

**SCHOOL COMMITTEE AGENDA
WEDNESDAY, OCTOBER 16, 2019**

I. Call to Order

Chair announces this meeting is being recorded.

II. Public Comments

III. Review/Approve Minutes

- A. Meeting of September 11, 2019

IV. Information/Discussion Items

- A. Student Presentations: Project Based Learning
- B. Carlisle Education Foundation: Update on Performing Arts Studio Project
- C. Solar Project Update
- D. Budget Presentation
- E. West Ed Presentation
- F. Special Education Presentation – Lori Bruce
- G. Discard List
- H. Superintendent Goals
- I. School Committee Goals
- J. Liaisons: Master Planning Steering Committee, Municipals Facilities, Community Center, EDCO Board Member and Advisory Member
- K. Youth Risk Behavior Survey
- L. Special Education Counsel

V. Communications/Correspondence

VI. Superintendent's Report

VII. Members'/Committee Reports as Needed

VIII. Warrants

- A. Payroll Warrant #1820; \$384,420.34
- B. Accounts Payable Warrant #2020; \$127,726.32
- C. Accounts Payable Warrant #2320; \$69,078.06

IX. Action Items

- A. Vote Special Education Counsel
- B. Vote on EDCO Board Member and Advisory Member

X. Citizens' Comments

XI. Adjourn Meeting

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Carlisle School Committee

Minutes

Wednesday, September 11, 2019

Carlisle School Community Room, Carlisle Schools, 83 School Street, Carlisle, MA 01741
7:00 PM

Present – School Committee: Christine Lear - Chair, David Model, Eva Mostoufi, Sara Wilson, Shannon May Lavery.

Present – School Administration: James O’Shea, Superintendent; Matt Mehler, Principal; Lori Bruce, Director of Student Support Services; Susan Pray, Business Manager; Nancy Anderson, Assistant to the Superintendent.

Meeting Documents:

Minutes of July 23, 2019	Minutes of July 29, 2019	Summer of 2019 Facility Projects
Carlisle Public Schools District Objectives	Draft Superintendent Goals	Enrollment Report

I. Call to Order

Chair Christine Lear called the meeting to order at 7:01 pm. Ms. Lear announced that the meeting is being recorded.

II. Public Comment Period

Ms. Lear welcomed everyone to the meeting, and asked if any members of the public had comments. There were no comments.

III. Review/Approve Minutes

Mr. Model made a motion to approve the minutes of the meeting of July 23, 2019; Ms. Lavery seconded the motion. All members present voted in favor of approving the minutes. Ms. Wilson made a motion to approve the minutes of July 29, 2019; Ms. Mostoufi seconded the motion. All members present voted in favor of approving the minutes.

IV. Information/Discussion Items

- A. Thank you to Melynda Gambino. Ms. Lear thanked Melynda Gambino for her time served on the School Committee. Ms. Gambino spent a year on the Committee, and brought so much to the Committee and the Town of Carlisle. Ms. Lear wished her the best in Concord. Mr. Model added that he worked very closely with Ms. Gambino on a variety of issues. Knowing that the Committee had lost two seasoned members, Ms. Gambino did a great job as chair even though it was for a short period of time. He stated that the Town of Carlisle will miss her and her husband, Peter. It was noted that though

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the Committee misses Ms. Gambino, they are very happy with the appointment of Ms. Lavery.

- B. Solar Project Update. Ameresco provided an update about the solar canopies. They have surveyed the wetlands, and are now going for the site plan review. Devina Thakur presented a PowerPoint that summarized details about the project. The canopies will be positioned to get the best sun angle. Ameresco worked with Rob Fortado and assessed the area to make sure the busses had adequate clearance. They shared the following schedule:

C.

Milestone	Date
Submit Site Plan	August 2019
Planning Board Meeting*	September 2019
Planning Board Approval*	October 2019
Apply to SMART Program	October 2019
Geotechnical Study	November 2019
Procurement (Design + Steel Fabrication ~6 months)	November 2019 – April 2020
Ameresco Design Complete**	December 2019
Building Permit Approval	January 2020
Site Mobilization (Sawcut and backfill for conduits)	April 2020
Paving (Remove Islands, Grade, Binder)	June 17 th – 29 th 2020
Site Re-Mobilization (Foundations and Electrical)	July 6 th 2020
Finish Paving (Top coat)	Week of July 13 th 2020
Site Re-Mobilization (Canopy Installation)	Week of July 20 th 2020
Mechanical Completion	August 25 th 2020

The schedule indicates that the project should be completed by the end of summer 2020. Jonathan DeKock, 130 Oak Knoll Road, a member of the Solar Working Group and the Energy Task Force, estimates the Town will be in block 3 of the SMART program. Submission to the SMART program needs to be done after Planning Board approval. The Planning Board might be able to approve the project on September 16 or 30. Mr. DeKock asked the School Committee to voice any concerns about the project. Ms. Mostoufi asked what happens to the panels as snow accumulates. Ms. Thakur said the panels are all tested to accommodate the weight of snow. Mr. DeKock added that rain will come through the break in the panels and snow will not, except when it melts. The DPW has plows that will fit under the canopies. The DPW might have to salt more often due to melting snow. Ameresco's experience is that there is not a lot of negative

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feedback about water melting and dripping on kids and adults; the system becomes more difficult to manage if there is a water management system added to it. Mr. DeKock said that drips only will come down, no snow, no icicles. Ms. Mostoufi had concerns about drainage but the paving company will make sure drainage is sufficient. Mr. DeKock asked if the School would be interested in a charging station. Eversource will trench in an interconnection for chargers for free. The Energy Task Force has been trying to find a place for a charging station because they currently have a free charger. Eversource charges for the meter, and there is a need to put a credit card on the charger. Eversource will put constraints on how deep the trench is, and the school can set the rate for charges. Green Community pays for one system with 2 ports. A company could be hired to manage the car charger and the credit cards. The charging station costs roughly \$5000. Mr. DeKock needs a statement from the School Committee that they would like him to pursue this idea with the Energy Task Force. Someone would have to prepay for it then would get reimbursed. There will be a sign that restricts these spots to staff during school hours. The CSC thinks it's a good idea for Mr. DeKock to look into a charging station. The placement will be by the front of the parking area near the gym. Mr. DeKock will gather more information. He confirmed that the cost to the school is just managing the station as time goes on. There were concerns that this project could impact the 2020-2021 school budget. Mr. O'Shea asked for names of companies that would manage the chargers, which cost roughly \$360 per year to manage.

- D. Facilities Update. Mr. O'Shea began by apologizing to the Board of Health, the Recreation Commission and the Community for not sharing information earlier about the hydraulic fluid leak from the broken elevator. He stated that the School knew about the leak in June and had the water tested. At end of July the school received the report back, and at that point the School notified other committees. Rob Fortado gave an update on summer facilities projects. He said the facilities department accomplished a lot in the past couple of months. Four classrooms were re-carpeted, new ceilings were installed in two classrooms, and four ceiling fans were installed in the gym. Rob Fortado and Dan Flannery built a recess shed. Mr. Fortado provided more details about the elevator. After the leak was discovered, seven 55 gallon drums of soil were removed from the site. OMNI environmental group, the school's insurance company's liaison, has been handling water testing. When the test results came back at end of July, the whole school was put on a bottled water order. On August 22, the oil contamination site was treated, and they tested for radon, which was discovered. The system originally designed for the oil safeguards has to be modified to include radon safeguards. Jim O'Shea and Rob Fortado will be meeting with OMNI and DEP tomorrow. The water tanker uses 2 wells, one from Braintree, which just came in testing positive for contaminants. So they went to the secondary well in West Bridgewater and it had a posted sign indicating the water had E.coli contamination. For tomorrow, the school will continue on the bottled water order. Signs will be posted on water fountains so nobody can access water through them. Since the last water delivery got flagged for contaminants, that water has to be flushed out, but it can be used for flushing toilets. In Mr. Fortado's opinion it was the result of the failing piston that caused the leak of hydraulic fluid. Water at the school is tested once a month. The original engineer who designed the water system in the 80's will be brought in during the testing process. Ms. Lavery asked Mr. Fortado to confirm that there were no risks for the students, which he did. Mr. Fortado was hoping the schedule for bottled

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water usage would only last a couple of days. A lot of collaboration is occurring to get a water system designed.

- E. District Strategic Objectives. Mr. O’Shea reviewed the objectives. Objective 1: Provide a Rich, Rigorous and Relevant Curriculum. The School has made strides on digital citizenship, computer programming, and using technology to broaden awareness of the global community. The science curriculum is being reviewed this year. Our new entry is to engage the school and the broader Carlisle community in updating our shared vision for our students and our school. Mr. Model asked about the timing of establishing the visioning committee; Mr. O’Shea will look to convene the committee in mid-October. The visioning committee will discuss what skills we want our students to develop as well as the larger school vision. We want to come up with a profile of a graduate. We will also research what other schools have done in this area. Mr. Model stated that we still face the problem of declining enrollment and how to manage a population that has dropped. Objective 2: Build a Community of Respect and Inclusion in a Safe and Healthy Learning Environment. Mr. O’Shea reported that we continue to implement the Olweus program and the School celebrates opportunities for teacher growth. These entries are carried over from last year. Objective 3: Ensure Equity and Excellence in Learning. The School’s multi-tiered support system is a primary focus. How do we enhance our classroom instruction to meet needs of all students? Mr. Model asked that Tier 3 goals be included in the multi-tiered support section. Ms. Lavery asked if the vision for the Carlisle Schools aligns with Concord. Mr. O’Shea commented that he has regular conversations with Laurie Hunter, understands the vision in Concord and the Concord and Carlisle visions and goals are similar. The schools will collaborate moving forward. Mr. Model supports working with Concord and helping the Carlisle students transition to High School.
- F. School Committee Goals. The members referenced the preliminary goals listed in the minutes of July 29, 2019. Mr. Model summarized that the summer meeting is more reflective; there was discussion about the School Committee goals and the commonality of the goals. Mr. Model feels budget should always be a CSC goal, and he wants to examine the Special Education program. Ms. Lavery’s interest is in what schools should be and the work done by School Advisory Council. She would like to work to help fine tune the school vision. Ms. Wilson added that the budget is fundamental to the operation of the school. She also has interest in looking at the vision of the school. She would like to see Carlisle be leading education innovation. Ms. Mostoufi has a special education goal; she wants to help support the new Director of Student Services and sees the importance of continuity and success in that role as the DSS manages the many needs of special education students. Ms. Mostoufi also has a communication goal. When there is transparent communication with parents and the community, it creates more trust. Ms. Lear’s goal is to work on policies and procedures. She added that we have an opportunity to really look at our special education program with a new director and the WestEd report. She added that if there is open communication with everything the school does, more people will understand the School budget. The Committee supports giving some meeting time each month to student presentations and showcasing of their talents. To summarize School Committee goals: Special Education, Innovation/Vision, Budget, and Communication. Ms. Lear will edit these goals.

