

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
Thursday, October 24, 2024
6:30 PM***

In Person:

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

Via Zoom:

Conducted by Remote Participation <https://www.mass.gov/doc/order-suspending-certain-provision-of-open-meeting-law/download> via Zoom link below:

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

For viewing on your Local Cable TV Station:

ACMi

6:30 p.m. Open Meeting (P. Schlichtman)

6:30 p.m. Public Comment (P. Schlichtman)

For members of the public who wish to address the Committee, there will be 30 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 30 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.

6:40 p.m. AHS Student Representative(s) to School Committee

6:45 p.m. Elementary SIP: Peirce (A. Ahmadi)

- 2024- 2025 SIP - Peirce*
- SIP - Peirce School Improvement Plan 24-25*

7:05 p.m. Elementary SIP: Thompson (K. Donato)

- 2024- 2025 SIP -Thompson*
- 2024-2025 Thompson School Committee SIP Presentation*

7:30 p.m. Superintendent's Evaluation Materials (E. Homan)

<https://sites.google.com/arlington.k12.ma.us/superintendents-evaluation-por/district-improvement-goal-2>

Superintendent Evaluation 2024

7:40 p.m. Buffer Zone Report (E. Homan)

- 2024 Buffer Zone Report

7:50 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

8:00 p.m. Consent Agenda (P. Schlichtman)

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

*Warrant #25094, \$1,117,491.35, 10-22-2024

*DRAFT Regular School Committee Meeting Minutes, 10-12-2024

8:10 p.m. Subcommittee/Liaison Reports/Announcements (P. Schlichtman)

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

- Liaison Reports
- Announcements
- Future Agenda Items

8:20 p.m. Executive Session (P. Schlichtman)

- 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;
- AAA Contract Negotiation Discussion.

8:20 p.m. Adjournment (P. Schlichtman)

The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items

not listed may also be brought up for discussion to the extent permitted by law.

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

Submitted by P. Schlichtman

Correspondence Received (P. Schlichtman)

- *Email to School Committee from J. DiModica, Seeking Dialogue on Sex ed programming & curriculum, 10-12-2024.*
- *Email to School Committee from M. Arbaje-Thomas, RE: Milly's Mid-Week METCO Message - 10-16-2024.*
- *Email to School Committee from R. Smith, RE: 40th MDA Conference, 10-18-2024.*
- *Email to School Committee from R. Smith, RE: Registration Open for MDA Conference, 10-21-2024.*
- *Email to School Committee from J. DiModica, RE: your inquiry, 10-22-2024.*
- *Letter to P. Schlichtman from Martin Luther King Jr. Birthday Observance Committee, 10-24-2024.*
- *Email to School Committee from M. Arbaje-Thomas, RE: Milly's Mid-Week METCO Message - 10-24-2024.*

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:

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Town of Arlington, Massachusetts

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Town of Arlington, Massachusetts

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Town of Arlington, Massachusetts

6:40 p.m. AHS Student Representative(s) to School Committee



Town of Arlington, Massachusetts

6:45 p.m. Elementary SIP: Peirce (A. Ahmadi)

Summary:

- 2024- 2025 SIP - Peirce
- SIP - Peirce School Improvement Plan 24-25

ATTACHMENTS:

Type	File Name	Description
▢ Presentation	2024_-_2025_SIP-_Peirce.pdf	Peirce School Improvement Plan - 2024/2025
▢ Presentation	Copy_of_SIP_-_Peirce_School_Improvement_Plan_24_25.pdf	Peirce School Improvement Plan 24_25



2024 - 2025
Peirce School Improvement Plan
Arlington Public Schools

Framing

This School Improvement Plan is a tool that allows schools to describe values, drivers, specific foci and how adult teams are working to improve Instructional Equity, *Belonging*, Systems/Structures, and Practices to benefit all students, and how this aligns with the district vision and mission.

Part I:

School Information
Principal: Andrew Ahmadi
Assistant Principal: Heidi Clement
School Council Members: Recruiting in Progress
Members of Instructional Leadership Team (ILT): Chloe Bone, Daniela Hurley, Eva Kennedy, Marisa Holland, Nikki Cohen, Renae Nichols, Steph McKenna, Meredith Reeves, Leo Muellner, Heidi Clement

APS Vision Statement
The vision of the Arlington Public Schools is to be an equitable educational community where all learners feel a sense of belonging, experience growth and joy, and are empowered to shape their own futures and contribute to a better world. APS Mission
APS Mission Statement
The Arlington Public Schools focuses on the whole child to create inclusive and innovative

learning opportunities for all students, values diverse identities and ways of learning, prepares all staff to maintain high expectations while providing necessary supports, and sustains collaborative partnerships with families and the community.

APS Strategic Priorities

Arlington Public Schools Strategic Priorities:

1. **Ensuring Equity and Excellence:** The Arlington Public Schools will ensure equity, excellence, and access to rigorous learning experiences for all students. All graduates will be prepared to achieve their choices of post-secondary education, career, and community contribution.
2. **Valuing All Staff:** The Arlington Public Schools will recruit and retain an excellent and diverse workforce by creating a collaborative and supportive culture for all staff; providing high-quality and relevant professional development; expanding opportunities for leadership and shared decision-making; and prioritizing representation, diverse perspectives, and expertise.
3. **Improving Infrastructure, Operations, and Sustainability:** The Arlington Public Schools will maintain a system of schools that is safe, well-maintained, sustainable, and fiscally responsible, with the appropriate tools and resources to support best educational practices and an optimum teaching and learning environment.
4. **Sustaining Collaborative Partnerships:** The Arlington Public Schools will partner collaboratively with families in meeting the educational needs of all students; facilitate consistent two-way communication; and provide timely, transparent, relevant, and accessible information to all stakeholders.

[Five-Year Strategic Plan](#)

Peirce School Mission & Vision

The Peirce school strives to provide a safe and nurturing environment in which students strive for academic excellence. It is our goal that staff, parents and students treat each other with mutual respect and feel a sense of community. By working together, we aim to prepare students to be capable, caring, responsible, and industrious citizens in a diverse, multicultural world.

Part II: Data to Inform Planning

Data Analysis: This section should center how the data determines the need for improvements that you will plan to address in Part III, with a focus on improving instructional equity. Use specific data disaggregated by student focal groups, to inform this section.

2023 Peirce Data Sources

Data Sources:

- Peirce Elementary Fall 2023 Enrollment Demographics
- DESE District Profile
- 2023 Accountability Rating
 - MCAS Spring 2023, ELA, Math, Science
 - Achievement and Student Growth Percentages
- DIBELS 8th Edition K-3rd Grade Benchmark Assessments
- Panorama Spring 2023 Teacher Survey - Belonging and Rigorous Expectations

Peirce Elementary 2023-2024 Student Enrollment Demographics

Enrollment by Race/Ethnicity (2023-24)			
Race	% of School	% of District	% of State
African American	6.3	3.2	9.6
Asian	16.1	12.9	7.4
Hispanic	10.4	8	25.1
Native American	0	0.1	0.2
White	60.9	66.6	53
Native Hawaiian, Pacific Islander	0	0.1	0.1
Multi-Race, Non-Hispanic	6.3	9.1	4.5

Title	% of School	% of District	% of State
First Language not English	20	14.2	26
English Language Learner	11.3	5.1	13.1
Low-income	11.9	10.6	42.2
Students With Disabilities	12.8	17.1	20.2
High Needs	31.3	28.9	55.8

Peirce Elementary 2023-2024 Staff Demographics

	School	District	% of School	% of District
African American	1.9	26.6	4%	3%
Asian	3	33.5	6%	4%

Hispanic	2.3	21.8	4%	2%
White	43.8	840.2	84%	90%
Native American	0	3	0%	0%
Native Hawaiian, Pacific Islander	0	1	0%	0%
Multi-Race, Non-Hispanic	1	10.2	2%	1%
Males	7.1	199.9	14%	21%
Females	44.8	736.4	86%	79%

2024 Accountability Ratings and MCAS

Overall classification	Reason for classification
Requiring assistance or intervention	Meeting or exceeding targets
Progress toward improvement targets	Accountability percentile
89% - Meeting or exceeding targets	92

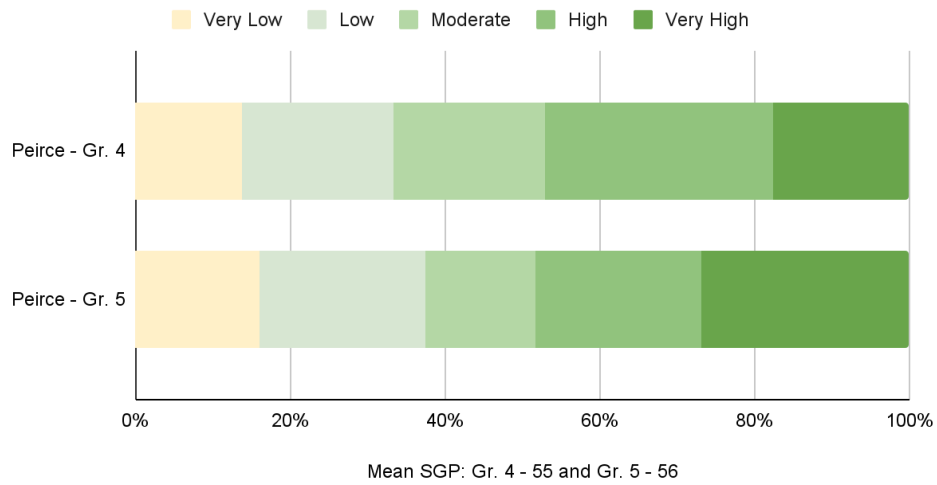
English language arts achievement - MCAS average composite scaled score					
Group	2023 Achv	2024 Achv	+/-	2024 Target	2024 Mean SGP
All Students	505.7	508.4	2.7	508.9	55.3
Lowest Performing	487.4	490.9	3.5	492.5	61
High needs	494.3	495.8	1.5	497.2	45.1
Low Income	486.0	492.6	6.6	488.3	38.1
Students w/ disabilities	486.8	488.5	1.7	489.8	51

Mathematics achievement - MCAS average composite scaled score					
Group	2023 Achv	2024 Achv	+/-	2024 Target	2024 Mean SGP
All Students	507.7	513.4	5.7	509.8	62.4
Lowest Performing	480.5	489.2	9.4	484.7	63.2
High needs	496.6	499.3	2.7	499.0	53.9
Low Income	480.9	493.7	12.8	483.3	65.5
Students w/ disabilities	487.3	489.1	1.8	490.8	35.3

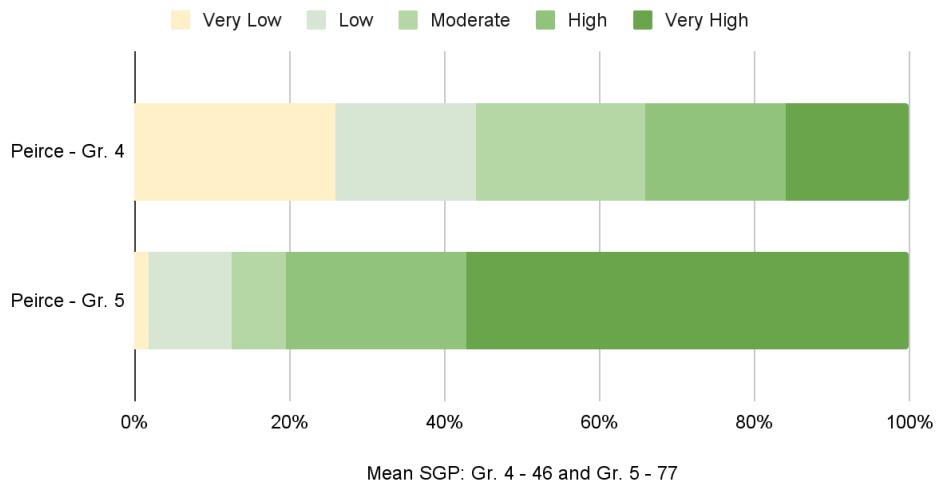
Science achievement - MCAS average composite scaled score

Group	2023 Achv	2024 Achv	+/-	2024 Target
All Students	510.2	515.8	5.6	512.9

Growth Distribution by Grade - ELA



Growth Distribution by Grade - Math



Peirce Elementary 2023-2024 Attendance Data

Chronic Absenteeism				
Group	2023 Rate	2024 Rate	+/-	2024 Target
All Students	10.7%	5.7%	-5.0	9.4%
Lowest Performing	10.3%	14.8%	3.1	14.4%
High needs	14.6%	10.7%	-3.9	12.0%
Low Income	22.6%	15.2%	-7.4	18.9%

Student Attendance (2023-24) - End of Year						
Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronic ally Absent (10% or more)	Chronic ally Absent (20% or more)	Unexcused > 9 days
All Student	95.2	8.6	33.2	6.5	1.8	0.0
Female	95.5	8.1	33.1	5.3	1.3	0.0
Male	95.0	9.1	33.5	7.6	2.2	0.0
Low Income	92.1	14.1	40.9	22.7	11.4	0.0
High Needs	93.6	11.3	42.6	13.1	4.9	0.0
LEP English language learner	94.4	9.7	40.0	12.5	2.5	0.0
Students with disabilities	93.3	12.0	47.5	11.5	4.9	0.0
African American/Black	95.8	7.6	19.0	4.8	0.0	0.0

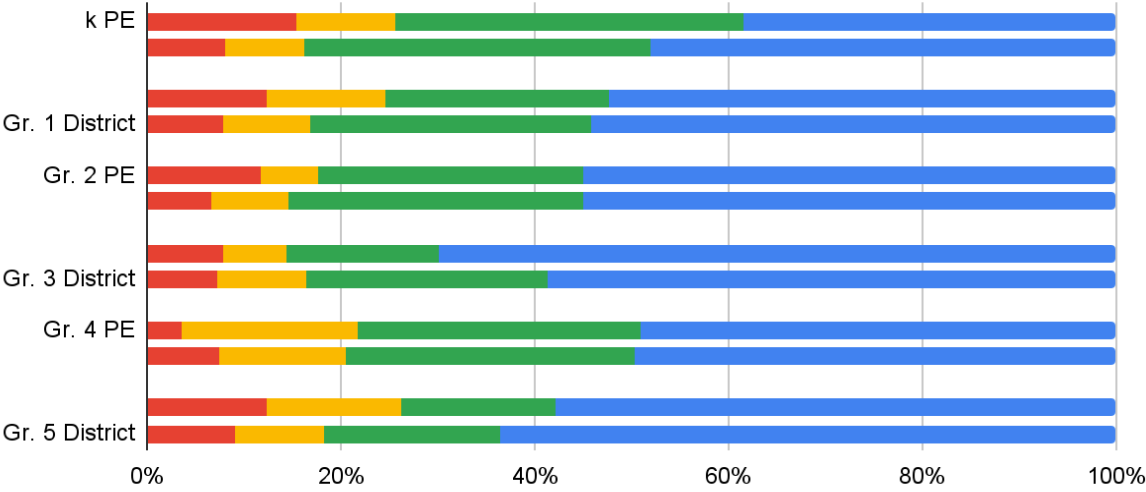
Asian	96.0	7.1	27.3	3.6	0.0	0.0
Hispanic or Latino	91.5	15.1	52.8	30.6	11.1	0.0
Multi-race, non-Hispanic or Latino	95.1	8.8	28.6	4.8	0.0	0.0
White	95.6	7.9	33.3	3.4	1.0	0.0

DIBELS 8th Edition K-5th Grade Benchmark Assessments

Dibels - End of Year

Peirce Elementary Compared to District

Well Below Below At Above



[MCAS Overview - Open Architects]

% Students Meeting/Exceeding

66% ↑ +1% vs. previous year
↑ +24% vs. state average

Average Scaled Score

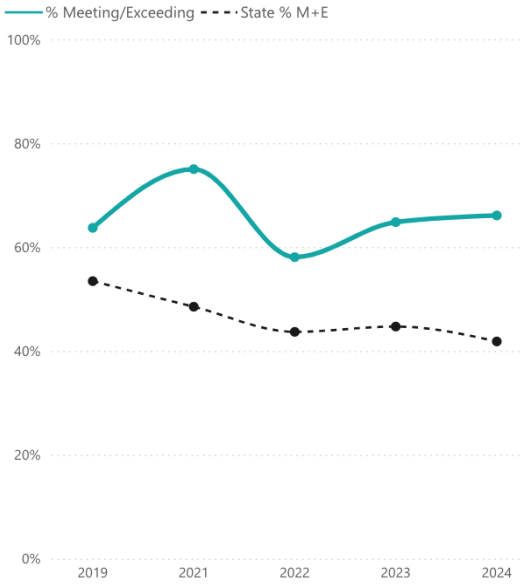
508 ↑ +3 vs. previous year
↑ +14 vs. state average

Average SGP

55.3 ↑ +1.4 vs. previous year
↑ +5.3 vs. state average

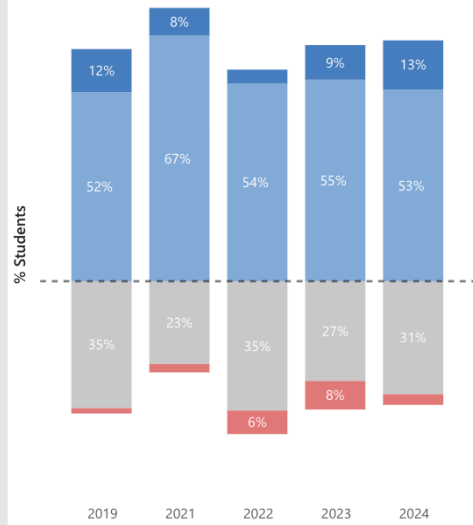
Results By Year

% Meeting/Exceeding



Student Performance by Year - ELA

Exceeding Meeting Partially Meeting Not Meeting



% Students Meeting/Exceeding

73% ↑ +9% vs. previous year
↑ +31% vs. state average

Average Scaled Score

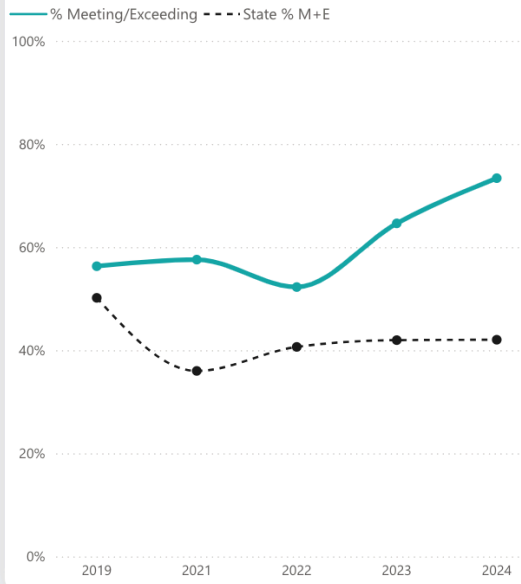
513 ↑ +6 vs. previous year
↑ +18 vs. state average

Average SGP

62.4 ↑ +3 vs. previous year
↑ +12.4 vs. state average

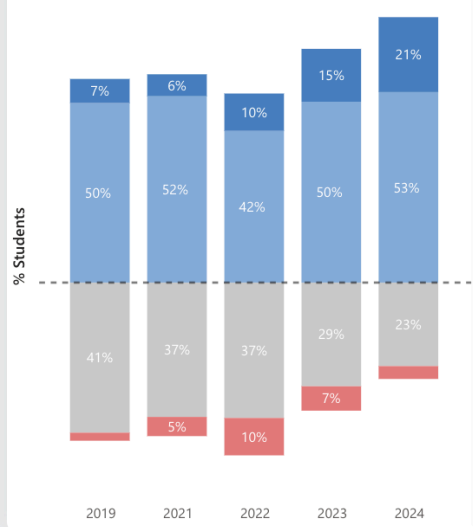
Results By Year

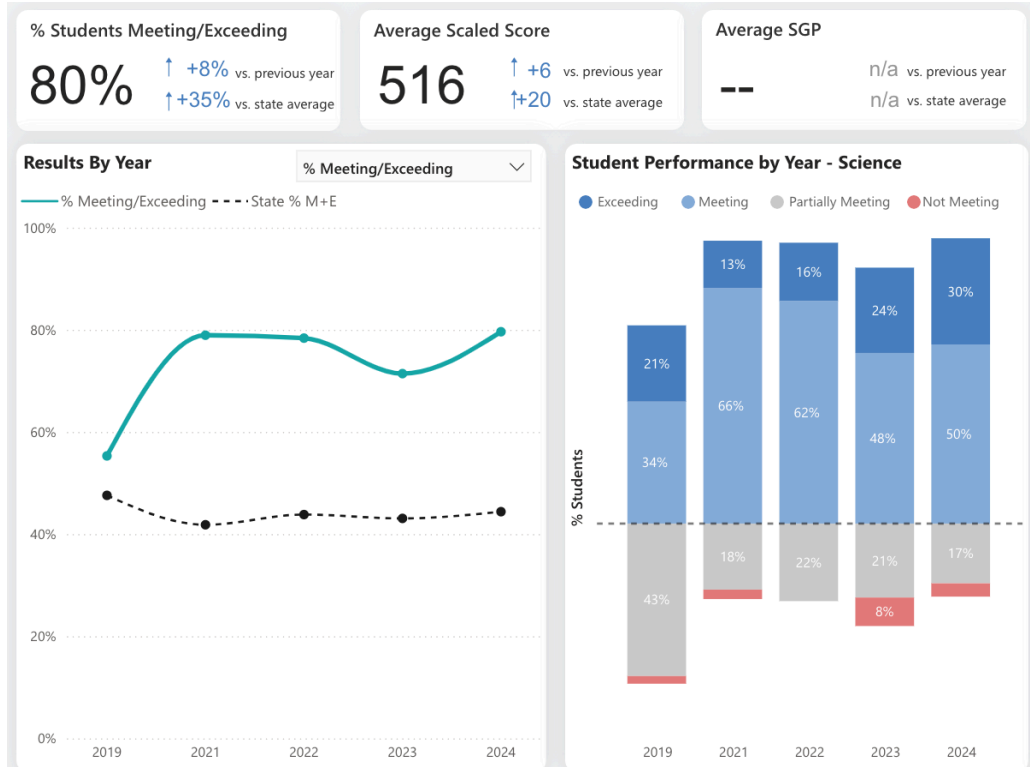
% Meeting/Exceeding



Student Performance by Year - Math

Exceeding Meeting Partially Meeting Not Meeting





<p align="center">Data Portrait <i>What is your school's story? What does the data say?</i> -DIBELS (Amplify) -Math Fluency Data -MCAS -Panorama</p>			
	<i>What overall strengths do you notice when looking across relevant data sources?</i>	<i>What evidence is there, if any, of systemic inequities with regard to focal students?</i>	<i>What other areas of growth or questions are raised that deserve further drilling down into the data?</i>
Academic Achievement <ul style="list-style-type: none"> ● MCAS ● DIBELS (elem) ● Panorama ● Chronic Absenteeism ● ACCESS ● Qualitative 	-Overall accountability percentile of 92 - up from 84th overall in 2023 -Overall high SGP: 55.3 in ELA and 62.4 in math MCAS Overall School ELA - 66% met or	-17% MLL students meeting or exceeding ELA and Math MCAS -22% of students with IEPs met or exceeded in ELA (SGP of 44) -32% of students	We continue to be concerned about black students scoring disproportionality low on meeting/exceeding standards. We wonder if some elements of the curriculum have offered less windows and mirrors to their identity.

<p>Data</p>	<p>exceeded</p> <p>Math - 73% met or exceeded</p> <p>Science - 80% met or exceeded</p> <p>ELA MCAS by grade -3rd grade - 72% of students met or exceeded ELA expectations; 4th grade 70%; 5th grade 56%</p> <p>Math MCAS</p> <p>-3rd grade - 74% met or exceeded; 4th grade 75% met or exceeded; 5th grade - 71% of student met or exceeded state standards</p> <p>-5th grade math SGP was 76.8 (off the charts high!)</p> <p>-Students in "high needs" categories - had SGP 54 in math -</p> <p>80% of students in grades K-3, EOY, were meeting grade benchmarks on DIBELS. This is a similar percentage to the year prior.</p>	<p>with IEPs met or exceeded in math (SGP of 38)</p> <p>17% of black students met/exceeded standards in ELA; 8% met or exceeded in math</p> <p>33% of students in the "low income" category met/exceeded for ELA (SGP of 38); 33% of students in "low income" category met/exceeded for math (SGP of 65)</p>	<p>In what ways will the EL curriculum promote critical thinking and access to rigorous tasks aligned by grade?</p> <p>Why is growth so much lower in language arts as opposed to math for "low income" students?</p> <p>We had very high achievement scores in 3rd grade. In what ways is the K-2 curriculum and alignment contributing to these MCAS scores?</p>
<p>Socio-Emotional</p> <ul style="list-style-type: none"> ● Chronic Absenteeism ● Panorama ● Qualitative Data 	<p>Reduction of chronic absenteeism from 10.7% in 2023 to 5.7% in 2024; this decrease has occurred year over year</p> <p>Reduction of chronic absenteeism with IEP students from 18.8% in 2023 to 12.3% in 2024. This has decreased year over year.</p>	<p>In 2024, 12.5 % of ML students were chronically absent down 3.3% from 2023</p> <p>In 2024, the gap between male and female students' sense of belonging decreased (males 79% and females</p>	<p>What resources can we provide or consider providing to families with chronically absent students?</p> <p>How can we replicate reductions that we have made in the past years to continue to reduce rates of chronic absenteeism?</p>

	<p>Reduction in Asian students being chronically absent (12.0% in 2023 down to 4.0% in 2024). Year over year reduction</p> <p>73% of students report that “people at your school understand you as a person) up 1%</p> <p>77% of students reported that they feel like they belong at school.</p>	<p>74%), in 2023 the gap was 14% with boys feeling that they belong more.</p> <p>While 77% of students report that they belong at school, only 50% of students with IEPs responded affirmatively.</p>	
<p>Culture & Climate</p> <ul style="list-style-type: none"> ● Panorama ● Participation ● Qualitative Data 	<p>School safety is up 3% at 81% with teacher student relationships being one of the main areas of increase. Overall, Peirce outperformed the district in all topic areas measured by Panorama and demonstrated improvement from fall 2023 to Spring 2024.</p>	<p>In 2024, black students’ sense of belonging was 64% compared to Asian students at 83%, two or more at 89% and white students at 74%. This represents both a “gap” but also an overall increase in black students’ reporting in sense of belonging (in 2023, 55% reported positively which improved to 64% in 2024)</p>	<p>What is the correlation between a sense of belonging and math achievement for our black students?</p> <p>Why do 53% of students report that they are not confident that students can have honest conversations about race? Will a more inclusive language arts curriculum promote more candid race conversations?</p>

Part III: Strategic Goals and Initiatives

Identify school-based strategic goals based on areas of growth identified in Part II above. Indicate which APS priority and *Focal Group* each goal addresses. Also, indicate how the goal addresses *Belonging*. Goals should be specific, measurable and include action steps required to achieve goals.

Strategic Goals and Action Steps
Strategic Academic Goal 1: <i>What do we want for students?</i>
We will continue to close the achievement gap in literacy between high needs and non-high needs

students. Peirce educators will do this by:

- With the implementation of the EL Curriculum, expose students to more culturally responsive texts.
- Engage students with both reading and writing tasks that require them to use complex language and richer vocabulary, while having more opportunities to engage in academic discussion.
- Increasing the level of student engagement and student voice, which we believe will allow students to apply their learning in new ways.
- Continue to teach explicit literacy skills to our K-3 students using Foundations and Heggerty curricula.

These high-leverage teaching practices, combined with focused interventions, will close the achievement gap for all focal groups.

Current Progress/Status: *What does this look like now? (Cite data for all students collectively and separately by focal identity marker.)*

DIBELS data - shared above
MCAS data - shared above

SMART Success Target: *What realistic targets will we reach for this year for all students collectively and separately by your focal identity marker? (Include same data sources)*

Close gaps for focal groups compared to peers by 3 percentage points annually across subject areas.
Close gaps for focal groups compared to peers by 4 percentage points annually for focus disciplinary areas:

ELA Grades 3-5 (MCAS)

- Maintain Student Growth Percentiles for focal groups and overall groupings, with all subgroups having an SGP over 55
- Achieve 76% of students in 3-5 that are meeting/exceeding state standards in ELA
 - This year only 66% of students met this.

Grades K-3 (DIBELS)

- Reduce the number of students reading below grade level by 25% (comparing EOY '25 to EOY '24)

Initiative: *What do faculty & staff need to improve?*

1. Cohesive and targeted professional learning opportunities to learn the new Expeditionary Learning (EL) and to align standards to curriculum.
 - a. Craft interdisciplinary learning opportunities in EL that allow ALL students to find rigorous learning opportunities
 - b. Provide rigorous and timely student feedback that addresses key learning concepts

Action Steps

How will we improve it?

Person/Team Responsible

Status

Action	Persons Responsible	Progress
1. Provide comprehensive professional development for all teachers and staff to ensure they understand the EL Education curriculum, its pedagogy, and instructional strategies.	ELA coach, ELA /SS/Science directors, Deputy Superintendent, School Administrators	In progress, weekly.
2. Regularly review student data (during ACE, CPT, observational debriefs and administrator/coaches meetings) to identify areas of strength and areas that require additional support, and use this information to inform instructional decisions.	Classroom teachers, ELA coach, building administrators, reading specialists	In progress, weekly
3. Communicate the school/district commitment to addressing achievement gaps by communicating about EL Education principles and practices to parents and caregivers through newsletters, workshops, and meetings	Classroom teachers and coaches	Started
4. Provide ALL families with Early Literacy screener information - new change adopted by Arlington Public Schools	Curriculum directors, building administrators, ELA coach and classroom teachers	Ongoing
APS Strategic Priority Addressed: Provide the indicators, e.g, 1B and 2C		

Strategic Academic Goal 2: What do we want for students?

We will improve student engagement and focus on practices consistent with high student engagement in all content areas, notably writing. We will implement and utilize high-leverage instructional practices as supported by the EL curriculum, with a particular focus on deepening student discourse through the use of EL protocols, routines and procedures. We will integrate EL discussion strategies across multiple content areas to build continuity across disciplines and grades, which will lead to more predictable, equitable ways for students to contribute to deeper discussions. We believe that when these pedagogical elements are in place, in each classroom, students will be engaged in rigorous academic course work.

Further, we want our students to demonstrate stronger written expression and believe that by offering stronger writing scaffolds and more frequent opportunities to discuss engaging ideas, students will become better writers.

Current Progress/Status: *What does this look like now? (Cite data for all students collectively and separately by focal identity marker.)*

SMART Success Target: *What realistic targets will we reach for this year for all students collectively and separately by your focal identity marker? (Include same data sources)*

By the end of the school year, all elementary school teachers will consistently incorporate EL Education high leverage instructional practices, including the use of protocols and strategies to deepen student discourse into their daily lessons.

Initiative: *What do faculty & staff need to improve?*

Action Steps

How will we improve it?

Person/Team Responsible

Status

- 1. Using Protocols in instruction**
 - a.** Use a variety of protocols (*such as Socratic Seminars, Fishbowl Discussions, Back to Back, Face to Face, Think-Pair-Share*) to teachers and plan their use in classroom instruction. We will do this during building PD, ILT and in our classrooms
 - b.** Collaborate with teachers during our team planning meetings to select appropriate protocols for different subject areas and grade levels.
 - c.** Utilize Professional development centered on discussion strategies through district-wide monthly sessions and ACE meetings.

ILT, Instructional coaches, classroom teachers

- 1. In process**
- 2. In process**

<p>2. Continue to build on a really strong Peirce based peer-to-peer observation program:</p> <ul style="list-style-type: none"> a. ILT to craft high leverage peer tools that will allow colleagues to celebrate strong instructional moves, to probe for questions and to gather information to learn new practices. b. Use high-leverage practice guides provided by EL across the district to allow teachers at different schools to take part in peer to peer observations. 	<p>ILT, Instructional coaches, classroom teachers, Principal</p>	<p>1. Ongoing</p>
<p>3. Participate in Building Thinking Classrooms (BTC) professional development</p>	<p>Led by Math Coach Steph McKenna</p>	<p>Ongoing</p>
<p>APS Strategic Priority Addressed: Provide the indicators, e.g, 1B and 2C</p>		

<p align="center">Strategic Culture Climate Goal 3: <i>What do we want for students?</i></p> <p>We want all students to feel a profound Sense of Belonging for all students, which we define as: being understood as a person, supported as adults, respected by other students, and having a general feeling of belonging at Peirce. We know that this is most urgent for our students that are black, who have IEPs, are LGBTQ+ because these groups of students have reported less affirmatively than other groups.</p>	
<p>Current Progress/Status: <i>What does this look like now? (Cite data for all students collectively and separately by focal identity marker.)</i></p> <p>Upon review of the school and district data, we are sharing the district data as it illuminates the current status of these subgroups. In doing so, some of the groups we are reporting on have small sample sizes.</p>	<p>SMART Success Target: <i>What realistic targets will we reach for this year for all students collectively and separately by your focal identity marker? (Include same data sources)</i></p> <p>For all students, increase by 4% for the following indicators:</p> <ul style="list-style-type: none"> ● being understood as a person, ● supported as adults, ● respected by other students, and ● having a general feeling of belonging <p>**All areas measured by Panorama data in Sense of Belonging</p>

Initiative: *What do faculty & staff need to improve?*

We need to better understand the markers of what students need to feel understood, which is different for each child. And, it is our goal that we will foster an atmosphere where students can bring their full identities to school and trust that they will be respected for who they are and also inspired to be their best selves. All students should have a sense of belonging as a valued part of an inclusive learning community.

Action Steps <i>How will we improve it?</i>	Person/Team Responsible	Status
<p>1. Conduct Empathy Interviews with a sampling of students in grades 2-5.</p>	<p>ILT, DEIBJ department,</p>	<p>Started</p>
<p>2. <i>Student Clubs and Lunch Groups:</i> Establish lunch groups, board game clubs and extracurricular programming (sports, art, extending PASP) to offer more choice and voice to students in grades 2-5</p> <p><i>Update: We suspect that this is working in that students have reported feeling a strong sense of belonging in Chorus, Running clubs (ACE) and in board game club.</i></p>	<p>Classroom Teachers, social workers, ILT, Principal, Assistant Principal, Specialist Teachers</p>	<p>Started.</p> <p>We suspect that this is working in that students have reported feeling a strong sense of belonging in Chorus, Running clubs (ACE) and in board game club.</p>
<p>3. <i>Multilingual Support:</i> Offer improved multilingual resources, signage, and communication for students and families who speak languages other than English.</p>	<p>Administrative Assistants, building administration, Office of Family Engagement</p>	<p>Started</p>
<p>4. Host Rainbow Alliance events as well as family read-alouds that are inclusive and diverse in topics.</p>	<p>Teachers, Rainbow Alliance, PTO</p>	<p>This fall</p>

APS Strategic Priority Addressed: *Provide the indicators, e.g, 1B and 2C*

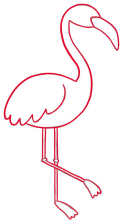
Part VI: Resources/Supports

Resources to Ensure Success List resources required to facilitate and enable success for each strategic goal and its related initiatives. Please be as specific as possible			
Goal:	Resources Needed (Time, Training, Materials, etc.):	District Department Support	School Budget Implications
Strategic Academic Goal 1:	Comprehensive EL training, in-house coaching, planning time for ALL staff to learn the curriculum, teams to meet across grade levels/departments.	ELA department, Office of Teaching and Learning	Increase in principal professional development funding that can allow staff to attend more external PD.
Strategic Academic Goal 2:	ACE time, building meeting time, new texts on engagement strategies and peer observations, district .	Teacher PD on how to offer peer feedback using low inference notes	Addition of school allocated funds for tutoring. Context is using “instructional” dollars and “title 1” dollars
Strategic Culture Climate Goal 3:	ACE time, professional development time, ILT time and access to DEIBJ, sending staff to professional development on empathy interviewing.	DEIBJ, Social Work	Potential PD costs; limited in scope.



