

ARLINGTON PUBLIC SCHOOLS

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

***Arlington School Committee
School Committee Meeting
Tuesday, November 18, 2025
6:30 PM***

Via Zoom:
Zoom Link

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

Local Cable TV:
ACMi

6:30 p.m. Open Meeting (J. Thielman)

6:35 p.m. Public Comment (J. Thielman)

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.

6:35 p.m. AEA Representative

7:00 p.m. AHS Student Representative(s) to School Committee

7:05 p.m. School Committee Vacancy Candidates (J. Thielman)

- *Alham Saadat*
- *Valentina Di Blasi*
- *Jeff Miller*
- *Caitie Peterson*
- *Mary Pat Lancelotta*
- *Dmitry Vasilyev*
- *Crystal Haynes Copithorne*
- *Justin Harris*
- *Katharine Conn*
- *Heather Leet*

8:05 p.m. *School Wellness Advisory Committee Vacancy (J. Thielman)*

8:10 p.m. *Math Pathways Task Force Update (M. Ford Walker)*

- *School Committee Math Pathways Planning Task Force Presentation*

8:30 p.m. *Quarterly Financial Report (C. Schweitzer)*

- *Non-Entitlement Grants - Fully Spent*
- *Non-Entitlement Grants - FY25*
- *Non-Entitlement Grants - FY26*
- *Memo - Financial Reports - November 18, 2025.docx - Google Docs*

8:40 p.m. *Superintendent's Evaluation (E. Homan)*

Evaluation Link - DRAFT

9:10 p.m. *Superintendent's Update (E. Homan)*

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

9:15 p.m. *Consent Agenda (J. Thielman)*

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:

**November 25, 2025 Grant Memo*

9:20 p.m. *Subcommittee/Liaison Reports/Announcements (J. Thielman)*

- *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*

9:30 p.m. *Executive Session*

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;

Adjournment (J. Thielman)

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.

Correspondence Received

- *Letter to School Committee from P. Morrison, RE: Martin Luther King, Jr. Birthday Observance, 11-12-2025*

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:

Via Zoom:

Zoom Link

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Town of Arlington, Massachusetts

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Town of Arlington, Massachusetts

6:35 p.m. AEA Representative



Town of Arlington, Massachusetts

7:00 p.m. AHS Student Representative(s) to School Committee



Town of Arlington, Massachusetts

7:05 p.m. School Committee Vacancy Candidates (J. Thielman)

Summary:

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- Valentina Di Blasi
- Jeff Miller
- Caitie Peterson
- Mary Pat Lancelotta
- Dmitry Vasilyev
- Crystal Haynes Copithorne
- Justin Harris
- Katharine Conn
- Heather Leet

ATTACHMENTS:

Type	File Name	Description
Application	School_Committee_Letter_of_Interest_-_Jeffrey_Miller.pdf	Miller, J. - Letter of Interest, SC Vacancy
Application	Jeff_Miller_CV_-_School_Committee.pdf	Jeff Miller CV - School Committee
Application	C._Peterson_School_Committee_Statement_.pdf	C. Peterson School Committee Statement
Application	Caitlin_Peterson_Resume_2025.pdf	Caitlin Peterson Resume_2025
Application	Saadat__Alham-2025-Resume-APS.pdf	Saadat, Alham-2025-Resume-APS
Application	Saadat_Arlington_School_Committee_LOI.pdf	Saadat_Arlington School Committee_LOI
Application	Valentina_Di_Blasi_CV_(1).pdf	Valentina Di Blasi CV (1)
Application	Valentina_DiBlasi_Letter_of_Interest.pdf	Valentina DiBlasi Letter of Interest
Application	Lancelotta__Mary_Patricia_Resume_Oct_2025.pdf	Lancelotta, Mary_Patricia_Resume_Oct 2025
Application	Lancelotta__Mary_Patricia_-_Letter_of_Interest.pdf	Lancelotta, Mary_Patricia_Resume_Oct 2025
Application	resume_vasilyev_(1).pdf	Vasilyev, D. - Resume
Application	statement_of_purpose_(1).pdf	Vasilyev, D. - statement_of_purpose (
Application	Grossman_Letter_.pdf	Grossman Letter for C. Haynes Copithorne
Application	Carney_Letter.pdf	Carney Letter for C. Haynes Copithorne
Application	Harvey_Letter.pdf	Harvey Letter for C. Haynes Copithorne
Application	Letter__Arlington_School_Committee.pdf	C. Haynes Copithorne - Letter_Arlington School Committee
Application	Arlington_Public_Schools_Mail_-_Haynes-Copithorne_Application_for_School_Committee_Seat.pdf	Arlington Public Schools Mail - Haynes-Copithorne Application for School Committee Seat
Application	RESUME_NOV_2025.pdf	Haynes Copithorne, C. - Resume
Application	Harris_SchoolCommitteeStatement.pdf	Harris_SchoolCommitteeStatement
Application	Harris_Resume_2024.pdf	Harris_Resume_2024
Application	Letter_of_Interest_Katharine_Conn_11.14.2025_vF.pdf	Letter_of_Interest_Katharine_Conn_11.14.2025_vF
Application	KConn_CV_2025_APS_School_Committee.pdf	KConn_CV_2025_APS_School_Committee
Application	Leet__Heather_-_CV.pdf	Leet, Heather - CV
Application	Leet__Heather_-_School_Committee_Vacancy_dup.pdf	Leet, Heather - School Committee Vacancy

November 13, 2025

Arlington School Committee
14 Mill Brook Drive
Arlington, MA 02476
Attn: Elizabeth Diggins, Administrative Assistant

Dear Members of the Arlington School Committee,

I am writing to express my interest in filling the vacant School Committee position. I have a deep appreciation for public education, having attended public schools throughout my childhood, and now parenting two Bishop children (grades 5 and 2) with a wife who is an early childhood educator. My volunteer work with the the Arlington Libraries Foundation over the past seven years has been driven by values shared by those on the Committee: 1) a commitment to nurturing literacy at all ages, 2) appreciation for an equitable and accessible space where community members can build relationships with one another, and 3) collaboration with Arlington neighbors to drive positive change in our town.

I believe my professional and volunteer experience would complement the skills and perspectives already represented on the Committee. In two decades of experience in strategy, finance, and governance, I have served on ten corporate boards as well as four nonprofit boards. My focus throughout has been on building relationships, engaging diverse perspectives, analyzing data, and making disciplined, evidence-based decisions about allocating scarce resources. I have advised and consulted in countless situations where financial investments are scrutinized for their impact, trade-offs, and alignment to a strategic plan. These skills and experience will be valuable to the Committee in the coming months as it evaluates data on key initiatives such as heterogeneous classrooms and develops budgets and contingency plans ahead of an upcoming override vote.

Raising a child from the 2020 “iPad kindergarten” cohort, I am particularly passionate about how the rapidly evolving technology landscape is changing childhood. Over the past 18 months, I have engaged in a variety of initiatives at the national, state, town, and school levels to help parents, caregivers, and administrators take practical steps toward balancing the potential benefits of technology and the harms that can follow. In Massachusetts, I have been part of a coalition of advocates that have crafted a model smartphone-free schools bill and have met with state legislators to refine and rally support for the bill that recently passed the Senate. Arlington parents care deeply about these issues, as evidenced by hundreds of Arlington residents supporting the “bell to bell” phone-free schools legislation, and hundreds more signing a pledge to “Wait Until 8th” grade before giving their children smartphones.

I am grateful that Arlington has a technology-literate superintendent who has been responsive to parental concerns and has made progress toward key initiatives like phone-free schools. At the same time, I believe the School Committee can play a larger role in reviewing data, providing

guidance, refining policy, and offering public transparency around emerging technology topics that profoundly affect our students' education and development. Neighboring districts such as Malden have created a Technology Subcommittee to review data and consult on smartphone policies, educational technology, and artificial intelligence. I believe Arlington would benefit from a similar approach, or by organizing a Community Relations meeting specifically around these topics.

I see significant imminent changes on the horizon with regards to how artificial intelligence will impact our schools. Since the APS strategic plan was developed in late 2022, the technology landscape has changed dramatically with the introduction of ChatGPT and the impact of generative AI on our economy, education, and society. There are many exciting prospects for AI, but also significant concerns, especially for the use by minors and in a school setting. These tools are already being used (at least informally) by students, teachers, administrators, and school-approved technology. This makes it critical and urgent for the School Committee to provide appropriate oversight and for the district to ensure transparency, equity, and data privacy, while preparing students for the next stage of their educational and professional journeys.

I have found deep fulfillment in community engagement since moving here in 2016. I would be grateful for the opportunity to serve our community further as a member of the School Committee and to contribute a thoughtful, data-informed, and collaborative voice to its work.

Sincerely,

Jeffrey Miller
53 Academy St
Arlington, MA
jeff.b.miller@gmail.com

JEFFREY MILLER

Arlington, MA
[linkedin.com/in/jeffreymiller/](https://www.linkedin.com/in/jeffreymiller/)

(617) 512-1872
jeff.b.miller@gmail.com

Summary

- Service-oriented collaborative leader who values community engagement, fostering long-term relationships, fact-based decision making, and building trust and consensus to drive change
- Seasoned financial and strategic executive with two decades of experience in governance, budgeting, and operational leadership across corporate and nonprofit sectors. Committed to transparent fiscal management, evidence-based policy, and ensuring that technology and innovation serve student learning and community well-being

Community Leadership & Governance Experience

ARLINGTON LIBRARIES FOUNDATION

Treasurer

2018 – Current

- Financial leader of “working board” devoted to raising donations for Arlington libraries and building organizational capabilities / fundraising capacity for future capital campaigns
- Prepare and present treasurer’s report with financial results, analysis of performance metrics, and opportunities for improvement
- Established investment strategy for financial reserves to maximize returns in light of goal-specific time horizons
- Develop annual budget to reflect financial trends, organizational strategic goals, and input from board members with differing functional expertise (e.g., marketing lead)

HUMANIST CHAPLAINCY AT HARVARD & M.I.T.

Treasurer

2018 – Current

- Oversee financial operations including quarterly financial reporting, budgeting, cash reconciliation, and disbursement of expenses
- Recommended and helped negotiate organizational restructuring to right-size cost base and operations

Technology & Childhood Advocacy

2024-Current

- Treasurer of **Turning Life On (MA)** and **Smartphone Free Childhood U.S.** - nonprofits helping parents and schools mitigate the impact of smartphones on childhood learning and wellbeing
- Member, **Distraction Free Schools Coalition** - collaborated on legislative advocacy for MA statewide phone-free schools policy
- Founder, **Arlington Parents – Smartphone Sense** – community network of ~750 parents focused on healthy technology use

Professional Experience (Selected Highlights)

ACXION FOODSERVICE

EVP Strategy & Acquisition

February 2025 – Current

- Executive leader of foodservice sales and marketing agency, responsible for analytics, new revenue streams, and M&A pipeline
- Oversee 14-person analytics team with focus on cross functional collaboration and strategic investments with high ROI
- Driving acquisition efforts by prioritizing segments, cultivating prospects, conducting due diligence, and structuring transactions
- Lead AI and data-governance initiatives, developing policies for responsible automation and digital transformation

PROSPECT HILL GROWTH PARTNERS

Partner (2021-2025); Principal (2017-2020); Vice President (2012-2016)

November 2012 – January 2025

- Investor at operationally-oriented private equity firm focused on consumer, healthcare, and business services
- Served as hands-on Board director of ten companies with revenue ranging from \$25-\$350MM across multiple industries
- Reviewed, revised, and approved budgets as well as performance improvement plans
- Introduced incentive structures to align leadership performance with business outcomes, fostering accountability and retention
- Spearheaded internal recruiting efforts, and mentored and developed junior professionals by providing hands-on coaching

SAWAYA PARTNERS

Associate (2009-2012); Analyst (2007-2009)

August 2007 – October 2012

- Advised private equity and strategic clients at boutique investment bank focused exclusively on middle market Consumer M&A

L.E.K. CONSULTING

Associate

September 2005 – July 2007

- Advised corporate and private equity clients on growth strategies and market assessments at international strategy consulting firm

Education

HARVARD UNIVERSITY, A.B. in Economics, *cum laude* (2005)

Caitlin Peterson
11 Martin St.
Arlington, MA 02474

November 12, 2025

Arlington School Committee
14 Mill Brook Drive
Arlington, MA 02476

Dear Members of the Arlington School Committee,

I am writing to express my strong interest in the recent vacancy on the School Committee. I am a dedicated educator with over a decade of experience working public schools, a parent of both an elementary school student and preschooler, and a committed citizen of the town of Arlington. I am deeply invested in the success of our public schools and dedicated to working collaboratively to foster an environment of excellence and equitable opportunity for all students. My extensive experience, expertise, and leadership philosophy render me an ideal candidate for the School Committee.

My twelve years of experience as a public school teacher grant me particular insight and understanding into the granular and global functions of school systems. For six years, I served as a Team Leader, overseeing a cohort of over 200 students annually. This role required extensive stakeholder collaboration, including liaising with parents and community members, collecting data and using it to devise and implement new initiatives for students and families, and coordinating with teachers, families, and administrators to ensure academic, behavioral, and social emotional success for every student. Furthermore, I gained invaluable governance experience through my participation on both a curriculum review committee and a middle school principal hiring committee in the Westwood Public Schools. These leadership opportunities have awarded me a myriad of transferable skills, notably data analysis and interpretation, strategic planning, policy development, program evaluation and consensus building.

Furthermore, I have demonstrated a deep commitment to APS's strategic priority of ensuring equity and excellence throughout my career. I founded and led an anti-racist educators working group, which evolved into an Equity Leadership position within the district. In this role, I planned and facilitated professional development with the goal of making Westwood Public Schools more welcoming, equitable, and inclusive. Currently, I serve as the Literacy Specialist for grade eight, wherein I co-teach

humanities classes and support implementation of rigorous, high-quality curriculum that is accessible to all students. I also manage my school's Tier 2 literacy intervention program, overseeing the entire process from data analysis and diagnostic assessment to teaching small groups.

My commitment to APS is both professional and personal, as my own family is deeply invested in the success of our schools. In the spirit of transparency, I wish to clearly state that my spouse is a teacher within the district. I understand and fully embrace the ethical obligation this requires. I commit to publicly recusing myself from all discussions, deliberations, and votes directly involving teacher union contract negotiations, compensation (salary and benefits), and any other matter where my spouse's employment could create a perceived or actual conflict. With this ethical framework clearly established, my focus will remain squarely on the overarching policy, strategic needs, and academic achievement of the district.

My experiences in leadership roles throughout my career have been a rewarding way to contribute to my school and district community. I relish the opportunity to bring my insights and passion to Arlington, a town where I love living and feel proud sending my children to school. If selected, I will approach every decision with diligence, transparency, and an unwavering focus on maximizing student achievement and well-being. I look forward to the opportunity to contribute my skills and expertise to the continued success of Arlington Public Schools.

Sincerely,

Caitlin Peterson

caitiepeterson@gmail.com

(781) 789-8516

Caitlin Peterson

11 Martin St, Arlington, MA 02155
caitiepeterson@gmail.com • (781) 789-8516

LEADERSHIP EXPERIENCE

Westwood Public Schools

Team Leader

Westwood, MA
2016-2024

- Shared administrative responsibilities for 7 Blue students and teachers on matters related to curriculum, instruction, social-emotional learning, and behavior
- Fostered collaboration and communication among teachers, families, administration, and student services
- Led team meetings twice weekly to discuss student progress, team goals, and initiatives
- Collaborated with team members to create and implement activities and initiatives to improve student learning
- Initiated and manages data collection and analysis to improve student learning across team
- Encouraged interdisciplinary connections by providing team time to explore relationships across content areas
- Facilitated student growth by creating and overseeing strategic plans to optimize individual student needs
- Managed behavior referrals, encouraging student reflection to maintain a safe, caring learning environment
- Supervised and streamlines team-wide communication to families to foster school-home connections
- Oversaw team field trips from conception to planning and delegation to day-of coordination
- Served on Library curriculum review team to research best practices, review educational literature, and examine learning standards in order to make recommendations for program improvement

Westwood Public Schools

Equity Leader

Westwood, MA
2020-Present

- Founded and facilitated TMS's Anti-Racist Educators group, a grassroots effort to make our school more inclusive for all students
- Builds capacity of educators across the district to improve practices and structures that support the strategic progress toward a more equitable, integrated school district as member of Equity Leader Team

TEACHING EXPERIENCE

Westwood Public Schools

Literacy Specialist, English Language Arts Teacher, and Social Studies Teacher

Westwood, MA
2013-Present

- Manages Tier 2 Literacy Intervention Program; utilizes data for diagnostic assessment and small-group instruction
- Co-teaches and collaborates with staff to ensure high-quality, rigorous curriculum is accessible to all students
- Provides expert consultation on evidence-based literacy strategies to integrate intervention techniques into curriculum
- Plans and implements highly effective state standard-aligned units and lessons emphasizing backwards design
- Fosters democratic discussion with emphasis on respect and civic engagement in both ELA and social studies
- Revises and refines curriculum annually based on teacher, administrator, and student feedback
- Recommends candidates for principal, literacy coach, and ELA positions as member of hiring committees
- Mentors new teachers by advising on curriculum, family communication, school/district policies, and culture
- Engages in district-wide MCAS data analysis to recommend next steps for addressing identified concerns
- Collaborates with Humanities department colleagues to ensure vertical and horizontal alignment of curriculum
- Oversaw Writers Who Read Conference from conception of event, to budget, to recruitment and management of presenters, to day-of event coordination
- Reads current young adult and literary fiction and nonfiction to stay abreast of recent high quality texts for possible incorporation into curriculum or independent reading opportunities

TEACHING EXPERIENCE (CONTINUED)**Nagaokakyo Board of Education***Assistant English Teacher*

Nagaokakyo, Japan

2012-2013

- Collaborated with Japanese English teachers to team teach English classes at four local junior high schools

Boston Latin School*Eleventh Grade Student Teacher*

Boston, MA

2011-2012

- Assumed full educational responsibility for two sections of College English, including communication with parents, individual student conferences, and assessment

PROFESSIONAL DEVELOPMENT EXPERIENCE**Westwood Public Schools***Professional Development*

Westwood, MA

2017-Present

- Creates and facilitates 30-hour PD courses for K-12 colleagues, achieving consistently excellent ratings
- Evaluated district professional development needs and analyzed course proposals to provide strong offerings for district-sponsored PD as a member of the professional development council
- Collaborated with METCO liaison in creation and facilitation of PD seminar for Westwood educators

Primary Source*Online Course Facilitator*

Watertown, MA

2015-2022

- Facilitated “Engaging Culturally and Linguistically Diverse Students and Families in Secondary Schools”

Related Professional Development Courses: Acquiring Coaching and Teacher Leadership Expertise, Teacher Leadership: The Next Step in Professional Evolution, Enacting Systemic Change

Boston College, Lynch School of Education

M.Ed in Secondary Education and English

Chestnut Hill, MA

May 2012

Boston College, College of Arts & Sciences

BA in English

Chestnut Hill, MA

May 2008

SKILLS & INTERESTS

- Alpine skiing and ski racing
- Reading and writing fiction with a special focus on young adult literature
- Impact of artificial intelligence on education

LICENSURE**Massachusetts Certification**, Supervisor/Director - English, Initial License**Massachusetts Certification**, English, Grades 5-12, Professional License**Massachusetts Certification**, History, Grades 5-8, Initial License**Massachusetts Certification**, Sheltered English Immersion Endorsement, Teacher

ALHAM SAADAT

62 MAGNOLIA ST. ARLINGTON, MA

951-764-6236 | alhams999@gmail.com | linkedin.com/in/alham-saadat-ms

PROFESSIONAL SUMMARY

Purpose-driven leader with extensive experience in biomedical research, ethics, nonprofit governance, political campaigns, fundraising, and administrative leadership. Skilled in cross-functional collaboration, strategic planning, change management, and executive communication to advance organizational goals in complex, fast-paced environments.

PROFESSIONAL EXPERIENCE

INNOVATION TRAIL OF GREATER BOSTON, Cambridge, MA

10/2025 – Present

Executive Director

- Works with the board of directors to develop and implement the organization's long-term strategic plans and vision.
- Provide leadership to ensure the organization's goals are met while managing relationships with stakeholders and serving as the public face of the organization.

BROAD INSTITUTE OF MIT AND HARVARD, Cambridge, MA

03/2021 – 07/2025

Associate Director, Ethical, Legal, and Social Implications of Research

- Founded and directed Broad's Research Ethics Consultancy, integrating ethical foresight into high-impact biomedical research and guiding scientists on how research decisions shape health equity.
- Served on Broad's Data Access Committee, ensuring responsible and ethical use of research data in alignment with participant consent and regulatory standards.
- Served in the Research Integrity Working Group, partnering with Legal, Communications, and Academic Affairs to identify vulnerabilities and implement scalable prevention and mitigation frameworks.
- Played a key role in institutional change management processes, including the development of policies around emerging technologies such as generative AI.
- Developed internal memos and executive briefings in response to national and global events, aligning messaging with institutional mission, values, and voice.
- Partnered with the Global Alliance for Genomics and Health (GA4GH) and the Center for ELSI Resources and Analyses (CERA) on ethics and regulatory workstreams.
- Coordinated collaborative grantmaking and funding strategies with partners

ARLINGTON LIBRARIES FOUNDATION (ALF), Arlington, MA

02/2021 – Present

Chair

- Directed governance, budgeting, and fundraising campaigns, overseeing executive operations for nonprofit supporting the public library system, generating a 15% increase in donor contributions.
- Provided strategic leadership to a team of 12, directly guiding the recruitment and onboarding of a new development director, strengthening donor engagement and improving pipeline tracking and performance-driven campaign execution.
- Acted as the primary spokesperson for ALF, ensuring alignment between internal and external communication and fostering key relationships with donors and stakeholders.

BUILD ARLINGTONS FUTURE, Arlington, MA

01/2019 – 06//2019 and 06/2023 – 11/2023

Steering Committee Member, Override and Debt Exclusion Campaigns

- Spearheaded disciplined and value-aligned public communication and outreach strategies for ballot campaigns, securing over \$300M in local infrastructure investments.
- Coordinated volunteers, timelines, and cross-sector partnerships to build voter trust and support long-term investment in critical public institutions such as schools.

SAFER TEACHERS, SAFER STUDENTS TESTING COLLABORATIVE, Cambridge, MA

07/2020 – 04/2021

Parent-Scientist Volunteer in Public Policy

- Co-led design and implementation of pilot projects to inform state-wide strategy for a broader scale implementation of a SARS-CoV-2 surveillance testing program across Massachusetts public schools during the COVID-19 pandemic.
- Co-managed operational logistics and stakeholder coordination across parents, educators, school administrators, Department of Elementary and Secondary Education, and public health officials.

- Helped establish testing protocols, data systems, and reporting structures, enabling timely case detection and risk mitigation.
- Contributed to strategic communications, community engagement, and coalition building, amplifying the role of parent-scientists in public health response.
- Co-authored Cell (2021) publication, “The Power of Parent-Scientists,” documenting the initiative’s impact on school safety.

ARLINGTON TOWN MEETING, Arlington, MA

04/2017 – Present

Elected Member

- Elected for three consecutive terms to serve in Arlington’s legislative body.
- Engaged in accessible, transparent policymaking in budgeting, education, housing, and land use.
- Partnered with constituents and municipal departments for inclusive public services, such as affordable and accessible after-school care.
- Developed strong fluency in local government processes, civic partnerships, and municipal finance.

RESEARCH EXPERIENCE

BROAD INSTITUTE OF MIT AND HARVARD, Cambridge, MA

10/2016 – 03/2021

Senior Research Associate

- Conducted genomic research on the role of non-coding variants in cardiometabolic disease.
- Stepped into leadership role during extended Principal Investigator absence, managing staff, budgets, and scientific priorities.

GENENTECH, NOVARTIS (GNF), PENN STATE UNIVERSITY, Multiple

12/2000 – 06/2016

Research Scientist and Associate Roles

- Senior researcher roles in cancer and neuroscience projects, focusing on experimental design, team coordination, and cross-departmental project execution.
- Co-authored eight publications, developed novel experimental models, and collaborated across academic and industry teams.

SKILLS

- **Organizational Leadership:** Ethics and biomedical innovation, strategic planning, board governance, budget and program management
- **Fundraising and Resource Development:** Donor engagement, grant writing, team management
- **Community Engagement and Public Impact:** Stakeholder relations, civic leadership, political campaigns
- **Communication and Outreach:** Marketing, public relations, STEM education, science storytelling

EDUCATION

Master of Science (M.S.), Bioethics, HARVARD UNIVERSITY, Cambridge, MA

Bachelor of Science (B.S.), Biological Sciences, UNIVERSITY OF CALIFORNIA, SAN DIEGO, La Jolla, CA

AWARDS

Excellence Awards, BROAD INSTITUTE (2020, 2018)

- Community Engagement and Scientific Support.

