

**SCHOOL COMMITTEE MEETING
AGENDA
FRIDAY, JUNE 12, 2020
8:30 A.M.**

Per Governor Baker's order suspending certain provisions of the Open Meeting Law, G.L. c. 30A sec. 20, the public will not be allowed to physically access this School Committee meeting. Members of the Public can access this meeting via live stream at:

<https://us02web.zoom.us/j/88055884471?pwd=dVZacC9WcWVkemFUeHpDV1hUSmptdz09>

Meeting ID: 880 5588 4471

Password: 746870

The School Committee reserves the right to implement additional remote participation procedures and will notify the public of these procedures as soon as practicable. Public comments are welcome via the chat box. Questions/Comments will be read and answered by the School Committee via live stream.

I. Call to Order

Chair announces meeting is being recorded.

II. Review/Approve Minutes

- A. Joint Meeting with FinCom of June 2, 2020
- B. Meeting of June 5, 2020

III. Information/Discussion Items

- A. 8:35-8:45: Teacher and Student Presentations
- B. 8:45-8:55: Update on School Closure
- C. 8:55-9:00: Special Recognition
- D. 9:00-9:10: FY21 Budget Hearing Preview
- E. 9:10-9:40: Superintendent Evaluation
- F. 9:40-9:50: Bus Fees Discussion

IV. Members'/Committee Reports as Needed

V. Warrants

VI. Action Items

VII. Public Comments

VIII. Adjourn Meeting

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

Carlisle School Committee

Minutes

Tuesday, June 2, 2020

7:00 p.m.

Remote Meeting Via Zoom

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

Present Via Zoom – School Administration: James O’Shea, Superintendent; Matt Mehler, Middle School Principal; Dennet Sidell, Elementary Principal; Lori Bruce, Director of Student Support Services; Susan Pray, Business Manager; Rob Fortado, Supervisor of Buildings and Grounds; Nancy Anderson, Assistant to the Superintendent.

Present Via Zoom – Finance Committee: Victor Liang - Chair, Melissa McMorrow, Scott Triola, Jim Darr, James Catacchio, Lynne Lipinsky, Aaron D’Elia.

Note: Per Governor Baker’s order suspending certain provisions of the Open Meeting Law, G.L. c. 30A sec. 20, the public was not allowed to physically access this School Committee meeting. Members of the Public were able to access this meeting via live stream at

<https://us02web.zoom.us/j/85377174635?pwd=eWY0QklZNllrKzIvK0tPZktubmEyUT09>

Meeting ID: 853 7717 4635

Password: 495434

I. Call to Order

Chair Christine Lear called the meeting to order at 7:05 p.m.

II. Information/Discussion Items

- A. Budget Discussion. The committees continued the dialog about the School budgets for FY20 and FY21. FinCom asked for thoughts on prepaying for FY21. Mr. O’Shea stated that the School is currently looking at an approximate \$445,000 savings in FY20. Mr. O’Shea then voiced some fiscal needs for FY21. A fire panel needs to be installed in the School to meet code at the cost of about \$30,000; the School would like to fund it from FY20 long term capital. The School also has the ability to prepay \$250,000 in Out of District payments. From the FY20 budget, the School projects to have over \$200,000 to return to the Town. Mr. O’Shea was asked to prepare a level funding budget for FY21, which would mean an approximate \$340,000 reduction in the previously proposed FY21 budget. This reduction would mean significant cuts at the school. Mr. Liang asked if there would be a summer program for (general ed) students; Mr. O’Shea answered that it was unlikely that the School would be allowed to bring a significant number of students to school in the summer. Currently, the School is looking to make more robust packets for general education students and is not looking at funding a program beyond the traditional summer program for students with identified services on their IEPs. It was clarified that summer program funding comes out of the FY21 budget because it takes place after July 1. Mr. Triola asked about the unknowns. Mr. O’Shea answered that transportation, specifically working with Bedford Charter, is a big unknown. Other

