

Haverhill School Committee



Meeting Portfolio
02.25.21



Haverhill Public Schools - School Committee
Remote Regular Meeting Agenda of February 25, 2021 @ 7:00 pm

Due to the ongoing COVID-19 Pandemic, Governor Baker issued an Emergency Order temporarily suspending certain provisions of the Open Meeting Law, G.L. c. 30A sec. 20. Public bodies otherwise governed by the OML are temporarily relieved from the requirement that meetings be held in public places, open and physically accessible to the public, so long as measures are taken to ensure public access to the bodies' deliberations "through adequate, alternative means." **This meeting will be available via live streaming over HCTV and WHAV. The full meeting recording will be posted on the HCTV website.**

- 1) Roll Call – Pledge of Allegiance.
- 2) Communications/Reports.
 - A. Public Comment.

In order to register to participate in live public comment during the school committee meeting, **please register here at least 6 hours prior to meeting:**
https://docs.google.com/forms/d/17Z87UgLgzMn_PwkqydLD1C5m3RmsLrLs75WqN9Qe1MU/edit#responses. **A link to the public comment session of the meeting will be emailed to you at the address you supply at least two hours before the meeting.**
 - B. Student Advisory Council – Ms. Gabriela Vargas.
 - C. Superintendent Comments/Reports.
 - HHS Student Leaders Report on Equity and Access Progress.
 - COVID Update ~ Planning for Return to Full In-Person Learning.
 - D. School Committee Reports/Communications.
 - Attorney Rosa: Pear Deck Educational Software Presentation.
 - E. Subcommittee Reports.
- 3) Old Business.
 - A. Attorney Magliocchetti: Vaccine Update.
- 4) New Business.
 - A. Superintendent's Recommendation to approve Warrant Number EV20210226 & EV20210226B in the amount of \$793,694.20 as indicated in the agenda material.
- 5) Items by Consensus.
 - A. Approval of the Remote Meeting Minutes: Remote Regular Meeting of February 11, 2021.
- 6) Executive Session ~ Motion to go into executive session to discuss negotiation strategy with the Haverhill Education Association's ESP and Secretarial Units. The Committee will reconvene in open session to approve any actions taken in executive session.
- 7) Adjournment.

SC 02.25.21 2 C

Diversifying the HPS District Curriculum



Presented by the HHS Student Council

Contents

- I. Introduction
- II. Overview of the changes made by Haverhill High School for the Spring Semester and next year
 - a) Department of Art
 - b) Department of Science
 - c) Department of CTE, Business, and Technology
 - d) Department of English
 - e) Department of History
 - f) Department of World Language
 - g) Department of Mathematics

Introduction

Why We Started this:

As community members and student leaders of Haverhill High School, we want to ensure that students of all backgrounds are represented in the curriculum taught in school. Many populations within our community are left out of the traditional curriculum, including: minorities groups, women, LGBTQ+, etc... Last summer, the Student Council proposed these ideas to the HHS Administration asking if we could get the deans from each department on board with these changes. Each department since then has outlined their changes, and are working to implement them starting this month. These changes are the first round of a two step process, which includes having each department update their outlines in August 2021 for their curriculum plans for the upcoming school year.

Diversity within the curriculum enables students to relate to the material that they learn. Our departments have made changes such as adding authors and characters of color and different backgrounds, lessons on the history of various cultures, and inviting diverse speakers to discuss their own personal experiences with our scholars. Adding diversity to our schools allows students to not only learn more about cultures, but more about themselves and their peers' backgrounds. Without representation, we lose the engagement and interest of our students. Allowing for diversity will open up a world of opportunity for each of our students.

Our Long Term Vision:

We are presenting these changes to you, the School Committee, with the intentions of asking our neighboring schools within our district to make similar changes to the curriculum in each department. We want all scholars in the HPS District to feel heard and seen, and that starts with representation within the classroom.

The Haverhill High School Fine Arts Academy

Cultural Diversity in the Visual and Performing Arts Curriculum

#15

We want to support *African American and Latino students* that *achievement for a historically oppressed STUDENTS* people often happens and has happened in the midst of constraints, setbacks, and detours and because of the extraordinary commitments and beliefs of individuals and families.

We want to model that ...#9 *Excellence requires practice, persistence, and hard work.*

giving them concrete examples of individuals who late in their academic careers began to take school seriously and became achievers, to include individuals who without the benefit of a formal education decided to educate themselves and became writers, poets and intellectual giants.

Please visit our website for more information on how you can learn more about these artists.

<HTTPS://SITES.GOOGLE.COM/HAVERHILL-PS.ORG/ANTI-RACISM/HOME>

Our Core Courses:

9th:

What we cover and when: Basic Foundations of Art Foundations of Theatre, Foundations of Film, Band, and Chorus.

Band

- The Haverhill High School Band performs a diverse range of music including music of the African and Latin American diaspora. The marching band drumline incorporates elements of West Africa, Brazil and the Spanish *bateria* traditions. Emphasis is placed on excellence through dedication and practice. This music is shared with the community through live performance and through social media.

Honors Jazz Band

- The Jazz band performs and represents the music of this rich cultural tradition with pride and honor. Students learn authentic jazz performance practice and musicians from all eras of the genre, along with a grounding in the stylistic and technical elements that make jazz what it is. Jazz band students learn the African and Spanish roots of the music and the social and cultural factors that gave rise to a unique form that= could only have been born in America. The hope is that this will instill a love and appreciation for jazz music along with the peoples that created it, nurtured it and brought it to the world. Jazz music is also a model of American democracy which values the voice of each individual, in service of the collective whole. This class is conducted according to that model and its principles.

Chorus/A Cappella

- The HHS Chorus selects and performs a diverse and culturally-informed repertoire, including numerous foreign languages and secular and spiritual/gospel works by African-American and Latino composers. Through countless hours of hard work, dedication, and practice, HHS Chorus members strive for excellence in both the classroom and in concert. This music is shared with the community through live performance and social media.

Music Exploration

- In Music Exploration, the elements of music and music theory are applied into a wide range of musical activities including singing, guitar, keyboard, and drumming in various ensemble situations. The study of musical elements of melody, harmony, and rhythm employ educational models derived from various world cultures. This includes the use of Indian rhythmic syllables, African polyrhythms, and European harmonic practices. Musical examples are drawn from diverse cultures including African American and Latin American musical forms.

Basic Foundations of Art

- [Art History project on an Artist of Color](#)
- [Slide Show on Elements and Principles of Art](#) by Kate with response questions
- [Slide Show on Elements and Principles of Art](#) by Brita with response questions

Suggestions:

Potential opportunities to further explore learning: Museums etc...

10th: Studio Painting, Studio Drawing

History of Film

History of Rock & Roll

World Drum Ensemble

- World Drum Ensemble explores percussion instruments from diverse world cultures and traditions. Scholars learn hands-on techniques on a wide range of percussion instruments. Students play in an ensemble setting building their skills throughout the school year and bringing the music to the community through public performance live and via social media . Lesson activities address standards in the music curriculum with connections to other core disciplines, including mathematics, language and the social and cultural backgrounds of music from Africa, Latin America, The Caribbean and the Middle East.

Guitar Workshop

- In Guitar Workshop, scholars will develop guitar skills in a wide variety of styles and techniques. The workshop is conducted in an engaging and motivating “dojo” format that works on several levels at once from beginner to master. Scholars practice and play in solo, small group and full ensemble situations. The guitar is the most popular instrument in the world. It is common to all of its cultures and suited to all of its musical forms. Forms addressed in class include African-American blues and Spanish *Bachata* and Flamenco styles.

Keyboard Workshop

- As with the Guitar Workshop, Keyboard workshop facilitates the development of skills in a wide variety of styles and techniques in solo, small group and full ensemble situations. Forms addressed in class include African-American blues and jazz along with Latin-American forms such as the salsa *montuno* and *merengue* styles.

What we cover and when:

Suggestions:

11th :

What we cover and when:

12th: AP ART STUDIO, AP ART HISTORY

AP ART STUDIO [Culturally Inclusive Slide show on Composition](#)

[Jacob Lawrence](#) exhibit (due to covid we couldn't go)

[BASQUIAT'S SOUNDTRACK](#)

AP ART HISTORY

Explores the history of art across the globe from prehistory to the present. Students analyze works of art through observation, discussion, reading, and research.

The Haverhill High School Science Department

Cultural Diversity in the Science Curriculum

Science Curriculum

The science teachers will contribute to a culture of achievement by working on Theresa Perry's indicator # 15:

"A school has a culture of achievement if it regularly and routinely provides students with examples (in the literature they read, in the lectures they hear, in the poems they recite, in aphorism and visuals in the building, in the dramas they perform) of how this journey of achievement has been made by individuals like them. All of the aforementioned is designed to affirm for African American and Latino students that achievement for a historically oppressed people often happens and has happened in the midst of constraints, setbacks, and detours and because of the extraordinary commitments and beliefs of individuals and families. School achievement thus becomes coincident rather than at odds with their ethnic and/or racial identities. This brings into the classroom the rich canonical and vernacular traditions of Black and Brown students. (In some cases, schools with knowledge and expertise have included these changes to quickly change the school engagement and the levels of academic performance of its students. See essay by Kim Parker and practices of the Carter G. Woodson Middle School in Chicago."

Teachers will each create at least 1 vignette or short engaging enrichment lesson that spotlights women, minorities, and others whose stories will inspire scholars. This work is a continuation of

the summer discussions / meetings held to discuss curriculum changes to incorporate scientists and activists of color. The lessons will be used monthly to enhance the culture of achievement. The lessons will consist of a minimum of one per month beginning after the development of the lessons (December).

Lesson Examples:

[Olympia Lepoint](#) (Mary)

Vic Barrett (Val)

Pedro Sanchez (Grace)

Randolph Bromery (Chelsea)

Emmett Chappelle (Ted)

Dr. Manuel Patarroyo (Christina)

Mae Jemison (Kathy)

*Full list of scientists / activists will be completed

In addition to the above mentioned monthly mini lessons, we are working to include projects that highlight global case studies and project options for students.

Anatomy & Physiology

(Guest Speaker Series)

Occupation

Nurse	Upcoming
Virologist	Upcoming
Pathologist Assistant	1/15/21 - Jason Riddick from Stanford Healthcare Medical Center in Palo Alto

A&P: Unit Activities:

Integumentary System	Biology of Skin Color (HHMI)
Skeletal System	Analyzing biological sex and race differences among skeletons

Zooniverse: end of course project used in many Science classes.

Biology:

Unit

DNA	The Story of Henrietta Lacks	
------------	-------------------------------------	--

	The Story of Rosalind Franklin	
Human Body Systems	PBS: Finding Your Roots - Evolution of Skin Color	
Genetics	The Genetics of Skin Color: Desiree's Baby (Vogue Magazine)	
Ecology	Exploring Entomologists Untamed Science - list of diverse scientists	
Evolution	Interview HHMI The Biology of Skin Color *Activity will be planned for 2020-2021	

Environmental Science

The Living World: Ecosystems	HHMI Gorongosa National Park in Africa	
The Living World: Biodiversity	HHMI Tuskless Elephants	
Populations	Age Structure Diagram Lab Total Fertility Rate: the impacts of poverty & education	
Earth Systems & Resources	Kaibab Park Case Study	
Land & Water Use	Ogallala Aquifer Problem Golden Rice Case Study Water for South Sudan How to Save a Planet (podcast)	

Energy Resources & Consumption	The Boy who Harnessed the Wind	
Atmospheric Pollution		
Aquatic & Terrestrial Pollution	The Clean River Project Urban Ecology	
Global Change	A Long Way Home New Balance: Sustainability	

Earth Science

Name Droppers Project	Research/visual project resulting in Gallery Walk/Reflection	Scientists in Earth Science-- including black, scientists of color, indigenous, women
Rock Cycle	Igneous, Metamorphic, Sedimentary rocks development and use	Examine rocks specifically in PR, DR, and Haverhill
Soil Systems	Indigenous Ag Practices-- soil regeneration	Wampanoag
Unit 2 Assessment	Design city natural resource management use	Rubric includes equity, attention to Environmental Justice
Water Cycle	Investigating different water crises and developing awareness campaigns	Ogallala, Flint, California Case Studies
Carbon & Climate	Climate Change	Examine effects of climate change including climate refugees

Physics

APS - Minorities in Physics Profiles	https://www.aps.org/programs/minorities/profiles.cfm	
---	--	--

Biomed/AP Biology/Forensics

<u>This is What a scientist looks like: Epidemiology</u>	Learning about epidemiology through a female scientist's perspective and how it was affected by her culture and religion as well as playing a CDC game on epidemiology	
<u>Human Skin color and Understanding Variation in skin color</u> <u>Understanding skin color</u>	Understanding skin color from a scientific perspective- opens up for class discussion about historical views about skin color	
<u>Culture of Achievement in Science</u>	Great for discussing obstacles in our paths that we must overcome	
<u>OJ Simpson Case Study</u>	How race and celebrity status plays a role in the justice system (also link to <u>Amanda Knox Case</u> - a white woman falsely accuses a black man of being in the apartment at the time of the murder for discussion)	
<u>Eyewitness Lab</u>	Relates case of Ronald Cotton falsely accused of rape by a white woman. Discusses misinformation effect and wrongful convictions includes the Innocence Project. Brings up discussion about accuracy of eyewitness testimony	

The Haverhill High School CTE, Business and Technology Department

Cultural Diversity in the CTE, Business and Technology Curriculum

The CTE, Business and Technology Departments are committed to breaking down barriers by highlighting inspiring individuals in careers that align with the curriculum. Each unit includes a career of the day in which the teacher highlights under represented groups or non traditional gender within a career field. Students are then asked to research an inspiring individual in a field of interest to them and create a slide highlighting the person's achievements.

CAREER OF THE DAY: (Inspiring People in the Field Examples)

1. TOP 25 MINORITY EXECUTIVES IN HEALTHCARE

<https://www.modernhealthcare.com/awards/top-25-minority-executives-healthcare-2018>

<https://online.regiscollege.edu/blog/7-ted-talks-health-care-leaders/>

2. HITEC Video on the first page of

<https://hitecglobal.org/page/About>

HITEC: The Hispanic Information Technology Executive Council

Top 50 Hispanic

<https://hitecglobal.org/page/HITEC-50-2020>

3. [Dr Erika Ebbel Angle \(@DoctorErika\) | Twitter](#)

STEM Careers

<https://www.youtube.com/watch?v=fbZNSWX6jUs>

National Center for Women in Information Technology <https://www.ncwit.org/>

4. **Aerospace Engineer** - Margret Hamilton

One of the first programmers, a female in NASA who handwrote every line of code for the in-flight navigation software on Apollo

She wrote an entirely new method of coding that was asynchronous and complex, and it never was found to have a bug or issue.

5. **Robotics Engineer** - Silas Adekunle

The highest paid robotics engineer and CEO, a 28-year-old Nigerian man, who founded ReachRobotics and created the Mekamon.

6. **Robotics Club** - Galaxia 5987

A high school robotics team in Israel provides unity across religions and background, and opportunities for students to work together in FIRST competitions and receive mentorship from experienced Robotics creators. This team designed robots to deliver COVID-19 supplies in hospitals.

<p><u>CAREER OF THE DAY:</u></p> <p>INSPIRING PEOPLE IN THE FIELD</p> <p>Dr. Erika Ebbel Angle (@DoctorErika) Twitter</p> <p>National Center for Women in Information Technology</p> <p>View / Discuss <i>How can you incorporate in your workshop?</i> Brainstorm notables for your career path</p>	<p>Next Up</p> <p>Brainstorm Breakout:</p> <p>Nature Break:</p>
<p><u>House Rules</u></p> <ol style="list-style-type: none">1. COMMUNICATE: being open-minded, no wrong answers, thankful for participation, your needs2. RESPECT: be cooperative, polite, punctual, on-task and respectful of each other (Be Uplifting)3. ENGAGE: Encouraging others to learn, active listening & participation, interacting with each other	

Resources

<https://techlatino.org/>

<https://www.latinotech.org/>

<https://www.ncwit.org/>

<https://www.aamc.org/news-insights/celebrating-10-african-american-medical-pioneers>

The Haverhill High School English Department

Cultural Diversity in the English Curriculum

The English Department has committed to working on Culture of Achievement Indicator #15:

A school has a culture of achievement if it regularly and routinely provides students with examples (in the literature they read, in the lectures they hear, in the poems they recite, in aphorism and visuals in the building, in the dramas they perform) of how this journey of achievement has been made by individuals like them. All of the aforementioned is designed to affirm for African American and Latino students that achievement for a historically oppressed people often happens and has happened in the midst of constraints, setbacks, and detours and because of the extraordinary commitments and beliefs of individuals and families. School achievement thus becomes coincident rather than at odds with their ethnic and/or racial identities. This brings into the classroom the rich canonical and vernacular traditions of Black and Brown students. (In some cases, schools with knowledge and expertise have included these changes to quickly change the school engagement and the levels of academic performance of its students.

