

**SCHOOL COMMITTEE MEETING
AGENDA
WEDNESDAY, OCTOBER 14, 2020
7:00 P.M.
CARLISLE SCHOOL COMMUNITY ROOM
AND ZOOM REMOTE ACCESS**

In order to adhere to social distancing guidelines, 5 members of the public will be allowed access to this meeting in the Community Room at the Carlisle School. Per Governor Baker's order suspending certain provisions of the Open Meeting Law, G.L. c. 30A sec. 20, members of the public who cannot access this meeting in the Community Room can access it via live stream at:

<https://us02web.zoom.us/j/81323969421?pwd=bzRtVnNjWmlJMUhFdkF5RGhUSzhXZz09>

Meeting ID: 813 2396 9421

Passcode: F\$2=Cm

The School Committee reserves the right to implement additional remote participation procedures and will notify the public of these procedures as soon as practicable. Public comments are welcome as per the agenda.

I. Call to Order

Chair announces the meeting is being recorded.

II. Review/Approve Minutes

- A. Meeting of October 6, 2020
- B. Meeting of August 4, 2020

III. Information/Discussion Items

- A. Brick Building Window Renovation Update
- B. State and Local COVID Dashboard
- C. School Reopening
- D. Indigenous People's Day
- E. School Committee Goals
- F. Resolutions Committee Report/MASC

IV. Members'/Committee Reports as Needed

V. Communications/Correspondence

VI. Warrants: None

VII. Action Items: None

VIII. Public Comments

The agenda items listed are those that the Chair reasonably anticipates will be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law. All School Committee meetings may be recorded via audio and video by the School Committee.

IX. Adjourn Meeting

The agenda items listed are those that the Chair reasonably anticipates will be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law. All School Committee meetings may be recorded via audio and video by the School Committee.

Carlisle School Committee
Minutes
Tuesday, October 6, 2020
7:00 p.m.
Carlisle School Community Room
and Zoom Remote Access

Present– School Committee: Christine Lear - Chair, Amanda Comperchio, Jack Huntress
Present – School Committee via Zoom: Eva Mostoufi, Sara Wilson
Present– School Administration: James O’Shea, Superintendent
Present – School Administration via Zoom: Matt Mehler, Middle School Principal; Dennet Sidell, Elementary Principal; Anne Mahan, Business Manager; Nancy Anderson, Assistant to the Superintendent.

In order to adhere to social distancing guidelines, 5 members of the public were allowed access to this meeting in the Community Room at the Carlisle School. Per Governor Baker’s order suspending certain provisions of the Open Meeting Law, G.L. c. 30A sec. 20, members of the public who could not access this meeting in the Community Room were able to access it via live stream at:

<https://us02web.zoom.us/j/88687559758?pwd=Vm1uL1BoaGszVStrWVpqS3hLWlhNdz09>

Meeting ID: 886 8755 9758

Passcode: bYec9u

Public comments were posted via the chat box. Questions/Comments were read and answered by the School Committee via live stream.

I. Call to Order

Ms. Lear called the meeting to order at 7:02 p.m. and stated that the meeting was being recorded.

II. Review/Approve Minutes

- A. Meeting of September 30, 2020. Ms. Comperchio made a motion to approve the minutes of September 23, 2020; Mr. Huntress seconded the motion. There was no discussion. The following votes were taken in roll call: Comperchio, aye; Huntress, aye; Lear, aye; Mostoufi, aye; Wilson, aye.

III. Information/Discussion Items

- A. State and Local COVID Dashboard. Mr. O’Shea reviewed the established decision frameworks for changing instructional models at the School. There have been no cases in the school population in the past 14 days. Approximately 30 COVID tests have been taken by the school population with all negative results to date. There have been 23 cases of COVID in the Carlisle Community since the onset of the pandemic. The positivity rate in Massachusetts is 0.87%. Carlisle remains in the gray area.
- B. School Reopening. Mr. O’Shea reported that the School is in week two of Phase 2, where cohorts attend in a hybrid schedule for full days. Lunch and recess continue to go well. There has been a focus on cleaning and disinfecting bathrooms. This takes place

mid-day and in the evening, with wipe-downs of high touch surfaces along with traditional cleaning. We are short-handed in the facilities department and have posted an ad for another part time custodian. Phase 3 starts October 19, with a 4 ½ days a week full in-person program. We posted for a 5th grade social studies teacher, and continue to look at 7th grade classroom spaces to meet the goal of 6 feet distancing. There is a proposal for the CSC to bring back elementary students starting on October 13 for full time in person instruction. The proposal does not include middle school students because space challenges are still being addressed. It was noted that middle school students receive remote instruction on days they are not in school. Mr. O'Shea said such a change requires a CSC vote. Mr. O'Shea discussed the challenges of Phase 4, on December 9, when the Family Choice Remote (FCR) students can choose to return to school. He said that we have had a couple of students change from in-person instruction to FCR. The Social Justice Community Book Group meets Wednesday at 7:00 p.m. The next CSC meeting is Wednesday, October 14 at 7:00 p.m. Cross-Country and Field Hockey have started at the School. There was a Flu vaccination clinic for faculty and staff today. The School is working with the Town to ensure our finances and reimbursements are coordinated. Mr. O'Shea has a meeting with the Board of Selectmen to coordinate long-term maintenance and procurement functions among the Town departments and the School. He gave a shout-out to the custodians and maintenance teams for all of the work they have done and continue to do. We are in the process of scheduling the Special Education Subcommittee meetings which will be held monthly on Fridays. Even though the FY22 Town Budget is delayed, Mr. O'Shea will hold initial budget planning meetings in the next couple of weeks. Ms. Lear asked for discussion about the early full time in person return to school for elementary students. Ms. Comperchio said it makes sense for younger kids to return to school full time next week. Mr. O'Shea added that some people believe we should stick with the already established plan, but he didn't want to dismiss the concerns about kids being out of school for too long. The School wants to bring kids back to a safe and clean environment. Mr. Huntress added that he has kids in both schools, and he knows that middle school students are able to do more at home. He believes we have to do what's best to address the situation at hand, and voiced support of the plan because kids would be in a better place for learning. Ms. Wilson also thinks it's a good idea, she likes introducing elementary first and bringing in middle school later, it's a nice modification. She asked Mr. O'Shea if he knows of other schools that are in full time in person instruction. Mr. O'Shea answered that he met with superintendents last week, some had schools with full in person instruction, some had half day every day instruction, and they have had lots of success in bringing elementary students into school. He agreed that the sooner we can do it, the better it is for our kids. Ms. Mostoufi added that when we started the conversation about hybrid models, the goal was to make sure things ran as smoothly as possible, with procedures and expectations in place. She likes starting elementary first. She feels it gives a little breathing room to adjust to the change and to learn from the experience. She commended the teachers and staff for teaching kids in this difficult environment. She asked what the number of students would rise to if families chose to have their kids return to school. Jim said families are not allowed to move their children from FCR to in-person now, but they can on December 9. However, if students are in person now, it is easy to transition to FCR. Ms. Lear is very excited about getting the kids back to school. She added that the move for elementary students to return first is great; it

is hard to learn remotely when students are younger. Mr. Huntress agreed that there is a lot of logic to the move.

- C. School Committee Goal Setting. Mr. O’Shea shared a document that contained last year’s Superintendent and School Committee goals, the 2017-2020 Carlisle Public Schools’ District Objectives, the current Vision and Mission and Portrait of a Graduate, and the draft Superintendent Goals for 2020-2021. The District Objectives were discussed, and included many specifics under the main objectives of: 1. Provide a Rich, Rigorous and Relevant Curriculum; 2. Build a Community of Respect in a Safe and Healthy Learning Environment; and 3. Ensure Equity and Excellence in Learning. Mr. O’Shea then read the CPS Mission and Vision:

Carlisle Public Schools cultivate balanced learners who can stand confidently with one foot in the field and the other in the future.

We create a nurturing and individualized experience for our students and highly value personal relationships. We prioritize social-emotional and physical health. We include a project-based approach to help students develop their knowledge, skills, and interests. We provide multiple ways for students to demonstrate understanding and mastery, de-emphasizing state standardized assessments. Students engage in the classroom and in the community, with educators, local experts, and Carlisle's natural resources to understand how their studies can be applied to civic life to help solve local and global problems. We break down barriers between traditional subjects and create opportunities for students to develop their understanding of the world and extend their perspective and thinking beyond our town borders.

