

**SCHOOL COMMITTEE AGENDA
WEDNESDAY, NOVEMBER 13, 2019**

I. Call to Order

II. Public Comments

III. Review/Approve Minutes

- A. Policy Subcommittee Meetings: 9/18/19, 10/10/19, 11/5/19
- B. Meeting of October 16, 2019
- C. Meeting of October 30, 2019

IV. Information/Discussion Items

- A. 6th Grade Student Presentation: Outdoor Ed
- B. Carlisle Education Foundation (CEF): Approved Grants
- C. Parent Teacher Association (PTO): Approved Grants
- D. Donated Printer
- E. Ameresco: Update on Solar Canopy Project
- F. Update on Charging Stations: Jonathan DeKock
- G. School Improvement Plan 2019-2020
- H. Special Education
- I. FY20 Budget Update
- J. Business Manager Posting
- K. Visioning
- L. January School Committee Policy Meeting

V. Communications/Correspondence

VI. Superintendent's Report

VII. Members'/Committee Reports as Needed

VIII. Warrants

- A. Payroll Warrant #3420; \$406,665.03
- B. Accounts Payable Warrant #3320; \$141,568.09

IX. Action Items

- A. Vote CEF Approved Grants
- B. Vote PTO Approved Grants
- C. Vote Donated Printer

X. Citizens' Comments

XI. 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.

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Carlisle School Committee Policy Subcommittee

Minutes

Wednesday September 18, 2019

Spalding Conference Room, Carlisle Schools, 83 School Street, Carlisle, MA 01741
9:00 a.m.

Present – School Committee: Christine Lear - Chair, David Model, Eva Mostoufi, Sara Wilson.
Present – School Administration: James O’Shea, Superintendent; Nancy Anderson, Assistant to the Superintendent.

Meeting Documents: Policies:

Activity Fee	Anti-Bullying	Anti-Hazing
Homeless Students	Kindergarten and Grade 1 Entrance	Physical Restraint
Pregnant Students	Reporting of Child Abuse and Neglect	School Attendance
Student Discipline	Student Records Regulations	Student Rights and Responsibilities

I. Call to Order

Chair Christine Lear called the meeting to order at 9:02 a.m.

II. Public Comment Period

There were no public comments.

III. Information/Discussion Items

The following policies were discussed, and will be reviewed at one or more subsequent School Committee meetings:

- A. Anti-Bullying
- B. Anti-Hazing
- C. Kindergarten and Grade 1 Entrance
- D. Physical Restraint
- E. Reporting of Child Abuse and Neglect
- F. Student Safety
- G. Student Transportation by Staff in Private Vehicles

IV. Adjourn Meeting

Ms. Wilson made a motion to adjourn the meeting; Ms. Mostoufi seconded the motion. All members present voted in favor of the motion. The meeting was adjourned at 10:40 a.m.

Respectfully submitted,

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Nancy Anderson
Assistant to the Superintendent

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Carlisle School Committee Policy Subcommittee Minutes

Thursday, October 10, 2019
Spalding Conference Room,
Carlisle Schools, 83 School Street, Carlisle, MA 01741
9:00 a.m.

Present – School Committee: Christine Lear - Chair, Eva Mostoufi, Sara Wilson
Present – School Administration: James O’Shea, Superintendent; Nancy Anderson, Assistant to the Superintendent.

Meeting Policies for Review:

A Qualified Individual with a Disability	Athletic Concussion Policy	Communicable Diseases
Health Policy Manual	Life Threatening Allergy Policy	Medication Administration Policy
Policy on School Attendance	School Committee Ethics Policy	Sexual Harassment Policy
Student Discipline	Student Rights and Responsibilities	

I. Call to Order

Chair Christine Lear called the meeting to order at 9:10 a.m.

II. Public Comment Period

There were no comments.

III. Review/Approve Minutes

Ms. Mostoufi made a motion to approve the minutes of the meeting of September 18, 2019; Ms. Wilson seconded the motion. All members present voted in favor of approving the minutes.

IV. Review Policies

The following policies were discussed, and will be reviewed in one or more subsequent School Committee meetings:

- A. A Qualified Individual with a Disability
- B. Athletic Concussion Policy
- C. Communicable Diseases
- D. Health Policy Manual
- E. Life Threatening Allergy Policy

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- F. Medication Administration
- G. School Attendance
- H. Student Discipline

V. Adjourn Meeting

Ms. Mostoufi made a motion to adjourn the meeting; Ms. Wilson seconded the motion. All members present voted in favor of the motion. The meeting was adjourned at 11:00 a.m.

Respectfully submitted,

Nancy Anderson
Assistant to the Superintendent

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Carlisle School Committee Policy Subcommittee Minutes

Tuesday, November 5, 2019

Jim O'Shea's Office,
Carlisle Schools, 83 School Street, Carlisle, MA 01741
9:00 a.m.

Present – School Committee: Christine Lear - Chair, Sara Wilson

Present – School Administration: James O'Shea, Superintendent; Nancy Anderson, Assistant to the Superintendent.

Meeting Policies for Review:

School Committee Ethics	Sexual Harassment	Student Rights and Responsibilities
School Visits	Buildings and Grounds, Safety and Security	Tobacco Products
Drug and Alcohol Free Workplace	Homework Policy	Equal Educational Opportunity

I. Call to Order

Chair Christine Lear called the meeting to order at 9:06 a.m.

II. Public Comment Period

There were no comments.

III. Review Policies

The following policies were discussed, and will be reviewed in one or more subsequent School Committee meetings:

- A. School Committee Ethics
- B. Sexual Harassment
- C. Student Rights and Responsibilities
- D. School Visits
- E. Buildings and Grounds, Safety and Security
- F. Tobacco Products
- G. Drug and Alcohol Free Workplace
- H. Homework Policy
- I. Equal Educational Opportunity

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V. Adjourn Meeting

Ms. Lear adjourned the meeting at 9:40 a.m.

Respectfully submitted,

Nancy Anderson
Assistant to the Superintendent

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Carlisle School Committee

Minutes

Wednesday, October 16, 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 (remotely via telephone,) 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:

CSC Minutes from September 11, 2019	Energy Task Force Update	FY21 School Budget Proposal
WestEd Special Education Review	Discard List	Carlisle Public Schools District Objectives and Superintendent Goals
School Committee Goals	Youth Risk Behavior Survey	

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. Ms. Mostoufi joined the meeting by telephone.

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 September 11, 2019; Ms. Lavery seconded the motion. All members present voted in favor of approving the minutes, with minor edits.

IV. Information/Discussion Items

- A. Student Presentations: Project Based Learning. Dr. Mehler introduced 8th graders Elizabeth Lear and Charlotte Haeffner, who presented on the Cardboard Arcade Challenge. Dr. Mehler provided some background on this project-based learning endeavor. The ideas for it originated in the book Launch. The framework for this project aligns with District goals; it involved collaboration, and resulted in students creating an intellectual challenge that was student centered. Charlotte Haeffner added that students

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created projects based off of Caine's arcade. Games were created during flex blocks. Eighth grade students interviewed younger students in different classrooms to get their input as the games were designed for each grade level. All games were built out of recycled materials. Eighth grade students could be game makers, prize makers, and event makers. Students used the 3D printer to make toy prizes. One student wrote a letter to Mosquito to help publicize the event. Games included air hockey which was powered by a hair dryer running beneath the surface. Eighth grade students set up, manned different shifts, and cleaned up. Dr. Mehler thanked all teachers for allowing the 8th graders to come to their classrooms to gather feedback and share ideas, as well as the 8th grade teaching team for supporting this endeavor. Dr. Mehler was pleasantly surprised at the great turnout for a Friday event from 3-7 p.m. There were lines at the games. Scott Triola, Hart Farm Road, commented that this was one of the most impressive student events he has seen. The room was packed with kids having a good time and it raised money. It was a tremendous example of how to use Flex blocks in the new Middle School schedule.

- B. Carlisle Education Foundation: Update on Performing Arts Studio Project. Susie Shaw, 105 Captain Wilson Lane, presented. Ms. Shaw gave a brief history of the Performing Arts Studio project, summarizing that the CEF came to School Committee last fall to fund a project that would convert the "mistake room" to a dedicated space for band. In coordination with the architect, TBA, the bids which were received were both extremely high. Sara Wilson added that the CEF and the School had researched the feasibility of the CEF gifting a fully renovated room to the town, which would allow the CEF to pursue the bids on their own. This approach was vetted through the Massachusetts Inspector General's Office and the District's counsel, and it was confirmed that the CEF can legally donate a renovated room to Carlisle Public Schools. Ms. Wilson is on both CSC and CEF, and she will step aside from her roll on CEF during this project. Today Ms. Shaw is asking permission to donate a fully finished room to CPS. Ms. Lear commended Ms. Wilson on doing so much to protect the interests of the school and the CEF. She added that all stipulations laid out by the Inspector General's Office and district counsel would be adhered to. It was also noted that anyone involved in the project needs to go through the usual CORI process, and work within all frameworks of working in the school. Ms. Shaw assured that this would happen and noted that the plans are the same, just the execution is different. The school cannot donate any resources to the project. Mr. Model thanked the CEF for a creative approach to this project. It was added that people who specialize in municipal projects view this \$300,000 project as a small project. The project is targeted to start in February and take 6-8 weeks to complete. Contractors will adhere to the specifications and materials needed. Mr. Model moved to waive the usual practice of deliberating on a matter at one meeting and voting on the matter at the next meeting; Ms. Lavery seconded the motion. The following votes were taken by roll call: Lear, aye; Wilson, aye; Model, aye; Lavery, aye; Mostoufi, aye. Mr. Model moved to approve the CEF project as outlined as a gift to the school; Ms. Lavery seconded the motion. The following votes were taken by roll call: Lear, aye; Wilson, aye; Model, aye; Lavery, aye; Mostoufi, aye.
- C. Solar Project Update. Jonathan DeKock presented an update. The Planning Board met two weeks ago and approved the Ameresco solar canopy project for the school parking lot. The diagram from Ameresco involved removal of trees that would shade the

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canopies. The Planning Board allocated funds to improve drainage and replace larger trees with lower growing ones. The Building Commissioner said the location of the 4 to 5 pieces of electrical equipment had to be moved to the space between the parking lot and the bus area, due to the 40 foot setback rule. Mr. DeKock wanted to confirm that the new location is acceptable to the CSC, and added the Committee can ask for a rendering of the diagram of the new site design. Mr. DeKock gave an update on the Charging Stations. He has received multiple quotes. Eversource will not assign a contractor until an installer has been chosen. The CSC has to confirm use of the installer. Once a contractor is chosen, the timeline will be created. Mr. DeKock added that the Green Community requires that the stations are publicly accessible. In addition, it was confirmed that with either vendor, rates can be set differently for school staff and the public. Mr. Model expressed concern about loss of parking spaces but it was confirmed that parking spaces will not be lost. The new location for the charging station is at the end of the existing parking lot facing the tennis courts. Ms. Lavery prefers the new location, and was appreciative of the details in the report. Mr. DeKock confirmed that there would be no cost to the school because the Energy Task Force and Green Communities grants will fund this project. Going with Voltrek and Chargepoint is a better deal right now. Ms. Lavery moved that the School Committee moved forward with the car charging station project and select option 1, providing the Energy Task Force will fund the remainder of project; Mr. Model seconded the motion. The following votes were taken by roll call: Lear, aye; Wilson, aye; Model, aye; Lavery, aye; Mostoufi, aye.

