

**SCHOOL COMMITTEE AGENDA  
WEDNESDAY, FEBRUARY 12, 2020**

**I. Call to Order**

**II. Public Comments**

**III. Review/Approve Minutes**

- A. Special Education Subcommittee Meeting of December 19, 2019
- B. Meeting of January 8, 2020
- C. Meeting of January 22, 2020
- D. Special Education Subcommittee Meeting of January 27, 2020

**IV. Student Council Representatives**

**V. Information/Discussion Items**

- A. Update on Charging Station: Jonathan DeKock
- B. METCO Presentation
- C. Budget Update
- D. Budget Mailer Review
- E. District Goals/Superintendent Goals Update
- F. 2020-2021 School Calendar Discussion
- G. CASE Agreement
- H. Policy Discussion

[https://docs.google.com/document/d/1nRMy2vv-tTDk\\_el\\_Dd5f88SM91UrsutPH8tQiufzPIs/edit#](https://docs.google.com/document/d/1nRMy2vv-tTDk_el_Dd5f88SM91UrsutPH8tQiufzPIs/edit#)

**VI. Communications/Correspondence**

**VII. Superintendent's Report**

**VIII. Members'/Committee Reports as Needed**

**IX. Warrants**

- A. Accounts Payable Warrant #5020; \$239,843.29
- B. Accounts Payable Warrant #5420; \$71,623.02
- C. Payroll Warrant #5220; \$388,879.77
- D. Payroll Warrant #5720; \$381,130.15
- E. Accounts Payable Warrant #5920

**X. Action Items**

- A. Vote Policies

**XI. Citizens' Comments**

**XII. 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**  
Special Education Subcommittee Meeting  
Minutes

December 19, 2019

Spalding Conference Room, Carlisle Schools, 83 School Street, Carlisle, MA 01741  
8:00 AM

Present – School Committee: David Model, Eva Mostoufi - Chair, David Model, Eva Mostoufi (joined the meeting at 8:13 a.m.)

Present – Carlisle Schools: James O’Shea, Superintendent; Lori Bruce, Director of Student Support Services; Nancy Anderson, Assistant to the Superintendent., Linda Vanaria, Teacher/CTA President.

## I. Call to Order

The meeting was called to order at 8:04 a.m.

## II. Public Comment Period

There were no comments.

## III. Discussion

- A. Welcome New Member. Everyone welcomed Linda Vanaria. Ms. Vanaria is happy to be part of this committee and looks forward to conversations about special education at the Carlisle Schools.
- B. Special Education Report Focus Areas. Members shared recommendations of their priorities. Mr. Model, drawing from personal experience and conversations with SEPAC members, noted that the recommendations in the West Ed report correlated with his beliefs about Special Education. Mr. Model believes the Carlisle Schools should be testing and identifying students earlier. He added the need for more training of regular education teachers and paraprofessionals on how to work with students with disabilities, particularly language-based learning disabilities (LBLD). He believes that the role of a paraprofessional should be explored. Mr. Model voiced concerns about communication; noting that teachers and special educators are excellent, but IEPs are often difficult to understand and follow. Ms. Vanaria was asked her opinion of co-teaching. Ms. Vanaria feels that the staff is undertaking a new approach to teaching and that there are many wonderful things happening in co-teaching. Ms. Bruce added that due to the number of students with needs, in 3<sup>rd</sup> grade, the need for pullouts often takes the special educator out of classroom which sometimes isn’t ideal for co-teaching. She added that the 4<sup>th</sup> grade co-teaching model is working well as that grade does not have as many students needing support outside of the classroom. Mr. O’Shea shared that there are different models for co-teaching. Carlisle could implement, as the West Ed report recommends, a co-teaching model with a focus in math and ELA. Ms. Bruce shared some of her plan moving forward.

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She understands the different disabilities in the student population and would like explore clustering students based upon diagnosis. One special education staffing model she is considering includes having a literacy specialist, a Speech and Language pathologist in preschool, and a math specialist supporting Special Education. Ms. Bruce has training in place for all special educators, paraprofessionals and general education teachers on the topics of dyslexia and literacy. She is exploring different apps for iPads, and is figuring out where more information and training for staff is needed. Ms. Bruce is hoping to have two special educators at two grade levels in Middle School next year, making it possible for Study Skills classes to be taught by two special educators. This will allow for a lower ratio of teachers to students needing specialized instruction in study skills and is very important. She also hopes to have special educators co-teaching in ELA classes. When asked what training for general education teachers is needed, Ms. Vanaria shared that Literacy Specialist Kathi Macklis, sends out information to all staff about conferences with topics such as dyslexia and Wilson reading training that are pertinent to the instruction of special education students. Ms. Bruce added that all K-3 general education teachers have been trained on Foundations which stems from Wilson. The staff, which is very receptive, is learning several different teaching/learning systems including Running Records and QRI (Qualitative Reading Inventory) testing. In addition, the Heggerty Phonemic Awareness Curriculum is currently being used to help identify students with needs at younger grades. Ms. Bruce said that Foundations lessons are designed for neurotypical students, so if they struggle, they are pulled for Tier II or by the reading specialist who then will present the program in a slower way with more repetition and practice. Ms. Mostoufi was pleased to see that the general education teachers are learning techniques to help students with LBLD. She voiced support of the utilization of varied programs because Wilson did not work for her children who struggled with dyslexia and LBLD. Ms. Bruce added that the staff is very collaborative; often sharing information with each other on teaching methods that work for different groups of students. Mr. Model voiced support of exposing children to more learning options at earlier grades. Mr. O'Shea and Ms. Bruce are methodically exploring several different options. Ms. Bruce knows that change needs to happen and agrees that earlier diagnosis is a goal. Ms. Mostoufi voiced the need to employ qualified and trained paraprofessionals to service students. Ms. Bruce said that she has personally met with paraprofessionals and will continue to make thoughtful purposeful decisions on paraprofessional placements. Ms. Mostoufi wants to share SEPAC concerns from other districts and will gather information. Mr. O'Shea summarized that we are working on how we deliver services to students, and Ms. Bruce is steering us in the right direction by looking to work with our current resources. He asked that Ms. Bruce be allowed time to do her work and reallocate the current resources in the best way for the District. Mr. Model asked what this committee could do to help; Ms. Bruce said we all have to work toward instilling calm and trust in the School. Everyone should understand that the School is moving forward and recognize the talents of our staff. Mr. Model will work to gather information to share with the community. Mr. O'Shea would like to articulate that we all share these goals and the discussion will continue.

C. Timeline and Goals. Discussed above.

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- D. Process and Protocols for Subcommittee Work. To be discussed.
- E. Schedule of Meetings. The next meeting will be on Monday, January 27, 2020 at 8:00 a.m.

## IV. Adjourn Meeting

The public meeting was adjourned at 9:24 am.

Respectfully submitted,

Nancy Anderson  
Assistant to the Superintendent

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## Carlisle School Committee

Minutes

January 8, 2020

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

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

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

Meeting Documents:

Minutes of 12/11/19	Special Education Subcommittee Minutes of 11/26/19	Business Manager Hiring Process
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### I. Call to Order

Chair Christine Lear called the meeting to order at 7:00 p.m.

### 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

Ms. Lavery made a motion to approve the minutes of the meeting of December 11, 2019; Ms. Wilson seconded the motion. There was no discussion. All members present voted in favor of approving the minutes. Mr. Model made a motion to approve the Special Education Subcommittee minutes of November 26, 2019; Ms. Lavery seconded the motion. There was no discussion. All members present voted in favor of approving the minutes.

### IV. Information/Discussion Items

- A. See Saw Presentation. Dr. Sidell presented. Grades K-4 wanted to find a way to communicate to parents what was happening in the classroom. Teachers piloted different programs and decided on See Saw. See Saw is a software tool. A teacher posts a video or audio clip and parents visit the site to view it. See Saw has the ability to record just voice or video and voice. The software is teacher, parent and child friendly. Parents can view multiple posts at one time on iPhones, iPads and desktops. Parents and children can watch posts more than once. Teachers are doing a minimum of 2 recordings of each child per year; reading, talking or learning. See Saw is a digital portfolio for grades K-4. Aria Niemierko, 3<sup>rd</sup> grade teacher, was one of first teachers to pilot See Saw. Parents can make comments on the posts; parents and teachers can have dialog. Teachers have to

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approve comments before they are seen by other parents or students no nothing inappropriate ever gets posted. Teachers have been using See Saw for emails; for example, teachers can send a reminder to parents about a special event coming up. Teachers also use it for research projects and parents can ask more specific questions. See Saw gives parents starting points for conversations. It's easy and quick. Even first graders are making their own posts, and asking if they can send them home. It is noted that children can't send something on their own. Students see this an avenue to show parents what work they are doing. Every teacher in grades K-4 is using it. Ms. Lear asked if there are some parents that don't use it? Dr. Sidell answered that there is one family that owns one cell phone and this family prefers hard copies of student work be sent home. Mr. Model asked if See Saw can be used in middle school. Dr. Sidell answered that Schoology is used at those grade levels.