Mr. O’Shea then read the Portrait of a Graduate, which is a document that states what qualities Carlisle students aim to possess when they graduate from 8th grade. It states:

A CPS GRADUATE IS:

- *A resilient and adaptable **lifelong learner** who is empowered to pursue their interests.*
- *A self-aware and **reflective individual** who takes responsibility for their actions, outcomes and learning.*
- *A caring, kind and engaged **global citizen** who works to forward identified goals.**
- *A creative and competent **problem solver**, appreciative of diverse thinking.*
- *An **independent thinker**, willing to question the status quo and weigh the evidence.*
- *An **effective communicator & collaborator** who can work with diverse teams, listen and articulate thoughts and ideas persuasively.*

**Current goals are aligned with UN Sustainable Development goals.*

Mr. O'Shea noted that this the new foundational document on which the School will build goals and plans. Mr. O'Shea then shared his draft Superintendent goals. They center on the work of making the new Vision and Mission a reality for Carlisle students. He also wants to ensure that student experience is the best it can be in the current climate. He is examining the curriculum and culture and wants to collaborate with educators and Carlisle citizens to address inherent systemic racism, and work to provide students with an educational experience that is actively antiracist and bias free.

Ms. Lear opened the discussion about CSC goals. Ms. Mostoufi shared that CCRSD has also just started talking about goals. A major theme is how the School responds to the pandemic. Ms. Wilson presented an overarching goal; provide the students with a safe and successful education experience that addresses health issues and educational equity. Mr. Huntress noted that nobody knows what the next 6-8 months will look like, but voiced support for orienting goals around COVID. It's also important to have competency in remote learning and technology. He would like to end this year with a documented plan so the incredible efforts people went through this year are in place if the School ever had to respond to a similar situation in the future. Ms. Wilson asked what are the things we have learned that we can incorporate into our regular practices. Ms. Mostoufi said that the situation generated innovation in the classroom and showed faculty and staff were quick to respond to challenges. She sees the importance of making sure all students feel included and are provided an equitable education. Ms. Lear would like to see the CSC explore bringing children from other towns into Carlisle; look at our population and make it more diverse, and give other kids opportunities. Mr. O'Shea talked about joining with other towns to service kids in other towns. Ms. Lear advocates forming a task force and exploring this idea. Ms. Mostoufi said that the School has already started implementing some of the ideas, getting kids connected to seniors as an example, but there may be other opportunities for learning that we could explore. Mr. O'Shea added that people who are involved in visioning and strategic planning take ideas and focus on them right away. He believes we can utilize the Carlisle Community to make other practices happen. He believes the more we can reflect on the vision, mission and portrait of a graduate and the themes, the better the educational experience will be for students. The work of the visioning committee supports our faculty and staff, who have been working on these themes. Mr. Huntress wants to propose goals that are attainable. There are many opportunities to align with the district goals, but he wondered how to align CPS with the Region and the expectation of incoming students to CCHS. Ms. Wilson said CCRSD is also currently looking at that topic. The Region met with Dorothy Presser from MASC, and asked how other regional districts communicate between school committees. People want to ensure there is equity among incoming 9th graders. At the region there is a push to have greater communication and alignment among FinComs, the Boston community, the select boards, and making sure everyone is informed. Last year there was a push for Carlisle families to have equity; they had previously been required to go to Concord to get information about CCHS. This year, CCHS brought the presentation to Carlisle. Ms. Mostoufi said this was great success for Carlisle families. If our families are well informed; it helps with the transition process. Ms. Wilson said the key is communication. Carlisle wants to maintain our own culture and autonomy, but

there is value in being informed. Mr. O'Shea cited other alignment with Concord, through the Rivers and Revolutions program at CCHS. The teachers from that program presented activities to Concord and Carlisle students and faculty. Ms. Wilson said we are moving in parallel directions but sometimes in different ways. She added that budget planning, the superintendent evaluation and communication are usual goal topics. Ms. Wilson said the CSC could provide leadership to push forward the vision while providing a safe environment; with equity in education. Ms. Lear said the pandemic was an equalizer because everything was new for all students; there were equal opportunities to learn and grow. Ms. Lear said the CSC had four goals last year. Ms. Comperchio said innovation could be tied into the goals. Mr. Huntress said goals should be SMART (specific, measurable, achievable, relevant and time-based). Last year Laurie Hunter used SMART goals. Ms. Comperchio said members have a lot of great ideas. Ms. Wilson reminded everyone that the Superintendent evaluation is from June to June, and Mr. O'Shea should be sure to include the many things he has accomplished and directed since June in the COVID environment. Mr. O'Shea will change the language in his goals to include this information. Ms. Lear asked the members to review the school documentation on district objectives, mission, vision, portrait of a graduate and the draft of the Superintendent goals. She kept notes and will send CSC draft goals to Ms. Anderson, who will send them to the members.

IV. Members'/Committee Reports as Needed

Special Ed Subcommittee: Ms. Comperchio said this group will start meeting on Fridays.

Highland Building Task Force: Ms. Lear said this group has not met yet.

BOH: Ms. Lear said this group is currently meeting about Halloween and will send information as soon as possible.

V. Warrants

A. Payroll Warrant #2021; \$396,066.22

B. Accounts Payable Warrant #2221; \$108,350.29

VI. Action Item

Ms. Comperchio made a motion to waive the usual practice of discussing an issue at one meeting and voting on it at the next; Mr. Huntress seconded the motion. The following votes were taken in Roll Call: Comperchio, aye; Huntress, aye; Lear, aye; Mostoufi, aye; Wilson, aye. Mr. Huntress made a motion to move the start date for elementary students to be full time in person to October 13, 2020; Ms. Comperchio seconded the motion. Ms. Mostoufi thanked everyone for their efforts. The following votes were taken in Roll Call: Comperchio, aye; Huntress, aye; Lear, aye; Mostoufi, aye; Wilson, aye.

VII. Public Comments

Cynthia Sorn, Rutland Street, wanted clarification that Kindergarten through Grade 4 students will return full time next week and Wednesday would be a half day. Mr. O'Shea confirmed that was correct and added that Wednesday, October 14 will be a half day for elementary, and middle school will be remote. She asked if the teachers feel ready for this change. Mr. O'Shea said many teachers in elementary support this change. Mr. Huntress said that he continues to talk to school committee members in other towns, where there are a lot of resources and intelligent

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people. However, many problems exist in those towns and in the state, and he is very thankful to be in Carlisle and work so well together with the School and the CSC. He thanked everyone for working so hard.

VIII. Adjourn Meeting

Ms. Comperchio made a motion to adjourn the meeting; Mr. Huntress seconded the motion. The following votes were taken in Roll Call: Comperchio, aye; Huntress, aye; Lear, aye; Mostoufi, aye; Wilson, aye. The public meeting was adjourned at 8:39 p.m.

Respectfully submitted,

Nancy Anderson
Assistant to the Superintendent

Carlisle School Committee

Minutes

Tuesday, August 4, 2020

7:00 p.m.

Carlisle School Auditorium
83 School Street Carlisle, MA 01741
and Zoom Remote Access

Present– School Committee: Christine Lear - Chair, Amanda Comperchio, Jack Huntress, Eva Mostoufi

Present – School Committee via Zoom: Sara Wilson

Present– School Administration: James O’Shea, Superintendent

Present – School Administration via Zoom: Matt Mehler, Middle School Principal; Denet Sidell, Elementary Principal; Lori Bruce, Director of Student Support Services; Anne Mahan, Business Manager.

Per Governor Baker’s order suspending certain provisions of the Open Meeting Law, G.L. c. 30A sec. 20, members of the public that cannot physically access this School Committee meeting could access this meeting via live stream at:

<https://us02web.zoom.us/j/87580921119?pwd=RzgrbUdZQkVtbUFZbzRwOVR1TTJiUT09>

Meeting ID: 875 8092 1119

Passcode: 0M.UK7

The School Committee reserves the right to implement additional remote participation procedures and will notify the public of these procedures as soon as practicable. Public comments were deferred until tomorrow’s meeting.

I. Call to Order

Ms. Lear called the meeting to order at 7:03 p.m. and stated that the meeting was being recorded.

II. Information/Discussion Items

A. Carlisle School Reopening Discussion. Ms. Lear stated that the purpose of this meeting was to talk with members of the Board of Health about the challenges of reopening school in the current climate. She thanked everyone for doing what they can to keep people safe. Mr. O’Shea said he will be submitting three school reopening models to the State, as requested. It is not yet known which model will be implemented, as the situation is fluid. It was noted that the Back to School Task Force (BTSTF) contributed to the development of the models. The following models were presented:

1. Full In-Person: Masks will be worn (mandatory for all staff and all students PK-8), hand-washing and sanitation protocols will be implemented, and 3 feet distancing as recommended by the DESE will be in place. It was noted that Dr. Mehler looked at all spaces in the school and 6 feet distancing can be implemented in instructional spaces.
2. Hybrid: This is the preferred model from data collected through staff surveys. One cohort would attend school on Monday and Thursday; one cohort would attend on

Tuesday and Friday, and Wednesday would be a day of remote instruction. Students will be grouped in cohorts based on their needs, not alphabetically.