Our Core Courses:

English I:

What we cover and when:

	Q1	Q2	Q3	Q4
Unit	Short stories -- Race & Wrongful Conviction	Author's Style & Purpose	Actions & Consequences	Memory & Manipulation
Text(s)	"Spunk" - Zora Neale Hurston (H) -- <i>The Central Park Five</i> - Sarah Burns	<i>The House on Mango Street</i> - Sandra Cisneros (CP)	<i>Romeo & Juliet</i>	<i>Serial</i> - Season 1

Essential Questions	<ol style="list-style-type: none"> 1. How does an author use figurative language to convey tone and mood in a text? 2. How do the actions of characters help the reader determine the theme of a text? 3. Is revenge ever justified? <hr/> <ol style="list-style-type: none"> 1. What role do race and ethnicity play in the criminal justice system? 2. Why are people of color disproportionately the victims of wrongful conviction? 3. How have advancements in science and technology changed the 	<ol style="list-style-type: none"> 1. How does an author's writing style enhance the meaning and purpose of a text? 2. How do complex characters develop over the course of a text and impact the plot? 3. How does an author use symbolism to convey abstract ideas? 	<ol style="list-style-type: none"> 1. What is the relationship between actions and consequences? 	<ol style="list-style-type: none"> 1. What role do race and ethnicity play in the criminal justice system? 2. How reliable is human memory? 3. Why are people of color disproportionately the victims of wrongful conviction? 4. How have advancements in science and technology changed the way that crimes are investigated as well as their outcomes?
---------------------	--	--	---	--

	way that crimes are investigated as well as their outcomes?			
--	---	--	--	--

English II:

What we cover and when:

	Q1	Q2	Q3	Q4
Unit	Social Justice	Jealousy & Betrayal	Family Dynamics & Morality	Gender & Identity
Text(s)	<ul style="list-style-type: none"> * I'm Not Dying With you Tonight (pdf) * <i>The Hate U Give</i> by Angie Thomas * <i>The 13th</i> by Ava Duvernay * "If We Must Die" by Claude McKay 	<ul style="list-style-type: none"> <i>The Absolutely True Diary of a Part-time Indian</i> by Sherman Alexie "Apollo" by Chimamanda Ngozi Adichie 	<ul style="list-style-type: none"> * Just Mercy * <i>Miracle's Boys</i> by Jacqueline Woodson * "The Myth of Music" by Rachel M. Harper * "Bilingual/Bilingual" by Rhina Espaillat "A Story" by Li-Young Lee "An Hour with Abuelo" by Judith Ortiz Cofer "Daughter of Invention" by Julia Alvarez 	<ul style="list-style-type: none"> * In the Time of Butterflies * Freedom Writers * Keesha's House * Woman Warrior "How to Date a Brown Girl" by Junot Diaz

--	--	--	--	--

English III: American Literature

What we cover and when:

	Q1	Q2	Q3	Q4
Unit	The American Dream	Research Essay	Literature & History	Women of Color Unit-various authors Voices Unit: various authors-short stories, excerpts
Text(s)	<p>Pedro Juan Soto “Bayaminina”</p> <p>Terrance Hayes “Pittsburgh”</p> <p>Langston Hughes: Simple Stories, Various Poems - “Let America Be America Again”</p> <p>Lorraine Hansberry <i>A Raisin in the Sun</i></p> <p><u>AP Lit</u> “The Man Who Was Almost a Man” by Richard Wright “Apollo” by Chimamanda Ngozi Adichie “Aurora” by Junot Diaz</p>	<p><i>The Great Gatsby</i></p> <p> </p> <p>Accompany with Harlem Renaissance poets and music</p> <p>Mini-Unit on Hip-Hop/Poetry (Jay-Z music in <i>Gatsby</i> film soundtrack)</p> <p><u>AP Lit</u> <i>The Color Purple</i> by Alice Walker <i>The Bluest Eye</i> by Toni Morrison</p> <p><u>Poems:</u> “Mother to Son” by</p>	<p><i>The Things They Carried</i></p> <p><u>AP Lit</u> <i>Sweat</i> by Lynn Nottage</p>	<p><i>The Color Purple</i> <i>Beloved</i> <i>The House on Mango Street</i> <i>Typical American Ceremony</i></p> <p>“Just Walk on By”</p> <p>Excerpts from <i>All American Boys</i></p>

	<p>“Everyday Use” by Alice Walker “Nawabdin Electrician” by Daniyal Mueenuddin “Every Little Hurricane” by Sherman Alexie</p> <p>Summer Work: <u>Required:</u> <i>Fences</i> by August Wilson <u>Options:</u></p> <p><i>How the Garcia Girls Lost Their Accents</i> by Julia Alvarez <i>Homegoing</i> by Yaa Gyasi <i>The Leavers</i> by Lisa Ko <i>The Good Lord Bird</i> by James McBride <i>Beloved</i> by Toni Morrison <i>There There</i> by Tommy Orange <i>Salvage the Bones</i> by Jesmyn Ward <i>The Underground Railroad</i> by Colson Whitehead <i>Invisible Man</i> by Ralph Ellison <i>Their Eyes Were Watching God</i> by Zora Neale Hurston</p>	<p>Langston Hughes “Let America Be America Again” by Langston Hughes “America” by Claude McKay “A Story” by Li-Young Lee “Art vs. Trade” by James Weldon Johnson “November Cotton Flower” by Jean Toomer</p>		
Essential Questions	<p>Is the American Dream attainable?</p> <p>What attributes are needed to attain the American Dream?</p>	<p>How do race and class define the American Dream?</p> <p>To what extent is Fitzgerald’s message sustained or lost to present-day</p>	How do major historical events alter our perception or the attainability of the American Dream?	How is the American Dream different for women of color? Identifying major themes or ideas to compare/contrast

	Has the American Dream changed? How do race and class define the American Dream?	audiences? How does the author use literary devices to develop a major theme? Is the American Dream attainable?		
--	---	---	--	--

English IV: British & World Literature

What we cover and when:

	Q1	Q2	Q3	Q4
Unit	College Essay	Old English/Medieval Romance	Drama & The Novel	Modern British Literature/Postcolonialism
Text(s))	<p>“The Drama Bug” by David Sedaris</p> <p>“Fish Cheeks” by Amy Tan</p> <p>“Reflections from a Token Black Friend” by Ramesh Nagarajah</p>	<ul style="list-style-type: none"> - Critical Lenses - How can we question the societies represented in literature? - “Sir Gawain and the Green Knight” - <i>The Canterbury Tales</i> 	<p>Shakespeare - <i>Othello? The Merchant of Venice?</i> (Representation of oppressed/marginalized peoples)</p>	<ul style="list-style-type: none"> - Olaudah Equiano (Afro-British Abolitionist) - <i>Caribbean Voices</i> Radio Program (1940s) https://www.bbc.com/history/ofthebbc/100-voices/people-nation-empire/caribbean-voices - George Lamming (1954) novel <i>The Emigrants</i> - traced the journey on a boat over to Britain, and the disappointments

				<p>t of many of the migrants as they struggled to grasp the opportunities and new freedoms represented by Britain.</p> <p>- <i>Things Fall Apart</i></p>
--	--	--	--	--

English IV CP: Global Citizenship

What we cover and when:

	Q1	Q2	Q3	Q4
Unit	College Essay	Perspective & Global Citizenship	Social & Civic Engagement	The Impact of the Individual on Society
Text(s)	“This I Believe” Essays	<i>Things Fall Apart</i> <i>Chronicle of a Death Foretold</i> <i>Please Ignore Vera Dietz</i> <i>Kite Runner</i> <i>Absolutely True Diary of a True indian</i>	Various non-fiction	Various podcasts, films, songs, etc.

AP Language & Composition

What we cover and when:

	Q1	Q2	Q3	Q4
Unit	<ol style="list-style-type: none"> 1. Intro to Rhetoric 2. Rhetorical Strategies in Politics 3. Argument Writing 4. Visual 	<ol style="list-style-type: none"> 1. True Crime 2. Humor 3. Race and Justice 	<ol style="list-style-type: none"> 1. Personal Experience as Argument 2. Memoirs 	<ol style="list-style-type: none"> 1. Exam Prep

	Rhetoric			
Text(s))	<ol style="list-style-type: none"> 1. "I Have a Dream" MLK 2. Michelle Obama's 2020 DNC Speech 3. Florence Kelley's Speech on Child labor 4. Madeleine Albright's Commencement Speech at Wellesley College 5. Ghandi's Letter to Lord Irwin 6. Barack Obama's eulogy for John Lewis 7. "This is America" Childish Gambino 	<ol style="list-style-type: none"> 1. <i>The Blood of Emmet Till</i> 2. <i>The Central Park Five</i> 3. Various David Sedaris pieces 4. "Between the World and Me" by Ta-nehasi Coates 5. "Just Walk on By" by Brent Staples 6. Forward to <i>Just Mercy</i> by Bryan Stevenson 	<ol style="list-style-type: none"> 1. <i>Just Mercy</i> 2. <i>The Glass Castle</i> 3. <i>Yes, Please</i> 4. <i>The Color of Water</i> 5. <i>Becoming</i> 	Past Exam Prompts

The Haverhill High School History Department

Cultural Diversity in the History Curriculum

9th Grade World History II ----->	January 2021 Update
<p>What we cover and when:</p> <ul style="list-style-type: none">a. Starting with our first unit on Absolute Monarchs and the Enlightenment, we have discussions about social contracts and natural rights. We examine multiple historical documents as part of this study. This is how we begin our year-long focus on revolutions and how previously underrepresented voices gain political influence. This ties directly into our second unit, which is the French Revolution and Napoleonic Europe, where we address how revolutions begin and how different voices shape a movement, including radical voices. This is also when we begin to examine how economic and political factors go hand-in-hand in shaping revolutions. This leads into our Nationalism and Reform in the 19th Century, in which we emphasize Latin American uprisings and the Haitian Revolution.b. Our Industrial Revolution unit emphasizes many of the economic inequalities in global society and builds a foundational understanding that is built on throughout our study of Imperialism, World Wars, Decolonization and Globalization units. Among the ideas and themes covered are the effects of urbanization and unintended consequences of industrialization; economic concepts like capitalism, socialism and communism; the government practices that lead to the rise of the welfare state and other social policies to support modern economic divides; examples of unionization and purposes of strikes and protests; and the concepts of standard of living and equity.c. Our Imperialism unit directly addresses the issue of race on a global scale and ideas of ethnocentrism. This is done by engaging in a significant amount of analysis of primary	<p>A) All of this still stands. Also comparing different riots etc. from the French Revolution to current protests and riots. Such as comparing and contrasting storming of the bastille to BLM and the bread march to the women's marches of 2016.</p> <p>B) All of this still stands, while also comparing present day circumstances as well. We discussed disparities between the working classes vs middle classes. Also brought in modern ideas such as entrepreneurs and capitalists.</p> <p>We added a Nationalist Revolutions unit: Focus on different nationalist revolutions. Not just eurocentric. Students studied various revolutions, such as the Latin American Revolutions and we discussed enduring issues present back then that are still present now such as inequality.</p>

<p>sources including political cartoons and poems, as well as written records. Students critically engage in discussions about racism when it comes to ideas about Social Darwinism, the “White Man’s Burden,” and assimilation. While the focus of the bulk of this unit is on European imperialism in Africa, case studies are also done on China, Japan, and India to provide additional global examples and examine different effects Europeans had. This unit is also connected to our later unit on New Nationalism / Decolonization when these areas become independent nations.</p> <ul style="list-style-type: none"> d. WWI (Chapter 29) (Week 16-18) e. Russian Revolution (Chapter 30 1-2) (Week 19-22) f. Years of Crisis (Chapter 31) g. WWII and the Holocaust (Chapter 32) h. Cold War (Chapter 33 and various chapters) i. New Nationalism/Decolonization j. Globalization 	<p>C-J Have yet to be covered. But we are continuing working with enduring issues, as well as covering diverse cultures. For instance in the imperialism unit, implementing lessons on African resistance, instead of it being so Eurocentric.</p>
<p>Suggestions:</p> <ul style="list-style-type: none"> a. Our DBQs tend to be Eurocentric. Perhaps pair the French Revolution DBQ with a project which encourages students to study a revolution from another part of the world. b. The Imperialism unit can include an examination of how imperialist policies of the past have affected racial and cultural conflicts today. c. The last unit of the year on the Independence of Colonies could incorporate a final project on different American subcultures 	<p>a) We covered Nationalist Revolutions in more detail. Some teachers gave students a project on another revolution...I did a research project and students got to explore different ones, such as Haitian and Latin American. Also revamped our imperialism DBQ and mini-dbqs to focus around enduring issues; allowing students to reflect about inequality, desire for power, etc.</p> <p>B) I am currently the only one on imperialism, I started a few days ago. I am drawing comparisons on how relations are directly impacted today due to this---example discussed Rwandan Genocide with the kids as an example.</p> <p>C) have not been covered yet.</p>

Potential Thematic Qs:

- Students should discuss the experiences and role of the underrepresented voice in the history of the world from 1780s-present day. Students will be able to describe and explain political, social, and economic conditions, as well as various power structures, leading to/resulting oppression in different regions of the world. Students will be able to describe methods/strategies employed by the underrepresented/oppressed to improve conditions/make change.
- Remembrance of History.... Are countries obligated to objectively remember their respective histories? How can a country ensure objectivity when examining and remembering its history? To what extent are countries responsible for rectifying and remedying social, economic, and political harm resulting from unfair policy/practices? How can countries work to resolve the historical/systemic oppression and “integrate” its disenfranchised citizens?

Thematically we are continuing both those bulleted points. **Especially including voices of those underrepresented---EX: women, POC, socio-economically disadvantaged.**

HOWEVER, we have more of a focus on our enduring issues, since it allows us to bring in current events and allows the students to understand the themes more consistently.

10th: United States History I (The American Revolution - The Great War)

What we cover and when:

- a. Consideration of diverse perspectives begins in the very first unit, with sections on the impact of British colonial policies and colonial actions and attitudes on Native Americans; the inclusion of prominent Massachusetts citizens like Phillis Wheatley, Prince Estabrook, Peter Salem (each of the last two were colonial soldiers), and Crispus Attucks in our study of the revolutionary era; the arguments of Abigail Adams and others for the inclusion of women in our founding ideals; and the debates over slavery during the Constitutional Convention.
- b. In our units on antebellum expansion and the Age of Jackson, required and recommended texts in the state curriculum include Tecumseh’s call for Pan-Indian Resistance and a document from Chinese immigrants on the West Coast arguing against racial stereotypes that they have faced from state governments. The unit also covers Indian removal during the Jackson presidency; the introduction of many new Mexican immigrants into the country during the Mexican-American War; and continued debates over slavery.
- c. Half of the curriculum in the second to last curriculum unit before the Civil War concerns slavery: the role of slavery in the economies of the North, South, and West; and the use of primary sources to analyze slave life and resistance. The unit also requires students to consider the impacts of antebellum industrial and agricultural change on slaves, women, and immigrants, while including a required reading from African abolitionist Olaudah

Equiano and a recommended reading from Boston-based African-American writer and abolitionist David Walker.

- d. For our research paper unit on antebellum reforms, students are introduced to, and may choose to do more research on, the 19th century abolition and women's suffrage movements. The Declaration of Sentiments of the Seneca Falls Conference is a required reading. **Update: in our abolition lesson, we had scholars look at the Black Lives Matter website and compare/contrast the goals and methods of the antebellum abolitionist movement and modern movements for African American rights. In our women's rights lesson, we tied past struggles for suffrage to modern struggles for equal pay, and against discrimination in the military and in other aspects of society.**
- e. Our Civil War unit continues to cover the national debate over slavery, and the role of African-Americans in slave rebellions, key events like the *Dred Scott* case, and other movements leading to the conflict. It requires students to consider the role of African-Americans in the actual conflict (fighting and serving in the Union military, fleeing from the South as contraband of war, and other contributions). The unit employs a required speech by Frederick Douglass, "What to the Slave is the Fourth of July," and some of us supplement this speech with Douglass' speech at the unveiling of the Lincoln "Emancipation" monument in Washington, D.C. **Update: This year's updates include looking at the role of women and of immigrants in the Civil War.**
- f. Our Reconstruction unit focuses on the extent to which the reforms of the time period provided true freedom and opportunity to African-Americans. The curriculum includes organizations such as the Freedmen's Bureau, American League of Colored Laborers, the National Negro Labor Council, and the Colored Farmers' National Alliance and Cooperative Union. Additionally, it asks students to examine the virtual continuation of slavery in the South through systems such as tenant farming and sharecropping. It also requires students to make connections to the U.S. History II curriculum by examining the long-term consequences of Jim Crow segregation and the imposition of limitations on African-American voting rights, including limited economic and educational opportunities; the growth of white supremacist ideology and groups; and Supreme Court cases related to segregation in public facilities. Finally, students are to evaluate African-American cultural and academic responses to emancipation and Reconstruction, through the founding of African-American teachers' colleges and public schools, and the development of African-American literature in the late 19th and early 20th centuries. **Update: we will also include discussion of "Juneteenth," which is now a state holiday, in this section.**
- g. Our units about the Gilded Age have students evaluate the effects of increasing female participation in the workforce and in political organizations (like those fighting for temperance and suffrage), as well as the plight of immigrants entering the United States as the nation continued to industrialize. Students are also asked to examine the continuing consequences of westward expansion, including those stemming from cultural clashes and misunderstandings such as in the Indian Wars and Wounded Knee Massacre. Lastly, the consequences of the 14th Amendment, not only on African-Americans, but on Native Americans and immigrant groups from Europe and Asia form an explicit part of our curriculum. Recommended and required sources for this unit include political cartoons focusing on immigration, laws and treaties concerning Native American tribes, the Chinese Exclusion Act, Emma Lazarus' "The New Colossus," and memories of members

of the Lakota tribe attending the Carlisle Boarding School. Many of us also used primary sources from both white and Native American participants and third-party observers of Wounded Knee, and did an assignment that considered the purpose of the Chinese Exclusion Act and other anti-Asian immigration statutes from both white American and Chinese immigrant perspectives.