unknowns are costs to prepare for the Special Education summer program including acquiring the related necessary supplies for students and faculty. A recent unexpected expenditure was repairing a security item in Spalding for approximately \$2,000. Mr. O'Shea said that the School needs to know what budget they are working with because class sizes have to be created and supports have to be put in place. Per the Teachers' Contract, the School needs to alert faculty by mid-June if there is going to be a reduction in force (RIF). He added that the Department of Education will dictate what classes look like in the back to school model for the fall and he feels the School can keep FTEs intact. But other programming may be diminished. Ms. McMorrow asked what else Mr. O'Shea learned from the State about school reopening. Mr. O'Shea answered that we may be able to provide an in-person summer school which would be great for the students. For the fall, the commissioner said the State will provide directives about class sizes, transportation, health protocols, curriculum, and how often kids come to school (for example, every other day or week). The State will hold districts to these directives as they are looking to have consistency. Mr. O'Shea said the state will communicate these directives in mid-June. He added that the Back to School Task Force will continue to meet and work, but a lot of the decisions will be made by the State. Mr. D'Elia asked when is the latest FinCom could amend the School budget. Mr. O'Shea answered that our full time educators will be in place and we will look to establish class sizes in June, but we could course correct in August if we received additional funding. He added that the key component is retaining the full time educators because the School has to notify people if there will be a RIF. Ms. McMorrow recapped that the School wants to program for the 2020-2021 school year and had asked to prepay. Mr. Model stated that the Board of Selectmen voted to have Town Meeting in June, and agreed with Mr. Darr that having a budget gives us clarity. Whether a budget is voted or not, we will look at the budget again in September. Jim Darr stated he is comfortable with prepayment and with having some money turned back to the town. Sara Wilson, brought up the fire panel and the need to repair it because without it, School would not be in compliance and could not open. Mr. O'Shea clarified that the problem is the signal system in the Robbins building and the Grant building; when they upgraded it, they should have updated the flashers and alarms but they didn't. Mr. Fortado added that there are areas throughout the campus that don't have fire alert devices. Mr. Triola said the preference would be to deal with long term caps in the fall; as the Town has increased the reserve fund if an item is critical to the operation of the school. Mr. De'Elia asked for transparency on the type of cuts that will occur at the School; his concern is if there can only be 200 people at Town Meeting, and it can't be articulated what a level funding budget would look like, people would be upset. Mr. Model said that the Selectmen approved that 4.1 million is in place to spend for the Town in July if we don't have Town Meeting. Mr. Triola summarized that lacking the ability to prepay, the School is looking at major cuts. With the ability to prepay, the School can maintain services, continue to tighten belts in strategic areas and respond to changes. Mr. O'Shea agreed that if the School has the flexibility to prepay, the School can make the budget work. It was noted that some contingencies will be reduced as well. Mr. Model asked what the School Committee needs to do to prepare for Town Meeting? Mr. Liang said the communications have to start before Town Meeting, and asked the School to put the points together because it would help to contain the discussion at Town Meeting. It was felt that the impact of zero percent budget should be

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communicated so everyone understands the implications of such a reduction. We don't know what the budget will look like, this budget is a starting point, and we will revisit the budget in the fall. There are still unknowns. The School will move forward with prepayment. Mr. Model felt that the fire panel should be repaired for \$30,000 with FY20 funds. Jim Darr supports paying for it now as well. Mr. Model suggested more future joint meetings. Mr. Liang summarized that he is hearing FinCom support of prepay and for repairing the fire panel. He acknowledged that the School is trying to live within its means. There will be another budget review in September. Ms. Lear stated she is grateful for the discussion and the solution. Mr. Model asked if the BOS decision on Town Meeting is final. Kim Kane answered that the decision is to have Town Meeting, but if it doesn't take place due to rain, the School will move forward with a 1/12 budget. There is legislation pending that hasn't been approved that a Town Meeting quorum can be reduced to 10 percent.; it is now 150 for a quorum.

III. Adjourn Meeting

Ms. Lavery made a motion to adjourn the meeting; Ms. Wilson seconded the motion. The following votes were taken in Roll Call: Lear, aye; Lavery, aye; Model, aye; Wilson, aye. The public meeting was adjourned at 7:59 p.m.

Respectfully submitted,

Nancy Anderson
Assistant to the Superintendent

Carlisle School Committee
Minutes
Friday, June 5, 2020
8:30-9:45 a.m.
Remote Meeting Via Zoom

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

Present Via Zoom – School Administration: James O’Shea, Superintendent; Matt Mehler, Middle School Principal; Dennet Sidell, Elementary Principal; Lori Bruce, Director of Student Support Services; Susan Pray, Business Manager; Rob Fortado, Supervisor of Buildings and Grounds; Nancy Anderson, Assistant to the Superintendent.

Meeting Documents:

Minutes of May 29, 2020		
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Note: Per Governor Baker’s order suspending certain provisions of the Open Meeting Law, G.L. c. 30A sec. 20, the public was not allowed to physically access this School Committee meeting. Members of the Public were able to access this meeting via live stream at:

<https://us02web.zoom.us/j/84601889143?pwd=czMrd0NxcG51NmJGb2dPT0dLZkVLZz09>

Meeting ID: 846 0188 9143

Password: 294622

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

I. Call to Order

Chair Christine Lear called the meeting to order at 8:31 a.m. Ms. Lear announced that the meeting is being recorded.

II. Review/Approve Minutes

Ms. Lavery moved to approve the minutes of May 29, 2020; Ms. Wilson seconded the motion. There was no discussion. The following votes were taken in roll call: Lavery, aye; Lear, aye; Mostoufi, aye; Wilson aye.