- B. Budget Update. Sue Pray reported that the School has spent almost 40% of the budget to date.
- C. Business Manager Hiring Process. Mr. O'Shea presented. The position has been posted for about a month and there are 7 applicants for the position. Mr. O'Shea, along with a School Committee member, will co-chair the Search Committee. He will aim to have the Search Committee consist of the Town Accountant, the Business Assistant, a member of the Finance Committee, other administrators and a teacher. A date will be scheduled next week to review the applications and identify candidates and dates for interviews, with goal of announcing a new Business Manager at the March School Committee meeting. Mr. Model volunteered to be the CSC representative.

### V. Communications/Correspondence.

The correspondence folder was circulated.

### VI. Superintendent's Report

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

Fincom approved the School Budget guidelines, of the 2.9% increase. Thanks to Susan Pray, Sara Wilson, Dave Model, the Finance Committee, the principals and everyone who was involved in planning the budget.

A Long Term Capital Committee goal is to be a subcommittee of the Finance Committee and be responsible for budget items costing \$10,000-\$100,000. Examples from the School include the purchase of a Kubota tractor and installation of the 2<sup>nd</sup> half of the alarm system in the Corey building.

The first meeting of the Calendar Committee was held and the next meeting is later this month. Master Planning Committee is hosting a Town Leadership meeting on Thursday.

The Middle School Drama Club performed *I Never Saw Another Butterfly*; a great show.

On Friday, the PTO is bringing a Brazilian dance ensemble that will perform for the whole school.

There are multiple basketball games in the next few weeks.

The Visioning Committee will meet again on January 15.

Chorus and Band concerts will take place on January 16.

Special Ed Subcommittee meetings have taken place with the next one coming up on January 27.

The elevator will be usable soon.

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## VII. Members'/Committee Reports as Needed

Recreation Committee. Sara Wilson presented. \$20,000 has been approved to fund a study on Spalding Field that includes investigating the sinkholes, determining if sports should be played there, and if a turf field should be explored. They need a landscape architect to oversee the study. Last year the CSC wanted to be on a working group for this project; does the CSC still want that or is a liaison enough? There is talk about putting a fenced-in dog park in Banta Davis. A grant will be written, designs are then drawn up and the grant funds 80% of the project. In order to apply for the grant, the RecCom needs community buy in. The CSC wants to invite Drew McMorrow, chair, to one of our meetings to present the details on the dog park. Ms. Lavery voiced concern about liability. Ideally owners are responsible for their own dogs. There are also maintenance issues to consider. The third item is the Brick Building. Holly Mansfield wants a guarantee that it won't be taken away for her programs. She wants to make improvements to the building, but wants to make sure she will be guaranteed usage. Per Mr. O'Shea, Ms. Mansfield is working with Rob Fortado about installing new windows in the Brick Building. The school still has the kiln there and Rachel Levy uses it.

Visioning. Ms. Lavery presented. A few Town Committees will get together and participate in a School visioning activity. This will be scheduled in the next couple of weeks.

Regional School Committee: Mr. Model presented. This committee is very active. In a 4-3 vote the Committee approved \$850,000 to fund a parking lot at CCHS. Opposers said there are many traffic problems already. Proponents said juniors have no parking spaces. The Region is in the beginning of negotiations.

Special Education Subcommittee: Mr. Model presented. Lori Bruce reviewed her list of action items for the Special Education department. The first meeting was organizational, subsequent meetings are focusing on the report, and discussing visioning. More children are presenting with reading difficulties. Dr. Sidell concurred with this statement. Autism diagnoses have also grown. Mr. Model added that the School is more focused on identifying disabilities. Tools are available at younger grades and there is early intervention. Mr. Model added that Ms. Mostoufi is developing relationships with SEPACs in surrounding towns and discussing issues in Special Education. Mr. O'Shea added that all schools are trying to figure out the best way to identify and support all students, including those with literacy challenges. Dr. Sidell added that some university programs are moving toward special educators graduating with a special focus such as reading or executive functioning. Districts are looking at Professional Development for staff on these topics. The next Special Education Subcommittee meeting will be on January 22, 2020 at 7:30 a.m.

## VIII. Warrants

- A. Payroll Warrant #4420; \$378,265.38
- B. Accounts Payable Warrant #4620; \$50,624.80
- C. Payroll Warrant #4820; \$368,228.95

## IX. Action Items

There were no action items.

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## **X. Citizens' Comments**

There were no citizens' comments.

## **XI. Adjourn Meeting**

Mr. Model made a motion to adjourn the meeting; Ms. Lavery seconded the motion. All members present voted in favor. The public meeting was adjourned at 8:16 p.m.

Respectfully submitted,

Nancy Anderson  
Assistant to the Superintendent



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## Carlisle School Committee

Minutes

January 22, 2020

Carlisle School Community Room, Carlisle Schools, 83 School Street, Carlisle, MA 01741  
7:30 AM

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

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

Meeting Documents:

Proposed 2020-2021 Calendar	Policies: Teaching about Drugs, Alcohol and Tobacco	Student Transportation by Staff in Private Vehicles
Student Rights and Responsibilities	Student Discipline	Sexual Harassment
School Committee Ethics	Safety Program	Residency Policy
Policy on School Visits	No Idling Policy	Home Schooling Policy
Equal Educational Opportunities	Distribution of Information	Damage and Vandalism
Communicable Disease Policy	Buildings and Grounds Safety and Security	Athletic Concussion Policy
Administration Structure	Wellness Policy	Tobacco Products
Student Safety	Reporting of Child Abuse and Neglect	Policy Pertaining to a Qualified Individual with a Disability
Policy on School Attendance	Physical Restraint	Medication Administration
Kindergarten and Grade 1 Entrance	Health Policy Manual	Emergency Plans
Anti-Hazing	Anti-Bullying	

### I. Call to Order

Chair Christine Lear called the meeting to order at 7:36 a.m. Ms. Lear announced that the meeting is being recorded.

### II. Public Comment Period

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

### III. Information/Discussion Items

#### A. Proposed 2020-2021 School Calendar

School is proposed to start for Grades 1-8 the Wednesday before Labor Day weekend.

Currently the last day of school (with no snow days) is June 18, 2021. This year (2019-

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2020) the School piloted an October conference day for Elementary with two report cards distributed in January and June and this practice will continue in the 2020-2021 year. There was discussion about why the October and December professional days were on Wednesdays following Early Release days. It was noted that Outdoor Ed takes place the Tuesday through Friday following Columbus Day and next year the trip should possibly take place the previous week, with the following week having the professional day and an early release day. The placement of the early release day in September was questioned as well. Mr. O'Shea explained that this day is used for teachers to talk about the new students in their grades with the students' teachers from the previous year. It was noted that the teachers wanted this transition meeting earlier in September. The School Committee asked the Calendar Committee to reconvene to consider the following changes:

Move the September 15 Early Release day to September 18

Move the October 21 Professional/Conference day to October 19

Move the December 16 Professional/Conference day to December 14

Move the March 31 Professional/Conference day to March 29

## Policy Review

Each policy was reviewed. Minor changes were made to:

Teaching about Drugs, Alcohol and Tobacco

Student Discipline

Residency Policy

No Idling

Distribution of information

Communicable diseases

Tobacco Products on School Premises

Student Safety

Policy Pertaining to a Qualified Individual with a Disability

Physical Restraint

Medication Administration

Kindergarten and Grade 1 Entrance

Emergency Plans

Anti-Bullying

Anti-Hazing Policy

A few policies will have name changes, the Health Policy Manual page will be deleted and format changes to all policies will be made as well.

These policies will be voted on as a group at the next School Committee meeting.

## **IV. Adjourn Meeting**

Mr. Model made a motion to adjourn the meeting; Ms. Lavery seconded the motion. All members present voted in favor. The public meeting was adjourned at 9:07 a.m.

Respectfully submitted,

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Nancy Anderson  
Assistant to the Superintendent

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## Carlisle School Committee

### Special Education Subcommittee Minutes

January 27, 2020

Spalding Conference Room, Carlisle Schools, 83 School Street, Carlisle, MA 01741  
8:00 AM

Present – School Committee: David Model, Eva Mostoufi,.

Present – School Administration: James O’Shea, Superintendent; Lori Bruce, Director of Student Support Services; Linda Vanaria, Teacher; Nancy Anderson, Assistant to the Superintendent.

### I. Call to Order

The meeting was called to order at 8:04 a.m.

### II. Public Comment Period

Meredith Bielecki, 45 Ember Lane, was in attendance on behalf of SEPAC.