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- G. Superintendent Goals. Mr. O'Shea shared his draft goals for 2019-2020. The first goal is a District Planning Goal, that includes engaging the Carlisle school community and the Carlisle community in the process of updating our vision for students. The Student Development Goals include that the Carlisle Schools continue to prepare all students to be healthy, happy and productive by identifying skills and qualities we desire in our graduates. This second goal also includes a shared and consistent vision of excellence in instructional practices and student achievement. The third goal is District Improvement/Professional Practice which includes developing and maintaining a shared vision, as well as a focus on school improvement with the Administrative team. This includes a focus on our multitiered system of instruction and support. Mr. Model would like the Committee to give feedback and reflect on the Superintendent goals, and questioned if Special Education should be a part of the goals. Each School Committee member will meet with Mr. O'Shea once a month. In summary, the Committee members will review and reflect on all three sets of goals, meet with Mr. O'Shea, then the goals will be reviewed and finalized in October.
- H. Enrollment Update. There are currently 608 students, including 13 preschoolers.
- I. Performing Arts Studio Update. Mr. O'Shea reported that he, Sara Wilson, and Sue Pray met with Justin Humphries from TBA this past week. The bids for the performing arts studio project were very high. Ms. Wilson is going to talk with CEF since CEF is funding the project. The project will go back out to bid. The budget is twice what TBA had originally forecasted, with a very basic, pared down project. Ms. Wilson reported that the group will talk with Mr. Humphries about where savings may be found.
- J. Budget Process/Calendar. Scott Triola, Hart Farm Road, was recognized. The budget letter that is going out will outline the timeline, which is the same as last year. The School will meet with FinCom on October 28 at 7:45. The Board Of Selectmen (BOS) set an earlier deadline of November 15 for warrant submissions. The initial presentation of the budget to CSC will be on October 16. There was a request to provide more visibility into the budget, particularly about the prepayments. It is important to circulate critical budget information to the BOS and FinCom. The school will disseminate budget information and keep the community aware of what is going on at the school.
- K. Massachusetts Association of School Committees (MASC) Fall Conference. Eva Mostoufi will attend the fall conference, which is held November 6-9. If anyone else is interested in attending, please let Mr. O'Shea know.
- L. Special Education Counsel. Last year Special Ed counsel was different than District counsel. Our special ed counsel had a conflict last year and that became a problem. Now, there is an opportunity to use someone from the District counsel firm of Murphy, Hesse, Tuomey and Lehane. Lori Bruce, Ms. Lear and Mr. O'Shea will meet to discuss this. In the past, Mr. O'Shea surveyed other districts to see recommended counsel. Counsel is hired by School Committee.

V. Communications/Correspondence

There were no communications or correspondence.

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VI. Superintendent's Report

Highlights of Superintendent Jim O'Shea's report included:

We will put notice out to parents about our bottled water plan. We can cook in our kitchen with bottled water, we will work with Sue Robichaud to make sure she has what she needs.

The opening of school went great; students are energized.

Our new Student Information System, PowerSchool, has been implemented.

We will use a new platform, School Messenger, as our emergency notification system.

Triple E is a serious concern. The School has taken precautions. We re-routed Cross Country away from mosquito ridden areas, and practice is over by 4:30. Competitions will be done by 5:30. All PE will be in the gym, not outside. Dusk to dawn are the most dangerous times; nothing school sponsored is taken place during that time period. We are not a critical risk town. We have a yellowjacket problem, not a mosquito problem. We will continue to monitor the situation. Mosquitos should end at the first full frost.

We haven't received the final draft of the West Ed report. When we received their preliminary report, we shared feedback with them, and they will make some modifications to their report.

We did not make substantive changes in their findings. Mr. O'Shea will share both drafts so people can see the changes we requested.

At the end of June, the commissioner gave notification that at home learning will not continue past this current year. Mr. O'Shea sent out a survey, and many parents, staff and students thought our Husky Home Learning program was a good alternative to adding snow days at the end of June. Currently, Monday, June 15 is our scheduled last day of school. The plan this year is to take 3 traditional snow days, then if there's a 4th, use it as a Husky Home Learning Day.

Mr. Model proposed planning what we should do if there's ever a week or more of snow days.

We should have a conversation about the pros of a pre-Labor day start and days we might use in the calendar for make up snow days.

Budget conversations have started. Oct 8 and 16 will be budget presentations with faculty and staff.

We have launched a new website, after SAC and faculty feedback.

The Teachers' Contract should be finalized by end of the week.

Friday the 13th is the reveal for the 7th grade play.

9/19 and 9/26 are parents' nights.

There is a safety presentation with Chief Fisher on October 2.

A Lockdown drill will take place in November.

VII. Members'/Committee Reports as Needed

Ms. Mostoufi reported on the CCRSD meeting. There was a Forum for Special Education parents hosted by the District. There is a big push for inclusion at the region.

Ms. Lear asked for attendance at the Policy Review Subcommittee meeting on September 18, 2019 at 9:00 a.m. in the Spalding Conference Room. Ms. Anderson will annotate policy changes for these meetings.

Ms. Lear has been attending meetings with Ameresco about the Solar Project at the School. The Committee would like someone to be a representative on the Municipal Facilities Committee, which meets weekly at 8 am on Tuesdays.

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VIII. Warrants

- A. Payroll Warrant #1120; \$231,486.07
- B. Accounts Payable Warrant #1320; \$37,945.72
- C. Payroll Warrant #0820; \$224,245.31
- D. Accounts Payable Warrant #1020; \$69,120.02

Two additional warrants were added after the agenda was posted:

- E. Payroll Warrant #1420; \$354,998.12
- F. Accounts Payable Warrant #1620; \$89,456.65

IX. Action Items

The following items were reviewed:

Policy Review Subcommittee will meet on Wednesday, September 18, 2019 at 9:00 in the Spalding Conference room. Ms. Lear invited everyone to the meeting.

X. Citizens' Comments

There were no citizens' comments.

XI. Adjourn Meeting

Mr. Model made a motion to adjourn the meeting; Ms. Wilson seconded the motion. All members in attendance voted in favor of the motion. The public meeting was adjourned at 9:34 p.m.

Respectfully submitted,

Nancy Anderson
Assistant to the Superintendent

EV Charging Station- School Parking Lot

October 16, 2019

Energy Task Force Update to School Committee (by Jonathan DeKock)

Purpose

The intent of this project is to install underground conduit for car charging stations into the main school parking lot prior to repaving the lot so that in the future we do not have to cut up the newly paved parking lot to install the necessary electrical conduit.

Incentives

There are two incentives available to the town to be help achieve this:

The first incentive is the Massachusetts EV Make Ready Program which enables Eversource to install the necessary infrastructure for car chargers at no charge to the Town. This includes the trenching, conduit, electric meter, and wire run from a transformer on a pole on Church Street all the way to the mounting pad for the EV Charging Station. This program comes with the requirement that at least one charging station be purchased, installed, and activated.

The second incentive is a Green Communities Grant that the Town has obtained in the amount of \$7,433 for the purchase and installation of an electric vehicle charger. This grant comes with a requirement that the funds be spent by Dec. 31, 2019*, that the charger is accessible to the public, and requires that the charger be activated before the Town can apply for additional Green Communities grants next year.

Progress

Since the last School Committee Meeting in September, the Town Administrator (Tim Goddard) and I have filled out an application for EV Make Ready. Subsequently, Eversource put us in contact with one of their sub-contractors, Commonwealth Electric, to assess the project. I met with Commonwealth Electric at the school parking lot and described the proposed project to them.

Commonwealth Electric has since prepared a plan for Eversource to approve which would run electricity from Pole #15 on the other side of the road from the outlet of the school parking lot to the desired location for a car charger as shown on the diagram in Appendix D. Eversource is in the process of evaluating that proposal and (hopefully) approving the project.

Commonwealth Electric has also suggested they would be happy to perform the entire project for the Town including both the EV Make Ready portion, the Green Communities portion, and any additional parts needed and has provided the Town with an initial quote.

I have also contacted all other qualified installers, vendors, and interconnect providers and received quotes from some of them for various aspects of the project (see Appendix B for details).

In addition, I have received confirmation from the Building Commissioner (Jon Metivier) that no Site Plan review is required, so if and when the School Committee approves the project, all that is required is the electrical building permit to install the equipment and then installation may begin.

The Building Commissioner has also contacted Green Communities and confirmed that the school parking lot is an approved location for the EV Car Charger.

Finally, I have scanned the school parking lot on two occasions and both times found that we currently have 4 vehicles which are either plug-in hybrids or full electric vehicles which could currently benefit from an electric charging station at the school.

Financials

The Town of Carlisle has a fund designated for managing Green Communities Grants. Green Communities has awarded the Town \$7,433 for the purchase and installation of an EV Car Charger. The Town will pay for the charger and its installation from this fund and be subsequently be reimbursed by Green Communities. Per discussion with the Town Administrator, since the project is pre-approved, there is no possibility that we will not be reimbursed. As a result, no school related funds are needed for the purchase and installation of this equipment.