III. Information/Discussion Items

- A. Carlisle Historical Commission: Red Brick Building Discussion. Kathy Keller and Annette Lee, Co-chairs of the Historical Commission presented. It was felt that there was value to the original historic windows in the Brick Building. Few elements of a building contribute to the character of a building like windows; these have survived for 172 years due to the high quality of the wood. It was noted that the architectural integrity remains

if the window sashes aren't replaced. Modern windows are costly, generally warranted for about 20 years, and are not good for the environment. The building is Greek Revival, built in 1848 and could retain its integrity with some care. The Commission would like the windows restored. It was felt that restoration of the sashes would cost around \$20,000. There is some damage around the windows so some simple carpentry work would be needed as well. Windows could be removed and restored while the storm windows remain on. Tempered glass might be able to be installed to make it safer for children. Ms. Lee said that the Commission is willing to help in whatever way it can. Ms. Keller added that they would work with Larry Sorli, local architect with historic preservation experience, Building Commissioner John Metivier, and Rob Fortado on this project. It would be eligible for Community Preservation Act (CPA) funding. Ms. Wilson asked if the \$20,000 estimate includes CPA funds. Ms. Lee said the exact numbers were unknown. Ms. Keller would like to nominate the building for the National Register of Historic Places. Ms. Wilson asked how restoring the windows would impact that nomination and how long it takes for the nomination to occur adding it would be a nice honor for the town. Ms. Keller answered that windows are considered a character defining feature of buildings, and the nomination process takes a year or more. Ms. Wilson asked the life expectancy of restored windows; Ms. Keller answered that if they are maintained, they could last another 100 years. Ms. Lavery thanked Ms. Keller and Ms. Lee for the research and asked if this project was urgent and how it fits into the Town's facility planning process. Ms. Keller said some of window panes are loose and this is a safety concern for children. They haven't spoken to anyone about town planning. Holly Mansfield of the Recreation Commission asked for the windows because one of the window pieces popped out and it was then repaired. She added that it would increase heat efficiency to have the windows replaced. Rob Fortado, who has put in a lot of effort to get quotes for replacement windows, added that he reached out to six companies but only Pella got back to him with a quote of approximately \$30,000. He agreed that the replacement windows would only last for 20-25 years, and installing them would likely prevent the building from historical recognition. Mr. Fortado would like to see estimates on restoring windows and the necessary carpentry work. Ms. Mostoufi believed that Harvey makes wood windows, and asked if that could be explored. She asked how many original windows are on building and how many have already been replaced, and wanted clarification on the use of the brick building. Ms. Keller answered that 10 windows would be restored and the building is used for children's recreational activities. Ms. Wilson felt the doors were not original; Ms. Keller said they are not. The doors were changed for ADA compliance. Ms. Lavery asked that the Historical Commission make an inquiry to see what the criteria are for meeting historic/landmark status. Ms. Lear asked if historical status would limit functionality of that building; the answer was it would not inhibit what you can do with the space. Mr. Model stated the Town embarked on restoring the Highland Building without a clear purpose, spent \$300,000, and it sits unused. He added that the amount of money to bring Highland to code is prohibitive. The Brick building is used. He said we need a comprehensive plan, including what it takes to bring this building to code. It's important to look at everything; heating, plumbing, insulation, roofing, to understand the true cost. Mr. O'Shea added that the School leases the Brick building to RecCom to use for after school programming. He clarified that RecCom will fund the replacement of windows; there will be no school

resources used for the project. Ms. Mostoufi agreed that the Committee needs to understand the full picture. Ms. Lear thanked Ms. Keller and Ms. Lee. The Committee asked the Historical Commission to do more research and gather data, and also asked Mr. Fortado to call Harvey to discuss the cost of installing wooden windows. Ms. Mansfield from RecCom added that the Brick building is not only used for recreation programs every day after school but weekends for boy scouts and girl scouts. She noted it is not in the Historic District. Ms. Lear asked the Historic Commission report back to the CSC with more information.

- B. Update on School Closure. Mr. O'Shea noted we are in challenging times. He noted an 8th grade meeting was Zoom bombed yesterday and the incident was quickly addressed. The parent survey on remote learning has been sent. 8th grade graduation is scheduled for June 17 at 10 a.m. with a rain date of June 19. Graduation plans have been approved by the Carlisle Health Agent. There is an end of year car parade being planned for the afternoon of June 19. The School is looking to send rebates of \$100 to each family that paid a bus fee in full this year. This will be considered by the School Committee next week. The School continues to plan for an in-person summer program. Mr. O'Shea is receiving guidance from the Commissioner of Education and is working with the nurses and Lori Bruce. They will meet with the Board of Health on June 10 to seek input and approval of the program. Summer cleaning continues. The solar canopy project is underway. Work on the Performing Arts Studio will begin. Ms. Wilson said that the CEF is excited and people are happy that the Mistake Room will no longer be a mistake. The RecCom wants to have its Summer Fun program on School property and conversations will continue with the Health Agent about this. Town Meeting is scheduled for June 20. The CSC and FinCom had a very productive joint meeting this past Tuesday. The School will be revising its budget proposal and have prepared a level funding budget. The School will identify what the \$340,000 reduction will mean. It was noted that the reduction will not impact class sections. The District will prepay approximately \$250,000 in out of district tuitions. If the Town is unable to hold Town Meeting due to rain, the School will be forced to go with the 1/12 budget which keeps the District at level funding. The second meeting of the Back to School Task Force took place this past week. There are four working groups: Curriculum, District Operations, Resources/Finances and Communication. The State will prescribe 85-90% of reopening protocols including how many students are in a class, when classes are held, how sections are balanced and health protocols. State guidance will be given by June 17. Mr. O'Shea will continue to share information with the community. A question was asked about summer school and Mr. O'Shea noted that eligible students for summer school are students that require summer services as stated on their IEPs. Dr. Mehler added that graduation will be on private property and is car-based. Families are encouraged to be in one car/family unless there is a split household. Dr. Mehler encouraged members of the public to send him an email if they want to attend. Ms. Rosca noted that the School has done an outstanding job in these circumstances.
- C. EDCO Update. Mr. O'Shea shared that Carlisle belongs to two collaboratives, CASE and EDCO. Carlisle houses a CASE classroom and CASE provides transportation for Carlisle out-of-district students. EDCO hosts roundtables, provides professional development and educational programs for students at reduced costs. EDCO offers the IDEAS program that focuses on anti-racism and cultural equity. EDCO meets the needs