3. Full Remote: The faculty and staff worked hard on the model that was implemented in the spring, and everyone's efforts were appreciated. However, per feedback from surveys, it was not perceived by parents as the best model of instruction. The administrative team and the curriculum team have worked on enhancing the remote model, which will be more robust, with asynchronous and synchronous instruction. There will be direct lessons and a structured school day.

Mr. O'Shea said that the School is ready to implement any of these 3 models. Summer days will focus on programming for these models. The State provided relief on the mandated days of instruction, which has been reduced from 180 to 170 days. The first day of school for students was moved to September 15, and the days at the beginning of September will be used for planning. Mr. O'Shea introduced Laura Marshall, Special Educator, who gave a presentation on the Summer Program. Ms. Marshall has been teaching in the Summer Program for eight years. This year, she had five Middle School students in the program and had the assistance of two paraprofessionals. The program ran for 3 hours a day, 3 days a week, for 5 weeks. The students wore masks, had assigned seats, had assigned Chromebooks, there was no sharing of supplies, and they maintained physical distancing. Windows were opened. There were also sinks in the rooms for handwashing and hand sanitizer was available. Positives of the program included: students were engaged and happy to be in school, they enjoyed their summer project which was learning about COVID, project ideas were creative (examples included conducting interviews and writing poems,) they went outside for recess, and were respectful and compliant with rules. Challenges included: maintaining distance when a student needed help, difficulties with understanding students wearing masks, and reminding them to distance from others. Ms. Marshall said the students worked hard and she received positive parent feedback. Mr. Huntress asked Ms. Marshall what school reopening plan she would choose. Ms. Marshall said she would prefer the hybrid plan because it would be less crowded in classrooms. Mr. Huntress asked if there was less learning this year compared to the last years; Ms. Marshall answered that there was an equal amount of learning this year compared to other years and the small numbers helped achieve that. Ms. Mostoufi asked if the attendees were high needs students; the answer was yes. Ms. Wilson asked how the kids adapted to the routines; Ms. Marshall answered that through the 5 weeks, they followed the safety protocols and other rules. Ms. Mostoufi asked about the daily schedule; Ms. Marshall said it was posted on the board along with expectations. Ms. Mostoufi asked if the students could socialize; Ms. Marshall said they were able to run around on the plaza, talk with each other, and had no problems interacting. Ms. Mostoufi asked if Ms. Marshall has shared this feedback with other teachers. Ms. Marshall said she would be happy to; Mr. O'Shea added that this is the first opportunity for a summer program teacher to share information. Mr. Huntress asked the Board of Health members the best way to share information with teachers on how to teach students to keep their distance from others and wear masks. Mr. Thorsen answered that these rules are easier with older kids. He noted that it is difficult for a small child to pass this disease to another person. The risk is higher as people get older. Teachers are cognizant of that. It is a management of risks. Ms. Mostoufi asked if fresh air keeps people more safe. Mr. Thorsen answered that replacing the air in a classroom is

important, but fresh air is best. Filters help too. Increased air flow helps in all situations. Ms. Comperchio asked about classroom management and if more staff are needed. Mr. O'Shea answered that more adults are needed to supervise students this year due to the many new safety procedures in place. Mr. Huntress asked if people are 6 feet apart, do they need to wear masks? The BOH answered that it is more risky if you don't wear a mask, and it is better to err on the safe side. He noted that sneezes can carry 18 feet. Ms. Comperchio asked about transitioning from one model to another. Mr. O'Shea answered that with the 3 plans, the School should be able to transition smoothly. Ms. Mostoufi asked about the unique needs of elementary students in a remote model. Mr. O'Shea answered that it is a challenge to manage a group of elementary students remotely. Some of the work falls to the parents to support learning and their child's social emotional connection. He feels that it is critical to have young students in person for learning. It is also important for older students. Ms. Wilson asked what in person instruction would look like. She said that during the walk-through of the classrooms and the bus, she thought collaboration and hands-on projects would have to be eliminated. Mr. O'Shea said that it should not be assumed that there would be no project-based learning occurring this year. He cited the creativity of the teachers and knows there will be tradeoffs and changes. But he knows that Carlisle educators will find ways to provide a great education for our students. Mr. Huntress wanted to make sure everyone was aware of all of the things that the School is doing to prepare for this year's learning plan, such as purchasing outdoor furniture and creating the 6 feet distancing set up in classrooms. Mr. O'Shea added that in the Middle School, teachers will push into classrooms with the exception of P.E. and World Language. For the teachers that see a large number of students (such as in Art), those teachers may provide remote instruction to a group to limit exposure. Ms. Mostoufi asked about guidelines for distancing on the bus. Mr. O'Shea said at the tour, the BOH expressed concern about one child per seat being too close. The School will adopt the practice of one child in every other bus seat. Surveys have been sent to parents asking if their child requires bus transportation. It was noted there is limited space on the bus with the seating restrictions in place. We will analyze our needs, open windows, and do what we need to do to make transportation work. Ms. Comperchio asked if a teacher tests positive and has to quarantine for two weeks, does the class have to quarantine as well? Mr. O'Shea answered that if students were in the room with a teacher who tested positive, the students are close contacts and would quarantine for 14 days. Ms. Mostoufi asked the percentage of families that will send their children back to school in person. Mr. O'Shea answered that 87% of families will send their children to a hybrid or in-person model. Ms. Lear said that people should not be able to change their minds about their kids having to ride the bus. Mr. O'Shea said we should be able to accommodate the riders to date. Mr. O'Shea reviewed the frameworks for school reopening and changing models. He noted that no cases in Carlisle is one extreme. If there were 4-5 cases, the School would switch to remote learning based on the DESE model. The Carlisle School model is more safe. It includes masks for all, 6 feet distancing, and if anyone in the classroom is exposed they go into quarantine. To summarize the frameworks; with 0-4 cases the School remains in-person; 5 or more cases warrants a move to remote learning. Also, 5-6 cases in the Town of Carlisle or high numbers in the State would trigger the move to remote instruction as well. Ms. Wilson said it's important to tell parents the plan for in person or hybrid instruction. There is

always the possibility that we have to pivot to remote learning and people want to plan for that as well. Mr. O'Shea said that it is the School's responsibility to educate the children of families that choose remote learning. We are fine-tuning the curriculum plan for those families. Ms. Wilson is concerned that it will be a diminished curriculum. Mr. O'Shea said one of the great challenges for districts in MA is that Schools have to run a parallel program. We are still looking at approaches. We will survey parents. Can remote kids Zoom into classrooms? Can remote students ask questions and participate in discussions? These ideas will be explored. Ms. Mostoufi asked how we know that all of the COVID cases are being reported in Carlisle. Mr. O'Shea said data is posted on the State website. The public health nurse shares information as well, and the BOH receives information. The BOH added that there is an electronic state epidemiology network, and names can't be released because of HIPAA laws, but if there is a case in the School, the BOH would know and Ms. Fantasia would let the School know on a need to know basis. Ms. Mostoufi asked if the School would have students sign a pledge to follow the rules. Mr. O'Shea answered that expectations will be explained and listed and there will be a commitment to follow the guidelines. Daily check-ins will be done through Lauren Sawyer. Mr. Huntress appreciated the transparency of these discussions. He said sometimes in Carlisle we forget how fortunate we are. We benefit from low enrollment and work tirelessly to solve problems. It is humbling and he is grateful. Ms. Lear said there is another CSC meeting tomorrow at 8:30 a.m. and there will be opportunities for public comments at that meeting. Mr. O'Shea thanked the BOH for attending.

III. Public Comments

There were no public comments.

VIII. Adjourn Meeting

Ms. Wilson made a motion to adjourn the meeting; Mr. Huntress seconded the motion. The following votes were taken in Roll Call: Comperchio, aye; Huntress, aye; Lear, aye; Mostoufi, aye; Wilson, aye. The public meeting was adjourned at 9:06 p.m.

Respectfully submitted,

Nancy Anderson
Assistant to the Superintendent

Dear Christine and Nancy,

Thank you for the opportunity to meet with the School Committee again to discuss the Red Brick School historic window restoration project. As the Special Town meeting is almost upon us, I drafted a Community Preservation Act application for the project which was presented to the Community Preservation Committee last week. The Committee will meet again on 10/12 to review the warrants. There is no obligation to move forward, but if you wish to we are ready to go!