The infrastructure for the system is entirely paid for by Eversource via funding provided the MA State Legislature in the form of the EV Make Ready Program. No funds are necessary from the Town of Carlisle for the infrastructure.

There may be incidental costs not funded by either EV Make Ready nor Green Communities in order to complete the project. The Carlisle Energy Task force has indicated that its meager budget can accommodate these if an alternative source of funding is not found. As a result, no funds from the school are necessary for this project.

Revenue and Expenses

Once the system is installed, people using it will pay an amount designated by the Town for the electricity they consume. A portion of this amount will be deducted to cover the costs of payment processing and the rest will be paid to the Town, typically on a quarterly basis.

The Town will also incur an \$8/month charge for a new electric meter plus the cost of the electricity used by the charging station and provided to the electric vehicles which will need to be paid to Eversource. In addition, there is a yearly fee paid to the interconnect service provider who manages the payment system. This amount varies from \$203 to \$390 per year per port (there will be two ports).

It is my recommendation that a long-term way to account for these revenues and expenses would be to establish a specific Revolving Fund for EV Car Chargers owned by the Town. These funds and expenses would then be managed by that fund completely independent of either the School or the Energy Task Force budgets. It is quite likely that we could successfully balance the revenue and expenses on a yearly basis. I intend to talk with our new Finance Director about this after she has had a chance to learn her way around our current systems. If we choose to go this route, we would need to establish this Revolving Fund at the next Town Meeting.

Considerations

There are two primary considerations which could prevent this project from going forward.

First, is the timing of the project: The Green Communities Grant expires at the end of this year. We officially have until March 2020 to spend the funds. However, if the town does not have the system installed and activated prior to the end of January then we are not eligible to apply for more Green Communities Grants in 2020. For this reason, it is best if we can complete the project prior to Dec. 31 of this year. This timeline is extremely tight, but is necessary if we wish to achieve the ultimate goal of completing it prior to the pavement work for the Solar project next spring and summer, as we would not have time to apply for an alternative source of funds for the charging station if the Green Communities Grant expires.

Second is the “public access” requirement. Currently, the parking lot is officially publicly accessible per the Green Communities Grant requirement. However, the discussion at last School meeting indicated a desire to prefer use by school personnel during school hours. Rather than put up a sign restricting access at certain times, I recommend we manage this with financial means. Essentially, during school hours we will charge school staff a reasonable rate while charging non-school staff a prohibitively expensive rate, then during non-school hours we would charge a reasonable rate to everyone. This is similar to the method used by Chelmsford at their charging stations, although they have different goals and thus a slightly different financial structure. For the past 18 months since they went to this methodology, this is working very well for them.

Contractor Selection

The dollar amounts involved in this project is small enough that a full-blown competitive bid system is not required. I have provided here three options for your consideration. A complete breakdown of the possible vendors is provided in Appendix C and a comparison I did to narrow down to these three options are provided in Appendix D.

Option 1: Voltrek & ChargePoint

Voltrek would install a ChargePoint CT4021-GW1 Dual Port Charger (pictured in Appendix A) and would interconnect it with ChargePoint’s software and payment system. The cost for the system would be \$6544.80 plus \$850 for installation, for a total of \$7394.80. This amount is less than our Green Communities Grant of \$7,433, and so would be fully covered with no costs to the Town.

The Energy Task Force (or BoS at the request of the ETF) would need to pay for 1 year of the interconnection fee at \$560 until we could establish the proposed revolving fund at next Town Meeting.

The Energy Task Force would need to separately manage the project for the Eversource infrastructure component from the charger installation, which may make the execution of the project more difficult.

Option 2: Voltrek and EV-Box with EV-Connect

Voltrek would install a B2320-65063-EVC-04 with 290152D + 290151 cord management system as shown in the Appendix A and would interconnect it to EV Connect for software and payment processing. The cost for the system would be \$4740 plus \$850 of installation for a total of \$5,590. This amount is less than our Green Communities Grant of \$7,433, and so would be fully covered with no costs to the Town.

The Energy Task Force (or BoS at the request of the ETF) would need to pay for the \$395 activation fee and \$498 for 1 year of the interconnection fee until we could establish the proposed revolving fund at town meeting. Interestingly these amounts together remain less than the unused amount from the Green Communities Grant, and so we may first ask Green Communities to cover it as well.

The Energy Task Force would need to separately manage the project for the Eversource infrastructure component from the charger installation, which may make the execution of the project more difficult.

Option 3: Commonwealth Electric and ChargePoint

Commonwealth electric would take charge of the entire project and do all the planning and the infrastructure installation for Eversource and then the installation of a ChargePoint charger.

We are awaiting details on pricing breakdown before we can truly describe and asses this option.

Notes:

There is an open question on exactly how much is covered by EV Make Ready. In particular, the bollards necessary to protect the unit from cars. Voltrek believes this should be covered by EV Make Ready, but we don't have confirmation yet. If not, then members of the ETF believe it might be possible to obtain some funding from moving GreenCommunities grant money around from other unused budgets. It might also be possible to have the DPW install them, but that path has not yet been investigated.

Next Steps

Since time is of the essence, it would be good to get a clear direction from the School Committee if we should move forward with this project. However, we don't have enough information yet to have the School Committee approve the project. This may change in the few days between writing this and the actual School Committee meeting. If not, I fear that waiting till mid-November to approve the project may put us too late in the year to be able to use the Green Communities Grant and get the project done before the snow flies, before we want to apply for more grants, and certainly before the lot is paved. As such, I would ask the School Committee to consider the option of having a separately scheduled meeting for approving this project as soon as all information can reasonably be provided and considered.

The primary outstanding item we're waiting for is confirmation from Eversource that the project plan submitted by Commonwealth Electric is viable. We also need to understand what happens to that plan if we select a different installer than Commonwealth Electric, as the Voltrek pricing seems at first glance to be advantageous. We also need to understand the timeline for the infrastructure installation from Eversource (or their sub-contractor).

If Bollards need to be installed and that is not covered by either EV Make Ready nor Green Communities, then we need to come up with a plan for how to get those installed.

Finally, we need to assess how we're going to manage the revenue and expenses of the project between now and the proposed creation of a dedicated Revolving Fund (or some other idea at next year's Town Meeting). The ETF has indicated they will cover such incidentals, but I think it is prudent to involve the Board of Selectman and the new Finance Director before moving forward.

Appendix A: Pictures



ChargePoint CT4021



EV Box Business Line



Appendix B: Contractor Details

The EV Make Ready Program requires the use of specific qualified vendors for the hardware, installation, and interconnection services. All vendors were contacted by email to ask if they wished to participate in the project, and if so to quote for any portions of it they would be able to handle. The follow list provides the facts related to their response.

Hardware Vendors

Chargepoint: Put us in contact with their channel partner and installer, Voltrek (see “installers” below).

Enel X: No response to initial inquiry.

EVBox: No response to initial inquiry.

EVSE LLC: Quoted Model 3703 for \$5,902 or Model 3704 for \$7,280. Neither includes installation. Connection to Greenlots quoted at \$360 per year per port plus \$202.50 per year per payment station, plus \$0.50 and an additional 5% of the transaction.

Juice Bar EV: Quoted Double Mini-Bar Model for \$6728.20 not including installation. Connection to Greenlots quoted at \$636 per year for both ports including cellular. Did not detail per transaction charges.

SemaConnect: No response to initial inquiry.

Volta: No response to initial inquiry.

Installers

Advanced Energy: No response to initial inquiry

AETNA: Installs ChargePoint or EVBox, will connect to ChargePoint, EV Connect or Greenlots. No quote provided.

Commonwealth Electrical: Will do complete project including Eversource infrastructure portion. Created Plot Plan etc... for Eversource to approve project. Quote provided for a total of \$12,900 for ChargePoint, plus installation, plus 5-year connection to ChargePoint. Awaiting cost breakdown.

DK Power: Estimated \$950 installation of ChargePoint, not including hardware or interconnection. Waiting for Eversource work to be complete before providing more information.

EV Launchpad: Estimated \$1500 installation of any system not including hardware or interconnection.

Horizon Energy: No response to initial inquiry.

Northern Energy: Willing to do complete project including Eversource infrastructure portion, but will wait for Eversource to produce plans.

Revision Energy: Will install any system to any interconnect. Estimated at \$2000 for installation.

RISE: Will install any system, provide hardware, and interconnect to anyone. No quote provided.

Universal Electric: Will do complete project including Eversource infrastructure portion. Qualified by Eversource just last week to do infrastructure. Have not (yet) provided a quote.

Voltrek: Provided quote for ChargePoint CT4021 for \$6544.80 plus \$850 installation plus ChargePoint interconnect at \$280 per year per port plus 10% of each transaction. Possible reduction to \$203 in per year per port costs with a 5-year plan. Also provided quote for EV Box B2320-65063-EVC-04 at \$4740 plus \$850 installation plus connection to EV Connect with one-time activation fee at \$395 plus \$350* per port per year. (see EV Connect below in “Network Integrators”).

World Energy: Will install any system and any network integrator, prefers ChargePoint. No quote provided.

Network Integrators

ChargePoint: Directed us to their channel point partner, Voltrek (see above in “Installers”).

EV Connect: Quoted \$250 per port per year plus 3% of each transaction plus \$395 one-time activation.

EV Gateway: No response to initial inquiry.

Greenlots: Quoted EV Box Double at \$4745, not including installation. Plus \$150 per port activation fee plus \$390 per port per year network fees including cellular plus \$0.50 and an additional 5% of each transaction. Possible reduction to \$310 per year per port cost with 5-year plan.