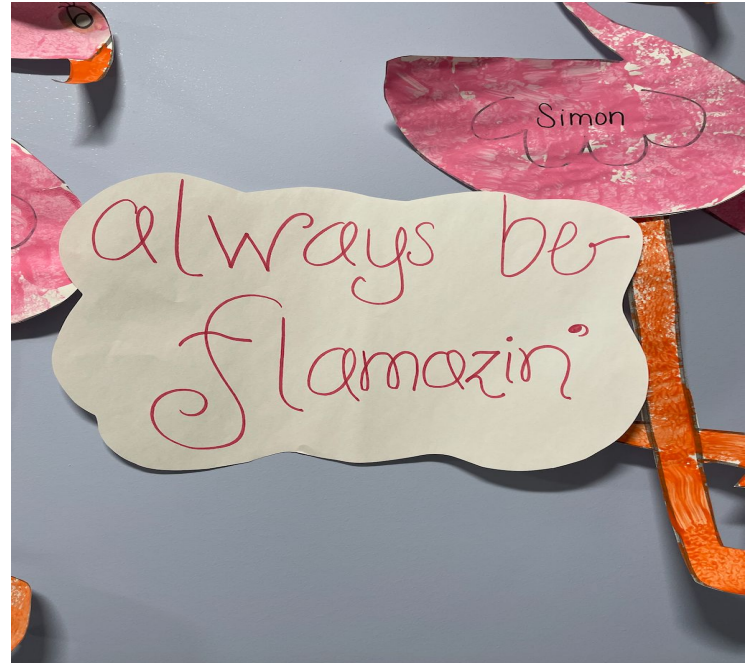
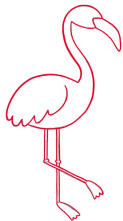
Peirce School Improvement Plan 2024-2025

Andrew Ahmadi, Principal
Heidi Clement, Assistant Principal



Agenda

- Introduction to Peirce Elementary School
- Data Overview
- Peirce Wins
- Peirce Challenges
- School Goals
- Action Steps
- Resources to Support Success
- Q&A



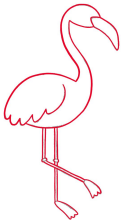
The Peirce School Community

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



Data Overview

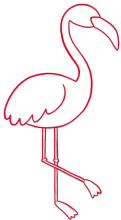
- Absenteeism
- Achievement and Growth - ELA, Math, Science (MCAS)
- DIBELS data
- Panorama - Climate and Culture



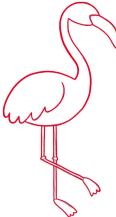
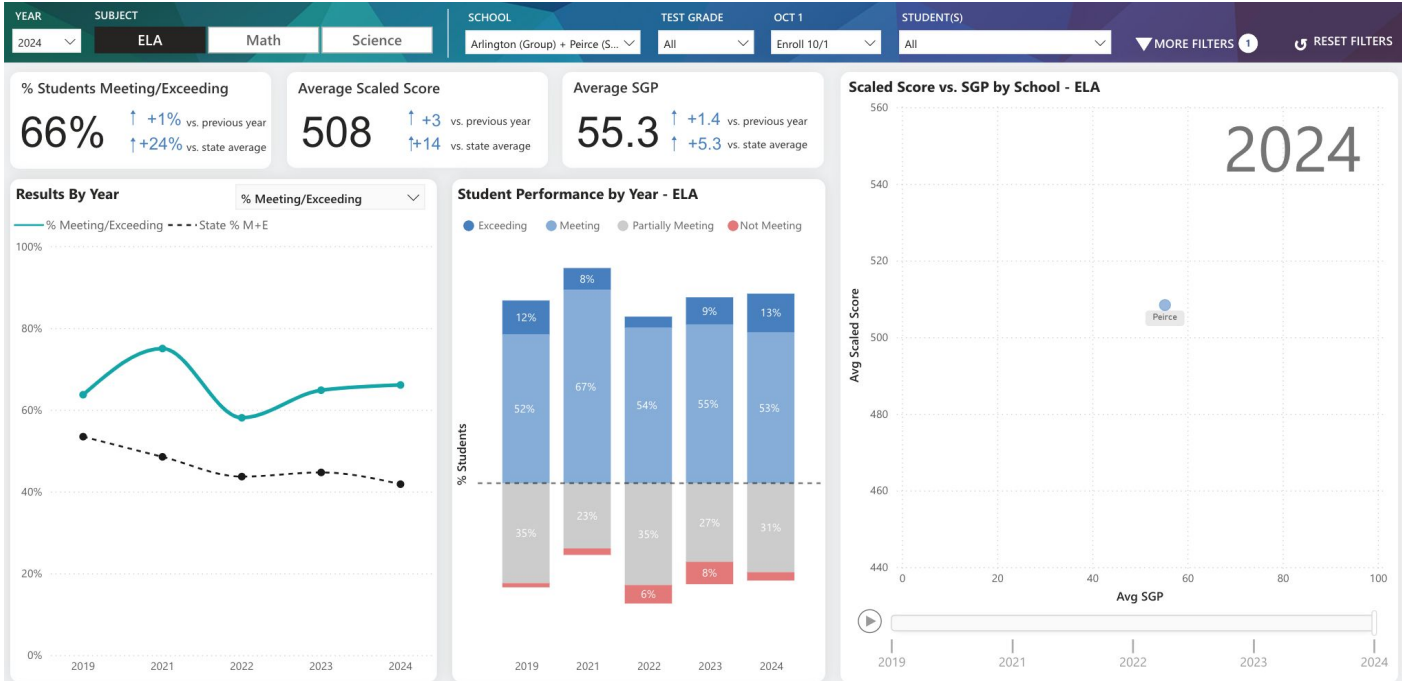
Chronic Absenteeism Data

Peirce Elementary 2023-2024 Attendance Data

+	Chronic Absenteeism				
	Group	2023 Rate	2024 Rate	+/-	2024 Target
	All Students	10.7%	5.7%	-5.0	9.4%
	Lowest Performing	10.3%	14.8%	3.1	14.4%
	High needs	14.6%	10.7%	-3.9	12.0%
	Low Income	22.6%	15.2%	-7.4	18.9%

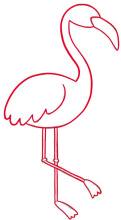


ELA - Achievement and Growth Data (Overall)



ELA - Achievement and Growth Data

English language arts achievement - MCAS average composite scaled score					
Group	2023 Achv	2024 Achv	+/-	2024 Target	2024 Mean SGP
All Students	505.7	508.4	2.7	508.9	55.3
Lowest Performing	487.4	490.9	3.5	492.5	61
High needs	494.3	495.8	1.5	497.2	45.1
Low Income	486.0	492.6	6.6	488.3	-
Students w/ disabilities	486.8	488.5	1.7	489.8	-



ELA Achievement and Growth Data (Race)

Race ▲	# Students	% M + E	Avg SGP	Avg Scaled Score
⊕ White	104	73%	57.0	511
⊕ Asian	32	69%	54.0	511
⊕ Hispanic	15	40%	47.5	497
⊕ Multi	8	88%	73.0	520
⊕ Black	12	17%	45.0	486
Total	171	66%	55.3	508



Math - Achievement and Growth (Overall)

% Students Meeting/Exceeding

73% ↑ +9% vs. previous year
↑ +31% vs. state average

Average Scaled Score

513 ↑ +6 vs. previous year
↑ +18 vs. state average

Average SGP

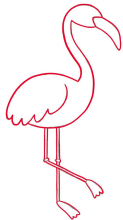
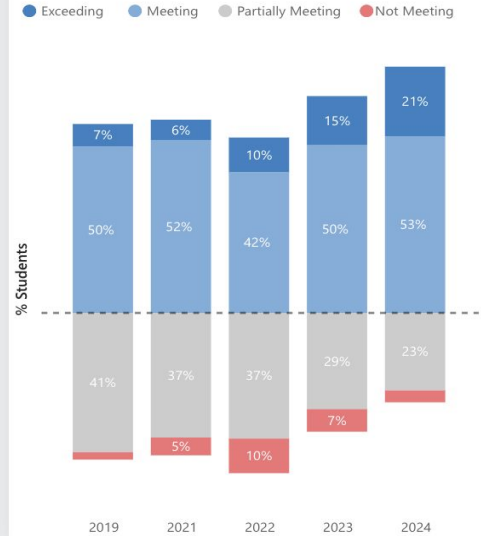
62.4 ↑ +3 vs. previous year
↑ +12.4 vs. state average

Results By Year

% Meeting/Exceeding

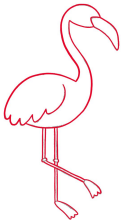


Student Performance by Year - Math



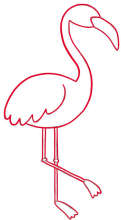
Math - Achievement and Growth Data

Mathematics achievement - MCAS average composite scaled score					
Group	2023 Achv	2024 Achv	+/-	2024 Target	2024 Mean SGP
All Students	507.7	513.4	5.7	509.8	62.4
Lowest Performing	480.5	489.2	9.4	484.7	63.2
High needs	496.6	499.3	2.7	499.0	53.9
Low Income	480.9	493.7	12.8	483.3	65.5
Students w/ disabilities	487.3	489.1	1.8	490.8	-

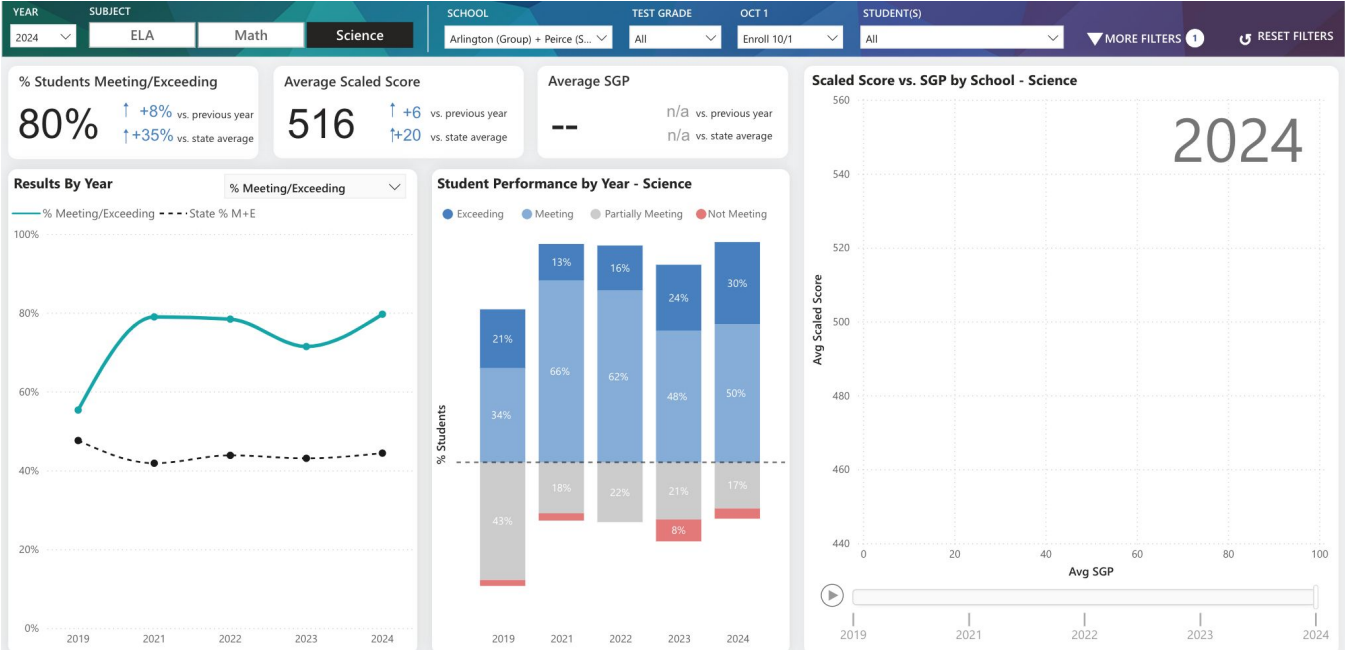


Math Achievement and Growth (Race)

Race ▲	# Students	% M + E	Avg SGP	Avg Scaled Score
⊕ White	102	80%	59.3	514
⊕ Asian	32	88%	73.7	529
⊕ Hispanic	15	33%	70.6	496
⊕ Multi	8	100%	67.2	529
⊕ Black	12	8%	42.3	478
Total	169	73%	62.4	513



Science - Achievement Data

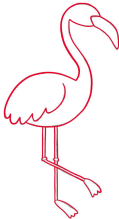
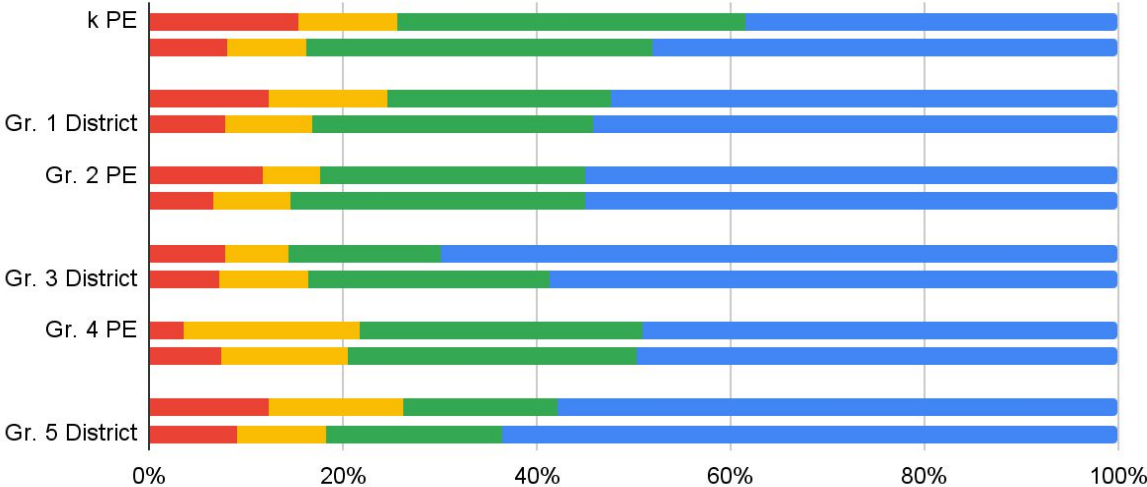


DIBELS Data



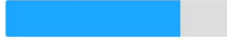
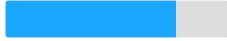
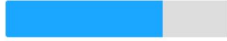

Dibels - End of Year

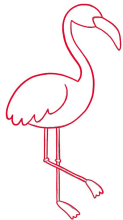
Peirce Elementary Compared to District

Well Below Below At Above



Climate and Culture Data - Students

Topic	⇅ Percent Favorable [?]	Compared to Arlington (MA) [?]	Change since Fall 2023 [?]	
Rigorous Expectations ⁱ	83% 	+5	0	>
School Safety ⁱ	81% 	+9	▲ 3	>
Teacher-Student Relationships ⁱ	78% 	+7	▲ 4 Greatest increase	>
Sense of Belonging	76% 	+8	▲ 1	>
School Climate ⁱ	70% 	+8	0	>
Cultural Awareness and Action ⁱ	39% 	+7	0	>



Peirce School Goals

1	<p>We will continue to close the achievement gap in literacy between high needs and non-high needs students. Peirce educators will do this by:</p> <ul style="list-style-type: none">• With the implementation of the EL Curriculum, expose students to more culturally responsive texts.• Engage students with both reading and writing tasks that require them to use complex language and richer vocabulary, while having more opportunities to engage in academic discussion.• Increasing the level of student engagement and student voice, which we believe will allow students to apply their learning in new ways.• Continue to teach explicit literacy skills to our K-3 students using Foundations and Heggerty curricula. <p>These high-leverage teaching practices, combined with focused interventions, will close the achievement gap for all focal groups.</p>
2	<p>We will improve student engagement and focus on practices consistent with high student engagement in all content areas. We will implement and utilize high-leverage instructional practices as supported by the EL curriculum, with a particular focus on deepening student discourse through the use of EL protocols, routines and procedures. We will integrate EL discussion strategies across multiple content areas to build continuity across disciplines and grades, which will lead to more predictable, equitable ways for students to contribute to deeper discussions. We believe that when these pedagogical elements are in place, in each classroom, students will be engaged in rigorous academic course work.</p> <p>Further, we want our students to demonstrate stronger written expression and believe that by offering stronger writing scaffolds and more frequent opportunities to discuss engaging ideas, students will become better writers.</p>
3	<p>We want all students to feel a profound Sense of Belonging for all students, which we define as: being understood as a person, supported as adults, respected by other students, and having a general feeling of belonging at Peirce. We know that this is most urgent for our students that are black, who have IEPs, are LGBTQ+ because these groups of students have reported less affirmatively than other groups.</p>

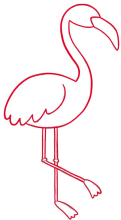
Actions to Achieve our Goals

- Expanded peer observation opportunities for faculty at Peirce and, perhaps, additional APS schools.
- Support “low income” families to improve school attendance through expanded before school, tutoring and/or opportunities for after school care.
- Targeted professional support to learn EL, support all grade levels and departments with implementation.
- Conduct empathy interviews with students in grades 2-5, particularly those in focal groups
- Continue to distribute leadership throughout our ILT and through the pilot committee meetings.

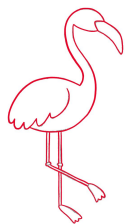


Resources to Support Success

- There is a serious demand and need for highly trained reading specialists. We have 1.0 FTE and need additional personnel.
- Expansion of social work/counseling services in-house or through AYCC. We are concerned about the acuteness of some students' need and need added financial support to assist.
- Continued access to dollars for tutoring.



Q&A





Town of Arlington, Massachusetts

7:05 p.m. Elementary SIP: Thompson (K. Donato)

Summary:

- 2024- 2025 SIP -Thompson
- 2024-2025 Thompson School Committee SIP Presentation

ATTACHMENTS:

Type	File Name	Description
▢ Presentation	2024-_2025_SIP_-_Thompson.pdf	2024-_2025_SIP_-_Thompson
▢ Reference Material	UPDATED_2024- 2025_Thompson_School_Committee_SIP_Presentation.pdf	UPDATED 2024-2025 Thompson School Committee SIP Presentation



**2024 - 2025
Thompson School Improvement Plan
Arlington Public Schools**

Framing

This School Improvement Plan is a tool that allows schools to describe values, drivers, specific foci, and how adult teams are working to improve Instructional Equity, *Belonging*, Systems/Structures, and Practices to benefit all students, and how this aligns with the district vision and mission.

Part I:

School Information
Principal: Karen Donato
Assistant Principal: Jeremy Greenwood
School Council Members: Currently recruiting members
Members of Instructional Leadership Team (ILT): Ally Magalhaes, Sonya Connelly, Nicole Melnik, Adrienne Frost, Courtnei Fassel, Siobhan Foley, Margaret Faith, Joseph Guidoboni, Masha Pandre, Christine Fanciullo

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

APS Mission Statement

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

APS Strategic Priorities

Arlington Public Schools Strategic Priorities:

1. **Ensuring Equity and Excellence:** The Arlington Public Schools will ensure equity, excellence, and access to rigorous learning experiences for all students. All graduates will be prepared to achieve their choices of post-secondary education, career, and community contribution.
2. **Valuing All Staff:** The Arlington Public Schools will recruit and retain an excellent and diverse workforce by creating a collaborative and supportive culture for all staff; providing high-quality and relevant professional development; expanding opportunities for leadership and shared decision-making; and prioritizing representation, diverse perspectives, and expertise.
3. **Improving Infrastructure, Operations, and Sustainability:** The Arlington Public Schools will maintain a system of schools that is safe, well-maintained, sustainable, and fiscally responsible, with the appropriate tools and resources to support best educational practices and an optimum teaching and learning environment.
4. **Sustaining Collaborative Partnerships:** The Arlington Public Schools will partner collaboratively with families in meeting the educational needs of all students; facilitate consistent two-way communication; and provide timely, transparent, relevant, and accessible information to all stakeholders.

[Five-Year Strategic Plan](#)

School Vision & Mission Statement

Thompson School students and staff continually strive to make our school a place where all are welcome. When it was rebuilt in 2013, a pineapple was incorporated into the design. The pineapple is the universal symbol of welcome and hospitality. Our motto has evolved with our implementation of PBIS.

***Our core values of being Safe, Respectful, and Responsible, are embedded within
“Be a Pineapple. Stand tall and be YOUR best!”***

2024 Thompson Data Sources

Data Sources:

- Thompson Elementary Fall 2023 Enrollment Demographics
- DESE District Profile
- 2024 Accountability Rating
 - MCAS Spring 2023, ELA, Math, Science
 - Achievement and Student Growth Percentages
- DIBELS 8th Edition K-3rd Grade Benchmark Assessments
- Panorama Spring 2023 Teacher Survey - Belonging and Rigorous Expectations

Thompson Elementary Fall 2024 Student Enrollment Demographics

Title	% of School	% of District	% of State
First Language not English	17.8	14.2	26
English Language Learner	8.8	5.1	13.1
Low-income	20.3	10.6	42.2
Students With Disabilities	15.5	17.1	20.2
High Needs	37.9	28.9	55.8

Enrollment by Race/Ethnicity (2023-24)			
Race	% of School	% of District	% of State
African American	5.4	3.2	9.6
Asian	13	12.9	7.4
Hispanic	9	8	25.1
Native American	0.2	0.1	0.2
White	60.7	66.6	53
Native Hawaiian, Pacific Islander	0	0.1	0.1
Multi-Race, Non-Hispanic	11.7	9.1	4.5

Thompson Elementary 2023-2024 Staff Demographics

Race/Ethnicity	School	District	School %	District %
African American	1	26.6	1%	3%
Asian	3	33.5	4%	4%
Hispanic	0.1	21.8	0%	2%
White	66.8	840.2	94%	90%
Native American	0	3	0%	0%
Native Hawaiian, Pacific Islander	0	1	0%	0%
Multi-Race, Non-Hispanic	0	10.2	0%	1%
Males	9	199.9	13%	21%
Females	61.9	736.4	87%	79%
FTE Count	71	936.3	100%	100%

Thompson Elementary 2023-2024 Attendance Data

Student Attendance (2023-24) - End of Year					
Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Chronically Absent (20% or more)
All Student	93.9	10.8	44.6	19.2	1.9
Female	93.7	11.2	45.8	21.2	2.3
Male	94.2	10.3	43.3	16.9	1.5
Low Income	92.2	13.5	53.3	33.6	3.3
High Needs	93.1	12	48.6	25.7	2.7
LEP English language learner	92.8	12.4	39.2	25.5	2
Students with disabilities	93.3	11.9	48	23	4
African American/Black	93.5	11.2	45.2	32.3	3.2
American Indian or Alaskan Native	-	-	-	-	-
Asian	93.8	10.9	39.7	22.1	1.5

Hispanic or Latino	90.2	17.1	60.4	37.5	8.3
Multi-race, non-Hispanic or Latino	94.7	9.5	45.2	11.3	0

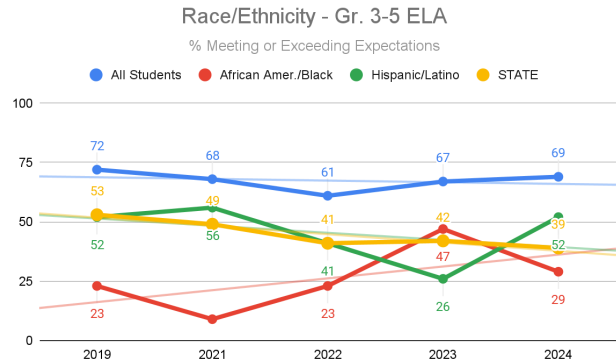
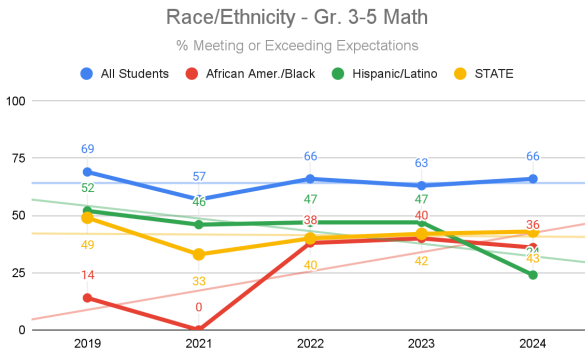
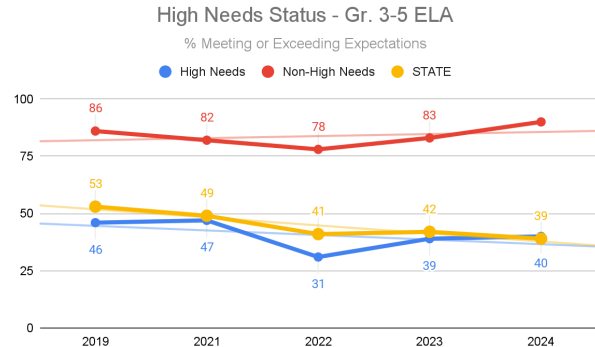
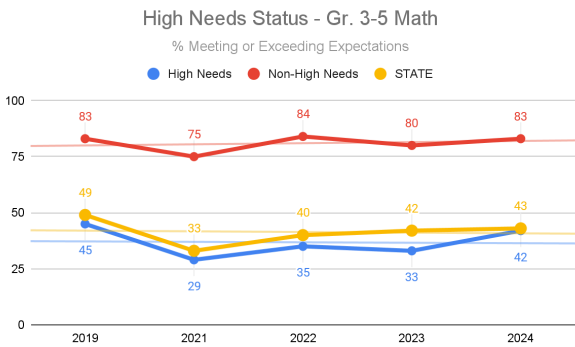
2024 Accountability Rating and MCAS

Overall classification	Reason for classification
Requiring assistance or intervention	In need of focused/targeted support Low participation rate: Students w/disabilities
Progress toward improvement targets	Accountability percentile
91% - Meeting or exceeding targets	90

Mathematics achievement - MCAS average composite scaled score				
Group	2023 Achievement	2024 Achievement	Change	2024 State Target
All Students	506.9	509.2	2.3	508.4
Lowest Performing	479.9	491.8	11.9	485
High needs	491.4	496.1	4.7	493.9
Low income	488.6	490.5	1.9	491
EL and Former EL	492.6	496.9	4.3	495.6
Students w/ disabilities	489.6	495.4	5.8	492.8

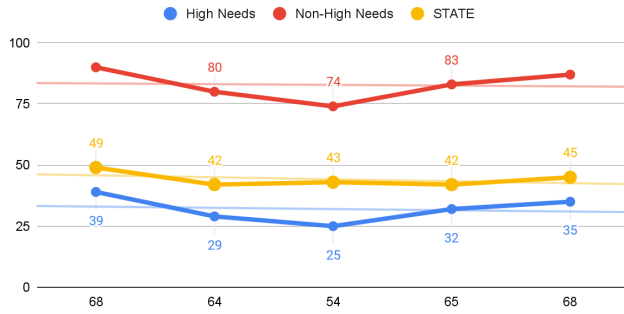
English language arts achievement - MCAS average composite scaled score				
Group	2023 Achievement	2024 Achievement	Change	2024 State Target
All Students	508.2	508.8	0.6	511.1
Lowest Performing	484.2	491.9	7.7	489.9
High needs	493.3	494.4	1.1	496.1
Low income	491.2	491.8	0.6	494.1
EL and Former EL	489.7	489.7	0	491.5
Students w/ disabilities	489.9	491.5	1.6	491.9

Science achievement - MCAS average composite scaled score				
Group	2023 Achievement	2024 Achievement	Change	2024 State Target
All Students	508.4	513.9	5.5	510.6
High needs	490.8	497.2	6.4	494.3



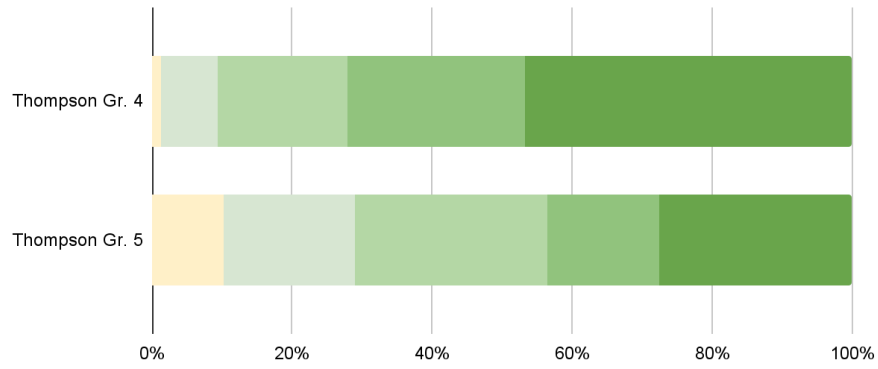
High Needs Status - Gr. 3-5 STE

% Meeting or Exceeding Expectations



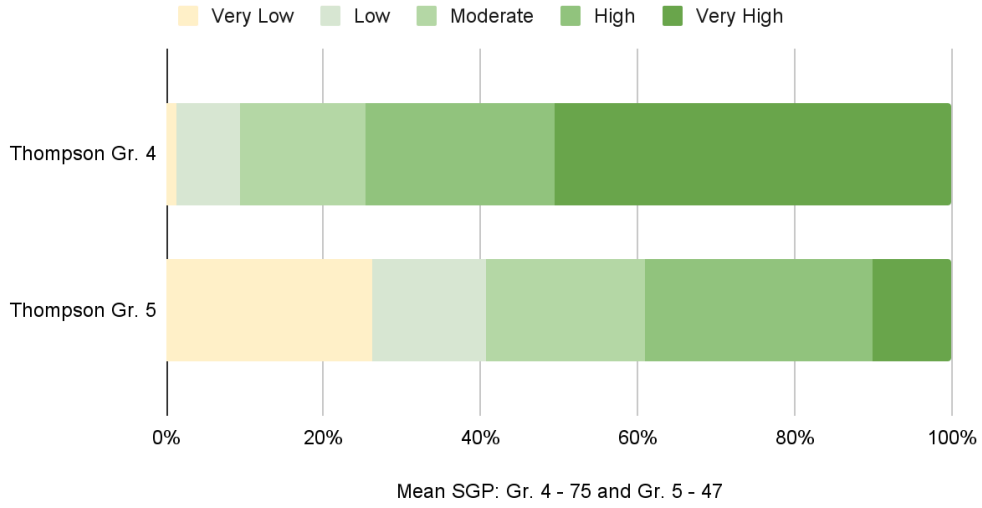
Growth Distribution by Grade - ELA

Very Low Low Moderate High Very High



Mean SGP: Gr. 4 - 74 and Gr. 5 - 56

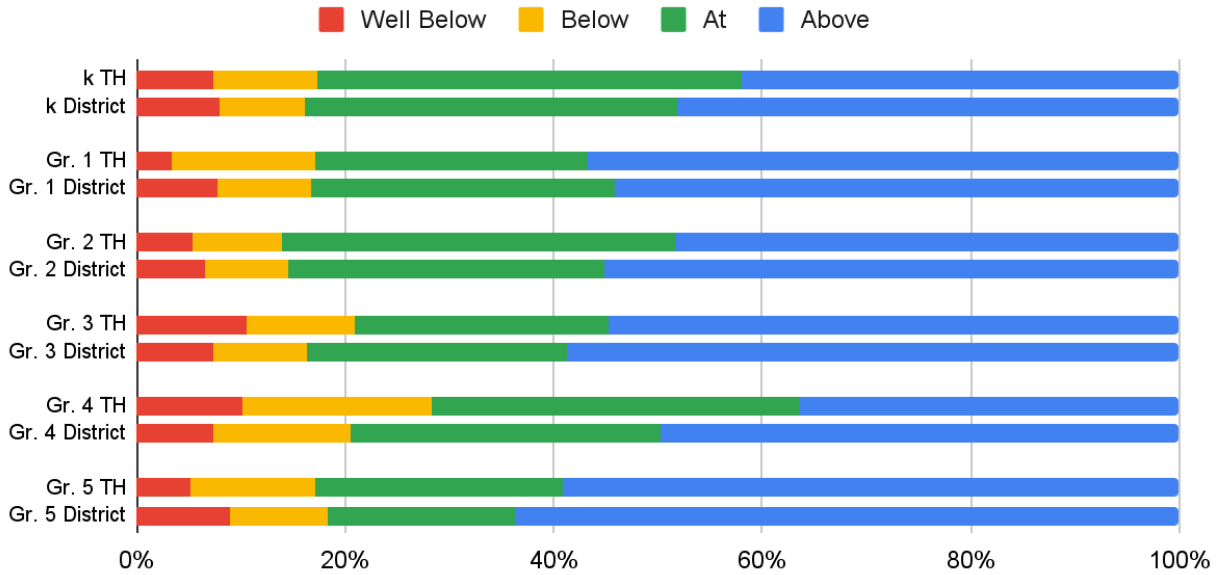
Growth Distribution by Grade - Math



DIBELS 8th Edition K-3rd Grade Benchmark Assessments

Dibels - End of Year

Thompson Elementary Compared to District



[MCAS Overview - Open Architects]

% Students Meeting/Exceeding

69% ↑ +2% vs. previous year
↑ +30% vs. state average

Average Scaled Score

509 ↑ +1 vs. previous year
↑ +15 vs. state average

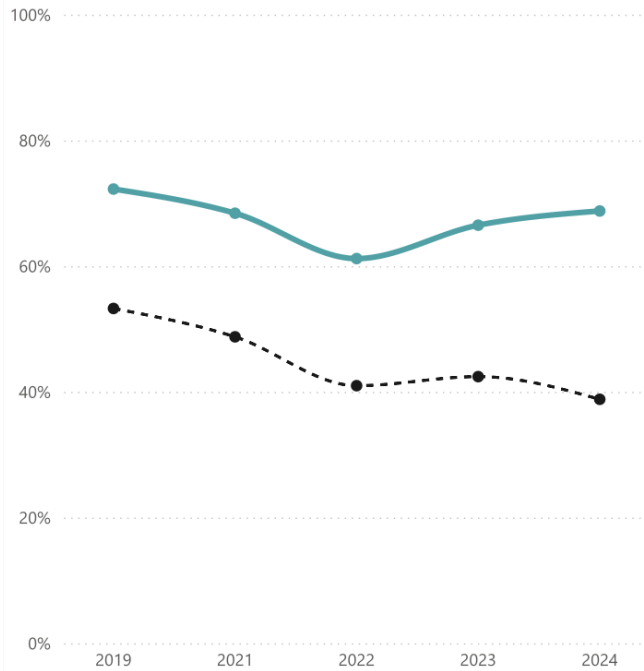
Average SGP

65.6 ↑ +5.8 vs. previous year
↑ +15.6 vs. state average

Results By Year

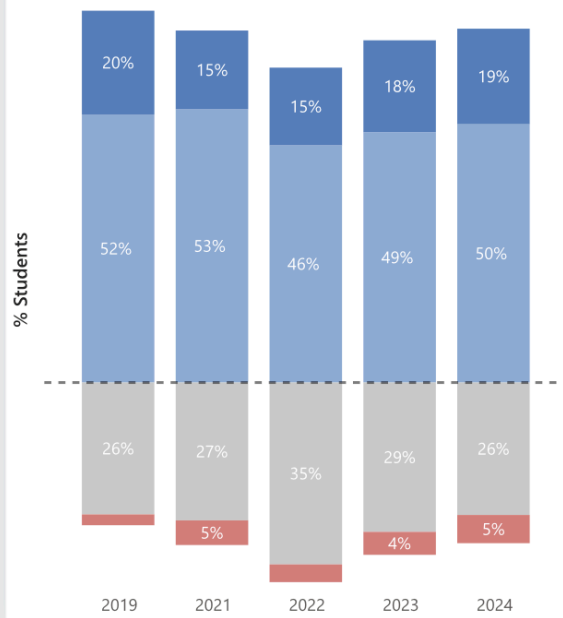
% Meeting/Exceeding ▾

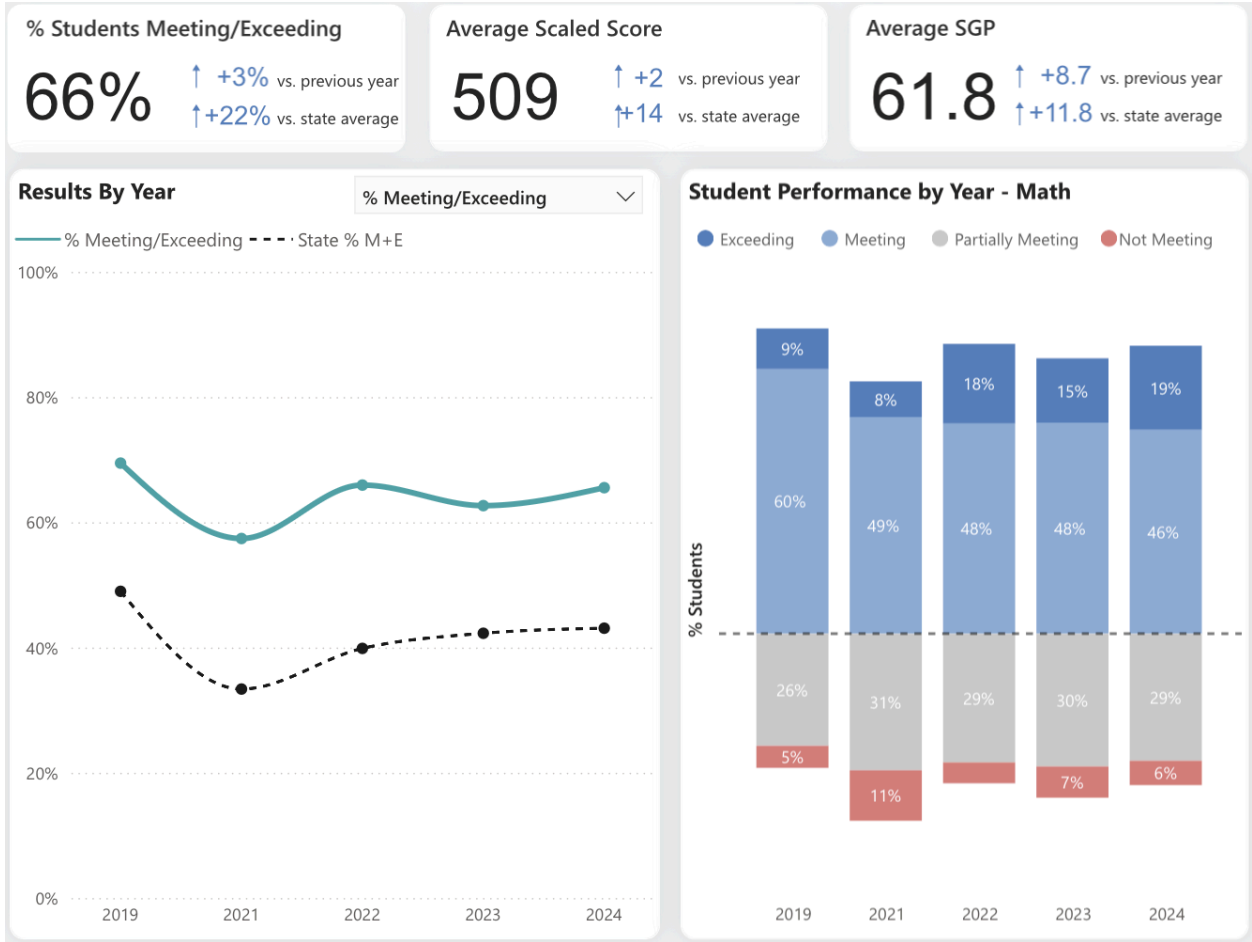
— % Meeting/Exceeding - - - State % M+E



Student Performance by Year - ELA

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting





Panorama Spring 2024 Thompson Teacher Survey

Topic Description	Results	Comparison
<p>Belonging</p> <p>How much faculty and staff feel that they are valued members of the school community.</p>	62%	59% Arlington (MA)
<p>Cultural Awareness and Action (Adult Focus)</p> <p>How well a school supports staff and faculty in learning about, discussing, and confronting issues of race, ethnicity, and culture.</p>	58%	60% Arlington (MA)
<p>Cultural Awareness and Action (Student Focus)</p> <p>How well a school supports students in learning about, discussing, and confronting issues of race, ethnicity, and culture.</p>	65%	63% Arlington (MA)

Panorama Spring 2024 3-5 Student Survey

Topic Description	Results	Comparison
<p>Cultural Awareness and Action</p> <p>How often students learn about, discuss, and confront issues of race, ethnicity, and culture in school</p>	<p>33%</p> <p>▼ 4 since last survey</p>	<p>32% Arlington (MA)</p>
<p>Rigorous Expectations</p> <p>How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.</p>	<p>76%</p> <p>▼ 3 since last survey</p>	<p>78% Arlington (MA)</p>
<p>School Climate</p> <p>Perceptions of the overall social and learning climate of the school.</p>	<p>61%</p> <p>▼ 4 since last survey</p>	<p>62% Arlington (MA)</p>
<p>School Safety</p> <p>Perceptions of student physical and psychological safety at school.</p>	<p>67%</p> <p>▼ 2 since last survey</p>	<p>72% Arlington (MA)</p>
<p>Sense of Belonging</p>	<p>63%</p> <p>▼ 6 since last survey</p>	<p>68% Arlington (MA)</p>
<p>Teacher-Student Relationships</p> <p>How strong the social connection is between teachers and students within and beyond the classroom.</p>	<p>71%</p> <p>▲ 1 since last survey</p>	<p>71% Arlington (MA)</p>

192 responses

Data Portrait

*What is your school's story? What does the data say?
Please cite data sources and get micro*

	<i>What overall strengths</i>	<i>What evidence is there, if</i>	<i>What other areas of</i>
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	<i>do you notice when looking across relevant data sources?</i>	<i>any, of systemic inequities with regard to focal students?</i>	<i>growth or questions are raised that deserve further drilling down into the data?</i>
Academic Achievement	<p>Those who don't require additional support in any subgroup category continue to do well in our MCAS.</p> <p>Thompson continues to meet or exceed the state-determined benchmarks for MCAS in our three assessments.</p> <p>Significant improvement in our overall accountability for meeting/exceeding targets.</p>	<p>High-needs focal groups continue to underperform, with a larger decrease in EL students' achievement as measured by MCAS.</p> <p>EL student achievement in ELA remained stagnant, while there was slight growth in Math.</p> <p>Gaps continue to persist among focal groups, highlighted by a slightly improved gap in our high-needs students compared to non-high-needs. The gap exists for all MCAS assessments.</p>	<p>What other data sources can we access to help see the student as a whole? (Nurse visits, absenteeism, additional academic assessments)</p> <p>Now that Dibels is administered to grades K-3, can it be used to track progress for our focal groups?</p> <p>Can our EL data be broken down further to analyze individual students?</p> <p>How does our programming for refugee students impact their growth? How can that be measured more effectively?</p>
Instructional Opportunity	<p>Across the district, students reported improved academic rigor, as measured by Panorama.</p>	<p>What practices are we using to engage ALL students in the curriculum? Do our underperforming students need different ways to access/other interventions?</p>	<p>Are there particular areas assessed on MCAS that our curriculum is not targeting?</p> <p>Does our curriculum represent our student's and community's culture, language, and overall assets that they offer?</p> <p>Besides improving student discourse, what other instructional strategies can be leveraged to improve student outcomes?</p>
Social-Emotional	<ul style="list-style-type: none"> • Chronic Absenteeism • Panorama • Qualitative Data 	<p>Across the district, student belonging has steadily decreased, as measured by Panorama.</p> <p>For Thompson, chronic absenteeism continues to occur for focal groups, specifically for students who identify as Low Income, African American/Black, and Hispanic or Latinx.</p>	<p>Does the Mental Health screener data reflect the same subgroups of concern?</p> <p>How can we improve attendance for our chronically absent focal groups?</p> <p>Can we leverage parent outreach to improve a sense of belonging and attendance rates among our students?</p>
Culture & Climate	<p>For staff who responded, there was generally a</p>	<p>What does the District responses to the PD</p>	<p>Can the Panorama survey be coordinated to simplify</p>

<ul style="list-style-type: none"> ● Panorama ● Participation ● Qualitative Data 	<p>positive response to the culture and climate in the building.</p> <p>For those who responded, the staff's Sense of Belonging at 62% remains above the district's 59% positive response.</p> <p>For those who responded, 65% responded positively in supporting student learning and discussing issues centered on race and ethnicity.</p>	<p>questions look like compared to Thompson?</p>	<p>expectations for schools?</p> <p>How can we improve the diversity of our staff to better represent the diversity of our students?</p>
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Part III: Strategic Goals and Initiatives

Identify school-based strategic goals based on areas of growth identified in Part II above. Indicate which APS priority and *Focal Group* each goal addresses. Also, indicate how the goal addresses *Belonging*. Goals should be specific, measurable and include action steps required to achieve goals.