Also attached below for your consideration:

- A quote (and references) for <\$20k for the restoration submitted by a reputable and experienced contractor. We are aware of the state procurement requirements and will solicit further bids if/when the Committee approves the project.
- Select excerpts from the nomination form for inclusion in the National Register of Historic Places which was submitted several weeks ago to the MA Historical Comm. for review.
- Schematic drawing of a historic window which details the extraordinary craftsmanship required to build a (historic) window.

We are happy to answer any questions related to this proposal at the meeting or at a later date.

Thank you again!

Best regards,

Annette Lee and Kathy Keller
Co-Chairs, Carlisle Historical Commission

FY 2019 PROJECT APPLICATION

Community Preservation Committee
66 Westford Street
Carlisle, MA 01741
TEL: 978-369-6155 (Town Clerk) FAX: 978-371-0594

Please type your responses to the following questions:

1. Project Overview, Contact Information, Signatures

Project Name: Carlisle Center District #1 Schoolhouse

Project Applicant: School Committee

Amount Requested: \$25,000

Sponsoring Board or other organization(s) (as applicable): Historical Commission

Primary Contact Person:

Name: KATHY KELLER

Address: 14 Westford St.

Phone Number: 917. 509. 7646

Email Address: Kathakeller@gmail.com

Purpose: (please select all that apply)

- Community Housing
- Historic Preservation
- Open Space
- Recreation

Project location or address: 97 School St.

Signature of Applicant: _____

Print name: Christine Lear

Date: _____

Signature of Chairman of Sponsoring Board or other organization (as applicable):

K Keller

Print name: KATHY KELLER

Date: _____

Carlisle School Committee

2. Project Summary

Restoration of historic, hand-joined Greek Revival window sashes with original lights dating from 1848.

3. Project Description

Removal of sash for restoration off-site. Use existing storm windows as temporary protection. Removal of existing panes of lights (glass) from individual sash and label sash for reinstallation. Removal of exterior paint layers and glazing from sash, via hand stripping. Conservation of interior paint layers. Wet/dry sanding of wood. Sanding and carving of repair areas to crisp lines and matching molded profile. Consolidate and repair deteriorated woodwork; add preservative coating. Reinstallation of existing glass into new bed of glazing. Replacement of broken glass with approved salvage. Replacement of modern glass with salvage glass. Exterior glazing, primer, and finish coat of paint. Reinstallation of sash to working order including cords, locks, etc. Photographic documentation of all work including existing condition, ongoing repair and finished project.

4. Responsible Parties

The School Committee (Christine Lear, Chairperson) and the School Facilities Manager (Rob Fortado), with the Historical Commission playing an advisory role as needed.

5. Timeline

The restoration project can commence as soon as CPA funding is approved at town meeting, and a contractor is selected through the bidding process. A building permit may also be required.

6. Project Purpose

The school is currently used for children's recreational activities. The window restoration would ensure that the windows operate properly; and are safe and secure for children. Additionally, the restoration would enhance the beauty and longevity of the historic windows which are a character-defining feature of the school. The school is eligible for nomination to the National Register of Historic Places.

7. Community Support

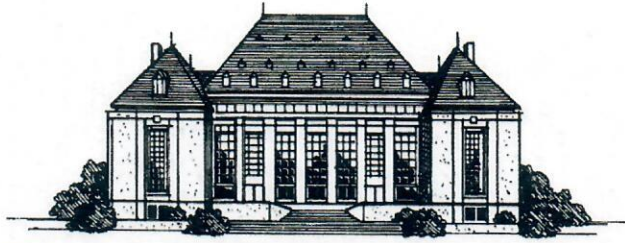
The Carlisle School Committee, Historical Commission, and Historic Society support this endeavor.

8. Jurisdiction or Ownership of Project Site

The Board of Selectmen has jurisdiction with oversight by the School Committee (?)

9. Permitting Requirements or Endorsements

Building Permit to be issued by Building Commissioner (?)



WESTMILL PRESERVATION SERVICES

725 Old Plymouth Street, Halifax, MA 02338

Phone: 781-293-5479 Fax: 781-293-0065

Central Brick Schoolhouse
Attn: Lawrence A. Sorli, Architect
83 School Street
Carlisle, Ma.

PROJECT: Window Sash Restoration:

PROPOSAL: Based upon a site visit and examination of the existing conditions we propose the following:

ITEM A;

Conservation and repair of 8, 6/9 sash.

Description of Proposed Work:

- Removal of sash for restoration off site. Use of existing storm windows as temporary protection.
- Removal of existing panes of glass from individual sash. Great care is exercised to prevent breakage of existing glass. Glass breakage over 5% is unacceptable. Labeling of glass to assure reinstallation in same opening.
- Removal of exterior paint layers and glazing from sash, via hand stripping. Retainage of selected area of paint conservation, usually upper right corner of sash. Conservation of interior paint layers
- Wet sanding and dry sanding of wood.
- Application of Val-Oil consolidant to bare wood. This is to restore the integrity of the wood fibers so as to be able to better adhere to the primer paint.
- Use of West System marine epoxy for consolidation and repair of deteriorated woodwork. Sanding and carving of repair areas to crisp lines and matching profile.
- Areas of deterioration beyond epoxy repairs to be replaced with like wood species, profile, etc.
- Application of zinc naphenate preservative coating.
- Application of alkyd primer paint, BM 100, to wooden sash.
- Reinstallation of existing glass into new bed of glazing. Replacement of broken historic glass with approved salvage. Use of edge glue epoxy. Replacement of modern glass with

salvage. Exterior glazing of panes and application of alkyd primer to new glazing after proper cure time. Great care is taken to keep new glazing out of interior sight line. Tooling of new glazing to clean, crisp lines.

- Application of two coats of latex finish coat to exterior.
- Reinstallation of sash to smooth working order including sash cords, locks etc.
- Photographic documentation of all work including existing condition, ongoing repair and finished product.

COST: \$1,800.00 x 8 = \$ 14,400.00

ITEM B: One 6/6 window sash, front façade attic.

COST: \$1,500.00

ITEM C: One six light fixed sash at rear facade

COST: \$1,200.00

ITEM D: Allowance for repairs to sills and exterior trim at areas beyond normal paint prep.

COST: \$2,200.00

TOTAL PROPOSAL PRICE: \$19,300.00

Westmill Preservation Services LLC performs work within the guidelines established by the Department of the Interior Standards for Historic Preservation and subscribes to the Code of Ethics of the American Institute for the Conservation of Historic Works.

The above pricing assumes that Westmill Preservation Services LLC is responsible for furnishing all labor, materials and equipment necessary for execution of the work described. The owner is responsible for furnishing electric, potable water, and full access to the building.

Accepted By: _____

Date:

Mason B. Cook

For Westmill Preservation Services
Mason B. Cook-manager, WPS

Date: 7/6/20

Mason B. Cook

List of Work Sites

Westmill Preservation Services LLC 2000-2019

Aaron Hunt House, Sudbury, Massachusetts
Adah Hall House, Pembroke, Massachusetts
Adams Library, Kingston, Massachusetts
Algonquin Club, Boston Massachusetts
Ames Free Library, Easton, Massachusetts
Arlington Street Church, Boston, Massachusetts
Babst Library, Boston College, Chestnut Hill, Massachusetts
Bradford House, Duxbury, Massachusetts
Captain John Wilson House, Cohasset, Massachusetts*
Carriage Barn Restoration, MMBWCT, Milton, Massachusetts
Chateau-Sur-Mer, Newport, Rhode Island
Christ Church, Sag Harbor New York
Christ Episcopal Church, Raleigh, North Carolina*
Christ Scientist Church, Boston, Massachusetts
Church of the Advent, Boston, Massachusetts
Church of the Good Shepard, Dedham, Massachusetts
Church of the Covenant, Boston, Massachusetts
College Street School Building, Clinton, North Carolina *
Danforth-Hayward House, Milton, Massachusetts
Daniels Farmstead, Blackstone, Massachusetts
Dumbarton Oaks, Washington, D.C.
East Pembroke Community Center, Pembroke, Massachusetts
East Blackstone Quaker Meeting House, East Blackstone, Massachusetts
Emmanuel Church, Boston, Massachusetts
Fairhaven High School, Fairhaven, Massachusetts
Fall Hill, Fredericksburg, Virginia*
Faunce School, Kingston Massachusetts
First Church Jamaica Plain, Jamaica Plain, Massachusetts
First Baptist Church, Manchester, New Hampshire
First Congregational Church, Clinton, Massachusetts *
First Parish Church, Cohasset, Massachusetts
First Parish Church, Duxbury, Massachusetts
First Parish Church, Plymouth, Massachusetts
Forest Hills Cemetery, Jamaica Plain, Massachusetts
Friends Meeting House, Pembroke, Massachusetts
Glenn Magma Farms, Tea House, Danvers, Massachusetts
Goodwin House, Raleigh, North Carolina *
Governor's Mansion, Raleigh, North Carolina *