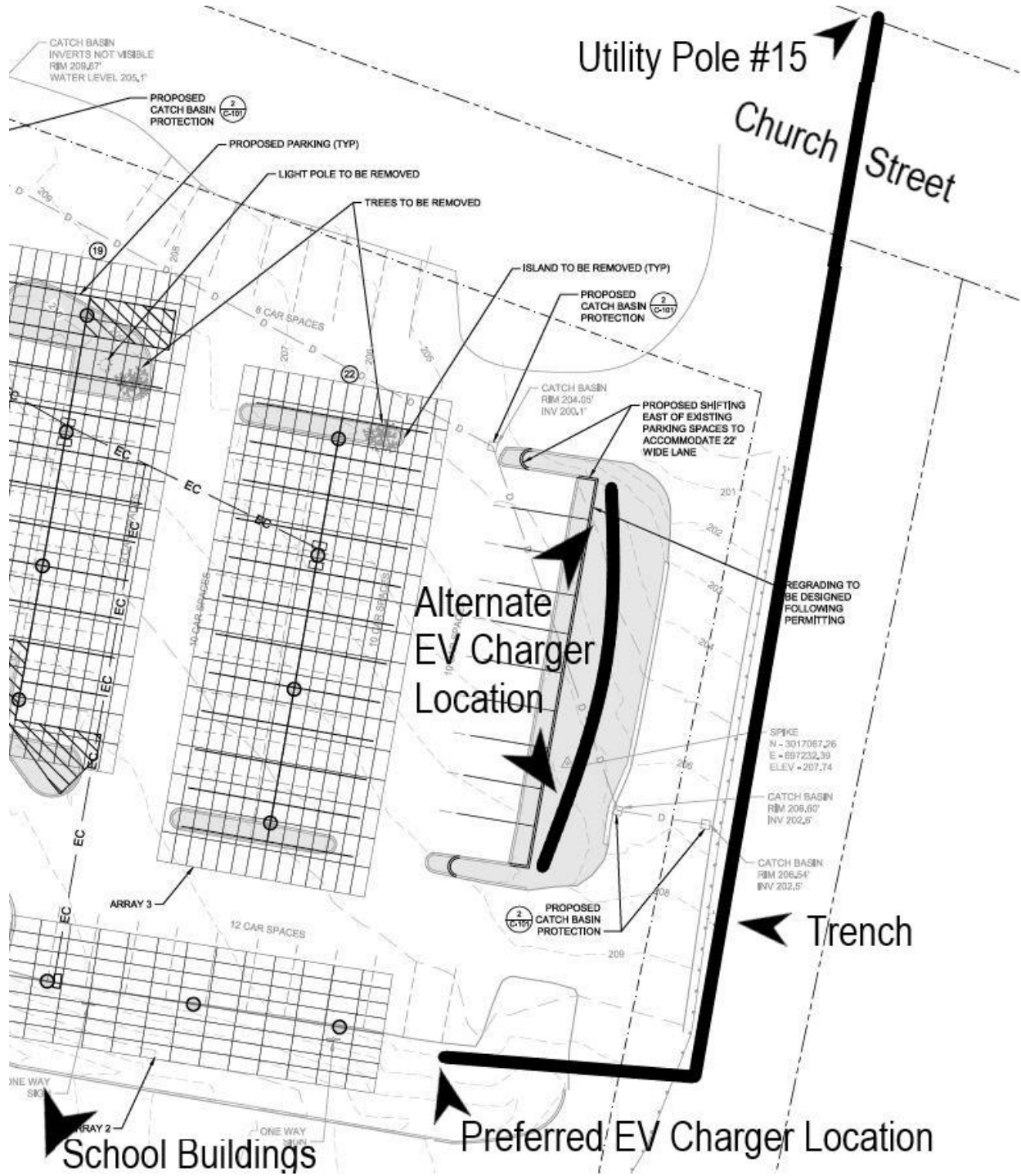
Appendix C: Comparison

Greenlots is not price competitive for the yearly costs nor the per session/transaction costs. EV Connect and ChargePoint are price competitive. It would be possible to have a lower fixed yearly cost per port with ChargePoint with a 5-year plan (\$203 vs \$249 per port), but with a greater per session/transaction charge (10% vs. 3%). As such, there is no clear winner on price. ChargePoint dominates the market with over 90% of the chargers in New England so it is a proven product. Both systems provide software interfaces to setup complex pricing systems and allow for selected customers to pay different rates. Some installers have suggested that in their experience ChargePoint is easier to setup and use for both the owners and the consumers.

The hardware for an EVSE LLC 3703 unit does not include a cord management system, which would be a problem in the New England weather and may become unsightly in the school lot. The EVSE LLC 3704 and Juice Bar Mini-Bar exceed the Green Communities Grants once any of the quotes for installation is included and therefore are not viable options. The EV Box system is around \$1600 less expensive than the ChargePoint system (factoring in the EV Connect activation fee), both quoted by Voltrek. However, the cost of either solution is covered by the Green Communities Grant and so there is no difference in the cost to the Town. Both hardware solutions provide similar capabilities and charging capabilities. Some installers raised concerns that EV Box is new, and based on their experience they would be concerned it would not stand up to the rigors of New England cold weather. It could be a slight advantage to have the Town work with a single vendor using ChargePoint as compared to working with separate vendors for the hardware (EV Box) and the integrator (EV Connect).

Although many installers are interested, only two provided quotes: Voltrek and Commonwealth Electric. Voltrek has an advantage on price (waiting for a quote breakdown to determine exact amounts). Commonwealth Electric has the advantage of being a single vendor who would do all the work from start to finish. Without that, the Energy Task Force would need to manage the interaction between the two contractors which may complicate the project.

Appendix D: Charger Location Map





Carlisle Public School

FY'21 School Committee Budget Presentation

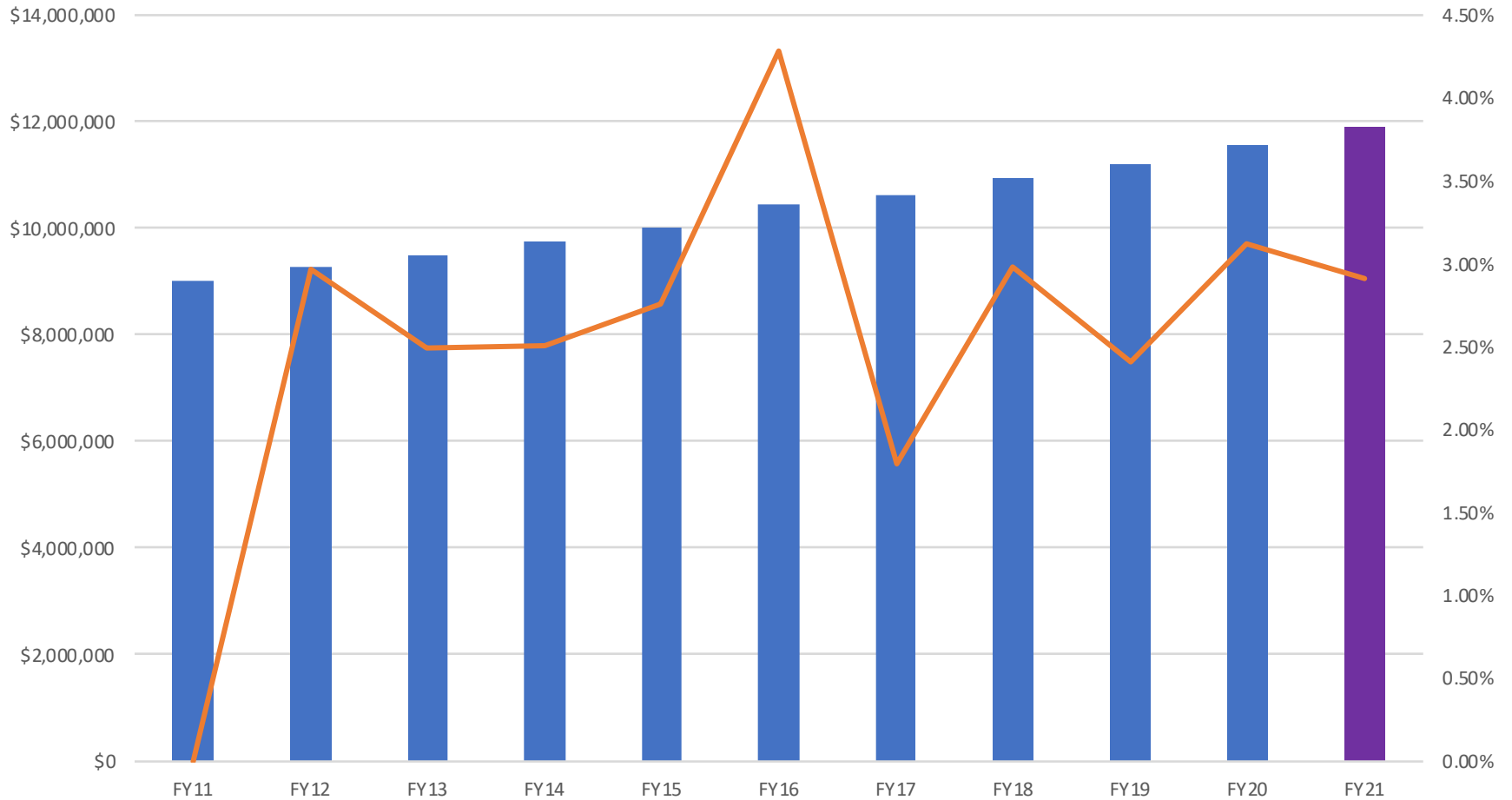
October 16, 2019

Budget Goals FY21

- Support/Maintain multi-tiered system of supports for students
 - Reinstitute Math Specialist for Tier 2 support
- Create class sizes which reflect the District's guidelines and foster optimal learning conditions for students.
- Develop a budget which is aligned with School Committee goals and town guidelines