Strategic Goals and Action Steps	
Strategic Academic Goal 1: <i>What do we want for students?</i>	
We will continue to address the opportunity and achievement gap in literacy, with a focus on our ML and Special Education students, as compared with our non-high-needs students, by adopting the Expeditionary Learning (EL) English Language Arts curriculum and expanding our use of high-quality, universal screening assessments to all grades K- 5th grade, to identify opportunities for supplemental reading intervention.	
Current Progress/Status: Before the pandemic, and subsequently, our high-needs students (inclusive of ML, Special Education, and Low-Income students) have achieved significantly below our non-high-needs students as measured by the ELA MCAS. Over the past five years, on average, high needs students have 41% of students earning scores in the Meeting and Exceeding categories, as opposed to 82% for non-high needs. Additionally, the average score for high-needs students decreased from 498 in 2019 to 493 in 2023. For 2024, there was a slight increase to 494.4. As measured by Dibels EOY '23-'24 , approximately 83% of our K-3 students are at or above reading levels, slightly lower than the aggregate district average of 84%.	SMART Success Target: With a focus on ML and Special Education students, we will prioritize improving ELA achievement as measured by the MCAS and Dibels assessments. We will improve the average score for high-needs students to pre-pandemic levels of 498, at minimum, as measured by the ELA MCAS, for aggregate grades of 3-5. We will increase our overall percentage of students at or above reading levels to 85%, on aggregate, for our K-3 students.
Initiative: <i>What do faculty & staff need to improve?</i>	

Staff in Grades 1 and 3, as part of Cohort 1, will receive cohesive support and professional learning opportunities around implementing the EL Curriculum. The cohort's work will encompass aligning the curriculum with the standards and application of the EL High Leverage Instructional Practices.

Staff across all grades will begin unpacking and utilizing EL High Leverage Instructional Practices and their application across all curriculum areas. This will assist with preparing Cohort II for implementation. Thompson will focus on the practices of Deepening Student Discourse and Engaging Students with Protocols.

Action Steps <i>How will we improve it?</i>	Person/Team Responsible	Status
1) Over the course of the year, via monthly early release time, all staff will experience professional development of the EL Education curriculum to ensure they understand the pedagogy and high-leverage instructional strategies, starting with Cohort 1 in grades 1 and 3.	1) Coaches, Teachers (early EL implementers), Curriculum Directors, Building Administrator	1) In Progress across all grade levels K-5
2) During ACE meetings, grade-level teaching teams will review assessment data three times a year to identify areas of strength and areas that require additional support and use this information to inform instructional decisions.	2) Classroom teachers, Coaches, Curriculum Directors, Content interventionists, SpEd and related Service Providers, and Building Administrators.	2) In Progress; Fall Data Review completed
3) Families/Caregivers will be provided benchmark and progress monitoring assessment data, including communication that clarifies the plan to support students who are identified as in need of supplemental supports.	3) Classroom teachers, Coaches, Curriculum Directors, Content interventionists, SpEd and Related Service Providers, and Building Administrators.	3) In Progress; Fall mailings going out
4) Regular communication with families via Principal Updates around EL High Leverage Instructional Practices and what they look like in practice in our classrooms.	4) Principal	4) Ongoing

Strategic Academic Goal 2: *What do we want for students?*

We will focus on grade-level classroom instruction, with a focus on student belonging and engagement. We will increase students' engagement with grade level tasks across all subject areas, using protocols and EL high-leverage practices as tools, with a focus on deepening student academic discourse.

We will measure and track our success on this goal through instructional rounds and routine walkthroughs, as well as student performance on assessments and reported experiences in surveys

Current Progress/Status: *What does this look like now? (Cite data for all students collectively and separately by focal identity marker.)*

Per Panorama data, under Rigorous Expectations, 76% of students reported that teachers had high expectations of them, and 71% of students reported a strong connection with teachers within and beyond the classroom.

SMART Success Target: *What realistic targets will we reach for this year for all students collectively and separately by your focal identity marker? (Include same data sources)*

By the end of the school year, all elementary school teachers will consistently incorporate EL Education high-leverage instructional practices, including protocols and strategies to deepen student academic discourse, into their daily lessons.

Panorama Rigorous Expectations overall favorable response percentage will increase from 76% to at least 80%.

Initiative: *What do faculty & staff need to improve?*

Increase Instructional Practices focused on student-centered learning and student voice to promote belonging and equity of voice.

Action Steps

How will we improve it?

Person/Team Responsible

Status

- 1) Introduce a variety of protocols (such as Riddle Discussions or Think-Pair-Share) to teachers through ACE, Staff Meetings, and Weekly Bulletins, and plan their use in classroom instruction.
- 2) Collaborate with teachers during ACE meetings to select appropriate protocols for different subject areas and grade levels.

1. ILT, Instructional Coaches, Curriculum Directors and Teachers
2. ILT, Instructional Coaches, Teachers, and Building Administration

1. In Progress
2. In Progress

<p>3) Organize opportunities for teachers to observe experienced educators effectively using protocols and deepening student discourse in their classrooms, starting with our Instructional Leadership Team (ILT).</p> <p>4) Staff meeting time will allow for teachers to share their successful experiences and strategies with colleagues.</p> <p>5) EL Implementation grades (1st and 3rd) will meet during district professional development to share best practices and successful implementation of EL high-leverage practices.</p> <p>6) Districtwide, Cohort 1 staff piloting EL, in conjunction with ELA Coaches, will develop a bank of resources to support Cohort 2 implementation.</p> <p>7) Identify a protocol for analyzing student work that supports the strategy of student discourse as the focal instructional practice to be implemented across subject areas.</p>	<p>3. ILT, instructional coaches, teachers, and administration</p> <p>4. Building Administration</p> <p>5. Teachers and instructional coaches</p> <p>6. Teachers and instructional coaches</p> <p>7. Teachers, instructional coaches, and administration</p>	<p>3. Ongoing</p> <p>4. Ongoing</p> <p>5. Completed</p> <p>6. In Progress</p> <p>7. In Progress</p>
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APS Strategic Priority Addressed: Initiative 1.3: Implementing MTSS

Strategic Culture Climate Goal 3: *What do we want for students?*

We will improve Belonging for all students, as defined by being understood as a person, supported as adults, respected by other students, and having a general feeling of belonging.

We know this is most urgent for our students who identify as students of color, LGBTQ+, low-income status, multilingual learners, and students who receive services through an IEP/504 plan.

Current Progress/Status: *What does this look like now? (Cite data for all students collectively and separately by focal identity marker.)*

In Spring 2023 59%, and Spring 2024 57%, of Thompson 3-5 Graders responded favorably when asked “How well do people at your school understand you?”

During Empathy Interviews conducted in June 2023, students reported they feel they belong when they are with their friends. They also reported that if the adults at school “let them talk, like right now” and “actually listen, don’t talk, like right now” it would provide additional opportunities to increase belonging. “Creating all gender bathrooms and the Rainbow Alliance has also made me feel like I belong.”

And in June 2024, students again reported they feel belonging with their friends, and trusted adults at school. Students also reported that their peers, not necessarily friends, struggle to understand and respect them - “For no reason, because they don’t even really know me.”

SMART Success Target: *What realistic targets will we reach for this year for all students collectively and separately by your focal identity marker? (Include same data sources)*

By expanding the practice of conducting empathy interviews, coupled with the focus on utilizing protocols to increase student discourse, we will increase favorable student responses around belonging, on the Panorama survey by at least 10%.

Initiative: *What do faculty & staff need to improve?*

Our goal is to foster an atmosphere where students can bring their full identities to school and trust that they will be respected for who they are and inspired to be their best selves. All students should have a sense of belonging as a valued part of an inclusive learning community.

In order to reach this goal, faculty, staff, and families need learning opportunities focused on school culture, climate, and the social-emotional lives of our students.

Action Steps <i>How will we improve it?</i>	Person/Team Responsible	Status
1) EL implementation teams will work with our APS SEL Dept. to articulate how SEL and academic	1. Grade level teams, SEL Dept., Principal, Assistant Principal	1. In Progress

<p>learning are integrated within the EL curriculum.</p> <p>2) To foster an environment that reflects the diversity of our student body and promotes a sense of belonging among families from various cultural backgrounds, staff will adorn common areas with cultural artwork representing different cultures, incorporate multilingual signage throughout the school, and include a wide range of culturally diverse books, stories, and resources in the classroom library</p> <p>3) Continued partnership with We the People, and additional organizations for Enrichment Workshops for students and Professional Development for Staff to support our BIPOC youth, staff and families.</p> <p>4) Partnership with MARC for professional development for Staff and Workshops for students around peer relationships, and social emotional development.</p> <p>5) Conduct empathy interviews with student representatives in grades 3-5 on what Belonging means to them as it relates to school</p> <p>6) Continued implementation of PBIS to promote positive school culture.</p>	<p>2. Students, Art teacher, Music Teacher, PTO, DIG, ML Staff</p> <p>3. PTO, DIG, Grade Level Teams</p> <p>4. PTO, Principal, Assistant Principal, Staff</p> <p>5. Principal, Assistant Principal, Social Workers</p> <p>6. PBIS Team, Staff, Principal, Assistant Principal</p>	<p>2. Ongoing Ex: Read Across America/DIG Monthly Book Project funded by AEF; Musicians of the Month</p> <p>3. Ongoing</p> <p>4. In Progress</p> <p>5. December 2024 & May 2025</p> <p>6. Ongoing</p>
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APS Strategic Priority Addressed: Initiative 1.2: Student Belonging and Adult Support

Strategic Family Engagement Goal 4: What do we want for students?

We will improve Belonging for all families by establishing stronger communication practices, providing authentic ways to celebrate the rich diversity of our school community, and developing welcome teams for newcomers.

We know this is most urgent for our families with students who identify as students of color, LGBTQ+, low socio-economic status, multilingual learners, and students who receive services through an IEP/504 plan.

Current Progress/Status: *What does this look like now? (Cite data for all students collectively and separately by focal identity marker.)*

Pre-Covid our volunteerism, opportunities for families to connect during the school day, and with school administration was consistent. We are currently rebuilding our practices around family engagement.

Our students who identify as Hispanic (9%) or African American (5.4%) have significantly higher rates of absenteeism than their peers.

SMART Success Target: *What realistic targets will we reach for this year for all students collectively and separately by your focal identity marker? (Include same data sources)*

Caregivers will have the opportunity to participate in classroom visits, celebrations, and conversations with school staff and administration, during the school day, at least 3 times this school year.

Initiative: *What do faculty & staff need to improve?*

Staff will engage in regular communication with families around their student’s academics, social, and emotional well-being. Staff and Administration will provide opportunities for caregivers to attend special events, volunteer in the classroom, and engage in conversation regularly.

Action Steps

How will we improve it?

Person/Team Responsible

Status

- 1) With a particular focus on our socio-economically disadvantaged and MLL families, we will increase communication with parents and caregivers to keep them informed about school practices, events and their child's progress.

1. Teachers,
Administration

1. Ongoing

- 2) Increase communication efforts in an effort to Involve families and

2. Teachers,
Administration, PTO

2. Ongoing

<p>community members in school events, and volunteer opportunities, through direct phone calls, and increased usage of translation platforms such as Lexikeet and the purchase of 10 Pocketalk Translation devices.</p> <p>3) Engage with parents and community members from diverse cultural backgrounds to gather insights and ideas for creating an inclusive school environment. Collaborate on cultural awareness initiatives and events.</p> <p>4) Identify families from various cultures, who speak multiple languages, who would serve as liaisons for newcomers.</p>	<p>3. Teachers, Administration, PTO, DIG</p> <p>4. Administration, Administrative Assistant</p>	<p>3. Ongoing</p> <p>4. Ongoing</p>
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APS Strategic Priority Addressed: Initiative 4.3: Communication and Partnership

Part VI: Resources/Supports

<p style="text-align: center;">Resources to Ensure Success List resources required to facilitate and enable success for each strategic goal and its related initiatives. Please be as specific as possible</p>			
Goal:	Resources Needed (Time, Training, Materials, etc.):	District Department Support	School Budget Implications
Strategic Academic Goal 1:	Time, Professional Development, Curriculum Materials	All	
Strategic Academic Goal 2:	Time, Professional Development, Curriculum Materials	All	EL Curriculum resources and Professional Development

Strategic Culture Climate Goal 3:	Time, Professional Development	All	Cost sharing with PTO/DIG for funding of outside organizations, books Anticipated requests for additional staffing to support services for students in focal groups.
Strategic Family Engagement Goal 4:	Time, Outreach, Translation	All	Request for Family Liaison Staff



Arlington Public Schools
Education That Empowers

Thompson Elementary School
2024-2025 SCHOOL IMPROVEMENT PLAN
School Committee October 2024



Be a pineapple. Stand Tall. Be YOUR best!

Agenda



Arlington Public Schools
Education That Empowers

- Introduction
- Thompson by the Numbers
- Priorities for 2024-2025
- Thompson Glows
- Thompson Grows
- Resources to Support Success
- Q&A



Introduction



Arlington Public Schools
Education That Empowers

Thompson School takes great pride in its community. We are comprised of 538 students and over 75 staff. Our culture is one of acceptance and growth, where all are welcome. We believe in our partnership with our families and community at large, and strive to meet the needs of all of our students.

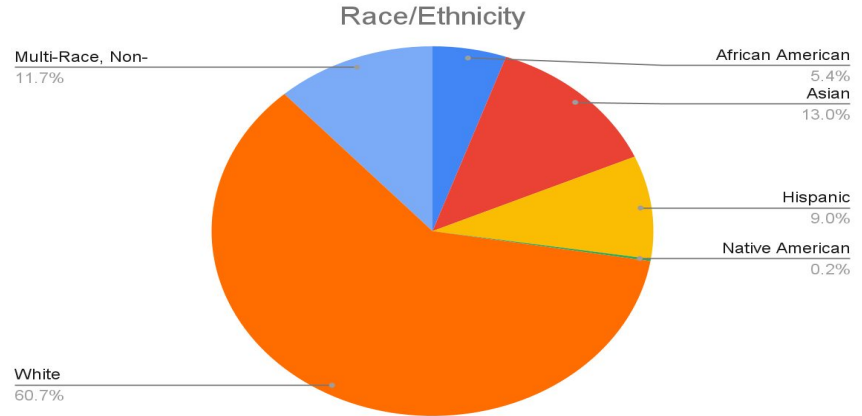


Thompson by the Numbers



Arlington Public Schools
Education That Empowers

Grade	# of Sections	Total # Students
Grade K	4	92
Grade 1	4	83
Grade 2	4	89
Grade 3	4	95
Grade 4	4	90
Grade 5	4	89



# ML Students	Level I	Level II	Level III	Level IV	Total
	17 (2 SLIFE)	9	20	1	47
	FEL I	FEL II	FEL III	FEL IV	Total
	14	2	3	0	19

MCAS Overview



Arlington Public Schools
Education That Empowers

% Students Meeting/Exceeding

69% ↑ +2% vs. previous year
↑ +30% vs. state average

Average Scaled Score

509 ↑ +1 vs. previous year
↑ +15 vs. state average

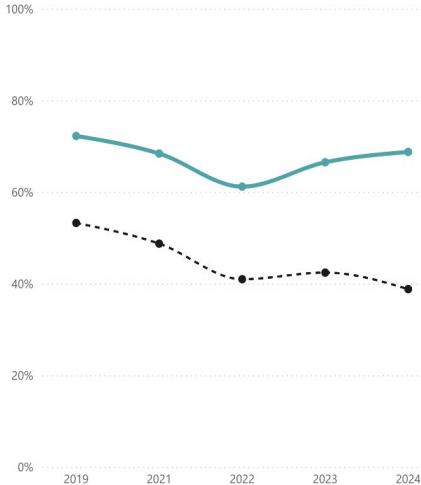
Average SGP

65.6 ↑ +5.8 vs. previous year
↑ +15.6 vs. state average

Results By Year

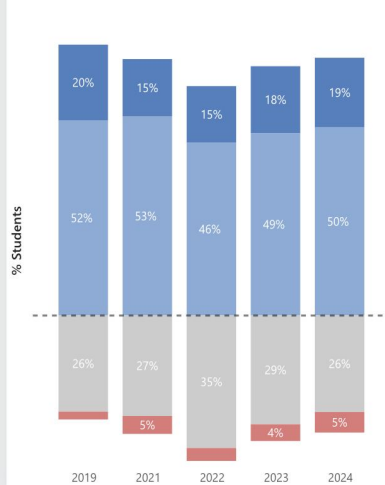
% Meeting/Exceeding

— % Meeting/Exceeding - - - State % M+E



Student Performance by Year - ELA

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



% Students Meeting/Exceeding

66% ↑ +3% vs. previous year
↑ +22% vs. state average

Average Scaled Score

509 ↑ +2 vs. previous year
↑ +14 vs. state average

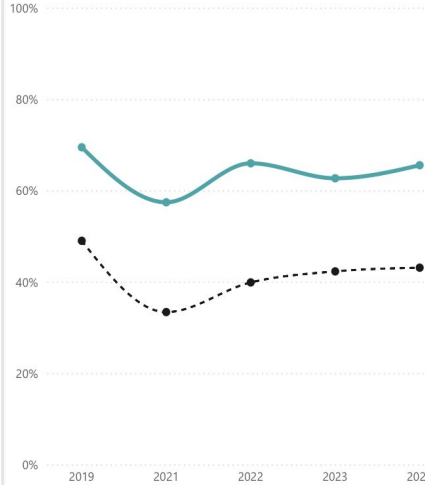
Average SGP

61.8 ↑ +8.7 vs. previous year
↑ +11.8 vs. state average

Results By Year

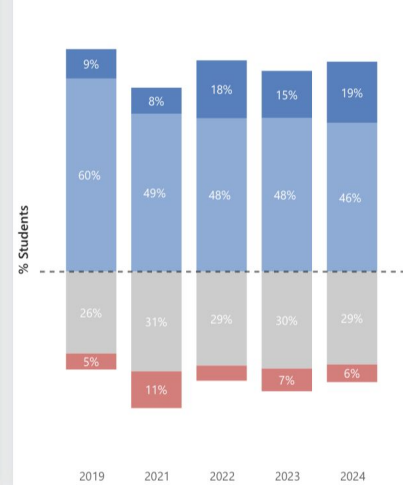
% Meeting/Exceeding

— % Meeting/Exceeding - - - State % M+E



Student Performance by Year - Math

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



2023-2024 School Priorities



Arlington Public Schools
Education That Empowers

Strategic Academic Goal I

We will continue to address the opportunity and achievement gap in literacy, with a focus on our ML and Special Education students, as compared with our non-high-needs students, by adopting the Expeditionary Learning (EL) English Language Arts curriculum and expanding our use of [high-quality, universal screening assessments](#) to all grades K-5th grade, to identify opportunities for supplemental reading intervention.

Strategic Academic Goal II

We will focus on grade-level classroom instruction, with a focus on student belonging and engagement. We will increase students' engagement with grade-level tasks across all subject areas, using protocols and EL high-leverage practices as tools, with a focus on deepening student academic discourse.

We will measure and track our success on this goal through instructional rounds and routine walkthroughs, as well as student performance on assessments and reported experiences in surveys.

Strategic Culture Climate Goal III

We will improve Belonging for all students, as defined by being understood as a person, supported as adults, respected by other students, and having a general feeling of belonging. We know that this is most urgent for our students who identify as students of color, LGBTQ+, low socio-economic status, multilingual learners, and students who receive services through an IEP/504 plan.

Strategic Family Engagement Goal IV

We will improve Belonging for all families through establishing stronger communication practices, providing authentic ways for celebrating the rich diversity of our school community, and developing welcome teams for newcomers.

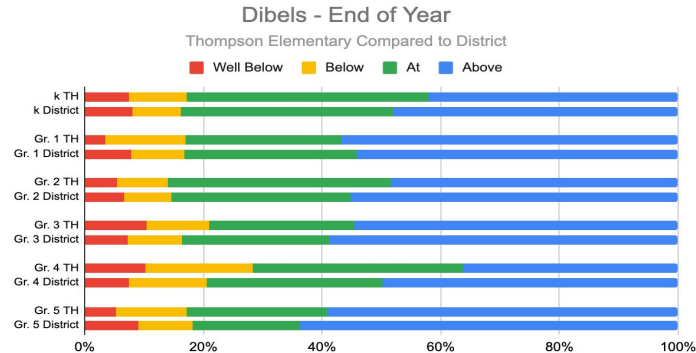
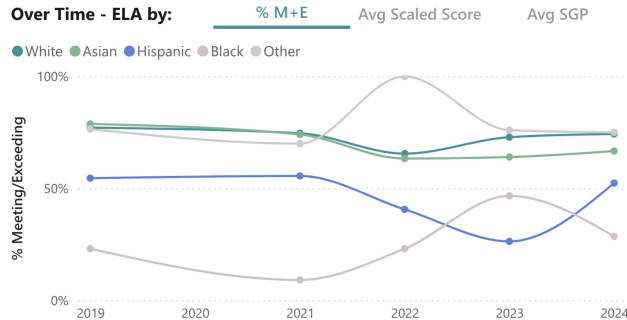


Thompson Priorities

Thompson Strategic Academic Goal I

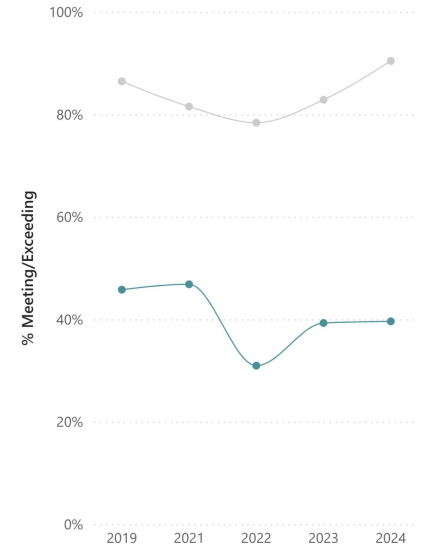
We will continue to address the opportunity and achievement gap in literacy, with a focus on our ML and Special Education students, as compared with our non-high-needs students, by adopting the Expeditionary Learning (EL) English Language Arts curriculum and expanding our use of **high-quality, universal screening assessments** to all grades K-5th grade, to identify opportunities for supplemental reading intervention.

Through the use of our universal screening assessment, Dibels, we have been able to identify students in grades K-3 who require targeted instruction. While we are **slightly below the '23-24 EOY District average of 84%**, we continue to target this grade span as the shift from learning to read, becomes reading to learn. Additionally, Thompson, overall **continues to meet or exceed state-determined benchmarks in MCAS**. Our High Needs focal groups continue to underperform, and our implementation of the screener at these grade levels provides additional information for tiered interventions to support closing this gap.



Performance over Time - ELA

High Needs ● No ● Yes



Thompson Priorities



Arlington Public Schools
Education That Empowers

Thompson Strategic Academic Goal II

We will focus on grade-level classroom instruction, with a focus on student belonging and engagement. We will increase students' engagement with grade level tasks across all subject areas, using protocols and EL high-leverage practices as tools, with a focus on deepening student academic discourse.

We will measure and track our success on this goal through instructional rounds and routine walkthroughs, as well as student performance on assessments and reported experiences in surveys.

Engaging Students With Protocols

The protocols in the curriculum are one of the key ways that students are engaged in discussion, inquiry, critical thinking, and sophisticated communication. There are a variety of protocols in the curriculum, and all offer a structure and a set of steps to help students talk to each other and dig deeper into text or ideas. Protocols can be used throughout the school day, in any classroom, to promote student engagement and discussion.

- ★ Protocols are one of the best ways we know to help students be leaders of their own learning.
- ★ Making meaning together enhances learning. Rather than looking to the teacher for answers and information, protocols help students learn to find those answers themselves and with the help of their peers.
- ★ Protocols are a great way for students to learn and practice speaking and listening skills and to build their habits of character.

Deepening Student Discourse

Perhaps the best measure of an effective classroom is the quality of student conversation. With teacher modeling, Conversation Cues, sentence frames, consistent use of academic vocabulary, and a commitment by the teacher to draw out and celebrate student ideas, students can learn to have powerful, analytical conversations at all grade levels.

- ★ When students recognize that their ideas and opinions will be taken seriously by you and their peers - analyzed, critiqued, and built-upon - it lifts their commitment to sharing their best thinking.
- ★ Simple sentence frames can transform discussion in a classroom (e.g. "I would like to build on Chantelle's idea"; "I appreciate that idea, but I respectfully disagree"; "Can you offer some evidence?").
- ★ Prioritizing discourse in the classroom elevates student voice, develops their oral processing skills and deepens their learning.

Thompson Priorities



Arlington Public Schools
Education That Empowers

Thompson Strategic Culture Climate Goal III

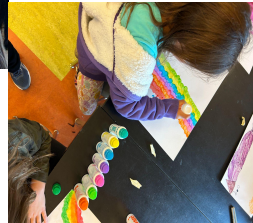
We will improve Belonging for all students, as defined by being understood as a person, supported as adults, respected by other students, and having a general feeling of belonging. We know that this is most urgent for our students who identify as students of color, LGBTQ+, low socio-economic status, multilingual learners, and students who receive services through an IEP/504 plan.

As Thompson continues to grow, so does our diversity. We want to be sure that, in addition to our events that highlight our diversity, students feel seen and heard throughout our hallways, in their classrooms, and throughout their school day.

57% of Thompson 3rd-5th Graders who participated in the Spring 2024 Panorama Survey responded favorably when asked “How well do people at your school understand you?”

77% of Thompson 3rd-5th Graders who participated in the Spring 2024 Panorama Survey responded favorably when asked “How much support do the adults at your school give you?”

68% of Thompson 3rd-5th Graders who participated in the Spring 2024 Panorama Survey responded favorably when asked “Overall, how much do you feel like you belong at your school?”



Thompson Priorities



Arlington Public Schools
Education That Empowers

Thompson Strategic Family Engagement Goal IV

We will improve Belonging for all families through establishing stronger communication practices, providing authentic ways for celebrating the rich diversity of our school community, and developing welcome teams for newcomers.

Student Attendance (2023-24) - End of Year					
Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Chronically Absent (20% or more)
All Student	93.9	10.8	44.6	19.2	1.9
Female	93.7	11.2	45.8	21.2	2.3
Male	94.2	10.3	43.3	16.9	1.5
Low Income	92.2	13.5	53.3	33.6	3.3
High Needs	93.1	12	48.6	25.7	2.7
LEP English language learner	92.8	12.4	39.2	25.5	2
Students with disabilities	93.3	11.9	48	23	4
African American/Black	93.5	11.2	45.2	32.3	3.2
American Indian or Alaskan Native	-	-	-	-	-
Asian	93.8	10.9	39.7	22.1	1.5
Hispanic or Latino	90.2	17.1	60.4	37.5	8.3
Multi-race, non-Hispanic or Latino	94.7	9.5	45.2	11.3	0



Thompson “Glows”

- Substantial growth in Overall Accountability Rating to 91% of students Meeting/Exceeding MCAS Targets
- Use of ACE time to support implementation of EL Curriculum, discuss Instructional Practices, and Review Data
- Purchase of Pocketalk Translation devices to increase communication with our ML students and families
- Inclusion Specialist position led to increase of in-class intervention, better allocation of both Math and Literacy intervention K-2
- Change in format for our Fall Curriculum Night - Student led Open House led to a record turnout of families
- AEF supported DIG Grant to support Read Across America Diverse Book Initiative
- All Staff members are assigned to a classroom each morning for Morning Meeting. This allows students and staff to widen their connections, and strengthen relationships



Thompson “Grows”



Arlington Public Schools
Education That Empowers

- Focus direct outreach to the families of our students who identify as Low Income (20.3%), Hispanic (9%) or African American (5.4%) around support needed to decrease Chronic Absenteeism.
- Increase opportunities for caregivers to participate in learning and to come to school events with their student.
- Increase amount of dedicated time and space to meet with specific populations of caregivers - MLLs, Special Education, socio-economically disadvantaged, families of color to elevate their voices in our school community.
- Increase support in student focal groups to address Achievement Gap.
- Conduct Empathy Interviews at least twice a year to gain insight into how our students are experiencing school.
- Increase Panorama Survey participation for both Staff and Families



Resources Needed



Arlington Public Schools
Education That Empowers

Resources to Ensure Success

List resources required to facilitate and enable success for each strategic goal and its related initiatives. Please be as specific as possible

Goal:	Resources Needed (Time, Training, Materials, etc.):	District Department Support	School Budget Implications
Strategic Academic Goal 1:	Time, Professional Development, Curriculum Materials	All	
Strategic Academic Goal 2:	Time, Professional Development, Curriculum Materials	All	EL Curriculum resources and Professional Development
Strategic Culture Climate Goal 3:	Time, Professional Development	All	Cost sharing with PTO/DIG for funding of books, PD, organizations, etc. Anticipated requests for additional staffing to support services for students in focal groups
Strategic Family Engagement Goal 4:	Time, Outreach, Translation	All	Request for Family Liaison Staff

Q&A



Arlington Public Schools
Education That Empowers



DO
Small
things
with
GREAT love





Town of Arlington, Massachusetts

7:30 p.m. Superintendent's Evaluation Materials (E. Homan)

Summary:

<https://sites.google.com/arlington.k12.ma.us/superintendents-evaluation-por/district-improvement-goal-2>

Superintendent Evaluation 2024

ATTACHMENTS:

Type	File Name	Description
▢ Presentation	Superintendent_Evaluation_2024_(1).pdf	Superintendent Evaluation 2024 (1)

Superintendent Evaluation 2024



Dr. Elizabeth C. Homan
Superintendent, Arlington Public Schools

Agenda



Arlington Public Schools
Education That Empowers

1. Overview of Process
2. Review of Goals
 - a. Highlighted Evidence
 - b. Superintendent Reflections
3. Evaluation Cycle
4. Discussion

Process

1. **Goals:** Student Learning, Professional Practice, District Improvement (1-3); Established in prior school year, voted by School Committee
2. **Performance Measures:** Selected to directly or indirectly measure progress towards goals; May be quantitative or artifact-based, depending on nature of the goal
3. **Standard Indicators:** From DESE rubric, selected during goal-setting process; Aligned to one of four standards: I. Instructional Leadership, II. Management & Operations, III. Family & Community Engagement, IV. Professional Culture
4. **Ratings:** Committee rates progress on SLG and PPG: no progress, some progress, significant progress, meeting, exceeding; Committee rates on selected Standard Indicators: unsatisfactory, needs improvement, proficient, exemplary

Standards and Indicators for Effective Administrative Leadership			
<i>Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.</i>			
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management	III-C. Communication	IV-C. Communication
I-D. Evaluation	Information Systems	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision making	II-D. Law, Ethics and Policies		IV-E. Shared Vision
I-F. Student Learning	II-E. Fiscal Systems		IV-F. Managing Conflict



Student Learning Goal

Close opportunity and achievement gaps for students through sustained focus on instructional practice and inclusive classroom systems and structures.

Performance Measures:

1. All schools receive 75% or higher accountability score in 2024 for “Progress towards improvement targets” (two schools below this mark in 2023)
2. experiential gaps for student focal groups demonstrate improvement in the “belonging” and “rigorous expectations” categories when comparing Fall 2022 through Spring 2024 survey results.
3. focal groups - specifically Students with Disabilities - demonstrate higher growth than peers, specifically in elementary ELA.

Standard Indicators: I-E. Data-Informed Decision making, I-F. Student Learning, IV-A. Commitment to High Standards

Evidence and Outcomes



1. District accountability designation of meeting/exceeding standards, with all schools in the 80- and 90-percentiles in the state and 5 schools above 75% progress towards targets, and all schools either making "substantial progress towards targets" or "meeting/exceeding targets."
2. Accelerated growth in elementary ELA for focal groups when comparing 2023 to 2024 (from 40.6 to 49.8 for MLs; from 45.2 to 48.7 for students w/IEPs; from 43.4 to 50.7 for students in low-income households)
3. Significant improvements in the experiences of students in some focal groups, particularly students who identify as transgender, from 2022-2024.
4. Significantly more competitive academic outcomes compared to Town Manager 12 districts and statewide in multiple levels and content areas.

Reflections



We are proud of work in these areas:

- Intentional growth and leadership development partnerships and opportunities;
- Streamlining and digitizing processes and workflows at central office to minimize bureaucracy for schools;
- Implementation of rigorous hiring and budget processes to improve transparency of decision-making; and
- Intentional strategic planning to support long-term goals, positive relationships with bargaining units, and lasting systemic change.

And have ongoing work to do in these areas:

- Ensuring access to grade-level and higher standards for all students, including students in focal groups, whenever possible and with as much support as each students needs to attain mastery.
- Maintaining momentum through challenging transformation work, exercising patience while challenging assumptions, and continuing to build system-wide coherence.
- Making new practices more “routine,” while continuing to streamline bureaucratic distractions so that everyone’s focus can stay on supporting student learning.



Professional Practice Goal

Build capacity of myself and other APS leaders to use frequent informal and formal feedback from community, staff, and students to inform response to conflict and thoughtful and inclusive design of initiatives.

Performance Measures:

1. Improved staff and teacher sense of belonging and well-being across schools when comparing Fall 2022 through Spring 2024 survey results.
2. Established baselines for measuring retention of staff, including staff in BIPOC and LGBTQIA+ Focal Groups.
3. Improved reported experiences of educators in superintendent office hours, walkthroughs, and other school-based visits by administration.

Standard Indicators: I-F. Student Learning, II-A. Environment, II-E. Fiscal Systems III-D. Family Concerns, III-A. Engagement

Evidence and Outcomes



1. Established baseline for tracking by requiring staff to proactively identify (or not) in onboarding surveys, allowing us to calculate retention of focal groups in the years ahead;
2. Staff continue to represent a broader cross-section of experience, ability, and identity backgrounds, providing students with more representative models of excellence and leadership;
3. Staff feel more connected to their immediate colleagues, which will improve belonging over time as relationships deepen and our routines for inquiry and teamwork become common practice; and
4. Staff also report feeling slightly less overwhelm and stress, and report an exceptionally strong sense that their work matters, with a 97% favorability rating on that question.

Reflections



We now need to:

- Interrogate negative trends in staff well-being from Fall 2023 by re-surveying this category, with special attention towards the experiences of staff members in their 2nd-5th years in APS, because this group reported the biggest gaps in their experience with peers and colleagues in Fall 2023;
- Continue building mentorship, onboarding, and development opportunities for all members of the APS team, including operational staff;
- Focus administrator professional learning on calibration of expectations and on providing timely, supportive, and actionable feedback to educators;
- Refine new procedures for hiring and tracking new staff;
- Refine procedures for tracking and reporting of the impact of staff professional development; &
- Continue work to engage staff in inquiry-based work that uses data to shift patterns of practice.