- h. In our unit on Progressivism, students consider continuing changes for Native Americans brought by boarding schools, Americanization programs, and the Indian Citizenship Act. They also learn about the conclusion of the women's suffrage movement, and the activities, organizations, and leaders of the late nineteenth and early twentieth century African-American civil rights movement. Recommended course readings include those by Booker T. Washington and W.E.B. DuBois.
- i. In our unit on American imperialism, America's troubled history with both Latin America and Hawaii are considered.
- j. **Update: Throughout our curriculum, we have students examine questions of who has power and who can use it in the United States, which naturally leads to discussion of diverse groups who have not had power, and who have had to struggle to make change so that our society could come closer to the ideals that are contained in the Declaration of Independence and in the Constitution. We have made this struggle a through-line in our curriculum documents.**

Suggestions:

- a. A more explicit framing of the content of the course on the ideals that are found in our founding documents, like the Constitution and Declaration of Independence, and the ways in which those ideals only really applied to those whose social, political, and economic positions that matched those of the Founding Fathers would allow us to check in with those that did not match those characteristics throughout the curriculum-- to see how their positions changed, and remained the same, throughout American history, not just during "hot spots" where they were the explicit stars of our history (as during the Trail of Tears for Native Americans, or Reconstruction for African-Americans).
- b. While many of our units include references to the impacts of historical events on people of color and women, we should increase the number of available primary source texts written from their perspectives in all of our units.
- c. We could include more secondary sources from the perspective of historians of color and female historians in our list of resources.

11th : United States History II (The Roaring 20s - Present Day)

What we cover and when:

- a. **1920s:** The discussion of race is picked up early in the year. We cover the cultural intolerance of the day, including the continued segregation and discrimination of African Americans. The Great Migration (T 2.12e) brought the issue of racism up into the north and with it an increased use of local and state laws to keep races separated. We provide examples of conflict such as the Tulsa Race Riots and the Scottsboro Boys, to show the unequal treatment of African-Americans at that. This is a good segue into issues of today such as *mass incarceration, racial profiling, police brutality and redlining*. This can be done more thoroughly. We also cover the Harlem Renaissance in order to shed light on the qualities of the rising African-American culture.

- b. **Civil Rights Era:** This unit covers 1954-1974 and provides the foundation for discussions of race for the rest of the course. Both actions by the government (i.e. Brown v. Board of Ed, The Civil Rights Act of 1964, the Voting Rights Act of 1965) and the citizens (i.e. Montgomery Boycott, Little Rock Nine, the Sit-ins, the Freedom Rides, the 1968 Olympic Protests) are covered. We should have more assignments and discussion tying these events into current issues (i.e. Voter Suppression, Racial Gerrymandering, Racial Profiling, Mass incarceration). **Update: We have decided, this year, to make the annual research paper be based on the Civil Rights Era. In choosing a thesis, the students are being encouraged to find relevant thematic threads between the Civil Rights Era and today.**

Suggestions:

- a. There are few, if any, POC in our DBQs **Update: We are creating a new DBQ this Spring based on 9/11. We are using at least one Muslim-American primary source for the DBQ.**
- b. Follow the lead of the State Standards and use more primary sources from POC.
- c. Define and discuss the concept of White Privilege in the context of American History

Our Electives which discuss race:

- a. Sociology
- b. Justice and Society
- c. Criminal Justice
- d. Intro to Government
- e. Constitutional Law

Suggested new electives:

- a. Race and Society

Humanities Lecture Series: The Humanities Academy runs a lecture series every year that could put more focus on race issues.

From the HHS Program of Studies:

The Haverhill High School World Language Department Cultural Diversity in the Language Curriculum

Through the study of a world language, students are able to experience the differences in the way people think, as well as the differences and similarities in the way other people view our world. In the world languages program, we attempt to prepare our students to be proficient in all four language skill

areas: listening/understanding, speaking, reading and writing. In the classical languages, we emphasize vocabulary building, reading / translating, and the great debt our civilization owes to those of Greece and Rome.

*One of the essential cornerstones of a 2nd language education is understanding and appreciating the different cultures of the world where the language is/was spoken. To that end, the world language department has, by nature, dealt with similarities and differences between cultures. The world language department encourages teachers to work primary sources from a variety of voices into their curriculum.

*The world language department also offers annual trips abroad meant to broaden students' horizons and expose them to different cultures and experiences.

*Specific projects/products that are currently happening in relation to cultural diversity:

- Current event discussion
- Mini projects on countries outside Europe where target language is spoken
- relationships with foreign embassies
- guest speakers

*All WL teachers are encouraged and asked to regularly use authentic texts that represent a variety of backgrounds and experiences.

*This year, the world language department intends to roll out department lessons that will provide students a chance to familiarize themselves with bipoc/women/lgbtq artists/thinkers/ who are currently creating work via the target language. (music, books, visual arts, etc.) The first of these will roll-out in early February.

*Testing all level 4/AP seniors for seal of bi-literacy as well as qualified ELLs.

The Haverhill High School Math Department Cultural Diversity in the Math Curriculum

The HHS Math Department is committed to working on Culture of Achievement Indicator #15:

We are committed to working on the opportunity gap that exists that math is not relevant or developed by those from different cultural backgrounds, and to build a true growth mindset that is grounded in the understanding that math is truly “everywhere”, built on the cornerstone that math is relevant first at the personal level and exists within all cultures and contexts.

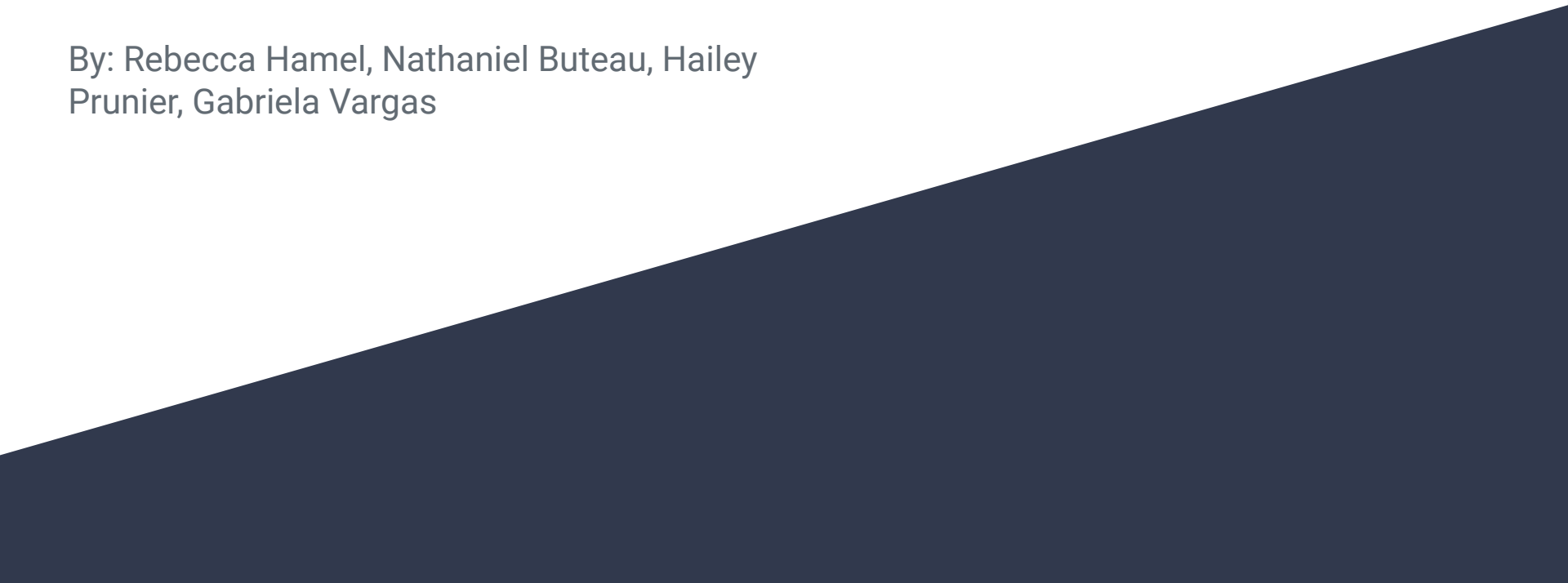
Throughout the school year, teachers will highlight the contributions and achievements of mathematicians, including women and minorities, that reflect the diversity of our larger society.

Scholars will solve word problems that reflect a variety of cultural backgrounds and are grounded in circumstances that are relatable to them.

Teachers will provide opportunities for scholars to apply their mathematical understanding and utilize the eight mathematical practices to allow objective discussion of current real-world problems and events through a mathematical context.

School Committee Presentation of Diversity

By: Rebecca Hamel, Nathaniel Buteau, Hailey
Prunier, Gabriela Vargas

A large, dark blue diagonal shape that starts from the bottom left corner and extends towards the top right corner, covering the lower half of the slide.

Student Council Vision

- As community members and student leaders of Haverhill High School, we want to ensure that students of all backgrounds are represented in the curriculum taught in school. Many populations within our community are left out of the traditional curriculum, including: minorities groups, women, LGBTQ+, etc..
 - Adding diversity to our schools allows students to not only learn more about cultures, but more about themselves and their peers' backgrounds. Without representation, we lose the engagement and interest of our students. Allowing for diversity will open up a world of opportunity for each of our students.
 - We are presenting these changes to you, the School Committee, with the intentions of asking our neighboring schools within our district to make similar changes to the curriculum in each department. We want all scholars in the HPS District to feel heard and seen, and that starts with representation within the classroom.
 - The changes you will be seeing are just a start and more will come to follow when preparing for the next school year

The Art Department

Changes:

The Art Department has outlined plans for each of their introductory and foundational 9th and 10th grade electives:

Band, Honors Jazz Band, Chorus/A Capella, Music Exploration, Basic Foundation of Art, World Drum Ensemble, Guitar Workshop, Keyboard Workshop

**AP Art Studio and AP Art History have also made these similar changes!

Each of these courses are going to dive into African and Latin diaspora.

Students will learn about these diverse topics in art by observation, discussions, readings, and research based projects.

The Science Department

Changes:

The science department has outlined changes in all classes (anatomy and physiology, biology, environmental science, earth science, physics, Biomen/AP biology/Forensic)

Changes for all: Speaker series and enrichment lessons

Examples of specific changes depending on the class:
Evolution of skin color, story of Rosalind Franklin, indigenous practices of soil, and the OJ Simpson case.

The CTE, Business and Technology Department

Changes:

The CTE, Business, and Technology Department will explore diverse figures within the career fields such as:

**Healthcare, Information & Technology,
Engineering, and more!**

This department has a speaker series that brings in these diverse figures to talk to scholars about their field of expertise and their own personal experiences.

The English Department

Changes:

The English department has outlined changes in all classes (English I, English II, English III, English IV, AP Lit, AP Lang and Global Citizen)

Overall changes: using a variety of reading, writing, songs, podcast, films and discussions and posing thought provoking questions.

The History Department

Changes:

Courses: World History II (9), US History I (10), US History II (11), AP History Classes

Each unit within the history courses will encompass a multitude of perspectives from history on a global scale. For instance, a unit in WHII will relate the French Revolution to modern day protests and riots.

Many of the history electives already discuss race:

Sociology, Justice and Society, Criminal Justice, Intro to Government and Constitutional Law

The Humanities Academy runs a lecture series every year that could put more focus on race issues.

The World Language Department

Changes:

The world language department is already very diverse; however, they have outlined changes in all classes (spanish, german, latin, greek, french, italian)

Overall Changes: trips aboard, guest speakers, current events, Mini projects on countries outside Europe where target language is spoken, relationships with foreign embassies, readings, music, and arts.

The Mathematics Department

Changes:

Teachers will highlight the contributions and achievements of mathematicians, including women and minorities, that reflect the diversity of our larger society.

Scholars will solve word problems that reflect a variety of cultural backgrounds and are grounded in circumstances that are relatable to them.

Teachers will provide opportunities for scholars to apply their mathematical understanding and utilize the eight mathematical practices to allow objective discussion of current real-world problems and events through a mathematical context.

Thank you for your time!

Do you have any questions?

Latest CDC Guidance: Operating Schools During Pandemic



Haverhill Public Schools School Committee Meeting
2/25/2021



Current HPS COVID-19 Dashboard



COVID-19 Data | Week of 2/11/21 - 2/17/21

[PREVIOUS DASHBOARDS](#)

Current Instructional Mode:
Hybrid

Number of Pools completed: 119 pools tested
Number of Pools positive: 4 pools positive

CITY OF HAVERHILL DATA

Percent Positivity:	5.2%
Change in Percent Positivity	Lower
Average Daily Incidence	34.3 per 100,000
Relative Change in Case Counts	Lower Color: Red

STUDENT DATA

Positive in Person	3
Positive Remote	7
Quarantined Students	91
Weekly Attendance Rate	90%
School Year Positivity Count	528

STAFF DATA

Positive Staff in Person	2
Positive Staff Remote	0
Quarantined Staff	24
Weekly Attendance Rate	95%
School Year Positivity Count	116

HPS Implemented Layered Mitigation Strategies

CDC Guidance calls for 5 consistently implemented “layered mitigation strategies”:

1. Universal and Correct Use of Masks*

- ✓ <https://www.haverhill-ps.org/covid-19/>

2. Physical Distancing*

- ✓ Desks measured 6 feet apart
- ✓ Floors marked for social distance
- ✓ One-way hallways
- ✓ Staggered hallway passing times

3. Handwashing and Respiratory Etiquette

- ✓ Sanitizing station Installation
- ✓ HVAC inspection, repair and upgrades
- ✓ Sink & bubbler inspection, repair, replacement

4. Cleaning and Maintaining Healthy Facilities

- ✓ 10 Additional custodial staff
- ✓ 30 Electrostatic sprayers
- ✓ 250 Air scrubbers
- ✓ Replace/repair screens & windows district wide
- ✓ 1000 plus desk-top dividers

5. Contact Tracing & Isolation & Quarantine

- ✓ Daily self- attestation staff
- ✓ Strict visitor policies
- ✓ In-district contract
- ✓ 616 staff* quarantined/isolated
- ✓ 1972 students* quarantined/isolated

* CDC priority mitigation strategies for return to In-Person Learning

* as of 2/22/21



Public Health Efforts

In addition CDC calls for 2 “layers of prevention”:

COVID 19 Testing

HPS COVID testing program

- ✓ In-house contact tracing
- ✓ Partnership with PMA for PCR testing
- ✓ Pool Testing Pilot staff & students
- ✓ BINAXNow testing for rapid results

COVID 19 Vaccination

“As soon as supply allows”

- School staff is in Phase 2, Group 3 of the Massachusetts COVID-19 Vaccination Phases
- The state has just moved to Phase 2, Group 2
- We are awaiting notification of when this next phase will begin



Phased Mitigation and Learning Modes

CDC School Recommendations Based on Levels of Community Transmission

- Schools should be prioritized for reopening over businesses and activities.
- In-person instruction should be prioritized over extracurricular activities including sports and school events.
- Elementary schools have lower incidence of COVID-19 than middle and high schools and should be prioritized for reopening.
-
- Students with risk factors should be given the option of virtual instruction
- Schools are encouraged to use cohort to facilitate testing and contact tracing, and to minimize transmission
- Schools serving high needs students should be prioritized for reopening



CDC Indicators and Thresholds

CDC Indicators and Thresholds for Community Transmission of COVID-19

Indicator				
	Low Transmission Blue	Moderate Transmission Yellow	Substantial Transmission Orange	High Transmission Red
Total new cases per 100,000 persons in the past 7 days ²	0-9	10-49	50-99	≥100
Percentage of NAATs that are positive during the past 7 days ³	<5.0%	5.0%-7.9%	8.0%-9.9%	≥10.0%

If the two indicators suggest different levels, the actions corresponding to the higher threshold should be chosen. County-level data on total new cases in the past 7 days and test percent positivity are available on the County View tab in [CDC's COVID Data Tracker](#).