FY21 Budget Proposal

\$11,896,160 = 2.91% increase



FY11 – FY21 10 Year Average – 2.82%

Carlisle Public Schools Enrollment Projections for FY21

Grade	Actual Grade Size 18-19	Actual Sections 18-19	Average Class Size 18-19	Projected Grade Size 19-20	Actual Grade Size 19-20	Actual Sections 19-20	Average per section 19-20	Projected Grade size 20-21	Projected Sections 20-21	Average per section 20-21	Guideline
Pre-K	14	1	15	15	14	1	14	15	1	14	<18
K	57	3	19	55-57	52	3	17	55-57	3	18	<18
1st	62	4	16	57-59	62	4	16	55-57	3	18	<18
2nd	62	4	16	62-64	66	4	17	62-64	3	21	<18
Pre-K-2	195	12		189-195	194			191-197			
3rd	62	3	21	62-64	69	4	17	66-68	3	17	<21
4th	64	3	21	62-64	64	3	21	69-71	4	18	<21
5th	76	4	19	64-66	66	3	22	64-66	3	22	Triad
3-5	202	10		188-194	199			199-205			
6th	65	4	17	76-78	77	4	19	66-68	4	18	MS Model
7th	73	4	19	65-67	66	4	17	77-79	4	19	MS Model
8th	73	4	19	73-75	73	4	19	66-68	4	17	MS Model
6-8	211	12		214-220	216			207-213			
Total Pre-K-8	608	34		591-609	609	34		594-612	32 +2		

	FY19 FTE	FY20FTE	FY21FTE
Special Educators	19.8	19.8	19.8
Specialists	15.4	14.2	15.2
TOTAL Contracted FTE	69.2	68	69

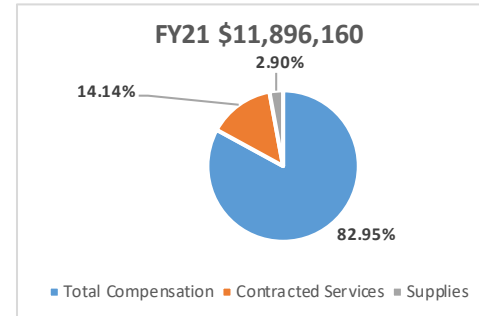
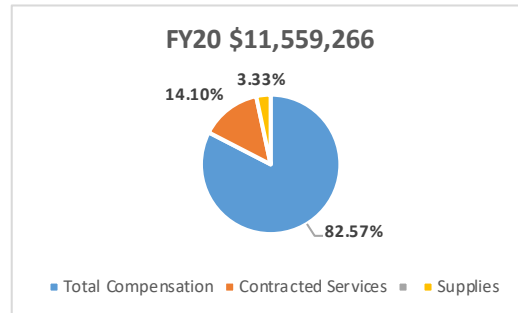
Carlisle Public School FY20 – FY 21 Budget Comparison

FY20 Budget			FY21 Budget			Year over Year
	FY20 Budget	% of Total Budget		FY21 Budget	% of Total Budget	% Change
Staffing Expense (Compensation)			Staffing Expense (Compensation)			
Regular Education	\$ 5,498,052	44.8%	Regular Education	\$ 5,762,915	46.1%	4.82%
Special Education	\$ 2,435,384	19.8%	Special Education	\$ 2,472,375	19.8%	1.52%
Student Services	\$ 352,077	2.9%	Student Services	\$ 367,821	2.9%	4.47%
Administration	\$ 676,045	5.5%	Administration	\$ 691,257	5.5%	2.25%
Facilities	\$ 425,630	3.5%	Facilities	\$ 434,142	3.5%	2.00%
Substitutes/Leave	\$ 140,007	1.1%	Substitutes/Leave	\$ 105,047	0.8%	-24.97%
Other?	\$ 187,646	1.5%	Other?	\$ 179,158	1.4%	-4.52%
TOTAL STAFFING	\$ 9,714,841	79.1%	TOTAL STAFFING	\$ 10,012,716	80.0%	
SPED (Non-Staffing)			SPED (Non-Staffing)			
OOD Tuition	\$ 590,670	4.8%	OOD Tuition	\$ 589,983	4.7%	-0.12%
Contracted Services	\$ 82,300	0.7%	Contracted Services	\$ 71,415	0.6%	-13.23%
Transportation (CASE)	\$ 150,576	1.2%	Transportation (CASE)	\$ 130,000	1.0%	-13.66%
Other?	\$ 138,613	1.1%	Other?	\$ 33,871	0.3%	-75.56%
TOTAL SPED (NON-STAFFING)	\$ 962,159	7.8%	TOTAL SPED (NON-STAFFING)	\$ 825,269	6.6%	
Facilities			Facilities			
Electricity	\$ 150,013		Electricity	\$ 157,505		4.99%
Gas Heat	\$ 77,109		Gas Heat	\$ 80,964		5.00%
Water/Waste	\$ 21,100		Water/Waste	\$ 22,596		7.09%
Maintenance & Repairs	\$ 160,205		Maintenance & Repairs	\$ 188,216		17.48%
Other?	\$ 124,072		Other?	\$ 128,288		3.40%
TOTAL FACILITIES	\$ 532,499	4.3%	TOTAL FACILITIES	\$ 577,569	4.6%	
Information Technology (IT)			Information Technology (IT)			
Hardware	\$ 51,752		Hardware	\$ 46,492		-10.16%
Software	\$ 50,472		Software	\$ 45,472		-9.91%
TOTAL IT	\$ 102,224	0.8%	TOTAL IT	\$ 91,964	0.7%	
TRANSPORTATION (BUSES)	\$ 398,520	3.2%	TRANSPORTATION (BUSES)	\$ 420,000	3.4%	5.39%
CURRICULUM & MATERIALS	\$ 202,664	1.7%	CURRICULUM & MATERIALS	\$ 199,866	1.6%	-1.38%
STAFF TRAINING AND DEVELOPMENT	\$ 70,566	0.6%	STAFF TRAINING AND DEVELOPMENT	\$ 70,927	0.6%	0.51%
EARLY RETIREMENT	\$ 62,344	0.5%	EARLY RETIREMENT	\$ 59,044	0.5%	-5.29%
LEGAL	\$ 6,366	0.1%	LEGAL	\$ 6,684	0.1%	5.00%
MISC (TRAVEL, DUES, ETC.)	\$ 66,297	0.5%	MISC (TRAVEL, DUES, ETC.)	\$ 62,620	0.5%	-5.55%
Contingency			Contingency			
SPED?	\$ 160,030		SPED?	\$ 166,000		
			Subs?	\$ 18,000		
TOTAL CONTINGENCY	\$ 160,030	1.3%	TOTAL CONTINGENCY	\$ 184,000	1.5%	
TOTAL BUDGET	\$ 12,278,510	100.0%	TOTAL BUDGET	\$ 12,510,660	100.0%	
Budget Offsets			Budget Offsets			
Student Fees (Full-day K, MS Bus, etc.)	\$ (181,813.00)		Student Fees (Full-day K, MS Bus, etc.)	\$ (181,600.00)		
Grants	\$ (154,300.00)		Grants	\$ (149,900.00)		
Circuit Breaker	\$ (138,371.00)		Circuit Breaker	\$ (283,000.00)		
Other?	\$ (244,760.00)		Other?	\$ -		
TOTAL OFFSETS	-719,244	-5.9%	TOTAL OFFSETS	-614,500	-4.9%	
TOTAL TOWN FUNDED	\$ 11,559,266	94.1%	TOTAL TOWN FUNDED	\$ 11,896,160	95.1%	2.91%

CPS Budget FY20 / FY21

	FY20 APPROVED 11,559,266	3.24%	FY21 REQUESTED 11,896,160	2.91%
Total Budget				
Compensation				
Admin	676,045		691,257	
Teachers	6,811,766		7,192,516	
NonCon	1,602,823		1,547,597	
Other Compensation (Subs, Early Ret, Stipends, PD, Summer, Prof Imp)	454,613		436,584	
Total Compensation	9,545,247		9,867,954	
Remainder	2,014,019		2,028,206	
Contracted Services	1,628,248		1,682,746	
Supplies	385,771		345,460	

	FY20 \$11,559,266		FY21 \$11,896,160	
Total Compensation	9,545,247	1.75%	9,867,954	3.38%
Contracted Services	1,628,248	13.23%	1,682,746	3.35%
Supplies	385,771	3.25%	345,460	-10.45%



DISTRICT COMPARISON FY18

COMMUNITY	Carlisle FY18 (K-8)	Concord FY18 (K-8)	Dover FY18 (K-6)	Lincoln FY18 (K-8)	Sherborn FY18 (K-6)	Sudbury FY18 (K-8)	Bedford FY18 (K-12)	Harvard FY18 (K-12)
Students	629	2149	506	1241	434	2770	2691	1142
General Fund	\$11,779,158	\$43,358,286	\$11,569,480	\$13,418,385	\$7,982,300	\$43,270,051	\$47,182,276	\$16,378,844
Grants, Revolving & Other \$	\$841,758	\$2,731,101	\$596,616	\$15,486,650	\$454,824	\$2,506,067	\$3,682,497	\$4,202,693
Total \$	\$12,620,916	\$46,089,387	\$12,166,096	\$28,905,035	\$8,437,124	\$45,776,118	\$50,864,773	\$20,581,537
PerPupil Cost	\$20,053	\$21,450	\$24,039	\$23,297	\$19,463	\$16,524	\$18,903	\$18,016
Administrative & Instructional Leadership	10.02%	8.02%	10.90%	12.79%	11.95%	10.04%	11.44%	11.75%
Direct Service to Students	57.19%	50.15%	40.61%	46.27%	47.68%	50.34%	46.63%	42.24%
Total SPED Expenses 'FY15	24.4%	23.5%	37.1%	14.3%	34.2%	22.6%	26.2%	20.9%