- D. Budget Presentation. Jim O'Shea started by acknowledging that a good deal of time and energy went into developing the budget by principals, teachers, the administrative team, Scott Triola, FinCom liaison, and Barney Arnold from the Select Board, and he thanked all of those contributors for their work. Budget Goals include maintaining the multi-tiered system of support for students, maintaining optimal class sizes, and developing a budget aligned with School Committee goals and Town guidelines. The proposed budget is \$11,896,160; a 2.91% increase. Current enrollment was noted to be 609 students, which is at the top of what the school estimated for enrollment. Last year we had 34 sections general classroom sections in grades PreK-8, with a total of 69.2 FTEs. This year we have 68 FTEs, which includes teachers, special educators and specialists. Looking at next year we have a projected enrollment of 594-612 students, we are hoping to maintain 34 classroom sections, and have a total FTEs of 69. The School will present the Budget to the FinCom on October 28. There was a brief discussion of the practice of prepaying for some out of district tuitions, and the need for the district to have contingency funds available. This discussion would continue with the FinCom. It was noted that here were a variety of expenses that were not in the budget but arose during the year. In next year's budget, there are 2 placeholders for OOD placements. Mr. O'Shea highlighted the work the School Committee was doing with the FinCom and Selectboard to assure transparency on how funds are being allocated. Ms. Mostoufi asked for clarification on special education transportation and whether or not we were able to budget for those costs precisely. Mr. O'Shea explained that the actual costs of CASE transportation would not be known until the start of the year. Ms. Mostoufi voiced a preference that newly hired incoming teachers not be hired at the top of the scale, and that we should look for new hires to possess the skills and experience to teach students with a variety of abilities. Ms. Mostoufi explained that ideally the school would look for

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someone with special education background to bring some of those skills to a general ed classroom, to help all students access the curriculum. Mr. O'Shea also explained the District Comparison, which was included in the budget presentation Powerpoint. It was noted that Carlisle per pupil costs were in the middle of the comparison towns as are Administration and Instructional Leadership. Carlisle did have the largest percentage of their budget going to direct service to students. Mr. Model commended the good work by the team, and added that out of an almost \$12,000,000 budget, we have little control over much of it. This budget meets the three goals. Included also were long term capital needs such as technology replacement, fire alarm system upgrades, and tractor replacement.

- E. West Ed Presentation. Mr. O'Shea presented an overview of the WestEd review of Carlisle's Special Education programming. Mr. O'Shea explained that the study was a result of multiple conversations during last year, including the planning to bring on board a new director of Student Support Services. It was noted that Concord and CCHS had done a similar review with WestEd, and recommended the company. The methodology for the review included analyzing the continuum of services, quality of programs and service delivery models, assessing if provided services are effective in meeting IEP goals, noting if there a multi-tiered system of support in place for academic and social emotional needs of students, and seeing if skills gaps are closing for students receiving special education services. Included in the presentation and published in the report were the questions WestEd representatives asked to gather information. In their research WestEd reviewed documents, including IEPs, interviewed and observed staff, and assembled focus groups. Information gathered from focus groups is included in the report. Mr. O'Shea presented this report to staff last week, and one take away he shared from that presentation was that staff felt uncomfortable about the specific focus groups' information being shared in the published report, as they felt in a small school community their anonymity might not be maintained. Focus group feedback composes 17 pages of a 93 page document. Mr. O'Shea felt it would not hinder anyone's understanding of the report if those focus group sections were omitted from the published report as all the relevant information would have been incorporated into the recommendations. Mr. O'Shea then shared a summarized version of the WestEd recommendations. Areas of concern included the current service delivery model, allocation and scheduling of staff, specialized instruction, use of time and use of data. Areas of strength included collaboration. Results in the Continuum of Services area highlighted that work with students in the Learning Center was more focused on class assignments. In Finance, it was noted that the Special Education Teacher to student with disability ratios are low compared to other Districts, and the paraprofessional to student ratios are significantly higher than average. In Student Results it was noted that students with disabilities are outperforming the rest of the state on standardized assessments. In Professional Development it was noted that teachers seek follow up training and coaching on Universal Design for Learning (UDL). Recommendations included: consider special education service delivery based on skill levels across grades, better define the role of paraprofessional, move consult meetings to increase student to teacher contact time, strengthen UDL practices, provide training on writing IEPs and in multi-tiered supports, identify and purchase a universal screener and progress monitoring tool. Immediate next

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steps include working with Lori Bruce to identify areas for initial work and establishing long term goals.

- F. Special Ed Presentation. Lori Bruce, the Director of Student Support Services, shared a PowerPoint presentation. Since she arrived on July 1, 2019, Ms. Bruce has collected data on IEPs. She is establishing a plan of priorities and is analyzing current practices including the following: who is teaching students, how/what are they teaching, and how do staff communicate what they are teaching. She cited many positives about Special Education in Carlisle, including a skilled staff, a school community that values each other, a true sense of collaboration, support for paraprofessionals, and a great special education and general education rapport. Areas for discussion include: roles of the Speech and Language Pathologists (SLPs), co-teaching models, implementation of a gradual progression of support with more support at younger grades, small groups as students get older, and working toward students in a general ed classroom with supports. She is also looking at how paraprofessionals are supported and utilized, and supports the idea that there should be fewer one-on-one paraprofessionals. Professional Development (PD) is teacher driven, but administrators have to look at the bigger picture of making sure we are training staff in a wide variety of areas. Ms. Bruce stated that the school has a strong foundation, the students are making effective progress, and are engaged. She noted that students are working on executive functioning skills as a result of the new middle school schedule. She believes there could be increased use of technology in special education which could help with communication. Ms. Bruce scheduled an IEP training for her staff in September. She is reviewing every IEP, following legal guidelines, with the goal that IEPs will be consistent by the end of the year. She wants to make sure progress reports are data driven. For example, if an IEP states a student is meeting a goal 60% of the time, the document has to explain what meeting the goal looks like. She encourages her staff to have informal meetings and phone calls with parents. Her goals for the 2019-2020 school year include communicating that challenges are exciting rather than threatening, and creating IEPs that are comprehensive, data driven, consistent and equitable. The staff has been open and grateful for her help and insight. She encourages staff placement that supports strengths; she believes some staff with certain strengths should teach across grade levels. Ms. Bruce has plans to expand the Summer Program from three to five weeks. She sees the importance in investing in individuals, both staff and students, so that they can succeed as part of a larger group. Mr. Model voiced disappointment with administration and their willingness to address recommendations head on. He acknowledged that a lot of money was spent on Special Education, and the school received a lot of data through the process of the WestEd Special Education review. He feels there should be an embracing of the data that is being provided; otherwise the school is doing our community a disservice. Mr. O'Shea stated that he and Ms. Bruce both feel the report has identified known areas on which to work, and that the district is looking to move forward in addressing these recommendations in a collaborative way with the faculty. Mr. Model expressed his position that the report should be published as there are issues to deal with right now. Ms. Bruce spoke about work she has done to date; she is analyzing how students are learning, met with students, attended consults, and analyzed IEPs. Ms. Bruce reinforced that change doesn't happen without recognizing what you do well and building upon it. Mr. Model wished the special education presentation had been available prior to the meeting, along with Ms.

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Bruce's analysis of what she is doing in the Special Education department. Mr. Model would like to see that the major areas in Special Education that needed improvement were identified; he did not feel that was clear in the presentation. Mr. Model, noting he had two children that were in Special Education, stated that we don't do special education well here; Ms. Bruce disagreed; Mr. Model said that we could do better. Ms. Mostoufi added that she has great appreciation for what the school does for the large student body in special education; the focus on inclusion, and the fact that kids feel good about coming to school regardless of a disability. She wanted to know if there is a way to include more of the parent voice to help the school be more strategic on using resources. Ms. Bruce shared that SEPAC will put out a parent survey and how parents can be more involved; she might establish a focus group. Ms. Mostoufi asked if teachers could be directed to professional development so they could learn ways to help students get the resources they need in the classroom. Ms. Bruce said that there has already been Universal Design for Learning training for teachers, there was a training for paraprofessionals and there is another training this coming Tuesday. Certain pieces of professional development are already happening. Ms. Bruce will work with Special Educators and Administration on visioning for the Special Education department. Ms. Wilson asked if Carlisle would talk with Concord about what its WestEd report said and what Concord did as a result of the report findings. Ms. Bruce stated that she and Mr. O'Shea met with the Concord Superintendent and the Concord Director of Student Services and they will follow up again. In summary, Ms. Lear asked what do we do from here. Mr. Model advocated that the Committee should think about this for a month and come back next month to discuss it again, since Special Education is one of the Committee goals. Mr. Model stated that the special educators are outstanding, but he doesn't want the school to just continue to do more of what we're doing. Ms. Mostoufi commented that Carlisle is very cutting edge, and this is a unique opportunity to work together to help create even better programming. We have great teachers and administration and the school is wonderful for our kids. Ms. Wilson asked if we look at families that leave Carlisle and analyze why? Mr. O'Shea will look into this and report back to the Committee. Mr. O'Shea asked to extract the 18 pages on the report that identified staff comments. Mr. Model felt that was acceptable; he wanted the substance of the report published. Mr. Model added that he appreciates that certain things are already being done in Special Education. Ms. Sorn, Rutland Road, asked Ms. Bruce when the next program review of Special Education was scheduled; it is in 2021.

- G. Discard List. Sue Pray explained that Scott Heffner, Network Manager, submitted this list, which includes devices such as iPads that don't support upgrades. There is a need to dispose of items for storage reasons. Last year a parent, Ms. Rosca, donated some of our discarded equipment. Ms. Lavery asked how this list compares to our normal purge. Ms. Pray answered that it is roughly the same discard every year. There are less and less computers discarded as they get incorporated into MCAS carts. Mr. Model moved that the School Committee waive the usual practice of discussing an issue at one meeting and voting on it at the next; Ms. Lavery seconded the motion. The following votes were taken by roll call: Lear, aye; Wilson, aye; Model, aye; Lavery, aye; Mostoufi, aye. Ms. Lavery moved to approve the Discard List; Ms. Wilson seconded the motion. The following votes were taken by roll call: Lear, aye; Wilson, aye; Model, aye; Lavery, aye; Mostoufi, aye.

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- H. Superintendent Goals. Mr. O'Shea summarized that the district objectives were reviewed and discussed at the September meeting. He has modified the section under Objective 3, Tiered Supports, to include Tier III. After feedback from the CSC, Mr. O'Shea also made changes to his goals to reflect the need to manage grade level fluctuations and support the new Director of Student Services.
- I. School Committee Goals. It was noted that the Vision and Innovation goals are more detailed. Mr. O'Shea reported that there were a number of community members in his Visioning meetings. It was thought that the visioning goal could be sharpened. A School Committee meeting will be scheduled to discuss visioning, at which members will reflect on questions, and come to a consensus on what they would like to see as outcomes. There will be a meeting of the School Committee to discuss visioning on Wednesday, October 30 at 7:30 a.m.
- J. Liaisons: Master Planning Steering Committee, Municipal Facilities, Community Center, EDCO Board Member and Advisory Member. This discussion was deferred to the October 30 meeting.
- K. Youth Risk Behavior Survey. This discussion was deferred to the October 30 meeting.
- L. Special Education Counsel. This discussion took place in Action Items.

V. Communications/Correspondence

There were no communications circulated.

VI. Superintendent's Report

This discussion was deferred.

VII. Members'/Committee Reports as Needed

This discussion was deferred.

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
- Additional Warrants added after agenda was posted:
- D. Accounts Payable Warrant #2620; \$52,351.35
- E. Payroll Warrant #2120; \$389,292.18
- F. Payroll Warrant #2520; \$394,439.76

IX. Action Items

- A. Vote Special Education Counsel. Mr. O'Shea reported that on September 26, 2019, Lori Bruce, Ms. Lear and Mr. O'Shea met with attorney Mary Ellen Sowyrda from Murphy, Hesse, Toomey and Lehan. The firm had sent a legal services proposal to the School. The school administration recommends hiring Ms. Sowyrda. Mr. Model moved that the Committee appoint Mary Ellen Sowyrda as the Special Education Counsel for the Carlisle

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School District; Ms. Lavery seconded the motion. The following votes were taken in roll call: Lear, aye; Wilson, aye; Model, aye; Lavery, aye; Mostoufi, aye. The motion passed.

- B. Vote on EDCO Board Member and Advisory Member.** Mr. O'Shea explained that Carlisle is a member of EDCO collaborative, and each member district can appoint a voting Board member and an advisory member to the committee. Mr. O'Shea is willing to serve in both roles. Ms. Wilson moved that we appoint Jim O'Shea as the Board Member and Advisory Member to EDCO; Ms. Lavery seconded the motion. The following votes were taken in roll call: Lear, aye; Wilson, aye; Model, aye; Lavery, aye; Mostoufi, aye.

X. Citizens' Comments

Carrie Patel, Tophet Road asked how the students who saw the Math Specialist last year are getting their math instruction this year. Mr. O'Shea answered that students that need math support will receive it. Last year we had the Math Specialist and a tutor servicing students. This year we have a tutor giving tier II math support to students. He confirmed that there was not a specific group receiving services, rather ongoing assessments and services are provided as needed. Cynthia Sorn, Rutland Street, asked when will WestEd report be released. Mr. O'Shea answered that it would likely be released on Friday.