### III. Information/Discussion Items

- A. Special Education Report Focus Areas. The grid of proposed changes in Special Education was reviewed at the last meeting. The Committee would like to support the changes moving forward. Ms. Mostoufi has reached out to SEPAC groups in other districts and reported that Lexington is holding a forum about strategies that work for students with dyslexia. Ms. Mostoufi would like to learn what methods other districts are working with for Special Education students and share that information. It was felt that coordination, cooperation and sharing with other districts might be useful in discovering best practices. How do we monitor and measure students’ achievement in school? Ms. Bruce shared that last week, CASE Collaborative (that includes districts such as Lincoln, Bedford, Concord and Littleton) hosted a meeting and one topic discussed was Balanced Literacy. Ms. Bruce shared some Carlisle practices, such as the staff’s use of several different assessment tools such as Heggerty, DIBELS, QRI and DRA. Ms. Bruce shared that balance literacy is not just about phonics; it’s a balanced, multimodal approach. It was noted that other districts do not have Foundations in all classrooms, but Carlisle has implemented many changes here in a positive way. Ms. Bruce feels the staff can make the decision on what reading assessment works best for different ages. The Carlisle staff is embracing this approach. Carlisle is identifying students earlier. Mr. O’Shea shared that Carlisle belongs to two collaboratives, CASE and EDCO and would be happy to coordinate a presentation hosted by one or both of them. Mr. Model supports the idea of hearing from the parents about their concerns; specifically, what do they think is and is not working in the IEP process. This could be done through SEPAC. Mr. Model would also ask for teacher feedback about what information teachers would like to know. Could we gather a few questions that several schools might ask their parents about Special Education practices? Ms. Bruce shared that she is part of a

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- listserv that allows her to ask a specific question and get answers from many district administrators and is happy to utilize that channel to solicit information. Mr. O'Shea summarized the plan; to survey Carlisle parents about what they want to share about their experiences in Special Education and what they want to learn; and to ask teachers and special educators what they would like to know. He wants to identify people to develop survey questions. This information could inform our practices in the future. Ms. Mostoufi shared that Carlisle is doing many things very well including providing social emotional support for students. If something is working well, it is valuable to acknowledge that. Ms. Bruce will reach out to her listserv and ask if people have survey questions that they've used soliciting such information from parents. Ms. Bruce gave an update on Special Education, including her current plan of creating consistent IEPs. All "Current Performance" write-ups will be more detailed. Benchmarks are more measurable. The School is making progress. Ms. Bruce supports a Speech/Language Pathologist (SLP) and a general educator co-teaching the PK class. She also believes students with dyslexia in later grades could benefit from a special educator and a SLP working with them. Ms. Bruce shared some data; next year's grade 3 will have 20 students on IEPs, 15 of which are significant. In grade 4, there are 18 students on IEPs, 12 of which are significant. School wide, 5-6 students will need a one-to-one paraprofessional. Ms. Bruce discussed her proposed special education model where there are 2 special educators per grade level, so a special educator could be with students for 2 years. Next year, 30 out of 103 students will need explicit reading instruction. She discussed the Literacy Specialist who could work with struggling students at multiple grade levels. Mr. Model supported Ms. Bruce analyzing if an extra resource was needed to shepherd the 3rd-4<sup>th</sup> grade bubble of students next year. Ms. Bruce continues to explore the expansion of skills of the school staff.
- B. Timeline and Goals. The next meeting is Tuesday, February 25 at 9:30. This will be a co-meeting with SEPAC if agreed upon by the SEPAC board.
  - C. Process and Protocols for Subcommittee Work. We will gather data, get feedback and discuss potential questions for the survey by the next meeting. The survey will be sent out in March, and be open for one week. There will be data to discuss by the March meeting.
  - D. Schedule of Meetings. February 25 at 9:30 followed by meetings in March and April.

## IV. Adjourn Meeting

The public meeting was adjourned at 9:17 a.m.

Respectfully submitted,

Nancy Anderson  
Assistant to the Superintendent

An Overview of the METCO program for  
the Carlisle School Committee  
2-12-20

Purpose and History

It is a voluntary program intended to expand educational opportunities, increase diversity, and reduce racial isolation, by permitting students in certain cities to attend public schools in other communities that have agreed to participate.

METCO has been in existence since 1966 and in that same year METCO Inc. was established, and seven school districts began accepting the first two hundred METCO students. Currently, there are about 3,300 students participating in 38 school districts in metropolitan Boston and at four school districts outside Springfield.

Benefits

METCO creates environments where students, parents and teachers of different backgrounds can find common ground through shared experiences, build life-long friendships between diverse students, and strive towards the mutual goal of preparing young people to become global citizens.

Financing

The METCO program receives state funding

Funding for FY19 is based upon October 2017 METCO enrollment, as determined by the SIMS reporting to the Department and is subject to appropriation in the FY19 final state budget. Grants will consist of a per pupil allotment for instructional and support services and a base transportation allotment.

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. If more funding is to become available it will be distributed under the same guideline as listed in the initial RFP document.

Financing

Estimates received from polled participating districts report that state grant funding covers upwards of 75% of the cost of per pupil expenditure and transportation.

Questions and Discussion

July-Oct

July-2/7/2020

	FY20 Budget	% of Total Budget	FTEs	FY20 Q1 Actuals	% of Total Budget	FTEs	FY20 Q2 Actuals	% of Total Budget	FTEs	
<b>Staffing Expense (Compensation)</b>										
	Regular Education	\$ 5,498,052	44.7%	61.2	\$ 1,085,148	42.4%	61.2	\$ 2,505,800	45.6%	61.2
	Special Education	\$ 2,435,384	19.8%	41.3	\$ 466,780	18.3%	41.3	\$ 1,082,175	19.7%	41.3
	Student Services	\$ 352,077	2.9%	4.0	\$ 68,768	2.7%	4.0	\$ 165,234	3.0%	4.0
Sup,Princ,BM,Sped	Administration	\$ 676,045	5.5%	5.0	\$ 219,327	8.6%	5.0	\$ 399,950	7.3%	5.0
	Facilities	\$ 425,630	3.5%	7.3	\$ 143,657	5.6%	7.3	\$ 258,749	4.7%	7.3
	Substitutes/Leave	\$ 140,007	1.1%	2.0	\$ 41,213	1.6%	2.0	\$ 96,304	1.8%	2.0
stipend,summer,prof imp	Other?	\$ 187,646	1.5%	0.0	\$ 42,175	1.6%	0.0	\$ 42,538	0.8%	0.0
	<b>TOTAL STAFFING</b>	<b>\$ 9,714,841</b>	<b>79.0%</b>	<b>120.8</b>	<b>\$ 2,067,068</b>	<b>80.9%</b>	<b>120.8</b>	<b>\$ 4,550,749</b>	<b>82.8%</b>	<b>120.8</b>
<b>SPED (Non-Staffing)</b>										
	OOD Tuition	\$ 672,400	5.5%		\$ 52,695	2.1%		\$ 145,054	2.6%	
	Contracted Services	\$ 82,300	0.7%		\$ 15,806	0.6%		\$ 32,569	0.6%	
	Transportation (CASE)	\$ 150,576	1.2%		\$ 75,288	2.9%		\$ 75,288	1.4%	
Legal,supplies	Other?	\$ 33,871	0.3%		\$ 6,310	0.2%		\$ 9,398	0.2%	
	<b>TOTAL SPED (NON-STAFFING)</b>	<b>\$ 939,147</b>	<b>7.6%</b>		<b>\$ 150,099</b>	<b>5.9%</b>		<b>\$ 262,310</b>	<b>4.8%</b>	
<b>Facilities</b>										
	Electricity	\$ 150,013			\$ 36,545			\$ 70,074		
	Gas Heat	\$ 77,109			\$ 2,662			\$ 22,049		
	Water/Waste	\$ 21,100			\$ 6,635			\$ 19,314		
Equip,Bldg,Gr	Maintenance & Repairs	\$ 185,205			\$ 66,673			\$ 91,418		
tele,WWS,spu	Other?	\$ 124,071			\$ 23,447			\$ 59,072		
	<b>TOTAL FACILITIES</b>	<b>\$ 557,498</b>	<b>4.5%</b>		<b>\$ 135,962</b>	<b>5.3%</b>		<b>\$ 261,927</b>	<b>4.8%</b>	
<b>Information Technology (IT)</b>										
	Hardware	\$ 51,752			\$ 5,939			\$ 11,377		
	Software	\$ 50,472			\$ 38,669			\$ 39,570		
	<b>TOTAL IT</b>	<b>\$ 102,224</b>	<b>0.8%</b>		<b>\$ 44,608</b>	<b>1.7%</b>		<b>\$ 50,947</b>	<b>0.9%</b>	
	<b>TRANSPORTATION (BUSES)</b>	<b>\$ 398,520</b>	<b>3.2%</b>		<b>\$ 48,835</b>	<b>1.9%</b>		<b>\$ 205,478</b>	<b>3.7%</b>	
K-4, gen,	<b>CURRICULUM &amp; MATERIALS</b>	<b>\$ 199,866</b>	<b>1.6%</b>		<b>\$ 45,309</b>	<b>1.8%</b>		<b>\$ 51,655</b>	<b>0.9%</b>	
admin,reg	<b>STAFF TRAINING AND DEVELOPMENT</b>	<b>\$ 70,566</b>	<b>0.6%</b>		<b>\$ 5,603</b>	<b>0.2%</b>		<b>\$ 14,470</b>	<b>0.3%</b>	
	<b>EARLY RETIREMENT</b>	<b>\$ 62,344</b>	<b>0.5%</b>		<b>\$ 22,840</b>	<b>0.9%</b>		<b>\$ 55,679</b>	<b>1.0%</b>	
	<b>LEGAL</b>	<b>\$ 6,366</b>	<b>0.1%</b>		<b>\$ 267</b>	<b>0.0%</b>		<b>\$ 4,170</b>	<b>0.1%</b>	
memb,travel,ins,adv,dr	<b>MISC (TRAVEL, DUES, ETC.)</b>	<b>\$ 66,297</b>	<b>0.5%</b>		<b>\$ 36,031</b>	<b>1.4%</b>		<b>\$ 40,929</b>	<b>0.7%</b>	
annhome/hosp										
<b>Contingency</b>										
	SPED?	\$ 163,030			\$ -			\$ -		
	Subs?	\$ 17,519			\$ -			\$ -		
	<b>TOTAL CONTINGENCY</b>	<b>\$ 180,549</b>	<b>1.5%</b>		<b>\$ -</b>	<b>0.0%</b>		<b>\$ -</b>	<b>0.0%</b>	
	<b>TOTAL BUDGET</b>	<b>\$ 12,298,218</b>	<b>100.0%</b>		<b>\$ 2,556,622</b>	<b>20.8%</b>		<b>\$ 5,498,312</b>	<b>44.7%</b>	
<b>Budget Offsets</b>										
	Student Fees (Full-day K, MS Bus, etc.)	\$ (201,521.00)			\$ -			\$ -		
	Grants	\$ (154,300.00)			\$ -			\$ -		
	Circuit Breaker	\$ (138,371.00)			\$ -			\$ -		
prepay	Other?	\$ (244,760.00)			\$ -			\$ -		
	<b>TOTAL OFFSETS</b>	<b>-738952</b>	<b>-6.0%</b>		<b>0</b>			<b>0</b>		
	<b>TOTAL TOWN FUNDED</b>	<b>\$ 11,559,266</b>	<b>94.0%</b>		<b>\$ 2,556,622</b>	<b>22.1%</b>		<b>\$ 5,498,312</b>	<b>47.6%</b>	