Grant A.M.E. Church, Roxbury, Massachusetts
Great Room, Northbridge Town Hall, Northbridge, Massachusetts
Howland House, Plymouth, Massachusetts*
Hedge House, Plymouth, Massachusetts
Hancock's Resolution, Annapolis, Maryland *
John B. Gough House, Boylston, Massachusetts
Kingston Unitarian Universalist Church, Kingston, Massachusetts
King Caesar House, Duxbury, Massachusetts
Louisa May Alcott House, Concord, Massachusetts
Nahant Village Church, Nahant, Massachusetts
Malden Public Library, Malden, Massachusetts
Maritime Museum, Cohasset, Massachusetts
Mount Auburn Cemetery, Cambridge Massachusetts
Nicholls House Museum, Boston Massachusetts
Northbridge Town Hall, Northbridge, Massachusetts
Oakes Ames Hall, North Easton, Massachusetts
O'Connell House, Boston College
Oddfellows Hall, Natick, Massachusetts
Old North Church, Boston, Massachusetts
Old South Meeting House, Boston Massachusetts
Pope Memorial Cohasset, Massachusetts
Pratt Building, Cohasset, Massachusetts
Prospect Hill, Fredericksburg, Virginia*
Old West Church, Boston, Massachusetts
Quesot House Pagoda. Easton Massachusetts
Ruggles Baptist Church, Boston, Massachusetts
Russell House Museum, Arlington, Massachusetts
Saint Andrew's Episcopal Church, Wellesley, Massachusetts
Saint Francis of Assissi Church, Boston, Massachusetts
Saint John's Church, Jamaica Plain, Massachusetts
Saint Patrick's Church, Lowell, Massachusetts
Saint Paul's Church, Nantucket, Massachusetts
Saint Peters By The Sea Church, York, Maine
Sacred Heart Church, Roslindale, Massachusetts *
Salem Witch House, Salem, Massachusetts*
Sandwich Town Hall, Sandwich, Massachusetts*
Sconset Chapel, Nantucket, Massachusetts
Spencer Pierce Little Farm, Newbury, Massachusett
Spooner House, Plymouth Massachusetts
Stonehurst, Waltham, Massachusetts
Thomas Macy Warehouse, Nantucket, Massachusetts
Trinity Church, Boston, Massachusetts
Theodore Parker Church, West Roxbury, Massachusetts
Tudor Place, Washington, D.C.
Unity Church, North Easton, Massachusetts*
Unitarian Universalist Church, Provincetown, Massachusetts

William Bradford House, Kingston, Massachusetts
Windsor House, Duxbury Massachusetts
Yarmouth New Church, Yarmouthport, Massachusetts *

Architectural Conservation Services 1998-2000

Dumbarton Oaks, Washington, D.C.
Georgia State Capitol, Atlanta, Georgia
Longfellow House, Portland, Maine *
Old Capitol Building, Raleigh, North Carolina *
Owens Thomas House, Savannah, Georgia *
Pennsylvania State Capitol, Harrisburg, Pennsylvania *

Preservation Services, Incorporated 1996-1998

Brooks Banke, Essex, Virginia
Colonial Williamsburg-Weatherburn House, Williamsburg, Virginia*
Demosthenian Hall, Macon, Georgia *
Hay House, Macon Georgia *
Massachusetts State House, Boston, Massachusetts *
Moses Myers House, Norfolk, Virginia *
Nebraska State Capitol, Lincoln, Nebraska*
Norfolk Naval Base, Norfolk, Virginia*
Oshkosh Public Museum, Oshkosh, Wisconsin*
Presbyterian Church, Fredericksburg, Virginia
President's House, Wesleyan College, Connecticut*
Rising Sun Tavern, Fredericksburg, Virginia
Saint Dominic's Church, Washington, D.C.
Saint Xavier's Church, Parkersburg, West Virginia
Solitude, Philadelphia, Pennsylvania

Tidewater Restoration, Inc. 1992-1996

Christ Church, Kilmarnock, Virginia
Harry S. Truman Memorial Library, Independence, Missouri
Kenmore Plantation, Fredericksburg, Virginia
Mount Vernon, Alexandria, Virginia
Octagon Museum, Washington, D.C.
Richard Johnston Inn, Fredericksburg, Virginia
Saint Paul's Episcopal Church, Baltimore, Maryland
Stratford Hall, Westmoreland, Virginia
The White House, Washington, D.C.

Several of the above properties are listed on the National Register of Historic Places.

Projects listed with a star indicate similar plaster restoration/conservation.

Carlisle Center District #1 Schoolhouse
Name of Property

Carlisle, MA
County and State

Interior

The large, one-room interior has been modified over the decades to accommodate various purposes, and is currently used by the town for youth educational programming. It still retains its original wood floor, wood walls, and double-hung wood sashes.

The wooden floors lie protected beneath rubber sheet flooring throughout the open-plan space. The walls are clad with painted, horizontally laid wood planks, and three painted sashes symmetrically located on both the north and south elevations provide natural daylight.

A large, built-out closet occupies the northwest corner of the room. The northeast corner is occupied by a large, external HVAC ductwork system which runs up and along the top of the north elevation wall; a large section of the northeast wall is recessed for restrooms and a caged pottery kiln.

A threshold was cut through the original brick fabric on the southeast elevation, near the corner of the building. The threshold opens to the East School shed which contains fire and communications systems, a small storage area, HVAC ducts, and an entranceway on the south elevation. The original brick fabric of the school's exterior east wall is left exposed within the shed (west wall), and horizontal bead board runs along the bottom of the opposite walls.

Alterations

The façade has been altered by the installation of an L-shaped black-metal ramp which originates on the south elevation. The free-standing ramp obscures the granite steps and the otherwise unencumbered front entranceway. The intersection of the east elevation of the schoolhouse and the clapboard shed is cluttered with wiring and HVAC ducts along the roofline and east elevation of the shed. Additionally, facilities equipment is attached to the south elevation of the shed. During the summer months, three south elevation windows house individual air conditioners. There are mature-growth trees on the tiny school property, but the south lawn is dotted with access pipes for a below-ground water cistern for fire suppression.

Integrity

No permanent or irreversible damage seems to have occurred to the structure during its ¹⁷²169-year old history other than cutting a threshold in the south elevation brick fabric. Mortar repointing is evident in various areas around the building. Doors and sashes have lost definition due to layers of overpainting, and the front door is a replacement door. The Red Brick School retains its authentic historic identity in terms of location, design, setting, materials, workmanship, feeling, and association.

Carlisle Center District #1 Schoolhouse
Name of Property

Carlisle, MA
County and State

Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

The Red Brick School meets National Register of Historic Places Criterion A for Education and Criterion C for Architecture at the state and local level. The period of significance begins in 1848 when the school was constructed through 1900 when district schools underwent consolidation to graded, central schools. James Warren Wilkins, a local mason, built the one-room, red-brick schoolhouse in 1848. In the intervening decades, a public-school campus grew up around the school's tiny plot, absorbing it into the larger campus. This schoolhouse, located in the center of rural Carlisle and bordering the historic district, was one of six district schoolhouses and replaced an earlier center school built in 1818. Population shifts and statewide public school education reforms resulted in consolidation of the school districts and reformed educational standards for both students and teachers. By the early twentieth century the Center School District #1 school was the principal school and remained so until the Highland School was built on campus in 1908. The asphalt shingled building is one- and one-half stories with a front-gable roof and chimney. The well-proportioned building has a rectangular shape, symmetrical fenestration, and simple architectural embellishment. Interior modifications have been made to the school's one-room interior, but it has kept its original wood floors, operable 6/9 divided sashes, and rustic plank walls. The brick fabric is largely intact, retaining its historic appearance and architectural integrity. Stylistically, the brick school is a New England vernacular interpretation of Greek Revival architecture which flourished nationally in the middle decades of the nineteenth century. It is a notable example of a brick, Greek Revival schoolhouse which continues to play an active role in the school community.

Narrative Statement of Significance (Provide at least **one** paragraph for each area of significance.)