XI. Adjourn Meeting

Mr. Model moved to adjourn the meeting then withdrew his motion Ms. Lavery made a motion to adjourn the meeting; Ms. Wilson seconded the motion. The following votes were taken by roll call: Lear, aye; Wilson, aye; Model, aye; Lavery, aye; Mostoufi, aye.

The public meeting was adjourned at 10:10 pm.

Respectfully submitted,

Nancy Anderson
Assistant to the Superintendent

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Special Education at Carlisle Public Schools



Question?

**What in the West Ed
Report resonates with
our experience?**

How did West Ed assess our effectiveness?

West Ed Review

- Continuum of Services
- Professional Development
- Multi-Tiered Support
- Finance
- Student Results/Outcomes

Personal Outlook

Essential Questions

- Where should we put our energy?
 - Who is teaching?
 - How/What are we teaching?
 - How do we communicate what we are teaching?



Who is Teaching?

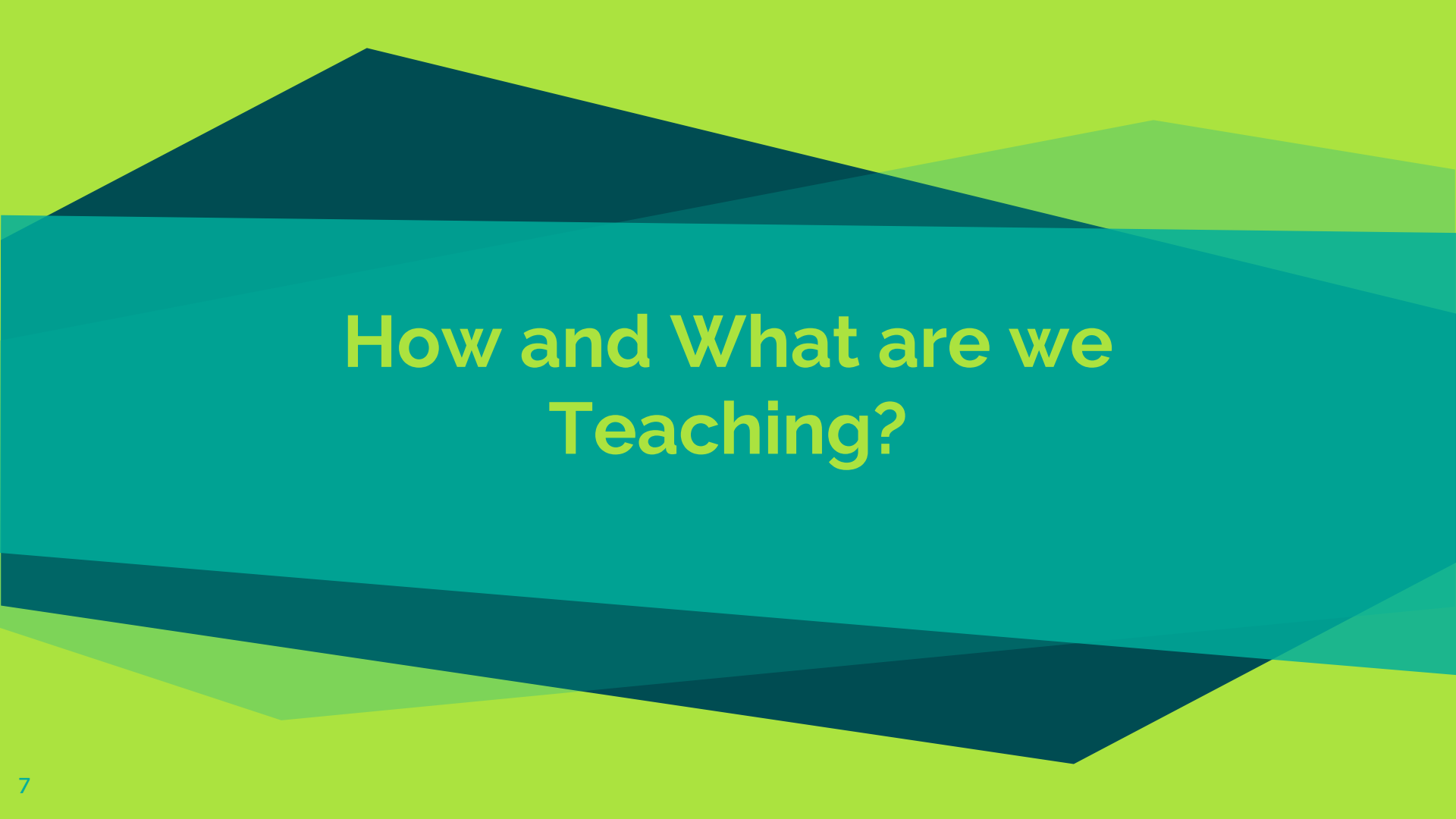
Who is Teaching?

POSITIVES:

- ◆ Experienced and talented staff
- ◆ Community that values each other
- ◆ Leaders willing to train newer staff
- ◆ Paraprofessionals who are supported
- ◆ Positive rapport between special and general education

AREAS FOR DISCUSSION:

- ◆ Role of the SLPs
- ◆ Co-Teaching Model
- ◆ How Paraprofessionals are supported and utilized
- ◆ Professional Development



How and What are we Teaching?

How and what are we teaching?

What are we doing right and how can we build upon that positive foundation?

- ◆ Effective progress
- ◆ Student engagement
- ◆ Executive Functioning
- ◆ Wrap around support
- ◆ Specialized Instruction
- ◆ Groupings both in and out of the classroom
- ◆ Markers for curriculum choices
- ◆ Increased use of technology



**How do we communicate what
we do!**

How can we increase communication?

IEPs/Progress Notes

Email

Informal Meetings

Phone calls



Goals for 19-20 school year!



In a growth mindset, challenges are exciting rather than threatening. So rather than thinking, oh, I'm going to reveal my weaknesses, you say, wow, here's a chance to grow. -Carol Dweck

Moving Forward

District Goals:

- ◆ Provide a Rich, Rigorous and Relevant Curriculum
- ◆ Build a Community of Respect and Inclusion in a Safe and Healthy Learning Environment
- ◆ Ensure Equity and Excellence in Learning

Our To-Do List:

- ◆ IEPs that are comprehensive, driven by data, consistent and equitable
- ◆ Staff placement that supports strengths not willingness
- ◆ Summer Program
- ◆ Investing in individuals so that they can succeed as part of a larger group



Thanks!

Any questions?

You can reach me at lbruce@carlisle.k12.ma.us

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Carlisle School Committee

Minutes

Wednesday, October 30, 2019

Spalding Conference Room, Carlisle Schools, 83 School Street, Carlisle, MA 01741

7:30 a.m.

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

Present – School Administration: James O’Shea, Superintendent; Nancy Anderson, Assistant to the Superintendent.

Meeting Documents:

Liaison Assignments	Youth Risk Behavior Survey	
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I. Call to Order

Chair Christine Lear called the meeting to order at 8:11 a.m.

II. Information/Discussion Items

- A. Water Update. Mr. O’Shea was pleased to report that the water is up and running. There should be no more disruptions to service. We have a process in place that addresses the substances found in the water, including radon. The water situation impacted the dining room staff; kudos to them for adapting and working through the circumstances.
- B. Visioning Discussion. Ms. Lavery thanked everyone for their thoughtful feedback at the visioning sessions. She thought it would be helpful to review what everyone said and coalesce around common goals. Ms. Lavery’s goal is to emerge from this meeting with some established primary objectives. Ms. Lear added that the group is fortunate to be able to do this process thoughtfully. Mr. Model added that in challenging situations, there is opportunity; we have to embrace change. We have the opportunity to attack some important issues and really analyze how we educate our children and what they need for the future. We have resources to employ committed people, we have the luxury of a Superintendent in a small district. Mr. Model said that the challenges are on Mr. O’Shea to be a person with vision to help prepare Carlisle students for the 21st century. Ms. Lavery feels fortunate to be having this conversation and also sees this as a golden opportunity. This meeting coincides with Laurie Hunter, Superintendent at CCHS, emailing a 3 page document on visioning to parents. Concord has defined the profile of a graduate. Carlisle intends to create one too, including a plan with steps and rationale. Ms. Mostoufi wants to explore how we can change delivery of education to better prepare students; defining what skills they need; and also consider what big thinkers are saying in education. How do we adjust the structure on how we deliver education to students in an inclusive environment? We are starting with strengths, including open minded parents,

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project based learning, and we should continue to build on these strengths. As we are looking at the global vision, we should also look at what the high school is expecting and wants to see from our kids. It's important that students are resilient, well-prepared, and emotionally strong. Ms. Wilson realized the importance and timing of this initiative. We don't know what jobs will be there for our Kindergarten students when they graduate from college. We have to test and refine our innovative ideas; the school should set the tone on what to expect in the real world. We are looking for hard and soft skills that we want to give to our students; to connect to the bigger world. Mr. O'Shea agrees with all of these thoughts. He noted that Carlisle has been successful in preparing our students for high school. What are practices in instruction and what experiences will help develop the skills students need for the future? Mr. O'Shea would like to explore what is state of the art in other institutions, and engage our community in this work. Ms. Lavery would like to set up a chart with some specificity, that includes strategies and approaches we need in place. The document would identify skills and the process for learning those skills. We know we will have to work within budgetary constraints, but want to make a plan moving forward. It's important to recognize that all students need to have fundamental skills such as reading. Our faculty feels they are judged by tests such as MCAS. There is a faculty focus on standards, but at the state level they look at test scores. While we want to maintain some standardized assessments, how do we design assessments to assess softer skills; for example, what it means to be innovative. The Committee agrees on primary goals: One is to identify the skills (hard and soft) and characteristics we want our students to have upon graduation. We need a written list of skills with community buy-in. A goal in the process is to identify stake holders and ensure they have representation in the process. Mr. Model wants to ensure that we are inclusive in our data gathering and decision making. The Committee is empowered to have subcommittees to guide and facilitate, it's important to make sure the community feels ownership of the outcome. Mr. O'Shea added that everyone isn't going to share the visioning idea; some may want to stay with traditional education. The argument is that students have been thriving, why change what we are doing? There was thought to reach out to parents of students at other area schools, and explore reasons why Carlisle students leave to go to other schools. Ms. Lavery said another goal is to work in concert with the high school vision. The measure is if Carlisle students are succeeding in and prepared for high school. Ms. Wilson reported that the high school is making changes in what math and science courses freshmen can take. The High School is addressing that AP pressure course track. This attitude to be at the top pervades the student body, students push themselves. Mr. Model brought up the low participation in Vocational Technical schools. Ms. Mostoufi wants all students to realize what's out there for jobs, and the straight path from high school to college isn't right for everyone. Ms. Lavery added that in the high school principal's newsletter, he shared links of recent CCHS graduates and profiles of what they are doing career wise. We want to expose our students and community to a broader vision of success. Mr. Model is proud that we are leaders in social emotional well-being; making sure our kids are well adjusted and empowered and will make good

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decisions. Ms. Lear added that these non-paper qualities; such as being flexible, and being able to get along with others; are what we want students to possess. The measure would be a decrease of anxiety and depression rates. Mr. Model's vision is to make students complete people; open to learning and success, knowledge-seeking and contributing to society. Kathy MacDonald, Nowell Farm Road, asked that the vision for the school be defined, along with what implementation models need to be in place. Mr. O'Shea added that approximately 22 people attended the visioning discussions; he plans to bring the group back together. He would like the committee to be in place for one year. Ms. Lavery was pleased we have updated documents, including strategies for implementation in place. Ms. Lear would like to see an update on visioning at subsequent CSC meetings.

C. Liaison Assignments. This was deferred to Action Items.

D. Youth Risk Behavior Survey. Mr. O'Shea presented that this survey has been in place for years. It is helpful for educators to know the answers to the questions so we have opportunities to address issues, guide the health curriculum, do interventions and help our children. The survey asks a variety of questions. When it is done, you get a report on your students and the aggregate report on students in other towns. All questions are not asked to all students; there are marked differences in the questions posted to 6th and 8th graders. Mr. O'Shea's expectation is that all students take the survey but parents can opt them out. Surveys are available for parents to read. Mr. O'Shea cited an erroneous verbal report that 80 percent of Carlisle School students are vaping in the bathrooms. By participating in the survey, we would have actual data on Carlisle students that we could share. Emerson Consortium is willing to have Carlisle join the survey group in the spring of 2020. They are in the process of fine tuning the questions. Parents cannot see their child's answers and no other district sees our report. It's an anonymous survey. Depending on results, we could bring in programming to address certain issues.