CDC Indicators and Thresholds – HPS Embedded Data

CDC Indicators for Community Transmission of COVID-19 Haverhill

Date	City/Town	Case Count	Percent Positivity
8/12/20	Haverhill	22	1.10%
8/19/20	Haverhill	27	1.18%
8/26/20	Haverhill	29	1.26%
9/2/20	Haverhill	43	1.64%
9/8/20	Haverhill	63	2.07%
9/16/20	Haverhill	50	1.65%
9/23/20	Haverhill	52	1.77%
9/30/20	Haverhill	129	3.27%
10/7/20	Haverhill	184	3.46%
10/14/20	Haverhill	152	2.42%
10/22/20	Haverhill	121	2.16%
10/29/20	Haverhill	111	2.27%
11/6/20	Haverhill	143	2.80%
11/12/20	Haverhill	199	3.39%
11/19/20	Haverhill	256	3.93%
11/27/20	Haverhill	406	5.46%
12/3/20	Haverhill	538	7.21%
12/10/20	Haverhill	805	9.65%
12/17/20	Haverhill	990	10.90%
12/24/20	Haverhill	901	11.22%
12/31/21	Haverhill	761	10.95%
1/7/21	Haverhill	750	10.73%
1/14/21	Haverhill	951	10.99%
1/21/21	Haverhill	984	10.40%
1/28/21	Haverhill	754	8.78%
2/4/21	Haverhill	542	7.00%
2/11/21	Haverhill	397	5.85%
2/18/21	Haverhill	317	5.22%

If the two indicators suggest different levels, the actions corresponding to the higher threshold should be chosen. County-level data on total new cases in the past 7 days and test percent positivity are available on the County View tab in [CDC's COVID Data Tracker](#).



CDC Recommendations for HPS *Without* Comprehensive Pool Testing

Community Transmission: CDC Recommendations Based on Level:

Low Transmission ¹ Blue	Moderate Transmission Yellow	Substantial Transmission Orange	High Transmission Red
All schools: Universal and correct use of masks is required; implementing other key mitigation strategies: handwashing and respiratory etiquette; cleaning and maintaining healthy facilities; contact tracing and diagnostic testing ² in combination with quarantine and isolation.			
K-12 schools open for full in-person instruction Physical distancing of 6 feet or more to the greatest extent possible ³		Elementary schools in hybrid mode ⁴ ; physical distancing of 6 feet or more required	
		Middle and high schools in hybrid learning mode or reduced attendance Physical distancing of 6 feet or more is required	Middle and high schools in virtual only instruction unless they can strictly implement all mitigation strategies, and have few cases; schools that are already open for in-person instruction can remain open, but only if they strictly implement mitigation strategies and have few cases ⁵
Sports and extracurricular activities with masks required; physical distancing of 6 feet or more to the greatest extent possible ⁶	Sports and extracurricular activities with masks and physical distancing of 6 feet or more required	Sports and extracurricular activities occur only if they can be held outdoors, with masks and physical distancing of 6 feet or more required	Sports and extracurricular activities virtual only



CDC Recommendations for HPS *Without* Comprehensive Pool Testing

Haverhill has been in “High Transmission Red” since mid-November

- Haverhill numbers have dropped for 4 consecutive weeks
- Percent Positivity has dropped significantly, however Case Count remains elevated.
- We hope to enter the Substantial Transmission Orange state shortly.

High Transmission Red

- Elementary schools in hybrid mode ^{w/} 6 feet SD
- Middle and high schools in virtual only unless all mitigation strategies are strictly implemented and in-school cases are limited
- Sports and extracurricular activities virtual only

Substantial Transmission Orange

- Elementary schools hybrid model ^{w/} 6 feet SD
- Middle and high schools in hybrid learning mode.
- Physical distancing 6 feet or more required
- Sports and extracurricular activities occur only if they can be held outdoors, with masks and physical distancing of 6 feet



CDC Recommendations for HPS w/ Comprehensive Pool Testing

Recommended Implementation of Mitigation Strategies, Testing, and Safe K12 School Learning Modes by Level of Community Transmission for Schools that Implement Expanded Screening Testing

Low Transmission ¹ Blue	Moderate Transmission Yellow	Substantial Transmission Orange	High Transmission Red
All schools implement 5 key mitigation strategies: Universal use of masks required; physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities; contact tracing in combination with isolation and quarantine. Diagnostic testing²: Symptomatic students, teachers, and staff and close contacts referred for diagnostic testing			
Screening Test³			
Routine screening testing of teachers and staff offered once per week			
No screening testing for students	Routine screening testing of students offered once per week ⁴		
School Status			
K-12 schools open for full in-person instruction Physical distancing of 6 feet or more to the greatest extent possible ⁵		K-12 schools in hybrid learning mode ³ or reduced attendance ⁶ Physical distancing of 6 feet or more is required	
Sports and extracurricular activities occur; physical distancing of 6 feet or more to the greatest extent possible ⁷	Sports and extracurricular activities occur with physical distancing of 6 feet or more required	Sports and extracurricular activities occur only if they can be held outdoors, with physical distancing of 6 feet or more	Sports and extracurricular activities are virtual only



CDC Recommendations for HPS *With* Comprehensive Pool Testing

High Transmission Red

- All schools implement 5 key mitigation strategies: masks, physical distancing; handwashing; cleaning; contact tracing in combination with isolation and quarantine.
- Diagnostic testing: Symptomatic & close contacts
- Weekly screening testing of staff & students
- Hybrid learning mode or reduced attendance
- Physical distancing of 6 feet required
- Sports and activities are virtual only

Substantial Transmission Orange

- All schools implement 5 key mitigation strategies: masks, physical distancing; handwashing; cleaning; contact tracing in combination with isolation and quarantine..
- Diagnostic testing: Symptomatic & close contacts
- Weekly screening testing of staff & students
- Hybrid learning mode or reduced attendance
- Physical distancing of 6 feet required
- Sports and extracurricular activities occur only if they can be held outdoors, with physical distancing of 6 feet or more



Factors for Changing School Learning Model



Factors for Changing School Learning Model

The Haverhill Public School's uses the below criteria when determining a school/district change between remote/hybrid learning models.

MA Department of Public Health HAVERHILL POSITIVITY RATE (14 Days)

- Is the rate improving, LOWER, HIGHER or NO CHANGE?
- Is any change related to a cluster?

DISTRICT POOL TESTING RESULTS/BINEX TESTING RESULTS

- What are the **POOL** positivity rates (by school)?
- What is the **STAFF** positivity rate (by school)?
- What is the **STUDENT** positivity rate (by school)?

NUMBER OF STAFF QUARANTINED (CLOSE CONTACT)

- School-wide
- Classroom

VACCINATION

- Availability of vaccines.
- Percentage of staff completed vaccines?



HPS Hurdles to Full In-Person Learning

Space: HPS facilities have limited capacity to social distance (SD)

- Class sizes will be 18-25 w/ RLA
- SD under 6 feet will result in increased quarantining, and the need for more substitute teachers
- Some buildings may offer space if we move groups of students (and staff)
- Some RLA teachers have classroom space, these teachers could work remotely making classroom space
- All specials and interventions could be moved to “Art on a Cart” style

Meals: Eating requires mask removal - at capacity cafeterias have approximately 2 feet social distance

- Schools cannot pivot from 3 or 4 lunch periods to 10 or 12 lunches
- Plastic partitions could be added to increase cafeteria capacity –partitions do not stop quarantines
- Classrooms could split half eat in café half in room- staffing implications

Transition: Unexpected consequences

- Some students may elect to move to RLA given necessity of reduced SD
- Some students may need to change teachers, peers or schools
- Transportation may need to be rerouted/rethought – monitors may be needed
- MOU may need to be renegotiated

Potential Budget Impact

- Increase PPE – sanitizer, partitions
- Increase nursing – contact tracing
- Pool Testing Expense – currently free pilot – cost \$ 6 per swab – DESE looking at reduced pricing

SC 02.25.21 4A

To the City Auditor: The following names, bills and payrolls have been approved by the School Administration. We are requesting them to be placed on a warrant for payment. I hereby certify under penalty of perjury that the amounts as scheduled are true and correct and the services and/or materials herein represented have been received as required in accordance with contracts.

LEA	\$ 662,515.76
Cafeteria	\$ -
Grants	\$ 131,178.44
Total	\$ 793,694.20

I hereby certify under penalty of perjury that the amounts as scheduled are true and correct and the services and/or materials herein represented have been received as required in accordance with contracts.

	Date
	Date
	Date
	Date
	Date
	Date

HPS Warrents EV20210226 EV20210226B

Vendor	Total	Account	Detail Line Description
A Family Cab Inc	\$120.00	1010000.4.3300.6480.75.320.00.30	SPED IN District
A Family Cab Inc	\$10,655.00	1010000.4.3300.6481.75.320.00.30	SPED OOD
A Family Cab Inc	\$495.00	1010000.4.3300.6678.75.320.00.10	DCF
A Family Cab Inc	\$900.00	1010000.4.3300.6678.75.320.00.10	DCF
A Family Cab Inc	\$525.00	1010000.4.3304.6480.75.320.00.20	Homeless Attending HPS
A Family Cab Inc	\$24.60	4213050.4.3300.6678.33.000.08.10	Title I Trans Fees
A Family Cab Inc	\$277.75	4607500.4.3300.6582.00.320.00.00	Covid 19 Fees
Allan S. Blume	\$675.00	1010000.4.2357.6650.34.280.00.30	Invoice # 210203 IEP Writing Strategies- district
All-Comm Technologies Inc	\$355.20	1010000.4.2420.6620.63.771.00.30	ICOMM UHF Portable 16ch 4w Complete Antenna, batte
All-Comm Technologies Inc	\$70.00	1010000.4.2420.6620.63.771.00.30	Programming for two radios
Allied 100, LLC	\$150.00	1010000.4.3200.6525.36.160.00.20	AHA 2015 Heartsaver® CPR AED Online Key Code
Allied 100, LLC	\$620.00	1010000.4.3200.6525.36.160.00.20	AHA 2020 Online Key HeartCode® BLS
Alyssa B Proia	\$359.00	1010000.4.2358.6130.33.225.00.10	HEA Tuition Reimbursment
AMEGO Inc	\$21,125.57	1010000.4.9306.6485.34.280.00.30	OOD I. R. - 5017A
Apple Education	\$1,239.00	1010000.4.2453.6610.73.316.00.20	Mac Mini
Arielle Augusta	\$420.00	1010000.4.2358.6130.33.225.00.10	HEA Tuition Reimbursment
Asset Genie, Inc.	\$69.00	4607500.4.2451.6641.73.505.00.20	Open PO for Repairs...
Asset Genie, Inc.	\$69.00	4607500.4.2451.6641.73.505.00.20	Open PO for Repairs...
Asset Genie, Inc.	\$89.00	4607500.4.2451.6641.73.505.00.20	Open PO for Repairs...
AT&T - 5094	\$35.63	1010000.4.4130.6688.74.185.00.10	Monthly Invoices
Attainment Company Inc	\$1,459.50	1010000.4.2420.6620.34.280.00.30	GoNow case package for 10.2 and 10.5 iPads GO10PW
Barnes & Noble	\$143.90	1010000.4.2357.6650.61.500.00.20	Transformational Leadership by Jamie Per quote #
Barnes & Noble	\$642.85	1010000.4.2410.6595.42.775.00.20	Liberation of Gabriel King
Barnes & Noble	\$11.19	1010000.4.2415.6550.42.171.00.20	Frida Kahlo
Barnes & Noble	\$12.59	1010000.4.2415.6550.42.171.00.20	Oldest Student: How Mary Walker Learned to Read
Barnes & Noble	\$5.59	1010000.4.2415.6550.42.171.00.20	One Tiny Turtle (Read and Wonder Series)
Blick Art Materials	\$10.92	1010000.4.2430.6584.54.110.00.20	Craft Button Assortment - Assorted Colors, Sizes,
Boston Window & Door, LLC dba F	\$1,200.00	4607500.4.4220.6640.74.185.00.10	Repairs time only
Bradford Welding & Truck Equipm	\$335.00	1010000.4.4230.6641.74.185.00.10	New cutting edge supplied and welded on Kubota
Brian W Nagel	\$50.74	1010000.4.4130.6688.74.185.00.10	cell phone reimbursement
BSN Sports Inc.	\$361.98	1010000.4.3510.6602.72.115.00.10	Duraskin Basketball Backboard Padding
Central Mass Special Ed Collabora	\$8,208.00	1010000.4.9464.6485.34.280.00.30	ODD Q.M. 05180001
Champions Choice	\$357.00	4332180.4.3510.6582.72.115.00.10	Black Vintage Heather LS Shirt for unified track
Chrisi Brown	\$73.09	1010000.4.2440.6680.34.280.00.30	Travel-Teacher SPED
City Gate Language Service	\$433.20	4202400.4.2440.6425.34.280.05.10	IEP TRANSLATIONS
Combustion Service Co of NE	\$3,343.00	1010000.4.4220.6640.74.185.00.10	Boiler maintenance
Comcast Business	\$158.00	1010000.4.1210.6620.32.310.00.10	Cable TV Supt.
Comcast Business	\$615.13	1010000.4.4130.6688.74.185.00.10	Hunking - VOIP
Comcast Business	\$572.57	1010000.4.4130.6688.74.185.00.10	Phone - account 900486693
Conlon Products Inc	\$69.00	1010000.4.3510.6602.72.115.00.10	Clorox CloroxPro 4 in One Disinfectant
Conlon Products Inc	\$84.00	1010000.4.3510.6602.72.115.00.10	Gojo Purell Advanced Hand Sanitizer 8 oz
Conlon Products Inc	\$65.00	1010000.4.3510.6602.72.115.00.10	Lysol Brand Disinfecting Wipes
Conlon Products Inc	\$80.00	1010000.4.3510.6602.72.115.00.10	Spraypak Spray Disinfectant
Conlon Products Inc	\$99.90	1010000.4.3510.6602.72.115.00.10	The Safety Zone Ear Loop Pleated Blue Mask
Constellation New Energy	\$7,422.60	1010000.4.4120.6686.48.185.00.10	Tilton Lower
Constellation New Energy	\$15,006.54	1010000.4.4120.6686.61.185.00.10	HHS
Crotched Mtn Rehab Ctr	\$20,624.92	1010000.4.9306.6485.34.280.00.30	OOD W.M. 5276A
Crotched Mtn Rehab Ctr	\$30,662.42	1010000.4.9306.6485.34.280.00.30	OOD M.S. 5276A
Danielle Marie Pilotte	\$1,200.00	1010000.4.2440.6420.63.771.00.30	Danielle Pilotte Music Therapy
Demers Plate Glass Company	\$66.75	4607500.4.4220.6640.74.185.00.10	Covid 19 Window repairs
Denise Johnson	\$130.86	4332058.4.3520.6530.33.000.00.10	After School Snack- Supplies (Food)
Dennis K Burke Inc	\$588.43	1010000.4.3300.6625.75.320.00.30	Fuel
Dennis K Burke Inc	\$1,509.13	1010000.4.3300.6625.75.320.00.30	Fuel
Dennis K Burke Inc	\$738.04	1010000.4.3300.6625.75.320.00.30	Fuel