Criterion A – Education

In 1647 compulsory schooling was legally mandated in Massachusetts. Students were educated locally in private residences, and in non-graded grammar schools in more populous districts. Eventually six school districts were established throughout Carlisle. As the student population grew, each district built a one-room district schoolhouse. The Center District built its first brick, one-room schoolhouse in 1818 on a low hill south of the Meetinghouse and the town common (which now form part of the Carlisle Historic District). A second, larger, brick one-room schoolhouse (Red Brick School) was constructed in 1848 across the street on land donated by Mr. William Green. Jurisdiction over the school districts was transferred to Town School Committees in the 1830s, and by 1837 the school districts were reduced from six to five (North, South, East, West, and Center).⁴ State statute abolished all school districts in 1857. The East

⁴ Wilkins, Ruth Chamberlin. *Carlisle: its History and Heritage*. Carlisle: The Carlisle Historical Society, Inc., 2002, 135.

Carlisle Center District #1 Schoolhouse

Name of Property

Carlisle, MA

County and State

School was moved to the town center in the 1890s and, as District Schools consolidated during this decade, students were transported to central schools. By 1900, the non-graded, district schools had transitioned to central, graded schools. The three-level Highland School was built south of the Red Brick School in 1908 to house the entire Carlisle student population in a graded-school. The North School was incorporated into the Great Brook Farm State Park, and the South, East, and West District schools were sold.⁵ The development of the Carlisle school system closely mirrored the philosophies and practices espoused by Horace Mann. Mann was a lawyer, an early education reformer, State legislator, and the first Secretary of the Massachusetts Board of Education. Mann's ideas were widely adopted during the nineteenth century, and he became known as Father of the Common School.

Criterion C - Architecture

The Carlisle Center District #1 Schoolhouse, commonly known as the Red Brick School, is bordered by the Carlisle Historic District and Church Street on the north elevation and on the west elevation by School Street, which it fronts. Directly south is the historic Highland School (1908) and to the east is the sprawling and wooded twentieth-century grammar school campus. The original plot of land, 0.2 acres, has been assimilated into this campus.

The school was built in 1848 by a local mason, James Warren Wilkins, in the Greek Revival style which was popular in the nineteenth century. The Greek Revival style broke with architectural styles of the colonial past, and philosophically represented a new, democratic idealism realized through architecture. It married well with the idealism of education reform and both causes were unified in a proliferation of Greek Revival style schools across the country.

The building blends formal Greek Revival characteristics such as its front-gabled roof with broken pediment; corbelled cornice; and rectangular silhouette with the simple, rural vernacular traditions of raised granite block foundation; operable 6/9 wooden sashes; and rustic wooden interior walls. Somewhat atypical of the Greek Revival style, the building was constructed of red brick laid in English bond.

The East School was moved to the campus c. 1900 but was sold within a decade. Its red clapboard shed remained and was attached to the east elevation of the brick school where it is utilized for fire and safety communications. Decades later a furnace room constructed of red cinderblocks was attached to the shed on its north elevation and to the school on its east elevation.

The Red Brick School has been in continuous operation for over ¹⁷⁰150 years, serving the community as a public classroom, library, assembly hall, and auditorium. It is transitioning away from youth education programming to deployment as school administrative offices.

⁵ Carlisle Historical Society. *Images of America Carlisle*. Charleston; Arcadia Publishing, 2005, 41-46.

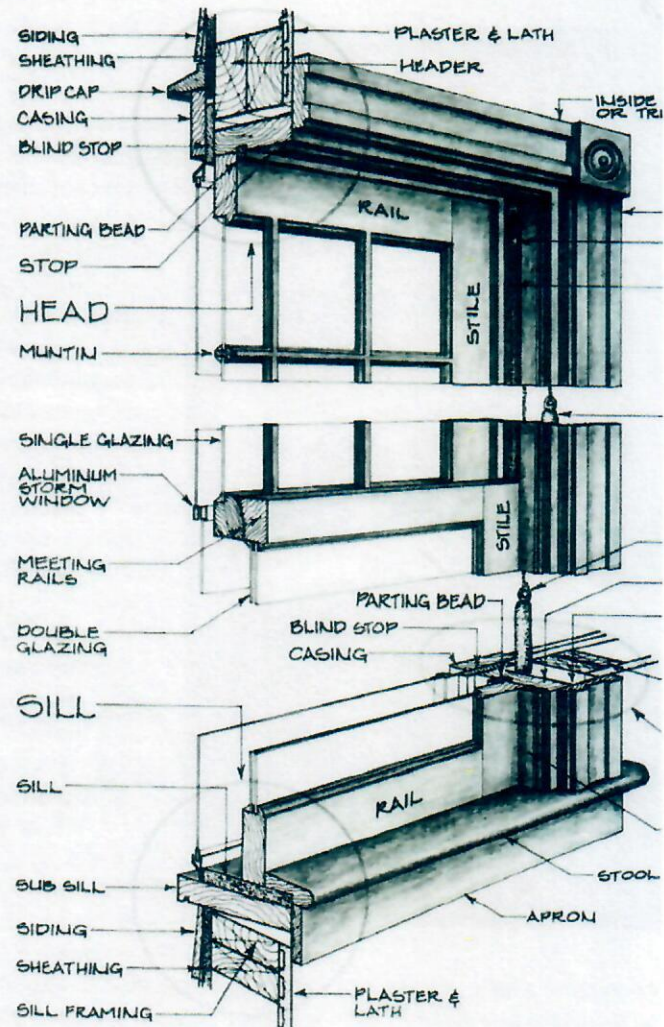
WINDOWS OF THE PAST

Early windows in the English colonies were of a casement design with wide wooden *muntins* separating small panes of glass. Because of the high cost of imported glass, casement windows were usually small in size and few in number, particularly in northern climates where the small size of windows was also attributed to the cold weather. Two types of window glass were available, both of which were handblown. In the colonial period and early years of our new nation, the highest quality and most expensive glass was *crown glass*, which was handblown into a flat disk, then cut into small panes. More free of imperfections than the alternative *cylinder glass*, crown glass was most often found in affluent homes. Cylinder glass was by far the most prevalent glass used in windows through the nineteenth century. Also known as *broad glass*, it was formed when a long cylinder was created, then split along its length so that it could be rolled into a flat sheet for cutting into small panes. By the latter part of the nineteenth century, cylinder glass could be made in very long lengths, using mechanical means.

Today, most historic houses have *double-hung* windows, yet this design did not appear until the mid-eighteenth century. The double-hung window has two sash—an upper and a lower sash—set into a window frame. The upper and lower sash are separated by a small wooden strip on the window frame, known as the *parting bead*. Both sash slide up and down and usually are *counterbalanced with sash weights*, which are concealed from view in the frame.

The forerunner of the double-hung assembly was the single-hung window, which appeared in the colonies at the turn of the eighteenth century. The single-hung window had an upper and lower sash, but only the lower sash slid vertically and it was not counterbalanced. Instead, it was commonly supported in the open position by a pin inserted through holes in the frame and sash; the upper sash did not move. Since it did not need a hollow area within the sides of the window frame to conceal the sash weights, the single-hung window utilized a simple frame placed against the wall frame or masonry opening. Pullies were also not needed. By the late eighteenth century, single-hung and double-hung windows had replaced the casement design as the prevalent window styles. While the double-hung window was a distinct improvement over the single-hung window, the latter was cheaper to make and remained in use in less expensive dwellings and in utilitarian buildings, such as carriage houses and car garages, until World War II.

By the early nineteenth century, large sheets of glass had become less expensive. It was also established that, by increasing the depth of the muntin (and thus the thickness of the sash), the width of the muntin could be narrowed



Anatomy of a double-

- Cannot predict the next 7-8 months, assume that COVID-19 is going to be a lens which everything will be seen.
- This is probably not the last pandemic, so it's would be wise to come out of this year with a playbook. Take what we've learned and be able to refer to it when needed.
- Make goals with technology and learning.
- Communication between regional and Carlisle school committees (Carlisle, Concord and Concord-Carlisle). May extend to Boston students and select boards.
- A safe and successful educational experience (ask Sara)
- Not just a playbook, but what have we learned to make us better at what we did before COVID-19?
- Regional is working on goals, theme in Carlisle is how school adapts to COVID-19. Any goal we set will be in light of COVID-19.
- Assure equity in education
- Multigenerational learning per the Visioning Project from 2018-19
- Special Education transition to high school should continue with strong communication to the benefit of students and families.
- Something with students from other communities - like METCO but possibly closer. To explore the options/opportunities rather than just accept or decline the current offerings of METCO or School Choice.
- Adaptability and innovation
- Acknowledge the new normal and what it took to get this far.
- Climate change

report of the resolutions committee

The members of the Resolutions Committee met virtually on June 25, 2020 to consider resolutions proposed by member districts and the MASC Board of Directors for consideration at the 2020 Annual Meeting of the Association. Members present were: Ellen Holmes, Chair, Ex-Officio, Ashburnham-Westminster Regional; Deborah Davis, Northeast Metropolitan Voc. Tech.; Barbara Davis, Holbrook; Margaret Hughes, Narragansett Regional; Laura Fallon, Northampton; Irene Feliciano-Sims, Holyoke; William Fonseca, East Longmeadow; Jason Fraser, Silver Lake Regional; Beverly Hugo, Framingham; Mildred Lefebvre, Holyoke; Stacey Rizzo, Revere; Wendy Rua, Agawam; Lynn Ryan Assabet Voc. Tech.; Paul Schlichtman, Arlington; and Robert Swartz, Gardner.