III. Warrants

- A. Payroll Warrant #2920; \$408,831.53
- B. Accounts Payable Warrant #3020; \$25,216.53

IV. Action Items

- A. Vote Liaison to Municipal Facilities. Ms. Lavery made a motion to appoint Ms. Lear as liaison to Municipal Facilities Committee; Mr. Model seconded the motion. All members present voted in favor of the motion.

V. Public Comments

VI. Adjourn Meeting

Mr. Model made a motion to adjourn the meeting; Ms. Lavery seconded the motion. All members present voted in favor of the motion. The public meeting was adjourned at 9:24 a.m.

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Respectfully submitted,

Nancy Anderson
Assistant to the Superintendent

School Committee Objectives for Visioning Work

V.1

10/16/2019

	Primary Objective	Secondary Goals	Ideas About Innovation	Process	Questions or Concerns
Christine Lear	<p>Be thoughtful about innovation now so we don't have to make snap decisions based on finances in the future.</p> <p>Create a plan that can "accordion" in response to fluctuating enrollment.</p>	<p>Innovate education to prepare kids for the next wave.</p> <p>Make a plan that the community is excited about.</p> <p>Investigate whether applying some SPED techniques across the board might benefit all students.</p>	<p>Do we need Algebra? Maybe.</p> <p>We definitely need Problem Solvers.</p>	<p>Hire someone outside the community to facilitate the process in a neutral way.</p>	<p>Keep this in front of the public eye. Invite people to come and talk. Keep the door open.</p> <p>People are afraid that any changes may be bad.</p>
David Model	<p>Be open to ALL ideas. Look in unlikely places for best practices (nationally and even internationally).</p>	<p>Create a flexible plan that can accommodate future fluctuating enrollment (a greater range than the 70-90 cohort).</p> <p>Consider how any proposed plan will play out for SPED students.</p>	<p>Directed study</p> <p>Combining grade levels for some subjects (e.g. Geography)</p>	<p>Don't be afraid to propose radical ideas for fear of criticism.</p> <p>Be bold! Don't shortcut the creative process.</p> <p>Let the battle shift to the Implementation phase.</p>	<p>We can probably get this work done on our own using a framework (following SEPAC model, for instance).</p>

				<p>Learn best practices from recent SEPAC visioning work.</p> <p>Project forward the traits we want CPS students/graduates to have.</p>	
Shannon May Lavery	<p>Describe the profile of a student that's ready for the 4th Industrial Revolution.</p> <p>Plan backwards from this Profile.</p> <p>https://whatis.techtarget.com/definition/fourth-industrial-revolution</p>	<p>Get community support for the school to break free of an outdated model - with a plan for incremental changes.</p>	<p>Self-control & emotional health skills</p> <p>Movement intentionally included in learning</p>	<p>Act with a sense of urgency.</p> <p>Build consensus among stakeholders.</p> <p>Create a high level implementation plan with milestones over 5 years.</p> <p>Learn from "What Schools Could Be" resources.</p>	<p>Be leaders. Take risks.</p> <p>Show everyone the plan/path of steps so changes are experienced as evolution, not revolution.</p>
Eva Moustafi	<p>Most important outcome is to have the envisioning process and methodology truly be based in real data that focus on student achievement and</p>	<p>Develop a better understanding of what parents are looking for in the education of their children, as well as, what is coming from teachers as</p>	<p>Group students by strengths or skill.</p> <p>Early intervention to activate the advantages of neuroplasticity.</p>	<p>Develop a conversation between parents and teachers.</p> <p>Support programs such as mentoring,</p>	

	<p>taps into less of the technical world that is trying to get a piece of the pie.</p> <p>Utilize the resources available such as higher education</p> <p>Prepare our students for success in high school.</p>	<p>the best way to educate students to get the results we are looking for. This connection is very important, more so than what google or microsoft are telling us we should be.</p>	<p>Seek collaborative opportunities with higher ed.</p> <p>Seek teachers trained in literacy and special education to fill multiple teaching roles in our school.</p>	<p>Makers Spaces, project based learning, and STEAM education.</p> <p>Look for enrichment opportunities provided by higher education.</p> <p>Be cautious of Ted X topics and too much focus on technology.</p> <p>Remember we are unique, we have knowledgeable parents and teachers, as well as resources.</p> <p>Focus on our particular culture in our particular community.</p> <p>Carlisle does a good job with critical thinking skills and in-depth thinking about society. Civic education, engagement,</p>	
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				volunteering to develop relationships, connections and self worth.	
Sara Wilson	Figuring out what (hard and soft) skills a CPS graduate should develop over the years (so that curriculum can be designed with a target)	Figuring out what information is still important to impart; figuring out the biggest obstacles to making impactful change		I hope we are able to achieve community buy in; would like to hear about some of the most successful recent initiatives that have created a ripple effect (like Anne Spiegel's whiteboard tables becoming something of interest to the 2 nd graders).	None
Jim O'Shea	Engage the entire community in a process that allows us to rethink K-8 education in Carlisle. Focus on identifying outcomes for students (skills) as well as structures and experiences which will support skill development and support future success	Ensuring that literacy continues to hold a place of importance. We prepare students not just for a world of 'work' but that we focus on the development of the whole child, while also understanding that the world is	Explore interdisciplinary approaches such as project based work or field studies where students are challenged to stretch themselves and push boundaries, while embedding opportunities to pursue interests and develop passions.	Understand that the integration of new ideas and approaches will also mean the elimination of other aspects of the current form. It can not be all about adding. Think grandly! I hope we are able to take risks	In such a dynamic world, how do we ensure that we focus on the right skills for student success?

		<p>changing.</p> <p>That this allows us to design experiences which all students can access, in ways that increase student engagement, utilize a project based approach, incorporate authentic activities, and provide for the integration of personalization and choice.</p>	<p>Think differently about content. Must content be fixed from the past (traditional) or should it evolve to reflect our changing circumstances.</p>	<p>and learn. We continually serve as role models for our students. Let's be sure we model what we want them to learn and aspire to.</p>	
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- Do we need to better define the problem we're trying to solve? (Not sure the community sees a problem. "If it ain't broke, don't fix it.")
- What are the measures of our success? Are they the right ones?
- Can we shape these up into 4 or 5 SMART goals?

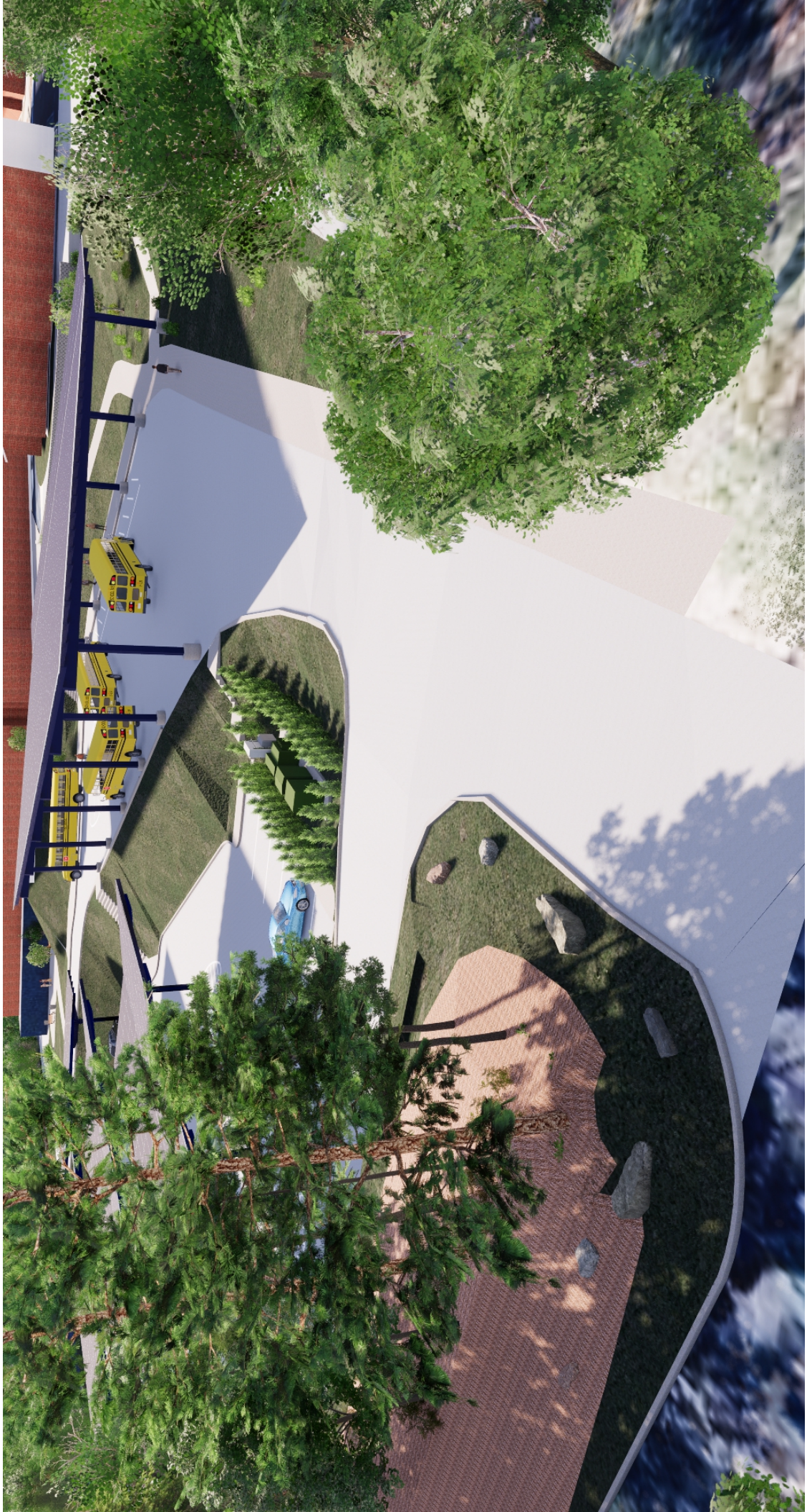
Goal	Success Criteria
Identify skills (hard & soft) we want our students to have	Written list of skills (with community buy-in)
Identify model for education	Supporting output: Implementation Plan, bad first draft
Identify stakeholders and make sure they have representation	Visioning Committee includes representatives from all stakeholder groups
Broad community feels ownership of Vision	Qualitative goal (lack of picketing!) - still needs some measurement criteria