## FY20 CPS Budget Forecast

<b>FY20 July - January Budget Report</b>					
	<b>FY20 Budget</b>	<b>FY20 Spent YTD</b>	<b>% Spent</b>	<b>Total Encumbered</b>	<b>Balance</b>
<b>REGULAR EDUCATION</b>					
Instructional Salaries	5,267,616	2,466,854	46.83%	2,799,124	1,638
Tech Salaries & Support	242,821	124,979	51.47%	114,978	2,863
Instructional supplies	268,319	35,681	13.30%	229,320	3,318
<b>TOTAL REGULAR EDUCATION</b>	<b>5,778,756</b>	<b>2,627,514</b>	<b>45.47%</b>	<b>3,143,422</b>	<b>7,820</b>
<b>SPECIAL EDUCATION</b>					
Salaries, services, supplies	2,320,811	1,089,832	46.96%	1,229,315	1,664
Transportation	130,868	75,288	57.53%	55,580	0
Tuition	452,299	145,054	32.07%	307,245	0
<b>TOTAL SPECIAL EDUCATION</b>	<b>2,903,978</b>	<b>1,310,174</b>	<b>45.12%</b>	<b>1,592,139</b>	<b>1,664</b>
<b>STUDENT SERVICES</b>					
Salaries; psych, health	350,642	165,234	47.12%	185,058	350
supplies	56,194	24,414	43.45%	28,982	2,798
transportation	363,520	205,478	56.52%	160,132	(2,090)
<b>TOTAL SPECIAL EDUCATION</b>	<b>770,356</b>	<b>395,125</b>	<b>51.29%</b>	<b>374,173</b>	<b>1,058</b>
<b>ADMINISTRATION</b>					
School Committee	36,085	22,621	62.69%	12,216	1,248
Salaries, pd, supplies	1,086,963	622,201	57.24%	462,712	2,050
<b>TOTAL ADMINISTRATION</b>	<b>1,123,048</b>	<b>644,822</b>	<b>57.42%</b>	<b>474,928</b>	<b>3,298</b>
<b>OPERATIONS</b>					
Custodial	540,882	315,209	58.28%	222,887	2,786
Utilities	257,042	114,049	44.37%	145,028	(2,035)
Maintenance	185,204	91,418	49.36%	91,622	2,164
<b>TOTAL OPERATIONS</b>	<b>983,128</b>	<b>520,676</b>	<b>52.96%</b>	<b>459,537</b>	<b>2,915</b>
<b>TOTALS</b>	<b>11,559,266</b>	<b>5,498,312</b>	<b>47.57%</b>	<b>6,044,199</b>	<b>16,755</b>





# Carlisle Public Schools

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

## Superintendent Goals 2019-2020 Update 2-12-20

### District Planning Goal

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

Action Steps	Progress	Status
<p>Work with School Committee to Identify Goals for Visioning Committee</p> <p>Create Community Visioning Committee</p> <p>Provide opportunities for entire community to participate in visioning work.</p> <p>Synthesize Community Input to develop a draft "vision" statement/document for the district.</p> <p>Develop a draft Profile of a Carlisle Graduate.</p> <p>Share Vision Document and Profile with community for feedback.</p> <p>Modify Vision Documents and Profile as needed.</p> <p>Finalize Vision Statement and Portrait of a Graduate.</p> <p>Identify next steps.</p>	<p>The School Committee established clear goals for the Visioning Committee, which was formed and started meeting in November.</p> <p>The Visioning Committee is currently gathering input from constituent groups, which they plan to synthesize at the March meeting.</p> <p>The Visioning Committee has also formed a subcommittee on Innovation, Research and Best Practices, which is engaged in additional research.</p>	<p>The Visioning Committee is working within a project plan with a completion date for phase 1 being the end of June 2020. Please see the attached timeline and project plan.</p> <p>The Visioning Committee is currently on track with this timeline.</p>

**Student Development Goals**

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

Action Steps	Progress	Status
Incorporated into Goal 1		

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

Action Steps	Progress	Status
Conduct Evaluation and Supervision training with Admin Team  Conduct frequent Supervisory check-ins to ensure compliance with evaluation schedule, consistency among evaluators and to address supervisory challenges.	Evaluation training and calibration has taken place.  Supervisory check-ins have taken place on a frequent and consistent schedule.	As of the end of our first cycle, all formative assessments for teachers have been completed on schedule.  Evaluations for non-contractual staff will be taking place in the next two months and timelines are being monitored to ensure that all summative evaluations are completed prior to the deadline in June.

**District Improvement Goal/Professional Practice**

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

<b>Action Steps</b> <b>Focus Area from District Improvement Plan</b>	<b>Progress</b>	<b>Status</b>
<p><b>Ensure Equity and Excellence in Learning:</b>  <i>Increase use and effectiveness of tiered system of supports</i></p> <p>Increase use of UDL at Elementary  Provide PD and support for the implementation of UDL  Ensure that all students are being assessed using a standardized progress monitoring system.  Use student performance data to identify students requiring supplemental services.  Enhance our Tier II support for students in middle school.  Work with faculty and staff to identify best practices in Tier II support  Provide faculty and staff with professional development to support successful implementation of Tier II supports.  Utilize Tier II blocks effectively to address student needs  Gather data and assess Tier II interventions.  Provide support and professional development pertaining to the implementation of research based universal screeners and progress monitoring programs Star Renaissance for ELA and ALEKS for Math.</p>	<p>A focus of professional development and early release time at the elementary level has been UDL.</p> <p>On Wednesday, December 11<sup>th</sup> Tara Trainor presented a workshop on UDL for our elementary faculty.</p> <p>The MS is piloting the use of Star Renaissance in ELA and ALEKS in math as a universal screener and progress monitoring tool.</p> <p>The middle school is also piloting a new schedule with dedicated FLEX blocks for Tier 2 support.</p> <p>Early release time is also being used by the MS faculty to address Tier 2 supports for student.</p>	<p>The enhancement of UDL strategies continues to be a focus for the elementary school.</p> <p>Tier 2 supports continue to be a focus for the MS faculty.</p> <p>The MS will be assessing the value and benefits of the Star Renaissance and ALEKS tools.</p> <p>The MS will be assessing the schedule and working to identify modifications and improvements that can be made for the upcoming year.</p>

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

<b>Action</b>	<b>Progress</b>	<b>Status</b>
<p>Director will utilize a comprehensive entry plan to get to know the Carlisle</p>	<p>The Director conducted a comprehensive entry plan, the finding of which were</p>	<p>The findings from both the Directors entry plan report and the WestEd report are</p>

District, our families, personnel, practices and procedures.  
The report from WestEd will be used to gain insights regarding our current practices as well as to identify strategies which would allow for improvement.

shared with the administrative team and the School Committee.  
The report from WestEd was shared with the entire community and the recommendations have been discussed and shared with the School Committee and the broader community.  
A Special Education subcommittee of the School Committee was formed to provide input and monitor response progress.  
Subsequent meetings of the Special Education subcommittee have led to further collaboration and communication with the District's SEPAC.  
The Director has taken steps to bolster areas identified as needing additional attention in both her entry work and the WestEd report.  
Recommendations from both the Director's entry plan report and the WestEd report are being used to guide planning for the present and the future.

being used to guide the continued improvement of our Student Support Services department.  
  