HPS Warrents EV20210226 EV20210226B

Vendor	Total	Account	Detail Line Description
Dennis K Burke Inc	\$958.93	1010000.4.3300.6625.75.320.00.30	Fuel
DG Transportation	\$750.00	1010000.4.3300.6480.75.320.00.20	SPED In District
DG Transportation	\$915.00	1010000.4.3300.6480.75.320.00.20	SPED In District
DG Transportation	\$1,008.00	1010000.4.3300.6480.75.320.00.20	SPED In District
DG Transportation	\$756.00	1010000.4.3300.6480.75.320.00.20	SPED In District
DG Transportation	-\$ (75.00)	1010000.4.3304.6480.75.320.00.20	overpmt bal = 2450
DG Transportation	-\$ (91.50)	1010000.4.3304.6480.75.320.00.20	overpmt bal = 2450
Doreen E Plourde	\$2,359.68	1010000.4.3300.6643.75.320.00.30	Reimbursement for Vehicle Repair
Educational Testing Services	\$55.00	1010000.4.2210.6582.52.745.00.20	Para Pro - Olivia Rodgers
Elizabeth Billings	\$420.00	1010000.4.2358.6130.33.225.00.10	HEA Tuition Reimbursment
EMED CO	\$109.93	1010000.4.3510.6602.72.115.00.10	Drinking Fountain Lock Out with Padlock
Evergreen Center Inc	\$19,543.64	1010000.4.9306.6485.34.280.00.30	OOD U.J. -5385B
Evergreen Center Inc	\$19,543.64	1010000.4.9306.6485.34.280.00.30	OOD J.M. 5385B
Evergreen Center Inc	\$19,543.64	1010000.4.9306.6485.34.280.00.30	OOD C.P. 5385A
Evergreen Center Inc	\$21,619.71	1010000.4.9306.6485.34.280.00.30	OOD Z.G 5385A
Federal Express	\$320.20	1010000.4.4220.6640.74.185.00.10	Delivery fee for forklift
Francis H Maroney Inc	\$1,428.00	1010000.4.4220.6640.74.185.00.10	HVAC services/maintenance
Francis H Maroney Inc	\$1,105.48	2302144.4.3510.6515.61.290.00.10	Fixed Boiler at Haverhill Stadium
Fun and Function	\$109.94	1010000.4.2430.6580.63.771.00.30	Chew Noodle
Fun and Function	\$9.99	1010000.4.2430.6580.63.771.00.30	Replacement Cords for Chewies 6pk
Fun and Function	\$55.35	1010000.4.2430.6580.63.771.00.30	Super Chews 4pk
Fun and Function	\$79.95	1010000.4.2430.6580.63.771.00.30	XXT Grabber
FW Webb Company	\$127.76	1010000.4.4220.6640.74.185.00.10	Plumbing supplies
FW Webb Company	\$192.68	1010000.4.4220.6640.74.185.00.10	Plumbing supplies
FW Webb Company	\$98.73	1010000.4.4220.6640.74.185.00.10	Plumbing supplies
FW Webb Company	\$102.61	1010000.4.4220.6640.74.185.00.10	Plumbing supplies
Haverhill Motorcars Inc	\$23,783.00	1010000.4.3300.6620.62.770.00.30	2019 Chevrolet Express Van, 12 Passenger
Haverhill Taxi LLC	\$800.00	1010000.4.3300.6480.75.320.00.30	Sped In District
Haverhill Taxi LLC	\$400.00	1010000.4.3300.6480.75.320.00.30	Sped In District
Haverhill Taxi LLC	\$7,940.00	1010000.4.3300.6481.75.320.00.30	1SPED OOD
Haverhill Taxi LLC	\$1,100.00	1010000.4.3300.6678.75.320.00.10	DCF
Haverhill Taxi LLC	\$380.00	1010000.4.3304.6480.75.320.00.20	Homeless Attending HPS
Haverhill Taxi LLC	\$800.00	1010000.4.3304.6481.75.320.00.20	Homeless Not attending HPS
Haverhill Taxi LLC	\$178.75	4607500.4.3300.6582.00.320.00.00	COVID FEES
Haverhill Water Department	\$903.56	1010000.4.4220.6640.74.185.00.10	Water testing for St James
Heggerty Phonemic Awareness	\$289.56	4213050.4.2415.6582.43.000.06.10	See attached quote
Heinemann	\$878.00	1010000.4.2430.6580.42.775.00.20	Fountas & Pinnell Word Study System, Grade 3, Seco
Heinemann	\$1,053.60	1010000.4.2430.6580.42.775.00.20	Fountas and Pinnell Word Study System, Grade 4
HMF Printing Inc	\$40.00	1010000.4.2430.6582.61.500.00.20	Business cards for Victoria Lu
Home Depot Pro	\$238.37	1010000.4.4110.6515.54.725.00.20	Custodial Supplies-Online-Consentino
Home Depot Pro	\$164.69	1010000.4.4110.6582.74.125.00.10	Maintenance Supplies-Online-Maintenance DAC
Home Depot Pro	\$397.21	1010000.4.4110.6582.74.125.00.10	Maintenance Supplies-Online-Maintenance DAC
Home Depot Pro	\$171.84	1010000.4.4110.6582.74.125.00.10	Maintenance Supplies-Online-Maintenance DAC
Home Depot Pro	\$26.26	1010000.4.4110.6582.74.125.00.10	Maintenance Supplies-Online-Maintenance DAC
Home Depot Pro	\$70.74	1010000.4.4110.6582.74.185.00.10	50 ft extension cord
Home Depot Pro	\$51.27	1010000.4.4110.6582.74.185.00.10	Flexon 100ft commercial grade hose
Home Depot Pro	\$28.85	1010000.4.4110.6582.74.185.00.10	Flexon 50ft commercial grade hose
Home Depot Pro	\$113.43	1010000.4.4110.6582.74.185.00.10	Husky 100 ft extension cord
Home Depot Pro	\$561.60	1010000.4.4110.6582.74.185.00.10	Renown 18 gal wet/dry vac
Home Depot Pro	\$682.24	1010000.4.4110.6582.74.185.00.10	Renown 3-speed blower
Home Depot Pro	\$50.76	1010000.4.4110.6582.74.185.00.10	Renown 36in floor squeegee
Home Depot Pro	\$21.15	1010000.4.4110.6582.74.185.00.10	Renown 60in wood broom for squeegee
Home Depot Pro	\$34.80	1010000.4.4110.6582.74.185.00.10	Renown caution wet floor sign
Home Depot Pro	\$200.00	1010000.4.4110.6582.74.185.00.10	Shop vacs

HPS Warrents EV20210226 EV20210226B

Vendor	Total	Account	Detail Line Description
Home Depot Pro	\$574.92	1010000.4.4110.6584.43.710.00.20	Custodial Supplies-Online-Bradford
HTS Engineering, Inc.	\$3,350.00	1010000.4.4220.6640.74.185.00.10	Hunking HVAC engineering
HTS Engineering, Inc.	\$1,191.38	1010000.4.4220.6640.74.185.00.10	Quote for repair RTU -9 gas valve
Ideal Office Solutions LLC	\$2,109.40	4607500.4.4220.6640.74.185.00.10	Walnut Square 18354-29860
Intrado	\$17,220.00	1010000.4.1450.6611.73.200.00.10	School Messenger
ISABEL V MELI	\$1,732.50	4202400.4.2440.6425.34.280.05.10	IEP TRANSLATIONS
Jeanne Irwin	\$54.33	1010000.4.3300.6582.75.320.00.10	Supplies. Other
Jeanne Irwin	\$98.90	1010000.4.3300.6582.75.320.00.10	Supplies. Other
Jennifer Rubera	\$74.95	1010000.4.2430.6580.33.135.00.10	Supplies, Instructional
Jennifer Slater	\$29.00	1010000.4.2357.6650.34.280.00.30	Prof/Staff Developement
Judith Nesson	\$98.30	1010000.4.2110.6582.34.280.00.30	Supplies SPED
Julia R Sullivan	\$17.33	1010000.4.2440.6680.34.280.00.30	Travel-Teacher SPED
Kamco Supply Corporation of Bost	\$4,221.20	1010000.4.4220.6640.74.185.00.10	Door/door supplies
Kamco Supply Corporation of Bost	\$542.00	1010000.4.4220.6640.74.185.00.10	Door/door supplies
Kathy Pickering	\$28.90	1010000.4.2440.6680.34.280.00.30	Travel-Teacher SPED
Katie Warner	\$99.16	1010000.4.2110.6582.34.280.00.30	Undesignated
KENNETH MCDOWELL	\$164.95	1010000.4.4110.6515.63.771.00.30	TEACH - Custodial Supplies Exp
Lakeshore Equipment Company	\$365.70	1010000.4.2430.6584.41.760.00.20	Easy-Clean Room Divider
Lakeside Motors	\$58.85	1010000.4.3300.6643.75.320.00.30	Vehicle Maint
Lakeside Motors	\$141.75	1010000.4.3300.6643.75.320.00.30	Vehicle Maint
Lakeside Motors	\$225.00	1010000.4.3300.6643.75.320.00.30	Vehicle Maint
Lakeside Motors	\$125.00	1010000.4.3300.6643.75.320.00.30	Vehicle Maint
Lakeside Motors	\$60.00	1010000.4.3300.6643.75.320.00.30	Vehicle Maint
Laura Roche	\$38.89	1010000.4.3200.6525.45.735.00.20	First Aid/Health Supplies
Learning Skills Academy	\$1,046.55	1010000.4.9305.6485.34.280.00.30	OOD B.A 5625A
Learning Skills Academy	\$664.20	1010000.4.9305.6485.34.280.00.30	OOD A.C. 5625A
Leftfield LLC	\$21,465.00	4607500.4.4220.6640.74.185.00.10	COVID19 ASHRAE Compliance
Leocadio Lora.	\$106.50	1010000.4.3300.6480.75.320.00.20	Regular Education- In District
Leocadio Lora.	\$142.00	1010000.4.3300.6480.75.320.00.20	Regular Education- In District
Leocadio Lora.	\$106.50	1010000.4.3300.6480.75.320.00.20	Regular Education- In District
Leocadio Lora.	\$1,126.00	1010000.4.3300.6480.75.320.00.30	Sped TEACH/Greenleaf Academy
Leocadio Lora.	\$1,795.50	1010000.4.3300.6480.75.320.00.30	Sped TEACH/Greenleaf Academy
Leocadio Lora.	\$2,394.00	1010000.4.3300.6480.75.320.00.30	Sped TEACH/Greenleaf Academy
Leocadio Lora.	\$1,795.50	1010000.4.3300.6480.75.320.00.30	Sped TEACH/Greenleaf Academy
Leocadio Lora.	\$426.00	1010000.4.3300.6678.75.320.00.10	DCF Transport
Leocadio Lora.	\$568.00	1010000.4.3300.6678.75.320.00.10	DCF Transport
Leocadio Lora.	\$426.00	1010000.4.3300.6678.75.320.00.10	DCF Transport
Leocadio Lora.	\$11.00	4607500.4.3300.6582.00.320.00.00	COVID Fee
Leocadio Lora.	\$24.75	4607500.4.3300.6582.00.320.00.00	COVID Fee
Leocadio Lora.	\$33.00	4607500.4.3300.6582.00.320.00.00	COVID Fee
Leocadio Lora.	\$24.75	4607500.4.3300.6582.00.320.00.00	COVID Fee
Lucos Transportation LLC	\$540.00	1010000.4.3300.6480.75.320.00.30	SPED In-District
Lucos Transportation LLC	\$450.00	1010000.4.3300.6480.75.320.00.30	SPED In-District
Lucos Transportation LLC	\$480.00	1010000.4.3300.6481.75.320.00.30	SPED OOD
Lucos Transportation LLC	\$480.00	1010000.4.3300.6481.75.320.00.30	SPED OOD
Lucos Transportation LLC	\$370.00	1010000.4.3304.6480.75.320.00.20	Homeless attending HPS
Lucos Transportation LLC	\$370.00	1010000.4.3304.6480.75.320.00.20	Homeless attending HPS
Lyons & Rogers LLC	\$562.50	1010000.4.2357.6650.34.280.00.30	PD 12/9 for ETS and Supervisors
Margaret Marotta-Smith	\$127.41	1010000.4.4220.6640.74.185.00.10	Maintenance/Repair-Building
Massachusetts Association of Pup	\$1,125.00	1010000.4.3300.6645.75.320.00.10	Membership Fee
Maureen Gray	\$65.98	1010000.4.2357.6645.47.765.00.20	Memberships
MB Tractor & Equipment	\$50.74	1010000.4.4210.6642.61.520.00.20	Encumbered funds for FY21
MB Tractor & Equipment	\$59.85	1010000.4.4210.6642.74.520.00.20	Snowblowers
MB Tractor & Equipment	\$19.54	1010000.4.4210.6642.74.520.00.20	Snowblowers

HPS Warrents EV20210226 EV20210226B

Vendor	Total	Account	Detail Line Description
MB Tractor & Equipment	\$11,311.08	1020000.4.4220.6640.74.185.00.10	Snowblowers
Melissa Santos	\$13.00	1010000.4.2440.6680.34.280.00.30	Travel-Teacher SPED
Middlesex Gases & Technologies I	\$146.69	4332059.4.3510.6582.72.515.00.10	Cylinder compliance and high pressure cylinder ren
MJS Construction	\$3,440.00	1020000.4.4220.6640.47.765.00.20	Greenhouse #777
Nashoba Learning Group, Inc.	\$8,993.00	1010000.4.9305.6485.34.280.00.30	OOD I.R.- 5752A
Natalia Serna	\$200.00	4202400.4.2440.6425.34.280.05.10	IEP TRANSLATIONS
Natalia Serna	\$150.00	4202400.4.2440.6425.34.280.05.10	IEP TRANSLATIONS
Natalia Serna	\$125.00	4202400.4.2440.6425.34.280.05.10	IEP TRANSLATIONS
Natalia Serna	\$50.00	4202400.4.2440.6425.34.280.05.10	IEP TRANSLATIONS
Natalia Serna	\$150.00	4202400.4.2440.6425.34.280.05.10	IEP TRANSLATIONS
Natalia Serna	\$150.00	4202400.4.2440.6425.34.280.05.10	IEP TRANSLATIONS
National Grid - Electric	\$28.36	1010000.4.4130.6685.33.185.00.10	Crowell School - Electric FY21
National Grid - Electric	\$556.50	1010000.4.4130.6685.33.185.00.10	Crowell School - Electric FY21
National Grid - Electric	\$2,122.88	1010000.4.4130.6685.41.185.00.10	Moody School - Electric FY21
National Grid - Electric	\$10,416.97	1010000.4.4130.6685.42.185.00.10	Silvere Hill School - Electric FY21
National Grid - Electric	\$9,657.17	1010000.4.4130.6685.45.185.00.10	Golden Hill - Electric FY21
National Grid - Electric	\$637.09	1010000.4.4130.6685.48.185.00.10	Tilton Lower - Electric FY21
National Grid - Electric	\$2,528.91	1010000.4.4130.6685.51.185.00.10	Whittier School - Electric FY21
National Grid - Electric	\$11,523.11	1010000.4.4130.6685.52.185.00.10	Hunking School - Electric FY21
National Grid - Electric	\$9,876.11	1010000.4.4130.6685.53.185.00.10	Nettle School - Electric FY21
National Grid - Electric	\$7,782.12	1010000.4.4130.6685.54.185.00.10	Consention School - Electric FY21
National Grid - Electric	\$17,985.07	1010000.4.4130.6685.61.185.00.10	HHS - Electric FY21
National Grid - Electric	\$19,566.19	1010000.4.4130.6685.61.185.00.10	HHS - Electric FY21
National Grid - Electric	\$308.92	1010000.4.4130.6685.61.185.00.10	HHS - Electric FY21
National Grid - Electric	\$1,108.99	1010000.4.4130.6685.62.185.00.10	Greenleaf - Electric FY21
National Grid - Electric	\$540.82	1010000.4.4130.6685.63.185.00.10	TEACH School at Bartlett - Electric FY21
National Grid - Electric	\$247.95	1010000.4.4130.6685.74.185.00.10	Brown St Maintenance - Electric FY21
National Grid/Gas	\$4,320.74	1010000.4.4120.6686.33.185.00.10	Crowell - Gas FY21
National Grid/Gas	\$235.57	1010000.4.4120.6686.52.185.00.10	Hunking - Gas FY21
National Grid/Gas	\$58,175.59	1010000.4.4120.6686.61.185.00.10	HHS - Gas FY21
National Grid/Gas	\$6,158.98	1010000.4.4120.6686.61.185.00.10	HHS - Gas FY21
National Grid/Gas	\$5,962.60	1010000.4.4120.6686.61.185.00.10	HHS - Gas FY21
National Grid/Gas	\$1,262.62	1010000.4.4120.6686.61.185.00.10	HHS - Gas FY21
National Grid/Gas	\$9,348.49	1010000.4.4120.6686.61.185.00.10	HHS - Gas FY21
National Grid/Gas	\$683.30	1010000.4.4120.6686.74.185.00.10	Brown St Maintenance - Gas FY21
New England Pediatric Care	\$4,879.39	1010000.4.9305.6485.34.280.00.30	OOD K.L. 5113A
New England Pediatric Care	\$4,879.39	1010000.4.9305.6485.34.280.00.30	OOD J.W. 5113A
New England Security Shredders L	\$50.00	4212400.4.2440.6425.34.280.05.10	SPED Shredding
Northeast Electrical Distributors	\$79.97	1010000.4.4220.6640.74.185.00.10	Electrical supplies
Northeast Electrical Distributors	\$370.73	1010000.4.4220.6640.74.185.00.10	Electrical supplies
Northeast Electrical Distributors	\$47.03	1010000.4.4220.6640.74.185.00.10	Electrical supplies
Northeast Electrical Distributors	\$35.00	1010000.4.4220.6640.74.185.00.10	Electrical supplies
Northeast Electrical Distributors	\$74.09	1010000.4.4220.6640.74.185.00.10	Electrical supplies
Northeast Electrical Distributors	\$16.47	1010000.4.4220.6640.74.185.00.10	Electrical supplies
Northeast Electrical Distributors	\$78.19	1010000.4.4220.6640.74.185.00.10	Electrical supplies
Northeast Electrical Distributors	\$31.93	1010000.4.4220.6640.74.185.00.10	Electrical supplies
Northeast Electrical Distributors	\$23.99	1010000.4.4220.6640.74.185.00.10	Electrical supplies
Northshore Education Consortium	\$1,360.00	1010000.4.9400.6485.61.505.00.20	Recovery - HHS (A.O.)
Northshore Education Consortium	\$990.00	1010000.4.9400.6485.61.505.00.20	Recovery - HHS (A.O.)
Northshore Education Consortium	\$1,350.00	1010000.4.9400.6485.61.505.00.20	Recovery - HHS (A.O.)
Northshore Education Consortium	\$1,530.00	1010000.4.9400.6485.61.505.00.20	Recovery - HHS (A.O.)
Northshore Education Consortium	\$1,350.00	1010000.4.9400.6485.61.505.00.20	Recovery - HHS (A.O.)
Northshore Education Consortium	\$1,350.00	1010000.4.9400.6485.61.505.00.20	Recovery - HHS (A.O.)
Northshore Education Consortium	\$1,826.40	1010000.4.9400.6485.61.505.00.20	RECOVERY H.D. 0546