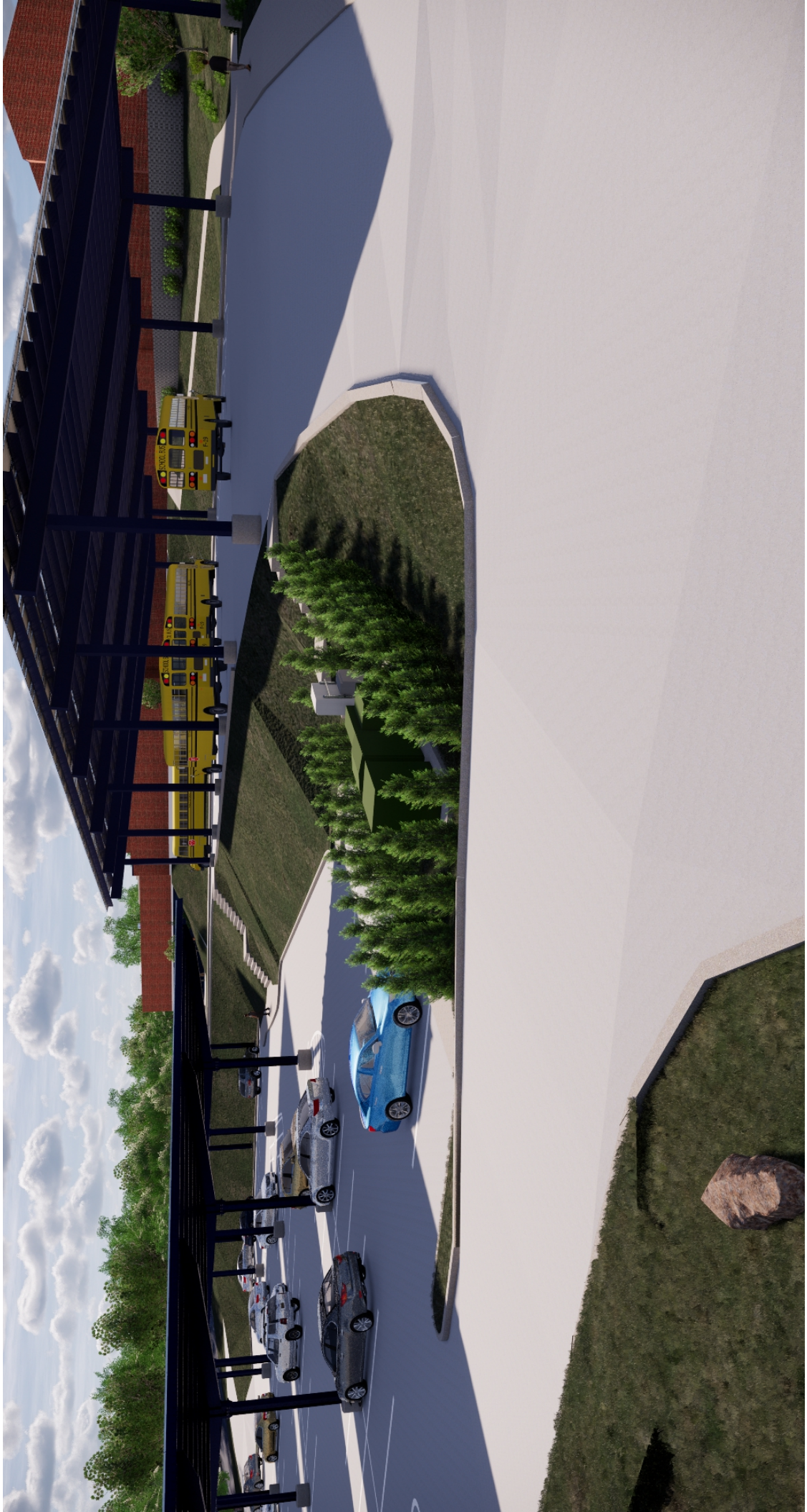
Work in concert with CCHS Vision	Follow students and survey them about high school experience; ask students for self-assessment and presentation(s)
Expose our students and community to a broader vision of Success	<p>Social-Emotional Improvements; less depression and anxiety; changed mindsets regarding resilience and collaboration (leverage Challenge Success elements from CCHS program).</p> <p>This may also be measured through surveys.</p>

CEF Grants 2019-2020									Beginning
28312-55800		MS Science	Cranston	Elem	Chang	Maier	Greenwood	Greenwood	Balance
		Visitor	NSTA	Tables	Pens	Artist	Minecraft	Robotics	
		\$1,000.00	\$850.00	\$2,001.00	\$2,499.00	\$1,750.00	\$1,617.00	\$4,199.88	\$13,916.88

PTO Grants 2019-2020	28320-55800			??			
		Bery	Cranston	Levy	Cranston	Rivier	Pixley
		K-3	Gr 7	All	Gr K-8	Gr 3-8	Gr 8
		Storytell	Speaker	iPad/Pencil	Camera	French Library	Legacy Project
		\$1,150.00	\$200.00	\$1,407.00	\$200.00	\$500.00	\$451.36

	Beginning
Spiegel	Balance
Gr 8	
Field Trip	
\$728.80	\$4,637.16











EV Charging Station- School Parking Lot

November 13, 2019

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

Overview

We continue to make progress on the EV Charger for the School Parking lot, but have not yet reached a point where we can have the School Committee make a final decision.

Contractor Update

Subsequent to the School Committee's vote in the last meeting to select contractors, I informed Eversource, Voltrek, and Chargepoint of the decisions and that a final approval of the project was still required before we could sign anything.

Eversource then assigned Commonwealth Electric to be their infrastructure installer. I met with Commonwealth Electric's representative, Mike Horan, at the school to describe the new charger location (diagram in Appendix A) and provided him with information about the school's schedule so they could try to plan for minimal disruption at the school. We also discussed the constraints on Church Street as a 1-way street and the parking lot roadways to ensure they were usable by bus traffic and staff exiting the parking lot if it was necessary to do the work during school.

Commonwealth Electric has since updated their plans and is in the process of seeking approval from Eversource for the infrastructure plan. Part of that plan will include trenching under Church Street, which requires the assent of the Board of Selectmen.

Given that Commonwealth Electric doesn't have Eversource's approval yet, we don't yet have the final plan and so we don't yet have a timeline on when the installation could happen.

Financial Update

The Energy Task Force met and voted to ask Green Communities if we could reallocate unused funds from other grants to this project. Green Communities has since agreed to the reallocation to cover the full cost of the ChargePoint installation at \$9,424.80.

The Energy Task Force also voted to cover the incidental costs of the electricity at the charging station for FY2020. As such the installation and its funding is fully covered for this year.

The Energy Task Force also voted to request the Board of Selectmen put a warrant article on next Town Meeting to create a revolving fund that would pay for all the costs associated with the EV Charger and receive all the revenue produced by it.

We did some calculations of the incidental costs and determined that the new electric meter and charging station could cost as much as \$19 a month in electrical costs. On the positive side, we computed that the unit could make a small profit of up to 3.4 cents for each kWh used by a vehicle.

Given the power provided by the unit, it would break even if each port is used between 1.5 and 2 hours per day on average.

Timeline Update

We determined that our Green Communities grant officially expires on May 31, 2020. To be able to use the grant, we need to purchase the unit by that time and we may also have it fully installed and functional.

However, there is an earlier date of January 31, 2020. If the unit has not been purchased by that date, we will need to drop the project to allow the town to apply for Green Communities grants in 2020.

We do have an open question out to the Green Communities representative to clarify that the January 31, 2020 date just requires having purchased the unit, but does not require that the project be fully complete. Although at the time of writing this we don't know the answer yet, we hope to have that information before the School Committee meeting.

The timeline for the infrastructure is looking more difficult this fall given that we don't yet have enough information to fully approve the project and we have concerns that it may not be possible to complete the infrastructure work before winter settles in. This is the greatest risk to the project.

Board of Selectmen Update

We determined that this project would need the approval of the Board of Selectmen for three reasons: (1) Eversource needs a permit to trench under a public roadway (Church Street), (2) there is an ongoing financial obligation to the Town due to the new electric meter, and (3) there are legal documents which must be signed by the Town to participate in EV Make Ready (I've attached them for your reference).

We intend to present this proposed project to the Board of Selectmen at their November 12th meeting (the day before the School Committee meeting). At this meeting the Energy Task Force will also request the creation of a revolving fund to manage the ongoing costs and revenue of the system.

Summary

The project continues to move forward, but needs approval from the BoS and School to proceed and we do not yet have sufficient information to request those approvals.

ELECTRIC VEHICLE CHARGER

SITE HOST AGREEMENT

THIS SITE HOST AGREEMENT ("Agreement") is entered into as of the ____ day of _____, 20__ ("Effective Date"), by and between NSTAR ELECTRIC COMPANY d/b/a Eversource Energy, a Massachusetts corporation and electric company, with an address at 247 Station Drive, Westwood, Massachusetts 02090 ("Company") and _____, a _____, with an address at _____, _____, _____, Massachusetts ("Site Host"). The Company and Site Host are each referred to herein sometimes as a "Party" and collectively as "Parties".

Background:

- A. The Company has received approval of the Massachusetts Department of Public Utilities ("DPU") for a program for facilitating siting and installation of electric vehicle charging infrastructure ("EV Charger") within the Company's electric service territory in D.P.U. Docket No. 17-05 ("Make-Ready Electric Vehicle Charging Infrastructure Proposal") approved by the MDPU on November 30, 2017) (the "Program").
- B. Site Host is an electric service customer of the Company, has filed an application with the Company for qualification as a participant in the Program, and has offered to host EV Chargers on property owned or controlled by the Site Host located within the Company's electric service territory ("Site").
- C. In order to install the EV Chargers at the Site, the Company needs to install certain electric service infrastructure at the Site (defined below as the "Facilities"), to enable interconnection of the EV Chargers with the Company's electric distribution system.
- D. Before the Company can proceed with the installation of the Facilities at the Site, the Company requires permission from the Site Host, to access the Site and perform the work of installing the Facilities.
- E. The Parties desire to memorialize their mutual agreements and their respective obligations with respect to the installation of EV Chargers at the Site, consistent with the requirements of the Program.

NOW, THEREFORE, in consideration of the foregoing, the mutual promises set forth herein, and other good and valuable consideration, the receipt and sufficiency of which are acknowledged, the Parties hereby agree as follows:

- 1.0 Site Host hereby agrees to provide one or more locations at the Site for the installation of EV Chargers. The specific location of the EV Chargers at the Site shall be determined by the Site Host in coordination with the Company and, if needed, the supplier of the EV Chargers (“Supplier”).
- 2.0 Site Host, at its sole cost and expense, shall be responsible for the procurement of the EV Chargers from the Supplier within thirty (30) days following the Effective Date, and shall provide proof of such purchase (including pricing) to the Company. Failure to provide proof of such purchase within thirty (30) days after the Effective Date will void any funding commitment or scheduled work reserved for Site Host at the Site.
- 3.0 Site Host agrees to install either (a) not less than two (2), or (b) not less than one (1) so-called “Fast DC” EV Charger (ports) at the Site.
- 4.0 Site Host agrees that the selection of the EV Charger models, the number of EV Chargers to be installed and their charging levels cannot be changed by the Site Host following submission of such information to the Company for purposes of developing the design of the Facilities.
- 5.0 Site Host agrees to operate and maintain the EV Chargers at the Site for at least five (5) years from the date the EV Chargers are first placed in service (“In-Service Date”).
- 6.0 As a Company distribution service customer, the Site Host agrees to pay for all metered electric services provided by the Company for the EV Chargers at the Company’s applicable rates and tariffs from time to time.
- 7.0 The Company agrees to provide and install the necessary infrastructure at the Site to connect the EV Chargers to the Company’s electric distribution system. Such infrastructure shall consist of poles, conduits, ducts, cables, wires, switches, transformers, concrete pads, manholes, handholes, supporting foundations, culverts, and all other accessory and appurtenant equipment and material necessary in the opinion of the Company to enable the safe and reliable operation of the EV Chargers at the Site (collectively, “Facilities”). The Company shall also make all necessary upgrades or modifications to its distribution system off-Site, to the extent required to provide service to the EV Chargers at the Site.
- 8.0 A site development plan (“SDP”) will be provided by the Company, showing the proposed Facilities and their location at the Site, consistent with the location(s) selected by the Site Host, the Company and, as needed, the Supplier. The SDP shall contain a schedule for the work necessary for the installation of the Facilities. The Site Host is solely responsible for obtaining

any applicable federal, state and local environmental permits and approvals required by law for the installation of the Facilities at the Site.

- 9.0 Site Host hereby grants to the Company, its successors and assigns, the permission, from time to time as may be necessary to install, repair, renew and maintain electrical equipment, including, at the option of the Company, the replacement of said electrical equipment with electrical equipment of different size and voltage, along with the necessary cables, conduits, wires, sustaining or protecting fixtures, and service connections attached thereto constituting a line for the distribution of electricity and lines for telecommunications for control and metering purposes (collectively, the “Facilities”), in, upon, under, along and across the Site, and the right to enter upon the Site from time to time for the purpose of installing, repairing, renewing, maintaining, replacing and removing said Facilities, the approximate location of said Facilities being shown on the Site Development Plan approved by the Parties and attached hereto as Exhibit A. In the event the Company is required to relocate said Facilities or any related sustaining or protecting fixtures due to the request or direction of the Site Host or any person acting under the authority or direction of the Site Host, the Site Host shall reimburse the Company for the reasonable costs thereof.
- 10.0 All work by the Company under this Agreement shall be done in a good and workmanlike manner by competent personnel or contractors, in conformity with all applicable permits, licenses, ordinances, laws and regulations, and free from any liens for labor or materials, in a manner and location reasonably acceptable to the Site Host and the Company. Site Host agrees that any field changes in the location of the Facilities shall be subject to prior review and written approval of the Company, which shall not be unreasonably withheld.
- 11.0 Site Host will not erect or permit any structures or obstructions which in the reasonable judgment of the Company might interfere with the safe operation and maintenance of the Facilities. The Company shall have the right to cut down and keep trimmed all trees, bushes, underbrush and growth as the Company may from time to time deem reasonably necessary for the safe operation and maintenance of the Facilities. Site Host agrees that there shall be no interference with pedestrian and vehicular access to the Facilities. It is understood that access to Facilities includes travel through the Site at any time for inspection and maintenance, and for emergency repairs, by all manner of vehicles and on foot. In addition, Site Host may be required, at its cost, to temporarily relocate vehicles or other equipment located within the Site to allow Company and its contractors access to the Facilities within the Site.