District Improvement Goal #1

Expand and improve two-way engagement with families and opportunities for APS family learning and connection

Performance Measures:

1. Improve reported family experiences on experience surveys across categories that are surveyed year-over-year when comparing results from Fall 2022 through Spring 2024
2. Maintain family engagement rates in Culture and Climate Surveys
3. Improve “family-school communication” experience in secondary grade levels
4. Close gaps for families of students with IEPs relative to their peers in “learning behaviors” and “student needs” categories on family surveys.

Performance Measures: III-A. Engagement, III-D. Family Concerns, IV-A. Commitment to High Standards, IV-B. Cultural Proficiency

District Improvement Goal #2

Expand understanding of Deeper Learning Principles and provide opportunities for Deeper Learning Experiences for all APS Staff and Students

Performance Measures:

1. More opportunities for, and examples of, interdisciplinary learning and programming across K-12
2. Expanded access to deeper learning and experiential learning opportunities for all APS students
3. Increased student participation in the arts and other extracurricular opportunities

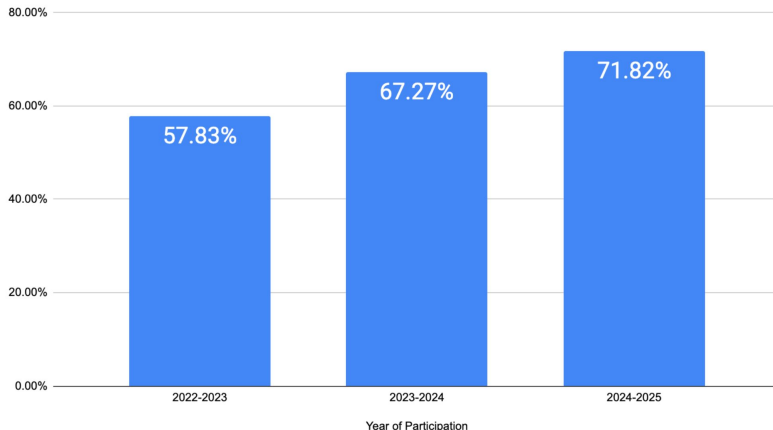
Performance Measures: I-F. Student Learning, II-A. Environment, IV-A. Commitment to High Standards

Evidence and Artifacts

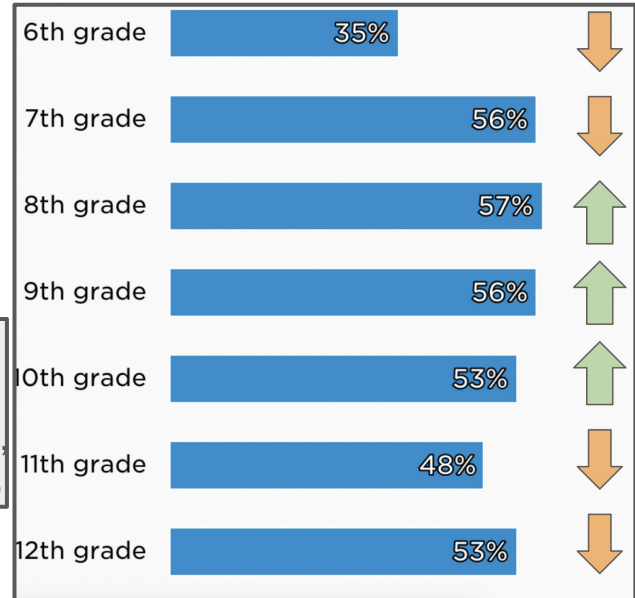
Debate: MA Ballot Questions 2 and 5

The Speech and Debate Team will debate the MA Ballot questions about whether MCAS should be a graduation requirement (Q2) and if there should be a minimum wage for tipped workers (Q5)

Elementary Performing Arts Participation (% of Class)



Family-School Communication Favorability Rating, Grades 6-12, 2024



MISSION

Build and foster positive relationships within the Arlington Public School community between elementary and high school students.

Reflections



<i>We are proud of...</i>	<i>And now we must...</i>
<ul style="list-style-type: none">● <i>Supporting implementation of MLPAC</i>● <i>Launch of new tools to support immediate service of families</i>● <i>Refining and streamlining one-way communications processes and website navigation</i>● <i>Improved information-sharing mechanisms for families to find or share what they need</i>● <i>Significant increases in extracurricular participation</i>● <i>Addition of new courses, internship opportunities, and supportive spaces at AHS</i>● <i>Implementation of overnight experience at Gibbs</i>● <i>Educator- and student-initiated innovative new programs that build community connections</i>	<ul style="list-style-type: none">● <i>Continue to improve upon our approaches to family communication, especially surrounding contentious issues, in order to identify common ground and build mutual respect;</i>● <i>Continue to revise and refine one-way communication and procedures for ensuring updated information is provided via multiple means;</i>● <i>Build shared understanding of APS's approach to deeper learning through public celebrations of student work, professional learning that builds coherence, and streamlined systems that limit distractions.</i>



Arlington Public Schools
Education That Empowers

Evaluation Cycle Discussion



Town of Arlington, Massachusetts

7:40 p.m. Buffer Zone Report (E. Homan)

Summary:

- 2024 Buffer Zone Report

ATTACHMENTS:

	Type	File Name	Description
▢	Enrollment/Class Sizes	2024_Buffer_Zone_Report_(1).pdf	2024 Buffer Zone Report

APS Buffer Zone Report, 2024



Agenda

- Purpose and Overview
- Buffer Zone Assignments and Grade Levels
- Class Size Overview 2024
- 2024 Demographic Overview
- Enrollment Trends and Next Steps
- Buffer Zone Retroactive Balancing Analysis
- Discussion

Purpose and Overview



Buffer Zones: “addresses on or near certain elementary school district boundaries, as areas from which new students in that elementary school district may be assigned to either one of the immediate elementary school districts.”

Buffer Zone and Open Enrollment Report: “The Superintendent will report to the School Committee on the implementation of this policy and its effectiveness. A key focus will be on class size equity and how the policy is impacting and working towards improving it. The report will include but not be limited to a description of buffer use, open enrollment and their effectiveness.”

School Committee Policy JC, JC-E

Buffer Zone Assignments and Comparison



School	First Choice	Second Choice	Total	FY24	Compare
Bishop	24	2	26	26 (1st), 3 (2nd)	-3
Brackett	26	2	28	21 (1st), 1 (2nd)	6
Dallin	9	1	10	10 (1st), 0 (2nd)	0
Hardy	12	5	17	13 (1st), 3 (2nd)	1
Peirce	28	1	29	16 (1st), 0 (2nd)	13
Stratton	20	5	25	15 (1st), 1 (2nd)	9
Thompson	13	0	13	10 (1st), 1 (2nd)	2
Total	132	16	148	111 (1st), 9 (2nd) 120 Total	29

Buffer Zone Grade Level Breakdown



SCHOOL	0	1	2	3	4	5	Total
Bishop Elementary	18	1	3	2	2	-	26
Brackett Elementary School	19	3	2	2	1	1	28
Dallin Elementary School	8	1	-	1	-	-	10
Hardy Elementary School	13	1	-	1	-	2	17
Peirce Elementary School	19	1	2	3	2	2	29
Stratton Elementary School	11	3	4	2	3	2	25
Thompson Elementary School	12	1	-	-	-	-	13
Grand Total	100	11	11	11	8	7	148

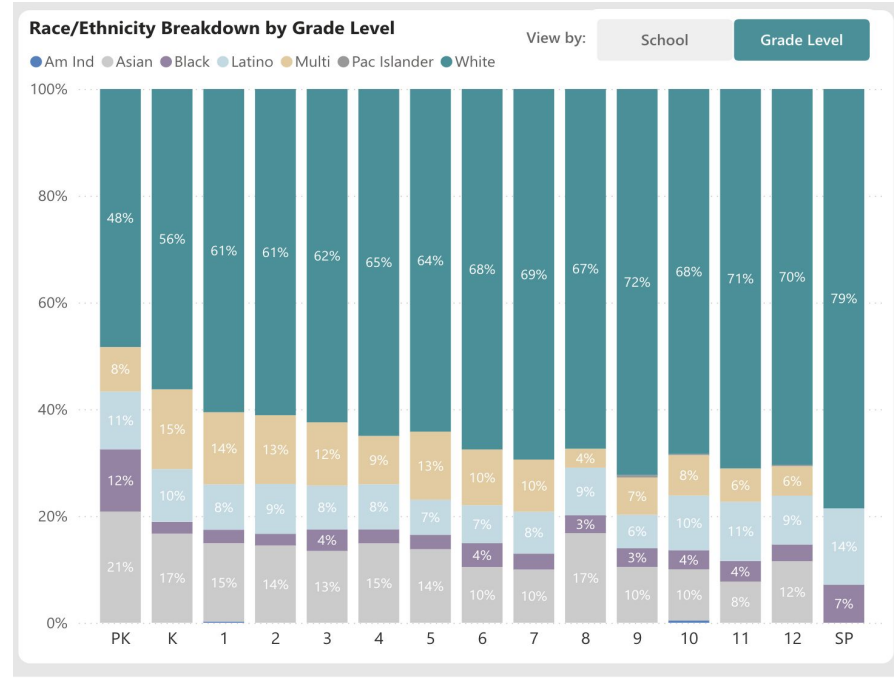
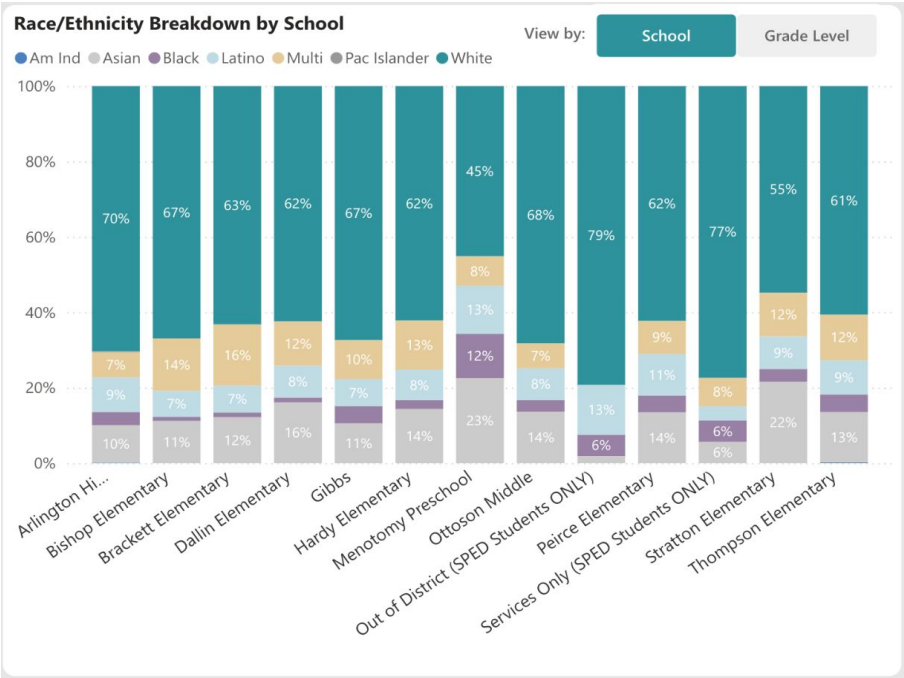
Oct 1 Class Size Overview and Comparison, FY24-FY25



	Kindergarten		1st Grade		2nd Grade		3rd Grade		4th Grade		5th Grade		TOTAL:	2024	2023	Diff.
	Oct 1 2024	Oct 1 2023	Oct 1 2024	Oct 1 2023	Oct 1 2024	Oct 1 2023	Oct 1 2024	Oct 1 2023	Oct 1 2024	Oct 1 2023	Oct 1 2024	Oct 1 2023				
Bishop	20.3	20.0	18.0	20.0	20.3	22.7	23.0	22.3	22.0	21.3	21.3	18.0	BIS	375	391	-16
Brackett	18.0	20.0	22.0	20.3	20.5	17.0	18.0	23.0	24.3	21.3	21.7	19.6	BRA	394	423	-29
Dallin	21.3	18.3	19.0	24.0	18.5	21.0	21.7	21.7	20.7	23.0	23.0	21.3	DAL	391	409	-18
Hardy	20.3	15.8	20.7	18.0	17.3	18.3	19.5	20.0	19.0	17.0	19.0	21.3	HAR	384	383	1
Peirce	23.5	20.5	18.5	22.3	22.3	17.0	16.7	20.3	21.3	18.7	18.3	19.7	PEI	320	335	-15
Stratton	23.0	23.0	18.8	18.0	19.0	21.0	21.3	18.5	19.3	21.5	21.5	17.5	STR	449	437	12
Thompson	23.0	21.5	20.8	22.8	22.0	24.3	23.8	21.5	22.3	21.5	22.3	19.0	THO	536	522	14
Average:	21.3	19.9	19.7	20.8	19.9	20.2	20.7	21.0	21.2	20.6	21.1	19.5		2849	2900	-51
Difference:	1.4		.9		.3		.3		.6		1.6					

BLUE indicates DECREASE in ave class size of more than 2 students from 2023-24 to 2024-25;
 YELLOW indicates INCREASE in ave class size of more than 2 students from 2023-24 to 2024-25;
 WHITE indicates change ≤ 2

Oct 1 Class Size Overview and Comparison, FY24-FY25



Trends of note: increasing racial/ethnic diversity at the lower grade levels, increasing racial/ethnic diversity at Stratton, Dallin, Peirce, and Brackett compared to previous years.

Elementary Enrollment Trends 2024



- There were **more buffer zone assignments** in 2024-25 than in the previous year.
 - This year, 22.3% of new K enrollments were buffer zone enrollments;
 - Last year, 19.8% of new K enrollments were buffer zone enrollments.
- **Efforts were made to swing away from the Thompson district** due to anticipated space constraints.
 - There were 21 requests for Thompson, all but 4 of which were made in February and March of 2024, before the buffer zone priority assignment (after school enrollment) deadline.
 - 5 had siblings attending Thompson.
 - 12 were approved for Thompson. The last approval at Thompson happened in May.
- There were **significantly more** buffer zone assignments in grades 1-5 (48 in 2024, compared to 11 in 2023). This is also significantly more than in years prior, suggesting significant movement of families into and out of Arlington, possibly accounting for higher enrollments compared to projections.
- Overall, we have maintained commitments to reasonable class sizes between 20-25 students
 - Class sizes are up overall, mostly within 1 student on average
 - 14 grade level teams have an increase in class size this year compared to last year
 - 10 grade level teams have a decrease in class size this year compared to last year

Bufferzone Retroactive Balancing Analysis



Arlington Public Schools
Education That Empowers

Goal: Relieve the total student population at Thompson while achieving class sizes nearest to 20 pupils per section as possible.

Action: Retroactively adjust the buffer allocation from 23-24, honor sibling policy.

Strategy: Move as many from Thompson as possible into schools and sections in order to get as close to 20/section as possible. Attempt to move as many into Peirce as possible, given they have the greatest capacity with an added section. Rebalance Bishop, Brackett, and Dallin following this exercise.

Observations: Redefining buffer zones would be needed to make a significant difference for Thompson.

Kindergarten Picture



School	Grade	Enrolled	Bishop/Stratton Buffer Zone	Hardy/Thompson Buffer Zone	Peirce/Stratton Buffer Zone	Bishop/Brackett Buffer Zone	Bishop/Thompson Buffer Zone	Brackett/Dallin Buffer Zone	Dallin/Peirce Buffer Zone	Core Enrollment	Sections	Students/Section
Bishop Elementary	0	61	9			4	5			43	3	20.3
Brackett Elementary School	0	54			1	12		6		35	3	18.0
Dallin Elementary School	0	64						5	0	56	3	21.3
Hardy Elementary School	0	61		13					3	48	3	20.3
Peirce Elementary School	0	46			8				11	27	2	23.0
Stratton Elementary School	0	69	5		7					57	3	23.0
Thompson Elementary School	0	92		11			1			80	4	23.0

Add a section at Peirce and Hardy, shift out of Thompson and into Peirce

Sibling Constraints:

Thompson

4 in Hardy/Thompson

1 in Bishop/Thompson

Stratton

1 in Peirce/Stratton

Dallin

0 in Dallin/Peirce

Kindergarten - Rebalancing



School	Grade	Enrolled	Bishop/Stratton Buffer Zone	Hardy/Thompson Buffer Zone	Peirce/Stratton Buffer Zone	Bishop/Brackett Buffer Zone	Bishop/Thompson Buffer Zone	Brackett/Dallin Buffer Zone	Dallin/Peirce Buffer Zone	Core Enrollment	Sections	Students/Section	
Bishop Elementary	0	61	9		2	4	5			43	3	20.3	
Brackett Elementary School	0	54			1	12		6		35	3	18.0	
Dallin Elementary School	0	61						5	4	0	56	3	20.3
Hardy Elementary School	0	68		20						48	4	17.0	
Peirce Elementary School	0	55			14				14	27	3	18.3	
Stratton Elementary School	0	63	3	5	1					57	3	21.0	
Thompson Elementary School	0	85		4			1			80	4	21.3	

Additional balancing is possible by moving buffer from Stratton to Bishop, and Bishop to Brackett.

Sibling Constraints:

Bishop

2 Bishop/Brackett

Stratton

3 in Bishop/Stratton

Dallin

4 in Brackett/Dallin

Kindergarten Final



School	Grade	Enrolled	Bishop/Stratton Buffer Zone	Hardy/Thompson Buffer Zone	Peirce/Stratton Buffer Zone	Bishop/Brackett Buffer Zone	Bishop/Thompson Buffer Zone	Brackett/Dallin Buffer Zone	Dallin/Peirce Buffer Zone	Core Enrollment	Sections	Students/Section
Bishop Elementary	0	61	11			2	5			43	3	20.3
Brackett Elementary School	0	57			1	14		7		35	3	19.0
Dallin Elementary School	0	60						4	0	56	3	20.0
Hardy Elementary School	0	68		20						48	4	17.0
Peirce Elementary School	0	55			14				14	27	3	18.3
Stratton Elementary School	0	61	3		1					57	3	20.3
Thompson Elementary School	0	85		4			1			80	4	21.3

Max = 21.3 @ Thompson

Min = 17 @ Hardy

Thompson reduces enrollment by 7.

Moving buffer in other grades only reduces Thompson enrollment by one additional 1st grader moving from Thompson to Hardy.

Elementary Enrollment Next Steps:



- **Share 5-year weighted average projections** with Director of Data and Accountability (completed this week);
- **Gather quotes for long-range projections** to be conducted by a vendor.
- **Possibly assess section rebalancing options** during budget process for using buffer zones to adjust class sizes with purposeful v. efficient allocation for K sections.
- **Begin examining possibilities** for expanded buffer zones and/or reduced assignment zone for Thompson, and analyze potential impacts on other schools.
 - No changes to take place for 2025-26
 - Possible proposals for buffer adjustments in 2026-27 by [TBD - for discussion]

Discussion



Arlington Public Schools
Education That Empowers



Town of Arlington, Massachusetts

7:50 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



Town of Arlington, Massachusetts

8:00 p.m. Consent Agenda (P. Schlichtman)

Summary:

*Warrant #25094, \$1,117,491.35, 10-22-2024

*DRAFT Regular School Committee Meeting Minutes, 10-12-2024

ATTACHMENTS:

Type	File Name	Description
▢ Warrant	Warrant_#25094__\$1_117_491.35__10-22-2024.pdf	Warrant #25094, \$1,117,491.35, 10-22-2024
▢ Minutes	Arlington_School_Committee_DRAFT_Meeting_Minutes_-_October_10__2024.pdf	Arlington School Committee DRAFT Meeting Minutes - October 10, 2024

APPROVAL OF ACCOUNTS PAYABLE

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

Warrant Number: 25094 Total Warrant Amount: \$1,117,491.35
Dated: 10/22/2024

STATEMENT MADE UNDER THE PENALTIES OF PERJURY

Signed by:

Francis Gorski

71D46A82CEC8445...

Superintendent of Schools/Chief Financial Officer

DocuSigned by:

[Signature]

7798F4DD718442C...

School Committee

Signed by:

Kirsi Allison-Ampe

800CADFC1FC24A3...

School Committee

Signed by:

Laura Gitelson

DA6FBF16C4E34E3...

Signed by:

Jeff Thielman

8BD512C9C725425...

School Committee

School Committee

10/16/2024 15:50
RAddorisio

TOWN OF ARLINGTON
TOWN OF ARLINGTON

P 1
aparrnt

DATE: 10/22/2024 WARRANT: 25094 AMOUNT: \$ 1,117,491.35

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

TOWN MANAGER

DocuSigned by:

James Feeney

10/18/2024

10420207607D480...

COMPTROLLER

DocuSigned by:

ida cody

10/18/2024

C6A066A76DFB438...

10/16/2024 15:50 | TOWN OF ARLINGTON
 Raddorizio | DETAIL INVOICE LIST

| P 2
 | aparrnt

CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
39400	ABCO RENTAL & STORAGE 1 03345302 520625 3300	00000	250042	INV	10/22/2024	127975	509837		
				TRANSP Tra	OE OTHER P	87.50			
				Invoice Net		87.50			
				CHECK TOTAL		87.50			-----
39400	ABCO RENTAL & STORAGE 1 03345302 520625 3300	00000	250042	INV	10/22/2024	126465	509838		
				TRANSP Tra	OE OTHER P	87.50			
				Invoice Net		87.50			
39400	ABCO RENTAL & STORAGE 1 03325212 520416 4110	00000	250159	INV	10/22/2024	127973	510155		
				FAC Custod	CTR PROFES	90.00			
				Invoice Net		90.00			
				CHECK TOTAL		177.50			-----
36541	ACTION AMBULANCE SERVI 1 03343092 520404 3300	00000	251551	INV	10/22/2024	5100	509843		
				TRANSP Tra	CTR CONTRA	1,520.00			
				Invoice Net		1,520.00			
36541	ACTION AMBULANCE SERVI 1 03345322 520404 3300	00000	251394	INV	10/22/2024	5099	509845		
				TRANSP Tra	CTR CONTRA	1,425.00			
				Invoice Net		1,425.00			
36541	ACTION AMBULANCE SERVI 1 03345322 520404 3300	00000	251394	INV	10/22/2024	5098	509847		
				TRANSP Tra	CTR CONTRA	3,752.50			
				Invoice Net		3,752.50			
				CHECK TOTAL		6,697.50			-----
30076	ALMQUIST, SUSAN 1 11012024 520508 3200	00000	245286	INV	10/22/2024	REIMB-NurseConf-Jun2	509943		
				AFFLIATED	SM EDUCATI	103.38			
				Invoice Net		103.38			
				CHECK TOTAL		103.38			-----
38648	AMAZON CAPITAL SERVICE 1 03100042 520523 2430	00001	251119	INV	10/22/2024	1QC1-TVHJ-DNDC	509726		
				BISHOP Ele	SM OFFICE	373.52			
				Invoice Net		373.52			
38648	AMAZON CAPITAL SERVICE 1 03010052 520522 2430	00001	251861	INV	10/22/2024	1FLK-MVKJ-LVP7	509728		
				AHS Second	SM MISC SU	279.20			
				Invoice Net		279.20			
38648	AMAZON CAPITAL SERVICE 1 03150042 520518 2415	00001	251039	INV	10/22/2024	1FC4-PDWH-HHMR	509730		
				STRATTON E	SM INSTRUC	800.50			
				Invoice Net		800.50			
38648	AMAZON CAPITAL SERVICE 1 03150042 520518 2415	00001	251039	INV	10/22/2024	1HH3-FM4C-QGYC	509733		
				STRATTON E	SM INSTRUC	655.71			
				Invoice Net		655.71			
38648	AMAZON CAPITAL SERVICE 1 10312024 520518 2415	00001	251806	INV	10/22/2024	13RQ-4J7G-J9PW	509978		
				TEACH DIVE	SM INSTRUC	719.84			
				Invoice Net		719.84			

38648 AMAZON CAPITAL SERVICE 00001 251059 INV 10/22/2024 1CGG-V1TL-QVCY 510291
 1 12013801 520523 6200 COMED ADMI SM OFFICE 296.60
 Invoice Net 296.60

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
38648	AMAZON CAPITAL SERVICE	00001	251059	INV	10/22/2024	1K64-LFRM-7VJK	510293		
	1 12013801 520523 6200			COMED ADMI SM OFFICE		89.50			
				Invoice Net		89.50			
38648	AMAZON CAPITAL SERVICE	00001	251059	INV	10/22/2024	1LT3-NVDD-N79X	510295		
	1 12013801 520523 6200			COMED ADMI SM OFFICE		39.56			
				Invoice Net		39.56			
38648	AMAZON CAPITAL SERVICE	00001	251059	INV	10/22/2024	1NTG-M33G-JKWJ	510298		
	1 12013801 520523 6200			COMED ADMI SM OFFICE		11.72			
				Invoice Net		11.72			
38648	AMAZON CAPITAL SERVICE	00001	251059	INV	10/22/2024	1QPM-WD9P-VRLM	510301		
	1 12013801 520523 6200			COMED ADMI SM OFFICE		39.56			
				Invoice Net		39.56			
38648	AMAZON CAPITAL SERVICE	00001	251059	INV	10/22/2024	1WJH-N7C1-9GCL	510303		
	1 12013801 520523 6200			COMED ADMI SM OFFICE		30.69			
				Invoice Net		30.69			
38648	AMAZON CAPITAL SERVICE	00001	251059	INV	10/22/2024	1YT9-449L-4NCQ	510307		
	1 12013801 520523 6200			COMED ADMI SM OFFICE		100.94			
				Invoice Net		100.94			
				CHECK TOTAL		3,437.34			-----
32425	AMBIENT TEMPERATURE CO	00000	251273	INV	10/22/2024	30344	510126		
	1 03325202 520411 4220			FAC Facili CTR HVAC C		5,391.00			
				Invoice Net		5,391.00			
32425	AMBIENT TEMPERATURE CO	00000	251273	INV	10/22/2024	30348	510128		
	1 03325202 520411 4220			FAC Facili CTR HVAC C		687.00			
				Invoice Net		687.00			
32425	AMBIENT TEMPERATURE CO	00000	251273	INV	10/22/2024	130000601	510130		
	1 03325202 520411 4220			FAC Facili CTR HVAC C		2,410.33			
				Invoice Net		2,410.33			
32425	AMBIENT TEMPERATURE CO	00000	251273	INV	10/22/2024	130000608	510133		
	1 03325202 520411 4220			FAC Facili CTR HVAC C		3,119.73			
				Invoice Net		3,119.73			
32425	AMBIENT TEMPERATURE CO	00000	251273	INV	10/22/2024	130000606	510134		
	1 03325202 520411 4220			FAC Facili CTR HVAC C		687.00			
				Invoice Net		687.00			
32425	AMBIENT TEMPERATURE CO	00000	251273	INV	10/22/2024	130000609	510136		
	1 03325202 520411 4220			FAC Facili CTR HVAC C		4,047.00			
				Invoice Net		4,047.00			
				CHECK TOTAL		16,342.06			-----

32127 ARLINGTON MUNICIPAL SO 00001 250151 INV 10/22/2024
 1 03325202 520628 4130 FAC Facili OE POWER E
 Invoice Net

1195 AMERICAN ALARM & COMMU 00000 251297 INV 10/22/2024
 1 03325202 520418 4225 FAC Facili CTR SECURI
 Invoice Net

ES-17733 510324
 6,631.74
 6,631.74
 CHECK TOTAL 6,631.74 -----

1545121 510169
 479.00
 479.00

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
1195 AMERICAN ALARM & COMMU	00000 251297 INV 10/22/2024					1545258	510170		
1 03325202 520418 4225	FAC Facili CTR SECURI					1,220.92			
	Invoice Net					1,220.92			
1195 AMERICAN ALARM & COMMU	00000 251297 INV 10/22/2024					1547640	510171		
1 03325202 520418 4225	FAC Facili CTR SECURI					1,815.06			
	Invoice Net					1,815.06			
						CHECK TOTAL 3,514.98			-----
70166 AMERICAN TIME & SIGNAL	00000 252095 INV 10/22/2024					881020	510164		
1 03325202 520418 4225	FAC Facili CTR SECURI					27.75			
2 43002404 582011	SEC UPDATE SECURITY U					473.90			
	Invoice Net					501.65			
						CHECK TOTAL 501.65			-----
41646 AMERIPRINT LLC	00000 251700 INV 10/22/2024					25532	509977		
1 03010052 520525 2430	AHS Second SM REPRO P					1,445.16			
	Invoice Net					1,445.16			
						CHECK TOTAL 1,445.16			-----
31856 AQUA BARRIERS INC	00000 252024 INV 10/22/2024					30701	510174		
1 03325202 520417 4220	FAC Facili CTR ROOF R					1,133.68			
	Invoice Net					1,133.68			
						CHECK TOTAL 1,133.68			-----
29770 ARISE CONSULTING SERVI	00001 250033 INV 10/22/2024					HomeConsult-EV-Sept2	509898		
1 03233012 520416 2320	SpEd Speci CTR PROFES					1,287.50			
	Invoice Net					1,287.50			
29770 ARISE CONSULTING SERVI	00001 250032 INV 10/22/2024					HomeConsult-AT-Sep24	509899		
1 03233012 520416 2320	SpEd Speci CTR PROFES					1,240.00			
	Invoice Net					1,240.00			
29770 ARISE CONSULTING SERVI	00001 250031 INV 10/22/2024					HomeABA-MS-Sep24	509901		
1 03233012 520416 2320	SpEd Speci CTR PROFES					862.50			
	Invoice Net					862.50			
29770 ARISE CONSULTING SERVI	00001 250030 INV 10/22/2024					HomeABA-AM-Sep24	509902		
1 03233012 520416 2320	SpEd Speci CTR PROFES					1,123.75			
	Invoice Net					1,123.75			

29770	ARISE CONSULTING SERVI	00001	250028	INV	10/22/2024	HomeConsult-DL-Sep24	509903
1	03233012 520416 2320	SpEd Speci	CTR PROFES			750.00	
		Invoice Net				750.00	
29770	ARISE CONSULTING SERVI	00001	250011	INV	10/22/2024	HomeConsult-BH-Sep24	509904
1	03233012 520416 2320	SpEd Speci	CTR PROFES			1,920.00	
		Invoice Net				1,920.00	
29770	ARISE CONSULTING SERVI	00001	250010	INV	10/22/2024	HomConsult-LC-Sep24	509905
1	03233012 520416 2320	SpEd Speci	CTR PROFES			1,872.50	
		Invoice Net				1,872.50	
29770	ARISE CONSULTING SERVI	00001	250002	INV	10/22/2024	FuncAsses-AB-Aug24	509906
1	03233012 520416 2320	SpEd Speci	CTR PROFES			1,840.00	
		Invoice Net				1,840.00	

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	10,896.25		-----
1376	ARLINGTON COAL & LUMBE	00000	251982	INV	10/22/2024	1219625	509973		
1	12325 520619 3520	DRAMA GUIL	OE MISC EX			139.98			
		Invoice Net				139.98			
1376	ARLINGTON COAL & LUMBE	00000	251518	INV	10/22/2024	1211306	509975		
1	03011202 520518 2415	AHS Art	SM INSTRUC			699.99			
		Invoice Net				699.99			
1376	ARLINGTON COAL & LUMBE	00000	251103	INV	10/22/2024	1203342	509976		
1	12325 520619 3520	DRAMA GUIL	OE MISC EX			1,903.48			
		Invoice Net				1,903.48			
						CHECK TOTAL	2,743.45		-----
24394	AUDIOLOGY AND HEARING	00000	250025	INV	10/22/2024	42004	509841		
1	03233012 520416 2320	SpEd Speci	CTR PROFES			37.50			
		Invoice Net				37.50			
						CHECK TOTAL	37.50		-----
30796	AUTOMATED BUILDING SYS	00002	252022	INV	10/22/2024	SD17681	510081		
1	03325202 520411 4220	FAC Facili	CTR HVAC C			1,177.50			
		Invoice Net				1,177.50			
						CHECK TOTAL	1,177.50		-----
21159	AXTMAN, GORDON	00000	251402	INV	10/22/2024	396	510119		
1	03256042 520402 3510	ATHLETICS	CTR ATHLET			1.21			
2	03256052 520402 3510	ATHLETICS	CTR ATHLET			12.17			
3	03256062 520402 3510	ATHLETICS	CTR ATHLET			26.77			
4	03256142 520402 3510	ATHLETICS	CTR ATHLET			18.25			
5	03256162 520402 3510	ATHLETICS	CTR ATHLET			2.43			
6	03256182 520402 3510	ATHLETICS	CTR ATHLET			12.17			
		Invoice Net				73.00			
						CHECK TOTAL	73.00		-----

72342 ARLINGTON YOUTH COUNSE 00000 251810 INV 10/22/2024
 1 03222022 520416 2710 C&I Guidan CTR PROFES
 Invoice Net

AYCCFY25 510527
 40,000.00
 40,000.00
 CHECK TOTAL 40,000.00 -----

70345 BARBAGALLO, FRANK 00000 251402 INV 10/22/2024
 1 03256042 520402 3510 ATHLETICS CTR ATHLET
 2 03256052 520402 3510 ATHLETICS CTR ATHLET
 3 03256062 520402 3510 ATHLETICS CTR ATHLET
 4 03256142 520402 3510 ATHLETICS CTR ATHLET
 5 03256162 520402 3510 ATHLETICS CTR ATHLET
 6 03256182 520402 3510 ATHLETICS CTR ATHLET
 Invoice Net

388 510120
 1.61
 16.17
 35.57
 24.25
 3.23
 16.17
 97.00
 CHECK TOTAL 97.00 -----

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
25344	BASSETT, MEAGAN					REIMBMBCOTEACHING	510306		
1	03221222 520612 2354	00000	251879	INV	10/22/2024	475.00			
				C&I Profes	OE GRADUAT	475.00			
				Invoice Net					
25344	BASSETT, MEAGAN					REIMMBRECLAIMPASSION	510309		
1	03221222 520612 2354	00000	251879	INV	10/22/2024	475.00			
				C&I Profes	OE GRADUAT	475.00			
				Invoice Net					
25344	BASSETT, MEAGAN					REIMBMBNEUROSPECNEED	510311		
1	03221222 520612 2354	00000	251879	INV	10/22/2024	475.00			
				C&I Profes	OE GRADUAT	475.00			
				Invoice Net					
25344	BASSETT, MEAGAN					REIMBMBRELATIONSWSTU	510313		
1	03221222 520612 2354	00000	251879	INV	10/22/2024	475.00			
				C&I Profes	OE GRADUAT	475.00			
				Invoice Net					
						CHECK TOTAL		1,900.00	-----
28748	BEAUDOIN, RICHARD E					406	510122		
1	03256042 520402 3510	00000	251402	INV	10/22/2024	1.61			
2	03256052 520402 3510			ATHLETICS	CTR ATHLET	16.17			
3	03256062 520402 3510			ATHLETICS	CTR ATHLET	35.57			
4	03256142 520402 3510			ATHLETICS	CTR ATHLET	24.25			
5	03256162 520402 3510			ATHLETICS	CTR ATHLET	3.23			
6	03256182 520402 3510			ATHLETICS	CTR ATHLET	16.17			
				Invoice Net		97.00			
						CHECK TOTAL		97.00	-----
32536	BLICK ART MATERIALS					3802475	510283		
1	03031202 520518 2415	00004	251494	INV	10/22/2024	2,603.45			
				GIBBS Art	SM INSTRUC	2,603.45			
				Invoice Net					
32536	BLICK ART MATERIALS					3775483	510284		
		00004	251493	INV	10/22/2024				

1	03011202	520518	2415	AHS Art	SM INSTRUC		113.59		
				Invoice Net			113.59		
						CHECK TOTAL		2,717.04	-----
24434	BOUTWELL, ROLAND H			00000	251989 INV	10/22/2024	Summer Flowers 7-21	510227	
1	12013814	510102	6200	ADULT SUMM	PS TEACHER		210.00		
				Invoice Net			210.00		-----
						CHECK TOTAL		210.00	-----
29492	BRAINPOP			00001	250862 INV	10/22/2024	US518575	510276	
1	03221002	520504	2455	C&I C&I Le	SM COMPUTE		40,101.75		
				Invoice Net			40,101.75		-----
						CHECK TOTAL		40,101.75	-----
43019	BRIDGING INDEPENDENT L			00000	250006 INV	10/22/2024	4274	509897	
1	03233012	520416	2320	SpEd Speci	CTR PROFES		515.00		
				Invoice Net			515.00		-----
						CHECK TOTAL		515.00	-----

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
43206	BUILDING WINGS LLC			00000	251876 INV	10/22/2024	603748	509830	
1	03233012	520504	2455	SpEd Speci	SM COMPUTE		2,571.29		
				Invoice Net			2,571.29		-----
						CHECK TOTAL		2,571.29	-----
39024	BUTTERNUT BAKEHOUSE			00001	251040 INV	10/22/2024	PO#251040	510285	
1	12285	520619	2210	FRIENDS OF	OE MISC EX		200.00		
				Invoice Net			200.00		-----
						CHECK TOTAL		200.00	-----
36748	CARABBA, KENNETH			00000	251402 INV	10/22/2024	393	510123	
1	03256042	520402	3510	ATHLETICS	CTR ATHLET		2.20		
2	03256052	520402	3510	ATHLETICS	CTR ATHLET		22.00		
3	03256062	520402	3510	ATHLETICS	CTR ATHLET		48.40		
4	03256142	520402	3510	ATHLETICS	CTR ATHLET		33.00		
5	03256162	520402	3510	ATHLETICS	CTR ATHLET		4.40		
6	03256182	520402	3510	ATHLETICS	CTR ATHLET		22.00		
				Invoice Net			132.00		-----
						CHECK TOTAL		132.00	-----
71159	CARDINAL CUSHING CENTE			00000	250077 INV	10/22/2024	89106	509819	
1	03233062	520645	9300	SpEd out o	OE TUITION		26,106.00		
				Invoice Net			26,106.00		-----
						CHECK TOTAL		26,106.00	-----