FY'21 LTC Proposals

#	Item	AGE	FY 21 \$\$	FY 22 \$\$	FY 23 \$\$	FY 24 \$\$	FY 25 \$\$	FY 26 \$\$	FY 27 \$\$	FY 28 \$\$	FY 29 \$\$	TBD \$\$
1	Technology Replacement		\$80,000	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000
2	Simplex Fire Alarm System System Upgrades; Phase II	1997	\$28,750									
3	Replace Tractor		\$25,764									
4	Wilkins Building - air condition classrooms	1963	??									
	HVAC Roof Top Replacements (Robbins - 2 units)	1997	??									
	Spalding Building HVAC System Improvements	2012	??									
	Replace Corey Dining Room HVAC & add A/C	2012	??									
5	Replace Truck	1996		\$50,000								
6	Furniture	1997		\$25,000				\$25,000				
7	Interior finishes - Spalding	2012		\$20,000								
8	Corey Bld. - Girls Locker Room - replace lockers	1987		\$27,000								
9	Dining Room Floor Tile	1987			\$40,000							
10	Corey Stage Lighting System Upgrade	1987			\$80,000							
11	Interior finishes - Robbins/Grant	2010			\$15,000							
12	Wastewater Treatment Plant Equipment Replacement	2005				\$100,000	\$100,000					
13	Brick Rehab; flooring,plumbing,HVAC, repairs)	1987				\$100,000						
14	Corey Bld. - Gym -Bleacher upgrades	1987				\$15,000						
15	Replace Corey Lower Level Lobby Tile	1987						\$25,000				
16	Interior finishes - Wilkins	2010							\$20,000			
17	Telephone System (Merge with Town)	2005							\$50,000			
18	Interior finishes - Corey										\$15,000	
19	Grant Elevator	1987						\$60,000	\$60,000	\$60,000		
20	Wilkins - window replacement - insulating glass	1963								\$250,000		
21	Replace Carlisle Castle Playground	1987										\$200,000
			\$134,514	\$202,000	\$215,000	\$295,000	\$180,000	\$190,000	\$210,000	\$390,000	\$95,000	\$280,000

Carlisle Public Schools

Overview of the special Education Review
Conducted by WestEd

Overview

- Introduction
- Methodology
- Results
- Recommendations
- Next steps

Introduction

- Why conduct such a review
 - Influences
 - Offered as an idea in a number of settings during 2018-2019
 - Conversations regarding Special Education budgeting (winter 2019)
 - Put forward as an idea during the search for new Director of Student Support Services
- Why we selected WestEd
 - This is an area of specialization for the firm
 - Customer satisfaction recommendation
- When was the review conducted
 - May, 2019

Methodology

- Major Evaluation Questions

- Continuum of Services

- What is the current model of special education services?
 - What is the continuum of support available to students with disabilities?
 - What is the districts capacity to provide a full continuum of services?
 - What is the quality of specific programs or types of service delivery models?
 - To what degree are services effective in meeting IEP goals?
 - To what degree do students with disabilities have access to general education curriculum?
 - To what degree are IEPs configured for educational benefit?

- Multi-tiered system of supports

- Is there a multi-tiered system of support in place for academic and social emotional needs?
 - Does the MTSS have a data based decision making structure?
 - Does the MTSS have a means to provide differentiated instruction?
 - Does instruction reflect evidenced based practices?
 - Does targeted instruction occur during tiered intervention time?

Methodology (cont.)

- Major Evaluation Questions (cont.)
 - Multi-tiered system of supports (cont.)
 - Does MTSS have criteria for entrance and exit?
 - Is there a defined process for students who do not respond to interventions?
 - Is there a defined process for special education referral?
 - Do students with disabilities have access to general education tiered interventions?
 - Finances
 - To what degree are special education resources being used in a cost effective way?
 - In what ways may costs be reduced while continuing to maintain high-quality programs and services?
 - Student Results/Outcomes
 - How are students with disabilities performing on state assessments?
 - To what degree are there discrepancies between students with disabilities and nondisabled students on state assessments?
 - Are skills gaps closing for students with disabilities receiving special education services?

Methodology (cont.)

- Major Evaluation Questions (cont.)
 - Professional development
 - What type of professional development support exists for job-embedded support through professional learning communities, grade/subject teams, and/or coaching and mentoring?
 - What professional development support exists for providing differentiated instruction to diverse learners?

Methodology (cont.)

- Data Collection
 - School Document Reviews
 - School and district accountability data
 - Finance
 - Academic Achievement
 - Classroom Observations
 - Observer insights
 - Focus group and interview data
 - Concerns/Recommendations
 - IEP review data

Special Education Programs and Services in Carlisle

- Academic Instruction
- Learning Center services
- Special education programming at each grade level
- Speech and Language Services
- Occupational Therapy Services
- Physical Therapy Services
- Counseling Services
- Additional Services

Student Achievement and Achievement Gap Data

- State assessment achievement data
- Achievement gap between students with disabilities and nondisabled students

Financial Review

- Comparison Districts
 - Percent of budget expended on special education 24.4% (4th)
 - Special education expenditure per student with disability (FY16) \$27,156 (3rd)
 - Special Ed Teacher to student with disability ratio (FY19) 14-1 (5th)
 - Special education expenditure per student with disability (FY19) \$30,294
- Pre-results notice on nature of the report

Results

- Continuum of Services

- Special education programming is provided primarily through a push-in direct service model with some pull-out support.
- Middle school program available for students with more significant social emotional needs.
- Learning Center more focused on class assignments than direct evidence based instruction.
- Current program is inconsistent in its ability to allow for intensive academic supports for systematic reading or math instruction in a more restrictive environment.
- Current model of one special education teacher per grade level negatively impacts ability to provide optimal flexibility for instruction.
- Current IEPs lacked data to ascertain if special education programming is supporting students in meeting goals

Results (cont.)

- Multi-tiered system of supports

- MTSS are limited. Tier 2 provided in reading K-2, math 1-4, and MS for some students in EF.
- Math and reading specialists use data to identify students and to monitor progress.
- Grade level instruction is reflective of differentiation and UDL strategies were observed.

- Finance

- Special Ed Teacher to student with disability ratios are low as compared to other districts.
- Paraprofessional to student ratios identify a significantly higher than average representation of students needing a significant level of support.

Results (Cont.)

- Student Results/Outcomes
 - Student with disabilities are outperforming the rest of the state on standardized assessments.
 - Skills gaps exist between students with IEPs and their peers.
- Professional Development
 - Professional development is teacher driven.
 - Teachers and paraprofessionals seek more follow through, coaching and support in implementing new practices.
 - Teachers have had some training in UDL and seek follow up training and coaching

Recommendations

- Continuum of Services

- Consider special education service delivery based upon skill levels across grades
- Increase co-taught model during ELA and Math.
- Cluster students according to disability based upon data
- Data should be analyzed regularly to determine effectiveness of the specially designed instruction.
- Better define the role of special education paraprofessional in the classroom.
- Move consult meetings to increase student-to-teacher contact time.
- Support all students through the use of UDL

Recommendations (cont.)

- Continuum of services (PD)
 - Provide training and coaching for co-teaching teams
 - Strengthen UDL practices
 - Provide training for special education teachers in reading instruction
- Continuum of services (IEP)
 - Provide training on writing effective IEPs
 - Hone in on accommodations which will be most useful for students
 - Ensure aligned services, determine if needs can be addressed by the special educator rather than multiple related service providers. Could reduce fragmentation.

Recommendations (cont.)

- Multi-Tiered System of Supports

- Identify and purchase a universal screener and progress monitoring tool.
- Provide time for intervention at elementary and middle school.
- Provide a variety of research or evidenced based practices for tiered intervention.

- Tier 1 Instruction

- Adopt an ELA curriculum to improve cohesion across grade levels

- Tier 2

- Provide teachers with a variety of intervention materials
- Provide executive functioning instruction supports
- Provide more opportunities for students to benefit from social skills groups in the middle school

- Tier 3 and special education

- Provide intensive reading instruction to students who are significantly behind grade level with integrity.
- Provide additional intensive math intervention

Next Steps

- Work with Student Support Services Director, faculty and staff to identify areas for initial work and long term goals.
- Collaboratively develop a plan to address agreed upon recommendations and set goals.
- Keep faculty, staff, School Committee and community updated on work and progress towards identified goals.

Questions?

Carlisle Public Schools

District Objectives

2017 - 2020 (Updated September 2019)

Vision Statement

The vision of the Carlisle Public Schools is to inspire intellectual and ethical excellence so our students are prepared to participate with integrity in a global community.

Mission Statement:

The mission of the Carlisle Public Schools is to provide a collaborative and caring community in which each student is known, understood, and valued so that students can learn to their fullest potential in a safe, inclusive environment with high expectations and clear standards for all.

Core Values:

Academic Excellence

Creativity

Respect

Responsibility

A fuller expression of these values would include . . .

We always look beyond what we now know.

We constantly work to know more.

We are respectful toward all in our community.

We use what we know to help others.

We take responsibility for ourselves and for others.

It should be understood that the following district strategic objectives will be pursued within the framework of a fiscally responsible budget.

Objective 1: Provide a Rich, Rigorous and Relevant Curriculum:

Provide a rich, rigorous, and relevant curriculum, which ensures students develop academic and intellectual skills, along with the social and emotional competence to be confident, engaged and successful global citizens in the 21st century.

1. Increase student awareness of and responsiveness to the challenges and benefits of digital citizenship.
 1. Work with grade level teachers, integration specialist, and media specialist to support the implementation of our k-8 curriculum
 2. Continue to coordinate and offer special presentations for students and families that address the topics of Internet safety, security, and managing the impact of technology on their lives.

2. Solidify the presence of Computer Science (coding and programming) within our curriculum.
 1. Work with administrative team, teachers, and Engineering assistant to include computer science related activities, lessons, projects, and programs in grades Pre-k-8
 2. Create a Science, Technology and Engineering curriculum committee to identify a scope and sequence for computer science, programming, and engineering education in grades pre-k-8.
 3. Work with Science, Technology and Engineering Curriculum Committee, grade level teachers, Engineering assistant, and administration to identify additional computer science curricular and cocurricular opportunities where appropriate.