- 12.0 Company shall procure and maintain at its expense, at all times during the performance of any work under this Agreement, public liability insurance, including personal injury and property damage, and automobile liability insurance in amounts of \$2,000,000 combined single limit each, against all claims and demands of any injury to person or property which may occur or be claimed to have occurred on the Site as a result of the work on the Site by the Company or its contractors. Site Host shall be designated as an additional insured party on the general liability policy and on the self-insured general liability program shall be treated as if an additional insured. The Company shall, before entry upon the Site for the purposes of installing the Facilities, furnish the Site Host with a valid certificate of such insurances. Site Host acknowledges that Company may self-insure all or part of its insurance obligations hereunder.
- 13.0 Site Host and its employees, agents and contractors shall comply at all times and under all circumstances with all Massachusetts General Laws (M.G.L. c. 166, s. 21A et seq.), OSHA and any other applicable requirements regarding work or activity in the proximity of energized electric lines.
- 14.0 Site Host shall promptly reimburse the Company for the actual costs, as reasonably determined by the Company, of repair or replacement of any Facilities that have been injured or damaged by the Site Host, its agents, invitees, contractors, or their respective employees. All Facilities installed within the Site pursuant to this Agreement shall remain the property of the Company and the Company shall pay all taxes assessed thereon.
- 15.0 To the extent that the Site Host qualifies as a Program participant, and meets the other requirements set forth herein, the design and installation cost of the Facilities and any off-Site upgrades or modifications to provide service to the EV Chargers shall be paid for by the Company pursuant to the terms and provisions of the Program.
- 16.0 Site Host acknowledges that Program funding for the Facilities is committed by the Company only after the Company receives all required documentation from the Site Host pursuant to the terms of the Program. Such documentation includes an application and approved Work Order.
- 17.0 Site Host agrees that it shall not apply for, seek or obtain any rebates or incentives offered by any other person for the installation or hosting of the EV Chargers if such rebates or incentives, when combined with the rebates and incentives provided by the Program, would exceed an amount equal to the total (100%) of the cost of the EV Chargers and their installation.

- 18.0 If the Site is located in an Environmental Justice Community (“EJC”), the Site Host may be eligible for a rebate under the terms of the Program (“Rebate”). An EJC meets two of the following three criteria established by the Massachusetts Executive Office of Energy and Environmental Affairs: (1) 25 percent or more of the population in the communities must earn 65 percent or less than the Massachusetts median household income; (2) 25 percent or more of the population in the communities must identify as a race other than white; and (3) 25 percent of households lack a person over the age of 14 who speaks only English or speaks English very well.
- 18.1 In the event the unit cost of the Level II EV Charger, as determined by the Company, exceeds the Rebate, the Site Host will be responsible for the incremental cost.
- 18.2 Site Host may use the Rebate solely for the purchase of EV Chargers.
- 19.0 Site Host represents and warrants to the Company as follows:
- 19.1 Site Host is a current non-residential or multi-unit residential electric delivery customer of the Company.
- 19.2 Site Host has full corporate power and authority to enter into and perform this Agreement in accordance with its terms, and neither the execution of this Agreement, nor its performance, will conflict with or violate any other agreement or instrument by which the Site Host or the Site is bound. There are no claims or actions pending or, to Site Host’s knowledge, threatened against the Site Host or the Site that would prevent or interfere with the performance of this Agreement. There are no known or suspected conditions (including environmental conditions) at the Site that would prevent or impede the installation of the Facilities by the Company.
- 19.3 Site Host is the fee owner of Site, or has a long-term (10years or longer remaining term) lease or ground lease of the Site.
- 19.3.1 If Site Host has a lease, the lease expressly provides that the Site Host has the authority to grant utility license rights for the provision of utility services to the Site.
- 19.3.2 If the lease does not so provide, the Site Host shall be solely responsible for obtaining the necessary license or consent from the fee owner for the installation of the Facilities at the Site, in the form of Exhibit A, or otherwise in form and substance satisfactory to the Company.

- 19.3.3 If Site Host is neither a fee owner nor a long-term lessee of the Site, Site Host is responsible for obtaining from the landowner the necessary license rights for the Company to access the Site for purposes of installation of the Facilities.
- 19.4 The Site is free from “hazardous materials,” as those terms are defined in applicable state and federal laws and regulations. In the event pre-existing “hazardous materials” are discovered at the Site during the course of installation of the Facilities, the Company’s sole obligation shall be to comply with the Utility Related Abatement Measures (“URAM”) set forth in 310 CMR 40.0460 *et seq.* as amended from time to time, and all other responsibility with respect to such “hazardous materials” shall be that of the Site Host. The Site is free from any property restrictions that would prohibit the installation of the EV infrastructure, including any institutional controls, Environmental Land Use Restrictions (“ELUR”), Activity and Use Limitation (“AUL”) and/or engineering controls (i.e., Engineered Barrier, soil cap, remediation systems), as defined in 310 CMR 40.000 *et seq.* as amended from time to time. In the event any of these controls exists on the Host Site, the Site Host is responsible for compliance, under the supervision of its License Site Professional. The Site Host is not aware of any resource areas regulated under any applicable federal, state or local environmental law for which the Site Host has not obtained an approval for the EV infrastructure installation.
- 19.5 Site Host routinely provides customer parking for periods in excess of four (4) hours for customers at the Site and shall continue to provide such parking to customers for as long as EV Chargers are operated at the Site.
- 19.6 Upon Company’s request, Site Host will participate in a Customer Satisfaction Survey conducted by the Company following the installation of the Facilities.
- 20.0 THE COMPANY HEREBY EXPRESSLY DISCLAIMS ANY AND ALL REPRESENTATIONS AND WARRANTIES REGARDING THE FACILITIES AND/OR THE EV CHARGERS, WHETHER EXPRESS OR IMPLIED, INCLUDING SPECIFICALLY BUT WITHOUT LIMITATION THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR ANY PARTICULAR PURPOSE. Neither by inspection or non-rejection nor in any other way does the Company give any warranty, expressed or implied as to the adequacy, safety or other characteristics of any equipment, wiring or devices, installed on the Site. The Company shall not be liable for damages resulting in any way from the supplying or use of electricity or from the presence of the Company's service, conductors, appurtenances or other equipment on the Site.

- 21.0 The Company shall be excused from performance and shall not be liable in damages or otherwise if and to the extent that it shall be unable to do so or prevented from doing so by statute or regulation or by action of any court or public authority having or purporting to have jurisdiction in the premises; or by loss, diminution, or impairment of electrical service from generating plants or suppliers or the systems of others with which it is interconnected; or by a break or fault in its transmission or distribution system; failure or improper operation of transformers, switches, or other equipment necessary for electric distribution; or by reason of storm, flood, fire, earthquake, explosion, civil disturbance, labor dispute, act of God, or public enemy, failure of any supplier to perform, restraint by any court or regulatory agency, or any other intervening cause, whether or not similar thereto; the Company shall use reasonable efforts under the circumstances to overcome such cause and to resume full service.
- 22.0 Unless there is negligence on the part of the Company, the Company shall not be liable for damage to the person or property of the Site Host or any other persons resulting from the use of electricity or the presence of the Company's Facilities on the Site. In any event, the Company shall not be liable in contract, in tort (including negligence and G.L. c. 93A), strict liability or otherwise for any special, indirect, or consequential damages whatsoever including, but not limited to, loss of profits or revenue, loss of use of equipment, cost of capital, cost of temporary equipment, overtime, business interruption, spoilage of goods, claims of customers of the Site Host or other economic harm resulting from the Facilities, Company's work at the Site or Site Host's participation in the Program.
- 23.0 Site Host agrees to grant permission to Company to receive all available data recorded on EV Chargers from Supplier on a monthly basis for at least five (5) years from the In-Service Date.
- 24.0 This Agreement embodies the entire agreement between the Parties with respect to the subject matter hereof, and supersedes any and all prior negotiations, agreements and understandings, written or oral, formal or informal, all of which are deemed to be merged herein. No provision of this Agreement be supplemented, terminated, modified or waived except by a writing signed by both Parties.
- 25.0 Any notice or other communication authorized, required or desired to be given under this Agreement shall be in writing and delivered by hand against receipt, by first class certified mail, postage prepaid, return receipt requested, by express mail or express courier service providing proof of delivery, or by electronic transmission providing confirmation of receipt, if addressed to the party intended to receive the same to the address or e-mail address set forth below:

If to Site Host:

Attn: _____
Office Telephone Number: _____

If to Company:

NSTAR Electric Company d/b/a Eversource Energy
247 Station Drive SE210
Westwood, Massachusetts 02090
Attn: EV Make Ready Program
Office Telephone Number: 781-441-8639

All such notices shall be deemed to have been duly given on (i) the date of receipt if delivered by hand, if sent by express courier service or sent by electronic transmission (with a confirmation copy sent by first class mail) or (ii) the earlier of the date of receipt and the date of first attempted delivery by the U.S. Postal Service, if transmitted by mail as aforesaid. Either Party may change the address to which any such notice, report, demand, request or other instrument or communication to such party is to be delivered or mailed, by giving written notice of such change to the other parties, but no such notice of change shall be effective unless and until received by such other parties.

- 26.0 All exhibits to this Agreement are hereby incorporated by this reference into this Agreement.
- 27.0 This Agreement may be executed in counterparts, each of which shall be deemed an original. The captions contained in this Agreement are for convenience of reference only and shall not affect the construction to be given to any of the provisions hereof.
- 28.0 Neither Party shall be permitted to assign its rights or obligations under this Agreement; however, the provisions of this Agreement shall be binding on, and inure to the benefit of, the respective successors and successors in title of the Parties.
- 29.0 No employee, officer, director, stockholder, manager, member or any person or entity in any way affiliated with either Party shall have any personal liability with respect to this Agreement, any instrument delivered by such Party, or the transaction contemplated hereby, nor shall the property of any such person or entity be subject to attachment, levy, execution or other judicial process.

30.0 This Agreement is subject to and shall be governed by, to the extent applicable, by the Company's "Terms and Conditions – Distribution Service", as approved by the MDPU from time to time, and shall further be governed by, and construed and enforced in accordance with, the internal laws of the Commonwealth of Massachusetts, without regard to principles of conflicts of law. Any action brought with respect to this Agreement shall be brought in, and the sole place of venue and jurisdiction for said action shall be in Boston, Massachusetts.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed as a sealed instrument by their respective duly authorized representatives, as of the date first above written.

NSTAR ELECTRIC COMPANY
d/b/a Eversource Energy

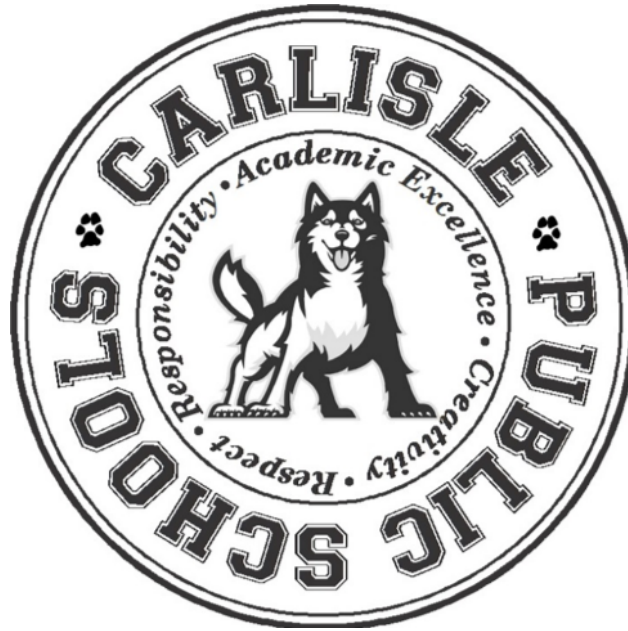
By: _____
Name: James Cater
Title: Program Lead – EV Make Ready

[SITE HOST]

By: _____
Name: _____
Title: _____

EXHIBIT A – LIST OF COVERED SITES

Carlisle Public Schools



School Improvement Plan 2019-2020

2019-2020 School Advisory Council (SAC) Members:		
Name	Role	Term
Vanessa Moroney	Parent	June 2020
Lee Stevens	Parent	June 2020
Kieran Joshi	Parent	June 2021
Jenn Saak	Parent, SAC Co-Chair	June 2021
Melissa Bilotta	Parent	June 2022
Amanda Comperchio	Parent	June 2022
Susan Fitzgerald	Community Member	June 2022
Caryl McCabe	Teacher	June 2020
Liz Gray	Teacher	June 2022
Jenn Putnam	Teacher	June 2022
Linda Vanaria	Teacher, CTA President	June 2020
Matt Mehler	Principal 5-8, SAC Co-Chair	
Dennet Sidell	Principal K-4,	

Notes:

- SAC Meeting Dates: September 18, October 16, November 13, January 8, February 12, April 15, May 13 and June 10.
- Acting Town Clerk is Peggy Wang: pwang@carlislema.gov

Carlisle School Improvement Plan 2019-2020

District Objective #1: 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.