28697	CARPINITO, PASQUALE	00000	251402	INV	10/22/2024	387	510124
1	03256042 520402 3510	ATHLETICS	CTR	ATHLET		1.61	
2	03256052 520402 3510	ATHLETICS	CTR	ATHLET		16.17	
3	03256062 520402 3510	ATHLETICS	CTR	ATHLET		35.57	
4	03256142 520402 3510	ATHLETICS	CTR	ATHLET		24.25	
5	03256162 520402 3510	ATHLETICS	CTR	ATHLET		3.23	
6	03256182 520402 3510	ATHLETICS	CTR	ATHLET		16.17	
		Invoice Net				97.00	
				CHECK TOTAL		97.00	-----
24185	CENGAGE LEARNING INC	00009	251375	INV	10/22/2024	85679770	509974
1	10232024 520518 2415	AFGHAN REF	SM	INSTRUC		3,475.44	
		Invoice Net				3,475.44	
24185	CENGAGE LEARNING INC	00009	251378	INV	10/22/2024	85301873	510278
1	10232024 520518 2415	AFGHAN REF	SM	INSTRUC		3,376.44	
		Invoice Net				3,376.44	
24185	CENGAGE LEARNING INC	00009	251378	INV	10/22/2024	85520503	510279
1	10232024 520518 2415	AFGHAN REF	SM	INSTRUC		99.00	
		Invoice Net				99.00	
24185	CENGAGE LEARNING INC	00009	251376	INV	10/22/2024	85520497	510280
1	10232024 520518 2415	AFGHAN REF	SM	INSTRUC		99.00	
		Invoice Net				99.00	

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	7,049.88		-----
37633	CHAMPAGNE, MICHAEL	00000	251402	INV	10/22/2024	414	510125		
1	03256042 520402 3510	ATHLETICS	CTR	ATHLET		1.61			
2	03256052 520402 3510	ATHLETICS	CTR	ATHLET		16.17			
3	03256062 520402 3510	ATHLETICS	CTR	ATHLET		35.57			
4	03256142 520402 3510	ATHLETICS	CTR	ATHLET		24.25			
5	03256162 520402 3510	ATHLETICS	CTR	ATHLET		3.23			
6	03256182 520402 3510	ATHLETICS	CTR	ATHLET		16.17			
		Invoice Net				97.00			
				CHECK TOTAL		97.00			-----
43483	CHATTERBOXES LLC	00000	251621	INV	10/22/2024	32562	509918		
1	03233012 520416 2320	SpEd Speci	CTR	PROFES		1,017.75			
		Invoice Net				1,017.75			
43483	CHATTERBOXES LLC	00000	251621	INV	10/22/2024	32566	509919		
1	03233012 520416 2320	SpEd Speci	CTR	PROFES		3,658.00			
		Invoice Net				3,658.00			
				CHECK TOTAL		4,675.75			-----

11252	CHIUDIONI, PATRICE	00000	251402	INV	10/22/2024	421	510129
1	03256042 520402 3510	ATHLETICS	CTR	ATHLET		2.84	
2	03256052 520402 3510	ATHLETICS	CTR	ATHLET		28.33	
3	03256062 520402 3510	ATHLETICS	CTR	ATHLET		62.33	
4	03256142 520402 3510	ATHLETICS	CTR	ATHLET		42.50	
5	03256162 520402 3510	ATHLETICS	CTR	ATHLET		5.67	
6	03256182 520402 3510	ATHLETICS	CTR	ATHLET		28.33	
		Invoice Net				170.00	
				CHECK	TOTAL	170.00	-----
34159	JAMES M. DONAHER	00001	250004	INV	10/22/2024	22-2565	509891
1	03233012 520416 2330	SpEd Speci	CTR	PROFES		565.64	
		Invoice Net				565.64	
34159	JAMES M. DONAHER	00001	250004	INV	10/22/2024	22-2564	509892
1	03233012 520416 2330	SpEd Speci	CTR	PROFES		1,757.16	
		Invoice Net				1,757.16	
34159	JAMES M. DONAHER	00001	250004	INV	10/22/2024	22-2557	509893
1	03233012 520416 2330	SpEd Speci	CTR	PROFES		82.48	
		Invoice Net				82.48	
34159	JAMES M. DONAHER	00001	250004	INV	10/22/2024	22-2556	509894
1	03233012 520416 2330	SpEd Speci	CTR	PROFES		225.52	
		Invoice Net				225.52	
34159	JAMES M. DONAHER	00001	250004	INV	10/22/2024	22-2555	509895
1	03233012 520416 2330	SpEd Speci	CTR	PROFES		92.40	
		Invoice Net				92.40	
34159	JAMES M. DONAHER	00001	250004	INV	10/22/2024	22-2572	510465
1	03233012 520416 2330	SpEd Speci	CTR	PROFES		271.16	
		Invoice Net				271.16	

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	2,994.36		-----
43618	CLEMENS, KEVIN	00000	251402	INV	10/22/2024	106	510132		
1	03256042 520402 3510	ATHLETICS	CTR	ATHLET		1.21			
2	03256052 520402 3510	ATHLETICS	CTR	ATHLET		12.17			
3	03256062 520402 3510	ATHLETICS	CTR	ATHLET		26.77			
4	03256142 520402 3510	ATHLETICS	CTR	ATHLET		18.25			
5	03256162 520402 3510	ATHLETICS	CTR	ATHLET		2.43			
6	03256182 520402 3510	ATHLETICS	CTR	ATHLET		12.17			
		Invoice Net				73.00			
				CHECK	TOTAL	73.00			-----
29788	JACOBSEN, KRISTEN	00000	251255	INV	10/22/2024	INV-10/8/24	509776		
1	10102024 520532 2415	SPED 240	SM	SIGNIFI		188.45			
		Invoice Net				188.45			
				CHECK	TOTAL	188.45			-----

43617	CONNELLY, FRANCIS W	00000	251402	INV	10/22/2024	107	510135	
1	03256042 520402 3510	ATHLETICS	CTR	ATHLET		1.21		
2	03256052 520402 3510	ATHLETICS	CTR	ATHLET		12.17		
3	03256062 520402 3510	ATHLETICS	CTR	ATHLET		26.77		
4	03256142 520402 3510	ATHLETICS	CTR	ATHLET		18.25		
5	03256162 520402 3510	ATHLETICS	CTR	ATHLET		2.43		
6	03256182 520402 3510	ATHLETICS	CTR	ATHLET		12.17		
		Invoice Net				73.00		
				CHECK TOTAL			73.00	-----
22187	COSTIN, RICHARD	00000	251402	INV	10/22/2024	102	510138	
1	03256042 520402 3510	ATHLETICS	CTR	ATHLET		1.21		
2	03256052 520402 3510	ATHLETICS	CTR	ATHLET		12.17		
3	03256062 520402 3510	ATHLETICS	CTR	ATHLET		26.77		
4	03256142 520402 3510	ATHLETICS	CTR	ATHLET		18.25		
5	03256162 520402 3510	ATHLETICS	CTR	ATHLET		2.43		
6	03256182 520402 3510	ATHLETICS	CTR	ATHLET		12.17		
		Invoice Net				73.00		
				CHECK TOTAL			73.00	-----
71088	COTTING SCHOOL INC	00000	250095	INV	10/22/2024	INV1369	509813	
1	03233062 520645 9300	SpEd out o	OE	TUITION		14,088.80		
		Invoice Net				14,088.80		
71088	COTTING SCHOOL INC	00000	250076	INV	10/22/2024	INV1368	509816	
1	03233062 520645 9300	SpEd out o	OE	TUITION		14,088.80		
		Invoice Net				14,088.80		
71088	COTTING SCHOOL INC	00000	250075	INV	10/22/2024	INV1367	509817	
1	03233062 520645 9300	SpEd out o	OE	TUITION		14,088.80		
		Invoice Net				14,088.80		
				CHECK TOTAL			42,266.40	-----

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
33483	CRYSTAL ROCK LLC	00000	251992	INV	10/22/2024	23890048 091824	510236		
1	12013801 520523 6200	COMED ADMI	SM	OFFICE		21.16			
		Invoice Net				21.16			
				CHECK TOTAL			21.16		-----
17924	CRYSTAL SPRINGS INC.	00000	250073	INV	10/22/2024	2076	509810		
1	03233062 520645 9300	SpEd out o	OE	TUITION		30,353.40			
		Invoice Net				30,353.40			
				CHECK TOTAL			30,353.40		-----
71154	CURRICULUM ASSOCIATES,	00003	251703	INV	10/22/2024	10009784	510282		
1	03221092 520518 2415	C&I ELL	SM	INSTRUC		7,000.00			

						Invoice Net	7,000.00		
							CHECK TOTAL	7,000.00	-----
71176	D'AGOSTINO'S DELI	00001	251981	INV	10/22/2024				
1	03214012 520514 1210			ADMIN Supe	SM FOOD SU	Invoice Net	31175/ 341.38 341.38	510289	
							CHECK TOTAL	341.38	-----
43616	DAVIES, ALYN	00000	251402	INV	10/22/2024				
1	03256042 520402 3510			ATHLETICS	CTR ATHLET	Invoice Net	392 1.61 16.17 35.57 24.25 3.23 16.17 97.00	510140	
2	03256052 520402 3510			ATHLETICS	CTR ATHLET				
3	03256062 520402 3510			ATHLETICS	CTR ATHLET				
4	03256142 520402 3510			ATHLETICS	CTR ATHLET				
5	03256162 520402 3510			ATHLETICS	CTR ATHLET				
6	03256182 520402 3510			ATHLETICS	CTR ATHLET				
							CHECK TOTAL	97.00	-----
2021	DENNIS K BURKE INC	00000	252065	INV	10/22/2024				
1	03325202 520510 4220			FAC Facili	SM EQUIPME	Invoice Net	1771310 891.80 891.80	510178	
							CHECK TOTAL	891.80	-----
28580	DIAMOND, BENJAMIN	00000	251990	INV	10/22/2024				
1	12013805 510102 6200			YOUTH SUMM	PS TEACHER	Invoice Net	Draw/Sub SFW6 1,050.00 1,050.00	510230	
							CHECK TOTAL	1,050.00	-----
19273	DILEO, STEPHEN	00000	251402	INV	10/22/2024				
1	03256042 520402 3510			ATHLETICS	CTR ATHLET	Invoice Net	404 1.61 16.17 35.57 24.25 3.23 16.17 97.00	510141	
2	03256052 520402 3510			ATHLETICS	CTR ATHLET				
3	03256062 520402 3510			ATHLETICS	CTR ATHLET				
4	03256142 520402 3510			ATHLETICS	CTR ATHLET				
5	03256162 520402 3510			ATHLETICS	CTR ATHLET				
6	03256182 520402 3510			ATHLETICS	CTR ATHLET				

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	97.00		-----
30700	DINGMAN, THAD	00000	251739	INV	10/22/2024				
1	03121222 520514 2354			DALLIN Pro	SM FOOD SU	Invoice Net	REIMB-TD-DALLINMTG 497.54 497.54	510281	
							CHECK TOTAL	497.54	-----
30560	NRG BUSINESS MARKETING	00002	250143	INV	10/22/2024		HS44469024	510329	

1 03325202 520623 4120	FAC Facili	OE NATURAL	645.79	
	Invoice Net		645.79	
30560 NRG BUSINESS MARKETING	00002 250143 INV	10/22/2024	HS44468338	510330
1 03325202 520623 4120	FAC Facili	OE NATURAL	67.99	
	Invoice Net		67.99	
	CHECK TOTAL		713.78	-----
2890 DRAIN DOCTOR INC	00000 250702 INV	10/22/2024	259886	510176
1 03325202 520415 4220	FAC Facili	CTR PLUMBI	510.00	
	Invoice Net		510.00	
	CHECK TOTAL		510.00	-----
35601 DRI-STICK DECAL CORPOR	00002 250905 INV	10/22/2024	PS-INV122875	510084
1 03020012 520523 2430	OMS School	SM OFFICE	282.00	
	Invoice Net		282.00	
	CHECK TOTAL		282.00	-----
42609 METROPOLITAN FOODS INC	00000 251367 INV	10/22/2024	241980	510232
1 10005 520514	SCHOOL FOO	SM FOOD SU	6,107.95	
	Invoice Net		6,107.95	
42609 METROPOLITAN FOODS INC	00000 251367 INV	10/22/2024	241981	510235
1 10005 520514	SCHOOL FOO	SM FOOD SU	2,227.66	
	Invoice Net		2,227.66	
42609 METROPOLITAN FOODS INC	00000 251367 INV	10/22/2024	241982	510237
1 10005 520514	SCHOOL FOO	SM FOOD SU	124.05	
	Invoice Net		124.05	
42609 METROPOLITAN FOODS INC	00000 251367 INV	10/22/2024	241983	510239
1 10005 520514	SCHOOL FOO	SM FOOD SU	410.90	
	Invoice Net		410.90	
42609 METROPOLITAN FOODS INC	00000 251367 INV	10/22/2024	242004	510241
1 10005 520514	SCHOOL FOO	SM FOOD SU	3,151.50	
	Invoice Net		3,151.50	
42609 METROPOLITAN FOODS INC	00000 251367 INV	10/22/2024	242005	510242
1 10005 520514	SCHOOL FOO	SM FOOD SU	365.74	
	Invoice Net		365.74	
42609 METROPOLITAN FOODS INC	00000 251367 INV	10/22/2024	242006	510243
1 10005 520514	SCHOOL FOO	SM FOOD SU	90.63	
	Invoice Net		90.63	
42609 METROPOLITAN FOODS INC	00000 251367 INV	10/22/2024	242007	510244

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 10005 520514			SCHOOL FOO	SM FOOD SU	117.40			
				Invoice Net		117.40			
42609 METROPOLITAN FOODS INC	00000 251367 INV			10/22/2024		245008	510246		
1 10005 520514	SCHOOL FOO			SM FOOD SU		7,850.55			

42609	METROPOLITAN FOODS INC	00000	251367	INV	10/22/2024	7,850.55			
	1 10005 520514			SCHOOL FOO SM FOOD SU		242009		510247	
				Invoice Net		196.24			
42609	METROPOLITAN FOODS INC	00000	251367	INV	10/22/2024	196.24			
	1 10005 520514			SCHOOL FOO SM FOOD SU		242010		510249	
				Invoice Net		182.32			
42609	METROPOLITAN FOODS INC	00000	251367	INV	10/22/2024	182.32			
	1 10005 520514			SCHOOL FOO SM FOOD SU		242011		510251	
				Invoice Net		2,536.11			
42609	METROPOLITAN FOODS INC	00000	251367	INV	10/22/2024	2,536.11			
	1 10005 520514			SCHOOL FOO SM FOOD SU		242012		510252	
				Invoice Net		138.00			
42609	METROPOLITAN FOODS INC	00000	251367	INV	10/22/2024	138.00			
	1 10005 520514			SCHOOL FOO SM FOOD SU		242013		510253	
				Invoice Net		58.70			
42609	METROPOLITAN FOODS INC	00000	251367	INV	10/22/2024	58.70			
	1 10005 520514			SCHOOL FOO SM FOOD SU		217906		510254	
				Invoice Net		3,351.41			
				Invoice Net		3,351.41			
				CHECK TOTAL			26,909.16		-----
43438	DUBLIN, MAX & ADDIE	00000	250457	INV	10/22/2024	2023/2024REIMBURSEME		510442	
	1 03233062 520645 9300			SpEd Out o OE TUITION		115,000.00			
				Invoice Net		115,000.00			
				CHECK TOTAL			115,000.00		-----
18240	DUFFY, JUDITH A	00000	251867	INV	10/22/2024	REIMBORIENTATION		510290	
	1 12223005 520601 3520			FOREIGN LA OE OTHER E		275.18			
				Invoice Net		275.18			
				CHECK TOTAL			275.18		-----
15252	EASTER SEALS OF MASSAC	00000	251868	INV	10/22/2024	110545		509907	
	1 03233012 520416 2320			SpEd Speci CTR PROFES		2,082.50			
				Invoice Net		2,082.50			
				CHECK TOTAL			2,082.50		-----
34229	EI US, LLC.	00003	251875	INV	10/22/2024	INV207646		509910	
	1 03233022 520416 2305			SpEd Pupil CTR PROFES		80.50			
				Invoice Net		80.50			
34229	EI US, LLC.	00003	251875	INV	10/22/2024	INV209937		510466	
	1 03233022 520416 2305			SpEd Pupil CTR PROFES		241.50			
				Invoice Net		241.50			
				CHECK TOTAL			322.00		-----

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
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1847	EVERSOURCE		00192	250127	INV	10/22/2024	74010907538	09/30/24	510321
1	03325202	520628	4130	FAC Facili	OE POWER E		7.19		
				Invoice Net			7.19		
1847	EVERSOURCE		00192	250127	INV	10/22/2024	74010905466	09/30/24	510322
1	03325202	520628	4130	FAC Facili	OE POWER E		2.79		
				Invoice Net			2.79		
1847	EVERSOURCE		00192	250127	INV	10/22/2024	74010894678	09/30/24	510323
1	03325202	520628	4130	FAC Facili	OE POWER E		2.79		
				Invoice Net			2.79		
				CHECK TOTAL			12.77		-----
21724	FANTINI BAKING CO., IN		00000	251862	INV	10/22/2024	T593456		510114
1	10005	520514		SCHOOL FOO	SM FOOD SU		385.31		
				Invoice Net			385.31		
21724	FANTINI BAKING CO., IN		00000	251862	INV	10/22/2024	T593457		510115
1	10005	520514		SCHOOL FOO	SM FOOD SU		306.30		
				Invoice Net			306.30		
21724	FANTINI BAKING CO., IN		00000	251862	INV	10/22/2024	T593458		510117
1	10005	520514		SCHOOL FOO	SM FOOD SU		1,108.25		
				Invoice Net			1,108.25		
21724	FANTINI BAKING CO., IN		00000	251862	INV	10/22/2024	T593459		510118
1	10005	520514		SCHOOL FOO	SM FOOD SU		144.45		
				Invoice Net			144.45		
				CHECK TOTAL			1,944.31		-----
17536	FICARRA, RICHARD		00000	251402	INV	10/22/2024	104		510142
1	03256042	520402	3510	ATHLETICS	CTR ATHLET		1.21		
2	03256052	520402	3510	ATHLETICS	CTR ATHLET		12.17		
3	03256062	520402	3510	ATHLETICS	CTR ATHLET		26.77		
4	03256142	520402	3510	ATHLETICS	CTR ATHLET		18.25		
5	03256162	520402	3510	ATHLETICS	CTR ATHLET		2.43		
6	03256182	520402	3510	ATHLETICS	CTR ATHLET		12.17		
				Invoice Net			73.00		
				CHECK TOTAL			73.00		-----
73320	GOVCONNECTION, INC		00006	251623	INV	10/22/2024	75696943		510467
1	03233012	520605	2451	SpEd Speci	OE COMPUTE		486.95		
				Invoice Net			486.95		
				CHECK TOTAL			486.95		-----
43398	K&N FOOD SERVICES INC		00000	252063	INV	10/22/2024	BreakfastGibbs1024		510523
1	03221092	520518	2415	C&I ELL	SM INSTRUC		337.50		
				Invoice Net			337.50		
				CHECK TOTAL			337.50		-----
40329	GRZENDA, MICHELE		00000	251994	INV	10/22/2024	2024-04		510245
1	12013802	510102	6200	ADULT FALL	PS TEACHER		52.50		
				Invoice Net			52.50		

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL			52.50
43453	GURNEY WATER TREATMENT	00000	252126	INV	10/22/2024	42298	510492		
	1 03325202 520411 4220	FAC Facili	CTR HVAC C			207.90			
		Invoice Net				207.90			
43453	GURNEY WATER TREATMENT	00000	252126	INV	10/22/2024	42297	510493		
	1 03325202 520411 4220	FAC Facili	CTR HVAC C			213.40			
		Invoice Net				213.40			
43453	GURNEY WATER TREATMENT	00000	252126	INV	10/22/2024	42296	510494		
	1 03325202 520411 4220	FAC Facili	CTR HVAC C			103.95			
		Invoice Net				103.95			
						CHECK TOTAL			525.25
35889	HASEK, BELA	00000	251402	INV	10/22/2024	101	510143		
	1 03256042 520402 3510	ATHLETICS	CTR ATHLET			1.21			
	2 03256052 520402 3510	ATHLETICS	CTR ATHLET			12.17			
	3 03256062 520402 3510	ATHLETICS	CTR ATHLET			26.77			
	4 03256142 520402 3510	ATHLETICS	CTR ATHLET			18.25			
	5 03256162 520402 3510	ATHLETICS	CTR ATHLET			2.43			
	6 03256182 520402 3510	ATHLETICS	CTR ATHLET			12.17			
		Invoice Net				73.00			
						CHECK TOTAL			73.00
40528	HD SUPPLY FACILITIES M	00001	251321	INV	10/22/2024	827598285	510489		
	1 03325212 520507 4110	FAC Custod	SM CUSTODI			13.76			
		Invoice Net				13.76			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	10/22/2024	828264408	510507		
	1 03325212 520507 4110	FAC Custod	SM CUSTODI			2,223.60			
		Invoice Net				2,223.60			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	10/22/2024	828527317	510508		
	1 03325212 520507 4110	FAC Custod	SM CUSTODI			660.80			
		Invoice Net				660.80			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	10/22/2024	829584374	510510		
	1 03325212 520507 4110	FAC Custod	SM CUSTODI			2,297.20			
		Invoice Net				2,297.20			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	10/22/2024	820341824	510530		
	1 03325212 520507 4110	FAC Custod	SM CUSTODI			179.95			
		Invoice Net				179.95			
						CHECK TOTAL			5,375.31
73402	J. W. PEPPER & SON, IN	00004	251098	INV	10/22/2024	366715773	509966		
	1 03011172 520518 2415	AHS Music	SM INSTRUC			108.25			
		Invoice Net				108.25			
73402	J. W. PEPPER & SON, IN	00004	251101	INV	10/22/2024	366715565	509967		
	1 03221172 520518 2415	C&I Music	SM INSTRUC			8.40			
		Invoice Net				8.40			
73402	J. W. PEPPER & SON, IN	00004	251099	INV	10/22/2024	366776075	509969		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 03021172 520518 2415			OMS Music	SM INSTRUC	61.00			
				Invoice Net		61.00			
73402	J. W. PEPPER & SON, IN	00004	251101	INV	10/22/2024	366761343	510362		
	1 03221172 520518 2415			C&I Music	SM INSTRUC	60.10			
				Invoice Net		60.10			
73402	J. W. PEPPER & SON, IN	00004	251098	INV	10/22/2024	366760332	510364		
	1 03011172 520518 2415			AHS Music	SM INSTRUC	94.50			
				Invoice Net		94.50			
73402	J. W. PEPPER & SON, IN	00004	251098	INV	10/22/2024	366748265	510376		
	1 03011172 520518 2415			AHS Music	SM INSTRUC	70.00			
				Invoice Net		70.00			
73402	J. W. PEPPER & SON, IN	00004	251098	INV	10/22/2024	366712412	510378		
	1 03011172 520518 2415			AHS Music	SM INSTRUC	56.24			
				Invoice Net		56.24			
				CHECK TOTAL		458.49			-----
26834	JNJ SACCA INC	00000	252020	INV	10/22/2024	24-15 APP 2	510202		
	1 23203004 584004			BRCKT PLAY	BRKT PLAY	13,871.10			
	2 53002001 584004			PLAYGROUND	PLAYGROUND	4,372.62			
	3 53002512 584004			BRACKETT S	PLAYGROUND	69,156.28			
				Invoice Net		87,400.00			
26834	JNJ SACCA INC	00000	252020	INV	10/22/2024	24-15 APP 1	510203		
	1 23203004 584004			BRCKT PLAY	BRKT PLAY	11,307.96			
	2 53002001 584004			PLAYGROUND	PLAYGROUND	3,564.64			
	3 53002512 584004			BRACKETT S	PLAYGROUND	56,377.40			
				Invoice Net		71,250.00			
				CHECK TOTAL		158,650.00			-----
19317	JUSTICE RESOURCE INSTI	00000	250064	INV	10/22/2024	12450325ARKLB	510474		
	1 03233062 520645 9300			SpEd Out o	OE TUITION	6,834.40			
				Invoice Net		6,834.40			
19317	JUSTICE RESOURCE INSTI	00000	250084	INV	10/22/2024	12450325ARLJL	510475		
	1 03233062 520645 9300			SpEd Out o	OE TUITION	6,834.40			
				Invoice Net		6,834.40			
				CHECK TOTAL		13,668.80			-----
3872	KAMCO SUPPLY CORP OF B	00004	252082	INV	10/22/2024	S1666923	510187		
	1 03325202 520503 4220			FAC Facili	SM CARPENT	1,227.72			
				Invoice Net		1,227.72			
3872	KAMCO SUPPLY CORP OF B	00004	252082	INV	10/22/2024	S1667009	510207		
	1 03325202 520503 4220			FAC Facili	SM CARPENT	36.44			
				Invoice Net		36.44			
3872	KAMCO SUPPLY CORP OF B	00004	252082	INV	10/22/2024	S1664963	510209		
	1 03325202 520503 4220			FAC Facili	SM CARPENT	150.00			
				Invoice Net		150.00			
3872	KAMCO SUPPLY CORP OF B	00004	252082	INV	10/22/2024	S1661731	510210		
	1 43002303 582027			CEILING	INTERIOR R	1,721.37			
				Invoice Net		1,721.37			

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	3,135.53		-----
43012	LAMBROPOULOS-GAETZ, KA 1 03233082 520416 2720	00000	251620	INV	10/22/2024	Eval-IGP 2,850.00 2,850.00 Invoice Net	509908		
						CHECK TOTAL	2,850.00		-----
3892	KEANE FIRE & SAFETY 1 03325202 520405 4220	00000	251217	INV	10/22/2024	02073198 242.82 242.82 Invoice Net	510497		
3892	KEANE FIRE & SAFETY 1 03325202 520405 4220	00000	251217	INV	10/22/2024	02073199 1,190.74 1,190.74 Invoice Net	510499		
3892	KEANE FIRE & SAFETY 1 03325202 520405 4220	00000	251217	INV	10/22/2024	02073200 347.46 347.46 Invoice Net	510500		
3892	KEANE FIRE & SAFETY 1 03325202 520405 4220	00000	251217	INV	10/22/2024	02073201 91.67 91.67 Invoice Net	510501		
3892	KEANE FIRE & SAFETY 1 03325202 520405 4220	00000	251217	INV	10/22/2024	02073202 283.95 283.95 Invoice Net	510503		
3892	KEANE FIRE & SAFETY 1 03325202 520405 4220	00000	251217	INV	10/22/2024	02073203 119.00 119.00 Invoice Net	510504		
3892	KEANE FIRE & SAFETY 1 03325202 520405 4220	00000	251217	INV	10/22/2024	02073204 119.00 119.00 Invoice Net	510505		
3892	KEANE FIRE & SAFETY 1 03325202 520405 4220	00000	251217	INV	10/22/2024	02073205 131.43 131.43 Invoice Net	510506		
						CHECK TOTAL	2,526.07		-----
31132	KONICA MINOLTA BUSINES 1 12223001 520601 1210	00001	252061	INV	10/22/2024	51551881. 3,500.94 3,500.94 Invoice Net	510421		
31132	KONICA MINOLTA BUSINES 1 12223001 520601 1210	00001	252061	INV	10/22/2024	51516156 6,377.09 6,377.09 Invoice Net	510422		
						CHECK TOTAL	9,878.03		-----
40842	WORNUM, KALISE 1 03221222 520416 2354	00000	251777	INV	10/22/2024	1640 6,600.00 6,600.00 Invoice Net	510286		
40842	WORNUM, KALISE 1 03214012 520416 1210	00000	250392	INV	10/22/2024	1662 667.00 667.00 Invoice Net	510287		

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
40842	WORNUM, KALISE 1 03994022 520416 1230	00000	251334	INV	10/22/2024	1659 5,333.00 5,333.00 Invoice Net	510433		
						CHECK TOTAL	12,600.00	-----	
72363	LABBB COLLABORATIVE 1 03233052 520645 9300	00000	250069	INV	10/22/2024	0924AD10072 5,111.00 5,111.00 Invoice Net	510440		
72363	LABBB COLLABORATIVE 1 03233062 520645 9400	00000	250069	INV	10/22/2024	0924L07202 7,156.92 7,156.92 Invoice Net	510444		
72363	LABBB COLLABORATIVE 1 03233062 520645 9400	00000	250078	INV	10/22/2024	0924V84580 6,344.10 6,344.10 Invoice Net	510445		
72363	LABBB COLLABORATIVE 1 03233062 520645 9400	00000	250079	INV	10/22/2024	0924L05580 7,156.92 7,156.92 Invoice Net	510446		
72363	LABBB COLLABORATIVE 1 03233062 520645 9400	00000	250080	INV	10/22/2024	0924V80905 6,344.10 6,344.10 Invoice Net	510447		
72363	LABBB COLLABORATIVE 1 03233062 520645 9400	00000	250081	INV	10/22/2024	0924V67483 6,344.10 6,344.10 Invoice Net	510448		
72363	LABBB COLLABORATIVE 1 03233062 520645 9400	00000	250087	INV	10/22/2024	0924BI5110 6,816.06 6,816.06 Invoice Net	510449		
72363	LABBB COLLABORATIVE 1 03233062 520645 9400	00000	250088	INV	10/22/2024	0924L29617 7,156.92 7,156.92 Invoice Net	510451		
72363	LABBB COLLABORATIVE 1 03233062 520645 9400	00000	250089	INV	10/22/2024	0924L55569 7,156.92 7,156.92 Invoice Net	510453		
72363	LABBB COLLABORATIVE 1 03233062 520645 9400	00000	250090	INV	10/22/2024	0924BI7756 6,816.06 6,816.06 Invoice Net	510454		
72363	LABBB COLLABORATIVE 1 03233062 520645 9400	00000	250091	INV	10/22/2024	0924L01861 7,156.92 7,156.92 Invoice Net	510455		
72363	LABBB COLLABORATIVE 1 03233062 520645 9400	00000	250097	INV	10/22/2024	0924BI2478 6,816.06 6,816.06 Invoice Net	510458		
72363	LABBB COLLABORATIVE 1 03233062 520645 9400	00000	250098	INV	10/22/2024	0924L25638 7,156.92 7,156.92 Invoice Net	510459		
72363	LABBB COLLABORATIVE 1 03233062 520645 9400	00000	250099	INV	10/22/2024	0924V85691 6,344.10	510460		

Invoice Net

6,344.10

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK	
72363	LABBB COLLABORATIVE 1 03233062 520645 9400	00000	250100	INV	10/22/2024	0924L15003 7,156.92 7,156.92	510461			
72363	LABBB COLLABORATIVE 1 03233052 520645 9300	00000	250100	INV	10/22/2024	0924D10150 5,111.00 5,111.00	510462			
72363	LABBB COLLABORATIVE 1 03233062 520645 9400	00000	250101	INV	10/22/2024	0924BI7409 6,816.06 6,816.06	510463			
72363	LABBB COLLABORATIVE 1 03233062 520645 9400	00000	251202	INV	10/22/2024	0924EC2692 6,053.40 6,053.40	510464			
72363	LABBB COLLABORATIVE 1 03343102 520404 3300	00000	251246	INV	10/22/2024	0924BM10482 969.00 969.00	510470			
72363	LABBB COLLABORATIVE 1 03233012 520416 2320	00000	250048	INV	10/22/2024	0924HS10511 1,035.00 1,035.00	510471			
72363	LABBB COLLABORATIVE 1 03233062 520645 9400	00000	250102	INV	10/22/2024	0924BI4820 6,816.06 6,816.06	510472			
72363	LABBB COLLABORATIVE 1 03233052 520645 9300	00000	250101	INV	10/22/2024	0924AD10740 5,111.00 5,111.00	510473			
						CHECK TOTAL			132,945.54	-----
41709	LAKESHORE PARENT LLC 1 03221022 520518 2415	00000	251514	INV	10/22/2024	889649091024 45.99 45.99	509970			
						CHECK TOTAL			45.99	-----
72376	LANDMARK SCHOOL INC 1 03233062 520645 9300	00001	250092	INV	10/22/2024	41168 10,010.75 10,010.75	509807			
						CHECK TOTAL			10,010.75	-----
30382	ADAM J.B.LANE 1 03010052 520416 2420	00000	251941	INV	10/22/2024	SEPT-MASTODON 200.00 200.00	510359			
						CHECK TOTAL			200.00	-----
23564	LAZEL, INC.	00003	251699	INV	10/22/2024	8204315	509972			

1 03221092 520518 2415 C&I ELL SM INSTRUC
Invoice Net

2,854.00
2,854.00
CHECK TOTAL 2,854.00

43080 LEGENDS ATTRACTIONS LL 00001 251671 INV 10/22/2024

VIEWBOS606848830 510045

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
1	12223005 520601 3520			FOREIGN LA Invoice Net	OE OTHER E	493.00 493.00			-----
						CHECK TOTAL	493.00		
35962	LEON, ALEXANDER		00000 251402	INV	10/22/2024	410	510146		
1	03256042 520402 3510			ATHLETICS	CTR ATHLET	.84			
2	03256052 520402 3510			ATHLETICS	CTR ATHLET	8.33			
3	03256062 520402 3510			ATHLETICS	CTR ATHLET	18.33			
4	03256142 520402 3510			ATHLETICS	CTR ATHLET	12.50			
5	03256162 520402 3510			ATHLETICS	CTR ATHLET	1.67			
6	03256182 520402 3510			ATHLETICS	CTR ATHLET	8.33			
				Invoice Net		50.00			
35962	LEON, ALEXANDER		00000 251402	INV	10/22/2024	401	510147		
1	03256042 520402 3510			ATHLETICS	CTR ATHLET	.84			
2	03256052 520402 3510			ATHLETICS	CTR ATHLET	8.33			
3	03256062 520402 3510			ATHLETICS	CTR ATHLET	18.33			
4	03256142 520402 3510			ATHLETICS	CTR ATHLET	12.50			
5	03256162 520402 3510			ATHLETICS	CTR ATHLET	1.67			
6	03256182 520402 3510			ATHLETICS	CTR ATHLET	8.33			
				Invoice Net		50.00			
						CHECK TOTAL	150.00		-----
24148	MANGANARO, MICHAEL		00000 251402	INV	10/22/2024	422	510149		
1	03256042 520402 3510			ATHLETICS	CTR ATHLET	2.84			
2	03256052 520402 3510			ATHLETICS	CTR ATHLET	28.33			
3	03256062 520402 3510			ATHLETICS	CTR ATHLET	62.33			
4	03256142 520402 3510			ATHLETICS	CTR ATHLET	42.50			
5	03256162 520402 3510			ATHLETICS	CTR ATHLET	5.67			
6	03256182 520402 3510			ATHLETICS	CTR ATHLET	28.33			
				Invoice Net		170.00			

CHECK TOTAL	170.00	-----
REIMTMRESEARCHDESIGN	510316	
858.00		
Invoice Net		
858.00		
REIMBTMNATOFINQUIRY	510317	
858.00		
Invoice Net		
858.00		
CHECK TOTAL	1,716.00	-----

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
26167	MANUELIAN, MARTIN	00000	251402	INV	10/22/2024	104	510150		
1	03256042 520402 3510			ATHLETICS	CTR ATHLET	1.83			
2	03256052 520402 3510			ATHLETICS	CTR ATHLET	18.25			
3	03256062 520402 3510			ATHLETICS	CTR ATHLET	40.15			
4	03256142 520402 3510			ATHLETICS	CTR ATHLET	27.37			
5	03256162 520402 3510			ATHLETICS	CTR ATHLET	3.65			
6	03256182 520402 3510			ATHLETICS	CTR ATHLET	18.25			
	Invoice Net					109.50			
						CHECK TOTAL	109.50		-----
72695	MASC (MA ASSO. SCHOOL	00001	250895	INV	10/22/2024	25-0041	510366		
1	03294002 520629 1110			SC School	OE PROFESS	950.00			
	Invoice Net					950.00			
						CHECK TOTAL	950.00		-----
72694	MA ASSOC OF SCHOOL SUP	00001	251108	INV	10/22/2024	ASLS24-MONA FORD WA	510371		
1	03221222 520629 2354			C&I Profes	OE PROFESS	1,200.00			
	Invoice Net					1,200.00			
						CHECK TOTAL	1,200.00		-----
22551	MCCAFFREY, TIM	00000	251402	INV	10/22/2024	399	510151		
1	03256042 520402 3510			ATHLETICS	CTR ATHLET	2.79			
2	03256052 520402 3510			ATHLETICS	CTR ATHLET	27.83			
3	03256062 520402 3510			ATHLETICS	CTR ATHLET	61.23			
4	03256142 520402 3510			ATHLETICS	CTR ATHLET	41.75			
5	03256162 520402 3510			ATHLETICS	CTR ATHLET	5.57			
6	03256182 520402 3510			ATHLETICS	CTR ATHLET	27.83			
	Invoice Net					167.00			
						CHECK TOTAL	167.00		-----
43218	MCNULTY, KAREN	00000	251402	INV	10/22/2024	398	510153		
1	03256042 520402 3510			ATHLETICS	CTR ATHLET	4.39			
2	03256052 520402 3510			ATHLETICS	CTR ATHLET	43.83			
3	03256062 520402 3510			ATHLETICS	CTR ATHLET	96.43			

4	03256142	520402	3510	ATHLETICS	CTR ATHLET	65.75
5	03256162	520402	3510	ATHLETICS	CTR ATHLET	8.77
6	03256182	520402	3510	ATHLETICS	CTR ATHLET	43.83
				Invoice Net		263.00

CHECK TOTAL	263.00	-----
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35896	MEDINA, NESTER			00000	251402 INV 10/22/2024	105	510154
1	03256042	520402	3510	ATHLETICS	CTR ATHLET	1.21	
2	03256052	520402	3510	ATHLETICS	CTR ATHLET	12.17	
3	03256062	520402	3510	ATHLETICS	CTR ATHLET	26.77	
4	03256142	520402	3510	ATHLETICS	CTR ATHLET	18.25	
5	03256162	520402	3510	ATHLETICS	CTR ATHLET	2.43	
6	03256182	520402	3510	ATHLETICS	CTR ATHLET	12.17	
				Invoice Net		73.00	