of underserved groups, offering 45 day assessments for students in 3rd grade and up. However, EDCO had financial inconsistencies and a big financial issue; it was working at a significant deficit for this year that deficit was passed on to members. The Carlisle share was \$9000 this past year. Carlisle pays approximately \$7000 per year in membership. The Board of Directors questioned the viability of EDCO. It was noted that millions of dollars of liability would remain if EDCO closed its doors; it would be a significant cost to members. A couple of districts have taken votes to remove themselves. At a meeting yesterday, there was a vote to end EDCO. EDCO leadership projected their budget for next year and are looking to operate in the black. The pandemic had a negative impact on EDCO this year. But Districts will be looking for additional support for students in the fall. A vote to remove a district from EDCO doesn't take effect until July 1 of following year. The Carlisle plan is to stay the course and have EDCO supports in place for staff and students. Ms. Mostoufi asked what it would cost us if we removed ourselves and EDCO folded. Mr. O'Shea said the liability would be over 5 million dollars and our portion would be significant. It was noted that Carlisle still carries that liability even if we remove ourselves from EDCO. If districts leave, EDCO becomes less viable. It was acknowledged that there was financial mismanagement. We now have confidence in the current EDCO leadership and would like to see them address the outstanding liabilities. Mr. Model questioned the leadership but Mr. O'Shea clarified that there is now a new business manager. Mr. Model asked if the board has taken a more active role so that moving forward, we are not increasing our liability. Mr. Model proposed that they establish a smaller subset of the board that is willing to put in extra time to provide oversight. Mr. O'Shea said the board consists of approximately 15 members and there is a subset finance committee that participates in finance meetings, and that information is shared with the entire board. Mr. O'Shea said the board is confident that the EDCO leadership will properly address finances, and we are better served as a District to remain as members and support EDCO. Concord opted out partly because they are trying to create more internal services, partly due to their concern about the deficit this year, and the uncertainties for next year. Ms. Bruce voiced support for EDCO, the roundtables, and the teacher trainings. Mr. Model said that they offered good School Committee training. Ms. Mostoufi asked if they were responsive to needs of a small district member like Carlisle. Mr. O'Shea answered that EDCO does not deal differently with the various sized districts; they are responsive, they create new programs, they fill in needs. Camelia Rosca, Brook Street, was recognized and voiced that she was sorry to hear about the EDCO financial difficulties and asked if we currently had students at EDCO. Mr. O'Shea said that there are no Carlisle students that attend currently. Ms. Rosca said she would be happy to assist the finance subcommittee as she has a background in finance.

- D. Draft School Committee Member Handbook. Ms. Lear felt that a reference guide for School Committee members would be useful. She drafted this document from the Town of Framingham and added MASC information. Mr. Model said that CSC members have a School Committee policy on bylaws and felt a lot of information was covered in that and similar existing policies. Ms. Anderson will review the relevant policies. Ms. Lear felt as a new member, she didn't have anything to reference and would have liked to receive a document. Mr. Model referenced the training that is required by all new CSC members. He is concerned with the high turnover on the Committee, noting that two of

five members is significant. He agreed that there is a need for continuity and training. His idea was to give guidance to the two new members by setting up an informal network to answer questions and provide information. Ms. Lavery would have appreciated a document at the start of her term on the Committee as well. She recommended finding a different source of training for the new members. She would propose a PowerPoint document with narration about 15 minutes in length; CSC alumni could review it. Ms. Lavery appreciates the efforts to create some documentation for committee members.

- E. Board of Selectmen Proclamation: Class of 2020 Day. Mr. O'Shea read the proclamation from the Board of Selectmen honoring Carlisle 8th grade graduates. Mr. O'Shea will send it to Dr. Sidell and Dr. Mehler who will send it out to their parents in their weekly communications; Mr. O'Shea will send it out on Monday.

IV. Members'/Committee Reports as Needed.

Visioning: Ms. Lavery reported that she and Mr. O'Shea met to finalize the wording on the Portrait of a Graduate and the vision statement for the school. There is one more group meeting and then the documents will be shared with the School Committee.

CCRS: Mr. Model reported that Concord School Committee meets every week. Concord is slowly opening facilities. Concord will move forward with a 1/12 budget. There is a low level of teacher negotiations occurring in Concord.