SIP Goal(s)	Implementation Steps	Indicators of Progress
Implement research-based curriculum and assessments to ensure that all students develop academic and intellectual skills aligned to grade-level standards.	<ol style="list-style-type: none"> 1. Literacy: Implementing a new BAS in grades 1 and 3, Just Words in grade 4, Pilot Star Renaissance 5-8 intervention curriculum and screener for reading. 2. Math: realign units of instructions in grades K-4 and revising order of lessons; pilot ALEKS-universal screener for all students 5-8. 3. Executive Functioning: implement an executive functioning screener in grades PK-K. 	<ol style="list-style-type: none"> 1. Beginning of year assessments and/or universal screening for identification to create a baseline K-8. 2. Monitor intervention cycles and classroom instruction; collect progress data via repeated assessment.
Continue the integration of technology to support curriculum, teaching, and learning in Carlisle Public Schools.	<ol style="list-style-type: none"> 1. Continue to explore, identify and establish a computer science curriculum for students in grades K-8. 2. Integrate technology in the classroom to broaden student awareness of their world from a global perspective, sharing/disseminate to school community. 3. Increase student awareness of and responsiveness to the challenges and benefits of digital citizenship. 4. Implementation of the new student information system, PowerSchool, for parents, faculty, administration and students. 5. Continue using See-Saw as a communication tool with elementary school parents. 	<ol style="list-style-type: none"> 1. Address identified gaps in the K-8 computer science curriculum 2. Increased student interactions with global community using technology. 3. Embed digital citizenship and responsible social media use in our 5-8 health curriculum. 4. Examine PowerSchool user data. 5. Collect weekly data on teacher K-4 postings and parent utilization.
Explore opportunities to integrate Project-Based Learning (PBL) to foster student-centered innovation and creativity in the Carlisle Public	<ol style="list-style-type: none"> 1. Explore and promote various resources for educators to learn more about PBL: <ol style="list-style-type: none"> a. Review of academic literature surrounding PBL. b. Conduct school-based visits of PBL programs and/or 	<ol style="list-style-type: none"> 1. Curate and shared success of ongoing examples of PBL in Carlisle Public Schools.

Schools.	<p>host speakers, such as the River and Revolutions.</p> <p>c. Faculty book groups and discussions: What School Could Be (continued), Launch, Innovator's Mindset, Project-Based Learning.</p> <p>2. Provide time in the school day for students to engage in PBL.</p>	
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Carlisle School Improvement Plan 2019-2020

District Objective #2: 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.

SIP Goal(s)	Implementation Steps	Indicators of Progress
Align the professional learning for Carlisle Public School educators to address the needs of students so that students feel supported, known and cared for.	<ol style="list-style-type: none"> 1. Create a district-wide professional development committee. 2. Create professional development (PD) opportunities to support paraprofessional effectiveness and connectedness. 3. PD focus areas for 2019-2020 are: <ol style="list-style-type: none"> a. Universal Design for Learning (UDL) b. Tiered System of Support c. Special Education (IEP training/ Language-Based Learning Disability Training, identify markers for service delivery). 	<ol style="list-style-type: none"> 1. Superintendent created professional development committee. 2. Calendar of PD events. 3. List of completed PD opportunities by faculty members PK-8.
Improve school climate and safety for all students and enhance student self-advocacy skills as well as increase their appropriate responses to a range of expected behaviors.	<ol style="list-style-type: none"> 1. Monitoring the Olweus program, grades pre-school-8. 2. Implement a new health curriculum for students in grade 5. 3. Ensure that all students have the opportunity to develop their social-emotional intelligence as a consistent part of their educational experience; increase emotional group supports available to students in grades 5-8. 	<ol style="list-style-type: none"> 1. Completion of Olweus lessons in the classroom. 2. Implementation of 5th grade health curriculum. 3. Documentation of interventions provided.

Carlisle School Improvement Plan 2019-2020

District Objective #3: Ensure that all students have access to high-quality content and differentiated instruction that provides for the academic, social and emotional support required to ensure success for all students.

SIP Goal(s)	Implementation Steps	Indicators of Progress
Implement a coordinated system of tiered support for all students in Carlisle Public Schools.	<ol style="list-style-type: none"> 1. Tier 1: Identify and remove barriers and broaden the scope of instructed curriculum and methodology for all students. 2. Tier 2: Schedule interventions to better respond to student struggles in the areas of mathematics, literacy, and executive functioning. 3. Tier 3: Standardize IEPs, data driven progress reports, problem solve consult schedule, increase PD in specialized curriculum programs. 	<p>1-3. Continued collection and review of assessment data, such classroom-based assessments, MCAS results, and intervention data, and the impact upon teaching and learning in all tiers.</p> <p>3. Increased staff certifications in specialized curriculum.</p>
Explore alternative models and approaches to optimize special education service delivery in grades PK-8, while operating within our current resource allocation for Carlisle Public Schools.	<ol style="list-style-type: none"> 1. Meetings with Special Education faculty to brainstorm a variety of models to implement recommendations put forth by the previous data, current administrative observations and the WestED report. 2. General education and special education faculty collaboratively create a master schedule to meet the academic needs in both middle and elementary schools. 	<ol style="list-style-type: none"> 1. Schedule meetings with all stakeholders. 2. Design a master schedule for implementation in 2020-2021 for revised special education service delivery.
Review and reflect on the implementation of the tiered system of support and differentiated instruction, especially given the cognitive, personal, and interpersonal competencies that students will need to have in the 21st century.	<ol style="list-style-type: none"> 1. Reflect upon the skills and habits of mind that our students need for success in this rapidly changing and complex world, in line with the recommendations of a Portrait of a Graduate. 	<ol style="list-style-type: none"> 1. Create measurable characteristics of a Carlisle Public School Graduate.

Prioritization and Notes on WestEd Recommendations

Report Section	Recommendation	Priority Level	Notes as of 11-13-19
Continuum of Services	Change in the current model of one special education teacher per grade level. Special education teachers need to be able to provide intensive intervention to students with IEPs based on skill level across grade levels.	1	Meetings with staff have begun to address this recommendation.
	Change teacher schedules to provide services in co-taught classes during ELA and math and have opportunities to provide direct instruction to groups of students with similar learning needs in a pull-out model. Ensure that students with disabilities receive instruction and grade-level content within the general education environment to the maximum extent possible.	1	
	Students with IEPs should be clustered in one or two classes at a grade level (no more than 15-20% of students with IEPs in a class) so that in-class supports can be provided primarily through an effective-co-teaching model where the special educator provides instruction to the whole class in a team-teaching model or to smaller groups through station teacher, alternative teaching or parallel teaching. Students with IEPs and academic goals not in the co-taught class can move to the co-teaching classroom in order to receive co-teaching and small group direct instruction during the ELA or math block if their homeroom is another classroom.	1	Plan for the Fall
	If students need both co-teaching supports and Learning Center pull-out support, the pull-out should not occur during core instructional time to create less fragmentation of the learning.	NA	Currently in place where co-teaching occurs
	Students in co-taught classes can be supported by paraprofessionals who have received appropriate training in science and social studies leaving the special educator available to support direct instruction in ELA and math in a resource or academic core setting	NA	Disagree with recommendation

Section	Recommendation	Priority	Notes
	Students needing more than pull-out support for class work should be provided intensive, direct, specially designed, core content instruction from the special educator. These students would receive their academic core content in a special education setting while still being included in general education classes for all other content.	3	Student specific
	Groupings for direct instruction groups should be based on data so that students with similar needs can be provided instruction targeted to their needs	1	
	Data, including curriculum-based measures, screening and frequent progress monitoring (e.g., weekly) should be analyzed on a regular basis in order to determine the effectiveness of the specially designed instruction being delivered in both the general and special education settings.	IP	Already doing this in 19-20
	Continue to support common planning time for special educators to plan with general education teaching partners. Communicate lesson details and provide guidance to paraprofessionals supporting the students in the general education classroom.	NA	
	Progress monitoring data should be shared with parents in lay person language on a regular basis.	3	
	Paraprofessionals should be provided information on the learning needs and the accommodations of the students with whom they work as those students transition from grade to grade.	IP	Already being implemented.
	Define the role of the special education paraprofessional in the classroom so that they are clear on expectations and their role in the general education classroom as many paraprofessionals feel they are underutilized	3	Being addressed, but not a top priority
	Move to monthly consult meetings to increase student-to-teacher contact time or use early release days for a deeper longer consultation period in order to review progress monitoring data and make changes to the specially	1	

Section	Recommendation	Priority	Notes
	designed instruction.		
	Support the learning needs of all students with an IEP through the use of Universal Design for Learning practices utilizing the High Leverage Practices for Special Educators identified by the Council for Exceptional Children.	1	
Professional Development	Provide training and coaching for co-teaching teams to ensure that effective co-teaching models are implemented.	3	Utilized coaching and training last year. The co-teaching model may look different under future implementation.
	Strengthen UDL practices by providing training and follow-up coaching for staff to ensure UDL is implemented in all classrooms.	IP	UDL is a focus of PD for this year.
	Special education teachers should minimally have the similar training as the reading interventionist in order to provide direct instruction focusing on the five components of reading, including phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension.	1	
	Special education teachers should be trained in a variety of research-based intervention programs in reading and math order to meet the targeted and individualized learning needs of the students.	1	Starting with reading.
	Paraprofessionals should be provided regular training to support students in other core content classes, including training on different disabilities, and how to provide program supports and accommodations.	IP	
IEPs			
	Use baseline data in the present levels of performance using curriculum-based measures, screening and progress monitoring data since individual standardized test scores do not effectively communicate how the student is progressing through the grade level curriculum.	IP	

Section	Recommendation	Priority	Notes
	Reduce testing prior to the IEP by using readily available data such as curriculum-based measures, screening and progress monitoring data and classroom based measures.	3	Difficult to address unilaterally. Parents can request assessments.
	At the annual IEP, review progress from the prior IEP and develop a plan to address any unmet goals.	IP	
	Provide training on writing measurable goals and objectives.	IP	
	Revisit the number of accommodations students may need to be successful in the general education classroom and hone in on accommodations that will be the most useful to support the needs of individual students.	IP	
	Ensure that services are aligned with student need. Determine if needs can be addressed by the special educator rather than multiple related service providers to address one deficit area. This could reduce fragmentation of services and improve the child's progress in the general education curriculum.	IP	
	Train IEP teams on how to determine the best program for individual students, rather than providing services and accommodations for students because they are available. For instance, when is OT a necessary service? What are the best accommodations for an individual student given their specific circumstances?	IP	
MTSS	Identify and purchase a universal screening and progress monitoring tool to identify students in need of intervention and to monitor the effectiveness of the interventions	IP	
	Provide a school wide block of time for intervention at both the elementary and middle school level so that students do not have to choose to miss band or choir to receive intervention help	IP	
	Provide a variety of research or evidence-based practices for tiered interventions targeted to specific needs (reading fluency, reading	3	

Section	Recommendation	Priority	Notes
	comprehension, math fluency, math problem solving).		
Tier 1	Adopt an English language arts curriculum to improve the cohesiveness of instruction across the grade levels.	NA	Not applicable in Elementary.
	Investigate and adopt a common Social Studies Curriculum.	5	
	Expand and scale up the use of a Phonics-Based Reading supplement like Foundations to support strong initial phonetic skill development.	NA	Foundations in place k-4
	Adopt a school wide Social Emotional curriculum to support all students' social emotional development in the general education classroom.	NA	Olweus and social skills groups
	Adopt School-Wide Positive Behavior and Intervention Supports (PBIS) to develop common behavioral expectations across the school as the intervention models will require students to work with a variety of teachers in a variety of classrooms.	5	
	Encourage planned targeted small group instruction within the core content instruction to meet specific skill deficits prior to Tier 2 referral.	3	
Tier 2	Provide Tier 2 intervention for grades K-8.	IP	New schedule and approach this year in middle school. Grades 3-5 need supports.
	Develop multiple data source entry and exit criteria for Tier 2 supports in reading, math, executive function and social emotional supports.	1	
	Provide teachers with a variety of intervention materials and strategies for tiered instructional supports in reading, math, executive function and social emotional development.	3	
	Reading interventions should include components of phonemic awareness, phonics, vocabulary development, fluency and comprehension.	1	
	Math interventions should include math fluency, problem solving and applications.	IP	