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	73.00		-----
74887	METROPOLITAN PIPE & SU		00000	250860 INV 10/22/2024		S3984754.001	510217		
1	03325202 520524 4220			FAC Facili SM PLUMBIN		1,762.68			
				Invoice Net		1,762.68			
74887	METROPOLITAN PIPE & SU		00000	250860 INV 10/22/2024		S3982230.001	510218		
1	03325202 520524 4220			FAC Facili SM PLUMBIN		749.64			
				Invoice Net		749.64			
74887	METROPOLITAN PIPE & SU		00000	250860 INV 10/22/2024		S3983265.001	510219		
1	03325202 520524 4220			FAC Facili SM PLUMBIN		150.72			
				Invoice Net		150.72			
						CHECK TOTAL	2,663.04		-----
16108	MHQ TRUCK EQUIPMENT		00002	250518 INV 10/22/2024		M32851-JM44150	510211		
1	03325202 520621 4220			FAC Facili OE MOTOR V		5,049.66			
2	43002406 587001			FAC VEHIC VEHICLES		50,000.00			
				Invoice Net		55,049.66			
						CHECK TOTAL	55,049.66		-----
38539	MOTION ELEVATOR CORP		00000	244844 INV 10/22/2024		TC-39600	510221		
1	43002207 582003			BISHOP ENV BUILDING R		370.00			
				Invoice Net		370.00			
						CHECK TOTAL	370.00		-----
72727	MSSAA		00001	250907 INV 10/22/2024		MSM25-009	510369		
1	03020012 520416 2210			OMS School CTR PROFES		205.00			
				Invoice Net		205.00			
						CHECK TOTAL	205.00		-----
20455	NASHOBA LEARNING GROUP		00000	250065 INV 10/22/2024		028844	509802		

1 03233062 520645 9300 SpEd Out o OE TUITION
Invoice Net

6,383.70
6,383.70
CHECK TOTAL 6,383.70

24571 NATIONAL GRID 00001 250139 INV 10/22/2024
1 03325202 520623 4120 FAC Facili OE NATURAL
Invoice Net
24571 NATIONAL GRID 00001 250139 INV 10/22/2024
1 03325202 520623 4120 FAC Facili OE NATURAL
Invoice Net
24571 NATIONAL GRID 00001 250139 INV 10/22/2024
1 03325202 520623 4120 FAC Facili OE NATURAL
Invoice Net
24571 NATIONAL GRID 00001 250139 INV 10/22/2024
1 03325202 520623 4120 FAC Facili OE NATURAL
Invoice Net

01177-44000 09/25/24 510325
699.49
699.49
71069-44000 09/25/24 510327
221.81
221.81
71069-44000 07/29/24 510450
209.61
209.61
71069-44000 08/28/24 510452
185.35
185.35
CHECK TOTAL 1,316.26

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	251366	INV	10/22/2024	5572424310 127.38 Invoice Net 127.38	510255		
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	251366	INV	10/22/2024	5572424309 127.38 Invoice Net 127.38	510256		
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	251366	INV	10/22/2024	5572424308 127.38 Invoice Net 127.38	510257		
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	251366	INV	10/22/2024	5572424307 284.70 Invoice Net 284.70	510258		
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	251366	INV	10/22/2024	5572424306 222.28 Invoice Net 222.28	510259		
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	251366	INV	10/22/2024	5572424305 127.38 Invoice Net 127.38	510260		
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	251366	INV	10/22/2024	5572424304 159.86 Invoice Net 159.86	510261		
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	251366	INV	10/22/2024	5572424303 127.38 Invoice Net 127.38	510263		
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	251366	INV	10/22/2024	5572424302 127.38 Invoice Net 127.38	510264		

33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001 251366 INV 10/22/2024 SCHOOL FOO SM FOOD SU Invoice Net	127.38 5572424301 127.38 127.38	510265	
			CHECK TOTAL	1,558.50	-----
24772	NEW ENGLAND ACADEMY,LL 1 03233062 520645 9300	00000 250094 INV 10/22/2024 SpEd out o OE TUITION Invoice Net	ARL0924J 8,439.80 8,439.80	509800	
			CHECK TOTAL	8,439.80	-----
42268	NEXT-GEN SUPPLY GROUP 1 10005 520514	00000 241294 INV 10/22/2024 SCHOOL FOO SM FOOD SU Invoice Net	419907 241.10 241.10	510375	
			CHECK TOTAL	241.10	-----
73227	NORTHSHORE EDUCATION C 1 03233072 520645 9400	00000 250451 INV 10/22/2024 SpEd SPED OE TUITION Invoice Net	2025013027 1,423.80 1,423.80	510456	
			CHECK TOTAL	1,423.80	-----

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
73227	NORTHSHORE EDUCATION C 1 03233062 520645 9400	00001	251397	INV	10/22/2024	2025012602 7,730.58 Invoice Net 7,730.58	509794		
73227	NORTHSHORE EDUCATION C 1 03233062 520645 9400	00001	250451	INV	10/22/2024	2025012603 6,274.40 SpEd out o OE TUITION Invoice Net 6,274.40	510457		
						CHECK TOTAL	14,004.98		-----
26908	NORTHEAST CUTLERY 1 10005 520401	00000	251626	INV	10/22/2024	1763674 28.00 SCHOOL FOO CTR CONTRA Invoice Net 28.00	510103		
26908	NORTHEAST CUTLERY 1 10005 520401	00000	251626	INV	10/22/2024	1763673 48.00 SCHOOL FOO CTR CONTRA Invoice Net 48.00	510104		
26908	NORTHEAST CUTLERY 1 10005 520401	00000	251626	INV	10/22/2024	1775753 48.00 SCHOOL FOO CTR CONTRA Invoice Net 48.00	510105		
26908	NORTHEAST CUTLERY 1 10005 520401	00000	251626	INV	10/22/2024	1775754 48.00 SCHOOL FOO CTR CONTRA Invoice Net 28.00 28.00	510106		
						CHECK TOTAL	152.00		-----

22671	NORTHEAST	00001	250792	INV	10/22/2024	S002238196.001	510483
1	03325202 520509 4220	FAC Facili	SM ELECTRI			291.96	
		Invoice Net				291.96	
22671	NORTHEAST	00001	250792	INV	10/22/2024	S002160847.001	510486
1	03325202 520509 4220	FAC Facili	SM ELECTRI			238.82	
		Invoice Net				238.82	
22671	NORTHEAST	00001	250792	INV	10/22/2024	S002080564.001	510522
1	03325202 520509 4220	FAC Facili	SM ELECTRI			403.15	
		Invoice Net				403.15	
		CHECK TOTAL				933.93	-----
25713	NORTHEASTERN UNIVERSIT	00001	242666	INV	10/22/2024	NEUSHA-240073	509962
1	11012024 520508 3200	AFFLIATED	SM EDUCATI			60.00	
		Invoice Net				60.00	
		CHECK TOTAL				60.00	-----
40804	NOVIELLO, ROBERT	00000	252037	INV	10/22/2024	REIMB 2B HOISTING	510229
1	03325202 520629 4220	FAC Facili	OE PROFESS			59.00	
		Invoice Net				59.00	
40804	NOVIELLO, ROBERT	00000	252037	INV	10/22/2024	REIMB DOT PHYSICAL	510231
1	03325202 520629 4220	FAC Facili	OE PROFESS			120.00	
		Invoice Net				120.00	
		CHECK TOTAL				179.00	-----
37480	OPEN UP RESOURCES	00003	251390	INV	10/22/2024	INV-40442	510269

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 12223001 520601 2415	FOREIGN LA	OE OTHER E			5,083.00			
		Invoice Net				5,083.00			
37480	OPEN UP RESOURCES	00003	251390	INV	10/22/2024	INV-40585	510271		
1	12223001 520601 2415	FOREIGN LA	OE OTHER E			3,340.00			
		Invoice Net				3,340.00			
		CHECK TOTAL				8,423.00			-----
43540	PEKARSKY, DAVID	00000	251402	INV	10/22/2024	397	510157		
1	03256042 520402 3510	ATHLETICS	CTR ATHLET			1.21			
2	03256052 520402 3510	ATHLETICS	CTR ATHLET			12.17			
3	03256062 520402 3510	ATHLETICS	CTR ATHLET			26.77			
4	03256142 520402 3510	ATHLETICS	CTR ATHLET			18.25			
5	03256162 520402 3510	ATHLETICS	CTR ATHLET			2.43			
6	03256182 520402 3510	ATHLETICS	CTR ATHLET			12.17			
		Invoice Net				73.00			
		CHECK TOTAL				73.00			-----
73408	PERKINS SCHOOL FOR THE	00000	250103	INV	10/22/2024	CI00003916	509790		

1 03233062 520645 9300	SpEd Out o	OE TUITION	21,632.40		
	Invoice Net		21,632.40		
			CHECK TOTAL	21,632.40	-----
43317 THE PITNEY BOWES BANK	00001 251855 INV 10/22/2024		POSTAGEOCT2024	509981	
1 03305012 520511 7400	FINANCE Bu SM EQUIPME		10,000.00		
	Invoice Net		10,000.00		
			CHECK TOTAL	10,000.00	-----
28157 PLUMBERS' SUPPLY COMPA	00001 250857 INV 10/22/2024		15390957-00	510225	
1 03325202 520524 4220	FAC Facili SM PLUMBIN		112.93		
	Invoice Net		112.93		
28157 PLUMBERS' SUPPLY COMPA	00001 250857 INV 10/22/2024		15390574-00	510226	
1 03325202 520524 4220	FAC Facili SM PLUMBIN		83.58		
	Invoice Net		83.58		
			CHECK TOTAL	196.51	-----
37167 POLAR CORPORATION	00000 251769 INV 10/22/2024		51693898	510108	
1 10005 520514	SCHOOL FOO SM FOOD SU		268.80		
	Invoice Net		268.80		
37167 POLAR CORPORATION	00000 251769 INV 10/22/2024		51756393	510109	
1 10005 520514	SCHOOL FOO SM FOOD SU		184.80		
	Invoice Net		184.80		
37167 POLAR CORPORATION	00000 251769 INV 10/22/2024		51784640	510111	
1 10005 520514	SCHOOL FOO SM FOOD SU		237.50		
	Invoice Net		237.50		
			CHECK TOTAL	691.10	-----
40843 POLAR3D INC	00000 251333 INV 10/22/2024		34019	510382	

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
1 03020052 520615 2420	OMS Second	OE INSTRUC				500.00			
	Invoice Net					500.00			
						CHECK TOTAL	500.00		-----
23066 PORTLAND POTTERY SOUTH	00000 250771 INV 10/22/2024					437755	510380		
1 03011202 520518 2415	AHS Art SM INSTRUC					3,944.99			
	Invoice Net					3,944.99			
						CHECK TOTAL	3,944.99		-----
43521 THE BANKS SQUARE MARKE	00000 251864 INV 10/22/2024					00880378	510152		
1 10005 520514	SCHOOL FOO SM FOOD SU					1,593.16			
	Invoice Net					1,593.16			
43521 THE BANKS SQUARE MARKE	00000 251864 INV 10/22/2024					00881731	510156		
1 10005 520514	SCHOOL FOO SM FOOD SU					1,036.00			

Invoice No	Vendor	Account	Invoice Net	Check No
43521	THE BANKS SQUARE MARKE 1 10005 520514	00000 251864 INV 10/22/2024 SCHOOL FOO SM FOOD SU	1,036.00 00882759 1,959.50	510159
43521	THE BANKS SQUARE MARKE 1 10005 520514	00000 251864 INV 10/22/2024 SCHOOL FOO SM FOOD SU	1,959.50 00882762 408.25	510163
43521	THE BANKS SQUARE MARKE 1 10005 520514	00000 251864 INV 10/22/2024 SCHOOL FOO SM FOOD SU	408.25 00882760 424.45	510177
43521	THE BANKS SQUARE MARKE 1 10005 520514	00000 251864 INV 10/22/2024 SCHOOL FOO SM FOOD SU	424.45 00882751 2,596.50	510179
43521	THE BANKS SQUARE MARKE 1 10005 520514	00000 251864 INV 10/22/2024 SCHOOL FOO SM FOOD SU	2,596.50 00883804 421.80	510181
43521	THE BANKS SQUARE MARKE 1 10005 520514	00000 251864 INV 10/22/2024 SCHOOL FOO SM FOOD SU	421.80 00883812 580.75	510182
43521	THE BANKS SQUARE MARKE 1 10005 520514	00000 251864 INV 10/22/2024 SCHOOL FOO SM FOOD SU	580.75 00883794 1,659.00	510186
43521	THE BANKS SQUARE MARKE 1 10005 520514	00000 251864 INV 10/22/2024 SCHOOL FOO SM FOOD SU	1,659.00 00885293 2,660.10	510189
43521	THE BANKS SQUARE MARKE 1 10005 520514	00000 251864 INV 10/22/2024 SCHOOL FOO SM FOOD SU	2,660.10 00885252 793.55	510190
43521	THE BANKS SQUARE MARKE 1 10005 520514	00000 251864 INV 10/22/2024 SCHOOL FOO SM FOOD SU	793.55 00885309 2,359.50	510191
		Invoice Net	2,359.50	
		CHECK TOTAL	16,492.56	-----

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
42077	QBS MIDCO LLC 1 03231222 520508 2354	00000	251342	INV	10/22/2024	158215 156.00 156.00	509850		
				SpEd Profe	SM EDUCATI	Invoice Net			
				CHECK TOTAL		156.00			-----
32480	QUENCH USA INC 1 03325202 520416 4220	00003	251041	INV	10/22/2024	INV07660293 59.85	509982		
				FAC Facili	CTR PROFES	Invoice Net			
32480	QUENCH USA INC 1 03325202 520416 4220	00003	251041	INV	10/22/2024	INV07902022 59.85	509983		
				FAC Facili	CTR PROFES				

32480	QUENCH USA INC 1 03325202 520416 4220	Invoice Net 00003 251041 INV 10/22/2024 FAC Facili CTR PROFES Invoice Net	59.85 INV07783245 59.85 59.85	509984
			CHECK TOTAL 179.55	-----
15719	R B ALLEN CO INC 1 03325202 520405 4220	00000 252084 INV 10/22/2024 FAC Facili CTR ELECTR Invoice Net	108008851-1 10,800.00 10,800.00	510234
			CHECK TOTAL 10,800.00	-----
5801	R W SHATTUCK & CO INC 1 03011172 520518 2415	00001 251037 INV 10/22/2024 AHS Music SM INSTRUC Invoice Net	280330/1 16.58 16.58	509965
5801	R W SHATTUCK & CO INC 1 03325202 520503 4220	00001 250399 INV 10/22/2024 FAC Facili SM CARPENT Invoice Net	281193/1 28.98 28.98	510212
5801	R W SHATTUCK & CO INC 1 03325202 520503 4220	00001 250399 INV 10/22/2024 FAC Facili SM CARPENT Invoice Net	174776/4 29.74 29.74	510213
5801	R W SHATTUCK & CO INC 1 03325202 520503 4220	00001 250399 INV 10/22/2024 FAC Facili SM CARPENT Invoice Net	281076/1 131.96 131.96	510214
5801	R W SHATTUCK & CO INC 1 03325202 520503 4220	00001 250399 INV 10/22/2024 FAC Facili SM CARPENT Invoice Net	281068/1 21.58 21.58	510215
5801	R W SHATTUCK & CO INC 1 03325202 520503 4220	00001 250399 INV 10/22/2024 FAC Facili SM CARPENT Invoice Net	280998/1 2.99 2.99	510223
5801	R W SHATTUCK & CO INC 1 03325202 520503 4220	00001 250399 INV 10/22/2024 FAC Facili SM CARPENT Invoice Net	280848/1 11.99 11.99	510224
5801	R W SHATTUCK & CO INC 1 03011172 520518 2415	00001 251037 INV 10/22/2024 AHS Music SM INSTRUC Invoice Net	279792/1PART2 539.00 539.00	510528
			CHECK TOTAL 782.82	-----

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
27207	READING WITH TLC 1 10092024 520508 2410	00001	251247	INV	10/22/2024	149150 95.00 95.00	510273		
						CHECK TOTAL 95.00			-----
33392	REALLY GOOD STUFF LLC	00002	251262	INV	10/22/2024	8649587	510275		

1	03130042 520518 2415	HARDY Elem	SM INSTRU	57.41					
		Invoice Net		57.41					
				CHECK TOTAL	57.41				-----
73661	RESEARCH FOR BETTER TE	00000	251095 INV	25140-1		510424			
1	12223001 520601 2415	FOREIGN LA	OE OTHER E	3,500.00					
		Invoice Net		3,500.00					
				CHECK TOTAL	3,500.00				-----
11938	RICOH USA, INC	00005	240789 INV	108660251		510427			
1	43002403 524027	COPIER LEA	PHOTOCOPIE	9,531.75					
		Invoice Net		9,531.75					
				CHECK TOTAL	9,531.75				-----
14743	ALL AMERICAN SPORTS CO	00005	251403 INV	952160051		510086			
1	03256062 520402 3510	ATHLETICS	CTR ATHLET	199.50					
		Invoice Net		199.50					
				CHECK TOTAL	199.50				-----
14309	RING, RICHARD T.	00000	251402 INV	108		510158			
1	03256042 520402 3510	ATHLETICS	CTR ATHLET	1.21					
2	03256052 520402 3510	ATHLETICS	CTR ATHLET	12.17					
3	03256062 520402 3510	ATHLETICS	CTR ATHLET	26.77					
4	03256142 520402 3510	ATHLETICS	CTR ATHLET	18.25					
5	03256162 520402 3510	ATHLETICS	CTR ATHLET	2.43					
6	03256182 520402 3510	ATHLETICS	CTR ATHLET	12.17					
		Invoice Net		73.00					
				CHECK TOTAL	73.00				-----
33587	ROTH, KAREN R.	00000	251993 INV	Spring 2024		510240			
1	12013804 510102 6200	ADULT SPRN	PS TEACHER	360.00					
		Invoice Net		360.00					
				CHECK TOTAL	360.00				-----
28718	ROYALL HOUSE ASSOCIATI	00000	251991 INV	House Tour 10-5-24		510233			
1	12013802 510102 6200	ADULT FALL	PS TEACHER	375.00					
		Invoice Net		375.00					
				CHECK TOTAL	375.00				-----
43327	RUDOLPH, DANIELLE	00000	251980 INV	REIMBDRAWARE&ACCOUNT		510292			
1	03221222 520612 2354	C&I Profes	OE GRADUAT	384.00					
		Invoice Net		384.00					

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
43327	RUDOLPH, DANIELLE	00000	251980 INV	10/22/2024		REIMBDRRESOLVCONFLIC	510296		
1	03221222 520612 2354	C&I Profes	OE GRADUAT			384.00			

43327	RUDOLPH, DANIELLE	00000	251980	INV	10/22/2024	384.00			
1	03221222 520612 2354	C&I Profes	OE GRADUAT			384.00		510299	
		Invoice Net				384.00			
43327	RUDOLPH, DANIELLE	00000	251980	INV	10/22/2024	384.00			
1	03221222 520612 2354	C&I Profes	OE GRADUAT			384.00		510302	
		Invoice Net				384.00			
		CHECK TOTAL					1,536.00		-----
30179	RYSER, JAMES	00000	251402	INV	10/22/2024	359		510160	
1	03256042 520402 3510	ATHLETICS	CTR ATHLET			1.61			
2	03256052 520402 3510	ATHLETICS	CTR ATHLET			16.17			
3	03256062 520402 3510	ATHLETICS	CTR ATHLET			35.57			
4	03256142 520402 3510	ATHLETICS	CTR ATHLET			24.25			
5	03256162 520402 3510	ATHLETICS	CTR ATHLET			3.23			
6	03256182 520402 3510	ATHLETICS	CTR ATHLET			16.17			
		Invoice Net				97.00			
30179	RYSER, JAMES	00000	251402	INV	10/22/2024	18		510161	
1	03256042 520402 3510	ATHLETICS	CTR ATHLET			1.82			
2	03256052 520402 3510	ATHLETICS	CTR ATHLET			18.25			
3	03256062 520402 3510	ATHLETICS	CTR ATHLET			40.15			
4	03256142 520402 3510	ATHLETICS	CTR ATHLET			27.38			
5	03256162 520402 3510	ATHLETICS	CTR ATHLET			3.65			
6	03256182 520402 3510	ATHLETICS	CTR ATHLET			18.25			
		Invoice Net				109.50			
		CHECK TOTAL					206.50		-----
42354	S.A.N.E.	00000	251782	INV	10/22/2024	86901		510076	
1	03021042 520615 2420	OMS Family	OE INSTRUC			395.45			
		Invoice Net				395.45			
		CHECK TOTAL					395.45		-----
37623	SCHOOL FOOD SERVICES O	00001	251863	INV	10/22/2024	19201		510113	
1	10005 520401	SCHOOL FOO	CTR CONTRA			1,090.00			
		Invoice Net				1,090.00			
		CHECK TOTAL					1,090.00		-----
29370	SCHOOL SPECIALTY	00026	65014725	INV	10/22/2024	308104593425		509748	
1	03110042 520518 2415	BRACKETT E	SM INSTRUC			469.48			
		Invoice Net				469.48			
29370	SCHOOL SPECIALTY	00026	65020225	INV	10/22/2024	208134887375		509749	
1	03140042 520518 2415	PEIRCE Ele	SM INSTRUC			249.72			
		Invoice Net				249.72			
29370	SCHOOL SPECIALTY	00026	65013925	INV	10/22/2024	308104602545		509750	
1	03110042 520518 2415	BRACKETT E	SM INSTRUC			553.26			
		Invoice Net				553.26			

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
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29370	SCHOOL SPECIALTY	00026 65014425	INV 10/22/2024	308104616383	509751
	1 03110042 520518 2415	BRACKETT E	SM INSTRUC	89.89	
		Invoice Net		89.89	
29370	SCHOOL SPECIALTY	00026 65014525	INV 10/22/2024	308104629825	509752
	1 03110042 520518 2415	BRACKETT E	SM INSTRUC	299.41	
		Invoice Net		299.41	
29370	SCHOOL SPECIALTY	00026 65004125	INV 10/22/2024	208134915000	509754
	1 03111202 520518 2415	BRACKETT A	SM INSTRUC	6.49	
		Invoice Net		6.49	
29370	SCHOOL SPECIALTY	00026 65004125	INV 10/22/2024	208134854189	509755
	1 03111202 520518 2415	BRACKETT A	SM INSTRUC	14.49	
		Invoice Net		14.49	
29370	SCHOOL SPECIALTY	00026 65004125	INV 10/22/2024	308104596745	509756
	1 03111202 520518 2415	BRACKETT A	SM INSTRUC	1,445.84	
		Invoice Net		1,445.84	
29370	SCHOOL SPECIALTY	00026 65014825	INV 10/22/2024	208134934187	509757
	1 03110042 520518 2415	BRACKETT E	SM INSTRUC	1.59	
		Invoice Net		1.59	
29370	SCHOOL SPECIALTY	00026 65014825	INV 10/22/2024	308104624171	509758
	1 03110042 520518 2415	BRACKETT E	SM INSTRUC	295.15	
		Invoice Net		295.15	
29370	SCHOOL SPECIALTY	00026 65013725	INV 10/22/2024	308104627973	509759
	1 03110042 520518 2415	BRACKETT E	SM INSTRUC	1,345.11	
		Invoice Net		1,345.11	
29370	SCHOOL SPECIALTY	00026 65014025	INV 10/22/2024	308104628754	509760
	1 03110042 520518 2415	BRACKETT E	SM INSTRUC	1,032.50	
		Invoice Net		1,032.50	
29370	SCHOOL SPECIALTY	00026 65014325	INV 10/22/2024	308104620063	509761
	1 03110042 520518 2415	BRACKETT E	SM INSTRUC	299.93	
		Invoice Net		299.93	
29370	SCHOOL SPECIALTY	00026 65005025	INV 10/22/2024	208134804335	509762
	1 03111122 520518 2455	INSTRUCT	SM INSTRUC	1.55	
		Invoice Net		1.55	
29370	SCHOOL SPECIALTY	00026 65005025	INV 10/22/2024	308104597663	509763
	1 03111122 520518 2455	INSTRUCT	SM INSTRUC	983.22	
		Invoice Net		983.22	
29370	SCHOOL SPECIALTY	00026 65018725	INV 10/22/2024	308104622734	509764
	1 03111022 520518 2415	ELA INSTR	SM INSTRUC	1,463.38	
		Invoice Net		1,463.38	
29370	SCHOOL SPECIALTY	00026 65018025	INV 10/22/2024	308104630188	509765
	1 12113902 520501 3520	EXTEND DAY	SM SUPPLIE	5,193.45	
		Invoice Net		5,193.45	
29370	SCHOOL SPECIALTY	00026 65015725	INV 10/22/2024	308104621223	509766
	1 03110042 520518 2415	BRACKETT E	SM INSTRUC	299.00	
		Invoice Net		299.00	
29370	SCHOOL SPECIALTY	00026 65015625	INV 10/22/2024	308104613027	509767
	1 03110042 520518 2415	BRACKETT E	SM INSTRUC	305.95	
		Invoice Net		305.95	

CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 25094

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
29370	SCHOOL SPECIALTY 1 03110042 520518 2415	00026	65013025	INV	10/22/2024	308104628741 296.34 Invoice Net 296.34	509768		
29370	SCHOOL SPECIALTY 1 03110042 520518 2415	00026	65013025	INV	10/22/2024	208134934162 3.18 Invoice Net 3.18	509769		
29370	SCHOOL SPECIALTY 1 03110042 520518 2415	00026	65013125	INV	10/22/2024	308104624282 353.56 Invoice Net 353.56	509770		
29370	SCHOOL SPECIALTY 1 03110042 520518 2415	00026	65013325	INV	10/22/2024	308104596643 911.65 Invoice Net 911.65	509772		
29370	SCHOOL SPECIALTY 1 03110042 520518 2415	00026	65013425	INV	10/22/2024	308104591584 236.92 Invoice Net 236.92	510479		
29370	SCHOOL SPECIALTY 1 03110042 520518 2415	00026	65013625	INV	10/22/2024	308104594915 298.24 Invoice Net 298.24	510480		
29370	SCHOOL SPECIALTY 1 03140042 520518 2415	00026	65012425	INV	10/22/2024	308104575373 289.51 Invoice Net 289.51	510481		
29370	SCHOOL SPECIALTY 1 03140042 520518 2415	00026	65012325	INV	10/22/2024	208134553889 199.53 Invoice Net 199.53	510482		
29370	SCHOOL SPECIALTY 1 03140042 520518 2415	00026	65010925	INV	10/22/2024	208134505066 564.98 Invoice Net 564.98	510484		
29370	SCHOOL SPECIALTY 1 03140042 520518 2415	00026	65010725	INV	10/22/2024	308104563326 186.78 Invoice Net 186.78	510485		
29370	SCHOOL SPECIALTY 1 12113902 520501 3520	00026	65026025	INV	10/22/2024	208135021717 192.78 Invoice Net 192.78	510488		
29370	SCHOOL SPECIALTY 1 03140042 520518 2415	00026	65012825	INV	10/22/2024	208134958671 25.98 Invoice Net 25.98	510490		
29370	SCHOOL SPECIALTY 1 03140042 520518 2415	00026	65012825	INV	10/22/2024	208134914930 177.75 Invoice Net 177.75	510491		
29370	SCHOOL SPECIALTY 1 03140042 520518 2415	00026	65012825	INV	10/22/2024	308104624320 696.91 Invoice Net 696.91	510495		
29370	SCHOOL SPECIALTY 1 03140042 520518 2415	00026	65012925	INV	10/22/2024	208134713539 1,444.90 Invoice Net 1,444.90	510509		
29370	SCHOOL SPECIALTY 1 03221022 520518 2415	00026	65023525	INV	10/22/2024	208134927667 26.88 C&I Englis Invoice Net 26.88	510511		

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
29370	SCHOOL SPECIALTY 1 03161022 520518 2415	00026	65018125	INV	10/22/2024	308104621386 1,676.60 Invoice Net 1,676.60	510513		
29370	SCHOOL SPECIALTY 1 03221192 520518 2415	00026	65022725	INV	10/22/2024	308104632249 46.37 Invoice Net 46.37	510514		
29370	SCHOOL SPECIALTY 1 03150042 520518 2415	00026	65003225	INV	10/22/2024	308104546048 90.91 Invoice Net 90.91	510515		
29370	SCHOOL SPECIALTY 1 03221022 520518 2415	00026	65023225	INV	10/22/2024	208134927655 35.84 Invoice Net 35.84	510516		
29370	SCHOOL SPECIALTY 1 03221022 520518 2415	00026	65022925	INV	10/22/2024	208134927641 26.88 Invoice Net 26.88	510517		
29370	SCHOOL SPECIALTY 1 03221022 520518 2415	00026	65023125	INV	10/22/2024	208134927659 35.84 Invoice Net 35.84	510518		
29370	SCHOOL SPECIALTY 1 03140042 520518 2415	00026	65020525	INV	10/22/2024	208134887780 533.07 Invoice Net 533.07	510519		
29370	SCHOOL SPECIALTY 1 03221102 520523 2710	00026	65022825	INV	10/22/2024	208134933612 316.44 Invoice Net 316.44	510520		
29370	SCHOOL SPECIALTY 1 03130042 520518 2415	00026	65021325	INV	10/22/2024	308104627517 92.46 Invoice Net 92.46	510521		
29370	SCHOOL SPECIALTY 1 03130042 520518 2415	00026	65021625	INV	10/22/2024	208134902977 58.95 Invoice Net 58.95	510531		
				CHECK TOTAL		23,168.66			-----
73818	SCHOOLS FOR CHILDREN, 1 03233062 520645 9300	00000	250071	INV	10/22/2024	0000154430 12,418.20 SpEd Out o OE TUITION Invoice Net 12,418.20	509789		
				CHECK TOTAL		12,418.20			-----
73852	SEEM COLLABORATIVE 1 03233062 520645 9400	00001	251330	INV	10/22/2024	93138 8,778.00 SpEd Out o OE TUITION Invoice Net 8,778.00	509779		
73852	SEEM COLLABORATIVE 1 03233062 520645 9400	00001	250104	INV	10/22/2024	93137 8,778.00 SpEd Out o OE TUITION Invoice Net 8,778.00	509781		
73852	SEEM COLLABORATIVE 1 03233062 520645 9400	00001	250072	INV	10/22/2024	93136 8,778.00 SpEd Out o OE TUITION Invoice Net 8,778.00	509784		
				CHECK TOTAL		26,334.00			-----

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
28807	SEVEN HILLS PEDIATRIC	00001	250068	INV	10/22/2024	10864			
	1 03233062 520645 9300			SpEd Out o	OE TUITION	5,645.64		509911	
				Invoice Net		5,645.64			
28807	SEVEN HILLS PEDIATRIC	00001	250068	INV	10/22/2024	10068			
	1 03233062 520645 9300			SpEd Out o	OE TUITION	5,645.64		509913	
				Invoice Net		5,645.64			
28807	SEVEN HILLS PEDIATRIC	00001	250067	INV	10/22/2024	10067			
	1 03233062 520645 9300			SpEd Out o	OE TUITION	5,645.64		509914	
				Invoice Net		5,645.64			
28807	SEVEN HILLS PEDIATRIC	00001	250067	INV	10/22/2024	10863			
	1 03233062 520645 9300			SpEd Out o	OE TUITION	5,645.64		509916	
				Invoice Net		5,645.64			
				CHECK TOTAL		22,582.56			-----
43242	SITAR, BARBARA IRVIN	00000	251995	INV	10/22/2024	Painting 9-24-24		510248	
	1 12013802 510102 6200			ADULT FALL	PS TEACHER	150.00			
	2 12013802 520518 6200			ADULT FALL	SM INSTRUC	150.00			
				Invoice Net		300.00			
				CHECK TOTAL		300.00			-----
42421	SOUNDTRAP US INC	00000	251380	INV	10/22/2024	USIN100709		510010	
	1 03221172 520504 2455			C&I Music	SM COMPUTE	9,084.00			
				Invoice Net		9,084.00			
				CHECK TOTAL		9,084.00			-----
43491	STEAM TRAP SYSTEMS	00000	251870	INV	10/22/2024	2273		510007	
	1 12123520 520510 2430			BLDG USER	SM EQUIPME	14,080.00			
				Invoice Net		14,080.00			
				CHECK TOTAL		14,080.00			-----
43615	STEVENS, ANDREW	00000	251402	INV	10/22/2024	395		510165	
	1 03256042 520402 3510			ATHLETICS	CTR ATHLET	1.61			
	2 03256052 520402 3510			ATHLETICS	CTR ATHLET	16.17			
	3 03256062 520402 3510			ATHLETICS	CTR ATHLET	35.57			
	4 03256142 520402 3510			ATHLETICS	CTR ATHLET	24.25			
	5 03256162 520402 3510			ATHLETICS	CTR ATHLET	3.23			
	6 03256182 520402 3510			ATHLETICS	CTR ATHLET	16.17			
				Invoice Net		97.00			
				CHECK TOTAL		97.00			-----
37827	SUBURBAN GLASS & MIRRO	00000	250976	INV	10/22/2024	28451		510434	
	1 03325202 520530 4220			FAC Facili	SM WINDOW	9,998.00			
				Invoice Net		9,998.00			
				CHECK TOTAL		9,998.00			-----
41966	SWEETWATER SOUND HOLDI	00000	244318	INV	10/22/2024	40887609		510008	
	1 03031172 520518 2415			GIBBS Musi	SM INSTRUC	196.00			
				Invoice Net		196.00			

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	196.00		-----
34895	DATAPRINT								
	1 03191082 520518 2415	00001	251454	INV	10/22/2024	155264	510062		
				ELEMENTARY	SM INSTRUC	2,765.67			
				Invoice Net		2,765.67			
34895	DATAPRINT								
	1 03214012 520526 1210	00001	251808	INV	10/22/2024	155359	510071		
				ADMIN Supe	SM REPRODU	59.09			
				Invoice Net		59.09			
						CHECK TOTAL	2,824.76		-----
88888	HULTIDE THEISME								
	1 12054 484015	00000		INV	10/22/2024	THEISME NATURE CLASS	509926		
				OUTDOOR ED	REVOLVING	262.50			
				Invoice Net		262.50			
						CHECK TOTAL	262.50		-----
88888	SEAN HALE								
	1 12054 484015	00000		INV	10/22/2024	NATURE CLASS RFND	509931		
				OUTDOOR ED	REVOLVING	525.00			
				Invoice Net		525.00			
						CHECK TOTAL	525.00		-----
88888	SMITA THAKUR								
	1 12204 484015	00000		INV	10/22/2024	CHILDCARE REFUND	510206		
				ARL PUBLIC	REVOLVING	1,650.00			
				Invoice Net		1,650.00			
						CHECK TOTAL	1,650.00		-----
18547	TRUCK & BUS SUPPLY CO.								
	1 03345302 520621 3300	00001	250023	INV	10/22/2024	5873	510468		
				TRANSP Tra	OE MOTOR V	1,311.59			
				Invoice Net		1,311.59			
18547	TRUCK & BUS SUPPLY CO.								
	1 03345302 520621 3300	00001	250023	INV	10/22/2024	5874	510469		
				TRANSP Tra	OE MOTOR V	2,723.65			
				Invoice Net		2,723.65			
						CHECK TOTAL	4,035.24		-----
34776	VALERIO DOMINELLO & HI								
	1 03214002 520413 1430	00000	251285	INV	10/22/2024	#86	510055		
				ADMIN Scho	CTR LEGAL	574.90			
				Invoice Net		574.90			
34776	VALERIO DOMINELLO & HI								
	1 03214002 520413 1430	00000	251285	INV	10/22/2024	#88	510524		
				ADMIN Scho	CTR LEGAL	4,324.90			
				Invoice Net		4,324.90			
						CHECK TOTAL	4,899.80		-----
13181	W. B. MASON CO INC								
	1 03020052 520523 2430	00001	250942	INV	10/22/2024	249240941	509736		
				OMS Second	SM OFFICE	239.96			
				Invoice Net		239.96			

13181 W. B. MASON CO INC 00001 250942 INV 10/22/2024 248666628 509737
 1 03020052 520523 2430 OMS Second SM OFFICE 61.27
 Invoice Net 61.27

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
13181	W. B. MASON CO INC		00001	251290	INV 10/22/2024	248816091	509739		
	1 03130042 520523 2430			HARDY Elem	SM OFFICE	232.38			
				Invoice Net		232.38			
13181	W. B. MASON CO INC		00001	251406	INV 10/22/2024	249412749	509740		
	1 03010052 520522 2430			AHS Second	SM MISC SU	83.64			
				Invoice Net		83.64			
13181	W. B. MASON CO INC		00001	251785	INV 10/22/2024	249342450	509742		
	1 03020052 520523 2430			OMS Second	SM OFFICE	98.20			
				Invoice Net		98.20			
13181	W. B. MASON CO INC		00001	251656	INV 10/22/2024	249276083	509743		
	1 03221112 520518 2415			C&I Math	SM INSTRUC	47.01			
				Invoice Net		47.01			
13181	W. B. MASON CO INC		00001	251601	INV 10/22/2024	249144588	509744		
	1 03111172 520518 2415			BRACKETT M	SM INSTRUC	255.24			
				Invoice Net		255.24			
13181	W. B. MASON CO INC		00001	245087	INV 10/22/2024	248048121	509745		
	1 03120042 520523 2430			DALLIN Ele	SM OFFICE	3,060.00			
				Invoice Net		3,060.00			
13181	W. B. MASON CO INC		00001	251952	INV 10/22/2024	249575969	509987		
	1 03110042 520525 2430			BRACKETT E	SM REPRO P	113.34			
				Invoice Net		113.34			
13181	W. B. MASON CO INC		00001	251385	INV 10/22/2024	249010340	509990		
	1 03221022 520518 2415			C&I Englis	SM INSTRUC	101.97			
				Invoice Net		101.97			
13181	W. B. MASON CO INC		00001	251385	INV 10/22/2024	249503249	509994		
	1 03221022 520518 2415			C&I Englis	SM INSTRUC	40.23			
				Invoice Net		40.23			
13181	W. B. MASON CO INC		00001	251385	INV 10/22/2024	248914903	509995		
	1 03221022 520518 2415			C&I Englis	SM INSTRUC	96.60			
				Invoice Net		96.60			
13181	W. B. MASON CO INC		00001	251385	INV 10/22/2024	248895332	509997		
	1 03221022 520518 2415			C&I Englis	SM INSTRUC	26.69			
				Invoice Net		26.69			
13181	W. B. MASON CO INC		00001	251192	INV 10/22/2024	248697776	510000		
	1 03030052 520525 2430			GIBBS Seco	SM REPRO P	2,039.60			
				Invoice Net		2,039.60			
13181	W. B. MASON CO INC		00001	251053	INV 10/22/2024	248694539	510001		
	1 03010052 520523 2430			AHS Second	SM OFFICE	48.70			
	2 03010052 520525 2430			AHS Second	SM REPRO P	4,030.50			
				Invoice Net		4,079.20			

13181	W. B. MASON CO INC	00001	250464	INV	10/22/2024	247958245	510002
1	03150042 520525 2430			STRATTON E	SM REPRO P	65.99	
				Invoice Net		65.99	
13181	W. B. MASON CO INC	00001	250464	INV	10/22/2024	247928680	510003
1	03150042 520525 2430			STRATTON E	SM REPRO P	965.41	
				Invoice Net		965.41	
13181	W. B. MASON CO INC	00001	250463	INV	10/22/2024	248053470	510005