The Special education subcommittee has demonstrated itself to be a good venue for further conversations and for the engagement of both faculty and families in the conversation.  
  
Looking towards further collaboration between the subcommittee and the SEPAC in the near future.

**CARLISLE PUBLIC SCHOOLS  
2020-2021  
SCHOOL CALENDAR**

AUGUST/SEPTEMBER						
S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

AUGUST/SEPTEMBER
2 First Day - Grades 1 - 8
3 K Walk-through.
4 & 7 Holiday Weekend
8 K First Day; PK Orientation
9 PK First Day
15 Early Release Day
17 MS Parents' Night
24 Elementary Parents' Night

FEBRUARY
9 Early Release
15 Presidents' Day
15-19 February Recess
22 Classes Resume

FEBRUARY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

OCTOBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

OCTOBER
12 Columbus Day
20 Early Release
20 Spaghetti Supper
21 Prof. Day Parent Confs.

MARCH
9 Early Release
30 Early Release
31 Prof. Day Parent Confs.

MARCH						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

NOVEMBER						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

NOVEMBER
11 Veterans Day Holiday
25 Half Day
26-27 Thanksgiving Recess

APRIL
13 Early Release
19 Patriot's Day
19-23 April Recess
26 Classes Resume

APRIL						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
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DECEMBER						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

DECEMBER
15 Early Release
16 Prof. Day Parent Confs.
23 Half Day
24-Jan 1 Holiday Recess

MAY
18 Early Release
31 Memorial Day

MAY						
S	M	T	W	T	F	S
						1
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30	31					

JANUARY						
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24	25	26	27	28	29	30
31						




JANUARY
1 New Year's Holiday
4 Classes Resume
18 Martin Luther King Day
19 Early Release

JUNE
8 Early Release
18 Last Day of School 1/2 day
21-25 Snow day make-up days

JUNE						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	16
27	28	29	30			

Aug 31 and Sept 1: Professional Days/Opening Meetings for Staff  
September 2: First Day of School Grades 1-8

Hours: Pre-School: M - F 8:45 - 11:45  
Hours: Gr. K - 4, 8:45 - 3:05; Early Release 12:30  
Hours: Grades 5 - 8, 7:50 - 2:22; Early Release 11:51

 Holiday/Recess  
 Half Day  
 Professional Development Days/Conf. - No School

If your family's observation of a religious holiday or other cultural observance will affect your child's ability to meet school expectations, please contact your child's teacher to make accommodations.

**CARLISLE PUBLIC SCHOOLS  
2020-2021  
SCHOOL CALENDAR**

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OCTOBER						
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S	M	T	W	T	F	S
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
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20	21	22	23	24	25	26
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DECEMBER
14 Prof. Day Parent Confs.
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24-Jan 1 Holiday Recess

MAY
18 Early Release
31 Memorial Day

MAY						
S	M	T	W	T	F	S
						1
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23	24	25	26	27	28	29
30	31					




JANUARY						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

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1 New Year's Holiday
4 Classes Resume
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21-25 Snow day make-up days

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Hours: Grades 5 - 8, 7:50 - 2:22; Early Release 11:51

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**CONCORD AREA SPECIAL EDUCATION COLLABORATIVE**

120 Meriam Road, Concord, Massachusetts 01742  
Telephone: 978-318-1534 Fax: 978-371-7858

\*\*\*\*\*

TO: MEMBERS OF THE SCHOOL COMMITTEE, CASE COLLABORATIVE

FROM: Sanchita Banerjee, Executive Director

DATE: December 2019

RE: Concord Area Special Education (CASE) Agreement

\*\*\*\*\*

Members of the Board of Directors of Concord Area Special Education (CASE) Collaborative revised certain portions of its agreement. These changes are tracked in the attached document.

In order for these changes to be effective, the agreement needs to be approved by the members of respective school committees of each CASE member district.

## **CONCORD AREA SPECIAL EDUCATION (CASE COLLABORATIVE)**

### **AGREEMENT**

- I. Preamble. The School Committees of the Towns of Bedford, Carlisle, Concord, Harvard, Lincoln, Littleton, Maynard, Sudbury, the Acton-Boxborough Regional School District, the Concord-Carlisle Regional School District, and the Lincoln-Sudbury Regional School District (hereinafter, "member school committees") enter into this agreement (hereinafter, "the Agreement") to establish and operate an educational collaborative under the provisions of Section 4E of Chapter 40 of the General Laws and 603 CMR 50.00, as they both are amended from time to time. This Agreement supersedes the previous agreement most recently amended on June 30, 2010, and will be effective upon the approval of the member school committees and the Board of Elementary and Secondary Education (hereinafter, BESE), as indicated on the signatory pages.
- II. Name of Collaborative. The Collaborative is named the Concord Area Special Education Collaborative (hereinafter, the Collaborative or CASE).
- III. Purpose of Collaborative. The mission of the Collaborative is to maximize the full potential of students with disabilities by promoting academically enriching and supportive environments within inclusive school communities. CASE partners with families and districts in delivering high quality, customizable, efficient, and cost-effective educational programs and services tailored to each student. The purpose of CASE is to jointly conduct regional educational programs and services on behalf of the member school committees. The education programs and services provided by CASE complement and strengthen the school programs of the member school committees and increase educational opportunities for children. The focus of these programs and services includes, but is not limited to, pre-school and early childhood programs, elementary and secondary school programs to address the needs of disabled children including, but not limited to, deaf/hard of hearing, blind and deaf/blind children, students on the autism spectrum and students with language-based disabilities, students with developmental disabilities, and programs to address students with emotional/social/behavioral disabilities. CASE also provides consultation services, professional development, and transportation and related services. The overall objectives of the Collaborative are to 1) improve the educational outcomes of students with low-incidence disabilities in the least restrictive environment, and 2) to offer all programs and services in a cost-effective manner.
- IV. Board of Directors. CASE shall be operated by a Board of Directors, which is composed of one school committee representative from each of the member school committees or the Superintendent of Schools of such member school committee (hereinafter, "appointed representative"), appointed annually. The Commissioner of Elementary and Secondary Education shall appoint one



person to serve as a voting member of the Board of Directors. The Board of Directors shall have as its name the Concord Area Special Education Collaborative Board of Directors (hereinafter, the Board).

Each appointed representative to the Board shall be responsible for providing information to their respective school committee in accordance with M.G.L. c 40, §4E and 603 CMR 50.04. No appointed representative shall serve on the board of directors or as an officer or employee of a related for-profit or non-profit organization. The Board shall establish policies to support the operation of CASE, and shall, from time to time, review the policies for their effectiveness and appropriateness. The Board has developed and shall develop/amend policies on personnel, students, finance and internal controls, and health and nursing.

- V. Meetings of the Board. The Board will meet at least six (6) times during the year. Board meetings are subject to M.G.L. c. 30A, §§ 18-25, the Open Meeting Law.
- VI. Voting Procedure of the Board. Each appointed representative to the Board shall be entitled to one vote. At least a majority of the appointed representatives to the Board are required to be present to constitute a quorum for the purpose of voting on items requiring Board action. Every action, decision, or vote of the Board, shall require a majority of the appointed representatives who are present.
- VII. The Powers and Duties of the Board. The Board shall employ an Executive Director who shall serve under the general direction of the Board and who shall be responsible for the oversight of the CASE programs and services and the general management and supervision of CASE personnel on a day-to-day basis. In addition, the Board shall employ a Business Manager who shall have responsibilities similar to those of a town accountant whose duties shall include those duties outlined in M.G.L. c. 41, §52 and other duties as the Board may determine and consistent with 603 CMR 50.00. The Board shall employ teachers, at least one registered nurse and other professional personnel, including a treasurer in accordance with Section XV of this Agreement, and shall enter into contracts for the services of persons who are necessary for the operation of CASE programs and services. The Board shall ensure that all employees possess the necessary and required licenses and approvals as required by M.G.L. c. 40, § 4E. The Board shall ensure that no employee of CASE is employed at any related for-profit or non-profit organization.

As further outlined in Section XII, the Board has the authority to enter into contracts for the purchase and/or leasing of supplies and materials, land, buildings, and equipment as deemed necessary by the Board to carry out the purpose for which the Collaborative is established, and which the Board has found to be cost-effective and in the best interests of CASE and the member school committees, consistent with the terms of this Agreement. The Board has

the authority to borrow money in anticipation of income for up to ninety days for the purpose of meeting ongoing payroll obligations. The Board has the authority to create, amend, and repeal all by-laws, policies, and rules for the management and operation of CASE. The Board has all other powers, responsibilities and duties as may be provided by M.G.L. c. 40, § 4E and 603 CMR 50.00, as amended, and other laws and regulations.