Section	Recommendation	Priority	Notes
	Provide Executive Function instructional supports for students struggling with the negative impacts of executive function weaknesses.	3	Middle school making progress this year with interventions
	Use a curriculum such as Homework, Organization and Planning Skills (HOPS) Intervention to allow students opportunities to develop executive function skills.	5	
Social Emotional	Provide more opportunities for students to benefit from social skills groups instead of pop-in and check-in supports, especially at the middle school level.	3	Solid in elementary.
	Provide target students an opportunity to use a Check-in, Check-out support to help them monitor their own behaviors.	5	Takes place in RISE
Tier 3, Special Education	Provide Intensive Reading Intervention to students who are significantly behind grade level in reading skills. (Usually at least 2 years below).	1	
	Provide an intensive research-based systematic reading intervention to this small group of students.	1	
	Monitor progress at least weekly to ensure each student is benefitting from the intervention.	3	We recommend the use of monthly data.
	Implement the research-based intervention with fidelity (frequency, duration, group size).	1	
	Provide additional math-intensive intervention.	3	
	Provide intervention in addition to the grade-level core instruction.	3	
	Monitor progress on at least a weekly basis.	3	We recommend monthly data.
	Implement the research-based intervention with fidelity (frequency, duration, group size)	3	

Section	Recommendation	Priority	Notes
	Provide individualized social emotional supports for identified students, using a behavior support plan to support behavior change.	IP	
PD for MTSS	Continue professional learning and coaching support on the implementation of Universal Design for Learning principles for all staff.	1	
	Provide job embedded coaching to support teachers in strengthening their skills in data analysis and instructional planning lessons using a lesson planning protocol to implement a teaching learning cycle to support skill development. (e.g., WestEd's Visibly Improving Teaching and Learning [VITAL])	NA	
	Provide training to staff utilizing the different reading, math, executive function and social emotional interventions.	1	
	Provide a focus for professional development and interventions to 6th and 7th grade where the largest achievement gaps exist.	3	
Finance	Reorganize the distribution of, and train paraprofessionals to provide small group targeted instructional supports rather than one-on-one supports except for students with significant cognitive, behavioral or medical needs as necessary.	3	
	Communicate to families that students with IEPs will be supported in the classrooms either by special educators in a highly scaffolded co-teaching model or by a classroom assigned paraprofessionals so they understand that their child does not need one-on-one support in the general education classroom and the possible unintended negative consequences of this support.	IP	
	At annual IEP meetings, review the continued need for one-on-one supports for students with high incidence disabilities to ameliorate the "learned helplessness" observed in the classrooms.	IP	

Section	Recommendation	Priority	Notes
	Change the model of a special education teacher per grade level in order to use special education teaching staff more effectively and efficiently across grade levels.	1	Collaborating with faculty on an approach to this recommendation.
	Consider the need for expensive equipment purchases for individual or very small numbers of students. Once the need for expensive equipment is gone, consider renting or selling the equipment.	NA	
	Use freed up funds to purchase and train staff, including paraprofessionals, on executive functioning curriculum and a wide variety of evidence based and High Leverage Practices.	3	
	Use freed up funds to provide more services to students whose data show they are not making the gains necessary. In other words, focus services and funds to achieve the best outcomes possible. For example, providing OT services for students who will see minimal change is not cost effective. Training staff/IEP teams on when OT services are a necessary special education service will support this recommendation.	3	
Student Outcomes	Implement tiered interventions to meet the needs of all students including high needs students, English learners and students with disabilities	1	
	Use universal screening, progress monitoring data, statewide assessment data and other data sources to determine which grade level or group of students need more supports in order to provide services where they are most needed and close achievement gaps	IP	
	66 Recommendations		
	Level 1 =17		
	Level 3 =19		

Section	Recommendation	Priority	Notes
	Level 5 =4		
	Not applicable (NA) = 8		
	In Progress (IP) = 18		

July – October Budget Summary Reports
11/13/19

1. Typical Budget Summary
2. New format budget report- requested by Finance Committee and Selectmen

FY20 CPS Budget
Forecast

FY20 July - October Budget Report

	FY20 Budget	FY20 Spent YTD	% Spent	Total Encumbered	Balance
REGULAR EDUCATION					
Instructional Salaries	5,267,616	1,062,410	20.17%	4,203,855	1,352
Tech Salaries & Support	242,821	83,579	34.42%	156,379	2,863
Instructional supplies	268,319	26,561	9.90%	196,677	45,081
TOTAL REGULAR EDUCATION	5,778,756	1,172,550	20.29%	4,556,910	49,296
SPECIAL EDUCATION					
Salaries, services, supplies	2,320,811	488,896	21.07%	1,821,718	10,197
Transportation	130,868	75,288	57.53%	55,580	0
Tuition	452,299	52,695	11.65%	399,604	0
TOTAL SPECIAL EDUCATION	2,903,978	616,879	21.24%	2,276,901	10,197
STUDENT SERVICES					
Salaries; psych, health supplies	350,642	68,768	19.61%	281,532	343
transportation	56,194	4,771	8.49%	42,125	9,298
	363,520	48,835	13.43%	318,355	(3,670)
TOTAL SPECIAL EDUCATION	770,356	122,374	15.89%	642,011	5,971
ADMINISTRATION					
School Committee	36,085	18,583	51.50%	11,180	6,323
Salaries, pd, supplies	1,086,963	346,615	31.89%	709,277	31,071
TOTAL ADMINISTRATION	1,123,048	365,198	32.52%	720,457	37,393
OPERATIONS					
Custodial	540,882	166,278	30.74%	368,316	6,287
Utilities	257,042	46,668	18.16%	211,414	(1,040)
Maintenance	185,204	66,673	36.00%	118,010	520
TOTAL OPERATIONS	983,128	279,620	28.44%	697,741	5,767
TOTALS	11,559,266	2,556,620	22.12%	8,894,021	108,625

will clear next month/fees

Water

July-Oct

	FY20 Budget	% of Total Budget	FTEs	FY20 Q1 Actuals	% of Total Budget	FTEs
Staffing Expense (Compensation)						
Regular Education	\$ 5,498,052	44.7%	61.2	\$ 1,085,148	42.4%	61.2
Special Education	\$ 2,435,384	19.8%	41.3	\$ 466,780	18.3%	41.3
Student Services	\$ 352,077	2.9%	4.0	\$ 68,768	2.7%	4.0
Administration	\$ 676,045	5.5%	5.0	\$ 219,327	8.6%	5.0
Facilities	\$ 425,630	3.5%	7.3	\$ 143,657	5.6%	7.3
Substitutes/Leave	\$ 140,007	1.1%	2.0	\$ 41,213	1.6%	2.0
Other?	\$ 187,646	1.5%	0.0	\$ 42,175	1.6%	0.0
TOTAL STAFFING	\$ 9,714,841	79.0%	120.8	\$ 2,067,066	80.9%	120.8
SPED (Non-Staffing)						
OOD Tuition	\$ 672,400	5.5%		\$ 52,695	2.1%	
Contracted Services	\$ 82,300	0.7%		\$ 15,806	0.6%	
Transportation (CASE)	\$ 150,576	1.2%		\$ 75,288	2.9%	
Other?	\$ 33,871	0.3%		\$ 6,310	0.2%	
TOTAL SPED (NON-STAFFING)	\$ 939,147	7.6%		\$ 150,100	5.9%	
Facilities						
Electricity	\$ 150,013			\$ 36,545		
Gas Heat	\$ 77,109			\$ 2,662		
Water/Waste	\$ 21,100			\$ 6,635		
Maintenance & Repairs	\$ 185,205			\$ 66,673		
Other?	\$ 124,071			\$ 23,447		
TOTAL FACILITIES	\$ 557,498	4.5%		\$ 135,963	5.3%	
Information Technology (IT)						
Hardware	\$ 51,752			\$ 5,939		
Software	\$ 50,472			\$ 38,669		
TOTAL IT	\$ 102,224	0.8%		\$ 44,608	1.7%	
TRANSPORTATION (BUSES)	\$ 398,520	3.2%		\$ 48,835	1.9%	
CURRICULUM & MATERIALS	\$ 199,866	1.6%		\$ 45,309	1.8%	
STAFF TRAINING AND DEVELOPMENT	\$ 70,566	0.6%		\$ 5,603	0.2%	
EARLY RETIREMENT	\$ 62,344	0.5%		\$ 22,840	0.9%	
LEGAL	\$ 6,366	0.1%		\$ 267	0.0%	
MISC (TRAVEL, DUES, ETC.)	\$ 66,297	0.5%		\$ 36,031	1.4%	
Contingency						
SPED?	\$ 163,030			\$ -		
Subs?	\$ 17,519			\$ -		
TOTAL CONTINGENCY	\$ 180,549	1.5%		\$ -	0.0%	
TOTAL BUDGET	\$ 12,298,218	100.0%		\$ 2,556,621	20.8%	
Budget Offsets						
Student Fees (Full-day K, MS Bus, etc.)	\$ (201,521.00)			\$ -		
Grants	\$ (154,300.00)			\$ -		
Circuit Breaker	\$ (138,371.00)			\$ -		
Other?	\$ (244,760.00)			\$ -		
TOTAL OFFSETS	-738952	-6.0%		0		
TOTAL TOWN FUNDED	\$ 11,559,266	94.0%		\$ 2,556,621	22.1%	

Sup,Princ,BM,Sped

stipend,summer,prof imp

Legal,supplies

Equip,Bldg,Gr
tele,WWS,spu

K-4, gen,

admin,reg

memb,travel,ins,adv,dr

prepay

Carlisle Public Schools Business Manager Search

Possible postings for the Business Manager position.

Option A

The Carlisle Public Schools, a high performing pre-K through 8 district west of Boston, is looking for a new Business Manager. The district is seeking a collaborative leader to join its administrative team and to supervise the district's finances, human resources, and business operations. Areas of responsibility include:

- Developing and managing the district's operating budget, revolving accounts and grants.
- Supervising competitive bidding, completing purchase orders and managing supply requisitions and inventory.
- Completing all federal and state reporting.
- Monitoring employee benefit programs.
- Leading new employee processing, annual training and retirement processes for faculty and staff members.
- Facilitating background checks
- Managing MTRS and 403(b) deduction reports
- Other responsibilities as designated by the superintendent

Option B

The Carlisle Public School District is seeking a Business Manager. The Business manager position is responsible for administering the business affairs of the District, including, but not limited to, developing and managing the annual budget, supervising revenue and expense administration and payroll, and overseeing purchase requisitions.

General Duties

- Together with District leadership develops annual budget and coordinates the production and distribution of the budget.
- Oversee the management of all funds including Federal and State grants, capital project funds, student activity funds, and general fund.
- Develops and implements the District accounting system and procedures; provides timely and accurate financial information and ensures the integrity of the financial data by instituting proper internal controls.
- Manages current year budget, including monthly projections, accounts payable, payroll, purchasing and budget transfers.
- Oversee Human Resources for the district; contracts, salaries, benefits, payroll.
- Reviews and approves all district purchase requisitions.
- Compiles data for and prepare End of Year Reports in format required by the Commonwealth; prepares other routine and ad hoc financial reports.
- Other responsibilities as identified by the superintendent.

Qualifications

Bachelor's degree in Accounting or Business Management

Master's degree or equivalent preferred

Massachusetts School Business Administrator certification

Certification as a Massachusetts Certified Public Purchasing Officer (MCPPO)

Minimum five years' experience as a Business Manager or Accountant, preferably in an educational or municipal setting.

Managerial experience directing and managing financial services within a school district including but not limited to school finance.

Current and broad knowledge of technology for business applications; MUNIS and Harper's Payroll

Possible Posting Timeline

Post position	11-18-19 or 11-25-19
Establish interview process timeline	12-11-19
Application Deadline	1-6-20