MEMBERSHIPS AND VOLUNTEERING

Chair, ARLINGTON LIBRARIES FOUNDATION BOARD (2021 – Present)

Board Member, WELCOMENST (2023-Present)

Elected Official, ARLINGTON TOWN MEETING (04/2017 – Present)

Advisory Council Member, Mass Science and Technology Policy Fellowship (MASTPF) (2025-Present)

Parent Volunteer, Hardy School PTO (2018 – Present)

Alham Saadat

62 Magnolia St. Arlington, MA 02474

alhams999@gmail.com | 951-764-6236

November 7, 2025

Arlington School Committee

Arlington Public Schools | Arlington, MA

Dear Members of the School Committee,

I am writing to express my interest in serving on the Arlington School Committee for the interim term to fill the upcoming vacancy. As a long-time Arlington resident, Town Meeting Member, and parent of three Arlington Public Schools students (two at the Hardy and one at the Ottoson), I would be honored to contribute my experience in governance, public service, education support, and ethics to help guide our schools through this transition period.

Since moving to Arlington in 2016, I have dedicated my time and skills to strengthening the systems that support our students, families, and educators. I served on the steering committees for the successful 2019 debt exclusion and operational override campaigns, which enabled the rebuilding of Arlington High School and secured sustainable funding for municipal services, including our schools. More recently, I supported the 2023 operational override campaign that provided critical resources to advance the School Committee's Strategic Plan of supporting excellent instruction, talented and diverse staffing, and strong partnerships with families.

At the school level, I have been an active member of the Hardy PTO since 2018. I lead the Garden Team, which developed curriculum and activities to teach students about native plants and pollinators, and I helped plan our biannual STEAM Festival, creating accessible hands-on opportunities for families to explore science, technology, engineering, art, and math together.

Beyond my work in the schools, I serve as Chair of the Arlington Libraries Foundation, where I oversee governance, budgeting, and fundraising campaigns for our town's libraries. In this role, I direct executive operations for a nonprofit and serve as a key spokesperson—ensuring alignment between internal priorities and community partnerships.

Professionally, I am the Executive Director of The Innovation Trail of Greater Boston and previously led the Research Ethics Consultancy at the Broad Institute of MIT and Harvard, guiding responsible and equitable practices in biomedical research. Across these roles, I have developed expertise in strategic planning, stakeholder engagement, and evidence-based decision-making, which are all essential to thoughtful, effective school governance.

I believe public education is central to a flourishing and equitable society. If selected, I would bring a collaborative and analytical approach to ensuring our schools give every student the opportunity to thrive, that we remain transparent and responsive to families, and that we center student well-being in all decisions. Thank you for your consideration. I would be honored to contribute to the continued excellence of Arlington Public Schools.

Sincerely,

Alham Saadat

Valentina Maria Di Blasi

57 Warren St. Arlington, MA – v.diblas@northeastern.edu – +1 (857) 347 8579

Summary

Collaborative and globally-minded senior leader with extensive experience in advancing strategic and operational goals. Focused on inclusive and meaningful student development in international higher education.

Professional Experience

Northeastern University, Boston, MA

Director of International First-Year Programs

June 2023 – present

- Lead the development and management of global First-Year study programs and partnerships.
- Supports curricular and co-curricular development initiatives, including the development and delivery of faculty-led global education experiences.
- Provide vision and leadership for international First-Year education initiatives in a highly collaborative environment including program planning, development, expansion, and oversight of budgets.
- Collaborate with academic departments and other key University stakeholders in the integration of the global experience with the on-campus curriculum and experience.
- Establish and maintains professional networks with related local, state, national, and international organizations and agencies.

Associate Director of International First-Year Programs

December 2021 – June 2023

- Responsible for the successful delivery of a portfolio of Northeastern signature cohort-based programs for first-year students.
- Ensure that program goals and design are implemented as intended, with special emphasis on learner engagement, student services, and programming.
- Manage site specific program operations and develop overarching programmatic frameworks aimed at promoting student success and global learning.
- Train and manage onsite staff and coordinate with international partners to ensure student well-being, community-building, and global learning facilitation.
- Rotate as part of GEO emergency triage, respond to emergency issues, and serve as the first point of escalation.

Hult International Business School, Boston, MA

Head of Student Life

August 2019 – December 2021

- Responsible for the development, implementation, and evaluation of comprehensive co-curricular student involvement and engagement programs for diverse international campus
- Plan and execute large-scale campus-wide traditions including UG Welcome Week, intake and orientation, signature events, and graduation
- Serve as an advisor to student government, student programming board, and student clubs
- Provide leadership for integrated and cooperative programs with campus and global stakeholders
- Chair of the Disciplinary Review Committee to investigate and adjudicate incidents of community standard violations
- Serve on the COVID-19 response team and fulfill on-call rotating responsibilities for campus emergencies

John Cabot University, Rome, Italy

Dean of Students

July 2018 – August 2019

- Provide leadership and direction for all student life programs and departments including strategic planning consistent with the mission of the University, implementation of policies and procedures, departmental crisis and risk management, and housing occupancy management and forecasting
- Responsible for departmental budget development and management
- Work in close collaboration with Academic Affairs, Enrollment, and key campus stakeholders to plan and deliver a meaningful student experience
- Perform regular assessment and evaluation to determine student satisfaction and success. through formal and informal means
- Set and maintain semester-on-semester high student performance standards as measured by enrollments/yield, course pass rates, persistence, retention and student satisfaction

Associate Dean of Students

January 2017 – July 2018

- Assist in the establishment and administration of equitable student judicial policies and procedures, while engaging members of the community to best build a sense of accountability and respect. Hear higher level cases, handle appeals, and determine matrix of sanctions for policy violations
- Oversee and steward the First Year Experience, which includes Pre-Departure Orientations for partner schools, on-campus Orientation in collaboration with the Student Services Department, and first-year programming. Provide general support and advising for first-year students and serve as a central resource in helping them solve non-academic concerns and refer them to appropriate campus resources as necessary

Associate Director of Student Services

May 2016 – January 2017

- Oversee departmental operations for immigration services, student activities and leadership programs, social media management, and campus events
- Participate in student conflict resolution process by facilitating formal or informal outcomes
- Fulfill on-call responsibilities including being available at all hours for crisis intervention and support in student health and mental health cases

Program Manager, Student and Family Orientation

October 2013 – May 2016

- Develop and implement Orientation week once a semester, four times per year for diverse student populations including undergraduate and visiting students
- Lead multiple Orientation Planning Committees made up of faculty, students and administrators to accomplish established goals associated with new student transition
- Recruit, select, train and supervise Student Assistants, Orientation Leaders and Peer Mentors
- Manage pre-orientation communication and develop educational materials

Catholic Charities of Boston, Boston, MA

Program Coordinator, Refugee & Immigrant Services

September 2012 – August 2013

- Coordinate delivery of resettlement and placement services for newly arriving refugee families
- Ensure compliance with regulations by maintaining correct documentation and case notes in a highly stressful and fast-paced environment
- Provide culturally appropriate case management and advocate for client rights

Chelsea Public Schools, Chelsea, MA

Instructor, Intergenerational Literacy Project

January – August 2012

- Responsible for teaching a class of 30 adults
- Assist ILP director in developing and revising curriculum
- Design lessons and assess learners' progress incorporating both formative and summative assessments

- Participate in the publication of the program's annual anthology
- Engage in ongoing program development and community planning
- Oversee tutors during classroom instruction, including assigning them to groups of learners, giving them specific tasks to carry out in working with groups, monitoring their performance, providing feedback and suggesting additional strategies they can use in working with learners

Education Development Center, Waltham, MA

Research Project Coordinator, International Division

January – December 2011

- Assist with the production of quarterly reports and white papers
- Publish monthly newsletter and manage online content for project website
- Responsible for maintaining ongoing communications with field sites in Eastern Europe

Fulbright Commission France, Paris, France

Intern, Commission franco-americaine d'échanges culturels

September – December 2009

- Develop material for information sessions and pre-departure orientations
- Supervise web content, online student forums, and other departmental communication
- Plan and implement activities and events for Fulbright scholars and alumni
- Coach prospective students on the application process for U.S. colleges and exchange programs

Education

Northeastern University, Boston, MA

Ed.D. Higher Education Administration

Expected graduation May 2028

Boston University, Boston, MA

M.Ed. International Educational Development

May 2012

B.A. International Relations

May 2010

Leadership and Volunteering

Northeastern University, Boston, MA

Global Learning Experience 1-credit seminar course, Instructor

September – December 2023

John Cabot University

Staff Council President, elected position

August 2015 – January 2018

VA32 South, NGO, Cintza, South Africa

Education Division, Project Team Leader

June – August 2009

Skills and Projects

Languages: Italian and English (Native), French (Proficient)

Publications: Master of Education Degree Thesis *Learning the EU at School: A Proposed Curriculum Framework* (May 2012), USAID-EDC White Paper *Addressing Corruption in Education: A Toolkit* (March 2012)

Memberships: NASPA, NODA, AACUPI, EUASA, The Forum for Education Abroad

Application for Arlington School Committee Vacancy

Valentina Maria Di Blasi <valentina.dibiasi@gmail.com>

Fri, Nov 7, 2025 at 1:51 PM

To: ediggins@arlington.k12.ma.us

Dear Members of the Arlington School Committee,

I am writing to express my interest in serving on the Arlington School Committee. As a parent of a kindergartener at Thompson Elementary and a younger child who will soon attend, I am deeply invested in the success of our public schools. My motivation to serve stems from a lifelong commitment to education and a belief that every child deserves equitable access to an excellent learning experience that supports their full potential.

Professionally, I have devoted more than twenty years to education leadership and currently serve as Director of International First-Year Programs at Northeastern University. I hold an advanced degree in education and am currently pursuing my Doctorate of Education with a research focus on parental involvement in student success.

In Arlington, I have begun contributing through the Thompson PTA, where I have witnessed firsthand the dedication of our educators, staff, and families. I hope to extend that service through the School Committee, bringing both professional insight and a parent perspective to support thoughtful decision-making. I see the School Committee as a vital bridge between families, educators, and town leadership, ensuring that our shared goals reflect the needs and aspirations of the entire community.

If appointed, I would focus on policies and initiatives that promote student success, inclusion for all learners, and continued educational excellence in our district. I am committed to ensuring that every child, regardless of background, ability, or circumstance, feels seen, supported, and challenged.

I also recognize the importance of balancing vision with practical stewardship of district resources, grounding decisions in transparency, data, and collaboration. My experience leading teams and programs equips me to contribute effectively to the governance and operational oversight necessary for sustaining high-quality education in Arlington. In my professional role, I have extensive experience in strategic planning, collaborative decision-making, and operational management. My work has centered on building programs that empower students, strengthen community partnerships, and foster belonging across diverse educational environments.

I am eager to listen, learn, and work with fellow committee members to advance the goals of Arlington Public Schools and ensure that every family feels welcomed and valued in our community.

Thank you for considering my application. Please see attached my resume for your review, and do not hesitate to reach out if you have any questions.

It would be an honor to serve the town and its schools in this capacity.

Sincerely,

Valentina Di Blasi

2 attachments



Valentina Di Blasi CV.pdf

169K



Di Blasi School Committee Application .pdf

53K

Mary Patricia Lancelotta

Arlington, MA | +1 (646) 382-4912 | mplancelotta@gmail.com | <https://www.linkedin.com/in/mplancelotta>

SUMMARY

Strategic biopharma and diagnostics executive with deep experience commercializing disruptive technologies that transform patient care. Proven success leading global teams, scaling businesses from start-up through IPO to profitability, and building enduring partnerships across biopharma and diagnostics. Expertise spanning strategy, marketing, communications, and business development.

PROFESSIONAL EXPERIENCE

ADAPTIVE BIOTECHNOLOGIES

Seattle, WA

SVP, MRD BioPharma Business (2023–present)

- Lead team building and managing >50 pharma collaborations across 170+ clinical trials, most of which use MRD as an endpoint
- Delivered >\$50M revenue and >\$70M in bookings in 2024; on track to exceed both revenue and bookings targets in 2025
- Negotiated several major biopharma partnerships leading to portfolio diversification and >\$80M in potential milestone payments, including first CDx partnership (to be announced)
- Re-organized team and strengthened cross-functional alignment among lab, operations, regulatory, and commercial to streamline deal execution, and increase efficiency
- Refined biopharma value proposition, accelerating portfolio growth, diversification of opportunities, and record bookings across high-value partnerships

SVP, Corporate Affairs & Communications (2018–2023)

- Defined Adaptive's corporate narrative and brand strategy in preparation for 2019 IPO, aligning messaging with corporate objectives and market positioning
- Partnered with executive leadership and advisors on S-1, TTW, and roadshow materials for \$320M oversubscribed IPO (one of the largest biotech IPOs of its time).
- Significantly elevated corporate visibility and reputation through major media campaign during COVID-19, achieving >950M audience reach including national broadcast (NBC, CNN, CNBC, ABC) and print coverage (NY Times, Bloomberg) of novel T-cell based COVID test launch and EUA (est. audience reach >950MM)
- Built internal communications infrastructure to support growth from ~300 to 750 employees and guided organization through a 2022 strategic realignment.

HEALTHCARE & LIFE SCIENCES COMMERCIAL ADVISOR (2017–2018)

Advised biotech and digital health companies (including GRAIL and Philips) on commercial strategy, business development, and market access.

LUMICELL, INC. (2016-2017)

Wellesley, MA

SVP, Commercial Operations

- Defined value proposition and go-to-market strategy for intraoperative imaging platform to eliminate residual cancer margins.

FOUNDATION MEDICINE, INC. (2010-2015)

Cambridge, MA

VP, Strategic Marketing

Commercial Leadership/Product

- Founding member of the commercial team; launched and drove adoption of FoundationOne and FoundationOne Heme, achieving \$33M revenue and ~33K annual tests within three years.

- Built and led marketing team overseeing product, payer, and patient marketing to drive market development and product adoption.
- Aligned clinical trial strategy with Medical Affairs to build data sets that accelerated product adoption and support reimbursement.
- Built partnerships with advocacy groups and collaborators to drive test actionability by expanding access to clinical trials and enabling therapy selection based on genomic testing results.
- Developed and executed marketing and communications strategy for the groundbreaking Lung-MAP trial as a founding member of its Public Affairs Committee.
- Co-inventor on patents for the Interactive Cancer Explorer (ICE) cloud reporting tool, developed to guide action based on genomic information

Corporate Communications/Investor Relations

- Played a pivotal role in developing unique corporate positioning through three successful, oversubscribed financing rounds (Series A, B and IPO)
- Served as a **core member of the IPO team**, developing commercial diligence to support the company's **oversubscribed \$122 M public offering**.
- Directed commercial diligence and global market analyses that underpinned negotiation of a \$1.3 B strategic partnership and majority acquisition by Roche/Genentech.

QUEST DIAGNOSTICS, INC. (2005-2010)

Madison, NJ

Director, Strategic Initiatives, Office of the CMO

Senior Manager, Market Strategy & Analysis

- Led corporate and regional strategy for \$5B business unit; built programs to integrate >800 physicians and scientists across business lines.
- Managed interim \$50M sales territory and 7-person team, improving customer engagement and regional growth.

THE FRANKEL GROUP (2005–2007)

New York, NY

Consultant, Life Sciences Strategy

- Advised biotech and pharma clients on commercialization, lifecycle management, and informed BD efforts to drive portfolio optimization.

ACCENTURE

New York, NY

Consultant, Electronics & High Tech (1998–2003)

Led multi-national cross-functional teams, including clients, in the design, development and testing of enterprise software for international implementations

BOARD & ADVISORY ROLES

Board Member: Molecular Match, Target Cancer Foundation, Ultivue (2021–2023)

Advisor: Artidis, ArteraAI

EDUCATION

Columbia Business School — MBA, Management (Honors)

Boston College — BS, Biochemistry (cum laude)

PERSONAL

Marathon runner (5x), skier, and global traveler with a passion for adventure and endurance sports.

Application for school committee member

1 message

Mary Pat Lancelotta <mplancelotta@gmail.com>
To: ediggins@arlington.k12.ma.us

Fri, Nov 7, 2025 at 3:19 PM

Dear Liz,

I'm writing to express my interest in serving on the Arlington School Committee. I have been a resident of Arlington for eight years and an active parent in the Stratton community through my work with the PTO and by facilitating community engagement initiatives.

Several of our neighboring school districts rank among the top in the state, and I believe Arlington is well positioned to take a leading role as well. Our community's diversity is one of its greatest strengths, and I would be thrilled to help shape a vision for what skills, mindsets, and civic capacities our students should develop to thrive as citizens and contributors to both our community and the future workforce. I'm particularly interested in ensuring that curriculum decisions and budget allocations align with preparing students to succeed in a rapidly changing world—one increasingly shaped by robotics, biotechnology, artificial intelligence, and other emerging technologies.

I'm deeply committed to supporting our schools and ensuring that every student has access to an excellent, equitable education that prepares them to contribute in their own unique way. Professionally, I bring experience leading cross-functional teams, building consensus among diverse stakeholders, managing complex budgets, and setting strategic priorities in mission-driven organizations. These skills—combined with a collaborative, data-driven approach—align well with the School Committee's responsibility to set policy, oversee district goals and budgets, and support the Superintendent's leadership.

My resume is attached - thank you for considering my interest. I would welcome the opportunity to discuss how I might contribute to the ongoing success of the Arlington Public Schools.

Warm regards,
Mary Pat Lancelotta

 **Mary_Patricia_Lancelotta_Resume_Oct 2025.pdf**
139K

Dmitry Vasilyev, Ph.D.

Email: vasilyev@alum.mit.edu phone: (617)777-2791

I am applying for the open position at Arlington School Committee that expires on March 29, 2026 (formerly held by Jane Morgan).

Summary: father of 3 kids ages 10, 12 and 15, statistician, scientist and educator who deeply cares for every child in Arlington and beyond.

Educational background:

- Ph.D. in Electrical Engineering and Computer Science at **MIT**
- Secondary degree in **Pedagogy and Psychology in higher education** from St. Petersburg State Polytechnic University (Russia)
- M.S. in **physics** at Saint-Petersburg State Technical University, St.Petersburg, Russia, Diploma with honors

Awards:

2004 Graduate Fellowship of National Semiconductor

2002 MIT Presidential Fellowship award

2000 Scholarship of the International Soros Science Educational program

1999 Scholarship of the International Soros Science Educational program

1998 Scholarship of the International Soros Science Educational program

Leadership/volunteering

[School Committee candidate from 2025](#). One of the founders of [Arlington Math Parents](#) parent group for raising the bar for math and sciences in Arlington.

Recent Job history

2023 - present **Sr. Principal Software Engineer at OpenEye Scientific**
Computational Chemistry and statistics for drug design

2019 - 2023 **Software Engineer at Tableau**

Did statistics, software engineering and analysis projects

2018 - 2019 **Principal Data Scientist/Engineer at Indigo Agriculture,**

Did data science, software engineering and statistics

2015 - 2018 **Data Scientist/Software Engineer at Facebook,**

Did engineering and data science projects

2012 - 2015 **Sr. Software Engineer at Mathworks,** Natick MA

Software engineering for numerical methods in Simulink

Dear Arlington School Committee,

With this letter I'd like to request your consideration for the vacancy at the School Committee due to the (unfortunate) resignation of Jane Morgan.

You probably remember me from my appearances during the "public comment" section of the Committee meetings, raising awareness regarding the academic level of APS math and science curriculum. I also [ran for the School Committee earlier this year](#); over 25% of voters voted for me.

I am a father of 3 children (10, 12 and 15 years old), the oldest one currently attends Arlington High School. Unfortunately, we had to withdraw two of my younger children from APS, due to them being bored at the classes, to the point of being disengaged. That said, this application is not just for the issue of academic boredom. I believe that I can help the School Committee in multiple constructive ways with my background as an educator, statistician and a parent.

I am afraid that my critical tone during the "public comment" time might have painted a wrong picture of me being generally critical and unlikely to be collaborative. I would like to dispel any concerns that I view APS as only negative! There are truly amazing parts to APS that I admire, and are truly wonderful, such as Arlington strings (which are just out of this world!) and social curriculum.

I hope that you can trust me when I say that I am much better at listening than I am at speaking.

By running for School Committee and now submitting this application I believe that I will add an important "voice for children", combined with my rigorous knowledge of statistics to the team.

I would like to stress that statistical analysis is something that should be done with the quoted scores and other numbers that are presented during the meetings. Correlation and causation with confounding factors make the picture much less clear, but this analysis should be done for the sake of fairness and transparency - not only in Arlington but also across the state.

Being an educator also allows me to view teachers' side of the story. It is very important to have members of the School Committee who are parents of kids at APS to ensure that the School Committee is compassionate and considers how difficult it is to be a child/teenager in this day and age. It is hard: as highlighted by a growing number of mental health issues [experienced by modern-day kids](#).

Sincerely,
Dmitry Vasilyev,
18 Cleveland Street,
Arlington MA

Tel 617-777-2791.

11/14/2025

November 13, 2025

Arlington School Committee
11 Mill Brook Drive
Arlington MA 02476

Re: Crystal Haynes

Dear Members of the Arlington School Committee,

It is my great pleasure to wholeheartedly recommend Crystal Haynes to be appointed as a member of the Arlington School Committee until the next town election. I have known Crystal since she joined the Arlington Human Rights Commission (AHRC), which I was also a member of, in 2019. Since then, I have gotten to know Crystal as an incredibly hard-working activist in Arlington, a kind and compassionate person, and someone with a deep commitment to education for all, community, and fairness.

While on the AHRC and after her term expired, I saw Crystal in action. She is a 'doer' who organized, hosted, and publicized many meaningful forums that dug into difficult issues during a time of social unrest and the global pandemic. Crystal helped the AHRC maintain its mission through her leadership, technical and communication skills, and thoughtful contributions to discussions and events. Without her, the AHRC would have been far less effective during her tenure.

In addition to these qualities, Crystal's belief in public education is clear. She believes in all students having access to necessary resources for their success, understands the importance of school/caregiver and school/community partnerships, and strongly believes that all students should have a sense of belonging in their schools, regardless of their identities. She is the product of a public school system, married to a high school history teacher who has been an educator for 16 years, and teaches at the university level. As a result, Crystal sees public education through different lenses that will serve her well as a School Committee member. In addition, her child will be entering the Arlington Public Schools as a kindergartener next school year so she will be expanding these lenses as a parent.

Lastly, Crystal's personal characteristics of enthusiasm, curiosity, kindness, being an active listener, and respect for others make her a team player who will work and collaborate with other members of the School Committee and Arlington Public Schools administration. I hope that you

will strongly consider Crystal's candidacy for this important role. Please feel free to contact me with any questions.

Sincerely,

A handwritten signature in cursive script that reads "Sharon P. Grossman".

Sharon P. Grossman

16 Peabody Road

781-771-6489 (mobile)

Sharongrossman1@gmail.com

98 Richfield Road
Arlington, MA 02474

November 13, 2025

Jeff Thielman, Chair
Arlington School Committee
14 Millbrook Drive
Arlington, MA 02476

Re: Letter of Recommendation for Crystal Haynes Copithorne

Dear Mr. Thielman and Committee Members,

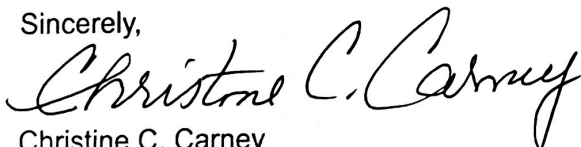
I recommend that the School Committee consider Crystal Haynes Copithorne for appointment to fill the vacant seat on the School Committee.

I've known Crystal since 2019, when we both served on the Arlington Human Rights Commission. Crystal joined the Commission at a time when both our local community and our nation were facing challenges with race relations. Crystal assessed the needs of our community and, using her knowledge and insight as a professional journalist, organized several Community Conversations that focused on race relations. She also worked closely with the Arlington Commission for Arts and Culture, the Arlington Center for the Arts, and local artists to oversee the creation of the banners, which are on display along Massachusetts Avenue in February for Black History Month. These are just two examples of Crystal's efforts to make our town a place where all truly feel welcomed and seen.

In addition to her organizational skills and strong commitment to our community. I have always been impressed by Crystal's ability to actively listen to all sides of an issue and thoughtfully discern before offering an opinion or proposing a solution. She is an effective communicator and problem solver, as well as conscientious and dependable.

I wholeheartedly believe that the School Committee, our school communities, our town, and especially our children would greatly benefit from appointing Crystal to serve.

