474	lprebluda2029@sympsonders.com
Phineas Shapiro-Baddock	02474	pshapiro-baddock2029@sympsonders.com
Wes Adams	02474	wadams2029@sympsonders.com
Charlie Josepher-Paul	02474	cjosepher-paul2029@sympsonders.com
Steve Mountain	02474	smountain2029@sympsonders.com
Oliver Radford	02474	Oradford2029...
Wesley Saia	02474	WSaia2029...
Gregory		
JP Connolly	02474	jconnolly2029...
Ben Thomas	02474	Bbthomas2029@sympsonders.com
Arthur Vitoria	02474	avitoria2029...
Jayson Vergilio	02474	JVergilio2029...
Mar Alaya	02474	Malaya2029...

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 415.com



General Medical School Application

The following information is required for all applicants. Please complete this section of the application form. The information provided here will be used to determine your eligibility for admission to the medical school. Please read the instructions carefully and provide accurate information. If you have any questions, please contact the admissions office.

Section	Question	Answer
Personal Information	1. Name (Last, First, Middle)	
	2. Date of Birth	
Academic Information	3. High School / College	
	4. GPA (Last 4 years)	
Extracurricular Activities	5. Sports / Activities	
	6. Leadership Roles	
Work Experience	7. Current Employment	
	8. Previous Employment	
References	9. Doctor's Name	
	10. Teacher's Name	
Other Information	11. Address	
	12. Phone Number	

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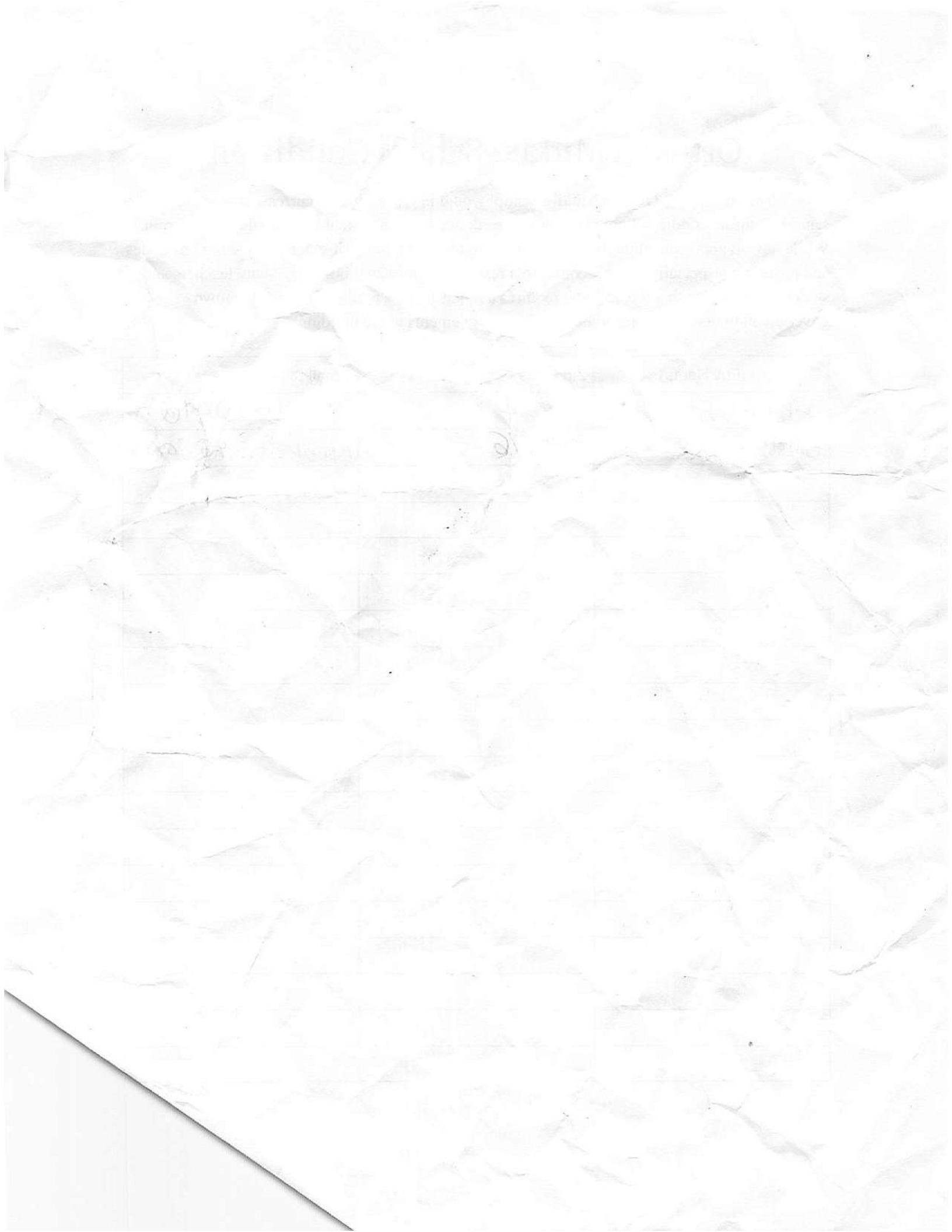
Signature (Full Name)	Zip Code	Email
Joffman	02476	Jperlin 2029 @spypanders.com
Sonja Tautschke	02474	
Can	02476	
Samir Jhu	02476	geniuethumb@gmail.com
Sanjay Dautin	1115	J BOUTIN
Kieragh	02470	Kvaki12029
Casper	02474	Chayes2029@spypanders.com
Kyle	02476	Kgreen2029@spypanders.com
Sam Lann	02474	RSham2029@spypanders.com
Edm	02474	JCare2029@spypanders.com
Theo	02476	Tarnold2029@spypanders.com
Elbert Brewer	02474	ebrewer2029@spypanders.com
Mikah Gordonhale	02474	Ngondhale2029@spypanders.com
Sam menamara	02476	Smenamara@spypanders.com
Noah Wilbanks	02474	nwilbanks2029@spypanders.com
Padio Andrade	02474	PAAndrade2029@spypanders.com
Ryan Meguire	02476	Rmeguire2029
Anthony Kuroda	02476	AKuroda2029
Arthur Vitorio	02474	avitorio2029