3. Use technology to broaden student awareness of their world from a global perspective.
 1. Continue to work with Technology Integration Specialist, Library Media Specialist and classroom teachers to identify additional opportunities to connect our classrooms with classrooms beyond Carlisle.
 2. Explore opportunities to link global connections and world perspectives to all curriculum areas.
 3. Provide faculty with the necessary professional development and technology support to encourage exploration and innovation in this area.
 4. Pilot collaborative projects and share outcomes with school community.
 5. Create opportunities for faculty and staff engaged in successful and new activities to share their work with colleagues.

4. Review our Science curriculum to ensure rigor, relevance, and student engagement, along with alignment with state frameworks and identified local outcomes.
 1. Convene Science Curriculum Committees (Science, Technology and Engineering Committee)
 2. Review existing curriculum to assure alignment K-8.
 3. Research curriculum trends in best practices in the field.
 4. Identify gaps and areas for progress in each curriculum.
 5. Identify a plan of action to ensure sustained rigor, relevance and student engagement.

5. Engage school and broader Carlisle community in updating our shared vision for our students and our school.
 1. Invite faculty, staff and community members to become part of a Visioning Committee for the Carlisle Public Schools (2019-2020)
 2. Work with faculty, staff and community to develop a shared understanding of the changing needs of students in 2025 and beyond.
 3. Engage faculty, staff and community members in the process of developing a 'profile of a graduate' which would apply to our students. The profile of a graduate identifies key skills, characteristics and qualities we seek to instill in our graduates.
 4. Facilitate the Visioning Committee's collaborative development of a shared vision for the future of elementary and middle school education in Carlisle. This process should incorporate an ongoing dialogue with the broader faculty, staff and community members.
 5. Work with the Visioning Committee to research and explore contemporary/innovative approaches to middle school and elementary education to inform their work.
 6. Share newly updated vision for the Carlisle Public Schools with faculty, staff and community,
 7. Identify initial steps in the work of realizing the updated vision.

Objective 2: Build a Community of Respect and Inclusion in a Safe and Healthy Learning environment: Build a community of inclusion, which understands accepts and embraces diversity, where all students feel known, cared for, welcome, respected and enjoy their educational experience.

1. Maintain a positive and supportive school climate for all students and enhance student self-advocacy skills through the continued implementation of the Olweus program.
 1. Conduct professional development training with faculty and staff
 2. Integrate class meetings with Olweus lessons into existing advisory time.
 3. Provide information and updates to parents on the Olweus Program and its ongoing implementation in our schools.
 4. Ensure the program is consistently implemented with students over the course of the year.
 5. Utilize identified check-in points throughout the year to assess program implementation and fidelity.
 6. Conduct Olweus survey to assess program implementation.
 7. Share implementation and program effectiveness data with the community

2. Support a school community that demonstrates cultural proficiency, and a commitment to meeting the diverse needs of students and families.
 1. Maintain existing avenues and create additional opportunities for parents and students to share their experiences as they pertain to the topics of diversity and acceptance in our school community.
 2. Provide faculty and staff with ongoing opportunities for professional development and growth in the area of cultural proficiency.
 3. Conduct school-wide cultural proficiency self-assessment
 4. Analyze cultural proficiency data to identify areas for further growth
 5. Encourage and support faculty member's access to outside of district professional development focused on diversity and active anti-racism.

3. Support and celebrate opportunities for teacher leadership and career growth
 1. Support student teacher practicums within the district at both the elementary and middle school levels.
 2. Support teachers and specialists in leading new initiatives and professional development.
 3. Create structures and opportunities for faculty and staff to share professional development and leadership work with colleagues.

4. Strengthen school and community collaboration in supporting a healthy and safe school environment.
 1. Continue to support opportunities for students and families to share their thoughts, ideas, and feedback on the dining room experience.
 2. Build upon the strong connection between the Carlisle Police Department and the Carlisle Public Schools to increase student opportunities to build relationships with safety officers.
 3. Provide opportunities for parents to engage in conversations pertaining to the new 5th grade Health curriculum and to provide feedback on its implementation.

Objective 3: Ensure Equity and Excellence in Learning:

Ensure that all students have access to high quality content and differentiated instruction that provides for the academic, social and emotional supports required to ensure success for all students.

1. Increase the use and effectiveness of our Tiered System of Supports.
 1. Integrate the Universal Design for Learning approach into our instructional practices (Tier I)
 2. Provide necessary professional development and support for the implementation of UDL, with a focus on K-4.
 3. Ensure that all students are being assessed using a standardized progress monitoring system.
 4. Use student performance data to identify students requiring supplemental services.
 5. Enhance our Tier II support for students in middle school.
 - a) Work with faculty and staff to identify best practices in Tier II support
 - b) Provide faculty and staff with professional development to support successful implementation of Tier II supports.
 - c) Utilize Tier II blocks effectively to address student needs
 - d) Gather data and assess Tier II interventions.

6. Use feedback from entry plan of new Director of Student Support Services along with the report on the special education review conducted by WestEd to identify and implement strategies to support improvement in our delivery of special education services (Tier III)
 7. Provide support and professional development pertaining to the implementation of research based universal screeners and progress monitoring programs Star Renaissance for ELA and ALEKS for Math.
2. Ensure that all students have the opportunity to develop their social emotional intelligence as a consistent part of their educational experience.
 1. Implement our Olweus program with fidelity.
 2. Work with grade level teachers, integration specialist, and media specialist to implement k-8 curriculum
 3. Assess our existing social and emotional group supports and create additional support groups as necessary.
 3. Continue to support professional development opportunities for teachers in order to improve the school experience of our English Language Learners
 1. Work with ELL teacher and classroom teachers to identify areas of need.
 2. Identify interest in school based professional development programs in ELL to meet MA DESE recertification requirements.
 3. Support specific and broad based professional development with district resources where identified.
 4. Maintain and further enhance the ongoing professional development opportunities designed to support paraprofessional effectiveness and connectedness
 1. Administration and special education faculty will work together to continue professional development activities to support paraprofessional.
 2. Paraprofessionals will be included in early release professional development programming where appropriate.
 3. Early release time will be specifically designated for paraprofessional to work with district administration on addressing support service challenges.
 4. The effectiveness of these strategies will be assessed via data gathering with cooperating teachers and end of the year paraprofessional surveys.



Carlisle Public Schools

83 School Street Carlisle, MA 01741 Phone: 978-369-6550 Fax: 978-371-2400

Draft Superintendent Goals 2019-2020

District Planning Goal

Engage the Carlisle school community and the broader Carlisle community in the process of updating our shared vision for our students and our school, through the creation of a Visioning Committee, which will guide and inform the work of developing such a vision for the Carlisle Public Schools. This vision should address the educational needs of students in our ever changing world along with addressing the challenge of fluctuations in enrollments in the Carlisle Schools.

Student Development Goals

Ensure that the Carlisle Public Schools continue to prepare students to be healthy, happy, productive and engaged students in our everchanging world, by engaging in the process of identifying explicitly those skills, qualities and characteristics with which we desire each of our students to graduate CPS. This 'profile of a graduate' will be a collaborative project and engage educators, parents and Carlisle community members in the process. The resulting 'profile of a graduate' will then guide the educational programming and experiences we provide to our students.

Ensure a shared and consistent vision of excellence in instructional practices and student achievement among our Instructional Leadership Team (Middle School Principal, Elementary Principal, Student Services Director, and Superintendent). This will be measured by a high level of consistency in format, breadth and depth of classroom observation documentation and feedback, and 100% adherence with the Carlisle Educator Evaluation Process.

District Improvement Goal/Professional Practice

Develop and maintain a shared vision and focus on school improvement within our administrative team. Communicate district objectives, and actively engage our administrative team in developing, implementing and evaluating district improvement strategies, especially those identified in the District Improvement Plan, with a focus on our multitiered system of instruction and support.

Support the work of our new Director of Student Support Services in addressing the needs of our special education students and department. Utilize feedback from Director's entry plan along with the report on the special education review conducted by WestEd to identify and implement strategies to support improvement in our delivery of special education services.

Carlisle School Committee
2019-2020 Goals

1. **Special Education (SPED):** With the fresh perspective of a new Student Services Director and the West Ed report, the School Committee will focus on the Schools' approach to SPED, its objectives, success metrics and student outcomes of the program.
2. **Budget:** The School Committee will create a budget for the 2020-21 academic year that meets both the needs of the Schools and the finances of the Town, and will use all available opportunities to communicate the budget challenges and needs to the community, the Carlisle Finance Committee, and the Board of Selectmen.
3. **Vision/Innovation:** The School Committee will use this year to set the foundation for future visioning and innovation in education. The Committee requests that the Superintendent will work with faculty, staff, interested parents and community members to develop a vision for innovative teaching environments and programs for all students.
4. **Communication/Transparency:** The School Committee will continue to identify ways to increase outreach and communication with all stakeholders. This includes encouraging student and faculty presentations at Committee meetings, making these meetings even greater value to stakeholders.