Sincerely,



Christine C. Carney
Former AHRC Commissioner and Co-Chair
Current Pct. 15 Town Meeting Member

November 13, 2025

Arlington School Committee
14 Mill Brook Drive
Arlington, MA 02476

Dear Members of the Arlington School Committee,

I am writing to offer my unequivocal endorsement of Crystal Haynes for appointment to the Arlington School Committee. When I served as the Director of Diversity, Equity and Inclusion for the Town of Arlington, MA, Crystal was the first community member to reach out to see how she could support my work and be of any assistance. I welcomed her eagerness, creativity and desire to serve her community and create opportunities for engagement and new programs. Crystal is a deeply respected community leader in town, whose professional expertise, lived experience, and longstanding commitment to equity, belonging and public education make her exceptionally qualified to serve in this role.

Crystal continuously demonstrates her desire and commitment to making Arlington a welcoming community to all, as her service to Arlington is extensive and well-established. She is a former Arlington Human Rights Commissioner, in which she played a pivotal role in sustaining meaningful community dialogue during some of the most challenging years of the pandemic and national social unrest. She also previously served as Chair of the Arlington Dr. Martin Luther King Jr. Birthday Celebration Committee which included coordinating student scholarships and inviting students to be a part of the annual programming. She remains actively engaged in civic life and is persistently seeking new ways to get involved.

Her dedication to young people and to public education is not theoretical—it is personal and deeply rooted. Crystal is the product of Massachusetts public schools, married to a long-time public high school history teacher, and currently serves as a lecturer at both Northeastern University and Simmons University. With her own child soon entering the Arlington Public Schools, Crystal brings the perspective of a parent who understands both the opportunities and the challenges facing the district.

What distinguishes Crystal most is her character. She leads with empathy, curiosity, creativity and respect. She listens deeply, collaborates across differences, and approaches every challenge with integrity and a belief in the power of community. She understands the importance and value of transparency, effective communication and partnership with families, caregivers, educators, and most importantly students.

Crystal is an Emmy Award-winning journalist, an accomplished communications executive, and a seasoned educator. Her 20-year career in broadcasting and public-facing work has been built on elevating community voices and stories, advancing public understanding, and fostering informed civic engagement. As the Senior Director of Communications at United Way of Massachusetts Bay, she leads major regional communications efforts focused on


education, family stability, economic mobility, and equity—work that gives her unique insight into the needs of children, families, and educators across the Commonwealth.

Crystal's professional expertise in communication, her long-standing experience in education and media, and her unwavering commitment to equity position her to contribute meaningfully to the School Committee's work. She brings a holistic view of student needs—academic, social-emotional, cultural, and community-based—and a demonstrated ability to translate community priorities into clear action.

For these reasons, I strongly and wholeheartedly endorse Crystal Haynes for the Arlington School Committee. I have no doubt that she will serve with dedication, thoughtfulness, and a genuine commitment to ensuring that every child in Arlington's schools feels seen, supported, and set up for success.

Thank you for your consideration. Please feel free to contact me with any questions.

Sincerely,

Jillian Harvey 
278 Beacon St. #56, Somerville, MA 02143
jillian_harvey@alumni.brown.edu
508-733-8440

ATTN: Arlington School Committee

to: Executive Assistant to the Superintendent's office, Liz Diggins

Re: Vacant School Committee Opening

Applicant: Crystal Haynes Copithorne, crystal.haynes@gmail.com, 617-875-2511

Listening, Leading, and Lifting Every Child

Why I'd Be Honored to Serve on the Arlington School Committee

My life's work, professional experience, and personal journey have all led me to one core belief: **every child deserves the opportunity, support, and belonging they need to thrive in our public schools**. I am ready to bring my skills, perspective, and deep commitment to this work on behalf of Arlington's students, families, and educators.

I come to this moment with more than 20 years as an **Emmy Award-winning journalist**, a career that taught me to listen deeply, elevate community voices, explain complex issues, and bring clarity in moments of uncertainty. Throughout my time at Boston 25 and GBH and other New England stations, I have reported extensively on education, equity, community challenges, and the systems that shape opportunities for children and families.

Today, as **Senior Director of Communications at United Way of Massachusetts Bay**, I help lead regional strategies around education, early childhood, family stabilization, policy, and community impact. My role connects me with schools, nonprofit partners, state agencies, and families from across Massachusetts, giving me a firm understanding of how policy decisions and resources directly affect what happens in classrooms.

Education is personal to me.

I am the product of Springfield Public Schools. I teach at both **Northeastern University** and **Simmons University**, helping young people use media, communication, and storytelling as tools for change. My husband, **Jonathan Copithorne**, has been a public high school history teacher for **16 years**, and I've witnessed firsthand the dedication, creativity, and resilience required of our educators.

Most importantly, I am the mother of a four-year-old son, **James**, who is on the verge of starting kindergarten. I share the hopes, uncertainties, and aspirations that every APS parent brings to that milestone. His transition into our public schools is a major reason I feel called to serve. I want James—and every child across our town—to learn in schools where they feel safe, challenged, supported, and celebrated.

My connection to Arlington runs even deeper. Jonathan's family has lived in this town for **four generations**, and we are proud to be raising the fifth. Arlington is truly our home, and I want to contribute to the strength and future of the school system that will shape my own child's life and the lives of so many others.

Beyond my professional background, I have devoted myself to community-building, cultural celebration, and equity work here in Arlington. I helped **found the Arlington Black History Month Banner Project**, an

annual collaboration between the Arlington Human Rights Commission and ArtsArlington.org that celebrates Black history, culture, and achievement with public art displayed throughout Arlington Center every February. Through themes such as Black business, social justice, and youth leadership, the project honors figures like William Monroe Trotter, Josephine St. Pierre Ruffin, Angela Davis, Ella Josephine Baker, and emerging artists and youth leaders. It has become a visible townwide celebration of learning, representation, and pride.

I also helped **found the Arlington Black Joy Project**, a community-centered initiative where I connected directly with Arlington's Black families and other families of color to understand their experiences—especially within our school system. Their stories, concerns, and aspirations shaped my understanding of what belonging, cultural responsiveness, and equitable access truly look like for students of color in APS.

In addition, I helped lead the Town of Arlington's **Community Conversations** series through the Department of Diversity, Equity & Inclusion—facilitated dialogues designed to strengthen understanding, build relationships across differences, and help neighbors engage constructively on issues affecting our schools and community. These conversations created space for residents to share lived experiences, ask hard questions, and work together toward a more inclusive town culture. Helping facilitate these discussions deepened my belief that a strong school system is rooted in a strong, communicative, and compassionate community.

My path began in Springfield, where I grew up in a working-class neighborhood filled with both challenges and community. I know what it feels like to stand at the margins, to be told I am “different,” and to push forward through hard work, purpose, and education. Those experiences formed my belief that *public schools can change lives* when they nurture belonging, opportunity, and possibility.

Here in Arlington, I have carried those values into every role I've taken on. As a former Commissioner on the **Arlington Human Rights Commission**, I helped guide the community through difficult conversations during the pandemic and moments of national reckoning. I also served as Chair of the town's Martin Luther King Jr. Birthday Celebration Committee, working to honor Dr. King's legacy with events rooted in activism, education, and community connection.

These experiences have strengthened my conviction that our schools thrive when our community thrives—and that the School Committee must be guided by transparency, equity, listening, collaboration, and partnership.

I am seeking to serve because I believe in:

Equity and belonging

Every child—regardless of identity, background, or needs—deserves to feel valued, seen, supported, and empowered.

Clear, transparent, community-centered communication

Families deserve honest, accessible communication. Educators deserve clarity and collaboration. I want to strengthen those bridges.

Collaboration and partnership

Our best solutions come from working together. Listening is central to leadership.

A holistic understanding of student needs

As a parent, educator, communicator, and spouse of a veteran teacher, I understand the layered needs of today's students.

Why I am ready to serve

I bring:

- A 360-degree understanding of education from teaching, journalism, policy work, and parenting
- Deep roots and proven leadership in Arlington's civic, cultural, and equity initiatives
- Founding leadership in major community projects (Black History Banners, Black Joy Project, Community Conversations)
- Professional expertise in communication, crisis response, community engagement, and consensus-building
- A demonstrated commitment to equity, representation, inclusion, and belonging
- The lived perspective of a parent preparing to send her child into APS

My entire life—grounded in public education, shaped by service, strengthened through community, and tied to five generations of Arlington roots—has prepared me to serve with intention, humility, and determination.

Thank you for your consideration. I would be honored to represent our community on the Arlington School Committee and advocate for all of our children, including my son James.



Crystal Haynes Copithorne

15 Cornell Street

Arlington, MA

crystal.haynes@gmail.com

617-875-2511

Haynes-Copithorne Application for School Committee Seat

4 messages

Crystal Haynes <crystal.haynes@gmail.com>
To: ediggins@arlington.k12.ma.us

Fri, Nov 14, 2025 at 12:50 PM

Hello,

I hope you are well. My name is Crystal Haynes Copithorne, and I am writing to respectfully submit my application for the Arlington School Committee.

Attached are my materials for application of the current vacant school committee seat.

In brief, as a longtime Arlington resident, parent, educator, and community advocate, I am deeply committed to strengthening our public schools and ensuring that every student in our town has access to opportunity, belonging, and academic excellence. Through my work on local boards, including the Arlington Human Rights Commission, Community Conversations, and the Black History Month Banner Project—which I helped found—I have focused on elevating community voice, fostering equity, and building meaningful partnerships across our town.

Professionally, I bring more than 20 years of experience in communications, public affairs, and community engagement. As Senior Director of Communications at United Way of Massachusetts Bay and an educator at Northeastern and Simmons Universities, I collaborate with diverse stakeholders, shape policy-aligned messaging, and amplify the stories of families, educators, and communities. I believe these skills are directly aligned with the needs of a School Committee member: thoughtful governance, transparent communication, and a strong commitment to inclusive decision-making.

I am eager to contribute to the continued success of Arlington Public Schools—supporting our educators, listening to students and families, and helping steward the policies and practices that allow all children to thrive.

Thank you for your consideration. I would welcome the opportunity to speak further and share more about my vision, experience, and commitment to Arlington's young people. Please let me know if any additional materials and references would be helpful. I have them ready to send!

Best!

Crystal Haynes Copithorne

Cell: 617-875-2511
IG: crystalhaynes_journalist
CrystalHaynesTV.com
CopithorneCommunications.com

4 attachments



Letter: Arlington School Committee.pdf
164K



Harvey Letter.pdf
85K



Carney Letter.pdf
953K

Elizabeth Diggins <ediggins@arlington.k12.ma.us>
To: Jeff Thielman <jthielman@arlington.k12.ma.us>

Fri, Nov 14, 2025 at 1:42 PM

LizD

Elizabeth M. Diggins
Executive Assistant to the Superintendent's Office
Arlington Public Schools District Office
14 Mill Brook Drive
Arlington, MA 02476
781-316-3540

If you need this document translated or you need an interpreter, please call your child's school principal. Si necesita que se traduzca este documento o necesita un intérprete; por favor, llame al Director de la escuela de su hijo. Si vous avez besoin de faire traduire ce document ou si vous avez besoin d'un interprète, veuillez appeler le directeur de l'école de votre enfant. Se você precisar da tradução deste documento ou se precisar de um intérprete, ligue para o(a) diretor(a) da escola de seu(sua) filho(a). 如果你需要将这个文件翻译或者你需要一个口译员，请致电你孩子的校长。翻訳または通訳が必要な場合には、生徒が在籍している学校の学校長にご連絡ください。Если вам нужен перевод этого документа или вам нужен переводчик, позвоните директору школы вашего ребенка.

[Quoted text hidden]


Crystal Haynes Copithorne

Cell: 617-875-2511
IG: crystalhaynes_journalist
CrystalHaynesTV.com
CopithorneCommunications.com

4 attachments

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 **Harvey Letter.pdf**
85K

 **Carney Letter.pdf**
953K

 **Grossman Letter .pdf**
1295K

Elizabeth Diggins <ediggins@arlington.k12.ma.us>
To: Crystal Haynes <crystal.haynes@gmail.com>

Fri, Nov 14, 2025 at 1:45 PM

Good afternoon Crystal -

The School Committee Chair has received your statement of interest and resume in response to the School Committee vacancy.

You are invited to attend our upcoming School Committee Meeting scheduled for Tuesday, November 18 @ 6:30p.m. The meeting takes place at the Arlington Public Schools District Office, 14 MillBrook Drive, Arlington, MA, in the School Committee Room on the 2nd Floor.

At this meeting, all applicants will have the opportunity to make a case for their appointment and each School Committee Member may ask candidates questions. The appearance of the candidates will be determined by lot prior to the first speaker. The order of the questions from School Committee members shall be by rotation. The Chair of the School Committee has the discretion to set an appropriate time limit (5minutes) for each candidate's presentation and for questioning by the School Committee. Once all candidates have presented, the School Committee shall take a roll call vote to select the new member. Balloting shall continue until one candidate secures a majority. The candidate with the least amount of votes shall be excluded in the next round of balloting. Upon winning a majority, the new member shall begin service on the School Committee after taking the oath of office.

Please confirm your attendance and let me know if you have any questions. Thank you.

LizD

Elizabeth M. Diggins
Executive Assistant to the Superintendent's Office
Arlington Public Schools District Office
14 Mill Brook Drive
Arlington, MA 02476
781-316-3540

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Elizabeth Diggins <ediggins@arlington.k12.ma.us>
To: School Committee <school-committee@arlington.k12.ma.us>

Fri, Nov 14, 2025 at 1:46 PM

Good afternoon Members -
Please see the attached in response to the School Committee vacancy.
Thank you.

LizD

Elizabeth M. Diggins
Executive Assistant to the Superintendent's Office
Arlington Public Schools District Office
14 Mill Brook Drive
Arlington, MA 02476
781-316-3540

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----- Forwarded message -----

From: **Crystal Haynes** <crystal.haynes@gmail.com>
Date: Fri, Nov 14, 2025 at 12:50 PM
Subject: Haynes-Copithorne Application for School Committee Seat
To: <ediggins@arlington.k12.ma.us>

[Quoted text hidden]

[Quoted text hidden]

4 attachments



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1295K

Crystal Haynes Copithorne

<https://copithornecommunications.com>

crystalhaynestv.com

commonnarrative.org

crystal.haynes@gmail.com | 15 Cornell Street | Arlington, MA | 617-875-2511

*Crystal Haynes Copithorne is an Emmy award winning journalist with 20 years of experience in broadcast news (most recently at **Boston 25 and GBH**), and a decade in volunteer community and non-profit communications and public relations. Haynes holds a B.S. in **Broadcast Journalism** from **Emerson College**, and a Masters degree in **Media Advocacy** from **Northeastern University** and has a proven reputation for community-centered thinking and innovative approaches for brand elevation and mission communication.*

EXPERIENCE

Sr. Director of Communications United Way of Massachusetts Bay, Boston MA February 2024-Present

Lead in developing and implementing plans and media outreach around United Way impact, policy work, announcements and thought leadership. Worked to improve internal and external communication and organization across impact areas and the organization as a whole.

- Drafts organizational news releases, media advisories, blog posts, OpEds and media pitches.
- Identify, prioritize, develop, and elevate key storylines and themes from United Way initiatives and partnerships.
- Assists in development of speaking points for the CEO and for media interviews, position statements and corporate communications, leveraging current relationships with reporters and senior media executives.
- Grows and strengthens relationships with media outlets by increasing perception of United Way as a valuable, reliable, quick-to-respond, and insightful source.
- Strategically works directly with members of the media (traditional and emerging), proactively pitching stories and coverage of projects and partners and responding to media inquiries.
- Works with the public policy and digital teams to develop digital content and strategies to tell the stories of the impact United Way is having on individuals, families and communities across our region.
- Infuses United Way into the social narrative by creating ideas for shareable pieces of content through our Instagram, FB, Twitter, LinkedIn and video channels.
- Develops and executes website content and creation.
- Manages social media content and creation across organization departments.

Key Accomplishments:

- Grew social media traffic on key fundraising campaigns by 50%
- Built issue specific webpage and site content and strategy plans
- Developed specific internal communication models for legacy non-profit partners

- Created and curated multi-media fundraising campaign materials and strategies

Anchor/Reporter Boston 25 News

WFXT/Boston, MA

07/11-10/23

Generated stories by cultivating ties within the Boston community, while remaining engaged in state and local issues. Served as anchor for the *Boston 25 Weekend Morning News*.

- Cultivated close relationships with politicians, CEOs, and the leaders of municipalities to write and deliver information key to the safety of residents in greater New England.
- Used advanced level problem-solving and field leadership skills to meet tight deadlines under hazardous conditions.
- Disseminated information live for broadcast while field producing crews during breaking news situations
- Wrote in-depth articles for the web, and television scripts for broadcast
- Performed voice overs, and taped on-camera presentations
- Used social media to engage audience in local issues and generate leads for other potential stories

Key Accomplishments:

- 9 NE Emmy nominations, 1 NE Emmy win for crime and community reporting and producing
- Facilitated creation of community and corporate partnerships for the station
- Mentored young journalists through supervisory role in internship program
- On-Boarded new reporters

On-Air Host, GBH

Boston, Massachusetts

April 2022 - May 2024

Anchored, and co-produced for *Greater Boston* and *Basic Black* airing daily and weekly (respectively) on GBH-TV.

-
- Cultivate and utilize network of subject-matter experts, politician, community leaders and others to provide in-depth coverage on a wide range of topics
- Support staff in social media content and advertising
- Support staff in identifying show topics and booking leveraging personal relationships and community connections in the Northeast
- Write in-depth scripts for digital and broadcast

More: Greater Boston broadcasted Monday - Thursday at 7pm on WGBH-2 and streamed live on WGBHnews.org. Basic Black was the longest-running program on public television focusing on the interests of people of color. Originally called Say Brother, was created in 1968 during the height of the civil rights movement as a response to the demand for public television programs reflecting the concerns of communities of color.

Adjunct Professor

Simmons University

9/2/2025-present

Responsible for teaching undergraduate and graduate courses in media writing including strategic communications, public relations, marketing and journalism. Teach students to analyze, structure, and produce

clear, accurate, and ethical media content across platforms. Guide students through hands-on exercises in copyediting, headline writing, fact-checking, and applying industry style guides. Facilitate workshops on interviewing, story framing, and writing for diverse audiences. Provide individualized feedback to strengthen students' reporting, writing, and editing proficiency.

Key Accomplishments:

- Designed engaging, practice-based lessons that build confidence in early-career communicators.
- Integrated real-world journalism and public relations examples to deepen student understanding of mass media environments.
- Earned positive student feedback for clarity, support, and professional expertise.

Part-Time Lecturer Northeastern University, Boston, MA 3/20/2021-present

Responsible for teaching undergraduate and graduate courses in areas of print/media, broadcast journalism, public relations, and data visualization. Provided instruction in photo, audio, video production, development and design of data visualization graphics and programming, instruction in best practices in social media and blogging, writing for broadcast and print and journalistic storytelling and instruction in interviewing process, pitching and brand development

Key Accomplishments:

- Developed innovative teaching strategies for in-field reporting and writing
- Integrated real-world journalism and public relations and strategic communications strategies to deepen student understanding of mass media environments.
- Received consistent positive evaluations from students

Event Host Various, Massachusetts

Served as the mistress of ceremonies for various non-profit organizations including the NAACP, March of Dimes, Teen Empowerment, DeeDee's Cry, and others in the Greater Boston area

- Formed close ties with community leaders while helping to fundraise for youth scholarships and enrichment programming
- Addressed large crowds while engaging them in dialogue on youth and minority issues

Reporter News Channel 8 (WTNH/MYTV9,) New Haven, CT 07/07-07/11

News Channel Eight's core mission is to advocate for the watching public. Coverage area included entire state of Connecticut, and parts of Massachusetts and New York state.

- Formed comprehensive relationships with state and local officials to gain leads on stories or to disseminate information vital to public safety including missing children, escaped prisoners or medical threats
- Earned recognition for my coverage of national stories including the Cheshire home invasion
- Worked with members of the community on stories that impact their lives

- Conducted in-depth interviews with members of the community, and high-level politicians including the Governor and President Clinton
- Fostered trust through networking to generate stories ideas daily, including working “beat regions” in areas throughout the state.

Freelance Writer/Consultant Various, Connecticut

- Wrote and produced promotional materials including brochures, press releases, and press kits for use for non-profit and for-profit organizations including CrossFit Milford, CrossFit New Haven
- Performed consulting work for Emerson College with alumni outreach

Host/Producer 94.3 WYBC-FM New Haven, CT 11/08-07/11

Host of “The Electric Drum,” a historic public affairs program that airs weekly in the Hartford/New Haven counties.

- Sought out and researched guests for the weekly program by networking with area politicians, local and national non-profit leaders
- Developed in-depth and thought provoking show content through research and social media weekly for a 40 minute talk show on issues affecting the community; including but not limited to healthcare, legal aid, and the economy.

Freelance Radio Announcer 94.3 WYBC-FM and Cox Radio, Connecticut 12/10-07/11

Morning drive fill-in host on New Haven’s number one R&B Hits and Oldies station.

- Researched and presented content for popular morning radio program for greater Connecticut
- Worked on tight deadlines to air original material multiple times an hour that ranged to light and funny commentary to news vital to listeners
- Utilized Shortcut and Maestro software while engineering the 4 hour show independently.

Reporter ABC40 (WGGB-TV,) Springfield, MA 09/04-07/07

As a hometown reporter in Springfield I used my unique connection to the region to deliver hyper-local news material important to the lives of residents of Western Massachusetts.

- Anchored live newscasts and generated regular field reports.
- Assisted in the production for newscasts by writing news copy and editing video for broadcast and the station's website
- Wrote and edited packages, voiceovers, and sound-on-tapes.

Producer/Assignment Editor ABC40 (WGGB-TV), Springfield, MA 09/04-07/05

Working behind the lens, I was responsible for coordinating news crews and make priority decisions on news of the day.

- Wrote and edited short and long form news content for broadcast.
- Coordinated live shots, in-studio guests and live segments, dispatching crews to multiple cities

- and town at once while maintaining a communications plan
- Created an assignment delivery system to maximize efficiency

EDUCATION

B.S. Broadcast Journalism, Emerson College, Boston MA

Minors in History and Political Communication

MS. Media Advocacy, Northeastern University

HONORS AND ASSOCIATIONS

New England Regional Emmy Award for Education Reporting, "Equity in Education"

Co-Chair, March of Dimes of New England Board

Member, NAACP

Member, Boston Association Of Black Journalists

Former Commissioner, Events Committee Lead, Arlington Human Rights Commission

CEO Common Narrative Media, a non-profit media advocacy production house

RELATED SKILLS

- Excellent ability to utilize social media platforms including but not limited to Zoom, Twitter, LinkedIn, Facebook, and Instagram
- Excellent at website creation tools including Wordpress and Squarespace
- Proficient in graphics software programs including Canva and Adobe Photoshop
- Proficient DVC Pro 250, 410 and 700 cameras.
- Proficient in Avid, Final Cut Pro, and iMovie editing programs as well as linear tape editing for editing promotional videos.
- Knowledgeable in radio editing and loading software including, but not limited to Maestro, Shortcut, Audacity, ProTools and Adobe Audition.

To the School Committee:

My name is Justin Harris and I am writing to express my interest in joining the School Committee to fill the vacancy announced on 11/7/25.

Personally, I am the parent of an 8th grader at Ottoson who attended Hardy Elementary. We moved to Arlington because of the quality of its school system and we have not been disappointed. My child was on an IEP and our experience receiving services has been generally positive and my son has made great progress due to the support of his providers and teachers. As of this year, he has stepped down to a 504 because of the progress he has made and he continues to receive excellent support.

Professionally, my career has been dedicated to creating high-quality out-of-school/informal learning experiences and I am eager to apply my knowledge to supporting Arlington's formal schooling. I held leadership positions at the Museum of Science and Empow Studios, an award-winning local STEAM after school and summer camp program. I have a Ph.D. in Developmental Psychology and studied the science of learning.

I am particularly passionate about our town's commitment to DEI, especially for serving students with different learning needs. I know that providing a high-quality, equitable, and inclusive education for students on IEPs and 504s is an ongoing challenge for school districts, including our own. I hope that I will be able to ensure that all students receive the same positive and welcome experience that my child has with APS.

Thank you.

Best,
Justin Harris

JUSTIN HARRIS, PhD

(949) 701 0757 | justin.harris.phd@gmail.com | [linkedin.com/in/justin-harris-phd](https://www.linkedin.com/in/justin-harris-phd)

SUMMARY

A versatile and results-driven professional with a passion for cultivating transformative learning experiences, driving operational excellence, and fostering collaboration and employee engagement. Accomplished leader adept at setting strategic visions, articulating mission-driven goals, and overseeing multimillion-dollar budgets. Proven expertise in curriculum development; continuous, data-driven improvement; innovative training program design; talent management; and partnership development.