V. Warrants

- A. Payroll Warrant #8520; \$163,970.82
- B. Accounts Payable Warrant #8820; \$50,361.91
- C. Payroll Warrant #8920; \$411,328.14

VI. Action Items

There were no action items.

VII. Public Comments

Carrie Patel, Tophet Road, mentioned the CSC candidates forum will take place on June 17 . Details will be on the PTO website and will also be sent to administrators. People should send questions to Ms. Patel. She is working with the League of Women voters to reach the whole community. She asked citizens to please vote on June 30. Information is available at: Carlislemapto.org Mr. Model asked if there would be in-person voting and Ms. Patel did not know. Voting by mail has been advertised and there is a postcard being sent to all households about voting. Mr. Model said that School Committee is a contested race; it's important to get informed about the candidates and vote. Ms. Mostoufi appreciates people stepping up to run for these positions.

VIII. Adjourn Meeting

Ms. Mostoufi made a motion to adjourn the meeting; Mr. Model seconded the motion. The following votes were taken in Roll Call: Lavery, aye; Lear, aye; Model, aye; Mostoufi, aye; Wilson, aye. The public meeting was adjourned at 10:12 a.m.

Respectfully submitted,

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Nancy Anderson
Assistant to the Superintendent

JAMES F. O'SHEA

Carlisle Public Schools

Superintendent Evaluation

School Committee Members:

Shannon May Lavery (SL)

Christine Lear (CM)

David Model (DM)

Eva Mostoufi (EM)

Sara Wilson (SW)

June 12, 2020

Superintendent's Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.
Check one box for each goal.

Goal(s) 1. Student Learning 2. Professional Practice 3. District Improvement 4. District Planning		Did Not Meet	Some Progress	Significant Progress	Met	Exceeded

1	<p>Student Learning Goal</p> <p>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.</p> <p>School Committee Comments and Analysis:</p> <p>SL: In his leadership role on the Visioning Committee, Mr. O’Shea:</p> <ul style="list-style-type: none"> • solicited input from a wide range of town stakeholders, including parent, faculty, staff, students, and town leaders • synthesized these inputs into a coherent Portrait of a Graduate that is specific and actionable • socialized this Portrait among the stakeholders • successfully led a collaborative effort and ensured that the Portrait of a Graduate reflects the values expressed by the Carlisle community • included language that will guide faculty and staff as they move to implementation <p>CL: Jim braced the visioning process with faculty and staff as well as a community group of parents and citizens. Additionally he was in contact with the Carlisle Master Planning Committee as both are forward looking for the town</p>			DM, SW, EM	CL	SL
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	<p>and the schools. The process was long and involved and we are eager to read the final report soon.</p> <p>Jim continued to meet with this group, virtually, when the building closed.</p> <p>DM: Jim is a consensus builder, and in this area his process leads to a shared outcome that all parties can support and contribute. It is a work in progress, but so far so good.</p> <p>EM: Jim was able to share a clear vision of what “profile of a graduate” looks like with educators and support path to curate curious and engaged in learning student. I have seen significant progress in work around providing students with educational opportunities that are engaging through experiential learning, inclusive learning –many ways students with different learning profiles can show their knowledge of the subject. I have enjoyed seeing our talented student’s presentations. Jim was successful to engage in this process all stake holders through many communication channels, I have seen increased parental participation as compare to prior year. Jim took part in very active coordination and communication with the Region which was very helpful and productive in aligning the preparations of our 8th Graders and their families for what’s ahead of them at CCHS.</p> <p>I appreciate the focus on health and wellness, through Health Curriculum in grade 5 to address findings from Youth Risk Behavior Survey results and integration of Olweus program to create safe and positive school climate.</p> <p>SW: Though we have not yet seen it, the visioning committee developed the profile of a graduate which will hopefully create a framework around which the school can develop practices that engage students in the act of becoming productive and contributory community members and citizens of the world.</p>					
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	<p>Over the past few years, more elements of the school have become streamlined (such as through programs like Olweus, challenge success and more unified communication programs) and coupled with the portrait of a graduate, the school curriculum and culture should work more cohesively towards a common goal.</p>					
<p>2</p>	<p>Professional Practice Goal</p> <p>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.</p> <p>School Committee Comments and Analysis:</p> <p>SL: Mr. O’Shea worked with his Leadership team to create consistent methods for evaluating and documenting classroom observations. Additionally, Mr. O’Shea:</p>		<p>DM</p>	<p>SW, EM</p>	<p>CL, SL</p>	

- ensured faculty and staff received a high level of professional support
- expressed high expectations and high respect for all employees
- when warranted, did not hesitate to give direct, constructive feedback on areas in need of improvement
- signed a Memorandum of Agreement that supports teachers and supervisors during school closure, while meeting necessary requirements

CL: Jim and the administrative team have worked to establish a baseline of expectation for faculty and staff as well as professional supervision and a fair evaluation process. The evaluation process was interrupted due to COVID-19. Jim worked with the CTA to facilitate a Memorandum of Agreement that the school is in compliance with evaluation requirements during a situation that made fair and accurate evaluation difficult.