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[illegible]



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Signature (Full Name)	Zip Code	Email
Michael Lim	02474	mlim2029@spypanders.com
Lucas Li	02476	ll2029@spypanders.com
Anirvin Raaideep	02474	araaideep2029@spypanders.com
Dylan Hariparsad	02476	dhariparsad2029@spypanders.com
Kiran Bakumad	IDK	kbalumad@spypanders.com
Wynn Wilfrid	02476	WWilfrid2029@spypanders.com
Ad: Shaniai	02474	adshaniai2029@spypanders.com
Hien Mayanthan	02476	hmayanthan2029@spypanders.com
Adan Barly	02474	Abarly2029@spypanders.com
Sam King	02476	SKing2029@spypanders.com
Lucian Brosche	02474	LBrosche2029@spypanders.com
Laninet		
Ryan Maguire	02476	RMaguire2029
Orem WG	02476	Owalkergilmore2029@spypanders.com



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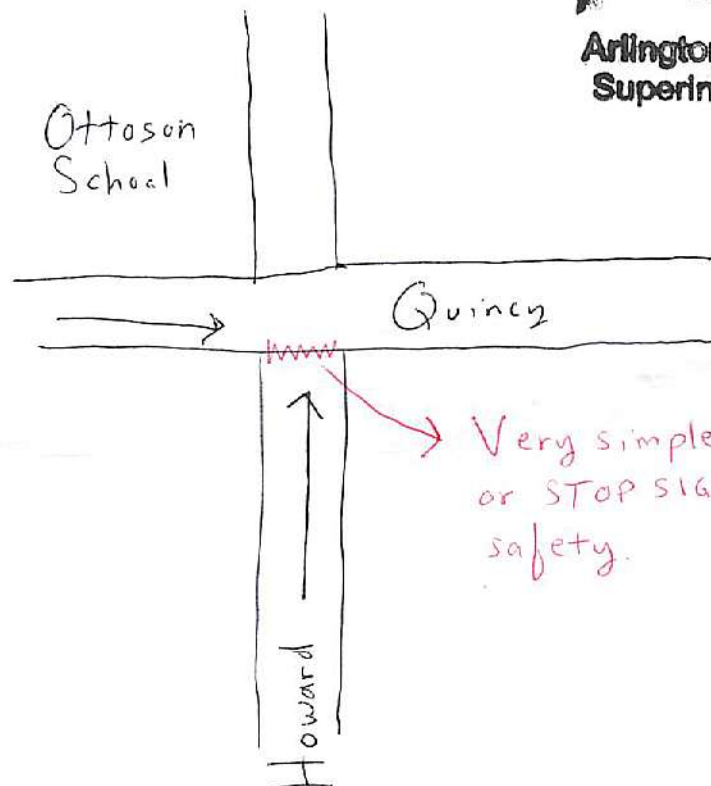
[illegible]

It would benefit safety and the welfare of students to have a Stop Sign, or even more simply, a basic white or yellow line painted across the intersection of Howard and Quincy Streets in Arlington. Cars driving down Howard St. towards Quincy St. and the Ottoson School, frequently don't stop in time because there is nothing there telling them to stop. Cars flying down the hill on Quincy St. have almost hit cars jutting out from Howard St. Fortunately there have been many close calls, but no serious accidents so far involving students or pedestrians.

RECEIVED

JUN 06 2025

**Arlington Public Schools
Superintendent's Office**



Sender from: School St
Arlington MA
02476

Superintendent of Schools
School Committee
869 Mass Ave. Arlington MA.
02476

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JUL 08 1982

Office of the Superintendent
of Schools

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