WORK EXPERIENCE

Justin Harris, Arlington, MA

Educational Program Consultant (The Robo Hub)

March 2024 – August 2024

Designed the curriculum, program experience, operational policies and processes, and training in 10 weeks to successfully launch a new program with 100% parent and child satisfaction.

- Guided the organization through making strategic adjustments to ensure deadline was met.
- Created the necessary suite of tools and processes to recruit and onboard summer employees. Trained all summer staff, including high school interns, part-time and full-time teachers, and the program manager.
- Designed student program evaluation process and data analysis for both parent and student evaluations.
- Wrote all necessary operational processes and policies to secure the necessary regulatory licenses.

Empow Studios, Lexington, MA

Director of Learning

March 2022 – October 2023

Senior Program Manager

March 2021 - March 2022

- As part of the Senior Leadership Team, with CEO, Sales, and Marketing, set strategic plan, articulated company mission and values, and developed the company's \$2.5 million budget.
- Created financial models for new programs, ensuring programs would meet partner requirements and run efficiently and profitably.
- Designed a new curriculum structure that incorporated multiple media formats and options for accessing material. New program in this format launched with 100% parent satisfaction.
- Oversaw all elements of our evaluation program from survey design through data analysis. Greatly expanded our direct-from-student evaluation program.
- Developed a new, multifaceted training program that leveraged video resources, written procedures & guidelines, job aides, and on-the-job coaching program, resulting in increased instructor preparedness and fidelity of program implementation, ensuring a best-in-class student experience and increasing customer satisfaction.
- Guided other department leaders through updating our partnership agreements, hiring practices, and program implementation so that we could bring our award-winning program to traditionally marginalized students in Title 1 school districts.
- Managed the development of our in-house LMS platform, expanding our data monitoring and evaluation capabilities.
- Coached, supported, and monitored the local Program Managers, at all levels, to smoothly execute at more than 50 locations in multiple states.
- Leveraged knowledge of science of learning, child development, and adult learning to continuously improve capacity of the programs team to deliver experiences that were engaged and educational.
- Managed, directly and indirectly, 30+ staff across several functions.
- Updated recruiting and hiring process across multiple departments enabling sustainable staffing.

Museum of Science, Boston, MA

Program Manager, *Hall of Human Life*
Program Manager, *Living Laboratory*

July 2015 – July 2019
October 2012 – July 2015

- Redesigned the Museum of Science's Hall of Human Life department from the bottom up. Built a new staff structure, hired amazing talent to fill new roles, crafted a new team culture and standards, and redesigned our onboarding and training processes to capitalize on and solidify these changes. Resulted in increased employee engagement and reduced turnover.
- Managed 3 full-time staff, 2 - 5 part-time staff, 1 - 3 interns, and approximately 40 volunteers.
- Crafted a leadership coaching program for first-time supervisors responsible for overseeing highly-experienced volunteers to ensure they had the skills and confidence to enforce rules, provide feedback, and support volunteers' continual development.
- Redefined staff and volunteer evaluation process to emphasize guided self-reflection and continuous improvement, streamlining the training process and increasing employee engagement and self-efficacy.
- Developed template for designing experiential learning professional development workshops, resulting in high-fidelity implementation of practice by trainees within 2 months.
- Created a youth career ladder and training program, resulting in opportunities for volunteer advancement and establishment of experienced applicant pool from which to fill junior staff positions.
- Oversaw scheduling, budget, workflows, and compliance for multiple programs in an institution that served nearly 1.5 million visitors every year. Planned the Museum's annual Health Fair, a multi-day, institution-wide event and supported multiple fundraising events.
- Drove expansion of a large, cross-functional, inter-institutional project, increasing partnerships by 200% and growing capacity of program to serve wider segment of public audience.

Temple University, Philadelphia, PA

Graduate Student Researcher/Teaching Assistant/Instructor

September 2008 – October 2012

Panacya (operating as Boxtone), Columbia, MD

Software Engineer

September 2006 – June 2008

- Developed installation software and process by which code was compiled into the final program.
- Executed redesign of compiling process to streamline dependencies and reduce build time, enabling faster deployment following key updates.
- Collaborated with customer service and sales team to ensure successful product installations.
- Developed software and carried out product testing and coordination with relevant engineers.

University of California, Irvine, CA

Graduate Student Researcher/Teaching Assistant

September 2004 – May 2006

EDUCATION

Doctor of Philosophy, Developmental Psychology, Temple University (2014)

Master of Applied Positive Psychology, University of Pennsylvania (2008)

Master of Science, Computer Science, University of California, Irvine (2005)

- Specialization: Interactive and Collaborative Technology

Bachelor of Science, Computer Science, Psychology, University of Maryland, Baltimore County (2003)

VOLUNTEERING

Association for Talent Development, Greater Boston Chapter

VP of Membership

Director of Programs

December 2020 – December 2022

May 2020 – December 2020

SELECTED PUBLICATIONS AND PRESENTATIONS

- **Harris, J.**, George, N. R., Hirsh-Pasek, K., & Newcombe, N. S. (2018). Where will it go? How children and adults reason about force and motion. *Cognitive Development*, 45, 113 - 124.
- **Harris, J.**, Hirsh-Pasek, K., & Newcombe, N. S. (2013). Understanding spatial transformations: Similarities and differences between mental rotation and mental folding. *Cognitive Processing*, 14(2), 105 – 115.
- **Harris, J.**, Newcombe, N. S., & Hirsh-Pasek, K. (2013). A new twist on studying the development of dynamic spatial transformations: Mental paper folding in young children. *Mind, Brain, and Education*, 7(1), 49 – 55.
- Nardi, B., **Harris, J.** (2006, November) Strangers and friends: Collaborative play in World of Warcraft. Paper presented at the ACM conference on Computer Supported Collaborative Work, Banff, Alberta, Canada.
 - Reprinted in J. Hunsinger, L. Klasturp, & M. Allen (Eds.), *International handbook of internet research*. New York: Springer, 2010.

Katharine M. Conn
27 Hopkins Rd.
Arlington, MA 02476
katie.m.conn@gmail.com
202-330-1309

Arlington School Committee
14 Mill Brook Drive
Arlington, MA 02476

November 14th, 2025

Dear Arlington School Committee members,

I am very interested in joining the Arlington School Committee as (1) I have two young children in Arlington Public Schools and (2) I have 20 years of professional experience in education policy research, monitoring, and evaluation that could be relevant to this role.

Volunteering: My children are in grades 1 and 3 in Arlington Public Schools, and over the previous few years, I have thoroughly enjoyed volunteering my time at both Menotomy Preschool and Thompson Elementary School. I have been a room representative multiple times, organized teacher appreciation events, have been a guest speaker in my children's classrooms, and volunteered for various PTO-sponsored activities (science expos, international fairs, field trips, fall festivals etc.). That said, I would truly welcome the opportunity to be involved in local education on a larger scale, and I have a vested interest in ensuring that the APS system is doing all that it can to provide our community with an educational environment that brings out the best in our children, our teachers/staff and our schools.

Expertise: Professionally, I work with the Consortium for Policy Research in Education at Columbia University. As a Senior Researcher, I work with school districts, states, non-profits, or national departments of education to help them assess whether a particular policy, curricula, training method etc. is working for their students, teachers, or schools. For example, we answer questions such as, will this new personalized Mathematics curriculum result in more learning gains for our students? Or is this teacher training program leading to higher quality instruction? I would hope that my experience in this area could be an asset to the Arlington School Committee.

Finally, I was also a junior high school Mathematics and Biology teacher as a Peace Corps Volunteer in West Africa, as well as a high-school African History teacher in Tennessee – two very different teaching experiences that continue to inform my work until today.

In short, I am grateful to Arlington Public Schools for the support that they have given my children and my family, and I would be honored to draw on my professional experience in order to serve the community as a School Committee member.

Warmly,
Katharine M. Conn

KATHARINE M. CONN

Katie.m.conn@gmail.com

CURRENT POSITION

Consortium for Policy Research in Education, Columbia University

Senior Research Scientist (2018-present), *part-time*

Research Scientist (2014-2017)

RESEARCH INTERESTS

My education policy research focuses on issues of instructional quality and access in primary, secondary, and vocational education; teacher education, retention and professional development; and the impact of youth service teaching on teachers. I have conducted field research in several states within the US, as well as in India, Rwanda, Benin, Kenya, Brazil, and Thailand. My work has been published in education, political economy, and policy journals.

SELECTED PUBLICATIONS & REPORTS

Conn, Katharine, Cecilia Hyunjung Mo, and Virginia Lovison (2022). “How Teaching in Underserved Schools Affects Beliefs about Education Inequality and Reform: Evidence from Teach for America.” *Public Opinion Quarterly* 86 (1), 1-28. Also covered in *Education Next*.

Mo, Cecilia Hyunjung & Katharine Conn. (2018). When Do the Advantaged See the Disadvantages of Others? A Quasi-Experimental Study of National Service. *American Political Science Review*, 112(4), 721-741. Winner, Best Paper Award from American Political Science Association’s (EPOVB Section).

Conn, Katharine. (2017). Identifying Effective Education Interventions in Sub-Saharan Africa: A meta-analysis of rigorous impact evaluations. *Review of Educational Research*. 87(5), 863-898.

Conn, Katharine et al. (2017). *Strategies for Strengthening the Technical Workforce: A Review of International Evidence. Research Report*. (#RR 2017–1). CPRE, Teachers College, Columbia University. <https://files.eric.ed.gov/fulltext/ED588849.pdf>

Conn, Katharine. (2016). *The Effectiveness of Education Programs Worldwide: The Construction and Findings of a Meta-Analytic Database*. Working Paper for the International Commission on Financing Global Educational Opportunity. <http://report.educationcommission.org/resources/>

Conn, Katharine and Nagakura, Wakasa. (2024). “How Important is Student Teaching for Teacher Preparedness? An Evaluation of the Teacher Residency Program at Teachers College.” Consortium for Policy Research in Education. Prepared for the Department of Education.

Ready, Douglas, Katharine Conn, Shani Bretas and Iris Daruwala. (2019). “Final Impact Results from the i3 Implementation of the ‘Teach to One: Math’ program. Consortium for Policy Research in Education.

Corcoran, Thomas and Katharine Conn. (2015). Evaluation of the Pearson Common Core Curriculum Across Three States. Prepared for Pearson.

ADDITIONAL EDUCATION RESEARCH & POLICY EXPERIENCE

2009-2013	The World Bank, HDN-Education Consultant, Education Impact Evaluations	Washington, D.C.
2008-2009	The World Bank, HDN, Office of the Vice President Consultant, Education Impact Evaluations	Washington, D.C.
2006-2008	MIT Poverty Action Lab (J-PAL)/ IPA Kenya Impact Evaluation Coordinator	Busia, Kenya
2006	The Ministry of Education of Rwanda Short-term Evaluation Consultant (<i>pro-bono</i>)	Butare, Rwanda
2005	UNICEF India/ The Ministry of Education Consulting Internship, Education Evaluations	New Delhi & Bhopal, India
2004	Project Hope/ Peace Corps Response Co-Founder & Director, Orphans and Vulnerable Children Support Program	Njinikom, Cameroon

TEACHING & CAPACITY BUILDING EXPERIENCE

2014	The World Bank, Impact Evaluation Workshop Faculty Member & Education Team Leader	Debre Zeit, Ethiopia
2011	Teachers College, Columbia University Teaching Assistant, The Economics of Education (Prof. Henry Levin)	New York, NY
2009	The World Bank, Africa Impact Evaluation Workshop Impact Evaluation Instructor & Team Leader	Dakar, Senegal
2009	The World Bank, Asia Impact Evaluation Workshop Impact Evaluation Instructor & Team Leader	Manila, Philippines
2003-2004	Girls Preparatory School African History Teacher (High School)	Chattanooga, TN
2001-2003	Peace Corps Guinea Mathematics and Biology Teacher (8 th -10 th grade)	Timbi Touni, Guinea

EDUCATION

Columbia University		Ph.D., 2014, Economics and Education, Columbia University Committee: Elizabeth Tipton (dissertation sponsor), Judith Scott-Clayton, Thomas Bailey, Douglas Ready & Patrick McEwan
Harvard Kennedy School		MPA-ID, 2006 (International Development)
Duke University		B.A., 2001, Political Science (International Relations) Minor in French

OTHER SKILLS

LANGUAGE: English (native), French (fluent) & West African Pular (proficient).

TECHNICAL: STATA, R, LaTeX, Access, Excel, Qualtrics, *Atlas.ti*

HEATHER E. LEET

235 Mountain Ave • Arlington, MA 02474 • xegbpleet@gmail.com • 248.672.0745

PROFESSIONAL EXPERIENCE

GBH, September 2025 to present

Senior Major Gift Officer

Boston, MA

Manage a portfolio of major gift prospects supporting GBH national programs NOVA and American Experience.

MIT Energy Initiative, 2023 to September 2025

Development Officer

Cambridge, MA

Working with the Faculty Director and Executive Director of the MIT Energy Initiative to plan, direct, and coordinate all development activities, including identifying and establishing relationships with MITEI prospects, and stewarding donors.

- Develop philanthropic priorities and funding opportunities for MITEI and create collateral for those priorities
- Manage a portfolio of major donor prospects for MITEI
- Coordinate with MIT Resource Development colleagues on cultivation and stewardship plans for current and prospective donors to MITEI
- Manage all development communications for MITEI

Tufts University, 2018 to Present

Director of Development

Boston, MA

Working with the Dean of the Friedman School of Nutrition Science and Policy and the Director of the Human Nutrition Research Center on Aging to secure philanthropic support for the School, Center, and their priorities. Work with staff members to manage budgets, guarantee the high-quality stewardship of donors, ensure the proper processing and acknowledgment of gifts and pledges, and implement additional strategies to introduce new friends to the school.

- Supervise the Associate Director of Alumni Relations, who manages alumni relations programs, including activities and events spearheaded by the Friedman School Alumni Association
- Supervise the Director of Annual Giving, overseeing all annual fund activities, including direct marketing and volunteer-led programs
- Manage a portfolio of 130 major gift prospects
- Manage the Tufts Nutrition Council volunteer committee
- Manage fundraising efforts for New Entry Sustainable Farming Project

The Bostonian Society, 2013 to 2016

Director of Development and Communications

Boston, MA

Planned and managed all fundraising, membership, communication, and public relations efforts of the Bostonian Society and the Old State House Museum. Managed all private and governmental grant activities, including researching prospective grantors and writing grants. Worked with the Executive Director and senior team members to cultivate and solicit major gifts. Coordinated all local, national, and international press relations surrounding the Old State House Lion Head Time Capsule in 2015.

- Supervised Development Associate and Communications Associate
- Created and managed yearly departmental budgets
- Worked directly with Chairman of the Board and Board of Directors on fundraising
- Managed the Board Development Committee
- Planned and managed all membership, cultivation, and stewardship events; approximately 10 events a year, ranging in size from 40 to 250 people

Housing Options for the Mentally Ill, 2011 to 2012

Director of Development and Communications

Evanston, IL

Planned and implemented fundraising and communications strategies and operations for the agency with focus on individual giving, special events, grant writing, brand marketing and advocacy for mental health. Managed yearly communication plan, including website content, social media, and printed newsletters. Managed brand identity and advocacy the organization. Supervised all private and governmental grant activities, including research, writing grants, and writing reports.

- Developed and coordinated two yearly direct mail appeals
- Tracked campaign and appeal results
- Planned and coordinated departmental and agency events for audiences of 25 to 300 guests
- Tracked departmental budget
- Prepared press releases and coordinate with media representatives at agency events
- Supervised Development and Communications Associate
- Planned and Implemented rebranding of the organization in Fall of 2011

Rotary International, 2007 to 2011

Senior Annual Giving Officer

Evanston, IL

In collaboration with the Director of Annual Giving coordinated and implemented fundraising strategies in clubs and districts in North America and internationally. Supervised a team of five Annual Giving Officers whose primary responsibilities were developing fundraising strategies for geographic zones covering North America to secure unrestricted contributions for the annual campaign. Oversaw volunteer activities and annual fundraising progress in a geographic zone of the United States covering the Rocky Mountain States, Texas and Arizona.

- Participated on a Cross Divisional Change Management Team that created and implemented organizational reorganization
- Managed a portfolio of 150 major donors
- Project Manager for Every Rotarian Every Year advertisement in Rotarian and Every Rotarian Every Year Newsletter
- Supervised Volunteer Communications Specialist
- Coordinated all Annual Giving communications with Senior Regional Rotary Volunteers

United Way of Metropolitan Chicago, 2005 to 2007

Fundraising Manager

Chicago, IL

Managed and facilitated over 350 workplace giving campaigns in the metropolitan Chicago. Attended campaign kick-offs as United Way Speaker. Coordinated with volunteers on best approach to workplace giving campaign in their companies.

- Trained and supervised a total of 9 temporary Campaign Coordinators (Loaned Executives)

- Member of committee that successfully revamped training and developed a training manual for Loaned Executives
- Developed and implemented new training for fundraising database used by the United Way of Metropolitan Chicago

VOLUNTEER WORK, EDUCATION, AND TRAINING

Peace Corps Volunteer, Teacher of English, Silistra, Bulgaria

Discipline of Frontline Fundraising, Plus Delta Partners

Certificate in Fund Raising Management, Indiana University Lilly Family School of Philanthropy

Teacher Certification Training, Indiana University-Bloomington, Indiana

Bachelor of Arts (BA), History, Indiana University-Bloomington, Indiana



Elizabeth Diggins <ediggins@arlington.k12.ma.us>

School Committee Vacancy

Heather Leet <xegbpleet@gmail.com>

Fri, Nov 14, 2025 at 4:45 PM

To: ediggins@arlington.k12.ma.us

Dear Arlington School Committee,

I am interested in filling the current vacancy on the school committee. There are many reasons for my interest including that I have a 4th grader in Arlington Public Schools. I believe public schools are incredibly important to maintaining a democratic republic and providing equal education for all. I started my career many years ago as a teacher after receiving a degree in History and obtaining my teacher license in Michigan and Indiana. I have spent time teaching in Bulgaria as a Peace Corps volunteer. I would like to be part of the school committee to ensure that Arlington Public Schools are the best that they can be for all children in Arlington.

Warm regards,

Heather Leet

[235 Mountain Ave, Arlington](#)xegbpleet@gmail.com

248-672-0745



Heather_Leet_Resume2025.doc

56K



Town of Arlington, Massachusetts

8:05 p.m. School Wellness Advisory Committee Vacancy (J. Thielman)



Town of Arlington, Massachusetts

8:10 p.m. Math Pathways Task Force Update (M. Ford Walker)

Summary:

- School Committee Math Pathways Planning Task Force Presentation

ATTACHMENTS:

Type	File Name	Description
▯ Presentation	School_Committee_Math_Pathways_Planning_Task_Force_Presentation.pdf	School Committee Math Pathways Planning Task Force Presentation

Math Pathways Planning Task Force



School Committee Presentation

Dr. Mona Ford Walker, Deputy Superintendent of Teaching and Learning
November 18, 2025

Agenda

1. Setting the Stage: APS Vision, APS Strategic Plan, Community Conversations
2. Math Task Force Charge
3. Selection Process
4. Work To-Date
5. Next Steps

Setting the Stage: APS Values for All Students



Arlington Public Schools
Education That Empowers

*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.*

- Productive struggle (growth)
- Rich feedback from trusted peers and teachers (belonging)
- Engaging real-world tasks and applications (joy)
- Student choice (empowerment)

Setting the Stage: APS Strategic Plan

<p>Strategic Priority 1: Ensuring Equity and Excellence</p>	<p>Strategic Priority 2: Valuing All Staff</p>
<p>Initiative 1.1: Instructional Vision Initiative 1.2: Student Belonging and Adult Support Initiative 1.3: Implementing MTSS</p>	<p>Initiative 2.1: Pathway Programs Initiative 2.2: Reimagined Professional Development Initiative 2.3: Compensation</p>
<p>Strategic Priority 3: Improving Infrastructure, Operations, and Sustainability</p>	<p>Strategic Priority 4: Sustaining Collaborative Partnerships</p>
<p>Initiative 3.1: Inclusive and Modern Schools Initiative 3.2: Healthy Lunch for All Initiative 3.3: Enhanced Facilities Stewardship</p>	<p>Initiative 4.1: Before and After Care Initiative 4.2: Welcome Center and Registration Initiative 4.3: Communication and Partnership</p>

Setting the Stage: APS Strategic Plan



From the APS Strategic Plan:

Major Milestones	<u>Year 1:</u> <u>2023-24</u>	<u>Year 2:</u> <u>2024-25</u>	<u>Year 3:</u> <u>2025-26</u>	<u>Year 4:</u> <u>2026-27</u>	<u>Year 5:</u> <u>2027-28</u>
Interrogate Tracking and Leveling Practices Across APS	Complete and assess pilot of heterogeneous ELA in 9th grade at AHS: Year 2 of Pilot program	Based on findings of the pilot, propose appropriate adjustments to leveling practices at AHS in conversation with the AHS community, conduct professional learning and design staffing models to take aligned action.			
	Begin community conversations surrounding the impact of skipping and leveling practices in the middle grades		TBD Based on Community Recommendations		

Setting the Stage: District Goals 2025-2026



Arlington Public Schools
Education That Empowers

District Goals:

Conduct planning about the future of leveling practices at the secondary level, starting with middle school mathematics and 9th grade core content areas.

Math Task Force Charge

Develop recommendations for the next steps APS needs to take in order to implement pathways through math coursework that:

- 1. Provide students with opportunities to access courses that align with their learning goals;*
- 2. Align with existing APS Commitments to MTSS, challenge-by-choice, and building foundational knowledge in core content; and*
- 3. Will be sustainable and efficient enough for the system to support financially, contractually, and structurally.*

Commitments...



Arlington Public Schools
Education That Empowers

Math Pathways Planning Task Force is working to create a system that includes...

- **Challenge-by-choice:** Students have the ability to move fluidly into more or less rigorous coursework based on their needs.
- **Informed agency:** When making important decisions about coursework, parents and students should have information about their student as a learner in that content area that is both contextually-informed and objective.
- **Strong foundational knowledge:** Some content and concepts are foundational to later learning; if they are not fluid, automatic, and deeply understood, the student will struggle in later coursework. APS is ethically bound to providing a strong educational foundation for all students.

Commitments...



Arlington Public Schools
Education That Empowers

- **Flexible interventions:** All students should be able to receive support or challenge when they need it, from experts qualified to provide it, and not at the expense of access to rigorous Tier I (core) instruction.