HPS Warrents EV20210226 EV20210226B

Vendor	Total	Account	Detail Line Description
Northshore Education Consortium	\$1,826.40	1010000.4.9400.6485.61.505.00.20	RECOVERY A.H. 0546
Northshore Education Consortium	\$4,415.25	1010000.4.9464.6485.34.280.00.30	OOD J. G. 0546
Northshore Education Consortium	\$4,415.25	1010000.4.9464.6485.34.280.00.30	OOD A.L 0546
Northshore Education Consortium	\$4,415.25	1010000.4.9464.6485.34.280.00.30	OOD C.M. 0546
NRT Bus Inc	\$2,158.37	1010000.4.3510.6483.72.115.00.10	Athletics Transportation for FY21
NRT Bus Inc	\$1,932.00	4216450.4.3300.6678.33.000.09.10	21st CCLC Transportation
Ockers Company	\$1,734.00	1010000.4.2453.6610.73.316.00.20	Lightspeed 955 access system
Ockers Company	\$1,734.00	1010000.4.2453.6610.73.316.00.20	Lightspeed
Ockers Company	\$1,734.00	1010000.4.2453.6610.73.316.00.20	Lightspeed setup
Ockers Company	\$4,717.00	4211130.4.3300.6620.75.320.00.10	65" TouchView Quote 63623 rev 1 of 1 state contrac
Palos Sports Inc	\$221.52	1010000.4.2430.6584.42.775.00.20	Set of 6 - 6' • Black Handles
Palos Sports Inc	\$179.85	1010000.4.2430.6584.42.775.00.20	Set of 6 - 7' • Red Handles
Palos Sports Inc	\$168.87	1010000.4.2430.6584.42.775.00.20	Set of 6 - 8' • Yellow Handles
Pasco Scientific	\$213.25	4332155.4.2420.6620.33.000.00.10	HUMAN EYE MODEL DISCOUNT CODE: THIS IS A PLTW
PC Parts plus LLC	\$14,030.39	4607500.4.2451.6641.73.505.00.20	Chromebook parts for repairs
PC Parts plus LLC	\$947.50	4607500.4.2451.6641.73.505.00.20	Chromebook parts for repairs
Pest-End Exterminators	\$100.00	1010000.4.4220.6640.74.185.00.10	Pest services
Pest-End Exterminators	\$41.00	1010000.4.4220.6640.74.185.00.10	Pest services
Pest-End Exterminators	\$46.00	1010000.4.4220.6640.74.185.00.10	Pest services
Pest-End Exterminators	\$71.00	1010000.4.4220.6640.74.185.00.10	Pest services
Portland Pottery Supply	\$196.40	1010000.4.2430.6584.61.110.00.20	ST 112 BROWN SPECKLE 4-6 400 LBS
Portland Pottery Supply	\$568.72	1010000.4.2430.6584.61.110.00.20	ST 630 WHITE STONEWARE 6 SMOTH 800 LBS
Portland Pottery Supply	\$33.56	1010000.4.2430.6584.61.110.00.20	WAX FORBES PINT
Postmaster - Haverhill	\$149.60	1010000.4.2210.6570.49.790.00.20	Forever Postage Stamps
Quinns Locksmith Service	\$655.00	1010000.4.4225.6663.74.185.00.10	Locksmith
Quinns Locksmith Service	\$285.00	1010000.4.4225.6663.74.185.00.10	Locksmith
R P OConnell Inc	\$540.00	1010000.4.4220.6640.74.185.00.10	Hunking controls maintenance
R P OConnell Inc	\$1,080.00	1010000.4.4220.6640.74.185.00.10	Hunking controls maintenance
Riddell/All American	\$3.98	1010000.4.3510.6602.72.115.00.10	Face protectors reinstalled
Riddell/All American	\$3.98	1010000.4.3510.6602.72.115.00.10	Face protectors removed
Riddell/All American	\$15.98	1010000.4.3510.6602.72.115.00.10	Football Reconditioning - Helmet Base Price
Riddell/All American	\$24.50	1010000.4.3510.6602.72.115.00.10	Helmets painted
Riddell/All American	\$7.98	1010000.4.3510.6602.72.115.00.10	New face protector hardware installed
Riddell/All American	\$2.00	1010000.4.3510.6602.72.115.00.10	New grommets installed
Riddell/All American	\$14.50	1010000.4.3510.6602.72.115.00.10	New hard cup chin straps installed
Riddell/All American	\$5.00	1010000.4.3510.6602.72.115.00.10	New or receptacle pairs installed
Riddell/All American	\$1.98	1010000.4.3510.6602.72.115.00.10	New snap hardware installed
Riddell/All American	\$40.00	1010000.4.3510.6602.72.115.00.10	New speed face protectors
Riddell/All American	\$66.98	1010000.4.3510.6602.72.115.00.10	New speedflex face protectors
Riddell/All American	\$18.75	1010000.4.3510.6602.72.115.00.10	New speedflex hard cup chin straps installed
Riddell/All American	\$1.98	1010000.4.3510.6602.72.115.00.10	Recertification of helmets
Riddell/All American	\$7.80	1010000.4.3510.6602.72.115.00.10	Removal/inspection interior parts
Riddell/All American	\$15.00	1010000.4.3510.6602.72.115.00.10	Shell preparation and/or buffing
Riddell/All American	\$0.40	1010000.4.3510.6602.72.115.00.10	Surcharge for NOCSAE License
Riverview School	\$10,397.08	1010000.4.9306.6485.34.280.00.30	OOD S.B. - 5975 B
Roberta A Monroe	\$7.40	1010000.4.2440.6420.62.770.00.30	Travel-Teacher SPED
Rooter-Man / Daigle Enterprise In	\$1,090.00	1010000.4.4220.6640.74.185.00.10	Plumbing/drain service
S&S Worldwide	\$111.36	4211020.4.2430.6580.45.735.00.20	Franklin Spin N Putt
S&S Worldwide	\$167.07	4211020.4.2430.6580.45.735.00.20	Putt N Hazard Green
S&S Worldwide	\$136.44	4211020.4.2430.6580.45.735.00.20	Shuffle Putt Game
S&S Worldwide	\$58.44	4211020.4.2430.6580.45.735.00.20	Skillbuilder Soft Foam Golf Balls
S&S Worldwide	\$34.74	4211020.4.2430.6580.45.735.00.20	Spectrum Foam Play Golf Ball
S&S Worldwide	\$236.95	4211020.4.2430.6580.45.735.00.20	Spectrum Golf Putter and Target Set
Scherbon Consolidated Inc	\$5,400.00	1010000.4.4220.6640.74.185.00.10	Annual preventative maintenance agreement for gene

HPS Warrents EV20210226 EV20210226B

Vendor	Total	Account	Detail Line Description
School Health	\$8.88	1010000.4.2430.6580.63.771.00.30	Turtle Massager
School Health	\$37.23	1010000.4.2430.6580.63.771.00.30	vibrating snake Massager
School Health	\$44.20	1010000.4.3200.6525.49.790.00.20	Acetamin Liquid 40z bubblegum
School Health	\$13.92	1010000.4.3200.6525.49.790.00.20	Acetaminophen 24's Jr. Strength
School Health	\$13.04	1010000.4.3200.6525.49.790.00.20	Acetaminophen Ex Strength 100's 500 MG
School Health	\$3.72	1010000.4.3200.6525.49.790.00.20	Acetaminophen tab 100's 325 MG
School Health	\$11.94	1010000.4.3200.6525.49.790.00.20	Ant-Acid Fruit Tabs 150's, 500 MG
School Health	\$28.88	1010000.4.3200.6525.49.790.00.20	Childrens Dye Free Benadryl, bblegum, 4 oz.
School Health	\$14.52	1010000.4.3200.6525.49.790.00.20	Diphenhydramine 200's
School Health	\$32.45	1010000.4.3200.6525.49.790.00.20	Ibuprofen Child Susp Grape 4 oz Good Sense
School Health	\$16.65	1010000.4.3200.6525.49.790.00.20	Ibuprofen Tab 200MG 100S
School Health	\$26.40	1010000.4.3200.6525.49.790.00.20	Jr. Strength Ibuprofen 100 MG Chew Tabs Orange
School Health	\$36.80	1010000.4.3200.6525.49.790.00.20	Motrin Child Susp Dye Free Berry, 4 oz
School Health	\$62.70	1010000.4.3200.6525.51.795.00.20	GLOVES EXAM VINYL PF M SH 100/BX
School Specialty ED. Essentials	\$95.84	4211020.4.2430.6580.53.755.00.20	School Smart Hand Held Manual Pencil Sharpeners, A
SEEM Collaborative	\$5,606.40	1010000.4.9464.6485.34.280.00.30	OOD D.B. 056200005
SenCam, Inc.	\$750.00	1020000.4.4220.6640.74.185.00.10	Asbestos abatement for 10 fire doors.
Sherwin Williams Company	\$209.92	1010000.4.4220.6640.61.520.00.20	FY21 Encumbered Funds
Sherwin Williams Company	\$72.41	1010000.4.4220.6640.61.520.00.20	Building Supplies as needed
Sherwin Williams Company	\$62.03	1010000.4.4220.6640.61.520.00.20	Building Supplies as needed
Sherwin Williams Company	\$59.68	1010000.4.4220.6640.74.185.00.10	Painting supplies
Sherwin Williams Company	\$13.34	1010000.4.4220.6640.74.185.00.10	Painting supplies
Sherwin Williams Company	\$42.54	1010000.4.4220.6640.74.185.00.10	Painting supplies
Sherwin Williams Company	\$85.08	1010000.4.4220.6640.74.185.00.10	Painting supplies
Sherwin Williams Company	\$283.19	1010000.4.4220.6640.74.185.00.10	Painting supplies
Shoe City Hardware	\$6.78	1010000.4.2415.6641.47.171.00.20	Maintenance/Repair-Equipment
Shoe City Hardware	\$19.92	1010000.4.2430.6580.61.260.00.20	ELMERSWOOD FILLER 8OZ
Shoe City Hardware	\$36.98	1010000.4.3300.6582.75.320.00.10	Misc Hardware
Shoe City Hardware	\$19.52	1010000.4.4220.6640.45.735.00.20	FY21 Encumbered Funds
Shoe City Hardware	\$5.98	1010000.4.4220.6640.45.735.00.20	FY21 Encumbered Funds
Shoe City Hardware	\$13.48	1010000.4.4220.6640.48.785.00.20	FUNDS FOR 2020-2021 SCHOOL YEAR
Shoe City Hardware	\$73.43	1010000.4.4220.6640.52.745.00.20	FY21 Encumbered Funds
Shoe City Hardware	\$60.36	1010000.4.4220.6640.52.745.00.20	FY21 Encumbered Funds
Shoe City Hardware	\$69.99	1010000.4.4220.6640.61.520.00.20	Fy21 Encumbered Funds
Shoe City Hardware	\$22.46	1010000.4.4220.6640.61.520.00.20	Fy21 Encumbered Funds
Shoe City Hardware	\$22.30	1010000.4.4220.6640.63.771.00.30	FY21 Encumbered Funds
Shoe City Hardware	\$7.20	1010000.4.4220.6640.74.185.00.10	Misc. maintenance supplies
Shoe City Hardware	\$4.66	1010000.4.4220.6640.74.185.00.10	Misc. maintenance supplies
Shoe City Hardware	\$19.99	1010000.4.4220.6640.74.185.00.10	Misc. maintenance supplies
Shoe City Hardware	\$12.98	1010000.4.4220.6640.74.185.00.10	Misc. maintenance supplies
SmartPass, LLC	\$9,550.00	4211020.4.1450.6611.61.200.00.10	FY20-21 5 Schools SmartPass
SOS Security Systems	\$190.00	1010000.4.4225.6663.74.185.00.10	Security alarm service
SOS Security Systems	\$156.25	1010000.4.4225.6663.74.185.00.10	Security alarm service
SOS Security Systems	\$93.75	1010000.4.4225.6663.74.185.00.10	Security alarm service
SOS Security Systems	\$745.00	1010000.4.4225.6663.74.185.00.10	Security alarm service
SOS Security Systems	\$563.75	1010000.4.4225.6663.74.185.00.10	Security alarm service
SOS Security Systems	\$469.17	1010000.4.4225.6663.74.185.00.10	Security alarm service
SOS Security Systems	\$125.00	1010000.4.4225.6663.74.185.00.10	Security alarm service
SOS Security Systems	\$62.50	1010000.4.4225.6663.74.185.00.10	Security alarm service
SOS Security Systems	\$62.50	1010000.4.4225.6663.74.185.00.10	Security alarm service
SOS Security Systems	\$125.00	1010000.4.4225.6663.74.185.00.10	Security alarm service
SOS Security Systems	\$519.72	1010000.4.4225.6663.74.185.00.10	Security alarm service
SOS Security Systems	\$62.50	1010000.4.4225.6663.74.185.00.10	Security alarm service
SOS Security Systems	\$255.00	1010000.4.4225.6663.74.185.00.10	Security alarm service