- VIII. Segregation of Duties. There must be segregation of duties between the Executive Director, Treasurer, and Business Manager. No appointed representative on the Board shall be eligible to serve in the position of Executive Director, Treasurer, or Business Manager. No employee of CASE may serve on the Board or shall be eligible to serve concurrently in the positions of Treasurer or Business Manager, or a person with responsibilities similar to those of a town accountant (see 603 CMR 50.06).
- IX. Conditions of Membership. Each member school committee is required to pay a membership fee, established annually through the budget process.
- X. Budget and Apportionment of Costs. The Collaborative budget projects the cost of operations, including capital expenses, for Collaborative services in the next fiscal year. Capital is defined as fixed assets, including real property, with a unit cost of \$5,000 or more and a useful life of one year or more. Budget projections are based upon enrollment and ridership projections and trends, service requests from member school committees, and other relevant data.

The Board, after receiving a proposed budget from the Executive Director and the Business Manager, and at least ten (10) working days following a public meeting at which the budget was first discussed, shall consider and approve the final annual budget for CASE no later than March 31st of the preceding fiscal year.

The CASE membership fee is a flat rate established annually by the Board through the budget process. The membership fee is the same for all member school committees. The fee offsets, but is not intended to cover, costs related to administration and overhead. Remaining administration and overhead expenses are included in the calculation of tuition rates, transportation assessments, and other fees for services as described below.

Transportation assessments are determined by a weighted, proportional share of district ridership as of May of the preceding fiscal year to the year the budget is being developed. Each student for whom transportation is provided will be weighted according to his/her drop off destination by multiplying by the following:

- Students transported within the member school committee's town(s) receive a weight of 1.0

- Students transported to another member school committee's town(s) receive a weight of 2.0
- Students transported outside all of the member school committees' towns receive a weight of 3.0

When multiple students from the same member school committee are transported to and from the same program location at the same time, the weighting above is adjusted as follows:

- For 2 or 3 students from the same member school committee, the weighted base is multiplied by 0.8
- For 4 or more students from the same member school committee, the weighted base is multiplied by 0.7

Transportation assessments reflect the overall projected costs for services, including salaries, benefits, administration, overhead and fixed costs, capital costs, and program supplies and materials; and shall be voted by the Board annually as part of the budget process and consistent with CASE fiscal policy.

Program tuition rates and other fees for services reflect the overall projected costs for services, including salaries, benefits, administration, overhead and fixed costs, capital costs, and program supplies and materials; and shall be approved voted by the Board annually as part of the budget process and consistent with CASE fiscal policy. Expenses are calculated based upon projected enrollment and/or participation, and rates are determined by dividing the total expenses by projected enrollment and/or participation.

Non-member districts may be charged a surcharge, not to exceed twenty (20) percent over the cost for member school committees, on tuitions and other fees. The Board may waive or decrease the percentage of the surcharge charged to non-members when doing so is determined to be in the best interest of the Collaborative.

The Treasurer will certify and transmit the budget, tuition rates, transportation assessments, membership fees, and fees-for-service for the upcoming fiscal year to each member school committee no later than March 31<sup>st</sup> of the year in which the budget is approved. Once invoiced by CASE, payment from member school committees for assessments, membership fees, tuitions and fees-for-service, is due within 30 days.

All budget amendments must be approved by the Board. Budget amendments resulting in increases to tuition rates, transportation assessments, membership fees and/or fees-for-service are atypical, and only to be proposed in case of emergency. Consequently, such amendments require only notification to each member school committee one week prior to a single reading and majority vote by the Board. Following a Board vote of approval, the Treasurer will transmit

notification of the budget amendments and amended rates to member school committees within ten business days.

- XI. Capital Reserve. The Board may create a capital reserve fund to support costs associated with the acquisition, maintenance, and improvement of fixed assets, including real property, pursuant to a capital plan. The establishment of a capital reserve fund shall be subject to the approval of two-thirds of the member school committees. Deposits into the capital reserve fund shall be proposed and approved through the budget process, based on needs determined in the capital plan. In the event that the purpose for which the capital reserve was created requires modification, the Board shall revise its capital plan and provide notice to all member school committees. If a member school committee does not vote to disapprove the revised capital plan within a 45 day period, that member school committee shall be deemed to have approved the revised capital plan. The amended plan shall be subject to the approval of two-thirds of the member school committees.
- XII. Borrowing. As also noted in Section VII, the Collaborative, by an appropriate vote of the Board, may borrow money or enter into short- or long-term agreements or mortgages, provided that when the borrowing or short- or long-term agreements or mortgages are for the approved acquisition or improvement of real property:
- the Board shall provide notice to each member district within 30 calendar days of applying for real estate mortgages; and
  - the Board shall discuss its intent to apply for a real estate mortgage at a public meeting of the Board prior to the meeting of the Board at which the final vote is taken.

Under 603 CMR 50.04(3)(d)(3), the Board is responsible for ensuring that any borrowing, loan, or mortgage is cost-effective, is necessary to carry out the purposes for which the collaborative is established, is in the best interest of the collaborative and its member school committees and is consistent with the terms of this Agreement.

- XIII. Cumulative Surplus. CASE Collaborative may retain cumulative surplus funds at the end of a fiscal year that shall not exceed the maximum percentage allowable by law and/or regulations (603 CMR 50.03(5)(b)(10)). The determination of cumulative surplus shall not include funds deposited in a capital reserve as provided for in 603 CMR 50.07(10), funds deposited in trust in accordance with M.G.L. c. 32B, § 20, and any amounts prepaid for tuition or services in accordance with M.G.L. c. 40, § 4E. On an annual basis, after the Board has discussed the audit results of the previous fiscal year, the Board shall approve, by majority vote, the final dollar amount of the cumulative surplus. The Board shall determine whether such final dollar amount of surplus funds is within the maximum percentage allowable by law, and whether the funds will be

retained by the Collaborative or whether all or some portion will be refunded to the member school committees or credited to support programs and services offered to member school committees. In the event an amount is to be refunded or credited to the member school committees, each member school committee's share will be determined by total payments made to the Collaborative on a percentage basis during the fiscal year when the surplus was generated.

- XIV. CASE Collaborative Fund. There shall be a collaborative fund into which all monies for the operation and management of CASE shall be deposited. This fund is known as the CASE Collaborative Fund, or "the fund." The fund is managed by the Board. All monies which are paid by the member school committees for the operation and management of the Collaborative shall be deposited into this fund. Likewise, all monies, grants, and gifts which the Collaborative may receive from any other sources, including non-member districts, the federal government, the state government, charitable foundations, and private corporations, shall be deposited into this fund.
- XV. Treasurer. The Board shall appoint a Treasurer upon such terms and conditions, including compensation for his/her services, as the Board may determine. The Treasurer may, but need not necessarily be, a Treasurer of a member Town, or regional school district. Notwithstanding any provision to the contrary herein, no appointed representative to the Board, nor any CASE employee, shall be eligible to serve as Treasurer. The Treasurer is authorized, subject to the direction of the Board, to receive and disburse all monies of the fund without further appropriation. The Treasurer shall give bond annually for the faithful performance of his/her duties in accordance with the requirements of M.G.L. c. 40, § 4E. The Board may in its discretion pay the Treasurer compensation for services rendered. The Treasurer of CASE shall have the authority to make appropriate investments of the monies of the CASE Collaborative Fund in accordance with the provisions of Section 55B of Chapter 44 of the Massachusetts General Laws.
- XVI. Amendment. Any member school committee, appointed representative to the Board, or the Executive Director may propose an amendment to the Agreement by submitting said proposed amendment to the Board in writing. The Board will consider the proposed amendment and, if approved, will forward to the member school committees for a vote. The vote of the Board will indicate the proposed effective date of the amendment. The terms and conditions of this Agreement may be amended by a three-fourths vote of the member school committees. This Agreement and any subsequent amendments are subject to the approval of the member school committees and the BESE pursuant to M.G.L. c. 40, § 4E and 603 CMR 50.03(5).
- XVII. New Members. New member school committees, including charter school boards, may be added to CASE consistent with approval of the Board and subsequent to amendment of the Agreement, consistent with the provisions of

Section XVI, to reflect such membership. The applicant school committee (s) shall apply in writing for admission to CASE no later than December 31 of the fiscal year prior to the fiscal year in which the applicant school committee(s) seeks membership. The effective date for such membership shall be July 1 only if the process for amendment of the CASE Agreement has been finally approved consistent with Section XVI above. All approvals of the member school committees and the Board of Elementary and Secondary Education approval must be obtained no later than April 30 for an effective date of July 1. If the process for amendment of this Agreement has not been finalized by July 1, the new member school committee may appoint a non-voting representative to the Board until such time as the process for amendment of this Agreement has been finalized, at which time the new member school committee will have all rights of membership, including the right to vote.