Foundational to this commitment is the belief that at some point in time,

- ***all students** require support - whether light or intensive.*
- *At the same time, **all students** are ready to accelerate in their learning in some subject area(s) throughout their academic careers.*
- *APS structures should be designed to facilitate and support in any direction as immediately and responsively as possible within reason and within the constraints of the system.*

Selection Process



Arlington Public Schools
Education That Empowers

- Selection Committee assembled (63 applicants)
- Application Review Process
 - Names removed from applications (Blind Scoring Process)
 - Applications scored using a rubric (Scoring Criteria: 3-Strong Evidence, 2-Moderate Evidence, 1-Limited/Vague Evidence, 0-No evidence)
 - Six application questions aligned to criteria valued by APS (possible 18 points)
 - Q1: Motivation and Alignment with Task Force Goals
 - Q2: Commitment and Collaboration
 - Q3: Growth Mindset
 - Q4: Relevant expertise and skills, service to district
 - Q5: Student-centered focus and equity lens
 - Q6: Collaboration and inclusivity and equity mindset
- Applicants selected based on scores

APS Math Pathways Task Force Members



Arlington Public Schools
Education That Empowers

- ❖ Mona Ford Walker, Ed.L.D. (APS Staff)
- ❖ Octavia Brauner (APS Staff)
- ❖ Kevin Casey (APS Staff)
- ❖ Sarah Langer (APS Staff)
- ❖ Tom McCauley (APS Staff)
- ❖ Rochelle Rubino (APS Staff)
- ❖ Gretchen Vice (APS Staff)
- ❖ Ayse Asatekin (Community Member)
- ❖ Shaun Berry (Community Member)
- ❖ Laura Gitelson (APS SC Member)
- ❖ Sam Hasson (Community Member)
- ❖ Olga Papaemmanouil (Community Member)
- ❖ Victor Pontes (Community Member)
- ❖ Rachael Turkington (Community Member)
- ❖ Edith Wun (Community Member)

Work of the Task Force...To Date

- Reviewing the Charge (Building our collective understanding)
- Understanding our commitments (APS Strategic Plan, Deeper Learning, etc.)
- Understanding the role of data (MCAS Data, Historical Trends, What's missing? What do we need?)
 - *Advanced Math in Eighth Grade* (Part III of the 2013 Brown Center Report on American Education) in order to:
 - Surface questions about data
 - Challenge biases that come up when looking at data
 - Generate ideas for what data the task force wants to analyze

Next Steps

Develop recommendations for the next steps APS needs to take in order to implement pathways through math coursework that:

- 1. Provide students with opportunities to access courses that align with their learning goals;*
- 2. Align with existing APS Commitments to MTSS, challenge-by-choice, and building foundational knowledge in core content; and*
- 3. Will be sustainable and efficient enough for the system to support financially, contractually, and structurally.*

Next Steps

Estimated Timeline:

December 2026: Task Force Meeting

January 2026:

- Update to CIAA Sub-Committee
- Initial Recommendations (*that have budget implications*) shared with School Committee

February - April 2026:

- Task force will continue to meet monthly
- Additional recommendations identified

May 2026:

- Update to CIAA Sub-Committee
- Update to School Committee



Town of Arlington, Massachusetts

8:30 p.m. Quarterly Financial Report (C. Schweitzer)

Summary:

- Non-Entitlement Grants - Fully Spent
- Non-Entitlement Grants - FY25
- Non-Entitlement Grants - FY26
- Memo - Financial Reports - November 18, 2025.docx - Google Docs

ATTACHMENTS:

Type	File Name	Description
▢ Report	Non-Entitlement_Grants_-_Fully_Spent.pdf	Non-Entitlement Grants - Fully Spent
▢ Report	Non-Entitlement_Grants_-_FY25.pdf	Non-Entitlement Grants - FY25
▢ Report	Non-Entitlement_Grants_-_FY26.pdf	Non-Entitlement Grants - FY26
▢ Presentation	Memo_-_Financial_Reports_-_November_18__2025.docx_-_Google_Docs.pdf	Memo - Financial Reports - November 18, 2025.docx - Google Docs

Grant Name	Type of Funding	Awarded Amount	Grant Description	If AEF, what type of grant?	
AEF - Inclusive Play	Private	18,000	This grant is for a collaboration with the TeamUp program offered by Playworks and Stratton Elementary School. This innovative partnership entails on-site coaching and support from a dedicated Playworks site coordinator, who will work collaboratively with our staff to implement inclusive play practices, launch a dynamic student leadership program, and introduce new recess games infused with social-emotional learning themes. The coordinator will spend 4-5 days per month on-site, providing real-time coaching, feedback, and modeling to support our staff in creating a vibrant and inclusive recess environment.	Development & Expansion	
CLEE (Leadership Equity)	Private	37,337.40	This grant is to support personnel in attending leadership equity opportunities to carry out the activities associated with the Equity Leader Accelerator Program (ELAP).	N/A	
McKinney-Vento	Competitive, Federal	20,000	The purpose of this federal, competitive grant is to provide funding for programs that ensure students who are homeless enroll and attend school and engage in learning that values and builds on their background knowledge, lived experiences, and cultural and linguistic assets.	N/A	
Safe & Supportive Schools Continuation	Continuation, State	10,000	The priorities of this grant includes ensuring that each school creates a safe, positive, healthy, culturally responsive, equitable, and inclusive whole-school learning environment, and makes effective use of a system for integrating services and aligning initiatives that promote students' behavioral health and wellness. Funds will go towards the cost of our mental health partner, Cartwheel Care.	N/A	
AEF - Hardware for a Music Production Studio	Private	600	At Ottoson, students learn digital music skills, and record and create music/audio projects. This grant is to help create a soundproof studio space in the music room/area for students to record such projects rather than the corners of the music room or in the hallways. OMS will purchase a soundproof door and panels for a small production studio, while offering additional instructional opportunities on sound waves, frequency analysis, and engineering.	Innovations	
AEF - Inspiring Belonging and Resilience	Private	3,200	This grant will allow Anthony Valentine, a renowned motivational speaker and founder of KultureMAG, to speak with 8th-grade students on the topics of belonging, resilience, and positive student culture. Known as "Valentine" to his friends and supporters, he brings a unique perspective shaped by his journey as an entrepreneur, EMT, and multimedia creator. His talk will empower students to see their potential, embrace their personal stories, and strengthen their connection to the school community.	Innovations	
AEF - Arlington 250 Youth Banners Project	Private	4,000	As part of the town-wide Arlington250 festivities, 90-150 students in grades 3-12 will have the opportunity to display their artwork on poles in Capitol Square, Arlington Heights, and outside the High School. This year's theme will be "Arlington: 250 Years of Revolution and Change."	Innovations	
Emergency Assistance Shelter	State	80,765.30	This grant is to support homeless students in the APS district. The funds can be used to support instructional services and any other services that the district is providing to these students and their families.	N/A	
American Tower Foundation	Private	5,880	This grant provides a classroom set of coding peripherals, the imagiCharm, which will bring coding concepts to life, allowing students to see the immediate impact of their work. These devices foster creativity, collaboration, and problem-solving while making computer science more engaging and accessible to a diverse group of learners. By integrating these tools into our curriculum, we can inspire more students to explore STEM fields and better prepare them for future opportunities.	N/A	

Grant Name	Type of Funding	Awarded Amount	Grant Description	If AEF, what type of grant?
SAMHSA (Mental Health)	Private	124,997	The Substance Abuse and Mental Health Services Administration (SAMHSA) grant focuses on improving the quality and availability of substance use/misuse prevention, substance use disorder treatment, and mental health services nationwide.	N/A
Genocide Education	Competitive, Trust	44,480	The purpose of this competitive grant program is to support teaching and learning related to the history of genocide, per Chapter 98 of the Acts of 2021. This grant supports LEAs to develop and/or select curriculum materials, implement professional development, and design other enriching learning experiences intended to further secondary students' understanding of the history and patterns of genocide. Districts may propose to collaborate with vendors to support this work.	N/A
Newcomer, Homeless Students	Competitive, Federal	40,000	The purpose of this grant is to support districts/schools in elevating student voice in order to strengthen safe, supportive and healthy learning environments, Preschool through 12th grade. This grant program prioritizes funds to support the mental health and wellbeing, and education of students who are placed in eligible new emergency assistance family shelter.	N/A
Special Olympics	Private	2,000	This grant is for implementing the Special Olympics Unified Champion Schools program and committing to being a Unified Champion School and completing at least one activity in each of the three core areas of Unified Sports, Inclusive Youth Leadership, and Whole School Engagement for a minimum of three years. Funds can be used for things like teacher/coach stipends, equipment and supplies, uniforms, and transportation.	N/A
AEF - Visiting Artist Series	Private	2,800	Artists will visit the AHS Photography, Film, and Animation classes to discuss their work, answer questions about their career path, give a professional critique of a student's work, and/or run an art-making workshop using a technique they employ in their own practice.	Innovations
AEF - Kindergarten Fine Motor Tools	Private	2,420.07	The goal of this project is to develop fine motor bins of specialized tools selected by the school's occupational therapist to improve the fine motor skills of students in each of Thompson's four Kindergarten classrooms. Only a few students receive support through the OT, so this will allow all Kindergarten students to have access to specialized tools, which will help them successfully foster academic growth and independently engage in self-care skills.	Innovations
AEF - Blending Universal Design and Rigor in Learning	Private	4,000	Menotomy to buy a 3D printer to custom-make learning manipulatives based on popular children's books that they use in the classrooms. They will create leveled lesson cards to use for different levels of learning, from access level through rigor/challenge level of learning, with intermediate steps in between.	Innovations
AEF - Fiber Arts Club	Private	350	This grant is for the AHS Fiber Arts Club to purchase workshop activity supplies to better support the students in the after-school club.	Club Grants
AEF - APS Interdisciplinary Robotics K-5 Professional Learning Session	Private	4,000	This grant is to offer a five-day professional learning experience for all educators while providing them access to co-created interdisciplinary curriculum modules and district kits (Beebots and Finches). The APS Digital learning team is also committed to providing continuous and reflective in-class implementation support, and explicit instruction during digital learning classes throughout the school year.	Innovations
AEF - Interdisciplinary Problem Solving with Lego Spike Prime	Private	19,771.75	This Development & Expansion grant expands on last year's Lego Spike Innovations Grant for the elementary schools. This grant goes toward bringing new technology to grades 6-8 for the digital learning team.	Development & Expansion
AEF - Spy Ponders Threads	Private	20,000	To provide clothing and other essential items for APS students and families, with an emphasis on those impacted by economic challenges.	Development & Expansion
AEF - Lenny Learning	Private	4,000		
AEF - FY25 District Improvement (Inclusive Spaces for Deeper Learning)	Private	33,250	This grant is to develop a sustainability plan for technology and the infrastructure to support inclusive learning environments, as part of the district's five-year strategic plan.	District Improvement
AEF - FY25 District Improvement Part 2 (Expanding Collaborative Problem-Solving across Secondary Schools in APS)	Private	32,000	This initiative builds on successful CPS work at AHS and initiates a structured rollout at OMS, supporting equity, mental health, and a multi-tiered system of support (MTSS) across both schools.	District Improvement
AHS - Tides Foundation	Private	4,500		
AEF - Microbits	Private	4,000		
AEF - Pondercast	Private	4,000		
AEF - Engineering Makerspace	Private	2,500		
AEF - Multicultural Concert Series	Private	4,000		
AEF - Hydroponic	Private	3,000		
AEF - Sensory Garden	Private	4,000		
AEF - C4 College Career Program	Private	4,000		
AEF - Hardware for a Music Production Studio	Private	600		
AEF - Blending Universal Design and Rigor in Learning	Private	4,000		
AEF - Arlington 250 Youth Banners Project	Private	4,000		Innovations

AEF - Mock Trial Club	Private	200	Club Grants
AEF - APS Mentoring Program	Private	4,000	Development & Expansion
AEF - Making Tools for 6-8th Engineering/Technology	Private	1,300	
AEF - Model United Nation Club	Private	350	

Grant Name	Type of Funding	Awarded Amount	Grant Description
Harvard Education Leadership	Private	42,500	APS is to partner with a resident of the Harvard Educational Leadership Program. The resident will be involved in internal strategic initiatives on which the organization is actively focused. The Ed.L.D. Resident is expected to have the opportunity to lead at least one major project on behalf of the Partner Organization, such as the creation, implementation or evaluation of such strategic initiatives.
Genocide Education	Competitive, Trust	44,480	The purpose of this competitive grant program is to further support teaching and learning related to the history of genocide, per Chapter 98 of the Acts of 2021. This grant supports LEAs to develop and/or select curriculum materials, implement professional development, and design other enriching learning experiences intended to further secondary students' understanding of the history and patterns of genocide. Districts may propose to collaborate with vendors to support this work.
MassDEP (Department of Environmental Protection)	State	9,510	This grant is to support the APS Nutrition Program transition from single use, under the Sustainable Materials Recovery Program.
SAMHSA (Mental Health)	Private	123,945	The Substance Abuse and Mental Health Services Administration (SAMHSA) grant focuses on improving the quality and availability of substance use/misuse prevention, substance use disorder treatment, and mental health services nationwide.
CSHS (Nursing and Behavioral Health)	State	108,591	The Comprehensive School Health Service (CSHS) grant uses a nurse-managed approach in order to promote the whole-child/whole-family paradigm in the school setting. CSHS grant programs help to support schools and school districts to provide a case management model in order to better address increasing student and family needs. The general goal is to maximize the existing school nursing expertise, leadership, and infrastructure.
Hate Crimes Prevention	Competitive, State	20,000	The purpose of this competitive, state-funded grant is to support the implementation of programs designed to prevent hate crimes and incidences of bias in public schools as defined under M.G.L. Chapter 22C, Section 32.
Influence 100	Targeted, Trust	2,000	This grant is to provide two stipends for staff members participating in DESE's Influence 100 Program. This program is for rising leaders who are part of a two-year fellowship to prepare for a superintendent role.

To: Arlington School Committee
From: Chris Schweitzer., Assistant Superintendent of Finance and Operations
Re: Financial Reports as of October 31, 2025
Date: November 18, 2025

Attached you will find a copy of the quarterly financial report as of October 31, 2025. There are three different reports for your review. Included are separate monthly budget tracking reports for the general fund (town appropriation), grants and revolving accounts.

General Fund Report

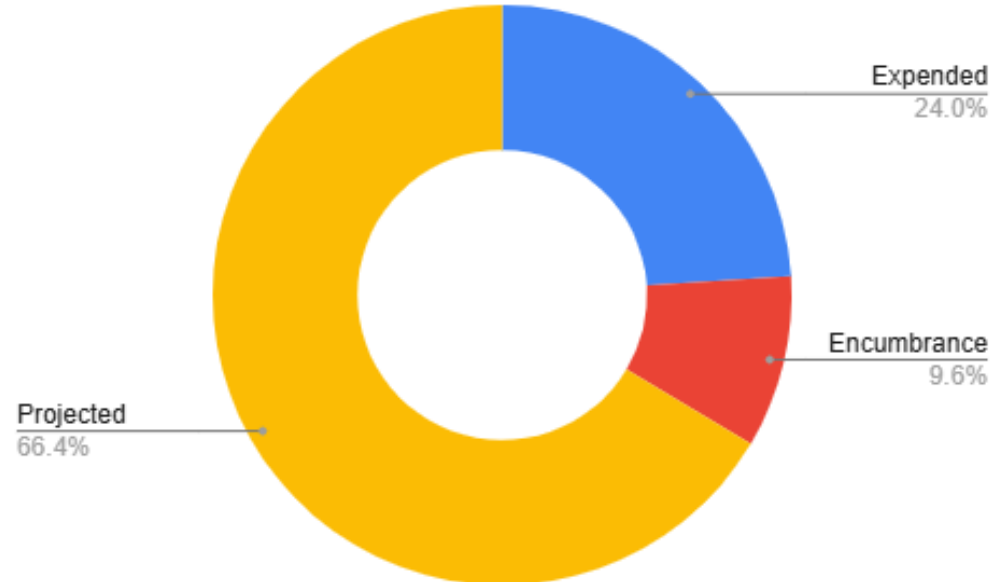
The general fund expenditure report includes spending through October 31, 2025 and is summarized by object code. This report is generated by running a year to date budget report in MUNIS, the financial system utilized by the town, and it includes expenditures, encumbrances and projected spending.

The “Original Budget” column reflects the amount approved by the School Committee for the FY26 budget.

The “Transfers” column reflects any budget transfers made between accounts as of the period ending date. It can also include carry forward purchase orders.

The “Revised Budget” column reflects the net of the approved School Committee budget and transfers that have occurred in the financial system as of the period ending date.

The “Expended” column reflects the actual expenditures posted in the financial system as of the period ending date.



The “Encumbered” column reflects the actual encumbrances posted in the financial system as of the period ending date.

The “Projected Expenditures” column reflects anticipated expenditures that will post to MUNIS from 11/01/25 through the close of the fiscal year. The methodology includes the assumption that departments and schools will expend their FY26 Budget allocations. It also projects out payroll expenditures through the end of the fiscal year. The remaining budget will continue to be updated throughout the fiscal year.

The projected surplus/deficit is a snapshot in time which will be adjusted with additional financial information throughout the year and the liquidating of existing open purchase orders.

Quarterly Object Code Report

	Budget	Transfers	Revised Budget	Expended	Encumbrance	Projected	Remaining
	\$0	\$0	\$0	\$0	\$0	\$0	\$0
510101 - PS Administration Sal & Wages	\$8,130,853	-\$236,000	\$7,894,853	\$2,868,974	\$0	\$5,432,387	-\$406,508
510102 - PS Teacher Salaries	\$59,681,409	\$87,580	\$59,768,990	\$11,868,989	\$0	\$47,919,120	-\$19,128
510105 - PS Related Service Provider Salaries	\$172,500	\$0	\$172,500	\$5,244	\$0	\$41,950	\$125,306
510107 - PS Social Workers Salaries	\$213,641	\$0	\$213,641	\$41,085	\$0	\$172,556	\$0
510110 - PS Nurse Salaries	\$1,492,884	\$0	\$1,492,884	\$265,677	\$0	\$1,037,175	\$190,029
510111 - PS Temp Salaries/Build Princ	\$0	\$0	\$0	\$0	\$0	\$0	\$0
510112 - PS Temp Salaries Professional	\$114,538	-\$85,111	\$29,427	\$94,198	\$0	\$141,531	-\$206,304
510113 - PS Academic Teacher Leadership	\$73,094	-\$3,835	\$69,259	\$19,063	\$0	\$64,474	-\$14,278
510114 - PS Administrative Stipend	\$31,499	\$24,605	\$56,104	\$24,088	\$0	\$91,269	-\$59,253
510115 - PS Teacher Room Moving	\$9,283	-\$1,113	\$8,170	\$3,750	\$0	\$4,846	-\$426
510116 - PS Longevity/Teachers	\$499,952	\$0	\$499,952	\$0	\$0	\$0	\$499,952
510117 - PS Longevity Admin	\$18,046	\$0	\$18,046	\$0	\$0	\$0	\$18,046
510201 - CS Clerical Salaries	\$2,477,729	-\$140,000	\$2,337,729	\$815,430	\$0	\$1,610,343	-\$88,043



	Budget	Transfers	Revised Budget	Expended	Encumbrance	Projected	Remaining
510202 - CS Temporary Clerical Help	\$15,956	\$0	\$15,956	\$4,822	\$0	\$25,288	-\$14,155
510203 - CS Skills Stipend	\$0	\$0	\$0	\$519	\$0	\$981	-\$1,500
510204 - CS Longevity Clerical	\$18,685	\$0	\$18,685	\$0	\$0	\$0	\$18,685
510301 - OS Custodial Salaries	\$2,248,857	\$0	\$2,248,857	\$775,279	\$0	\$1,128,739	\$344,839
510302 - OS Maintenance Salaries	\$762,438	\$0	\$762,438	\$179,706	\$0	\$262,697	\$320,035
510303 - OS Food Service Salaries	\$100,000	\$0	\$100,000	\$65,257	\$0	\$306,625	-\$271,882
510304 - OS Paraprofessional Salaries	\$8,310,907	-\$191,765	\$8,119,142	\$1,895,880	\$0	\$6,092,401	\$130,857
510308 - OS Other Full Time Salaries	\$2,888,667	-\$33,920	\$2,854,747	\$967,073	\$0	\$1,930,184	-\$42,510
510309 - OS Bus Monitors	\$0	\$0	\$0	\$0	\$0	\$0	\$0
510310 - OS Part Time Salary Wages	\$212,214	\$0	\$212,214	\$52,020	\$0	\$194,756	-\$34,562
510311 - OS Auto Allowance	\$0	\$0	\$0	\$3,873	\$0	\$3,787	-\$7,660
510312 - OS Call Back	\$14,377	\$0	\$14,377	\$9,036	\$0	\$6,004	-\$662
510313 - OS Clothing Allowance	\$15,739	\$0	\$15,739	\$19,150	\$0	\$0	-\$3,411
510314 - OS Cust/Snow/Ice Removal	\$47,792	-\$11,900	\$35,892	\$0	\$0	\$0	\$35,892
510315 - OS Custodial Absence/Vacation	\$30,371	\$0	\$30,371	\$19,086	\$0	\$76,642	-\$65,357
510316 - OS Custodial Athletic Events	\$7,155	\$0	\$7,155	\$10,586	\$0	\$17,745	-\$21,176
510317 - OS Custodial Clothing Allow	\$39,802	\$0	\$39,802	\$17,325	\$0	\$22,477	\$0
510319 - OS Substitute Teachers	\$702,369	\$0	\$702,369	\$76,642	\$0	\$476,228	\$149,500
510320 - OS Longevity Cust	\$13,850	\$0	\$13,850	\$0	\$0	\$0	\$13,850
510321 - OS Maint/Wk Out Of Classification	\$3,662	\$0	\$3,662	\$0	\$0	\$0	\$3,662
510322 - OS Other Stipends	\$249,186	-\$6,249	\$242,937	\$59,402	\$0	\$105,563	\$77,972
510323 - OS Out Of Classification Salary	\$4,478	\$0	\$4,478	\$5,733	\$0	\$10,294	-\$11,549
510324 - OS Overtime Peakload Requirement	\$51,165	\$0	\$51,165	\$26,929	\$0	\$25,879	-\$1,642
510325 - OS Permit	\$13,750	\$0	\$13,750	\$14,035	\$0	\$15,560	-\$15,845



Arlington Public Schools

Education That Empowers

	Budget	Transfers	Revised Budget	Expended	Encumbrance	Projected	Remaining
510326 - OS Extended School Year (SPED Summer) Salaries	\$0	\$0	\$0	\$251,884	\$0	\$68,616	-\$320,500
510327 - OS Student Activity Support Stip	\$95,272	-\$3,201	\$92,071	\$4,066	\$0	\$32,306	\$55,699
510328 - OS Temporary Salary Wages Other	\$406,810	-\$1,557	\$405,253	\$181,011	\$0	\$686,556	-\$462,313
510330 - OS Workshops Stipends/Green Slip	\$4,886	-\$3,358	\$1,528	\$41,854	\$0	\$238,020	-\$278,346
510331 - OS Longevity Paraprofessionals	\$500	\$0	\$500	\$0	\$0	\$0	\$500
520401 - CTR Contracted Services	\$80,547	-\$60,000	\$20,547	\$1,938	\$0	\$18,609	\$0
520402 - CTR Athletic Services	\$251,776	\$0	\$251,776	\$62,068	\$77,866	\$105,957	\$5,884
520403 - CTR Boiler Contracted Services	\$44,201	\$0	\$44,201	\$14,434	\$26,716	\$3,051	\$0
520404 - CTR Contracted Transportation	\$485,240	\$577,561	\$1,062,801	\$115,688	\$1,042,632	\$0	-\$95,518
520405 - CTR Electrical Services	\$73,453	\$0	\$73,453	\$50,012	\$63,111	\$0	-\$39,670
520406 - CTR Elevator Maintenance Repairs	\$51,397	\$0	\$51,397	\$15,057	\$0	\$36,340	\$0
520407 - CTR Engineering Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
520408 - CTR Environmental Services	\$515	\$0	\$515	\$2,790	\$0	\$0	-\$2,275
520409 - CTR Extermination Services	\$2,056	\$0	\$2,056	\$0	\$0	\$0	\$2,056
520410 - CTR General Construction Contract	\$0	\$0	\$0	\$0	\$0	\$0	\$0
520411 - CTR Hvac Contracted Services	\$204,355	\$0	\$204,355	\$76,667	\$119,828	\$7,860	\$0
520412 - CTR Instructional Services	\$6,898	\$0	\$6,898	\$0	\$0	\$0	\$6,898
520413 - CTR Legal Services	\$225,660	\$0	\$225,660	\$36,748	\$123,252	\$64,270	\$1,390
520414 - CTR Painting Services	\$57,050	\$0	\$57,050	\$74,745	\$12,500	\$0	-\$30,195
520415 - CTR Plumbing Services	\$21,313	\$0	\$21,313	\$16,921	\$12,305	\$0	-\$7,913
520416 - CTR Professional Tech Services	\$1,089,847	\$163,382	\$1,253,229	\$566,263	\$643,346	\$293,149	-\$249,526
520417 - CTR Roof Repairs	\$25,698	\$0	\$25,698	\$4,303	\$8,457	\$12,938	\$0