HPS Warrents EV20210226 EV20210226B

Vendor	Total	Account	Detail Line Description
SOS Security Systems	\$190.00	1010000.4.4225.6663.74.185.00.10	Security alarm service
Stanley Access Technologies LLC	\$210.00	1010000.4.4220.6640.74.185.00.10	Power maintenance to electric doors
Stanley Convergent Security Solut	\$7,645.70	4211020.4.2453.6610.73.316.00.20	upgrade intercom
Stanley Convergent Security Solut	\$26,941.95	4607500.4.3600.6663.74.275.00.10	ITC71 state OSD contract Silver Hill RFID Door Acc
Stanley Convergent Security Solut	\$19,346.77	4607500.4.3600.6663.74.275.00.10	ITC71 state OSD contract Walnut Sq RFID door acces
Staples Inc	\$119.78	1010000.4.2430.6584.53.755.00.20	Ms. Prevost class
Staples Inc	-(\$34.16)	4211020.4.2430.6580.53.755.00.20	supplies jan 2021
Stephen Dorrance	\$195.00	1010000.4.4130.6688.74.185.00.10	Utilities-Telephone
Stericycle	\$79.00	1010000.4.3200.6525.36.160.00.20	Service Agreement 9-1-2020
Synovia Solutions, LLC	\$491.00	1010000.4.3300.6620.75.320.00.10	Legacy Lease
Synovia Solutions, LLC	\$114.00	1010000.4.3300.6620.75.320.00.10	Legacy Lease
Synovia Solutions, LLC	\$114.00	1010000.4.3300.6620.75.320.00.10	Legacy Lease
Synovia Solutions, LLC	\$114.00	1010000.4.3300.6620.75.320.00.10	Legacy Lease
Synovia Solutions, LLC	\$491.00	1010000.4.3300.6620.75.320.00.10	Legacy Lease
Tel-Net	\$330.57	1010000.4.2430.6584.51.795.00.20	MERLIN 10B BIS SET
Tel-Net	\$135.00	1010000.4.4230.6641.41.140.00.10	Billable Phone Labor
Tel-Net	\$195.75	1010000.4.4230.6641.51.795.00.20	Billable Phone Labor
Tel-Net	\$194.75	1010000.4.4230.6641.51.795.00.20	Billable Phone Labor
The Durkin Company	\$525.77	1010000.4.4220.6640.74.185.00.10	Cleaning equipment/maintenance/supplies
The Durkin Company	\$525.77	1010000.4.4220.6640.74.185.00.10	Cleaning equipment/maintenance/supplies
The Durkin Company	\$525.77	1010000.4.4220.6640.74.185.00.10	Cleaning equipment/maintenance/supplies
The Durkin Company	\$633.00	1010000.4.4220.6640.74.185.00.10	Cleaning equipment/maintenance/supplies
The Durkin Company	\$633.00	1010000.4.4220.6640.74.185.00.10	Cleaning equipment/maintenance/supplies
The Durkin Company	\$525.77	1010000.4.4220.6640.74.185.00.10	Cleaning equipment/maintenance/supplies
The Durkin Company	\$525.77	1010000.4.4220.6640.74.185.00.10	Cleaning equipment/maintenance/supplies
The Durkin Company	\$525.77	1010000.4.4220.6640.74.185.00.10	Cleaning equipment/maintenance/supplies
The Durkin Company	\$525.77	1010000.4.4220.6640.74.185.00.10	Cleaning equipment/maintenance/supplies
The Durkin Company	\$525.77	1010000.4.4220.6640.74.185.00.10	Cleaning equipment/maintenance/supplies
The Metro Group Inc	\$350.00	1010000.4.4220.6640.74.185.00.10	Hot water closed loop equipment - 24 knight filter
The Metro Group Inc	\$350.00	1010000.4.4220.6640.74.185.00.10	Hot water closed loop equipment - 24 knight filter
Theresa A Diffin	\$53.22	4332055.4.3520.6582.33.000.06.10	After School Tuition- Supplies
Thomas C Jordan	\$21.25	1010000.4.2410.6595.61.277.00.20	Textbooks-Social Studies
Toshiba Financial Services	\$911.57	1010000.4.1210.6613.32.310.00.10	1500 User cards
Toshiba Financial Services	\$1,296.52	1010000.4.1210.6613.32.310.00.10	Central Office -Front/Rear & Supt. & Curriculum Co
Toshiba Financial Services	\$911.57	1010000.4.1210.6613.32.310.00.10	1500 User cards
Toshiba Financial Services	\$1,296.52	1010000.4.1210.6613.32.310.00.10	Central Office -Front/Rear & Supt. & Curriculum Co
Toshiba Financial Services	\$4,635.28	1010000.4.2210.6613.61.500.00.20	HHS Copier Lease
Toshiba Financial Services	\$4,635.28	1010000.4.2210.6613.61.500.00.20	HHS Copier Lease
Toshiba Financial Services	\$196.65	1010000.4.2420.6613.33.135.00.20	Curriculum Copier Lease
Toshiba Financial Services	\$196.65	1010000.4.2420.6613.33.135.00.20	Curriculum Copier Lease
Toshiba Financial Services	\$673.24	1010000.4.2420.6613.41.140.00.20	Moody Copier Lease
Toshiba Financial Services	\$673.24	1010000.4.2420.6613.41.140.00.20	Moody Copier Lease
Toshiba Financial Services	\$968.25	1010000.4.2420.6613.42.775.00.20	Silver Hill Copier Lease
Toshiba Financial Services	\$968.25	1010000.4.2420.6613.42.775.00.20	Silver Hill Copier Lease
Toshiba Financial Services	\$968.25	1010000.4.2420.6613.43.710.00.20	Bradford Copier Lease
Toshiba Financial Services	\$750.76	1010000.4.2420.6613.43.710.00.20	Bradford Copier Lease
Toshiba Financial Services	\$968.25	1010000.4.2420.6613.45.735.00.20	Golden Hill Copier Lease
Toshiba Financial Services	\$968.25	1010000.4.2420.6613.45.735.00.20	Golden Hill Copier Lease
Toshiba Financial Services	\$968.25	1010000.4.2420.6613.47.765.00.20	Pentucket Lake Copier Lease
Toshiba Financial Services	\$968.25	1010000.4.2420.6613.47.765.00.20	Pentucket Lake Copier Lease
Toshiba Financial Services	\$828.28	1010000.4.2420.6613.48.785.00.20	Tilton Lower Copier Lease
Toshiba Financial Services	\$828.28	1010000.4.2420.6613.48.785.00.20	Tilton Lower Copier Lease
Toshiba Financial Services	\$336.62	1010000.4.2420.6613.49.790.00.20	Walnut Square Copier Lease
Toshiba Financial Services	\$554.11	1010000.4.2420.6613.49.790.00.20	Walnut Square Copier Lease

HPS Warrents EV20210226 EV20210226B

Vendor	Total	Account	Detail Line Description
Toshiba Financial Services	\$828.28	1010000.4.2420.6613.51.795.00.20	Whittier Middle School Copier Lease
Toshiba Financial Services	\$828.28	1010000.4.2420.6613.51.795.00.20	Whittier Middle School Copier Lease
Toshiba Financial Services	\$631.63	1010000.4.2420.6613.52.745.00.20	Hunking Copier Lease
Toshiba Financial Services	\$631.63	1010000.4.2420.6613.52.745.00.20	Hunking Copier Lease
Toshiba Financial Services	\$1,045.77	1010000.4.2420.6613.53.755.00.20	Nettle Copier Lease
Toshiba Financial Services	\$1,045.77	1010000.4.2420.6613.53.755.00.20	Nettle Copier Lease
Toshiba Financial Services	\$1,161.61	1010000.4.2420.6613.54.725.00.20	Consentino Copier Lease
Toshiba Financial Services	\$1,161.61	1010000.4.2420.6613.54.725.00.20	Consentino Copier Lease
Toshiba Financial Services	\$393.30	1010000.4.2420.6613.58.785.00.20	Tilton Upper Copier Lease
Toshiba Financial Services	\$393.30	1010000.4.2420.6613.58.785.00.20	Tilton Upper Copier Lease
Toshiba Financial Services	\$286.49	1010000.4.2420.6613.62.770.00.30	HALT Copier Lease
Toshiba Financial Services	\$414.14	1010000.4.2420.6613.62.770.00.30	HALT Copier Lease
Toshiba Financial Services	\$196.65	1010000.4.4110.6613.74.185.00.10	Facilities Copier Lease
Toshiba Financial Services	\$196.65	1010000.4.4110.6613.74.185.00.10	Facilities Copier Lease
Toshiba Financial Services	\$414.14	4206450.4.2420.6613.33.105.04.10	Discovery Copier Lease
Toshiba Financial Services	\$286.49	4206450.4.2420.6613.33.105.04.10	Discovery Copier Lease
Trane Company	\$479.80	1010000.4.4220.6640.74.185.00.10	Switch;toggle, 3PDT
Trane Company	\$222.30	1010000.4.4220.6640.74.185.00.10	Suppressor, ARC
Trane Company	\$347.62	1010000.4.4220.6640.74.185.00.10	Transformer;auto
United Elevator Inc	\$85.00	1010000.4.4220.6450.74.185.00.10	Elevator inspection services
United Elevator Inc	\$390.00	1010000.4.4220.6450.74.185.00.10	Elevator inspection services
United Elevator Inc	\$390.00	1010000.4.4220.6450.74.185.00.10	Elevator inspection services
United States Postal Service	\$110.00	1010000.4.2210.6570.47.765.00.20	Postage
Verizon - 15124	\$3,781.39	1010000.4.4130.6688.74.185.00.10	Encumbrance FY21
Verizon - 15124	\$456.43	1010000.4.4130.6688.74.185.00.10	Encumbrance FY21
Verizon Wireless - 15062	\$3,059.37	1010000.4.4130.6688.74.185.00.10	Wireless Encumbrance for FY21
Verizon Wireless - 15062	\$15.00	1010000.4.4130.6688.74.185.00.10	Wireless Encumbrance for FY21
Verizon Wireless - 15062	\$15.00	1010000.4.4130.6688.74.185.00.10	Wireless Encumbrance for FY21
Verizon Wireless - 15062	\$15.00	1010000.4.4130.6688.74.185.00.10	Wireless Encumbrance for FY21
Verizon Wireless - 15062	\$15.00	1010000.4.4130.6688.74.185.00.10	Wireless Encumbrance for FY21
Verizon Wireless - 15062	\$15.00	1010000.4.4130.6688.74.185.00.10	Wireless Encumbrance for FY21
Verizon Wireless - 15062	\$42.67	1010000.4.4130.6688.74.185.00.10	Wireless Encumbrance for FY21
VEX Robotics, INC	\$3,899.00	1010000.4.2420.6609.61.000.00.10	VEX V5 CLASSROOM STARTER BUNDLE
Water Specialities Company	\$505.90	1010000.4.4220.6640.74.185.00.10	61230 rubber repair kit
WB Mason Co Inc	\$397.73	1010000.4.1210.6560.32.310.00.10	Central Office Supplies
WB Mason Co Inc	\$25.70	1010000.4.1450.6510.73.200.00.10	Supplies
WB Mason Co Inc	\$33.52	1010000.4.2110.6582.34.280.00.30	Sped Supplies online order
WB Mason Co Inc	\$21.90	1010000.4.2430.6580.33.135.00.10	Curriculum Supplies ONGOING
WB Mason Co Inc	\$24.90	1010000.4.2430.6580.41.140.00.20	Avery® Removable Color-Coding Labels, Removable Ad
WB Mason Co Inc	\$10.00	1010000.4.2430.6580.41.140.00.20	Crayola® Washable Finger Paint, 16 oz. Bottle, Red
WB Mason Co Inc	\$5.24	1010000.4.2430.6580.41.140.00.20	Crayola® Washable Paint, 16 oz. Bottle, Green
WB Mason Co Inc	\$2.62	1010000.4.2430.6580.41.140.00.20	Crayola® Washable Paint, 16 oz. Bottle, White
WB Mason Co Inc	\$119.80	1010000.4.2430.6580.41.140.00.20	Do A Dot™ Markers
WB Mason Co Inc	\$17.75	1010000.4.2430.6580.41.140.00.20	Duracell® Coppertop® AA Alkaline Batteries, 36/PK
WB Mason Co Inc	\$17.26	1010000.4.2430.6580.41.140.00.20	Elmer's® Glue-All White Glue, Repositionable, 1 ga
WB Mason Co Inc	\$28.80	1010000.4.2430.6580.41.140.00.20	Pacon® Fingerpaint Paper, 50 lbs., 16 x 22, White,
WB Mason Co Inc	\$45.45	1010000.4.2430.6580.41.140.00.20	Sharpie® Fine Point Permanent Marker, Assorted, 8/
WB Mason Co Inc	\$113.67	1010000.4.2430.6580.41.140.00.20	GBC® HeatSeal Nap-Lam Roll I Film, 1.5 mil, 1" Cor
WB Mason Co Inc	\$325.48	1010000.4.2430.6580.43.710.00.20	To Purchase, labels, paper, markers, planners and
WB Mason Co Inc	\$7.17	1010000.4.2430.6580.61.110.00.20	MALLEN 7 28 2020
WB Mason Co Inc	\$902.04	1010000.4.2430.6580.61.110.00.20	APOLSON A12
WB Mason Co Inc	\$279.00	1010000.4.2430.6580.61.110.00.20	APOLSON A12
WB Mason Co Inc	\$6.12	1010000.4.2430.6580.61.110.00.20	APOLSON A12
WB Mason Co Inc	\$1,240.97	1010000.4.2430.6580.63.771.00.30	Studennt Supplies TEACH
WB Mason Co Inc	\$305.88	1010000.4.2430.6580.63.771.00.30	Studennt Supplies TEACH

HPS Warrents EV20210226 EV20210226B

Vendor	Total	Account	Detail Line Description
WB Mason Co Inc	\$745.87	1010000.4.2430.6580.63.771.00.30	Bookcases-2, pens, pencils, etc
WB Mason Co Inc	\$108.02	1010000.4.2430.6582.63.771.00.30	Velcro Loop
WB Mason Co Inc	\$284.62	1010000.4.2430.6584.42.775.00.20	Grade 5 order
WB Mason Co Inc	\$139.96	1010000.4.2430.6584.42.775.00.20	Reading Coach 2nd Order
WB Mason Co Inc	\$6.32	1010000.4.2430.6584.42.775.00.20	Behavior Teacher Order
WB Mason Co Inc	\$29.10	1010000.4.2430.6584.43.110.00.20	To order art supplies, including paper, paper cutt
WB Mason Co Inc	\$301.96	1010000.4.2430.6584.45.735.00.20	Golden Hill Kindergarten
WB Mason Co Inc	\$1,115.50	1010000.4.2430.6584.47.765.00.20	Supplies, Standard Copy Paper
WB Mason Co Inc	\$217.47	1010000.4.2430.6584.47.765.00.20	Supplies, Standard Teachers and Main Office
WB Mason Co Inc	\$62.50	1010000.4.2430.6584.49.790.00.20	Crayola Colored Pencils 12/BX
WB Mason Co Inc	\$99.50	1010000.4.2430.6584.49.790.00.20	Mead Spiral Bound Notebook Wide Rule
WB Mason Co Inc	\$99.50	1010000.4.2430.6584.49.790.00.20	Mead Square Deal Composition Book Wide Rule
WB Mason Co Inc	\$111.74	1010000.4.2430.6584.49.790.00.20	To purchase AA batteries, AAA batteries, colored p
WB Mason Co Inc	\$7.78	1010000.4.2430.6584.51.795.00.20	Beginning of year school supplies
WB Mason Co Inc	\$188.33	1010000.4.2430.6584.61.110.00.20	HHS Teacher B Riley Student Supplies
WB Mason Co Inc	\$18.45	1010000.4.4110.6584.53.755.00.20	Jan 2021
WB Mason Co Inc	\$9.80	1010000.4.4110.6584.53.755.00.20	Jan 2021
WB Mason Co Inc	\$168.99	1020000.4.3300.6582.75.320.00.10	Supplies
WB Mason Co Inc	\$254.97	2292551.4.3200.6582.70.000.06.20	HP 414A Toner Cartidge, Black
WB Mason Co Inc	\$329.97	2292551.4.3200.6582.70.000.06.20	HP 414A Toner Cartidge, Cyan
WB Mason Co Inc	\$329.97	2292551.4.3200.6582.70.000.06.20	HP 414A Toner Cartidge, Magenta
WB Mason Co Inc	\$329.97	2292551.4.3200.6582.70.000.06.20	HP 414A Toner Cartidge, yellow
WB Mason Co Inc	\$33.18	2292551.4.3200.6582.70.000.06.20	HP 62 Ink Cartidge, Tri-Color
WB Mason Co Inc	\$599.00	2292551.4.3200.6582.70.000.06.20	HP Color Laser Jet Pro M479fdw Printer
WB Mason Co Inc	\$60.62	2292551.4.3200.6582.70.000.06.20	HP 62 XL Ink Cartidge Black
WB Mason Co Inc	\$470.50	4211020.4.2430.6580.33.135.00.10	Remote Learning Academy Supplies ONGOING
WB Mason Co Inc	-\$25.92	4211020.4.2430.6580.33.135.00.10	Remote Learning Academy Supplies ONGOING
WB Mason Co Inc	\$261.60	4211020.4.2430.6580.41.140.00.20	Crayola® Ultra-Clean Washable Marker Classpack, 10
WB Mason Co Inc	\$112.32	4211020.4.2430.6580.41.140.00.20	Paper, Laser, 250SH, 65#, BRW
WB Mason Co Inc	\$477.36	4211020.4.2430.6580.43.710.00.20	To purchase student supplies including clipboards,
WB Mason Co Inc	\$653.94	4211020.4.2430.6580.45.735.00.20	Golden Hill Additional Supply Order
WB Mason Co Inc	\$213.00	4211020.4.2430.6580.53.755.00.20	Students 11-2020
WB Mason Co Inc	\$4,864.43	4211020.4.2430.6580.54.725.00.20	ABC Student Supplies
WB Mason Co Inc	\$432.60	4211020.4.2430.6580.58.785.00.20	Hybrid Supplies
WB Mason Co Inc	\$950.89	4211020.4.2430.6580.58.785.00.20	Sherri's Supplies
WB Mason Co Inc	\$72.00	4211020.4.2430.6580.58.785.00.20	Sherri's Supplies
WB Mason Co Inc	\$16.00	4212400.4.2430.6582.34.280.07.30	2 Resources® Money Jar
WB Mason Co Inc	\$310.96	4212400.4.2430.6582.34.280.07.30	Online order- SPED supplies
West Music	\$44.25	4211020.4.2430.6580.49.790.00.20	Boomwhackers BWCG 5-Note Chromatics
West Music	\$43.90	4211020.4.2430.6580.49.790.00.20	Boomwhackers BWCG 8-Note C Major Diatonic
Williamson Electric Co., Inc.	\$254.67	1010000.4.4220.6640.74.185.00.10	Electric motor parts
Williamson Electric Co., Inc.	\$3,769.42	1010000.4.4220.6640.74.185.00.10	Electric motor parts
Williamson Electric Co., Inc.	\$2,744.80	4607500.4.4220.6640.74.185.00.10	Covid 19 repairs
YMCA of Northshore	\$6,000.00	1010000.4.3510.6602.72.115.00.10	Gymnastics Space Rental for Dec 2020-Feb 2021
	\$793,694.20		



**Haverhill Public Schools - School Committee
Remote Regular Meeting Minutes of February 11, 2021**

Roll Call - Pledge of Allegiance.