XVIII. Withdrawal of a Member School Committee. Any member school committee may withdraw from CASE at the end of a fiscal year, provided that all necessary approvals have been obtained consistent with 603 CMR 50.00 et seq. and provided that the procedures for amendment of this Agreement as outlined in Section XVI have been followed. Such withdrawal needs to be effected by a written notice of withdrawal to every other member school committee, to the Executive Director and the Board at least ~~twenty-four (24)~~ months before the end of the fiscal year. In the case of such withdrawal, the withdrawing school committee shall still be responsible for outstanding payments due to the Collaborative, and no withdrawing school committee shall be entitled to any assets or surplus funds of the Collaborative. The withdrawing school committee will continue to be liable to the Collaborative for its pro-rata share, of any debts, claims, demands, or judgments against the Collaborative, incurred during said school committee's membership, in accordance with the provisions concerning the apportionment of operating costs, as noted in Section X, applicable at the time of the occurrences giving rise to the liability or expense. The withdrawal of such member school committee shall not be effective until CASE has received the approval of a majority of the member school committees and the BESE. All approvals must be obtained no later than the preceding April 30.

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XIX. Termination of CASE. The Executive Director, any appointed representative of the Board or a member school committee may propose the termination of the Collaborative by submitting such a proposal in writing to the chairperson of the Board. The Collaborative may be terminated at the end of any fiscal year (June 30) by unanimous vote of the entire Board, subject to compliance with this section of this Agreement and compliance with the closing guidelines of the Department of Elementary and Secondary Education. Any vote to terminate the Collaborative must be confirmed by an affirmative vote of all member school committees and must be voted by the Board on or before December 31 of the fiscal year of its intended effective date. The Department of Elementary and Secondary Education will be notified at least thirty (30) days prior to the

effective date of termination, and CASE shall provide the Department of Elementary and Secondary Education, along with the notice of termination, with the information required to be submitted to the Department pursuant to 603 CMR 50.11.

By January 31 of the fiscal year in which the termination shall occur, the Board will: (1) determine the appropriate disposition of the Collaborative funds, equipment and supplies; (2) determine a method of maintaining fiscal records upon termination of the Collaborative; (3) determine a method of maintaining programmatic records; (4) determine a method of maintaining personnel records; and (5) identify the member district(s) responsible for maintaining student, employee and program records. Net assets shall be distributed to member school committees according to the average financial participation of the three (3) fiscal years previous to termination. Distribution of net assets shall not occur until the final fiscal audit has been completed.

Prior to CASE's termination, the Board shall arrange for a final fiscal audit of Collaborative. Such audit will be completed within ninety (90) days of the date of termination of CASE. A copy of such audit report shall be sent to each member school committee and to the Department of Elementary and Secondary Education. Upon termination of the Collaborative, its net liabilities and assets, if any, shall be distributed to member school committees on a pro-rated basis according to the average financial participation of the three years previous to termination.

XX. Compliance with Laws, Regulations, Guidelines. CASE shall comply with all laws and regulations of the Commonwealth of Massachusetts as well as all lawful policies and guidelines of the Massachusetts Department of Elementary and Secondary Education which relate to collaboratives.

XXI. Indemnification. In the event that CASE incurs liabilities or expenses in connection with claims for personal injury or other claims under Chapter 258 of the General Laws (or under other legal authority of similar effect), the provisions of this section shall apply.

CASE shall indemnify and hold harmless its employees in connection with such liabilities or expenses in accordance with, and to the extent permitted by, Chapter 258.

Neither the Executive Director nor any other employee of CASE nor any appointed representative to the Board shall be liable to CASE or to any member school committee thereof for any act or omission of the Executive Director or any other employee of CASE or any appointed representative to the Board or be held personally liable in connection with the affairs of CASE except only liability arising out of his own willful misfeasance, bad faith, gross

negligence or reckless disregard of duty to CASE or its member school committees.

Neither the Executive Director nor any other employee of CASE nor any appointed representative to the Board, or member school committee shall be personally liable for any debt, claim, demand, judgment, decree, liability or obligation of any kind of, against or with respect to CASE or arising out of any action taken or omitted for or on behalf of CASE and CASE shall be solely liable therefore, and resort shall be had exclusively to CASE property for the payment or performance thereof and each appointed representative to the Board, member school committee and Executive Director or any other employee of CASE shall be entitled to full indemnity and full reimbursement out of CASE property, including without limitation, fees and disbursements of counsel.

The Executive Director and his/her legal representative(s), any other employee of CASE and his/her legal representative(s), each appointed representative to the Board and his/her legal representative(s) and each member school committee and its legal representatives shall be indemnified by CASE against all liabilities and expenses, exclusive of amounts paid to CASE, including judgments, fines, penalties, amounts paid in settlement and counsel fees, incurred in reasonable settlement of any action, suit or proceeding to which such appointed representative to the Board, member school committee or Executive Director or any other employee of CASE or his/its legal representatives may be made a party or otherwise involved by reason of his/its capacity as an appointed representative to the Board, Executive Director or employee of the Collaborative, except for those liabilities and expenses arising out of his/its own willful misfeasance, bad faith, gross negligence or reckless disregard of duty to CASE as finally adjudged in such action or, in the event of settlement, determination of counsel for CASE. Said right of indemnification shall be in addition to any other rights to which such appointed representative to the Board or Executive Director or any other employee of CASE or member school committee may be entitled as a matter of law or which may be lawfully granted to him/it.

The costs of such liabilities or expenses which are not borne by the CASE's insurance carriers shall be apportioned among, assessed to and paid by the member school committees that were members of CASE at the time of the occurrences giving rise to the liability or expenses, whether or not any such member school committees have thereafter withdrawn from CASE, in accordance with the provisions concerning the apportionment of operating costs, as noted in Section X, applicable at the time of the occurrences giving rise to the liability or expense.

The provisions of this section shall be applicable to such liabilities or expenses, whether incurred in connection with settlement or adverse adjudication of such claims. The Collaborative shall have the authority to settle such claims, in



amounts, which exceed applicable insurance coverage, only upon vote of the Collaborative Board.

- XXII. Section 501(c)(3) Status. Notwithstanding any other provision of these articles, CASE Collaborative is organized exclusively for educational purposes, as specified in Section 501(c) (3) of the Internal Revenue Code, and shall not carry on any activities not permitted to be carried on by an entity exempt from Federal income tax under Section 501(c) (3) of the Internal Revenue Code.

No substantial part of the activities of CASE shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and CASE shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

- XXIII. Personal Benefit. No part of the net earnings of the Collaborative shall inure to the benefit of any appointed representative to the Board, member school committee, director, officer of CASE, or any private individual (except that reasonable compensation may be paid for services rendered to or for the Collaborative), and no appointed representative to the Board, member School Committee, director, or officer of CASE shall be entitled to share in the distribution of any of the assets upon the dissolution of CASE.

- XXIV. Non-Discrimination. The Collaborative does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, pregnancy or pregnancy-related conditions, disability or sexual orientation and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges and courses of study.

- XXV. Transportation. Any member school committee may withdraw from receiving transportation services from CASE at the end of a fiscal year. Such withdrawal needs to be effected by a written notice of withdrawal to every other member school committee, to the Executive Director and the Board at least twenty-four (24) months before the end of the fiscal year. In the case of such withdrawal, the withdrawing school committee shall still be responsible for outstanding payments due to the Collaborative, and no withdrawing school committee shall be entitled to any assets or surplus funds of the Collaborative related to transportation. The withdrawing school committee will continue to be liable to the Collaborative for its pro-rata share, of any debts, claims, demands, or judgments against the Collaborative related to transportation, incurred during said school committee's membership, in accordance with the provisions concerning the apportionment of operating costs, as noted in Section X, applicable at the time of the occurrences giving rise to the liability or expense. Any member school committee that submitted a notice of withdrawal from transportation services prior to March 1, 2019 shall not be required to submit the twenty-four (24) months notice.

CASE Collaborative is an Equal Opportunity Employer.

Approved by votes of the member school committees in the following manner:

**Acton-Boxborough Regional District School Committee**

\_\_\_\_\_ Authorized on \_\_\_\_\_  
Chairperson Date

**Bedford School Committee**

\_\_\_\_\_ Authorized on \_\_\_\_\_  
Chairperson Date

**Carlisle School Committee**

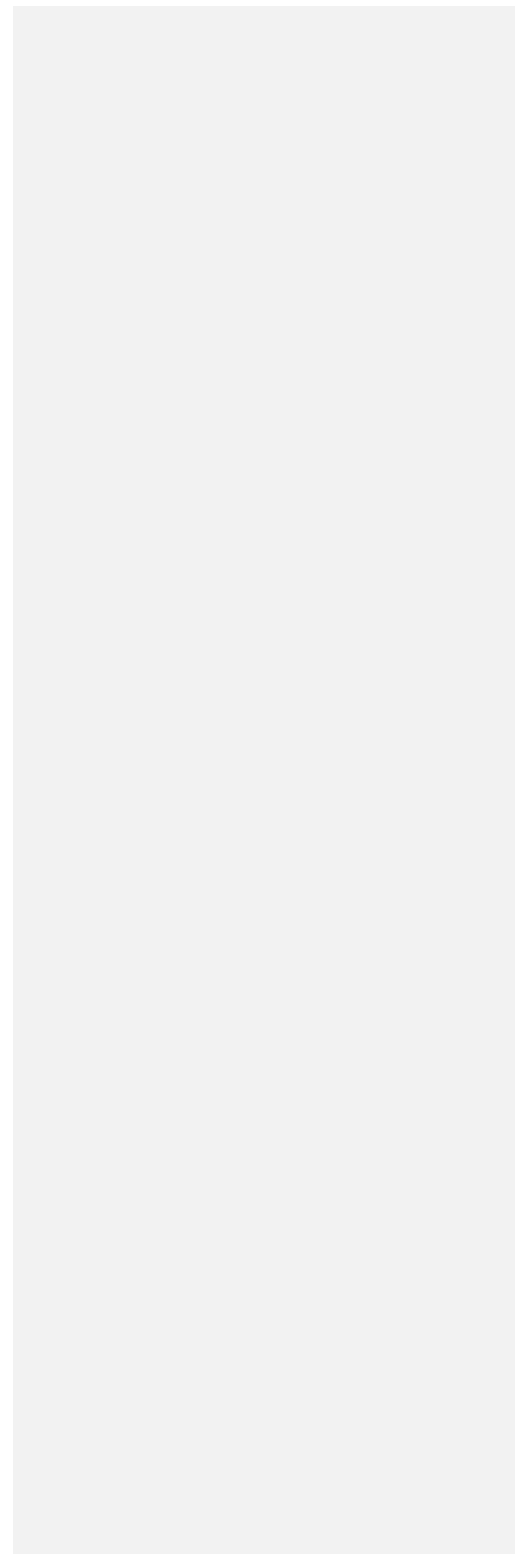
\_\_\_\_\_ Authorized on \_\_\_\_\_  
Chairperson Date

**Concord School Committee**

\_\_\_\_\_ Authorized on \_\_\_\_\_  
Chairperson Date

**Concord-Carlisle Regional District School Committee**

\_\_\_\_\_ Authorized on \_\_\_\_\_  
Chairperson Date



**Harvard School Committee**

\_\_\_\_\_ Authorized on \_\_\_\_\_  
Chairperson Date

**Lincoln School Committee**

\_\_\_\_\_ Authorized on \_\_\_\_\_  
Chairperson Date

**Lincoln-Sudbury Regional District School Committee**

\_\_\_\_\_ Authorized on \_\_\_\_\_  
Chairperson Date

**Littleton School Committee**

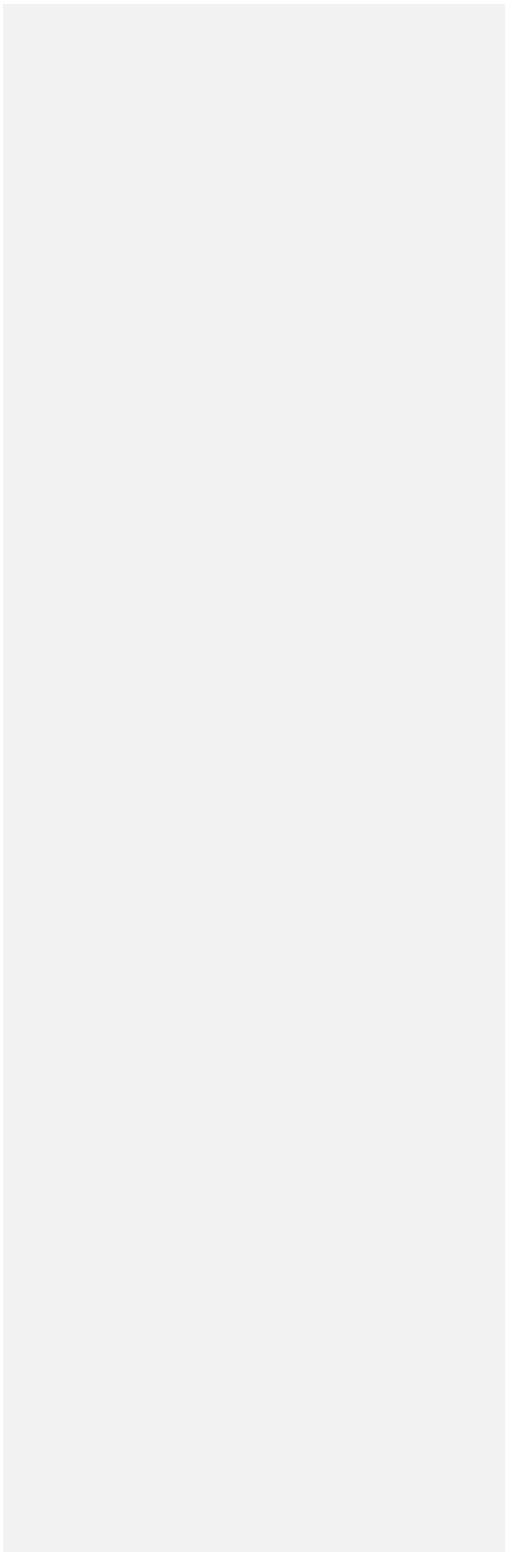
\_\_\_\_\_ Authorized on \_\_\_\_\_  
Chairperson Date

**Maynard School Committee**

\_\_\_\_\_ Authorized on \_\_\_\_\_  
Chairperson Date

**Sudbury School Committee**

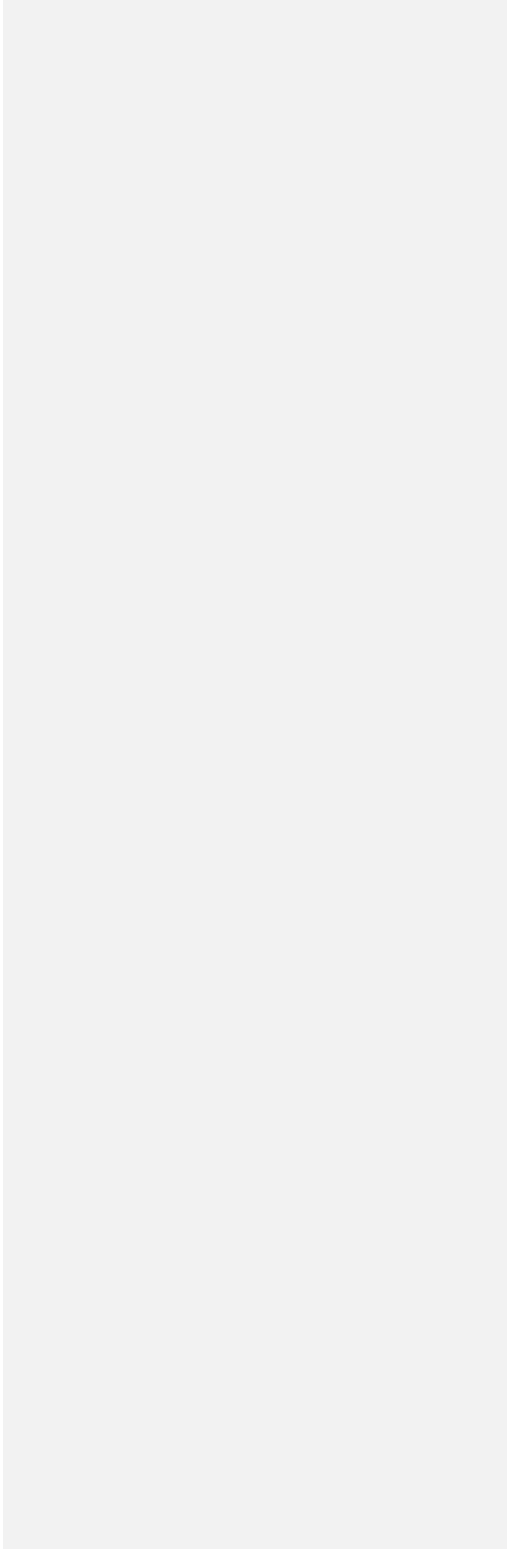
\_\_\_\_\_ Authorized on \_\_\_\_\_  
Chairperson Date



**Approved by the Board of Elementary and Secondary Education**

\_\_\_\_\_  
Commissioner of Elementary and Secondary Education

\_\_\_\_\_  
Date of Approval



Policies for Approval by Carlisle School Committee on February 12, 2020

1. A2-Nondiscrimination on the Basis of Disability
2. A3-Equal Educational Opportunity
3. A6-Sexual Harassment
4. A7-Safety Program
5. B2-School Committee Ethics
6. C1-Administrative Structure
7. C2-Damage and Vandalism
8. C3-Distribution of Information
9. C7-School Visits
10. C9-Wellness Policy
11. E1-Communicable Diseases Policy
12. E4-Medication Administration Policy
13. E6-Athletic Concussion Policy
14. F1-Buildings and Grounds Safety and Security
15. F4-No Idling
16. F7-Tobacco Products on School Premises Prohibited
17. G3-Emergency Plans
18. I5-Home Schooling Policy
19. I8-Teaching about Drugs, Alcohol, Tobacco and Controlled Substances
20. J2- Bullying Prevention
21. J3-Prohibition of Hazing
22. J6-Entrance Age
23. J8-Physical Restraint Policy
24. J11-Student Welfare
25. J12-Residency Policy
26. J13-School Attendance
27. J14-Student Discipline
28. J16-Student Rights and Responsibilities
29. J17-Student Transportation by Staff in Private Vehicles