	Budget	Transfers	Revised Budget	Expended	Encumbrance	Projected	Remaining
520418 - CTR Security Services	\$61,676	\$0	\$61,676	\$22,917	\$30,639	\$8,420	-\$300
520419 - CTR Snow Removal Contracted	\$0	\$0	\$0	\$0	\$0	\$0	\$0
520424 - FOSTER TRA	\$0	\$0	\$0	\$0	\$0	\$0	\$0
520502 - SM Athletic Supplies	\$45,918	-\$4,085	\$41,832	\$13,114	\$3,232	\$12,367	\$13,120
520503 - SM Carpentry Supplies Doors	\$31,380	\$0	\$31,380	\$23,067	\$12,921	\$0	-\$4,608
520504 - SM Computer Software	\$1,180,247	-\$34,553	\$1,145,694	\$837,423	\$87,720	\$303,241	-\$82,689
520505 - SM Computer Supplies	\$75,489	\$0	\$75,489	\$6,576	\$2,597	\$53,353	\$12,963
520507 - SM Custodial Supplies Cleaning	\$373,023	\$0	\$373,023	\$192,274	\$24,326	\$173,445	-\$17,022
520508 - SM Educational Supplies	\$263,310	-\$2,918	\$260,392	\$16,433	\$10,556	\$32,151	\$201,252
520509 - SM Electrical Supplies	\$17,502	\$0	\$17,502	\$1,567	\$600	\$15,336	\$0
520510 - SM Equipment Maintenance	\$71,281	\$0	\$71,281	\$5,393	\$1,145	\$2,354	\$62,390
520511 - SM Equipment Rental	\$46,258	\$0	\$46,258	\$45,779	\$32,579	\$0	-\$32,100
520513 - SM Flooring Supplies/Services	\$11,631	\$0	\$11,631	\$8,175	\$11,049	\$0	-\$7,593
520514 - SM Food Supplies	\$48,362	\$11,467	\$59,829	\$13,071	\$8,762	\$28,954	\$9,043
520515 - SM Graduation Service Ceremonies	\$20,995	\$0	\$20,995	\$0	\$5,000	\$13,524	\$2,471
520516 - SM Grounds Supplies	\$18,582	\$0	\$18,582	\$8,183	\$13,228	\$0	-\$2,829
520517 - SM Hvac Supplies	\$38,958	\$0	\$38,958	\$8,038	\$14,142	\$16,778	\$0
520518 - SM Instructional Materials	\$898,662	-\$7,873	\$890,790	\$247,014	\$121,037	\$458,298	\$64,446
520519 - SM Masonry Supply Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
520520 - SM Medical Surgical Supplies	\$43,374	\$0	\$43,374	\$13,350	\$17,575	\$12,449	\$0
520521 - SM Misc Maintenance Supplies	\$0	\$0	\$0	\$101	\$0	\$0	-\$101
520522 - SM Misc Supplies	\$53,249	\$0	\$53,249	\$1,549	\$5,980	\$43,410	\$2,310
520523 - SM Office Supplies	\$136,302	-\$5,923	\$130,379	\$60,463	\$33,587	\$61,717	-\$25,390
520524 - SM Plumbing Supplies	\$42,848	\$0	\$42,848	\$17,526	\$9,978	\$15,344	\$0
520525 - SM Repro Paper Toner Supplies	\$97,142	\$2,000	\$99,142	\$22,944	\$14,744	\$59,535	\$1,920



Arlington Public Schools

Education That Empowers

	Budget	Transfers	Revised Budget	Expended	Encumbrance	Projected	Remaining
520526 - SM Reproduction/Printing	\$13,869	\$0	\$13,869	\$4,976	\$162	\$1,009	\$7,723
520527 - SM Testing Materials	\$31,325	\$1,377	\$32,702	\$8,290	\$0	\$21,263	\$3,149
520528 - SM Textbooks Books Periodicals	\$198,056	\$0	\$198,056	\$43,520	\$75,588	\$55,450	\$23,500
520529 - SM Weather/Urgent Repairs	\$0	\$0	\$0	\$4,543	\$4,800	\$0	-\$9,343
520530 - SM Window Glass Service Supplies	\$31,979	\$0	\$31,979	\$707	\$0	\$31,272	\$0
520601 - OE Other Expenses	\$72,391	-\$11,467	\$60,924	\$6,821	\$609	\$52,848	\$646
520602 - OE Advertising	\$2,924	\$0	\$2,924	\$230	\$0	\$2,488	\$206
520603 - OE Business Travel	\$4,367	\$0	\$4,367	\$0	\$1,825	\$2,386	\$156
520604 - OE Capital Equipment/Furniture	\$102,062	\$10,424	\$112,486	\$14,378	\$9,144	\$102,653	-\$13,689
520605 - OE Computer Equipment Hardware	\$215,346	\$0	\$215,346	\$167,841	\$3,680	\$47,489	-\$3,665
520606 - OE Computer Network Telecom	\$50,450	\$0	\$50,450	\$22,625	\$5,601	\$22,730	-\$507
520607 - OE Court Judgements Settlement	\$336	\$0	\$336	\$0	\$0	\$0	\$336
520610 - OE Field Trips	\$29,427	-\$11,340	\$18,087	\$1,361	\$20,280	\$9,742	-\$13,295
520611 - OE Gas & Oil	\$96,117	\$0	\$96,117	\$7,454	\$67,917	\$36,044	-\$15,298
520612 - OE Graduate Course Reimbursement	\$131,574	\$0	\$131,574	\$22,454	\$79,063	\$30,057	\$0
520613 - OE Grey Bills From Town	\$0	\$0	\$0	\$0	\$0	\$0	\$0
520615 - OE Instruction Equipment	\$52,328	\$0	\$52,328	\$13,835	\$6,602	\$29,993	\$1,897
520616 - OE Instructional Equipment	\$9,806	\$0	\$9,806	\$0	\$0	\$0	\$9,806
520617 - OE Insurance	\$41,768	\$15	\$41,783	\$9,000	\$0	\$0	\$32,783
520620 - OE Misc Maintenance Services	\$7,712	\$0	\$7,712	\$18,776	\$29,479	\$0	-\$40,543
520621 - OE Motor Vehicle Repair	\$59,125	\$0	\$59,125	\$17,441	\$39,791	\$0	\$1,893
520623 - OE Natural Gas	\$598,261	\$0	\$598,261	\$18,793	\$579,793	\$0	-\$325

	Budget	Transfers	Revised Budget	Expended	Encumbrance	Projected	Remaining
520625 - OE Other Payments	\$90,509	\$0	\$90,509	\$1,275	\$87,135	\$2,099	\$0
520626 - OE Pensions	\$4,488	\$0	\$4,488	\$686	\$3,514	\$288	\$0
520627 - OE Postage	\$20,311	\$0	\$20,311	\$0	\$0	\$0	\$20,311
520628 - OE Power Electricity	\$1,956,288	\$0	\$1,956,288	\$520,617	\$1,443,671	\$0	-\$8,000
520629 - OE Professional Affiliations	\$81,734	\$7,595	\$89,329	\$62,154	\$3,726	\$23,968	-\$519
520632 - OE Safety Equip And Testing	\$0	\$4,070	\$4,070	\$0	\$4,070	\$0	\$0
520636 - OE Space Rental	\$0	\$0	\$0	\$0	\$0	\$0	\$0
520637 - OE Telephone/Pagers	\$28,162	\$0	\$28,162	\$390	\$0	\$6,807	\$20,965
520644 - OE Training Educ Conf & Attendance	\$0	\$0	\$0	\$17,942	\$35,047	\$0	-\$52,989
520645 - OE Tuition Other Schools	\$4,320,200	\$0	\$4,320,200	\$1,180,228	\$5,115,491	\$0	-\$1,975,519
520650 - OE Vehicle Acquisition	\$9,253	\$0	\$9,253	\$0	\$0	\$0	\$9,253
520653 - MEALS/CATE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OBJ_DESC	\$0	\$0	\$0	\$0	\$0	\$0	\$0
#N/A	\$0	\$0	\$0	\$48	\$13	\$0	-\$61
Grand Total	\$103,630,679	\$33,908	\$103,664,588	\$25,456,638	\$10,208,415	\$70,574,432	-\$2,574,898

Circuit Breaker Reimbursement **\$ 1,947,756**

FY26 Balance (as of 10/31/2025) **(\$ 627,142)**

Approximate Unreflected Transfer Estimate: **\$ 800,000**

- After School & ACE Building Rentals
- Community Building Rentals
- International Tuitions
- SPED 240 Grant Adjustments

Projected FY26 Balance (as of 10/31/2025) **\$ 172,858**

Quarterly Department Code Report

	Budget	Transfer	Revised Budget	Expended	Encumbrances	Projected	Remaining
301 - HIGH SCHOOL	18,615,521	\$45,913	\$18,661,434	\$4,017,234	\$124,181	\$14,421,967	\$98,054
302 - OTTOSON	11,914,319	-\$64,182	\$11,850,137	\$2,485,556	\$23,560	\$9,352,923	-\$11,902
303 - GIBBS	6,123,591	-\$18,615	\$6,104,976	\$1,354,206	\$15,678	\$5,014,046	-\$278,959
310 - BISHOP	4,635,033	-\$210,000	\$4,425,033	\$929,117	\$13,456	\$3,478,257	\$4,203
311 - BRACKETT	5,095,692	\$0	\$5,095,692	\$1,075,753	\$8,636	\$3,910,806	\$100,497
312 - DALLIN	5,062,735	-\$4,255	\$5,058,480	\$1,024,387	\$10,685	\$3,861,171	\$162,238
313 - HARDY	5,290,097	\$108,876	\$5,398,974	\$1,035,785	\$8,547	\$3,895,215	\$459,428
314 - PEIRCE	4,199,862	\$135,523	\$4,335,385	\$869,925	\$9,806	\$3,284,770	\$170,885
315 - STRATTON	5,667,572	-\$34,221	\$5,633,351	\$1,217,172	\$16,485	\$4,492,583	-\$92,893
316 - THOMPSON	5,922,024	-\$80,143	\$5,841,881	\$1,205,962	\$12,873	\$4,410,824	\$212,217
318 - MENOTOMY	1,988,923	\$38,181	\$2,027,104	\$413,278	\$1,000	\$1,583,003	\$29,822
319 - ELEMENTARY SYSTEMWIDE	1,526,896	-\$5,852	\$1,521,044	\$384,822	\$0	\$1,292,675	-\$156,453
321 - SUPERINTENDENT & ADMINISTRATION	874,726	-\$528	\$874,198	\$294,248	\$69,637	\$415,683	\$94,634
322 - TEACHING & LEARNING	2,892,566	-\$71,326	\$2,821,241	\$1,190,475	\$179,521	\$1,758,784	-\$307,538
323 - SPECIAL EDUCATION & STUDENT SE	8,423,040	-\$4,487	\$8,418,553	\$2,573,002	\$5,741,464	\$2,591,440	-\$2,487,357
325 - ATHLETICS	1,043,082	\$0	\$1,043,081	\$307,368	\$85,168	\$838,113	-\$187,567
326 - DIVERSITY, EQUITY, & INCLUSION	343,523	\$19,760	\$363,283	\$136,084	\$1,031	\$224,012	\$2,156
329 - SCHOOL COMMITTEE	69,459	\$0	\$69,459	\$19,210	\$0	\$14,172	\$36,077
330 - FINANCE	1,270,575	-\$40,016	\$1,230,559	\$490,609	\$58,127	\$752,097	-\$70,273
332 - FACILITIES	7,367,325	-\$11,900	\$7,355,425	\$2,313,390	\$2,435,733	\$2,191,224	\$415,083
333 - INFORMATION TECHNOLOGY	1,915,843	\$3,923	\$1,919,766	\$1,025,870	\$98,224	\$788,264	\$7,408
334 - TRANSPORTATION	1,584,441	\$577,561	\$2,162,002	\$500,969	\$1,240,682	\$719,808	-\$299,456
337 - DATA	342,959	-\$155,760	\$187,199	\$61,145	\$0	\$115,531	\$10,523
338 - COMMUNITY & FAMILY	447,259	\$18,080	\$465,339	\$142,434	\$0	\$246,920	\$75,985



ENGAGEMENT							
399 - SYSTEMWIDE	1,013,616	-\$212,624	\$800,992	\$388,637	\$53,920	\$920,145	-\$561,711
Grand Total	103,630,679	\$33,908	\$103,664,588	\$25,456,638	\$10,208,415	\$70,574,432	-\$2,574,898

Quarterly Budget Category Report

	Budget	Transfers	Revised Budget	Expended	Encumbrance	Projection	Remaining
Administration	\$4,184,843	-\$249,253	\$3,935,590	\$1,347,508	\$153,131	\$2,276,401	\$158,554
Curriculum & Instruction	\$2,829,863	-\$197,548	\$2,632,316	\$1,282,360	\$244,743	\$1,974,578	-\$869,363
Elementary Education	\$28,982,548	-\$15,715	\$28,966,834	\$6,149,125	\$80,269	\$22,530,732	\$206,701
Other	\$9,916,486	-\$7,977	\$9,908,509	\$3,546,047	\$2,776,967	\$3,296,879	\$288,622
Secondary Education	\$30,246,978	\$512	\$30,247,489	\$6,608,135	\$248,336	\$23,592,266	-\$201,248
Special Education	\$27,469,961	\$503,889	\$27,973,850	\$6,523,464	\$6,704,968	\$16,903,576	-\$2,158,164
Grand Total	\$103,630,679	\$33,908	\$103,664,588	\$25,456,638	\$10,208,415	\$70,574,432	-\$2,574,898



Town of Arlington, Massachusetts

8:40 p.m. Superintendent's Evaluation (E. Homan)

Summary:

Evaluation Link - DRAFT



Town of Arlington, Massachusetts

9:10 p.m. Superintendent's Update (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
▢ Presentation	Session_1_-_APS_Unconference_Nov_2025.pdf	Session 1 - APS Unconference Nov 2025
▢ Presentation	Session_2_-_APS_Unconference_Nov_2025.pdf	Session 2 - APS Unconference Nov 2025
▢ Enrollment/Class Sizes	2025-26_ENROLLMENT_REPORTS_-_11_18_25.pdf	2025-26 ENROLLMENT REPORTS - 11_18_25
▢ Presentation	Superintendent_Updates_2025-26_-_11.18.25_(1).pdf	Superintendent Updates 2025-26 - 11.18.25 (1)

Topic	Description	Session Time	Location	Host(s)
Co-Taught Classroom	<p>This session is designed for educators who work in co-taught classrooms. To participate, please sign up with your co-teacher. While there are many effective co-teaching approaches, this session will focus on two key structures: Station Teaching and Parallel Teaching.</p> <p>Together, co-teaching pairs will plan an upcoming lesson using one of these models. We rarely get enough dedicated time for collaborative planning – that's the purpose of this session. It will be a double block to allow ample time for preparation and meaningful collaboration.</p>	BOTH Sessions 1 & 2, 9:00 - 10:45	Room 325	Jennifer Lambertz
Driving deeper learning through climate change education	<p>This session will discuss how to create relevance and authenticity into class by connecting lessons to climate change and climate justice. This can be done in every subject, not just science. 65% of teens want to learn about climate change and a majority want to learn what they can do about it. We will discuss how climate justice is also economic and social justice. We will discuss the Green Energy Revolution and how students can be part of this revolution, particularly in Massachusetts where the state has committed to \$1 billion in investments in clean energy.</p>	Session 1, 9:00-9:45	Room 302	Michael Kozuch
Exploring Alternatives to Traditional Discipline	<p>Collaborative Problem Solving is an inclusive practice that has improved the culture at AHS. How can we continue to grow and improve inclusive discipline approaches as a district? What might be other interventions or initiatives beyond traditional discipline practices that are worth discussing?</p>	Session 1, 9:00-9:45	Room 303	Veronica Tivnan and Amanda Donohue
APS Ed Plan	Explore APS Ed Plan access and system "How To"	Session 1, 9:00-9:45	Room 304	Chris Carlson
How can field microscopes contribute to deeper learning?	<p>The APS science department has a new set of field microscopes that may be borrowed by any classroom teacher. They are easy to use inside or out and are appropriate for all grades K - 12. Drop by to try them out and brainstorm ways that they could be used to foster deeper learning in your classroom!</p>	Session 1, 9:00-9:45	Room 327	Sarah Huber
Integrating 3D Printing to Support Universal Design for Learning in Preschool Classrooms	<p>At MPS, we are working on making materials for the integrated preschool classroom that includes all types of learners. All students with varied learning styles and needs can use the same materials to access curriculum, develop social skills, and expand play skills.</p>	Session 1, 9:00-9:45	Room 305	Elena Knightly and Sif Ferranti
The Classroom Café: Where Teaching Meets Doing	<p>Teaching a small business-focused class and running a school café comes with a mix of caffeine, creativity, and chaos. Learn what goes on behind the counter – from student training and scheduling to menu ideas, marketing, and keeping things running smoothly.</p>	Session 1, 9:00-9:45	Spy Ponder Cafe (AHS lobby)	Erin Ludewig & Cheryl McGahan
Field Trips	<p>I would like to discuss field trips including process and see what field trips people are using to apply deeper learning</p>	Session 1, 9:00-9:45	Room 306	Bill McCarthy
Public Speaking in Everyday Learning	<p>Public Speaking is a lifelong skill that takes time to develop. Come to learn and discuss how we can help support students in this endeavor</p>	Session 1, 9:00-9:45	Room 308	Adam Amster

Topic	Description	🕒 Session Time	Location	Host(s)
Stay on Track, Stretch Your Thinking	Juggling multiple classes or preps? Let's collaborate and share strategies, activities, and extensions that promote deeper learning while keeping pacing aligned. Together, we'll build a list of meaningful "filler" and extension ideas to keep all classes engaged and on track.	Session 1, 9:00-9:45	Room 309	Audra Kaplan
Deeper Learning with Elementary Specialists	Over the past five years, our Elementary Specialists in Art, PE, Music, and Library have built a truly meaningful professional learning community. What began as a shared planning time for five educators with very different content areas has grown into a collaborative space focused on best practices, alignment with schoolwide instructional goals, and strengthening their collective impact as teachers who work with every student in the building.	Session 1, 9:00-9:45	Room 312	Thad Dingman, Stacie Greenland, Rye Daily, J
Diversifying perspectives in our classrooms	Literature is filled with different perspectives and there are all different ways in which we can inject those perspectives into our classrooms. Let's consider different ways to explore/continue to explore those perspectives in our classrooms. Then, if times allows, we could share out how we also tap into our own students' perspectives.	Session 1, 9:00-9:45	Room 313	Rebecca Walsh Bradley
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Wellness-Infused Curriculum: Scaffolding & Best Practices Across Grades 6–12	Teachers in grades 6–12 will collaborate to discuss continuity, scaffolding, and best practices in FACS courses that support student success from middle school through high school.	Session 1, 9:00-9:45	Room 110	Jennie Craigie, Tricia Bellahrossi
Math WIN What's Working?	Bring your successes, questions and thoughts about Math WIN Block in grades K-6. We can share some structures that have been successful in the district so we can build on everyone's ideas.	Session 1, 9:00-9:45	Room 318	Emily Veader, Lauren Desautels, Kathy Sillman
Efficient systems for social worker and teacher communication	As part of our Professional Practice goal for 2025-2026, the Brackett social work team is collaborating with classroom teachers to creating tools and systems for more efficient communication regarding what students are learning and practicing in social work groups. Our goal is to help generalize SEL competencies to the general education classroom so that teachers can also utilize the language, tools and strategies students are working on. We welcome input from classroom teachers regarding what methods, frequency, and information would be helpful so that we can trial a system and share our outcomes and best practices with other social workers within the district.	Session 1, 9:00-9:45	Room 402	Alessandra Valente and Erica Gorton

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Deeper Learning in the Library: Teaching Research Skills	Join a collaborative conversation about how we teach research skills in middle and high school ... and how your school librarian can help! We'll share library resources and services that support inquiry and information literacy, then open the floor to discuss the opportunities and challenges we all face in guiding students through the research process. (Focus on grades 6-12, all welcome.)	Session 1, 9:00-9:45	Room 408	Stacy Kitsis, Jennifer Lauchlan, and Jessica Nelson
Making Note Reading Fun: Engaging Students in Music Learning	Learning to read music doesn't have to feel like a chore! In this interactive session, discover creative and joyful ways to help students develop music literacy and confidence in note reading. Explore hands-on activities, games, movement, and singing strategies that make learning notes meaningful and fun for all ages. Participants will leave with ready-to-use ideas to keep students actively engaged, whether they're decoding notes on the staff, sight-singing, or simply finding joy in making music together.	Session 1, 9:00-9:45	Chorus Room	Cori Smith
How you use AI in an elementary school classroom?	A chance to go over how you have used AI to make tasks easier or more efficient.	Session 1, 9:00-9:45	Room 412	Brandon Jackson
What's is like to be a Middle Schooler these days?	To get to deeper learning experiences, it helps to truly know and understand the whole child. Let's chat more about what it's like to be a middle schooler in 2025. I've spent all my time in the middle grades and currently live with one (my son is in 7th grade!) - so I feel as if I live and breath middle school all day every day. If you want to chat about what it's like to be a middle school student and how the world around them today can impact them in the classroom, come find me. I want to learn from you, too, so let's see where this convo can lead!	Session 1, 9:00-9:45	ROOM 409	Rochelle Rubino
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Wellness Workshops AHS	Plan and collaborate on how to bring a sense of community to the day	Session 1, 9:00-9:45	Black Box Theatre	Joanna Begin
8th Grade Math Functions	Lesson Plan to effectively teach functions to grade 8 math students	Session 1, 9:00-9:45	Room 205	Carin Chen
ALL Block	Unpacking Module 2 to make accessible to all	Session 1, 9:00-9:45	Room 206	Lorraine Keir
Keeping it Multisensory OG/Wilson	Brainstorm many ways to be multisensory	Session 1, 9:00-9:45	Room 208	Tania Phillips
EL	Simplifying Lessons - Dallin	Session 1, 9:00-9:45	Marissa Chapman	Room 413
EL	Grade 2 - Learning Targets	Session 1, 9:00-9:45		Room 416
5th Grade Curriculum & Planning	Grade 5 - EL and Math	Session 1, 9:00-9:45	Rebecca Bell & Marie Morin	Room 418
Deeper Learning in STEM	Middle School Science Expo	Session 1, 9:00-9:45	Stacy Piandis/Jen Gray/Kira Weiss	Room 419
Vertical Math Intervention (2-4)		Session 1, 9:00-9:45	Bishop	Room 431
SEL in PE	Inc. SEL into and PE.Movement Activity	Session 1, 9:00-9:45	Maureen Nee	Room 421
Panorama Data & Intervention	Analyzing Data & Reflecting on Intervention	Session 1, 9:00-9:45	Jen Breneison & Suzanna Hawkins	Room 425
Speech & OT Collaboration for groupwork		Session 1, 9:00-9:45	AHS Lobby	Alex Burns, Julia Phillips
Seeing structure in elementary math	Explore tools, models, and activities that highlight structure and relationships within our number system as well as between operations and concepts. Discuss how being explicit about these relationships benefits students' mathematical thinking and reasoning.	Session 2, 10:00-10:45	Room 326	Christine Size, Peirce math coach

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Tackling Difficult Conversations	We all face situations every day where we have to have difficult, sometimes uncomfortable conversations. Maybe you need to tell an administrator that a plan or schedule isn't working well. Maybe you need to talk to a teacher or support staff about dividing the workload for modifying work in a class, or changing the type of support that a student is getting. Maybe you need to share with a parent that a child is struggling. What are some strategies you can use to make sure the conversation is productive and positive? How can we tackle tough issues, instead of avoiding them, to create better learning environments for our students and better working relationships with colleagues?	Session 2, 10:00-10:45	Auditorium	Julianna Keyes
Efficient and Meaningful Grading Practices for Writing	Discuss, collaborate, and develop efficient and meaningful grading practices that support student growth and teacher wellness.	Session 2, 10:00-10:45	Room 327	Erin McLean
Resource Rodeo!	An opportunity to share resources- any grade, any level, any modifications. What have you created? What have you modified? Let's share all our resources so we can compile them in one spot! A time to share and learn from each other.	Session 2, 10:00-10:45	Room 304	Alicia Zeh-Dean, Kara Smith
SLCs and SSPs: Student Support in Action	The SLC teachers and the SSPs will discuss teaching their unique learners. They will review IEPs and behavior plans.	Session 2, 10:00-10:45	Room 303	Louisa Popkin
Strategies to Build Group Cohesion	Building group cohesion is a classroom management strategy to create psychological safety and allow students to experience deeper learning. Come discuss the science behind group cohesion and share your own classroom management and community building strategies.	Session 2, 10:00-10:45	Room 305	Jacki Lundstrom
Screening of _First Light_ by the Upstander Project	Join us for viewing and discussion of the Upstander Project's _First Light_. First Light, is part of the Dawnland film series, "documents the historic actions of the Maine Wabanaki Child Welfare Truth and Reconciliation Commission as it seeks healing and hope for Native Americans affected by the state's abuse of power through the child welfare system." "First Light expertly communicates the process of the Maine Wabanaki-State Child Welfare Truth and Reconciliation Commission and their role in helping acknowledge painful truths. Both the film and accompanying learning resources are outstanding educational tools for Maine's teachers to consider using in their classrooms." — Kristie Littlefield, Maine Department of Education Social Studies Specialist	Session 2, 10:00-10:45	Room 406	Melanie Konstandakis
Leveraging AI for Inclusivity	Have you ever felt like you could you an assistant (or tent!) to help you truly meet the needs of all the learners in your room? AI tools offer us an innovative and exciting opportunity to differentiate materials to create a more inclusive learning environment. In this session, we'll take a look at some different tools (Diffit, ChatGPT, Gemini, ElevenLab, to name a few) and examples of materials that have been created with the assistance of these AI tools.	Session 2, 10:00-10:45	Room 308	Crystal Power