The following resolutions were moved forward by the Resolutions Committee and approved by the Board of Directors.

RESOLUTION 1: MCAS AND HIGH STAKES TESTING

(Submitted by the MASC Board of Directors)

WHEREAS the MASC Membership and MASC Board of Directors have previously and repeatedly taken the position of opposing high stakes testing including the MCAS; and

WHEREAS the COVID-19 Remote Learning Model has negatively and disproportionately affected students with learning disabilities, students of lower socioeconomic status, ELL students and students who identify as minorities; and

WHEREAS the social and emotional trauma both individually and collectively has yet to be truly realized in the students who have experienced the shutdown of their local school buildings and separations from their peers and supportive adults; and

WHEREAS the students of the Commonwealth have already missed valuable face to face instructional opportunities with their teachers and would benefit from focusing on those important instructional opportunities and social emotional supports;

THEREFORE BE IT RESOLVED that MASC rejects the calls for the students of 2022 who missed their tenth grade MCAS testing to be required to make it up during the 2020-2021 school year or ever. We demand those students be held harmless for not taking the MCAS and that their graduation requirements shall be determined by locally controlled voices of the School Committee and School Administration within the remaining graduation requirements of the Commonwealth of Massachusetts.

Additionally, we reiterate our call for a moratorium on all high stakes testing for the 2020-2021 school year so all students can benefit from their time being focused on direct instruction and we urge the legislature to enact a moratorium on high stakes testing of three years.

RESOLUTION 2: COVID-19 STATE FUNDING

(Submitted by the MASC Board of Directors)

WHEREAS if schools are to re-open this fall in the midst of the COVID-19 pandemic, it is the responsibility of each school district to do so safely and responsibly; and

WHEREAS it is the responsibility of the state to ensure that each school district is able to pay for the enormous additional staffing, transportation and material expenses required to do this; and

WHEREAS the state cannot expect mandatory COVID-19 safety guidelines to be followed without also ensuring that each school district has the funds required to implement these guidelines;

THEREFORE BE IT RESOLVED that the state must guarantee every school district full reimbursement for whatever COVID-19 expenses are required to follow state mandates. We must ensure a statewide school re-opening that is safe, responsible and equitable. There can be no unfunded mandates for COVID-19.

RESOLUTION 3: SCHOOL COMMITTEE ANTI-RACISM RESOLUTION

(Submitted by the MASC Board of Directors)

WHEREAS as schools have the responsibility to equip students with their civil right of obtaining a free and appropriate public education, it is the responsibility of each school to ensure we create a welcoming community for ALL students; and

WHEREAS it is the responsibility that every district provide to all district staff, including School Committee members, annual professional development on diversity, equity and inclusion; and

WHEREAS every district will commit to recruiting and retaining a diverse and culturally responsive teaching workforce; and

WHEREAS every district will examine their policies for institutional and systemic racialized practices and implement change with sustainable policies that are evidence based; and

WHEREAS every district will incorporate into their curriculum the history of racial oppression and works by black authors and works from diverse perspectives; and

WHEREAS we as school district leaders can no longer remain silent to the issues of racism and hate that continue to plague our public and private institutions;

THEREFORE BE IT RESOLVED that all the school districts in the Commonwealth should guarantee that racist practices are eradicated, and diversity, equity and inclusion is embedded and practiced for our students, families, faculty and staff.

School Committee members should ensure our that school culture and that of every district in the Commonwealth is anti-racist, and that acknowledges that all lives cannot matter until black lives matter.

RESOLUTION 4: LOWERING THE VOTING AGE FOR MUNICIPAL ELECTIONS

(Submitted by the MASC Board of Directors)

WHEREAS the right to vote is elemental to democracy and that right should be protected and guaranteed to all qualified citizen; and

WHEREAS sixteen and seventeen-year-olds possess the same critical analytic intelligence as eighteen-year-olds; and

WHEREAS in Massachusetts, sixteen-year-olds have been deemed able to consent to sexual intercourse, obtain a learner's permit and driver's license, get married with parental consent, work a full-time job and pay taxes, and be tried as an adult in a court of law; and

WHEREAS the 2018 Act to Promote Civics Engagement mandated an increased emphasis on civics education in Massachusetts Public Schools; and

WHEREAS studies conducted in places with a voting age of 16 have demonstrated that, when partnered with a strong civics education, a lowered voting age results in higher overall civic engagement and voter turnout and higher propensity to develop a lifelong voting habit; and

WHEREAS early voter engagement increases civic participation later in life, which is vital to a democracy; and

WHEREAS turnout among all voters in the United States is decreasing, and a push to vote is much needed for younger citizens; and

WHEREAS 16-year-olds may now pre-register to vote in Massachusetts, which may provide a logistical framework for their local participation; and

WHEREAS the rules of local voting should be a local issue; and

WHEREAS Representative Andy Vargas and Senator Harriet Chandler have introduced the EMPOWER Act (H.720/S.389), which would give municipalities the ability to lower their municipal voting age on local authority;

THEREFORE BE IT RESOLVED that the sponsors call upon the Massachusetts Legislature to pass the EMPOWER Act and take other means necessary to allow cities and towns to establish a minimum voting age of sixteen years for all municipal elections.

RESOLUTION 5: SUPPORTING INCREASED FEDERAL SUPPORT AND STIMULUS FUNDING FOR PUBLIC K-12 EDUCATION

(Submitted by the MASC Board of Directors)

WHEREAS the COVID-19 pandemic is a monumental and unprecedented challenge, emerging quickly and demanding an immediate overhaul of the instructional plans and strategies of school systems across the country; and

WHEREAS the nation's public schools remain committed to delivering high-quality instruction while ensuring the health and safety of our students and staff; and

WHEREAS to date, the employees of the Massachusetts Public Schools have worked around the clock to continue to provide our students and families with access to educational needs such as Chromebooks; and

WHEREAS the Massachusetts Public Schools has maintained payroll for full and part-time district employees, providing stability to our community during economic uncertainty; and

WHEREAS Massachusetts Public Schools have continued to provide daily lunches to students despite a projected shortfall of revenue from the Federal Meals Program; and

WHEREAS these challenges will persist and likely grow as COVID-19 affects our economy and destabilizes funding for public school; and

WHEREAS revenue shortfalls may result in budget cuts and personnel reductions; and

WHEREAS federal legislation has been approved to provide urgently needed funding to underwrite the recovery of the American economy and to support critical public programs, including public education with such examples as American Recovery and Reinvestment Act (ARRA) of 2009, additional funding for the Education Jobs Fund to help school districts retain existing employees, recall former employees, and hire new ones, and the recent Coronavirus Aid, Relief, and Economic Security (CARES) and other measures to stabilize public education and other public programs; and

WHEREAS public education is one of the largest employment bases of any field or industry; and

WHEREAS research has repeatedly found a strong causal relationship between levels of schooling and wages that individuals earn over a lifetime; and

WHEREAS for public schools to thrive and for our students to realize a bright and productive future, the federal government needs to make a substantial new investment in our well-being; and

WHEREAS it is likely that further emergency legislation will be required to underwrite the cost of public safety supplies, technology, and personnel to maintain the status of public schools; and

WHEREAS this level of funding is the minimum needed by the nation's public schools to sustain and accelerate their academic achievement trends over the past decade, including gains in reading and math achievement that outpace the national average; and

WHEREAS the governor and General Court may be able to access additional state revenues through use of accumulated reserves or through the implementation of progressive tax legislation;

THEREFORE BE IT RESOLVED that MASC align with state superintendents of schools and urge the Massachusetts Congressional Delegation and state legislators to advocate for and approve additional education funding for our nation's public schools through the enactment of progressive tax legislation.