DM: In this area, I give Jim generally high marks, but in the area of Special Education I do not feel that Jim has provided the leadership needed to take a complete look at how these students are evaluated, instructed and supported, and an honest assessment of real progress made. There is work to be done, including resetting a philosophical approach to integrating the approach to both SPED and regular ed through training of all teachers in recognized language-based learning disability (LBLD) techniques. Such direction must come from the top.

EM: I want to start that Carlisle provides high quality education with holistic approach to balancing high rigor with emotional needs of the students. That said there is room for growth.

Under Jim's direction, I appreciate the increased use of metrics

	<p>and correlation of classroom performance to state testing in order to monitor students developing skills and to bridge gaps in skills in real time using Tier 3 support system. However there is still more work to be done addressing needs of a group of students with Language Disabilities. Jim, School Sub Committee, Special Ed Director and Carlisle SEPAC started the work on addressing WestEd report concerns. Jim was able to get buy in on some structural changes, such as Special Education teacher assignment, since Covid 19 disrupted progress there is urgency to push bolder changes in instruction and training of all teachers, evaluating effectiveness of programming against student achievement in shorter time.</p> <p>SW: The development of a more robust tier 2 program has hopefully helped clarify instructional practices and student achievement expectations. The school closure of course has impacted ability to achieve or evaluate progress on the professional practice goal.</p>					
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<p>3</p>	<p>District Improvement Goals</p> <p>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</p> <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.</p> <p>School Committee Comments and Analysis:</p> <p>SL: Mr. O’Shea has a strong record of providing Professional Development, manifesting this year in a school-wide initiative to adopt Universal Design Learning (UDL) principles. In addition to focusing on UDL, Mr. O’Shea:</p> <ul style="list-style-type: none"> ● continued to focus on Tier 2 supports for the middle school faculty ● assessed and adjusted the new middle school schedule for next year ● evaluated new assessment tools <p>Using both the Directors entry plan report and the WestEd report, Mr. O’Shea focused on continued improvement of Student Support Services. Mr. O’Shea:</p>		<p>DM EM</p>	<p>SW</p>	<p>CL, SL</p>	
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	<ul style="list-style-type: none"> • participated in a Special Education Subcommittee • worked closely with the Director to identify changes to our service delivery model for the 2020-2021 school year • supported the development of a more robust summer school program for summer of 2020 <p>CL: Under Jim’s guidance both elementary and middle schools made strides to focusing on UDL strategies in the elementary school. Professional development allowed teachers to imminent new approaches in the classroom. Evaluation and adjustments are being conducted concerning the schedule changes implemented in the Middle School.</p> <p>Jim worked closely with the new Student Services Director and answered the concerns of the School Committee by participating in a Subcommittee for Student Services. The WestEd report was digested and changes were implemented to reflect recommendations and observations by the Director of Student Services.</p> <p>The summer school program was already being planned for the summer, adding days to offer more support to students. Jim and the Director persisted in creating a plan that will be executed along with safe distancing and precautions for COVID-19 this summer.</p> <p>DM: See my comments to #1 and 2 above. Jim’s strength is that he does engage the whole team, and all teams. People like working with Jim and take collaboration to heart. Jim’s weakness is that he is a “pleaser” and does not wish to confront the uncomfortable.</p> <p>The WestEd report, in combination with a new DSS, provided a great opportunity to take a hard look at all manner of evaluating and servicing Special Education students. Instead, there was a</p>					
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	<p>somewhat defensive posture and a ceding of vision to the standard practice of the professionals in the department. I have no issue with empowering and engaging the team; however, vision comes from the top, and the team needs to be challenged in ways that do not always align with pleasing the professionals.</p> <p>EM: There are many areas Jim took and supported culture of innovation and allowed for some risk taking, evaluating and tweaking changes to drive improvement of student achievement. He has rallied the teachers and principals in concerted effort to improve science and math curriculum. I still see more progress needed to come on work that just begun in Special Education under new director.</p> <p>SW: Though the school year was disrupted, it seemed that the enhancements made to the tier 2 program were positive improvements that gave a clearer focus for faculty, staff, administration, and students to work around. Should remote learning happen again in the future it could be worth considering some element of tier 2 support built in.</p>					
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<p>4</p>	<p>District Planning Goal</p> <p>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.</p> <p>School Committee Comments and Analysis</p> <p>SL: Mr. O’Shea has provided outstanding leadership on the Visioning Committee. His facilitated leadership style has enabled a vision to emerge that is bold, actionable, and research-based. The Vision and Portrait of a Graduate - products of more than 20 community meetings - truly reflect the values and aspirations of the Carlisle community.</p> <p>CL: The results of the Visioning Committee have not been published at this writing. However, Mr. O’Shea established a visioning process that involved all aspects of the school and town; working with faculty, parents/guardians and community members to fully explore what education can look like in the years ahead. This exploration included round table discussions with town leadership and stakeholders throughout the community. The visioning focused on what would allow our students to think and act as citizens of the world, not just their experience in Carlisle.</p> <p>COVID-19 brought some of the visioning to the forefront for our school community. Superintendent O’Shea was able to</p>			<p>DM, SW</p>	<p>CL</p>	<p>SL, EM</p>
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	<p>guide both faculty and staff and Carlisle families into a new learning environment that has allowed our children to continue leaning while not physically at the school.</p> <p>DM: Jim’s consensus style works well here. Assisted by committed School Committee members, teachers and the community, the Visioning Committee made a great start at this. I look forward to watching this process continue in the coming years; it should be viewed as continuous improvement.</p> <p>EM: Jim is excellent at finding paths to consensus and collaboration to bring solutions to small school challenges while adapting to ever changing needs of students and families. Jim actively seeks out input from all stake holders, including town officials, members of town, school, student and parent body. He brings a lot of genuine enthusiasm and interest in ways we can innovate our school which shows in his hard work on visioning Committee he started but also the well represented wide perspective, all great ideas and voices captured in development of visioning plan. I especially appreciate that he doesn’t wait to implement the ideas, example the intergenerational opportunities at school. Under his leadership we get a school that is innovative in nature, and professional culture that encourages sharing new approaches.</p> <p>SW: Superintendent O’Shea successfully led the visioning committee and worked hard to have a group that represented many different voices within the community, including a good mix of faculty and staff, community members, parents, and education experts. There were many opportunities for people to participate in the visioning process.</p>					
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Superintendent’s Performance Rating for Standard I: Instructional Leadership