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Increase Belonging, Growth, and Joy through Collaboration, Creativity, Conversation, and Friendly Competition.	Playing games has been a successful strategy to promote inclusivity in the classroom. Join adults from across the district to engage in activities that require collaboration, creativity, conversation, and friendly competition to increase the sense of belonging in the APS community. A variety of games and activities will be provided and you are welcome to bring your own.	Session 2, 10:00-10:45	Room 505	Lisa Clark and Sarah Stoe
Deeper Learning & Inclusion in K–5 Wellness and Movement Spaces	What does deeper learning and inclusion look like in K–5 wellness and movement-based environments? Join colleagues to share ideas, challenges, and strategies that create accessible and engaging learning experiences for all students.	Session 2, 10:00-10:45	Room 312	Sharyn von Trapp
Show and Tell: Using Visuals	Visuals are incredibly helpful for so many people - multilingual learners, pre-readers and striving readers, visual thinkers, and more! Come to this session to share examples of visuals that help your students- vocabulary, graph organizers, schedules, anchor charts, signage, icons/symbols, etc! Or, come to this session to get great ideas to bring back to your school! If you are inspired, use part of the session to make a visual that you can use right away!	Session 2, 10:00-10:45	Room 313	Linn Adams
Pros & Cons of Leveling in Middle School Math	What are the pros and cons of leveling in middle school math classes? How do we meet the needs of students who are struggling with math as we teach grade level content? What role do extra curricular math classes play in our math teaching practices?	Session 2, 10:00-10:45	Room 309	Carin Chen
Let's Talk Advisory: What's Working, What's Not?	Let's use this session to talk about advisory programs at the secondary schools. This session is all about sharing what's going right in your groups and identifying what could be better. Come with your successes, your challenges, and your ideas for how advisory has a role in deeper learning.	Session 2, 10:00-10:45	Room 319	Shannon Knuth
Wellness & Instructional Collaboration for Deeper Learning (Grades 9–12)	Educators working with grades 9–12 will collaborate on upcoming wellness-focused units, sharing strategies that promote inclusive learning environments and critical thinking in group based settings.	Session 2, 10:00-10:45	Gym #2 (climbing wall gym)	Kim Visco
Middle School Wellness Practices: Inclusive & Deeper Learning Strategies	Middle school educators will explore and brainstorm wellness-aligned instructional practices that strengthen deeper learning and support inclusion for diverse learners.	Session 2, 10:00-10:45	Room 320	Kevin Cummings
Lessons from The Fish Tank: Connecting Climate, Community, and Civic Action through Allegory	Teachers will design an interdisciplinary unit that bridges the 8th grade Science climate standards with Civics and English. Using the allegory "The Fish Tank" as a unifying text, participants will explore how themes of resource scarcity, collective responsibility, and sustainability can help students make meaningful connections between scientific concepts, civic action, and literary analysis.	Session 2, 10:00-10:45	Room 321	Katherine Harte, Susan Stewart
Deeper Learning in the Library: Reading with Sora and Destiny	Ready to find your next great read ... and inspire your students to do the same? In this hands-on session, you'll explore Sora, our digital library platform, and our school catalogs to uncover amazing books, audiobooks, and magazines. Bring your computer and get ready to connect deeper learning with reading joy! (Focus on grades K-5, all welcome.)	Session 2, 10:00-10:45	Room 404	Laura Atlee, Renae Nichols, Patricia White

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Deeper Learning in the Library: Secondary Resource Petting Zoo	Discover the wide world of digital resources available to support deeper learning at the secondary level. Our hands-on “resource petting zoo” will introduce you to Destiny and Sora for ebooks, audiobooks, and magazines; research databases and multiuser ebooks; Swank streaming video; online newspapers; and resources from Robbins and Boston Public Library. After a quick overview, you’ll have time to explore, so bring your computer and get ready to dive in.	Session 2, 10:00-10:45	Room 306	Stacy Kitsis, Jennifer Lauchlan, and Jessica Nelson
Inclusive Practices in Sub Separate Programming	Exploring Inclusive Practices in a Sub Separate Program, particularly for high needs students.	Session 2, 10:00-10:45	Room 409	Erin Esswein and Jason Small
Deeper Learning First Step: Deeper learning first steps: routings & expectations lead to a joyful learning environment.	Creating a joyful, student-centered classroom begins with the small things we do every day. In this session, participants will explore how clear routines, shared expectations, and intentional community-building set the foundation for deeper learning. We'll discuss practical strategies for establishing consistency and trust, examine examples of routines that promote engagement and autonomy, and reflect on how these structures provide students and teachers opportunity to focus on meaningful, joyful learning. Walk away with ready-to-implement ideas to start or strengthen your classroom culture for deeper learning success. See how Mistah Ham launches a new quarter with groups of students who bring diverse musical backgrounds, and how he uses routines, clear expectations, and community-building to help them learn and create together. In this session, participants will explore how intentional structure fosters trust, collaboration, and joy in learning. Discover practical strategies you can adapt to your own classroom to help students of all levels connect, take risks, and grow through deeper learning experiences.	Session 2, 10:00-10:45	AHS Band Room	James Ham, Jing-Huey Wei
Digital Learning Tools in the Primary Classroom	<p>This Unconference session will explore how technology can be used to promote Deeper Learning and Inclusive Practices in early elementary classrooms. We'll share how digital tools like Wordwall.net help young learners engage in interactive, differentiated activities that build foundational literacy and math skills. Participants will discuss ways to design tech-based lessons that are accessible to all students—supporting diverse learning styles, fostering independence, and encouraging student voice and collaboration.</p> <p>Join this session to share ideas, explore creative uses of technology, and reflect on how we can create inclusive, engaging learning environments for even our youngest learners.</p> <p>Bring your laptop!</p>	Session 2, 10:00-10:45	Room 328	Alison Axford
Elementary Paras	Finding Solutions to Problems	Session 2, 10:00-10:45	Room 330	Sue McClelland/ Shannon Moore
EL	Learning targets & sentence Starters	Session 2, 10:00-10:45	Room 331	Tracy Bernier
SLP Collaboration	Connect district SPLs and share ideas	Session 2, 10:00-10:45	Room 202	Alison Ryan/ Julia Phillips
EL	All Block for Module 2 grade 3. Supporting All learners in writinf	Session 2, 10:00-10:45	Room 203	Emily Vecchione

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Co-Taught Classroom	<p>This session is designed for educators who work in co-taught classrooms. To participate, please sign up with your co-teacher. While there are many effective co-teaching approaches, this session will focus on two key structures: Station Teaching and Parallel Teaching.</p> <p>Together, co-teaching pairs will plan an upcoming lesson using one of these models. We rarely get enough dedicated time for collaborative planning — that's the purpose of this session. It will be a double block to allow ample time for preparation and meaningful collaboration.</p>	BOTH Sessions 1 & 2, 9:00 - 10:45	Room 325	Jennifer Lambertz
Driving deeper learning through climate change education	<p>This session will discuss how to create relevance and authenticity into class by connecting lessons to climate change and climate justice. This can be done in every subject, not just science. 65% of teens want to learn about climate change and a majority want to learn what they can do about it. We will discuss how climate justice is also economic and social justice. We will discuss the Green Energy Revolution and how students can be part of this revolution, particularly in Massachusetts where the state has committed to \$1 billion in investments in clean energy.</p>	Session 1, 9:00-9:45	Room 302	Michael Kozuch
Exploring Alternatives to Traditional Discipline	<p>Collaborative Problem Solving is an inclusive practice that has improved the culture at AHS. How can we continue to grow and improve inclusive discipline approaches as a district? What might be other interventions or initiatives beyond traditional discipline practices that are worth discussing?</p>	Session 1, 9:00-9:45	Room 303	Veronica Tivnan and Amanda Donohue
APS Ed Plan	Explore APS Ed Plan access and system "How To"	Session 1, 9:00-9:45	Room 304	Chris Carlson
How can field microscopes contribute to deeper learning?	<p>The APS science department has a new set of field microscopes that may be borrowed by any classroom teacher. They are easy to use inside or out and are appropriate for all grades K - 12. Drop by to try them out and brainstorm ways that they could be used to foster deeper learning in your classroom!</p>	Session 1, 9:00-9:45	Room 327	Sarah Huber
Integrating 3D Printing to Support Universal Design for Learning in Preschool Classrooms	<p>At MPS, we are working on making materials for the integrated preschool classroom that includes all types of learners. All students with varied learning styles and needs can use the same materials to access curriculum, develop social skills, and expand play skills.</p>	Session 1, 9:00-9:45	Room 305	Elena Knightly and Sif Ferranti
The Classroom Café: Where Teaching Meets Doing	<p>Teaching a small business-focused class and running a school café comes with a mix of caffeine, creativity, and chaos. Learn what goes on behind the counter — from student training and scheduling to menu ideas, marketing, and keeping things running smoothly.</p>	Session 1, 9:00-9:45	Spy Ponder Cafe (AHS lobby)	Erin Ludewig & Cheryl McGahan
Field Trips	I would like to discuss field trips including process and see what field trips people are using to apply deeper learning	Session 1, 9:00-9:45	Room 306	Bill McCarthy
Public Speaking in Everyday Learning	<p>Public Speaking is a lifelong skill that takes time to develop. Come to learn and discuss how we can help support students in this endeavor</p>	Session 1, 9:00-9:45	Room 308	Adam Amster
Stay on Track, Stretch Your Thinking	<p>Juggling multiple classes or preps? Let's collaborate and share strategies, activities, and extensions that promote deeper learning while keeping pacing aligned. Together, we'll build a list of meaningful "filler" and extension ideas to keep all classes engaged and on track.</p>	Session 1, 9:00-9:45	Room 309	Audra Kaplan

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Behavior Analytic Principales to Support Students in Classrooms	Practical Application of behavior analytic principles to support teachers in the classroom	Session 1, 9:00-9:45	Room 202	Johanna Dymek
EL	Unpacking Grade 3 Module 2 to make accessible to all learners	Session 1, 9:00-9:45	Room 203	Emily Vecchione
Wellness Workshops AHS	Plan and collaborate on how to bring a sense of community to the day	Session 1, 9:00-9:45	Black Box Theatre	Joanna Begin
8th Grade Math Functions	Lesson Plan to effectively teach functions to grade 8 math students	Session 1, 9:00-9:45	Room 205	Carin Chen
ALL Block	Unpacking Module 2 to make accessible to all	Session 1, 9:00-9:45	Room 206	Lorraine Keir
Keeping it Multisensory OG/Wilson	Brainstorm many ways to be multisensory	Session 1, 9:00-9:45	Room 208	Tania Phillips
EL	Simplifying Lessons - Dallin	Session 1, 9:00-9:45	Marissa Chapman	Room 413
EL	Grade 2 - Learning Targets	Session 1, 9:00-9:45		Room 416
5th Grade Curriculum & Planning	Grade 5 - EL and Math	Session 1, 9:00-9:45	Rebecca Bell & Marie Morin	Room 418
Deeper Learning in STEM	Middle School Science Expo	Session 1, 9:00-9:45	Stacy Piandis/Jen Gray/Kira Weiss	Room 419
Vertical Math Intervention (2-4)		Session 1, 9:00-9:45	Bishop	Room 431
SEL in PE	Inc. SEL into and PE.Movement Activity	Session 1, 9:00-9:45	Maureen Nee	Room 421
Panorama Data & Intervention	Analyzing Data & Reflecting on Intervention	Session 1, 9:00-9:45	Jen Breneison & Suzanna Hawkins	Room 425
Speech & OT Collaboration for groupwork		Session 1, 9:00-9:45	AHS Lobby	Alex Burns, Julia Phillips
Seeing structure in elementary math	Explore tools, models, and activities that highlight structure and relationships within our number system as well as between operations and concepts. Discuss how being explicit about these relationships benefits students' mathematical thinking and reasoning.	Session 2, 10:00-10:45	Room 326	Christine Size, Peirce math coach

Topic	Description	🕒 Session Time	Location	Host(s)
Tackling Difficult Conversations	We all face situations every day where we have to have difficult, sometimes uncomfortable conversations. Maybe you need to tell an administrator that a plan or schedule isn't working well. Maybe you need to talk to a teacher or support staff about dividing the workload for modifying work in a class, or changing the type of support that a student is getting. Maybe you need to share with a parent that a child is struggling. What are some strategies you can use to make sure the conversation is productive and positive? How can we tackle tough issues, instead of avoiding them, to create better learning environments for our students and better working relationships with colleagues?	Session 2, 10:00-10:45	Auditorium	Julianna Keyes
Efficient and Meaningful Grading Practices for Writing	Discuss, collaborate, and develop efficient and meaningful grading practices that support student growth and teacher wellness.	Session 2, 10:00-10:45	Room 327	Erin McLean
Resource Rodeo!	An opportunity to share resources- any grade, any level, any modifications. What have you created? What have you modified? Let's share all our resources so we can compile them in one spot! A time to share and learn from each other.	Session 2, 10:00-10:45	Room 304	Alicia Zeh-Dean, Kara Smith
SLCs and SSPs: Student Support in Action	The SLC teachers and the SSPs will discuss teaching their unique learners. They will review IEPs and behavior plans.	Session 2, 10:00-10:45	Room 303	Louisa Popkin
Strategies to Build Group Cohesion	Building group cohesion is a classroom management strategy to create psychological safety and allow students to experience deeper learning. Come discuss the science behind group cohesion and share your own classroom management and community building strategies.	Session 2, 10:00-10:45	Room 305	Jacki Lundstrom
Screening of _First Light_ by the Upstander Project	Join us for viewing and discussion of the Upstander Project's _First Light_. First Light, is part of the Dawnland film series, "documents the historic actions of the Maine Wabanaki Child Welfare Truth and Reconciliation Commission as it seeks healing and hope for Native Americans affected by the state's abuse of power through the child welfare system." "First Light expertly communicates the process of the Maine Wabanaki-State Child Welfare Truth and Reconciliation Commission and their role in helping acknowledge painful truths. Both the film and accompanying learning resources are outstanding educational tools for Maine's teachers to consider using in their classrooms." — Kristie Littlefield, Maine Department of Education Social Studies Specialist	Session 2, 10:00-10:45	Room 406	Melanie Konstandakis
Leveraging AI for Inclusivity	Have you ever felt like you could you an assistant (or ten!) to help you truly meet the needs of all the learners in your room? AI tools offer us an innovative and exciting opportunity to differentiate materials to create a more inclusive learning environment. In this session, we'll take a look at some different tools (Diffit, ChatGPT, Gemini, ElevenLab, to name a few) and examples of materials that have been created with the assistance of these AI tools.	Session 2, 10:00-10:45	Room 308	Crystal Power
Increase Belonging, Growth, and Joy through Collaboration, Creativity, Conversation, and Friendly Competition.	Playing games has been a successful strategy to promote inclusivity in the classroom. Join adults from across the district to engage in activities that require collaboration, creativity, conversation, and friendly competition to increase the sense of belonging in the APS community. A variety of games and activities will be provided and you are welcome to bring your own.	Session 2, 10:00-10:45	Room 505	Lisa Clark and Sarah Stoe

Topic	Description	 Session Time	Location	Host(s)
Deeper Learning & Inclusion in K–5 Wellness and Movement Spaces	What does deeper learning and inclusion look like in K–5 wellness and movement-based environments? Join colleagues to share ideas, challenges, and strategies that create accessible and engaging learning experiences for all students.	Session 2, 10:00-10:45	Room 312	Sharyn von Trapp
Show and Tell: Using Visuals	Visuals are incredibly helpful for so many people - multilingual learners, pre-readers and striving readers, visual thinkers, and more! Come to this session to share examples of visuals that help your students- vocabulary, graph organizers, schedules, anchor charts, signage, icons/symbols, etc! Or, come to this session to get great ideas to bring back to your school! If you are inspired, use part of the session to make a visual that you can use right away!	Session 2, 10:00-10:45	Room 313	Linn Adams
Pros & Cons of Leveling in Middle School Math	What are the pros and cons of leveling in middle school math classes? How do we meet the needs of students who are struggling with math as we teach grade level content? What role do extra curricular math classes play in our math teaching practices?	Session 2, 10:00-10:45	Room 309	Carin Chen
Let's Talk Advisory: What's Working, What's Not?	Let's use this session to talk about advisory programs at the secondary schools. This session is all about sharing what's going right in your groups and identifying what could be better. Come with your successes, your challenges, and your ideas for how advisory has a role in deeper learning.	Session 2, 10:00-10:45	Room 319	Shannon Knuth
Wellness & Instructional Collaboration for Deeper Learning (Grades 9–12)	Educators working with grades 9–12 will collaborate on upcoming wellness-focused units, sharing strategies that promote inclusive learning environments and critical thinking in group based settings.	Session 2, 10:00-10:45	Gym #2 (climbing wall gym)	Kim Visco
Middle School Wellness Practices: Inclusive & Deeper Learning Strategies	Middle school educators will explore and brainstorm wellness-aligned instructional practices that strengthen deeper learning and support inclusion for diverse learners.	Session 2, 10:00-10:45	Room 320	Kevin Cummings
Lessons from The Fish Tank: Connecting Climate, Community, and Civic Action through Allegory	Teachers will design an interdisciplinary unit that bridges the 8th grade Science climate standards with Civics and English. Using the allegory “The Fish Tank” as a unifying text, participants will explore how themes of resource scarcity, collective responsibility, and sustainability can help students make meaningful connections between scientific concepts, civic action, and literary analysis.	Session 2, 10:00-10:45	Room 321	Katherine Harte, Susan Stewart
Deeper Learning in the Library: Reading with Sora and Destiny	Ready to find your next great read ... and inspire your students to do the same? In this hands-on session, you'll explore Sora, our digital library platform, and our school catalogs to uncover amazing books, audiobooks, and magazines. Bring your computer and get ready to connect deeper learning with reading joy! (Focus on grades K-5, all welcome.)	Session 2, 10:00-10:45	Room 404	Laura Atlee, Renae Nichols, Patricia White
Deeper Learning in the Library: Secondary Resource Petting Zoo	Discover the wide world of digital resources available to support deeper learning at the secondary level. Our hands-on “resource petting zoo” will introduce you to Destiny and Sora for ebooks, audiobooks, and magazines; research databases and multiuser ebooks; Swank streaming video; online newspapers; and resources from Robbins and Boston Public Library. After a quick overview, you'll have time to explore, so bring your computer and get ready to dive in.	Session 2, 10:00-10:45	Room 306	Stacy Kitsis, Jennifer Lauchlan, and Jessica Nelson
Inclusive Practices in Sub Separate Programming	Exploring Inclusive Practices in a Sub Separate Program, particularly for high needs students.	Session 2, 10:00-10:45	Room 409	Erin Esswein and Jason Small

Topic	Description	🕒 Session Time	Location	Host(s)
Deeper Learning First Step: Deeper learning first steps: routings & expectations lead to a joyful learning environment.	<p>Creating a joyful, student-centered classroom begins with the small things we do every day. In this session, participants will explore how clear routines, shared expectations, and intentional community-building set the foundation for deeper learning. We'll discuss practical strategies for establishing consistency and trust, examine examples of routines that promote engagement and autonomy, and reflect on how these structures provide students and teachers opportunity to focus on meaningful, joyful learning. Walk away with ready-to-implement ideas to start or strengthen your classroom culture for deeper learning success.</p> <p>See how Mistah Ham launches a new quarter with groups of students who bring diverse musical backgrounds, and how he uses routines, clear expectations, and community-building to help them learn and create together. In this session, participants will explore how intentional structure fosters trust, collaboration, and joy in learning. Discover practical strategies you can adapt to your own classroom to help students of all levels connect, take risks, and grow through deeper learning experiences.</p>	Session 2, 10:00-10:45	AHS Band Room	James Ham, Jing-Huey Wei
Digital Learning Tools in the Primary Classroom	<p>This Unconference session will explore how technology can be used to promote Deeper Learning and Inclusive Practices in early elementary classrooms. We'll share how digital tools like Wordwall.net help young learners engage in interactive, differentiated activities that build foundational literacy and math skills. Participants will discuss ways to design tech-based lessons that are accessible to all students—supporting diverse learning styles, fostering independence, and encouraging student voice and collaboration.</p> <p>Join this session to share ideas, explore creative uses of technology, and reflect on how we can create inclusive, engaging learning environments for even our youngest learners.</p> <p>Bring your laptop!</p>	Session 2, 10:00-10:45	Room 328	Alison Axford
Elementary Paras	Finding Solutions to Problems	Session 2, 10:00-10:45	Room 330	Sue McClelland/ Shannon Moore
EL	Learning targets & sentence Starters	Session 2, 10:00-10:45	Room 331	Tracy Bernier
SLP Collaboration	Connect district SPLs and share ideas	Session 2, 10:00-10:45	Room 202	Alison Ryan/ Julia Phillips
EL	All Block for Module 2 grade 3. Supporting All learners in writinf	Session 2, 10:00-10:45	Room 203	Emily Vecchione
Wellness Woprkshops AHS	Help planning and collaborating on workshops and how to bring a sense of community	Session 2, 10:00-10:45	Black Box Theatre	Joanna Begin
Counseling -OMS	Writing effective progress notes & goals	Session 2, 10:00-10:45	Room 205	Lauren DeMoraes, Brittany BS & Andrea Labb
Vertical Alignment	Meeting w/ veetical teams to share practices in EL	Session 2, 10:00-10:45	Room 413	Christina Hughes
EL	Simplify Lessons Module 2 - Grade 2	Session 2, 10:00-10:45	Room 416	
5th Grade Curriculum & Planning	Social Studies & Science	Session 2, 10:00-10:45	Room 418	M. Morin & Rebecca Bell
2nd, 3rd, 4th Grade	Math Intervention	Session 2, 10:00-10:45	Room 419	
PS Arena Evals	Navigating Arena PreSchool Evaluations	Session 2, 10:00-10:45	Room 420	PreSchool RSPs
Panorama Data & Intervention Pt 2	Part 2 of 2 part session	Session 2, 10:00-10:45	Room 421	Breneisen & Hawkins
CAP as a Unit	Civics Planning	Session 2, 10:00-10:45	ROom 425	Bakke

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Topic	Description	 Session Time	Location	Host(s)

ENROLLMENTS / Class Averages as of 11/18/2025																																									
	OK	Sec	Ave	10/1	1	Sec	Ave	10/1	2	Sec	Ave	10/1	3	Sec	Ave	10/1	4	Sec	Ave	10/1	5	Sec	Ave	10/1	Secs	TOTAL: FY26	10/1	Diff.													
Bishop	57	3	19.0	57	63	3	21.0	64	56	3	18.7	56	60	3	20.0	60	72	3	24.0	72	66	3	22.0	67	18	BIS	374	376	-2												
Brackett	54	3	18.0	54	56	3	18.7	56	63	3	21.0	63	83	4	20.8	83	55	3	18.3	55	69	3	23.0	69	19	BRA	380	380	0												
Dallin	50	3	16.7	50	65	3	21.7	65	60	3	20.0	60	73	4	18.3	74	62	3	20.7	62	63	3	21.0	62	19	DAL	373	373	0												
Hardy	76	4	19.0	75	66	3	22.0	66	64	3	21.3	62	65	3	21.7	65	83	4	20.8	81	61	3	20.3	61	20	HAR	415	410	5												
Peirce	51	3	17.0	50	47	2	23.5	48	40	2	20.0	41	70	3	23.3	71	54	3	18.0	55	63	3	21.0	62	16	PEI	325	327	-2												
Stratton	62	3	20.7	64	68	4	17.0	68	78	4	19.5	79	53	3	17.7	54	81	4	20.3	82	76	4	19.0	76	22	STR	418	423	-5												
Thompson	79	4	19.8	79	88	4	22.0	88	82	4	20.5	82	86	4	21.5	87	90	4	22.5	91	89	4	22.3	89	24	THO	514	516	-2												
																							TOTALS:			138		2799	2805	-6											
Totals:	429	23	18.7	429	453	22	20.6	455	443	22	20.1	443	490	24	20.4	494	497	24	20.7	498	487	23	21.2	486	138		2799	2805	-6												
Menotomy	PK																	Program Enrollments																Diff.							
	85																																								
Gibbs	6 LC	Ave																	K-5		20	A	30	A	4	A	19	A	38	A	91	A = Reach			MEN	85	79	6			
	480	5	96.0	6-8		16	B	5	B	6	B	12	B	20	B	43	B = Summit																								
Ottoson	7 LC	Ave	8 LC		Ave																	9-12		26	C	18	C	2	C	10	C	23	C	53	C = Compass			OTT	981	977	4
	525	5	105.0	456	5	91.2	D		8	D	2	D	7	D	0	D	17	D = Language Based																							
AHS	9	10	11	12																	Total	62	Total	61	Total	14	Total	48	Total	81	Total	204				AHS	1755	1757	-2		
	466	433	443	413																																					
OOD	OK	1	2	3	4	5	6	7	8	9	10	11	12	12+														OOD	58	63	-5										
	0	0	0	2	2	2	4	5	2	7	8	8	7	11																											
																											APS	6158	6161	-3											

Superintendent's Update, 11/18/25




Arlington Public Schools
Education That Empowers

- **Kindergarten Registration Update**

- December 8th 12-1pm: New Student Registration Information Session. This will be accessible after the forum.
- Registration will open on **January 5th**.
- Initial buffer decisions by **February 27th, 2026**

- On **Tuesday, November 25th** the Welcome Center will host a Warm up for Winter event, which is open to all Arlington families. We have accepted donations of new or lightly worn winter wear with help from PTOs and APS Staff and Families and hope you can stop by and pick out something warm! Shopping sign-up is not required, but will help the Welcome Center plan if you are able to estimate your timing. Thank you to our WC volunteers, interns, and donors for your support!