RESOLUTION 6: RETENTION OF MEDICAID REVENUE

(Submitted by the MASC Board of Directors)

WHEREAS the Affordable Care Act expanded access for health care to millions of Americans, including thousands of Massachusetts families who have been without health insurance; and

WHEREAS through the expansion of the Medicaid program, more families in economic distress gained access to health insurance and, subsequently, affordable health care; and

WHEREAS the Medicaid program reimburses public school districts for certain clinical services provided to students who may be clients of special education or who experience disabilities, and this revenue provides critical support to the districts and municipalities where they are based; and

WHEREAS the restriction of Medicaid eligibility and reduction of funding would require the Commonwealth to choose between extraordinary state budget increases to fill the gap or absorb the cost of caring for families who could lose health insurance;

THEREFORE BE IT RESOLVED that MASC urges the General Court to require that 100% of Medicaid reimbursements to cities and towns be provided in full amount to the public schools of each municipality, through a school district revolving account, to underwrite the cost of providing an adequate education.

RESOLUTION 7: ATTEMPTS BY US DOE TO DIRECT FUNDING TO PRIVATE SCHOOLS

(Submitted by the MASC Board of Directors)

WHEREAS a recent "advisory" issued by the United States Secretary of Education has inappropriately interpreted language in the recently enacted COVID-19 relief legislation to benefit private schools disproportionately in the distribution of federal funding for economically disadvantaged students; and

WHEREAS in recognition of this executive branch attempt to overreach in the interpretation of a federal statute in devising a formula for the distribution of funds under Title I and other provisions of the Elementary and Secondary Education Act as revised and reauthorized; and

WHEREAS the commissioner of Education in Connecticut, in citing the Secretary for such a misrepresentation of the law, has advised officials of that state to follow the language of the law rather than the interpretation issued in the "advisory," and thus save thousands of dollars for economically disadvantaged students in the public schools of that state

THEREFORE BE IT RESOLVED that MASC petition the Attorney General of Massachusetts to review and recommend to the Executive Office of Education and the MA Department of Elementary Education to review the formal language of such statutes that determine the distribution of federal funds to benefit economically disadvantaged students and, further that the Attorney General provide legal guidance to state agencies in Massachusetts to implement such formulas based on the actual language and legislative intent of the statute should that be in variance with any "advisory" issued by the United States Secretary of Education.

RESOLUTION 8: MEMBERSHIP OF A SCHOOL COMMITTEE MEMBER ON THE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

(Submitted by the MASC Board of Directors)

WHEREAS the Massachusetts Board of Elementary and Secondary Education (BESE) is established to oversee and implement policy related to public education; and

WHEREAS most boards and commissions in Massachusetts appropriately include representatives of constituent groups subject to the jurisdiction of those boards and commission; and

WHEREAS a glaring omission among members of the BESE is a representative of the people elected to oversee public policy making among the many city, town and regional school district school committees;

THEREFORE BE IT RESOLVED that MASC submit to the General Court proposed legislation that MGL Chapter 15, Section 1E be revised as follows:

Section 1E. There shall be in the department a board of elementary and secondary education, in this chapter called the board, which shall consist of the chairman of the student advisory council established under this section, the secretary of education, in this chapter called the secretary, or her designee, and 9 members appointed by the governor. The 9 members appointed by the governor shall consist of 1 representative of a labor organization selected by the governor from a list of 3 nominees provided by the Massachusetts State Labor Council, AFL-CIO; 1 representative of business or industry selected by the governor with a demonstrated

commitment to education; 1 representative of parents of school children selected by the governor from a list of 3 nominees provided by the Massachusetts Parent Teachers Association; 1 representative from a school committee from a list of three nominees provided by the Massachusetts Association of School Committees and 5 additional members.

RESOLUTION 9: PROVIDING EQUITY FOR SEXUAL ORIENTATION - LGBTQ+ STUDENTS, TEACHERS AND STAFF
(Submitted by the MASC Board of Directors)

WHEREAS gender identity is not listed as a protected class in federal laws; and

WHEREAS LGBTQ+ students, teachers and staff are victims of discrimination, harassment, and at-risk behaviors at rates alarmingly higher than non-LGBTQ+ persons;

WHEREAS the social and emotional wellness of our students has a direct relationship with their academic and future success and that schools have the moral and ethical responsibility to address the whole child so that they may experience success in school and in society; and

WHEREAS school districts that respect and support their teachers and staff by providing an inclusive culture where all can thrive, irrespective of gender identity, are more successful and in turn, are supporting a thriving school climate; and

WHEREAS the Commonwealth of Massachusetts currently recognizes in state law LGBTQ+ as a protected class;

THEREFORE BE IT RESOLVED that MASC file legislation and petition our federal legislative delegation to also file legislation which would have the effect of adding sexual orientation and gender identity to the list of protected classes in order to provide equity and support to our LGBTQ+ students, teachers and staff and petition our legislative delegation.

RESOLUTION 10: RELATIVE TO THE MONITORING OF ATTENDANCE OF STUDENTS DURING THE PANDEMIC

(Submitted by the MASC Board of Directors)

WHEREAS districts are required to have special but comprehensive plans for educating students during the pandemic crisis; and

WHEREAS student attendance is an important element of a district plan for returning-to-school, and school committees apply local policies for student attendance; and

WHEREAS the emergency nature of the pandemic requires that students may need to be educated in such venues as schools, home, institutions or other remote locations; and

WHEREAS circumstances may require that students be absent from school for reasons that may include extended illness, exposure to illness including COVID-19, or the judgment of parents or guardians determining that it is not safe for their children to return to a school building or other learning venue;

THEREFORE BE IT RESOLVED that MASC advocate for legislation and regulation that protect the rights of parents to withhold their children from school for reasons of their health status or health risk and, further,

- That MASC advocate for regulations that hold districts accountable for the attendance of students provide appropriate exemptions for students who experience or require extended absences from school due to health-related issues or concerns due to the COVID-19 pandemic, and further,
- That MASC petition the Board of Elementary and Secondary Education to waive all accountability requirements regarding attendance for the 2020-2021 school year, and
- That such regulations exempt districts from sanction status on the basis of attendance when such absences are related to a public health crisis, including COVID-19.

The board-

I have recently become aware of a particular scenario in DOE COVID policy that I think you should reconsider.

We have one child that has had symptoms that require a COVID test before being let back to school.

The other sibling is free to continue to go to school unless his result is positive.

It's common sense to keep all household members from school when you have a pending test on any of them.

The policy should be updated to handle this scenario.

Thanks for your time.

Steven Troppoli
292 Westford street
Carlisle MA

10-9-20

Dear members of the school committee:

I would like for you to find a way to solve the problem where Carlisle families whose oldest child is 8th grade or younger, do not get critical information about the status of the CCHS or Concord school system. We are at a distinct disadvantage by not having critical information we need in order to make family decisions pertaining to safety.

Our two communities are intertwined in so many ways. We share a high school, CCHS kids have younger siblings at home here in Carlisle, we are part of the same sports teams, etc., etc. Why CPS families should not receive this information immediately as it is shared with all Concord families is beyond me.

Please find a way to make this communication happen. I'm tired of needing to rely on the parents of CCHS kids in town who thankfully relay this critical information via social media, or as in the case below, hearing this from a sports organization.

Thank you.
Vanessa Moroney

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

From: **Concord-Carlisle Youth Soccer** <concordcarlislemasoccer@adminsports.com>
Date: Fri, Oct 9, 2020 at 9:56 AM
Subject: Acknowledging Potential COVID-19 Case at Peabody Middle School
To: <vanbell@gmail.com>

Good Morning CCYS and LFC IA CC Players and Families,

We have received notice from the Concord Public School Superintendent, Dr. Laurie Hunter ("Dr. Hunter") that their is a positive COVID-19 case at CCHS and potential positive COVID-19 case at the Peabody Middle School (Grade 6). Concord has instituted remote learning for both schools today, Friday, October 9, 2020. Contact tracing began this morning and Dr. Hunter will provide an update with further details as soon as they are available.

Out of an abundance of caution, we are going to cancel the Liverpool FC IA U12 Boys team practice sessions scheduled for tonight, Friday, October 9, 2020. **We will decide how to handle the CCYS and LFC practice sessions scheduled for Saturday and Monday when we receive more information from the Concord Board of Health, Contact Tracing officials and/or Dr. Hunter.**

Thanks for your understanding.

Best regards,

Lauree Cameron Eckler

President, CCYS

You received this email because you are a member of Concord-Carlisle Youth Soccer. If you no longer wish to receive these emails, you may [click here](#) or by logging in, clicking on Edit Family Information, and selecting the Opt-out checkbox next to your email. Please note that by unsubscribing you may miss important updates from Concord-Carlisle Youth Soccer