<i>Check one box for each indicator and circle the overall standard rating.</i>	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.			DM, CL, SL, SW, EM	
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.		DM, EM	CL, SL, SW	
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.		DM, EM	CL, SL, SW	
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.			DM, CL, SL, SW, EM	
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.		DM	CL, SL, SW, EM	
I-F. Instructional Leadership During the Covid-19 Closure:			CL, SW	DM, SL, EM

Overall Rating for Standard I (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
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Unsatisfactory

Needs Improvement
DM

Proficient
CL, SL, SW, EM

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

CL: Jim remains in the center of all situations that ultimately lead to the best learning environment for the children of Carlisle. He works diligently with the finances, operations, personnel and networking so that he can facilitate the best education for our children. He is directly connected to the efforts of the principals and works to collaborate with faculty whenever possible. He supports the faculty and staff to the end that they are empowered to be at their best to educate.

DM: First the good news: Jim led an amazing team effort during the COVID shutdown in promoting remote learning and ensuring both technology and content were supporting students. His communications were excellent.

Now the bad news: Until there is systemic and early testing for dyslexia and other language-based learning disorders, combined with proper training of all staff in teaching to the entire student population, “Universal Design for Learning” remains only a phrase. For this reason, I give Jim a “Needs Improvement” grade in Instructional Leadership. Again, I focus on the word “leadership”. It would be a lost opportunity if Carlisle did not rise to the challenge of embracing leadership in educational approaches to a disability that affects 13% of the population.

EM: Jim continuous to promote culture of innovation and out-of-the-box thinking in most areas of student education, expanded work on student inclusion, and screening to improve supports to Regular Ed. Students. Carlisle has an opportunity to capitalize on unique opportunity with WestEd evaluation, fresh perspective from new director of special services, dyslexia law passed to improve services provided to most vulnerable population of students with language disabilities. The progress of work in special education was disrupted with Covid 19 shutdown, so it is that much important to lead in early testing and provides training that expends programming and includes all educational providers.

Jim was a tremendous leader during Covid 19, quickly responding and supporting teachers, students and family in online learning and set up. I have to commend Jim on level of communication and responsiveness to challenges of building a plane mid-flight. He is one of few

superintendents opened to bring and provide remediation services to bridge some of the skill regression for students on IEP per DESE recommendations, increasing the workload during busy fall planning stage.

SW: Prior to the school closure, it seemed that the issues of 1A-1E were moving positively. 1B has been a focus of this year, addressed through the new middle school schedule, enhanced tier 2 program and the expansion of UDL through the elementary school. Progress made with 1C should when students return to in school learning. Should remote learning continue in any capacity, 1C should be addressed to ensure that students aren't falling behind or missing out on mastery of skills.

Examples of evidence superintendent might provide:

- | | | |
|--|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Analysis of staff evaluation data | <input type="checkbox"/> Relevant school committee meeting agendas/materials |
| <input type="checkbox"/> Analysis of classroom walk-through data | <input type="checkbox"/> Report on educator practice and student learning goals | <input type="checkbox"/> Analysis of leadership team(s) agendas and/or feedback |
| <input type="checkbox"/> Analysis of district assessment data | <input type="checkbox"/> Student achievement data | <input type="checkbox"/> Protocol for school visits |
| <input type="checkbox"/> Sample of district and school improvement plans
d progress reports | <input type="checkbox"/> Analysis of student feedback | <input type="checkbox"/> Other: _____ |
| | <input type="checkbox"/> Analysis of staff feedback | |

Superintendent's Performance Rating for Standard II: Management and Operations

<i>Check one box for each indicator and circle the overall standard rating.</i>	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.			CL, SL, SW	DM, EM
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.			DM, CL, SL, SW, EM	
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.			DM, CL, SL, SW, EM	
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.			CL, SL, SW	DM, EM
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.			DM, CL, SL, SW, EM	
II-F Management and Operations During the Covid-19 Closure:			SW	DM, CL,

				SL, EM
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Overall Rating for Standard II (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.
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Unsatisfactory

Needs Improvement

Proficient
CL, SL, SW

Exemplary
DM, EM

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

CL: It is impressive that Jim has a full understating of each of these standards, at all times. His depth of knowledge and understanding about these standards is apparent in any meeting setting, in or out of the immediate school environment. He is as adept and knowledgeable about the budget as he is about the staff of legal issues.