YOUTH RISK BEHAVIOR SURVEY

2018 AGGREGATE RESULTS

Results of the 2018 Emerson Hospital YRBS Survey



**Emerson
Hospital**
Premium Care.
Personal Touch.

Prepared for: Emerson Hospital



Youth Risk Behavior Survey (YRBS)



Every two years, Emerson Hospital and public school districts within Emerson Hospital's service area collaborate to conduct the **Emerson Youth Risk Behavior Survey (YRBS)**, a comprehensive survey of youth in 6th grade, 8th grade, and high school, regarding risk behaviors in the following general areas:

- Vehicular safety
- Social and emotional wellbeing
- Physical safety
- Sexual behavior
- Tobacco, alcohol, and drug use
- Diet, body image, and physical activity
- Sleep, school work, and screen time
- Social media

This report presents **aggregate findings** for all school districts participating in the 2018 Emerson YRBS, with breakdowns by grade and student demographics. For more information, please contact:

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Emerson Hospital**

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Emerson YRBS Background

- Emerson YRBS began in 1997 with 4 school districts and students in 6th grade, 8th grade, and 11th grade
- The survey has since expanded to include 9 school districts and students in 6th grade, 8th grade, and 9th through 12th grade
- More than 11,000 youth participated in the 2018 Emerson YRBS
- Questionnaires are age-appropriate and based on YRBS from Centers for Disease Control and Prevention and Massachusetts YRBS
- This is the first year Market Street Research has worked directly with Emerson Hospital and the participating school districts on the Emerson YRBS; previous surveys were overseen by James Byrne of Northeast Health Resources

2018 Emerson YRBS – Participating School Districts

- Acton-Boxborough Regional School District
- Ayer-Shirley Regional School District
- Concord-Carlisle High School/Concord Public Schools
- Groton-Dunstable Regional School District
- The Bromfield School (Harvard Public Schools)
- Littleton High School/Littleton Public Schools
- Maynard Public Schools
- Nashoba Regional School District
- Westford Academy/Westford Public Schools

2018 Emerson YRBS Methodology Overview and Definition of “Aggregate”



Methodology Overview

- The Emerson YRBS is a survey of **all students** in 6th grade, 8th grade, and high school (9th through 12th)
 - 6th and 8th graders are surveyed using an online platform
 - High school youth are surveyed using paper questionnaires
- To the extent possible, districts survey students in each grade **all on the same day**, although in 2018 there were adverse weather events and problems with connectivity and survey access that made it challenging to do so. In some districts this did not happen as planned
- The surveys are **proctored** at local schools by teachers and district staff, who are given instructions to read to youth
- The online platform, printing of paper questionnaires, and data entry processes were conducted by MJT Inc., the same vendor used in previous Emerson YRBS surveys
- In this report, the term **“aggregate” refers to the results for all youth surveyed in all districts for 2018.**

Census vs. Sample: What is the YRBS?

- A census is a survey that includes everyone in the population being surveyed (e.g., all 6th to 12th grade youth).
- A sample surveys some members of the population, but not everyone.
- Emerson YRBS is designed to be as close to a census of 6th grade, 8th grade, and high school youth as possible.
- There are, however, some youth who did not participate in the survey, so technically, the YRBS is a sample.
- Because the sample is so large, however, nearly all differences (including small differences) will test as statistically “significant”, and thus are important to consider.
- In addition to this report, Emerson Hospital and each of the participating districts has received a set of **cross-tabulations** (by grade and other key variables) that show the results for all questions along with statistics such as medians, averages, etc. The cross-tabulations are color-coordinated to show which differences between groups are statistically significant, and which are not. Those that are not statistically significant should be interpreted cautiously.

2018 Emerson YRBS Methodology (cont.)

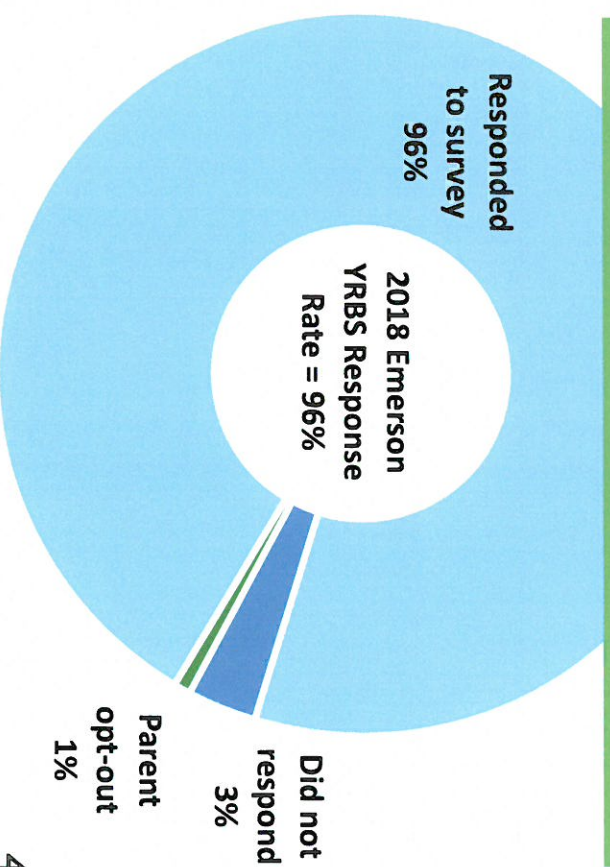


- A total of **11,018 youth** were surveyed by the participating school districts for the 2018 Emerson YRBS
- 6th and 8th graders were surveyed using an online platform
- High school students were surveyed with paper questionnaires
- The surveys were proctored by teachers and district staff during normal school hours
- The surveys were conducted from March 4 to March 19, 2018
- To the extent possible, each district surveyed youth in each grade **on the same day**
- 96% of youth present at school on the day surveys were conducted chose to participate in the survey
- 3% of youth refused to participate, by submitting a blank questionnaire
- 1% were opted out of the survey by a parent or guardian

Youth Participating in 2018 Emerson YRBS

	Total Surveyed	6th Grade	8th Grade	High School
TOTAL (ALL DISTRICTS)	11,044	1,809	1,865	7,344
Acton-Boxborough	2,513	388	443	1,673
Ayer-Shirley	562	120	96	342
Concord	1,556	205	220	1,130
Groton-Dunstable	1,042	190	193	654
Bromfield School-Harvard	549	78	89	382
Littleton	653	130	105	408
Maynard	514	87	93	334
Nashoba	1,345	245	268	829
Westford	2,310	360	352	1,592

Total attendance on day of survey: 11,180
 Parent opt-out: 84 (1%)
 Responded to survey: 11,044 (96%)
 Did not respond to survey: 352 (3%)



2018 Emerson YRBS Methodology (cont.)



Youth Confidentiality

- The Emerson YRBS is conducted in a way that **guarantees confidentiality** to youth who participate.
- Confidentiality is critical for the YRBS, because many of the behaviors discussed in the survey are illegal for minors (or at best, dangerous), and not guaranteeing confidentiality could discourage youth from responding honestly or completely to the survey questions
- The surveys are proctored by teachers and district staff, but youth are not required to participate. Youth who prefer not to respond are instructed to either: (1) leave the questions they don't want to answer blank; or (2) submit a blank questionnaire
- For the 2018 Emerson YRBS, 352 youth in total (about 3% of the aggregate) chose not to participate in the survey
- **Youth names are never collected**, thus there is no way to connect individuals to their specific responses
- We do collect some demographic information from youth (schools attended, age, grades in school, gender, sexual orientation, and race/ethnicity). As a consequence, there is a remote possibility that districts might be able to identify individuals on this basis. For this reason, **any time we report on risk behaviors affecting small numbers, if the group examined includes fewer than 30 youth, we report findings only for the aggregate** (all districts combined)
- Market Street Research retains the original data in electronic format in an archive for due diligence, but neither Emerson Hospital nor the school districts participating in the 2018 Emerson YRBS will have access to the original data

Question Numbers

Question numbers are included throughout this report to assist the reader in cross-referencing with the questionnaire if needed; see example below.

Question

Which grades were asked this question:

question:

Wording of question (abbreviated if needed; check questionnaire for full version)

Q14

GR6

GR8

HS

Is there at least one teacher or other adult in this school that you could talk to if you had a problem?

Comparing 2018 YRBS with Previous Years



When Possible, This Report Presents Comparisons with Previous Emerson YRBS

- Prior to 2018, the Emerson YRBS was overseen by Jim Byrne of Northeast Health Resources.
- Market Street Research is only responsible for the quality and completeness of data from the 2018 YRBS.
- **When possible**, this report and accompanying materials provided to Emerson Hospital and the participating school districts include comparisons with previous years' results.
- Readers should note that Market Street Research **cannot provide comparisons** in cases in which information from prior years' surveys:
 - is not available from the previous vendor, or is missing
 - is inconsistent with 2018 results due to changes in the questionnaire

RECOMMENDATIONS FOR FUTURE YRBS

Recommendations for Future Emerson YRBS



Continue to monitor key risk behaviors



Make sure YRBS covers emerging risk behaviors



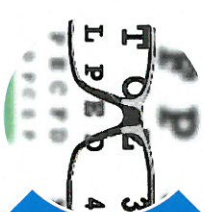
Continue to monitor groups at greatest risk



Is 6th grade early enough? Monitor onset of behaviors



If nothing can be done, drop issue from YRBS



Focus on behaviors districts can address

Expand Some Questions to 6th Grade

There are some questions not asked of 6th graders that Emerson Hospital and the participating school districts may want to include for this age group in the future, because at least 8% or more of 8th graders engage in or experience these behaviors:

- Self-injury
- Feelings of depression
- Using own prescriptions in ways not prescribed (first asked in 2018)
- Sexting and viewing pornography
- Ask 6th and 8th graders about binge drinking

Is this the right issue?

- Violence can occur at school, at home, or in the community. Alcohol/drugs may or may not influence violence in any of these settings. Which is most important in terms of youth experiences at school?

Eliminate Some Questions from Earlier Grades

There are some questions asked of 6th and 8th graders that cover: (1) behaviors that are rare for these age groups; or (2) behaviors that have declined dramatically in recent years:

- Recent cigarette smoking (past 30 days)
- Use of chewing tobacco, snuff, pack, or dip
- 6th grade use of marijuana (regular and synthetic), although this might change as it is legalized
- Selling of illegal drugs on school property by 6th graders

Duplicates (Same Issue, Same Groups?)

- Huffing (lifetime by 6th graders, 30 days by 8th and high school). Consider asking this question the same way for all grades, using one of the versions (not both)
- Ever pressured into sex vs. ever had sex didn't want; consider combining this question or asking one of the versions (not both)