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 03100042 520518 2415			BISHOP Ele	SM INSTRUC	787.40			
				Invoice Net		787.40			
13181	W. B. MASON CO INC	00001	251008	INV	10/22/2024	248566503	510034		
1	03020052 520525 2430			OMS Second	SM REPRO P	815.84			
				Invoice Net		815.84			
13181	W. B. MASON CO INC	00001	251008	INV	10/22/2024	248694663	510036		
1	03020052 520525 2430			OMS Second	SM REPRO P	1,223.76			
				Invoice Net		1,223.76			
13181	W. B. MASON CO INC	00001	251655	INV	10/22/2024	248694270	510131		
1	10005 520523			SCHOOL FOO	SM OFFICE	139.71			
				Invoice Net		139.71			
13181	W. B. MASON CO INC	00001	251655	INV	10/22/2024	249010762	510137		
1	10005 520523			SCHOOL FOO	SM OFFICE	340.97			
				Invoice Net		340.97			
13181	W. B. MASON CO INC	00001	251655	INV	10/22/2024	248751371	510145		
1	10005 520523			SCHOOL FOO	SM OFFICE	20.28			
				Invoice Net		20.28			
				CHECK TOTAL		14,934.69			-----
13181	W. B. MASON CO., INC.	00006	246244	INV	10/22/2024	247986263	509927		
1	11012024 520523 3200			AFFLIATED	SM OFFICE	281.77			
				Invoice Net		281.77			
13181	W. B. MASON CO., INC.	00006	246243	INV	10/22/2024	247527006	509930		
1	11012024 520523 3200			AFFLIATED	SM OFFICE	50.76			
				Invoice Net		50.76			
13181	W. B. MASON CO., INC.	00006	246242	INV	10/22/2024	247586442	509932		
1	11012024 520605 2440			AFFLIATED	OE COMPUTE	36.65			
				Invoice Net		36.65			
13181	W. B. MASON CO., INC.	00006	246242	INV	10/22/2024	247646410	509935		
1	11012024 520605 2440			AFFLIATED	OE COMPUTE	36.45			
				Invoice Net		36.45			
				CHECK TOTAL		405.63			-----
71823	GRAINGER	00001	252058	INV	10/22/2024	9236997640	510183		
1	03325202 520509 4220			FAC Facili	SM ELECTRI	413.38			
				Invoice Net		413.38			

71823	GRAINGER			00001	252058	INV	10/22/2024		9243873313	510184
	1 03325202	520509	4220	FAC Facili		SM	ELECTRI		735.18	
				Invoice Net					735.18	
71823	GRAINGER			00001	252058	INV	10/22/2024		9259622117	510185
	1 03325202	520509	4220	FAC Facili		SM	ELECTRI		65.58	
				Invoice Net					65.58	
71823	GRAINGER			00001	250984	INV	10/22/2024		9241379586	510487
	1 03325202	520509	4220	FAC Facili		SM	ELECTRI		205.92	
				Invoice Net					205.92	
								CHECK TOTAL	1,420.06	-----

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK	
21076	WARNER LARSON, INC			00001	244912	INV	10/22/2024		22315.00-8	510121
	1 53002302 584004			BRACKET PL		PLAYGROUND			4,218.75	
				Invoice Net					4,218.75	
								CHECK TOTAL	4,218.75	-----
22821	WELCH, ROBERT H.			00000	251402	INV	10/22/2024		394	510166
	1 03256042 520402 3510			ATHLETICS		CTR	ATHLET		2.20	
	2 03256052 520402 3510			ATHLETICS		CTR	ATHLET		22.00	
	3 03256062 520402 3510			ATHLETICS		CTR	ATHLET		48.40	
	4 03256142 520402 3510			ATHLETICS		CTR	ATHLET		33.00	
	5 03256162 520402 3510			ATHLETICS		CTR	ATHLET		4.40	
	6 03256182 520402 3510			ATHLETICS		CTR	ATHLET		22.00	
				Invoice Net					132.00	
								CHECK TOTAL	132.00	-----
42690	WELSH, CHERYL			00000	251402	INV	10/22/2024		415	510168
	1 03256042 520402 3510			ATHLETICS		CTR	ATHLET		1.61	
	2 03256052 520402 3510			ATHLETICS		CTR	ATHLET		16.17	
	3 03256062 520402 3510			ATHLETICS		CTR	ATHLET		35.57	
	4 03256142 520402 3510			ATHLETICS		CTR	ATHLET		24.25	
	5 03256162 520402 3510			ATHLETICS		CTR	ATHLET		3.23	
	6 03256182 520402 3510			ATHLETICS		CTR	ATHLET		16.17	
				Invoice Net					97.00	
								CHECK TOTAL	97.00	-----
74519	WEST MUSIC COMPANY			00001	251928	INV	10/22/2024		S12452734	510355
	1 03151172 520518 2415			STRATTON M		SM	INSTRUC		297.45	
				Invoice Net					297.45	
								CHECK TOTAL	297.45	-----
38710	WHITE, ADAM			00000	250041	INV	10/22/2024		REIMSEPTMILEAGE	510476
	1 03343102 520404 3300			TRANSP Tra		CTR	CONTRA		208.32	

Invoice Net				208.32		
				CHECK TOTAL	208.32	-----
74560	WILSON LANGUAGE TRAINI	00000	250580 INV 10/22/2024	INV75428		510016
1	03150042 520518 2415	STRATTON E	SM INSTRUC	35.00		
		Invoice Net		35.00		
74560	WILSON LANGUAGE TRAINI	00000	251294 INV 10/22/2024	INV81864		510020
1	03130042 520518 2415	HARDY Elem	SM INSTRUC	137.16		
		Invoice Net		137.16		
74560	WILSON LANGUAGE TRAINI	00000	251295 INV 10/22/2024	INV81870		510029
1	03130042 520518 2415	HARDY Elem	SM INSTRUC	282.96		
		Invoice Net		282.96		
74560	WILSON LANGUAGE TRAINI	00000	251674 INV 10/22/2024	INV80263		510031
1	03130042 520518 2415	HARDY Elem	SM INSTRUC	750.00		
		Invoice Net		750.00		

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25094 10/22/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	1,205.12		-----
=====									
402 INVOICES						WARRANT TOTAL	1,117,491.35	1,117,491.35	
						CASH ACCOUNT BALANCE		-407,796.92	
=====									

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WARRANT: 25094 10/22/2024

FUND	ORG	ACCOUNT	AMOUNT	AVLB	BUDGET
0003	03010052	AHS Secondary Educ 0003-3-300-301-0000-003005-0001-02-520416	CTR PROFESSIONAL TECH	200.00	285,254.77
0003	03010052	AHS Secondary Educ 0003-3-300-301-0000-003005-0001-02-520522	SM MISC SUPPLIES	362.84	285,254.77
0003	03010052	AHS Secondary Educ 0003-3-300-301-0000-003005-0001-02-520523	SM OFFICE SUPPLIES	48.70	285,254.77
0003	03010052	AHS Secondary Educ 0003-3-300-301-0000-003005-0001-02-520525	SM REPRO PAPER TONER S	5,475.66	285,254.77
0003	03011172	AHS Music 0003-3-300-301-0000-003117-0001-02-520518	SM INSTRUCTIONAL MATER	884.57	53,169.80
0003	03011202	AHS Art 0003-3-300-301-0000-003120-0001-02-520518	SM INSTRUCTIONAL MATER	4,758.57	12,412.04
0003	03020012	OMS School Leaders 0003-3-300-302-0000-003001-0001-02-520416	CTR PROFESSIONAL TECH	205.00	-287.77
0003	03020012	OMS School Leaders 0003-3-300-302-0000-003001-0001-02-520523	SM OFFICE SUPPLIES	282.00	-287.77
0003	03020052	OMS Secondary Educ 0003-3-300-302-0000-003005-0001-02-520523	SM OFFICE SUPPLIES	399.43	156,609.77
0003	03020052	OMS Secondary Educ 0003-3-300-302-0000-003005-0001-02-520525	SM REPRO PAPER TONER S	2,039.60	156,609.77
0003	03020052	OMS Secondary Educ 0003-3-300-302-0000-003005-0001-02-520615	OE INSTRUCTION EQUIPME	500.00	156,609.77
0003	03021042	OMS Family and Con 0003-3-300-302-0000-003104-0001-02-520615	OE INSTRUCTION EQUIPME	395.45	449.60
0003	03021172	OMS Music 0003-3-300-302-0000-003117-0001-02-520518	SM INSTRUCTIONAL MATER	61.00	36,236.19
0003	03030052	GIBBS Secondary Ed 0003-3-300-303-0000-003005-0001-02-520525	SM REPRO PAPER TONER S	2,039.60	150,939.58
0003	03031172	GIBBS Music 0003-3-300-303-0000-003117-0001-02-520518	SM INSTRUCTIONAL MATER	196.00	7,112.00
0003	03031202	GIBBS Art 0003-3-300-303-0000-003120-0001-02-520518	SM INSTRUCTIONAL MATER	2,603.45	773.78
0003	03100042	BISHOP Elementary 0003-3-300-310-0000-003004-0001-02-520518	SM INSTRUCTIONAL MATER	787.40	58,002.45
0003	03100042	BISHOP Elementary 0003-3-300-310-0000-003004-0001-02-520523	SM OFFICE SUPPLIES	373.52	58,002.45
0003	03110042	BRACKETT Elementar 0003-3-300-311-0000-003004-0001-02-520518	SM INSTRUCTIONAL MATER	7,091.16	55,425.24
0003	03110042	BRACKETT Elementar 0003-3-300-311-0000-003004-0001-02-520525	SM REPRO PAPER TONER S	113.34	55,425.24
0003	03111022	ELA INSTRUCTIONAL 0003-3-300-311-0000-003102-0002-02-520518	SM INSTRUCTIONAL MATER	1,463.38	-613.38
0003	03111122	INSTRUCTIONAL MATE 0003-3-300-311-0000-003112-0000-02-520518	SM INSTRUCTIONAL MATER	984.77	2,447.23
0003	03111172	BRACKETT Music 0003-3-300-311-0000-003117-0001-02-520518	SM INSTRUCTIONAL MATER	255.24	2,700.58
0003	03111202	BRACKETT Art 0003-3-300-311-0000-003120-0001-02-520518	SM INSTRUCTIONAL MATER	1,466.82	-124.37

0003	03120042	DALLIN Elementary	0003-3-300-312-0000-003004-0001-02-520523	SM OFFICE SUPPLIES	3,060.00	50,914.20
0003	03121222	DALLIN Professiona	0003-3-300-312-0000-003122-0001-02-520514	SM FOOD SUPPLIES	497.54	6,216.46
0003	03130042	HARDY Elementary E	0003-3-300-313-0000-003004-0001-02-520518	SM INSTRUCTIONAL MATER	1,378.94	41,208.56
0003	03130042	HARDY Elementary E	0003-3-300-313-0000-003004-0001-02-520523	SM OFFICE SUPPLIES	232.38	41,208.56
0003	03140042	PEIRCE Elementary	0003-3-300-314-0000-003004-0001-02-520518	SM INSTRUCTIONAL MATER	4,369.13	38,781.62
0003	03150042	STRATTON Elementar	0003-3-300-315-0000-003004-0001-02-520518	SM INSTRUCTIONAL MATER	1,582.12	27,873.70
0003	03150042	STRATTON Elementar	0003-3-300-315-0000-003004-0001-02-520525	SM REPRO PAPER TONER S	1,031.40	27,873.70
0003	03151172	STRATTON Music	0003-3-300-315-0000-003117-0001-02-520518	SM INSTRUCTIONAL MATER	297.45	3,162.66
0003	03161022	ELA INSTRUCTIONAL	0003-3-300-316-0000-003102-0002-02-520518	SM INSTRUCTIONAL MATER	1,676.60	-585.60
0003	03191082	ELEMENTARY Reading	0003-3-300-319-0000-003108-0001-02-520518	SM INSTRUCTIONAL MATER	2,765.67	15,491.53
0003	03214002	ADMIN School Commi	0003-3-300-321-0000-003400-0001-02-520413	CTR LEGAL SERVICES	4,899.80	44,016.00
0003	03214012	ADMIN Superintende	0003-3-300-321-0000-003401-0001-02-520416	CTR PROFESSIONAL TECH	667.00	45,614.66
0003	03214012	ADMIN Superintende	0003-3-300-321-0000-003401-0001-02-520514	SM FOOD SUPPLIES	341.38	45,614.66
0003	03214012	ADMIN Superintende	0003-3-300-321-0000-003401-0001-02-520526	SM REPRODUCTION/PRINTI	59.09	45,614.66
0003	03221002	C&I C&I Leadership	0003-3-300-322-0000-003100-0001-02-520504	SM COMPUTER SOFTWARE	40,101.75	-146,497.93
0003	03221022	C&I English/Langua	0003-3-300-322-0000-003102-0001-02-520518	SM INSTRUCTIONAL MATER	436.92	178,507.19
0003	03221092	C&I ELL	0003-3-300-322-0000-003109-0001-02-520518	SM INSTRUCTIONAL MATER	10,191.50	10,119.24
0003	03221102	C&I Health & wellne	0003-3-300-322-0000-003110-0001-02-520523	SM OFFICE SUPPLIES	316.44	6,849.81
0003	03221112	C&I Math	0003-3-300-322-0000-003111-0001-02-520518	SM INSTRUCTIONAL MATER	47.01	11,450.89
0003	03221172	C&I Music	0003-3-300-322-0000-003117-0001-02-520504	SM COMPUTER SOFTWARE	9,084.00	29,935.28
0003	03221172	C&I Music	0003-3-300-322-0000-003117-0001-02-520518	SM INSTRUCTIONAL MATER	68.50	29,935.28
0003	03221192	C&I Physical Educa	0003-3-300-322-0000-003119-0001-02-520518	SM INSTRUCTIONAL MATER	46.37	15,473.26
0003	03221222	C&I Professional D	0003-3-300-322-0000-003122-0001-02-520416	CTR PROFESSIONAL TECH	6,600.00	36,641.55
0003	03221222	C&I Professional D	0003-3-300-322-0000-003122-0001-02-520612	OE GRADUATE COURSE REI	5,152.00	36,641.55
0003	03221222	C&I Professional D	0003-3-300-322-0000-003122-0001-02-520629	OE PROFESSIONAL AFFLIA	1,200.00	36,641.55

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FUND	ORG	ACCOUNT	AMOUNT	AVLB	BUDGET
0003	03222022	C&I Guidance	40,000.00		13,099.00
0003	03231222	SpEd Professional	156.00		-1,051,585.32
0003	03233012	SpEd Special Educa	19,242.00		-1,051,585.32
0003	03233012	SpEd Special Educa	2,994.36		-1,051,585.32
0003	03233012	SpEd Special Educa	2,571.29		-1,051,585.32
0003	03233012	SpEd Special Educa	486.95		-1,051,585.32
0003	03233022	SpEd Pupil Service	322.00		-1,051,585.32
0003	03233052	SpEd One to One As	15,333.00		-1,051,585.32
0003	03233062	SpEd Out of Distri	308,862.01		-1,051,585.32
0003	03233062	SpEd Out of Distri	155,947.52		-1,051,585.32
0003	03233072	SpEd SPED summer p	1,423.80		-1,051,585.32
0003	03233082	SpEd SPED testing	2,850.00		-1,051,585.32
0003	03256042	ATHLETICS Athletic	48.81		6,479.40
0003	03256052	ATHLETICS Athletic	488.87		1,167.09
0003	03256062	ATHLETICS Athletic	1,274.97		13,345.73
0003	03256142	ATHLETICS Athletic	733.25		4,049.95
0003	03256162	ATHLETICS Athletic	97.73		10,561.80
0003	03256182	ATHLETICS Athletic	488.87		24,199.98
0003	03294002	SC School Committe	950.00		50,345.87
0003	03305012	FINANCE Business O	10,000.00		62,117.52

0003	03325202	FAC	Facilities	Mai	0003-3-300-332-0000-003520-0001-02-520405	CTR ELECTRICAL SERVICE	13,326.07	184,009.95
0003	03325202	FAC	Facilities	Mai	0003-3-300-332-0000-003520-0001-02-520411	CTR HVAC CONTRACTED SE	18,044.81	184,009.95
0003	03325202	FAC	Facilities	Mai	0003-3-300-332-0000-003520-0001-02-520415	CTR PLUMBING SERVICES	510.00	184,009.95
0003	03325202	FAC	Facilities	Mai	0003-3-300-332-0000-003520-0001-02-520416	CTR PROFESSIONAL TECH	179.55	184,009.95
0003	03325202	FAC	Facilities	Mai	0003-3-300-332-0000-003520-0001-02-520417	CTR ROOF REPAIRS	1,133.68	184,009.95
0003	03325202	FAC	Facilities	Mai	0003-3-300-332-0000-003520-0001-02-520418	CTR SECURITY SERVICES	3,542.73	184,009.95
0003	03325202	FAC	Facilities	Mai	0003-3-300-332-0000-003520-0001-02-520503	SM CARPENTRY SUPPLIES	1,641.40	184,009.95
0003	03325202	FAC	Facilities	Mai	0003-3-300-332-0000-003520-0001-02-520509	SM ELECTRICAL SUPPLIES	2,353.99	184,009.95
0003	03325202	FAC	Facilities	Mai	0003-3-300-332-0000-003520-0001-02-520510	SM EQUIPMENT MAINTENAN	891.80	184,009.95
0003	03325202	FAC	Facilities	Mai	0003-3-300-332-0000-003520-0001-02-520524	SM PLUMBING SUPPLIES	2,859.55	184,009.95
0003	03325202	FAC	Facilities	Mai	0003-3-300-332-0000-003520-0001-02-520530	SM WINDOW GLASS SERVIC	9,998.00	184,009.95
0003	03325202	FAC	Facilities	Mai	0003-3-300-332-0000-003520-0001-02-520621	OE MOTOR VEHICLE REPAI	5,049.66	184,009.95
0003	03325202	FAC	Facilities	Mai	0003-3-300-332-0000-003520-0001-02-520623	OE NATURAL GAS	2,030.04	184,009.95
0003	03325202	FAC	Facilities	Mai	0003-3-300-332-0000-003520-0001-02-520628	OE POWER ELECTRICITY	6,644.51	184,009.95
0003	03325202	FAC	Facilities	Mai	0003-3-300-332-0000-003520-0001-02-520629	OE PROFESSIONAL AFFLIA	179.00	184,009.95
0003	03325212	FAC	Custodial Serv	0003-3-300-332-0000-003521-0001-02-520416	CTR PROFESSIONAL TECH	90.00	-1,487.58	
0003	03325212	FAC	Custodial Serv	0003-3-300-332-0000-003521-0001-02-520507	SM CUSTODIAL SUPPLIES	5,375.31	-1,487.58	
0003	03343092	TRANSP	Transportat	0003-3-300-334-0000-003309-0002-02-520404	CTR CONTRACTED TRANSPO	1,520.00	-119,419.41	
0003	03343102	TRANSP	Transportat	0003-3-300-334-0000-003310-0002-02-520404	CTR CONTRACTED TRANSPO	1,177.32	-215,270.00	
0003	03345302	TRANSP	Transportat	0003-3-300-334-0000-003530-0001-02-520621	OE MOTOR VEHICLE REPAI	4,035.24	88,260.54	
0003	03345302	TRANSP	Transportat	0003-3-300-334-0000-003530-0001-02-520625	OE OTHER PAYMENTS	175.00	88,260.54	
0003	03345322	TRANSP	Transportat	0003-3-300-334-0000-003532-0001-02-520404	CTR CONTRACTED TRANSPO	5,177.50	-97,354.50	
0003	03994022	DIVERSITY	EQUITY A	0003-3-300-399-0000-003402-0000-02-520416	CTR PROFESSIONAL TECH	5,333.00	4,815.99	

FUND TOTAL 784,630.08

CASH ACCOUNT 0000 104013 BALANCE -407,796.92

1000 10005 SCHOOL FOOD 1000-3-300-331-0000-003512-0012-50-520401 CTR CONTRACTED SERVICE 1,242.00 624,329.00

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FUND ORG	ACCOUNT	AMOUNT	AVLB BUDGET
1000 10005 SCHOOL FOOD	1000-3-300-331-0000-003512-0012-50-520514 SM FOOD SUPPLIES	47,836.73	624,329.00
1000 10005 SCHOOL FOOD	1000-3-300-331-0000-003512-0012-50-520523 SM OFFICE SUPPLIES	500.96	624,329.00

		FUND TOTAL	49,579.69
CASH ACCOUNT 0000 104013	BALANCE -407,796.92		
1009 10092024 EARLY PARTNERSHIP	1009-3-300-323-2024-003301-0003-00-520508 SM EDUCATIONAL SUPPLIE	95.00	567.35

		FUND TOTAL	95.00
CASH ACCOUNT 0000 104013	BALANCE -407,796.92		
1010 10102024 SPED 240(94-142) A	1010-3-300-323-2024-003301-0003-00-520532 SM SIGNIFICANT DISPROP	188.45	-3,665.75

		FUND TOTAL	188.45

CASH ACCOUNT 0000 104013	BALANCE -407,796.92		
1023 10232024 AFGHAN REFUGEE SUP	1023-3-300-330-2024-003109-0003-00-520518 SM INSTRUCTIONAL MATER	7,049.88	-22,736.00

	FUND TOTAL	7,049.88	
CASH ACCOUNT 0000 104013	BALANCE -407,796.92		
1031 10312024 TEACHER DIVERSIFIC	1031-3-300-330-2024-003004-0003-00-520518 SM INSTRUCTIONAL MATER	719.84	130.16

	FUND TOTAL	719.84	
CASH ACCOUNT 0000 104013	BALANCE -407,796.92		
1101 11012024 AFFLIATED COMP SCH	1101-3-300-336-2024-003999-0005-00-520508 SM EDUCATIONAL SUPPLIE	163.38	9,471.30
1101 11012024 AFFLIATED COMP SCH	1101-3-300-336-2024-003999-0005-00-520523 SM OFFICE SUPPLIES	332.53	218.47
1101 11012024 AFFLIATED COMP SCH	1101-3-300-336-2024-003999-0005-00-520605 OE COMPUTER EQUIPMENT	73.10	2,096.17

	FUND TOTAL	569.01	
CASH ACCOUNT 0000 104013	BALANCE -407,796.92		
1201 12013801 COMM ED-GENERAL AD	1201-3-300-343-0000-003801-0011-00-520523 SM OFFICE SUPPLIES	629.73	1,489,224.99
1201 12013802 COMM ED - ADULT ED	1201-3-300-343-0000-003802-0011-00-510102 PS TEACHER SALARIES	577.50	1,489,224.99
1201 12013802 COMM ED - ADULT ED	1201-3-300-343-0000-003802-0011-00-520518 SM INSTRUCTIONAL MATER	150.00	1,489,224.99
1201 12013804 COMM ED - ADULT ED	1201-3-300-343-0000-003804-0011-00-510102 PS TEACHER SALARIES	360.00	1,489,224.99
1201 12013805 COMM ED - YOUTH SU	1201-3-300-343-0000-003805-0011-00-510102 PS TEACHER SALARIES	1,050.00	1,489,224.99
1201 12013814 COMM ED - ADULT ED	1201-3-300-343-0000-003814-0011-00-510102 PS TEACHER SALARIES	210.00	1,489,224.99

	FUND TOTAL	2,977.23	
CASH ACCOUNT 0000 104013	BALANCE -407,796.92		

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FUND ORG	ACCOUNT	AMOUNT	AVLB BUDGET
1205 12054 OUTDOOR ED	1205-3-300-336-0000-003999-0011-40-484015 MISC REV - REVOLVING	787.50	.00

	FUND TOTAL	787.50	
CASH ACCOUNT 0000 104013	BALANCE -407,796.92		
1211 12113902 CH71/47 EXTENDED D	1211-3-300-341-0000-003902-0011-00-520501 SM SUPPLIES AND MATERI	5,386.23	905,129.44

	FUND TOTAL	5,386.23	
CASH ACCOUNT 0000 104013	BALANCE -407,796.92		

1212	12123520	BLDG USER FEES/ART	1212-3-300-332-0000-003520-0011-00-520510	SM EQUIPMENT MAINTENAN	14,080.00	97,701.34

				FUND TOTAL	14,080.00	
CASH ACCOUNT	0000 104013	BALANCE	-407,796.92			
1220	12204	ARL PUBLIC SCH CHI	1220-3-300-342-0000-003999-0011-40-484015	MISC REV - REVOLVING	1,650.00	.00

				FUND TOTAL	1,650.00	
CASH ACCOUNT	0000 104013	BALANCE	-407,796.92			
1222	12223001	FOREIGN LANGUAGES	1222-3-300-301-0000-003001-0009-00-520601	OE OTHER EXPENSES	9,878.03	-25,004.77
1222	12223001	FOREIGN LANGUAGES	1222-3-300-301-0000-003001-0009-00-520601	OE OTHER EXPENSES	11,923.00	-541,859.99
1222	12223005	FOREIGN LANGUAGES	1222-3-300-301-0000-003005-0009-00-520601	OE OTHER EXPENSES	768.18	-78,527.04

				FUND TOTAL	22,569.21	
CASH ACCOUNT	0000 104013	BALANCE	-407,796.92			
1228	12285	FRIENDS OF AHS	1228-3-300-301-0000-003005-0008-50-520619	OE MISC EXPENSES	200.00	29,915.98

				FUND TOTAL	200.00	
CASH ACCOUNT	0000 104013	BALANCE	-407,796.92			
1232	12325	DRAMA GUILD	1232-3-300-322-0000-003106-0011-50-520619	OE MISC EXPENSES	2,043.46	14,458.57

				FUND TOTAL	2,043.46	
CASH ACCOUNT	0000 104013	BALANCE	-407,796.92			
2320	23203004	BRACKETT PLAYGROUN	2320-3-300-300-2025-000000-3.5 -00-584004	BRACKETT PLAYGROUND	25,179.06	.00

				FUND TOTAL	25,179.06	
CASH ACCOUNT	0000 104013	BALANCE	-407,796.92			

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WARRANT: 25094 10/22/2024

FUND ORG	ACCOUNT	AMOUNT	AVLB BUDGET	
4022 43002207	BISHOP ENVELOPE RE 4022-3-300-300-2022-220043-0000-58-582003	BUILDING RENOVATIONS	370.00	1,084.07

		FUND TOTAL	370.00	
CASH ACCOUNT	0000 104013	BALANCE	-407,796.92	

4023	43002303	ALL SCHOOLS-CEILIN	4023-3-300-300-2023-230034-0000-58-582027	INTERIOR REPAIRS	1,721.37	.00

				FUND TOTAL	1,721.37	
CASH ACCOUNT	0000 104013	BALANCE	-407,796.92			
4024	43002403	SCHOOLS - PHOTOCOP	4024-3-300-300-2024-240042-0000-58-524027	PHOTOCOPIER LEASE	9,531.75	.00
4024	43002404	SCHOOLS - SECURITY	4024-3-300-300-2024-240043-0000-58-582011	SECURITY UPDATES	473.90	.00
4024	43002406	FACILITIES VEHICLE	4024-3-300-300-2024-240046-0000-58-587001	VEHICLES	50,000.00	.00

				FUND TOTAL	60,005.65	
CASH ACCOUNT	0000 104013	BALANCE	-407,796.92			
5020	53002001	PLAYGROUND UPDATES	5020-3-300-300-2020-200061-0000-58-584004	PLAYGROUND IMPROVEMENT	7,937.26	.00

				FUND TOTAL	7,937.26	
CASH ACCOUNT	0000 104013	BALANCE	-407,796.92			
5023	53002302	BRACKET PLAYGROUND	5023-3-300-300-2023-230046-0000-58-584004	PLAYGROUND IMPROVEMENT	4,218.75	610.98

				FUND TOTAL	4,218.75	
CASH ACCOUNT	0000 104013	BALANCE	-407,796.92			
5025	53002512	BRACKETT SCHOOL PL	5025-3-300-300-2025-250055-0000-58-584004	PLAYGROUND IMPROVEMENT	125,533.68	.00

				FUND TOTAL	125,533.68	
CASH ACCOUNT	0000 104013	BALANCE	-407,796.92			
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WARRANT SUMMARY TOTAL					1,117,491.35	
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GRAND TOTAL					1,117,491.35	
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** END OF REPORT - Generated by Rita Addorisio **

**Arlington School Committee DRAFT Meeting Minutes
October 10, 2024**

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

6:33 p.m. Open Meeting (P. Schlichtman)

P. Schlichtman, Chair of the Arlington School Committee, called the meeting to order at 6:32 p.m.

In attendance: J. Morgan-remote, L. Gitelson, J. Thielman, K. Allison-Ampe, L. Kardon, L. Exton-remote, Superintendent-E. Homan, Assistant Superintendent of Finance and Operations-F. Gorski, Director of Human Resources-R. Spiegel, Assistant Superintendent of Student Services-A. Elmer, AEA Representative-J. Keyes.

6:33 p.m. Land Acknowledgement (P. Schlichtman)

The Chair read the Land Acknowledgement, Policy BEDL.

6:33 p.m. AHS Student Representative (P. Schlichtman)

The AHS student representatives will begin at our next meeting, October 24, 2024.

6:34 p.m. AEA Representative (J. Keyes)

J. Keyes represented the AEA at the meeting this evening.

6:34 p.m. Public Comment: (P. Schlichtman)

Public comment speakers attending:
Patrycja Vasilyev Missiuro, 18 Cleveland Street;
Dmitry Vasilyev, 18 Cleveland Street;
Jacob Missiuro (Gibbs student), 18 Cleveland Street;
Raisa Karasik, 50 Trowbridge Street
Federico Frascchetti, 223 Highland Avenue

All speakers present were here to discuss their position on bypassing Grade 6 Math.

Dmitry Vasilyev and his wife Patrycja Vasilyev Missiuro, spoke about their boys complaining about the level of academics in Arlington being behind Somerville, especially Math. Their Fifth grade student came home every day in tears about the Math (felt demoralizing). P. Missiuro explained that she also experienced the same issue with Math when she came to the Country so she knows what her sons feel like. The son did not pass the test to bypass Grade 6 although looking at the test, he passed. She believes this is affecting the health of the kids. She feels that the Math Director is empowered to make the decisions but she is not capable of doing so. Jacob Missiuro, son of D. Vasilyev and P. Missiuro, spoke and said that Math is boring. He explained how a teacher would present a problem that he already knew in 4th grade. He says it's a review and if it remains like this, he will have a 180 day review. So far he is in a box that is not high, and he is already out of it, but the school is keeping him in the box and is sitting on it. He is trying to push out, but they say "nope, you stay in there." The real math is boring, he is not challenged at all. "I know this, I'll solve it," and it's already completed by Monday and it's not due to Friday. It is recommended that Jacob take iExcel. If he is a plant on a farm, and the farm is a school, he is being watered well, but with Math, it's like having a drop every month. One hydrogen molecule and one oxygen molecule every year. I'm not learning anything. It's like nothing to me.

Raisa Karasik spoke about her daughter in 6th grade who had the same problem in the past with math education. This happened to her daughter in 3rd grade. The teacher said she can give the challenging math for her daughter but it would need to be based on the curriculum of 3rd grade. In 4th grade, she was told she is two years ahead in math. They got the same answer, limitations she could only do 4th grade curriculum. 5th grade got a bit better, and told her to bring her daughter to take the math bypass test and then was told she didn't pass. Devastated the daughter. English, there were different levels, and she expected the same in math. She was told she has the skills but not the knowledge to go ahead.

Federico Frascchetti spoke regarding the math bypass test as well. He has been very involved in math. Daughter found that her previous school work in Arizona was ahead of what she was learning here. She was homeschooled for some grades. F. Frascchetti's presentation in Novus included an example of one of the 6th grade problems that he feels his young son could do. Some of the questions are imposter. Kids who don't do their due diligence are accommodated, kids that do their work are forced to go on their own.

There were no more public speakers.

6:59 p.m. Diversity and Hiring Report (R. Spiegel)

R. Spiegel thanked K. Piggot and M. Coleman for their help in creating this report. R. Spiegel opened his presentation with the APS Vision and Mission statements.

Strategic Priority 2 - Valuing All Staff was read by R Spiegel, followed by a slide showing an all-employee demographic. In our onboarding forms now, all staff must affirmatively answer and not leave the answer blank.

A slide showing new hire demographics was shared next, followed by the demographics of the AEA Unit A Educators. DEMOGRAPHIC NUMBERS: An ethnicity overview of Arlington Students and the AEA Unit A, Unit D and AAA staff was presented with some units with a bit more representation in diverse backgrounds. The goal is to increase that representation. Various graphs were offered showing the student/teacher ratios in various demographics and the AAA, CO/Admin and Students. Staff onboarding and retention was reviewed. 61 new educators in Unit A - 59 FTEs. The reasons for the new hires were explained. Last year, 10 additional staff started as well.

Administrators, AEA Unit D, AEA Unit C and other hires. R. Spiegel broke down the numbers of staff who were hired and for which vacancies and noted that we are trying to be more intentional in welcoming staff and we are working to improve our mentoring programs (administrator mentors), establishing clear hiring protocols and working on the website. Human Resources works closely with Dr. Credle-Thomas, DEIBJ Most common primary reasons for resignations, but not the only reasons, were presented with a 40% response of professional moves within education. A little higher this year is that individuals are leaving education; this can't be true for just Arlington.

Panorama Data in the spring was reviewed showing a slight increase year to year, with grades 6-12 a little flatter. Current vacancies were presented, with paraprofessionals in better shape now than last year.

Working Groups in 2023-2024 focused on staffing and retention and professional development. It was found that staff prefer to work close to where they live, value the connections they have with their colleagues and want opportunities for growth.

Next Steps suggested include: Promoting pathways that already exist for students and paraprofessionals to become teachers, better advertise and promote the benefits educators have in Arlington, beyond salary, finding more ways to create connections and a sense of belonging among staff, create better onboarding experiences for new staff in the school, working with DEIBJ Task Force to promote diversity, equity, inclusion, access, and belonging across APS, participation in DESE Teacher Diversification PLC, MPDE, and Superintendent's Leadership Conference through DESE and William James College.

L. Kardon asked that R. Spiegel send the Committee the openings so they can be placed on Facebook. J. Keyes noted that she has posted it on different platforms. Dr. Allison-Ampe asked how they are promoting benefits. She thinks we are unique with the mentorship and it would be good to get that information out there. Dr. Homan also mentioned the new Com Specialist is in the Human Resources office so it's easy to be intentional about getting the word out. There has been an effort for targeted information about this. Dr. Credle Thomas is leading an MTEL prep course for educators interested in getting a license and it has been very well received. We are making sure everyone has a schedule for their first day. R. Spiegel thanked the Committee,

AEA, other bargaining units in town and the residents for giving us the funds to hire at the increased rates.

7:21 p.m. Fall 2023 Outcomes Report (E.Homan for M. Ford Walker and M. Coleman)

Dr. Homan presented for the Deputy Superintendent/M.Coleman.. Dr. Homan shared the 2024-2025 Outcomes Report using data available which is different from the past.

Dr. Homan spoke about focal groups and the words of Adrienne Marie Brown. Shifting patterns that are causing harm. Make sure there is enough care and love in the System so that we can make it better. She began with an accountability and contextual overview which included a review of the APS Focal Groups and Accountability Data for Districts and Schools and what information is included in each report. The district target percentage was reflected for Arlington which is meeting or exceeding targets. Accountability information for each school in the district was broken down with only Peirce and Thompson showing the need for assistance or intervention due to low participation rates

The superintendent reviewed the continued focus on Literacy and ELA K-2 showing achievement vs. state, for grades 3-5, 6-8 and grade 10, with a breakdown by students on IEPs, low income and race/ethnicity She reported stable responses to the questions about rigorous expectations for grades 6-12 and a 4% increase in responses from high school ELA classes.

The takeaways and next steps included continuing EL education implementation in elementary, establishing opportunities for Grade 6-8 teachers to learn about shifts in K-5 curriculum, develop shared but developmentally appropriate and adapted strategies for vertical alignment, and build on skills learned in elementary and to continue to monitor High school ELA Growth and Achievement trends, share lessons learned from HGI pilot, assess opportunities for increasing access to rigorous coursework for focal groups and as students move into upper grades

The superintendent reported on the Math and Science Focal Groups next which included achievement vs. state, for grades 3-5, 6-8 and grade 10, with a breakdown by students on IEPs, low income and race/ethnicity We have not improved Grades 6-8 Math overall; achievement overall is basically flat. Grade 8 Science overall - meeting/exceeding expectations per comparison data.

Focal groups with students with IEPs 6-8 Math, show decline. This gap could get larger; we need to pay attention to it. Focal Groups ML 6-8 saw a significant decline in the past but has turned back up. Race/Ethnicity 6-8 Math Focal Group - shows a significant achievement gap, but it has improved, but worth taking a look at it. Students with IEPs in Science show an improvement. Focal Groups ML G8 science are relatively stable, but improved significantly compared to other districts. J. Keyes commented that many of the new students don't have to take the English test and they have to take content English so this graph doesn't surprise her. Grade 10 Math overall seeing some of the same trends, somewhat flat or some slight decreases in Math. L. Kardon asked if the State is always stable, and the Superintendent answered yes,

but we are declining. Achievement is stable, growth has declined. Science is showing positive results in Grade 9 Science overall. Students with IEPs in 10th grade math shows we have a significant gap and it's happening in other places so we show an improvement. Low income grade math 10, hovering around 50%; we want a higher rate.

Takeaway and next steps include:

- Expanding inclusive intervention techniques across all schools, defining an approach to elementary MTSS in mathematics, and expanding opportunities for STEM/STEAM engagement at elementary level,
- Researching schedule and inclusion structures that will enable access for all students to rigorous coursework and well-balanced classroom demographics and exploring options that expand academic electives for upper-middle school and high school for the Middle School level, and
- Disaggregate course enrollment by focal group to understand trends. Discuss ways to expand upon and make even more equitable past successes in increasing accessibility to upper-level coursework in science and mathematics. Build on emerging strength and stability in interdisciplinary courses and the science at the high school level.