- **APS Special Education and Civil Rights Integrated Monitoring Review** site visits, interviews, and document collections are complete. DESE kept the survey open for an additional week; gratitude to SEPAC and Ms. Elmer for collaboration on messaging. We will have an exit interview with DESE in December and will expect a report sometime in the weeks following.



WELCOME & RESOURCE
CENTER

WARM UP FOR WINTER


Coats, Hats, Gloves, Boots and more — Free for APS Families



Stop by the Welcome Center's Ponder Threads closet to find warm coats, boots, and other winter essentials for the whole family. Everyone is welcome!


TUESDAY, NOV 25TH 1PM- 6PM

14 Mill Brook Drive Arlington MA, 02476

 **What is Available?**

- Winter coats & snowpants
- Sweaters, hoodies & shirts
- Pants, boots, shoes
- Toiletries and essentials
- Backpacks & school supplies
- Sizes available for the whole family

Scan the QR code or visit bit.ly/WarmUp25 to register!



Superintendent's Update, 11/18/25



Arlington Public Schools
Education That Empowers

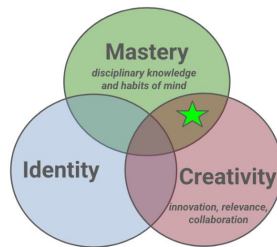


- **Professional Learning Day 2025**

- Opening Remarks expanded upon Opening Day and MTSS discussions about Deeper Learning and Inclusive Practices
- Unconference Sessions Included in Materials, with Feedback Summary

- **Community Survey Reset 2025:** We will **not** be surveying staff and families in Fall 2025, while we reconsider our approach to climate and culture surveys and review available content. This is based on feedback from staff and families and a desire to survey on new topics. Stay tuned for more updates this Spring!

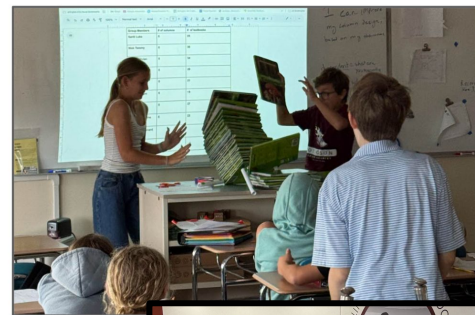
- **Enrollments**



Clockwise from top:
Components and examples of deeper learning from APS Classrooms shared in opening remarks, Nursing team visits Spyponder Threads Closet, and educators gather in auditorium for opening remarks

Middle School Science:

Students practice identifying independent, dependent, and control variables, key skills for scientific thinking, through a hands-on lab. The task requires students to build a structure using only paper and tape to support as many textbooks as possible! Current class record: 52 textbooks supported by just 6 sheets of paper and 60 cm of tape!





Town of Arlington, Massachusetts

9:15 p.m. Consent Agenda (J. Thielman)

Summary:

*November 25, 2025 Grant Memo

ATTACHMENTS:

	Type	File Name	Description
▢	Reference Material	November_2025_Grant_Memo_for_School_Committee.pdf	November 2025 Grant Memo for School Committee



To: Arlington School Committee
From: Dr. Elizabeth C. Homan, Superintendent
Submitted by: Chelsea Miranda, Grants Administrator
Re: Available and Approved Grant List as of November 12, 2025
Date: November 12, 2025

Attached, you will find two grant reports as of November 12, 2025: grants awarded in FY26 and grants awarded in previous years that still have funds available for spending.

These are working documents, as we continue to apply for more grants throughout the year and await for DESE approval.

So far, we have been awarded \$3,052,681 in FY26 grant funds, which have been approved by DESE or through private grants.

Notably, there are 24 open grants from Arlington Education Foundation (AEF). This grant award total equates to \$162,542. These AEF grants were awarded in FY24 and FY25 but each individual grant remains open until the funds have been spent. They typically have an expiration date of 18 months.

We will have additional AEF grants approved in December, January, and May.

We did have minor increases in FY26 Title I, II, and IV funding; however, there was about \$65,000 in decreased funding this year for the IDEA 240 grant for Pre-K through 12th grade Special Education.

FY26 Approved Grant Awards

Grant Name	Type of Funding	Awarded Amount	Grant Description
Harvard Education Leadership	Private	42,500	APS is to partner with a resident of the Harvard Educational Leadership Program. The resident will be involved in internal strategic initiatives on which the organization is actively focused. The Ed.L.D. Resident is expected to have the opportunity to lead at least one major project on behalf of the Partner Organization, such as the creation, implementation or evaluation of such strategic initiatives.
Genocide Education	Competitive, Trust	44,480	The purpose of this competitive grant program is to further support teaching and learning related to the history of genocide, per Chapter 98 of the Acts of 2021. This grant supports LEAs to develop and/or select curriculum materials, implement professional development, and design other enriching learning experiences intended to further secondary students' understanding of the history and patterns of genocide. Districts may propose to collaborate with vendors to support this work.
MassDEP (Department of Environmental Protection)	State	9,510	This grant is to support the APS Nutrition Program transition from single use, under the Sustainable Materials Recovery Program.
SAMHSA (Mental Health)	Private	123,945	The Substance Abuse and Mental Health Services Administration (SAMHSA) grant focuses on improving the quality and availability of substance use/misuse prevention, substance use disorder treatment, and mental health services nationwide.

CSHS (Nursing and Behavioral Health)	State	108,591	The Comprehensive School Health Service (CSHS) grant uses a nurse-managed approach in order to promote the whole-child/whole-family paradigm in the school setting. CSHS grant programs help to support schools and school districts to provide a case management model in order to better address increasing student and family needs. The general goal is to maximize the existing school nursing expertise, leadership, and infrastructure.
Hate Crimes Prevention	Competitive, State	20,000	The purpose of this competitive, state-funded grant is to support the implementation of programs designed to prevent hate crimes and incidences of bias in public schools as defined under M.G.L. Chapter 22C, Section 32.
Innovation Career Pathways Planning Grant	Competitive, State	15,000	The purpose of this competitive grant is to provide resources to an LEA who intends to seek Innovation Career Pathway designation from DESE in school year 2025-2026. Funding includes costs for substitute teachers and staff stipends to develop and participate in a Pathways Planning Committee.
Title I, Part A: Improving Basic Programs Operated by Local School Districts	Entitlement	163,528	Title I funding provides supplemental services at schools with low-income students through the funding of Title I tutors, summer programming, and professional development training.
Title II, Part A: Building Systems of Support for Excellent Teaching and Leading	Entitlement	74,618	Title II provides supplemental resources to school districts to improve high quality systems of support for excellent teaching and leading. These funds are used for the required new teacher/staff mentor stipends.
Title III: English Language Acquisition and Academic Achievement Program for English Learners and Immigrant Children and Youth	Entitlement	43,708	Title III funding provides supplemental services for multi-lingual learners through the funding of summer programming, tutoring, materials, and more.

Title IV, Part A: Student Support and Academic Enrichment	Entitlement	11,270	Title IV funding provides supplemental resources to local school districts to build capacity to help ensure that all students have equitable access to high quality educational experiences. It supports technology integration through the use of digital learning stipends.
METCO PAC (July - December 2025)	Entitlement	26,036	METCO PAC funds are carryover funds to be used for SummerFun programming through Arlington Community Education, MDA membership fees, and tutoring services for the beginning of the school year.
METCO (July 2025 - June 2026)	Entitlement	596,868	METCO funds are used to provide transportation for K-12 METCO students, METCO Director and bus monitor salaries, supplies for the students, tutoring services, professional development opportunities and retreats for students and staff, and more.
Special Education IDEA 240	Entitlement	1,725,962	IDEA 240 funding is for Pre-K through 12th grade students who are eligible for special education services. This funding goes towards staffing costs, contracted services and supplies for students, required new teacher/staff mentor stipends, as well as services and supplies for eligible private school students (through required proportionate share funding).
Special Education IDEA 262	Entitlement	46,665	IDEA 262 funding is for Pre-K students who are eligible for special education services. This funding goes towards staffing costs, supplies for students, and stipends at the Menotomy Preschool for family engagement activities. Required proportionate share funding is also put aside for supplies for eligible private school students.

Previous Year Approved Grant Awards

Grant Name	Type of Funding	Awarded Amount	Grant Description	If AEF, what type of grant?
SAMHSA (Mental Health)	Private	124,997	The Substance Abuse and Mental Health Services Administration (SAMHSA) grant focuses on improving the quality and availability of substance use/misuse prevention, substance use disorder treatment, and mental health services nationwide.	N/A
Genocide Education	Competitive, Trust	44,480	The purpose of this competitive grant program is to support teaching and learning related to the history of genocide, per Chapter 98 of the Acts of 2021. This grant supports LEAs to develop and/or select curriculum materials, implement professional development, and design other enriching learning experiences intended to further secondary students' understanding of the history and patterns of genocide. Districts may propose to collaborate with vendors to support this work.	N/A
Newcomer, Homeless Students	Competitive, Federal	40,000	The purpose of this grant is to support districts/schools in elevating student voice in order to strengthen safe, supportive and healthy learning environments, Preschool through 12th grade. This grant program prioritizes funds to support the mental health and wellbeing, and education of students who are placed in eligible new emergency assistance family shelters.	N/A
Special Olympics	Private	2,000	This grant is for implementing the Special Olympics Unified Champion Schools program and committing to being a Unified Champion School and completing at least one activity in each of the three core areas of Unified Sports, Inclusive Youth Leadership, and Whole School	N/A

			Engagement for a minimum of three years. Funds can be used for things like teacher/coach stipends, equipment and supplies, uniforms, and transportation.	
AHS - Tides Foundation	Private	4,500	This grant will support the Instructional Leadership Team at Arlington High School by providing travel expenses, materials, and food for long meetings.	N/A
Title III: English Language Acquisition and Academic Achievement Program for English Learners and Immigrant Children and Youth	Entitlement	50,178	Title III funding provides supplemental services for multi-lingual learners through the funding of summer programming, tutoring, materials, and more.	N/A
AEF - Visiting Artist Series	Private	2,800	Artists will visit the AHS Photography, Film, and Animation classes to discuss their work, answer questions about their career path, give a professional critique of a student's work, and/or run an art-making workshop using a technique they employ in their own practice.	Innovations
AEF - Kindergarten Fine Motor Tools	Private	2,420.07	The goal of this project is to develop fine motor bins of specialized tools selected by the school's occupational therapist to improve the fine motor skills of students in each of Thompson's four Kindergarten classrooms. Only a few students receive support through the OT, so this will allow all Kindergarten students to have access to specialized tools, which will help them successfully foster academic growth and independently engage in self-care skills.	Innovations
AEF - Blending Universal Design and Rigor in Learning	Private	4,000	Menotomy to buy a 3D printer to custom-make learning manipulatives based on popular children's books that they use in the classrooms. They will create leveled lesson cards to use for different levels of learning, from access level through rigor/challenge level of learning, with intermediate steps in between.	Innovations

AEF - Fiber Arts Club	Private	350	This grant is for the AHS Fiber Arts Club to purchase workshop activity supplies to better support the students in the after-school club.	Club Grants
AEF - APS Interdisciplinary Robotics K-5 Professional Learning Session	Private	4,000	This grant is to offer a five-day professional learning experience for all educators while providing them access to co-created interdisciplinary curriculum modules and district kits (Beebots and Finches). The APS Digital learning team is also committed to providing continuous and reflective in-class implementation support, and explicit instruction during digital learning classes throughout the school year.	Innovations
AEF - Interdisciplinary Problem Solving with Lego Spike Prime	Private	19,771.75	This Development & Expansion grant expands on last year's Lego Spike Innovations Grant for the elementary schools. This grant goes toward bringing new technology to grades 6-8 for the digital learning team.	Development & Expansion
AEF - Spy Ponders Threads	Private	20,000	To provide clothing and other essential items for APS students and families, with an emphasis on those impacted by economic challenges.	Development & Expansion
AEF - Empowering Student Voice through Microbits	Private	4,000	This project will expand learning interdisciplinary STEAM and Computational Thinking opportunities for grades 3 and 4 students in APS, thus creating a continuum of standards aligned, hands-on, minds-on learning across K-5 for the students and educators.	Innovations
AEF - FY25 District Improvement (Inclusive Spaces for Deeper Learning)	Private	33,250	This grant is to develop a sustainability plan for technology and the infrastructure to support inclusive learning environments, as part of the district's five-year strategic plan.	District Improvement
AEF - FY25 District Improvement Part 2 (Expanding Collaborative Problem-Solving across Secondary Schools in APS)	Private	32,000	This initiative builds on successful CPS work at AHS and initiates a structured rollout at OMS, supporting equity, mental health, and a multi-tiered system of support (MTSS) across both schools.	District Improvement

AEF - Pondercast	Private	4,000	This project will provide video and audio equipment, as well as peripherals, needed to reliably produce a program that will bring the entire Spy Ponder community together by way of the Pondercast club.	Innovations
AEF - Engineering Makerspace	Private	2,500	This project will provide hands-on learning to K-2 students by engaging in makerspace materials during library classes.	Innovations
AEF - Multicultural Concert Series	Private	4,000	This project will bring in musicians from different, diverse cultures to teach Arlington High School students and perform together for the Arlington community.	Innovations
AEF - Hydroponic Garden Plot	Private	3,000	This project will engage students in the maintenance and assessment of growing vegetables and herbs indoors year-round to enhance the environmental science curriculum, extracurricular environmental club activities, and Food Services.	Innovations
AEF - Sensory Garden	Private	4,000	The Ottoson Garden Club would like to improve the fenced-in area of the school to reinvent the space to become a place for outdoor engagement and experiential learning.	Innovations
AEF - C4 College Career Program	Private	4,000	The C4 College Career Program grant is to support AHS Compass students through quarterly group field trips.	Innovations
AEF - Hardware for a Music Production Studio	Private	600	This project will provide the resources and labor to create a music production studio at Ottoson Middle School, which will provide students a quiet and soundproof room to record high quality isolated tracks for their music projects. The resources were directly reimbursed through AEF, and the \$600 went to labor costs.	Innovations

AEF - Blending Universal Design and Rigor in Learning	Private	4,000	The purchase of a 3D printer and related supplies is to custom-make learning manipulatives based on popular children's books used in the classrooms. The preschool will create leveled lesson cards to use for different levels of learning, from access level through rigor/challenge level of learning, with intermediate steps in between. Lessons will incorporate key points from current curriculums: Second Step (social emotional skills), Building Blocks (math), Learning without Tears (writing), and Lively Letters (phonics).	Innovations
AEF - Arlington 250 Youth Banners Project	Private	4,000	This project will give the opportunity to display the artwork of 90-150 students in grades 3-12 on poles in Capitol Square, Arlington Heights, and outside the High School.	Innovations
AEF - Mock Trial Club	Private	200	This grant is to support the registration fee for mock trial for AHS club students.	Club Grants
AEF - APS Mentoring Program	Private	4,000	This project will expand the mentor program at APS and help build connections and mentorships with students.	Development & Expansion
AEF - Making Tools for 6-8th Engineering/Technology	Private	1,300	This project will provide the opportunity for students in the AHS Filmmaking, Photography, and Animation classes to look at and talk about work by successful photographers, filmmakers, and animators and ask them questions to enrich students' education.	Innovations
AEF - Model United Nation Club	Private	350	The AHS Model UN team plans to establish a pooled fund for conference accessibility, ensuring that financial limitations are never a barrier to AHS delegates' success.	Club Grants
AEF - Lenny Learning	Private	4,000	The Lenny Learning tool, a customized AI database, will help educators create Tier 1, 2, and 3 group or individual lessons and activities to address specific social, emotional, and behavioral needs of students and families.	Innovations



Town of Arlington, Massachusetts

9:20 p.m. Subcommittee/Liaison Reports/Announcements (J. Thielman)

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

9:30 p.m. Executive Session

Summary:

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;

ATTACHMENTS:

Type	File Name	Description
▣ Contract	MOA_-_November__2025_-_ _School_Cafeteria_Workers_Union.pdf	MOA - November, 2025 - School Cafeteria Workers Union

Memorandum of Agreement between
The Arlington School Committee (“Committee”) and
The American Federation of State, County and Municipal Employee, AFL-CIO, State
Council 93, Local 680, School Cafeteria Workers (“Union”)
(Collectively “the Parties”)

November, 2025

The Arlington School Committee (“Committee”) and the School Cafeteria Workers (“Union”) agree to extend their 2022-2025 collective bargaining agreement through June 30, 2028 with the following changes.

New language underlined and deleted language ~~struck~~.

1. Article XXV, Termination

Amend Article XXV to reflect a successor agreement from July 1, 2025 through June 30, 2028.

2. Article XI, Holidays

Amend Article XI to reflect that Juneteenth shall be a paid holiday should June 19th fall on a weekday (M-F) during the school year.

3. Article XII, Vacations

Amend Article XII to reflect the following modifications:

Amend the CBA as follows:

...

~~Upon hire~~ After 6 months - 1 week

based upon the employee's regular work week

Upon 3 ~~4~~ years of continuous service - 2 weeks

based upon the employee's regular work week

Upon 7 ~~8~~ years of continuous service -3 weeks

based upon the employee's regular work week

4. **Article XIII, Sick Leave**

Amend Article XIII to reflect the following modifications:

In the case of death or retirement of an employee, the employee or her estate shall be paid twenty-~~five~~ percent (25%) of the employee's unused and accumulated sick leave at the rate in effect at such time or ~~\$43,000~~, whichever is less.

5. **Article XVI, Longevity**

Amend Article XVI to reflect the following modifications (\$100 increase):

5 – 10 years	\$400. <u>\$500.</u>
10 – 15 years	\$600. <u>\$700.</u>
15 – 20 years	\$750. <u>\$850.</u>
20 – 25 years	\$850. <u>\$950.</u>
25 – 30 years	\$950. <u>\$1,050.</u>
30 years or more	\$1,050. <u>\$1,150.</u>

Employees with 5 years but less than 10 years of service as cafeteria employees for the Arlington School Committee shall receive ~~\$400~~ **\$500** annually.

Employees with 10 years but less than 15 years of service as cafeteria employees for the Arlington School Committee shall receive ~~\$600~~ **\$700** annually.

Employees with 15 years but less than 20 years of service as cafeteria employees for the Arlington School Committee shall receive ~~\$750~~ **\$850** annually.

Employees with 20 years but less than 25 years of service as cafeteria employees for the Arlington School Committee shall receive ~~\$850~~ **\$950** annually.

Employees with 25 years but less than 30 years of service as cafeteria employees for the Arlington School Committee shall receive ~~\$950~~ **\$1,050** annually.”

Employees with more than 30 years of service as cafeteria employees for the Arlington School Committee shall receive ~~\$1,050~~ **\$1,150** annually.

6. Article XXI – Classification Plan and Pay Rates

Amend Article XXI to reflect the following modifications (see attached payment schedule):

1. High School Manager
 - a. Market adjustment: **cells increase by \$2.75**
2. Elementary Production Manager
 - a. Market adjustment: **cells increase by \$3.00**
3. Ottoson Grade 7-8 Manager
 - a. Market adjustment: **cells increase by \$1.75**
4. Elementary and Gibbs School K-6 Manager
 - a. Market adjustment: **cells increase by \$1.00**
5. Cafeteria Helper
 - a. Market adjustment: **cells increase by \$1.00**

ii. Effective July 1, 2027 – **2.75% increase to all steps.**

iii. Effective July 1, 2028 – **3.00% increase to all steps.**

These percentage increases do not apply to any other aspect of the CBA.

Retroactive pay, if applicable, shall only be provided to those individuals who are employees of the District, in this unit, as of the date of ratification.

7. Article XXV, Renewal

Amend Article XXV to reflect the following modifications:

~~“This agreement entered into this 23rd day of June 2022” with~~

“This agreement entered into this ____ day of ____ 2025”

8. **Article XX, Uniform and Shoe Allowance**

- a. Amend to reflect the following:

~~“ARTICLE XX UNIFORM AND SHOE ALLOWANCE”~~ with
“ARTICLE XX UNIFORM AND SHOES”

- b. Amend and replace the following in paragraph 2:

“Attire shall include black full length pants, solid black food service pants that are not form fitting; no logo, no words, no cutouts, no mesh, no sweatpants;”

- c. Amend to reflect the following in paragraph 2:

“Employees ~~must~~ shall wear the uniform, shoes and apron in order to receive the allowance. Uniforms will be in compliance with acceptable standards of sanitation, public health and safety and, except for a plain ring such as a wedding band (no jewels), employees may not wear jewelry and/or accessories on their arms and hands while preparing and/or serving food.”

- d. Amend to reflect the following at the end of paragraph 2:

“Employees shall not have their cellphones on their person during work hours, except during breaks.”

9. **Article XXI, Classification Plan and Pay Rates**

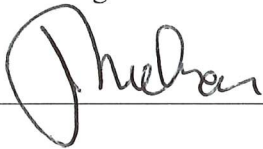
Amend to reflect the following modifications:

~~“The Elementary Food Service Production Manager will receive a \$3000 stipend to be paid on the same schedule as the uniform allowance.”~~

This Memorandum of Agreement is subject to ratification by the School Cafeteria Workers Unit membership and approval by the Arlington School Committee.

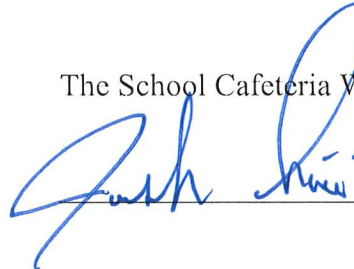
Agreed to by the bargaining teams for:

The Arlington School Committee



Jeff Thielman, Chair

The School Cafeteria Workers Unit



New Scales - FY26-FY 28

Elementary Production Manager			
Step	FY 26 +\$3.00	FY 27 - 2.75%	FY 28 - 3.00%
1	24.89	25.574475	26.34170925
2	25.87	26.581425	27.37886775
3	27.00	27.7425	28.574775
4	27.59	28.348725	29.19918675
5	28.13	28.903575	29.77068225
6	29.15	29.951625	30.85017375

High School Manager			
Step	FY 26 +\$2.75	FY 27 - 2.75%	FY 27 - 3.00%
1	24.64	25.3176	26.077128
2	25.62	26.32455	27.1142865
3	26.75	27.485625	28.31019375
4	27.34	28.09185	28.9346055
5	27.88	28.6467	29.506101
6	28.9	29.69475	30.5855925
Ottoson Grade 7-8 School Manager			
Step	FY 26 +\$1.75	FY 27 - 2.75%	FY 27 - 3.00%

1	23.64	24.2901	25.018803
2	24.62	25.29705	26.0559615
3	25.75	26.458125	27.25186875
4	26.34	27.06435	27.8762805
5	26.88	27.6192	28.447776
6	28.15	28.924125	29.79184875

Elementary and Gibbs School K-6 Manager

Step	FY 26 +\$1.00	FY 27 - 2.75%	FY 27 - 3.00%
1	22.89	23.519475	24.22505925
2	23.87	24.526425	25.26221775
3	25.00	25.6875	26.458125
4	25.59	26.293725	27.08253675
5	26.13	26.848575	27.65403225
6	27.15	27.896625	28.73352375

Cafeteria Helper

Step	FY 26 +\$1.00	FY 27 - 2.75%	FY 27 - 3.00%
1	18.71	19.224525	19.80126075
2	19.95	20.498625	21.11358375
3	21.12	21.7008	22.351824
4	21.77	22.368675	23.03973525
5	22.40	23.016	23.70648
6	23.00	23.6325	24.341475



Town of Arlington, Massachusetts

Adjournment (J. Thielman)



Town of Arlington, Massachusetts

Correspondence Received

Summary:

- Letter to School Committee from P. Morrison, RE: Martin Luther King, Jr. Birthday Observance, 11-12-2025