Mr. Wood, Vice Chair called the meeting to order at 7:02 pm and requested a roll call of the members.

Mrs. Sapienza Donais	Present	Attorney Rosa	Present
Ms. Sullivan	Present	Mrs. Ryan-Ciardello	Present
Attorney Magliocchetti	Present	Mr. Wood, Vice Chair	Present
Mayor Fiorentini, Chair	Present		

Dr. Margaret Marotta, Superintendent of Schools, and Mr. Michael Pfifferling, Assistant Superintendent were also present.

The Pledge of Allegiance was recited.

Mr. Wood, Vice Chair read the following Opening Statement: Due to the ongoing COVID-19 Pandemic, Governor Baker issued an Emergency Order temporarily suspending certain provisions of the Open Meeting Law, G.L. c. 30A sec. 20. Public bodies otherwise governed by the OML are temporarily relieved from the requirement that meetings be held in public places, open and physically accessible to the public, so long as measures are taken to ensure public access to the bodies' deliberations "through adequate, alternative means." This meeting will be available via live streaming over HCTV and WHAV. The full meeting recording will be posted on the HCTV website.

Public Comment.

Mr. Anthony Parolisi, 169 Summer Street, Haverhill MA, HEA President offered the following remarks:

- In reference to COVID, the data is trending lower;
- Remote learning following the holidays along with pool testing was very beneficial and the key to keeping schools open for learning;
- Pool testing is a key factor in identifying non-symptomatic individuals;
- Disappointed in the delay in vaccinations for "all educators" = all employee;
- Teachers' Unions of MA working with MA Professional Firefighters' Association and AFL-CIO to propose own vaccination plan which can be found on the HEA's Facebook page ~ he encouraged people to send a letter to Governor Baker; facilitator along with these groups are available to provide vaccinations;
- Dr. Marotta and her team had a vaccination plan that was stymied by Governor's reclassification;
- Reiterated support for a living wage for ESP's along with a modest wage increase for secretaries Unit ~ living wage is one job at \$34,000.

Ms. Hillary Collins-Oosting, 110 Brockton Avenue, Haverhill MA constituent, parent of a JG Whittier student, spouse of a North Reading HS teacher, HR Consultant in Healthcare made the following comments in addition to an email sent to the Committee and Superintendent [Hillary Collins-Oosting Email 02.11.21.pdf](#)

- Misalignment of School Committee's decision-making and the HEA position at odds with data;
- Address in a more strategic manner the mental health crisis for youth and seriousness of crisis with youth depression and suicide
- In-person learning can happen without vaccinations;
- Difference between children who have resources and those children who do not;
- CDC indicates schools can reopen when protocols are enforced;
- Referenced her email with five key points:

- 1) Commitment to not delay in-person school after February break.
- 2) Commitment to not delay in-person school for the remainder of the year.
- 3) Commitment to expand in-person to four days/week as soon as possible.
- 4) Commitment to enforce a return date for full in-person learning as other districts and states have done, in accordance with vaccine eligibility for teachers.
- 5) Commitment to enforcing expectations that, if teachers and staff decline the vaccine by choice, they will still be required to report to in-person teaching.

Mayor Fiorentini assumed chairing the meeting.

Student Advisory Council – Ms. Gabriela Vargas.

Ms. Vargas provided an update on Haverhill High School activities including:

- Freshman, Sophomores and Juniors recommendations are being made for next year's classes also try something different and join clubs;
- For Juniors there will be a 2.28.21 College Fair will be held;
- Sports teams are doing amazing;
- Senior Pictures submit pictures including school career and baby photos;
- With the new term starting it is a fresh start to stay on top of your grades and your mental health;
- Happy Valentine's Day – spread some love, compassion, laughter, cheer and everyone have a great vacation since it has been a hard school year.

Superintendent Comments/Reports.

Superintendent Marotta introduced Ms. Jami Dion, Supervisor of Guidance and Counseling Services and Mrs. Dianne Connolly, Director of Multi-tiered Systems of Support to share information on partnerships within the community on social emotional learning. They collaboratively presented the following PowerPoint presentation: [SEL Supports.pdf](#) Mrs. Connolly acknowledged the work of Suzette DiTonno in collaboration with Lesley University.

Attorney Rosa expressed gratitude for the excellent presentation and the staff involved in this important work. He related that the increase in student adjustment counselors had been a priority of both Attorney Magliocchetti and Mr. Wood.

Dr. Marotta offered that not every student needed a fully accredited SAC and some individuals had been hired at a lower rate of pay to fill out mental health supports.

In response to the implementation of e-referral system, Ms. Dion related that since October 2020 there had been 89 referrals.

Attorney Rosa was pleased with teachers taking advantage of LIFTS Program and tuition reimbursement. Mrs. Connolly indicated that Lesley University had kept the cost down for these courses.

Attorney Magliocchetti cared very deeply about this issue and complemented the teachers on endorsing and collaborating on these programs. He asked if there were any studies regarding social activation for students during and post COVID. Attorney Magliocchetti looked forward to further updates on this matter.

Mrs. Connolly responded that the district was taking the lead from teachers and was grateful for their contributions.

Regarding Attorney Magliocchetti's question on grant application and funding, Mrs. Dion stated that the district had received a \$93,500 grant and continued to submit grant applications.

Dr. Marotta acknowledged Ms. Vargas.

Ms. Vargas questioned how staff and students could access services.

Mrs. Connolly noted that communication was key and regular meetings with school adjustment counselors along with staff notices were implemented.

Ms. Dion indicated that Ms. Vargas could be of assistance and she would be speaking with her to discuss some options.

Pool Testing.

Superintendent Marotta noted that 100 pools continued in the district and were being conducted each week, especially among asymptomatic individuals. She asked for the Committee's opinion/advice on mandated pool testing for Winter II/Spring Sports athletic teams as part of the "Stop the Spread" efforts.

Ms. Sullivan praised the JCVRT and Dr. Marotta's leadership on the experimental pool testing. She commented that pool testing had made a real impact on safety in schools and was an amazing tool.

Mayor Fiorentini was supportive of pool testing and was a great idea in terms of sports.

Mrs. Sapienza Donais asked if Dr. Marotta was asking for a motion. The Superintendent responded that if it was for mandatory testing, a motion would be needed from the School Committee.

A motion was made by Mrs. Sapienza Donais to make pool testing mandatory for sports teams. Attorney Rosa seconded the motion.

Attorney Rosa asked if there was any down-side or obstacles to the pool testing.

Dr. Marotta related that with Binex testing it allowed for rapid testing of any positive pools. Ms. Vozeolas indicated that pools that went out today, the results would be received on Saturday and follow-up testing of positive pools held on Tuesday at Consentino School. The Superintendent offered that there was free and abundant Binex testing.

A roll call vote was requested:

Mrs. Sapienza Donais	Yes	Attorney Rosa	Yes
Ms. Sullivan	Yes	Mrs. Ryan-Ciardiello	Yes
Attorney Magliocchetti	Yes	Mr. Wood, Vice Chair	Yes
Mayor Fiorentini, Chair	Yes		

7 members voted in the affirmative

Motion passes

0 members voted in the negative

0 members abstained

0 members absent

COVID Update.

Dr. Marotta offered there was anticipation for the vaccinations to begin with 85% teachers responding that they would getting the vaccine.

Mayor Fiorentini asked for a plan to be developed by the Superintendent to return students for full-time in-person learning by April 1, 2021.

Attorney Magliocchetti clarified that this was a non-binding vote and would need to be approved by the Committee.

Mrs. Sapienza Donais commented it was too early.

Mayor Fiorentini stated incredible damage was being done to students.

Mrs. Sapienza Donais noted that City Hall was closed to the public.

The Mayor responded that City Hall would be reopening soon prior to April 1, 2021.

Ms. Sullivan related there should be a plan. Mr. Wood agreed with the plan development with the goal of returning students to the classroom by giving them the best education.

A motion was made by Mr. Wood to have the Superintendent to draw up plan for full-time in person learning by April 1, 2021. Attorney Magliocchetti seconded the motion. A roll call vote was requested:

Mrs. Sapienza Donais	No	Attorney Rosa	Yes
Ms. Sullivan	Yes	Mrs. Ryan-Ciardello	Yes
Attorney Magliocchetti	Yes	Mr. Wood, Vice Chair	Yes
Mayor Fiorentini, Chair	Yes		

6 members voted in the affirmative

Motion passes

1 member voted in the negative

0 members abstained

0 members absent

It was noted that there was a problem with the HCTV broadcast of the meeting.

Superintendent Marotta asked if the plan could include a reduction in the 6 feet social distance. Mayor Fiorentini responded that the plan could include the reducing in social distancing but the plan needed to be approved by the School Committee.

Attorney Magliocchetti: Vaccine Update.

Attorney Magliocchetti asked if there was any new information.

Mayor Fiorentini recommended more local authority in vaccine distribution since the State was directing them to Massachusetts Distribution Sites.

Mayor Fiorentini clarified that WHAV was broadcasting and that HCTV.

Dr. Marotta offered the MTA and others were part of an advocacy movement.

School Committee Reports/Communications.

Mrs. Ryan-Ciardiello and Attorney Rosa: Memorandum of Agreement with the School Nurses – Massachusetts Nurses Association [HPS Nurses MOA 2.22.2021 - 3.26.2021 FINAL.pdf](#).

Attorney Rosa reported that a MOA had been developed with school nurses for pool testing; this agreement was being extended to March 26, 2021 with additional nurse participation. He noted that CNAs were being hired to assist in this testing.

Mrs. Ryan-Ciardiello asked for an update on CNA hiring.

The Superintendent indicated a workforce consisting of LPN and CNA was being assembled to release nurses from the pool testing effort with the return of students to in-person learning.

Ms. Vozeolas noted that hiring of other staffing might allow for more flexible scheduling.

In relation to the cost of the proposal, Attorney Rosa answered \$3,400.

A motion was made by Ms. Sullivan to approve the Memorandum of Agreement with the School Nurses – Massachusetts Nurses Association. Attorney Magliocchetti seconded the motion. A roll call vote was requested:

Mrs. Sapienza Donais	Yes	Attorney Rosa	Yes
Ms. Sullivan	Yes	Mrs. Ryan-Ciardiello	Yes
Attorney Magliocchetti	Yes	Mr. Wood, Vice Chair	Yes
Mayor Fiorentini, Chair	Yes		

7 members voted in the affirmative

Motion passes

0 members voted in the negative

0 members abstained

0 members absent

Subcommittee Reports ~ There were no reports.

Old Business.

A discussion of proposed recommendation to City Council as included in the agenda material (tabled 01.28.21).

A motion was made by Mr. Wood to remove the proposed recommendation to City Council [Resolved Proposed City Council Document.pdf](#) as included in the agenda material from the table. Ms. Sullivan seconded the motion.

A roll call vote was requested:

Mrs. Sapienza Donais	Yes	Attorney Rosa	Yes
Ms. Sullivan	Yes	Mrs. Ryan-Ciardiello	Yes
Attorney Magliocchetti	Yes	Mr. Wood, Vice Chair	Yes
Mayor Fiorentini, Chair	Yes		

7 members voted in the affirmative

Motion passes

0 members voted in the negative

0 members abstained

0 members absent

Mr. Parolisi requested to speak on this issue. He thanked the Committee for its resolution of a recent grievance and its further support for the proposal.

A motion was made by Attorney Rosa to approve the Proposed City Council Document. Attorney Magliocchetti seconded the motion. A roll call vote was requested:

Mrs. Sapienza Donais	Yes	Attorney Rosa	Yes
Ms. Sullivan	Yes	Mrs. Ryan-Ciardello	Yes
Attorney Magliocchetti	Yes	Mr. Wood, Vice Chair	Yes
Mayor Fiorentini, Chair	Yes		

7 members voted in the affirmative Motion passes
 0 members voted in the negative
 0 members abstained
 0 members absent

Mayor Fiorentini asked the Superintendent to provide the documentation needed for the City Council.

New Business.

Superintendent's Recommendation to approve Warrant Numbers EV20210212 & EV20210212B in the amount of \$1,379,583.93 Warrant EV20210212 & EV20210212B.pdf as indicated in the agenda material.

A motion was made by Mr. Wood to approve Warrant Numbers EV20210212 & EV20210212B in the amount of \$1,379,583.93. Mrs. Ryan-Ciardello seconded the motion. A roll call vote was requested:

Mrs. Sapienza Donais	Yes	Attorney Rosa	Yes
Ms. Sullivan	Yes	Mrs. Ryan-Ciardello	Yes
Attorney Magliocchetti	Yes	Mr. Wood, Vice Chair	Yes
Mayor Fiorentini, Chair	Yes		

7 members voted in the affirmative Motion passes
 0 members voted in the negative
 0 members abstained
 0 members absent

Superintendent's Recommendation to approve Warrant Number EV20210212A in the amount of \$12,939.48 Warrant EV20210212A.pdf as indicated in the agenda material.

A motion was made by Mr. Wood to approve Warrant Number EV20210212A in the amount of \$12,939.48. Mrs. Ryan-Ciardello seconded the motion. A roll call vote was requested:

Mrs. Sapienza Donais	Yes	Attorney Rosa	Yes
Ms. Sullivan	Yes	Mrs. Ryan-Ciardello	Yes
Attorney Magliocchetti	Abstain	Mr. Wood, Vice Chair	Yes
Mayor Fiorentini, Chair	Yes		

6 members voted in the affirmative Motion passes
 0 members voted in the negative
 1 member abstained
 0 members absent

Items by Consensus.

Approval of the Remote Meeting Minutes: Remote Regular Meeting of January 28, 2021 School Committee Remote Meeting Minutes 01.28.21 Final & Approved.pdf.

A motion was made by Mr. Wood to approve the Remote Meeting Minutes of January 28, 2021. Mrs. Ryan-Ciardello seconded the motion. A roll call vote was requested:

Mrs. Sapienza Donais	Yes	Attorney Rosa	Yes
Ms. Sullivan	Yes	Mrs. Ryan-Ciardello	Yes
Attorney Magliocchetti	Yes	Mr. Wood, Vice Chair	Yes
Mayor Fiorentini, Chair	Yes		

7 members voted in the affirmative Motion passes

0 members voted in the negative

0 members abstained

0 members absent

A motion was made by Mr. Wood to go into executive session (8:21 pm) for the purpose of discussing negotiations strategy and to review a proposed Memorandum of Agreement with the Transportation Unit Employees (SEIU). The Committee will reconvene in open session to approve any actions taken in executive session. Mrs. Ryan-Ciardello seconded the motion. A roll call vote was requested:

Mrs. Sapienza Donais	Yes	Attorney Rosa	Yes
Ms. Sullivan	Yes	Mrs. Ryan-Ciardello	Yes
Attorney Magliocchetti	Yes	Mr. Wood, Vice Chair	Yes
Mayor Fiorentini, Chair	Yes		

7 members voted in the affirmative Motion passes

0 members voted in the negative

0 members abstained

0 members absent

A motion was made by Ms. Sullivan to return to open session (8:51 pm). Mr. Wood seconded the motion. A roll call vote was requested:

Mrs. Sapienza Donais	Yes	Attorney Rosa	Yes
Ms. Sullivan	Yes	Mrs. Ryan-Ciardello	Yes
Attorney Magliocchetti	Yes	Mr. Wood, Vice Chair	Yes
Mayor Fiorentini, Chair	Yes		

7 members voted in the affirmative Motion passes

0 members voted in the negative

0 members abstained

0 members absent

A motion was made by Ms. Sullivan to approve the Memorandum of Agreement with the SEIU 888 Haverhill Transportation Group [file:///Volumes/GoogleDrive/My Drive/HPSTransportationGroupMOA2.4.21.pdf](file:///Volumes/GoogleDrive/My%20Drive/HPSTransportationGroupMOA2.4.21.pdf). Attorney Rosa seconded the motion. A roll call vote was requested:

Mrs. Sapienza Donais	Yes	Attorney Rosa	Yes
Ms. Sullivan	Yes	Mrs. Ryan-Ciardello	Yes
Attorney Magliocchetti	Yes	Mr. Wood, Vice Chair	Yes
Mayor Fiorentini, Chair	Yes		

7 members voted in the affirmative Motion passes

0 members voted in the negative

0 members abstained

0 members absent

A motion was made by Ms. Sullivan to adjourn the meeting (8:52 pm). Attorney Magliocchetti seconded the motion. A roll call vote was requested:

Mrs. Sapienza Donais	Yes	Attorney Rosa	Yes
Ms. Sullivan	Yes	Mrs. Ryan-Ciardello	Yes
Attorney Magliocchetti	Yes	Mr. Wood, Vice Chair	Yes
Mayor Fiorentini, Chair	Yes		

7 members voted in the affirmative

Motion passes

0 members voted in the negative

0 members abstained

0 members absent