The Superintendent next reported on the Student Experience: Belonging, High Expectations, Attendance, and Advanced Coursework. Sense of Belonging Overall: Gr. 3-5 show a slight decrease, Teacher/Student Relationships: Gr. 3-5, show a 3% Improvement on Spring Survey, Rigorous Expectations: Gr. 3-5 are at 78%, Sense of Belonging Overall: Gr. 6-12 at 49%, Rigorous Expectations: Gr. 6-12 at 72%. The AP trend data and breakdown (advanced course completion rate by subject) was shared as well. Student attendance per focal group was presented following by Takeaways & Next Steps which included:

- Maintain focus on rigorous academics and challenge, continue expanding extracurricular options for students, monitor sense of belonging. Develop data-informed adult cultures while rolling out EL curriculum and embedding more opportunities for belonging and engagement.
- Examine access barriers for focal groups to advanced coursework at AHS, and resources required to expand access. Begin designing opportunities for exploration of specialized topics at middle level.
- Develop positive, collaborative, multi-tiered and partnership-based messaging and approaches to continually improving school attendance. Integrate data-monitoring into current practice to identify attendance challenges and intervene early. Implement staff attendance incentive and monitoring to model progress in this area for all learners.

The APS next steps and goals for 2024-2025 were presented as follows:

2024-25 SC Approved Goals: APS will improve the experiential outcomes (as measured by climate and culture surveys) and academic outcomes (as measured by MCAS achievement and growth) of students in focal groups through a focus on major instructional priorities, implementation of curriculum and practices aligned with deeper learning, by:

- Introducing a working definition of High Quality Instruction anchored in Deeper Learning for APS, and disseminated to students, families, and staff.
- Providing professional learning to support high-level implementation of the new ELA curriculum (elementary) and deeper learning in practice (secondary).
- Conducting planning about the future of leveling practices at the secondary level, starting with middle school mathematics and 9th grade core content areas.

Immediate Next Steps include:

- EL expansion at K-5 for elementary literacy.
- Implementation of AEA-A CBAs, bargaining with AEA-D, AEA-C, and AAA.
- Working Groups centered on strategic initiatives and tasks central to implementation of the strategic plan: Deeper Learning and MTSS, DEIBJ Community Task Force, Chronic Absenteeism, APS Professional Development Committee, and Inclusive Learning Spaces.
- Coordinated and Data-Informed School Improvement Plans.
- Continued focus on Deeper Learning and Academic Rigor in Professional Learning, and through empowerment of educators to grow professionally as learners themselves.
- Expanded and resourced partnerships with families and Town departments (ELPAC, SEPAC, Task Forces, and Engagement Opportunities).
- Reviewing practices and procedures to ensure equity and access.

L. Kardon thinks the data on leveling is more obscure than what is being shown. He refers to the MCAS scores and the gaps and says there has not been improvement. J. Thielman asked about the numbers on attendance for multilingual learners – is that the right number and how many multilingual learners does APS have? Dr. Homan responded that we have about 200. J. Thielman asked how many multilingual learners (MLL) we have in grade 8; believes this has an impact on grade 8 scores. J. Thielman noted that if we go to the 10th grade experience at AHS growth scores and ELA put us at a rank toward the bottom of the State; that’s not insignificant. Would like to know where that is ranked in the priorities of the District and what the process of this reflection looks like. We need to have an in depth conversation with Dr. Ford Walker, the ELA Director and teachers because it is suggesting that the growth of these students has declined. One of the things we don’t quite know yet, is what it’s going to look like over time, considering where these groups were during the pandemic. More comparisons with other districts is worth looking into. Is it possible to isolate the results by different teachers to see if there are ways teachers can share knowledge on what works/doesn’t work. Dr. Allison-Ampe said one chart shows MLL and the other says ML and former; Dr. Homan reported that ML and former is the larger group. K. Allison-Ampe was also concerned with the grade 10 scores, given all the others are up. K. Allison-Ampe wondered about the summer programs for low-income students which shows to be one of the major contributors over time. K. Allison-Ampe said that DESE has a poster that shows a QR code to why it’s important why you attend school. DESE has released some materials that can help promote.

J. Keyes, AEA representative, commented that if you are sick, stay home and if you are not sick go to school. She was glad to see the improvement with the Town Manager 12 scores. She says her scale average is still 9 out of 13. We are performing far above what we are paid.

Dr. Homan said that we are making sure our summer programming is more accessible

8:40 p.m. Preview of FY26 Budget Process Proposal (F. Gorski)

F. Gorski, Superintendent of Finance and Operations shared a draft proposal/preview of the FY26 Budget Process with dates and action items which will go out to all principals on November 1. This is similar to the reports in the past. A timeline for the development of the budget cycle was presented showing the internal and public activities.

Line item budget numbers, request for budget changes, goals and objectives, position control rosters will be discussed at these meetings. Open Hours will also be available for principals. There were no questions from the Committee.

8:45 p.m. Vote and Approve Cafeteria MOA, July, 2024 (P. Schlichtman)

The Committee met in Executive Discussion on October 10,2024 and are now bringing forward the vote for approval of the Cafeteria MOA, effective July, 2024.

On a **motion** by Dr. Allison-Ampe, **seconded** by J. Thielman, it was **voted** to approve the Memorandum of Agreement between the Arlington School Committee and the American Federation of State, County, and Municipal Employees Council 93, Local 680, AFL-CIO (School Cafeteria Workers) dated July, 2024, and authorize the chair to sign on behalf of the Committee.
Roll Call Vote:

Liz Exton	Absent	Laura Gitelson	Yes
Len Kardon	Yes	Jane Morgan	Yes
Kirsi Allison-Ampe	Yes	Paul Schlichtman	Yes
Jeff Thielman	Yes	(6-0-0)	

It was a unanimous vote in the affirmative.

8:50 p.m. Superintendent's Update (E. Homan)

Dr. Homan provided the following updates.

Dr. Homan reported that the LGBTQIA held their back to school gathering on September 28 and shared some photos of the event. Dr. Homan has just returned from a very quick trip to our sister city in Japan where they visited with the mayor, fire chief, three different schools, discussed and planned for future sustainability of student programming and cultural exchange. Dr. Homan will be attending The Deeper Learning Dozen in Farmington, CT next week. The 2024-2025 is a YRBS Survey Year and Middlesex colleagues will collaborate on this again (7th-12th graders) to obtain comparison data with the Middlesex League. P. Schlichtman said it was a very intense trip to Japan.

Working Groups messaging will be going out soon; need to finalize. There are five working groups this year. All Working Groups will be led/overseen by a cabinet member, and be provided with explicit tasks for the school year linked to the 2024-2025 goals.

The administrative hiring search included the search for an interim Assistant Principal at AHS (sabbatical by Mr. McCarthy), the Assistant Principal at OMS and the Director of Finance position which is in the final interview process. Hoping for an announcement soon.

Dr. Homan referred Members to Novus for enrollments.

No questions from the Committee. P. Schlichtman mentioned that we increased the salary to hire new workers in Food Services and asked R. Spiegel where we are in that regard. R. Spiegel will look into this.

8:55 p.m. Consent Agenda (P. Schlichtman)

Warrant #25078, 10-08-2024, \$1,004,205.02
 School Committee DRAFT Meeting Minutes - September 26, 2024

On a **motion** by L. Gitelson, **seconded** by J. Thielman, it was **voted** to approve the Consent Agenda. Roll Call Vote:

Liz Exton	Absent	Laura Gitelson	Yes
Len Kardon	Yes	Jane Morgan	Yes
Kirsi Allison-Ampe	Yes	Paul Schlichtman	Yes
Jeff Thielman	Yes	(6-0-0)	

It was a unanimous vote in the affirmative.

9:00 p.m. Subcommittee/Liaison Reports/Announcements (P. Schlichtman)

- **Budget - K. Allison Ampe, Chair** - Met this afternoon, discussed FY24, going to outsource the end-of-year report, FY25 - F. Gorski working on a new process. FY26 -

heard what we talked about and we discussed rental fees. F. Gorski is looking at the costs for these. Nov. 13 next meeting

- **Community Relations - L. Exton, Chair** - No report.
- **Curriculum, Instruction, Assessment & Accountability - J. Morgan, Chair** -We will have a report at the next meeting. J. Thielman asked if there will be a discussion on the math issue. J. Morgan responded that history and secondary level class sizes and then middle school math halfway, but not necessarily what we heard in public comment tonight. We can provide an update on what that is going to look like at that November meeting when we are back in two weeks.

Facilities - J. Thielman, Chair - They are discussing scheduling a meeting.

- **Policy & Procedures - L. Kardon, Chair** - Still working on scheduling.
- **Arlington High School Building Committee - J. Thielman, Chair** - Moving along. Phase 3 should be done in February. Committee meeting in Nov/Dec to look at items we have not spent yet to look at AV and furniture and what may be added back to consider a draft form in November with final votes in December. Moving party during February vacation.
- **Liaison Reports** - None.
- **Announcements** - None.
- **Future Agenda Items** - None.

On a **motion** by J. Thielman, **seconded** by Dr. Allison-Ampe, it was **voted** to adjourn the meeting. Roll Call Vote:

Liz Exton	Absent	Laura Gitelson	Yes
Len Kardon	Yes	Jane Morgan	Yes
Kirsi Allison-Ampe	Yes	Paul Schlichtman	Yes
Jeff Thielman	Yes	(6-0-0)	

It was a unanimous vote in the affirmative.

9:08 p.m. Adjournment (P. Schlichtman)

Respectfully submitted,

Elizabeth M. Diggins
Administrative Assistant to the Arlington School Committee



Town of Arlington, Massachusetts

8:10 p.m. Subcommittee/Liaison Reports/Announcements (P. Schlichtman)

Summary:

- Budget – K. Allison-Ampe, Chair
 - Community Relations – L. Exton, Chair
 - Curriculum, Instruction, Assessment & Accountability – J. Morgan, Chair
 - Facilities – J. Thielman, Chair
 - Policy & Procedures – L. Kardon, Chair
 - Arlington High School Building Committee, J. Thielman, Chair
-
- Liaison Reports
 - Announcements
 - Future Agenda Items



Town of Arlington, Massachusetts

8:20 p.m. Executive Session (P. Schlichtman)

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;
- AAA Contract Negotiation Discussion.



Town of Arlington, Massachusetts

8:20 p.m. Adjournment (P. Schlichtman)



Town of Arlington, Massachusetts

Submitted by P. Schlichtman



Town of Arlington, Massachusetts

Correspondence Received (P. Schlichtman)

Summary:

- Email to School Committee from J. DiModica, Seeking Dialogue on Sex ed programming & curriculum, 10-12-2024.
- Email to School Committee from M. Arbaje-Thomas, RE: Milly's Mid-Week METCO Message - 10-16-2024.
- Email to School Committee from R. Smith, RE: 40th MDA Conference, 10-18-2024.
- Email to School Committee from R. Smith, RE: Registration Open for MDA Conference, 10-21-2024.
- Email to School Committee from J. DiModica, RE: your inquiry, 10-22-2024.
- Letter to P. Schlichtman from Martin Luther King Jr. Birthday Observance Committee, 10-24-2024.
- Email to School Committee from M. Arbaje-Thomas, RE: Milly's Mid-Week METCO Message - 10-24-2024.

ATTACHMENTS:

Type	File Name	Description
▢	Correspondence Email_RE_Seeking_Dialogue_on_Sex_ed_programming__curriculum.pdf	Seeking Dialogue on Sex ed programming & curriculum
▢	Correspondence Milly_s_Mid-Week_METCO_Message_-_October_16__2024.pdf	Milly's Mid-Week METCO Message - October 16, 2024
▢	Correspondence Arlington_Public_Schools_Mail_-_40th_MDA_Conference.pdf	40th MDA Conference
▢	Correspondence Arlington_Public_Schools_Mail_-_MDA_Conference.pdf	Arlington Public Schools Mail - MDA Conference
▢	Correspondence Arlington_Public_Schools_Mail_-_Re__your_inquiry_-_John_DiModica.pdf	Arlington Public Schools Mail - Re your inquiry - John DiModica
▢	Correspondence Martin_Luther_King_Birthday_Observance_Fundraiser_Letter.pdf	Martin Luther King Birthday Observance Fundraiser Letter
▢	Correspondence Milly_s_Mid-Week_METCO_Message_-_October_23__2024.pdf	Email to School Committee from M. Arbaje-Thomas, RE:

Milly's Mid-
Week METCO
Message - 10-
24-2024.

Seeking Dialogue on Sex ed programming & curriculum

John DiModica <jdimodica@gmail.com>

Sat, Oct 12, 2024 at 11:04 AM

To: Elizabeth Diggins <ediggins@arlington.k12.ma.us>, superintendent@arlington.k12.ma.us

Please share this with the Supt and all SC members:

Dear Superintendent and Mr./Ms. School Committee Members,

I am writing a long overdue follow-up to a public comment I made at the beginning of your SC meeting on 9/12. I am seeking dialogue with APS leadership, the SC, and community members on this very important topic.

My comment on 9/12 - included below, was meant to be accompanied by the images of materials taken directly from the programming and curricular material that is and has been used in "teaching" the sex ed and human growth & development curriculum. I believe the entire APS & parent community deserves a chance to see these materials and to carefully consider if they are all appropriate, balanced, or even factual.

As noted immediately after my written statement was read, I added that I believe the SC and Supt., should engage a community dialogue on these matters and to do so in a way that invites, not suppresses viewpoint diversity on this topic. The one-hour "I talk, you listen" session that Kim Visco put on for a couple of dozen families earlier this year is NOT what I'm speaking of nor seeking. We, the parents of this community ought to have a real dialogue on this topic and try to reach consensus (not majority rule, minority suffer) regarding the materials and curriculum that should be practiced in this area.

There are a lot of very deserving viewpoints, backed by voluminous peer reviewed study and professional information, including at the National and International level that lays out a POV that is counter to that espoused by the approach and materials utilized by APS in its sex ed/growth ed curriculum and materials. Those viewpoints deserve a seat at the table when deciding what information and programming is appropriate for the children of Arlington. At the very least, viewpoints and facts that counter what is being taught across APS ought to be welcome and also presented concurrently with the otherwise, extraordinarily one-sided viewpoint espoused by APS, namely, the belief and complete embrace of "gender ideology" - a rather new and much critiqued POV that many of us believe - ...and have evidence supported by professional publications, etc. - that teaching such "ideology" as "fact" results in hurting, not helping children. ...and the consequences are enormous and life altering.

I would like you to respond to this note by providing me (potentially joined by a few other concerned parents) an opportunity for discussion on this topic with the Supt. &

members of the SC. Ideally, this discussion would lead to a broader community-wide dialogue on this topic.

I look forward to hearing from you and engaging in a serious discussion on this topic.

Thank you,
-John

JD Comment @ SC Meeting 9/12/24:

I'm here to make our community aware of the materials that APS is utilizing in the Sexual health Curriculum across grades 4-9. We parents quietly believe that the APS is working on all fronts to create opportunities for academic excellence in order that our children are afforded every opportunity for an excellent k-12 education and graduate well prepared to take on the challenges of our collective future.

Any casual examination of the evidence playing out across the APS should give parents many reasons to feel this to be an empty claim. Worse perhaps, the APS is spending great effort deflecting educational programming in lieu of unnecessary, untruthful, and wildly misdirected programming with little remorse or mid-course correction when all the results vectors demonstrate the devastating impact this has for our children, their education and their mental and physical health – especially those that jump on the bandwagon of the 5,00% increase in transgender ideation by teenagers nationwide.

This is happening whilst administrators across APS are burying their heads in the sand and demonstrating a complete lack of critical thinking - that maybe, just maybe - this is partially addled by programming such as the Sexual Health Curriculum.

I'd like to share just a few slides that demonstrate what is being taught in this Curriculum. The APS makes claims that this information presented is both medically accurate and age appropriate. It is, in fact – Neither.

...and here's a snippet from a video series that is also used as a teaching material.

-END-

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<><><><><><><><>
John DiModica
jdimodica@gmail.com
<><><><><><><><>

Milly's Mid-Week METCO Message - October 16, 2024

Milly Arbaje-Thomas <metco@metcohq.ccsend.com>
Reply-To: metcohq@metcoinc.org
To: ediggins@arlington.k12.ma.us

Thu, Oct 17, 2024 at 1:52 PM



Milly's Mid-Week METCO Message

October 16, 2024

METCO Chimes in on Important Topics: Housing Mobility & Literacy



Milly recently spoke at a Practitioner Gathering organized by Mobility Works for a panel titled “Making Well-Resourced Communities and Institutions More Welcoming.” This gathering was part of the housing mobility movement across the U.S. to support Section 8 voucher holders with moving into more well-resourced school districts and communities. The panel discussed cultivating advocates to support costs of mobility, creating social networks for new families, and analyzing how whiteness impacts diversifying communities. As a result of this panel, HQ is meeting with the Boston Housing Authority (BHA), who received a \$5M HUD grant in support of this movement and work. The goal is to find ways BHA can work with METCO on how to support Section 8 families as they make these transitions from urban to suburban life.



Reading High School hosted a panel on the film “The Right to Read” which uncovers the low literacy rate across the U.S. and in our state. Panelists included Milly, along with **Katherine Tarca, DESE Director of Literacy and Humanities**, and **Mike Moriarty, BESE Board member**. Milly and her fellow panelists discussed remedies to implement that would increase literacy; training teachers; adopting effective evidence-based curricula; legislative and funding supports; and engaging parents in the process. The Mass Dept. of Literacy received a \$20M grant from Fair Share Amendment revenue for its initiatives called [Literacy Launch](#), a transformative plan to improve early literacy education in Massachusetts. There was also an exciting conversation about the possibility of a partnership involving METCO running some of its own literacy programming. A special thank you goes out to **Tom Wise, Reading School Committee chair**, for putting this event together.

METCO Funding Featured in NBC Boston Segment



Milly recently spoke with NBC Boston reporter Glenn Jones about the importance of funding METCO at the levels needed to fully accomplish our mission. Jones' report focused on how the majority of schools in Massachusetts are segregated. According to the recently released [Racial Imbalance Advisory Council \(RIAC\) report](#), as many as 63% of schools in the state remain segregated, despite the passage of the Racial Imbalance Act in 1965. Milly spoke about how METCO should be included in state funding allocations mandated for education and transportation via the Fair Share Amendment revenue. She also shared how new and existing districts want to expand and that expansion can only be made possible if the state allocates a fraction of a percent of the Fair Share Amendment revenue surplus. Jones also interviewed **Dr. Raul Fernandez**, former RIAC Chair and lead author of the report. Watch the news segment in full at the video above or [here on YouTube](#).

Lexington Family Friends Gathers for a Night at the Zoo



Lexington METCO Family Friends gathered families from Lexington and Boston for an illuminating night of Boston Lights at the Franklin Park Zoo. The event hosted 130 people, including parents, students, teachers, and staff from the Lexington and Boston communities. The Zoo Lights event kicked off Lexington's reimagined Family Friends Program Group by coming together as one community to marvel at one of Boston's beloved events during the fall. The Friends Family group has three additional group activities planned, including one school based playdate for elementary students.

Send METCO HQ Your Stories for the Newsletter!



Do you want to see your district and students highlighted in the MMMM weekly newsletter? METCO HQ features a variety of stories happening across our districts, from Friends and Family events and field trip recaps, to scholarship award announcements and other student achievements. METCO Directors and other METCO leadership are welcome to submit as many stories as they like, so long as they are METCO-related.

To submit your story for inclusion, [please complete this short Newsletter Item Submission Form](#) for each story you'd like to submit. Clear, well-lit photos are a must for inclusion and can be emailed as attachments to **both Jesus Roxas and Keiko Zoll** at jroxas@metcoinc.org and kzoll@metcoinc.org, respectively. If you have questions, please reach out to Jesus.

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40th MDA Conference

2 messages

Richelle Smith <rismith@arlington.k12.ma.us>
To: Richelle Smith <rismith@arlington.k12.ma.us>
Bcc: all-admin@arlington.k12.ma.us

Fri, Oct 18, 2024 at 7:03 AM

Good afternoon Respective APS Colleagues/Admin,

*Please share with your teams and school based staff.

The annual METCO Directors Association (MDA) Conference registration is now open!!! The MDA Conference will be held on **Thursday, December 5th** and **Friday, December 6, 2024**. Educators can choose which day works best for them. If you or a respective team member is interested click on the link [here](#) - Adult Conference [Registration Link](#). Registration fills up quickly so please be sure to register as soon as possible.

Once you register please be sure to let me know, I am keeping track of APS attendance. In order to register you will need to put in a PO (purchase order) number. Please feel free to share this email. We hope to have administrators, directors, leaders, teachers, support staff, ALL STAFF join us on that day.

Best Regards,
Richelle



METCO DIRECTORS' ASSOCIATION

EDUCATORS CONFERENCE

MDA 40TH ANNIVERSARY

Still Worth The Ride

METCO in Retrospect: The State of Educational Outcomes for Black and Brown Students

NOW CHOOSE FROM TWO DATES:

THURSDAY, DECEMBER 5, 2024

FRIDAY, DECEMBER 6, 2024

Four Points Sheraton, Norwood

KEYNOTE SPEAKER
Dr. Kalise Wornum

REGISTRATION OPENS WED., OCTOBER 16
metcodirectors.com/educators-conference

Richelle K. Smith (she series)
Arlington Public Schools
METCO Director

MDA Conference

Richelle Smith <rsmith@arlington.k12.ma.us>
Bcc: all-admin@arlington.k12.ma.us

Mon, Oct 21, 2024 at 2:15 PM

Good afternoon Respective APS Colleagues/Admin,

*Please share with your teams and school based staff.

The annual METCO Directors Association (MDA) Conference registration is now open!!! The MDA Conference will be held on **Thursday, December 5th** and **Friday, December 6, 2024**. Educators can choose which day works best for them. If you or a respective team member is interested click on the link [here](#) - Adult Conference [Registration Link](#). Registration fills up quickly so please be sure to register as soon as possible.

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Best Regards,
Richelle



METCO DIRECTORS' ASSOCIATION

EDUCATORS CONFERENCE

MDA 40TH ANNIVERSARY

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Four Points Sheraton, Norwood

REGISTRATION OPENS WED., OCTOBER 16
metcodirectors.com/educators-conference

KEYNOTE SPEAKER
Dr. Kalise Wornum

The poster features a central image of a man in a suit pointing at a whiteboard in a classroom setting, with a woman in the foreground smiling. The background is a mix of red, black, and white.

Richelle K. Smith (she series)
Arlington Public Schools
METCO Director
(781) 316-3566 (office)

(781) 402-4673 (cell)
Arlington METCO Program

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.

--

You received this message because you are subscribed to the Google Groups "All-Admin" group.
To unsubscribe from this group and stop receiving emails from it, send an email to all-admin+unsubscribe@arlington.k12.ma.us.
To view this discussion on the web visit <https://groups.google.com/a/arlington.k12.ma.us/d/msgid/all-admin/CA%2BV%3DrRr-%2BBguBT%2BMYCMZMiVfo5-D7Xzcy147%3DxFo%2BFEGvhs-9A%40mail.gmail.com>.
For more options, visit <https://groups.google.com/a/arlington.k12.ma.us/d/optout>.

Re: your inquiry

John DiModica <jddimo@gmail.com>

Tue, Oct 22, 2024 at 9:15 AM

To: Liz Homan <ehoman@arlington.k12.ma.us>

Cc: Weslie Etienne Pierre <wpierre@arlington.k12.ma.us>, Elizabeth Diggins <ediggins@arlington.k12.ma.us>, Mona Ford Walker <mfordwalker@arlington.k12.ma.us>, Jane Morgan <jmorgan@arlington.k12.ma.us>, kvisco@arlington.k12.ma.us

Hello Supt. Homan,
Ms. Diggins - please forward to the School Committee-

Thanks for your email. I would like to request that the APS engage in a detailed dialogue regarding this topic. Due to the extraordinary interest of the wider parent community and the profound impact this pedagogy has on our community's children, a more detailed level of parent engagement, including a much wider and more thorough consideration of this topic (beyond only the sex ed/growth ed curriculum) is both warranted and worthy of immediate attention. I would appreciate your full consideration of such a dialogue of sufficient depth and detail as to include the best available information from across the spectrum of information available on this topic.

The fact that dozens of parents showed up for Ms. Visco's presentation on this topic last month is evidence of the interest in this topic; the potentially life-altering consequences of the programming in question upon at least a portion of APS students should be a siren call for attention, not further delay of such engagement. I believe this dialogue ought to include APS leadership or their staff-level designees, members of the SC (if/as available), and members of your teaching staff who is engaged with the issues related to the health, sexuality, and gender ideology programming of the APS - from CIAA to Ms. Visco to others as it touches virtually all elements of APS activities, programming, curriculum and teaching. I believe the entire community will benefit from an **open dialogue of sufficient depth** on this topic that invites the most well-informed (not synonymous with most opinionated) among our community members and peers and delves into this topic at sufficient detail to fully understand its results and consequences.

This topic matter is extraordinarily ripe for dialogue that includes and welcomes all parents along with APS administrators, teachers (including those teachers who may not agree with the current approach but who are cowed into silence, as their livelihood depends on it - yes, they exist!) and SC members. I firmly believe (as do a vast and growing network of medical, mental health and teaching professionals across the country and the world) that what is being taught at APS regarding the sex ed curriculum and specifically, gender ideology is delivered in an overly simplistic and one-dimensional manner in its embrace of only what is seen as good/positive/affirming to children and not at all even bringing to light any of the alarming, disturbing, and potentially life-altering results of such practices.

There are **innumerable and well-documented examples that demonstrate that such practices can cause irrevocable physical and mental health injury** (including lifelong sterility and shortened lifespan!) and catastrophic mental health outcomes for children that follow as a latter stage results that spring from a belief in gender ideology. Simply read the UK's landmark report, [The Cass Review](#), or the alarming [WPATH Files](#) or any of a huge range of information including vast caches of peer-reviewed scientific literature to better understand the results of these practices and beliefs. ...and yes, the medicalization of trans-identifying children IS DIRECTLY RELATED to both the development of the belief in gender ideology (a theory, a belief system, not unlike a religion) by children and the **proven bio-psycho-social relationship between social transition** of "trans" children (names & pronouns) as an active (not passive!) psychological intervention in the lives of young people and later medicalization of these otherwise healthy young people and the litany of catastrophic mental and physical results of such treatments. So, to say that the latter (medicalization) is beyond the scope of what begins with the teaching practices of APS would be a de-facto half-truth or far more grievous denial of consequence. These things are INEXTRICABLY linked.

Simply offering the ONE-SIDED viewpoint that APS presents to **vulnerable and impressionable children who believe what the adults in their lives say** (i.e., that gender ideology is all about respect, sunshine, rainbows and only positive outcomes) without presenting ANY of the deleterious outcomes - such as proven WORSE mental health and incredible damages to physical health and even death, is an untenable abdication of duty - and frankly, to many of us, is much worse than that! All this, while concurrently offering an under-informed opt-out opportunity for any parents (who may be among the very few truly well-informed parents who are both knowledgeable enough about this topic and bold enough to be socially shunned by their peers for daring to recognize the truth and the well-documented facts on this issue) is NOT ADEQUATE to the level of information, curriculum and teaching that parents across our district DESERVE.

In light of this, I think it is of paramount importance that the district ENGAGE in an open, honest, well-advertised, and open to all POVs (nobody, and no source of information gets shouted down!) DIALOGUE and in-depth analysis on this incredibly important issue. The parents of the district deserve an inclusive, multi-party stakeholder based dialogue on this issue - not a one-way, talking heads one-hour program (like the overview for parents that Ms. Visco presented earlier this year). This should probably be a multi-part, many hours long SERIES of meetings held by a committee, commission, or working group open to information discovery, evaluation of the most well-informed material and information published on this topic (ranging from [Diane Ehrensaft](#) to [Kenneth Zucker](#) - both considered senior high-level professionals who occupy roughly opposite ends of the spectrum on this issue) and that is fully open and transparent to the entire Arlington community.

Please let me know when we can discuss this at further length? As you know, from when I met with you and Margaret Credle Thomas approximately 18 months ago about this topic, I am a very level-headed person dedicated to informed dialogue (not culture-

war based opinion), consensus-building and, where necessary, peaceful disagreement. We had a very good and heart-felt conversation back then but it didn't result in any reconsideration of course nor practices by APS. More voices and a more thorough understanding of available information would certainly help the district ground its programming in the best available science (incl. social science) and research available on this topic - and ensure our programs are grounded in the most comprehensive assessment available and are aimed at creating the best results for our community's children. That should be the goal of APS and our community.

On behalf of a lot of parents who've been voluntarily forced into silence about their dissent with current practices, I believe our community deserves a dialogue of more substance and consequence and believe that we can do this collaboratively and collegially. Perhaps we can even develop results that APS can report back to DESE as opposed to simply falling back on the excuse that "there's nothing WE can do; DESE mandates this"?! From what I have learned from MANY other districts across the Commonwealth, this is NOT, in fact, the case - and many such districts choose to not teach gender ideology or anything related to it within their schools - as they have evaluated these issues and determined that the embrace of such a belief system is not in the best interest of children.

Let's collaborate, along with others throughout our community to develop the best, most well-informed, consensus-oriented practices for the district, its families and its children!

Thank you & Regards,
-John DiModica

PS - I'd like to point out that my previous comment was directed to you and the SC, as there was no teacher to whom I could direct it - as there is no individual class to which it is exclusively related; also, I had already opted my children out of the district's sex ed programming - but this issue is not related only to that curriculum, it is far wider than that alone.

On Sat, Oct 12, 2024 at 1:28 PM Liz Homan <ehoman@arlington.k12.ma.us> wrote:

Dear Mr. DiModica,

Thank you for reading out to Director Pierre and for sending your concerns to myself and the school committee. I have forwarded your message to the School Committee and will discuss with the school committee curriculum, instruction, assessment, and accountability (CIAA) subcommittee chair Ms. Morgan (included here) about your concerns and request.

I would like to point out, however, that the school committee has a policy related to this topic [that you can find here](#). This policy requires you to first contact the teacher and school with your concerns before the concern comes to the school committee. I would also like to note that parents have the right to [opt their own child out](#) of health/sex education curriculum when it is contrary to their own views. If you have questions about this process, please contact Ms. Visco directly.

Ms. Visco conducts informational sessions as required by regulation and our policies. They are not venues for discussion of the merits of the curriculum, which has been approved for use by the School Committee. Right now, that

curriculum is not under review or consideration for replacement, and the school district has many curriculum matters to take up this year, but of course we are open to feedback based on students' (and subsequently families') experiences with the curriculum, which we can take into consideration in annual revisions/reviews of lesson plans and which we can use to inform future adoptions. I would recommend reaching out to Ms. Visco directly with specific feedback on the curriculum.

Have a nice weekend,
Liz

--

Elizabeth C. Homan, Ph.D.
Superintendent, Arlington Public Schools
Pronouns: she/her(s)
Phone: 781-316-3501



Arlington Public Schools
Education That Empowers

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Dear Friends and Sponsors,

We are busy preparing for our 37th Annual Martin Luther King, Jr. Birthday Observance to be held again at the Arlington Town Hall at 730 Massachusetts Ave., on the evening of January 20, 2025. Inspired as we are to honor the life and achievements of our civil rights pioneer, our committee also supports progressive initiatives for justice and equity, especially in our public schools.



We are excited to announce that Kellie Carter Jackson will be our keynote speaker this year. Ms. Jackson is an Associate Professor of Africana Studies at Wellesley College, and has written two highly regarded books: Force and Freedom and We Refuse: A Forceful History of Black Resistance, the latter just out in June. She is much in demand on the lecture circuit. We are very grateful to Arlington Community Media, Inc. (ACMi), which will live stream our event and make it available for subsequent viewing on its cable channel.

New this year, we will recognize three tiers of sponsorship and list donors' names accordingly in our program booklet.

Civil Rights Patriots give \$50 - \$199
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Freedom Fighters give \$500 and Up

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Please rise up to support us with a check to the MLK, Jr. Birthday Observance Committee (P.O. Box 320, Arlington, MA 02476) in the return envelope provided, or donate digitally at <https://gofund.me/3c508ceb>, or scan the QR code below. December 15th is the deadline for a listing in the program booklet.

Your donation will allow the MLK Committee to keep funding our college scholarship program, as well as to pay for the speaker, musicians, printing, postage, custodian... so that this beloved celebration can continue to inform, entertain and enhance our citizenry.

We thank you for your generosity and hope to see you on January 20th for an evening of inspiring discourse, rousing music and refreshments.

Sincerely,

Regina Caines, Maggie Carey, Kate Cubeta, Andrew Fischer, Robin Gottlieb,
Roberta Lasky, Liz Lawrence, Pearl Morrison and Neil Osborne
The Martin Luther King, Jr. Birthday Observance Committee

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Milly's Mid-Week METCO Message - October 23, 2024

Milly Arbaje-Thomas <metco@metcohq.ccsend.com>
Reply-To: metcohq@metcoinc.org
To: ediggins@arlington.k12.ma.us

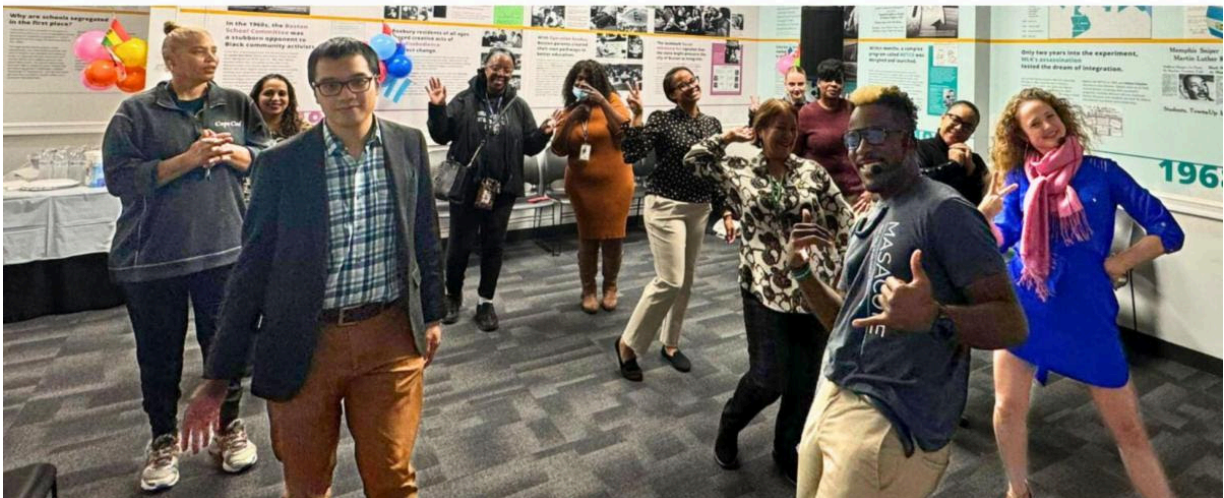
Wed, Oct 23, 2024 at 9:03 PM



Milly's Mid-Week METCO Message

October 23, 2024

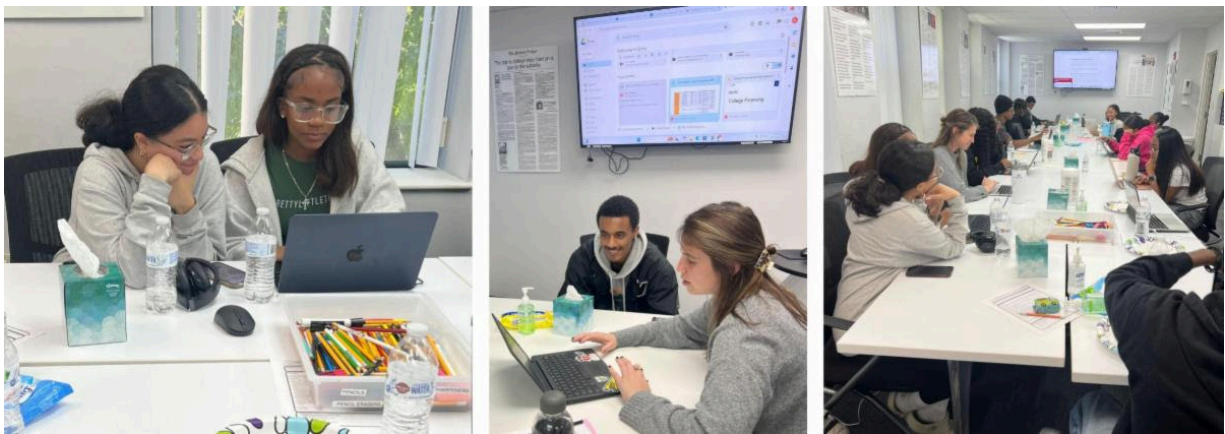
HQ Danced the Night Away for Hispanic Heritage Month



METCO was thrilled to host its inaugural Hispanic Heritage Month Celebración at HQ at the end of the cultural observance month last week. Hispanic Heritage

Month runs from September 15th to October 15th each year; this year, METCO honored the vibrant cultures, traditions, and contributions of our Hispanic and Latino communities with a fun night of Latino dancing and food. Participants ate delicious traditional Dominican food from local restaurant **La Parada**—including tostones (fried plantains) and pastelitos with a variety of fillings (savory stuffed pastries). **Dante's Salsa & Bachata**, a local dance school, taught everyone how to do two traditional Latin dances, salsa and bachata, with a high energy series of lessons that got everyone up and moving. METCO HQ looks forward to honoring and celebrating Hispanic Heritage Month every year!

Seniors “Hack” Their College Applications



Thirteen METCO seniors came to HQ for a Saturday Hackathon to tackle their college applications, with help from METCO partner Livius Prep and METCO HQ College & Career Coordinator Karli Janssen. Coming from nine different districts—**Brookline, Concord/Carlisle, Needham, Newton, Reading, Walpole, Wayland, Wellesley, and Weston**—each senior received one-on-one, personalized support no matter where students were in their individual college application process. Students received assistance and guidance to complete their Common Application, revise and edit their personal and supplemental essays, review their deadlines, complete their FAFSA and CSS financial aid forms, and apply to scholarship opportunities.

Concord METCO Family Friends Celebrate the Fruits of Fall



The Concord METCO Family Friends Program organized a delightful apple picking trip to Honey Pot Hill in Stow. The weather couldn't have been more gorgeous as Concord residents and Boston families—23 adults and 38 students from the Willard, Thoreau, and Alcott schools—gathered for bushels of fun (and tasty) community building in nature. **Concord METCO Elementary Coordinator Solange Benjamin** was grateful to have enthusiastic parents from Concord and Boston volunteer as chaperones for the day.



In addition, Concord METCO students were able to participate in their district's recent Walk, Bike, and Roll to School event due to special transportation arrangements made to ensure they could take part in this nationwide event. The METCO bus dropped off students at the starting point located just a few miles from one of the elementary schools where a majority of METCO students attend. We applaud their district best practice to ensure that METCO students—who wouldn't be able to walk from their homes in Boston—could participate in this community-building activity.

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