This all came into play when we needed to close the school building in light of COVID-19. His knowledge comforted concerned parents and was essential in moving the school to distance learning overnight. Additionally he consistently offers what he can to support the town, comfortable in the knowledge of the assets and the function of those assets to the school. Jim is unique in his ability to have strength of knowledge and understanding in all of these areas. We benefit as a district that he can easily manage the operations portions of this responsibilities while still demonstrating strength in leadership and academics.

DM: I give Jim an “exemplary” rating based on the Schools’ attention to Social-Emotional needs, smoothly running support systems, and a very good response to COVID-19.

EM: Jim is an effective manager, his attention to wellbeing of students, budgetary decisions, navigating enrollment and staffing challenges without affecting student's quality education and Covid- 19 response, it is a well-deserved exemplary rating.

Examples of evidence superintendent might provide:

- Goals progress report
- Budget analyses and monitoring reports
- Budget presentations and related materials
- External reviews and audits
- Staff attendance, hiring, retention, and other HR data
- Analysis of student feedback
- Analysis of staff feedback
- Analysis of safety and crisis plan elements and/or incidence reports
- Relevant school committee meeting agendas/minutes/materials
- Analysis and/or samples of leadership team(s) schedule/agendas/materials
- Other: _____

Superintendent's Performance Rating for Standard III: Family and Community Engagement

<i>Check one box for each indicator and circle the overall standard rating.</i>	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.			SW	DM, CL, SL, EM
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.			DM, SW	CL, SL, EM
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.			DM, CL, SW	SL, EM
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.			CL, SW	DM, SL, EM
III-E. Family and Community Engagement During the Covid-19 Closure:			SW	DM, CL, SL, EM

Overall Rating for Standard III <i>(Circle one.)</i>	This education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.
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Unsatisfactory

Needs Improvement

Proficient
SW

Exemplary
DM, CL, SL, EM

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement or Unsatisfactory*):

SL: Mr. O’Shea did an outstanding job engaging the community on the Visioning work. Furthermore, when the school closed in response to the global pandemic, Mr. O’Shea communicated regularly with the community through weekly zoom meetings, email newsletters, and very well-attended School Committee meetings. His warm and approachable style eased the stress of a very difficult time and his ability to listen enabled the school community to stay focused on the needs of our students.

CL: It is clear that Jim appreciates that while the children are his first priority, they come with families and a community. As a superintendent he engages fully with the student, parent/guardian, and community populations. He is sincere in his interest in their welfare and easily moves to respond to their needs. Ultimately Jim does a great deal to build a positive, enthusiastic school atmosphere for everyone. He also serves as a great liaison between the town and the school. Additionally, Jim consistently involves faculty, staff, parents/guardians and the community in just about every opportunity that arises. He communicates well with all stakeholders, keeping everyone in the loop.

During COVID-19, Jim augmented what the faculty and staff were doing with superintendent Zoom coffees and Zoom story time with children. His invitation to interact weekly and his presence spoke volumes to the school community. With the onset of COVID-19, Jim was inclusive. He tapped, as always, into the school community whenever possible, to make well informed decisions that were inclusive. Sometimes it helps to be a part of the process, even if things don’t go according to your plan. Jim allows stakeholders to be part of the process whoever he can.

DM: Jim’s welcoming way of engaging all stakeholders works well for the Schools and our community. He is a good communicator, takes individuals’ concerns to heart, and genuinely enjoys personal interaction. In this regard, he is a good fit for the Town of Carlisle.

EM: This is an area of Jim’s greatest strengths, he is an excellent communicator who seeks out stakeholders input in his decisions and forward planning, he is genuinely interested in the feedback and student experience.

SW: I think Superintendent O’Shea’s work on creating a representative visioning committee and streamlining of elementary school-home communication platforms were 2 successes of this year.

Examples of evidence superintendent might provide:

- | | | |
|--|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Sample district and school newsletters and/or other communications | <input type="checkbox"/> Analysis of survey results from parent and/or community stakeholders |
| <input type="checkbox"/> Participation rates and other data about school and district family engagement activities | <input type="checkbox"/> Analysis of school improvement goals/reports | <input type="checkbox"/> Relevant school committee presentations and minutes |
| <input type="checkbox"/> Evidence of community support and/or engagement | <input type="checkbox"/> Community organization membership/participation/contributions | <input type="checkbox"/> Other: _____ |

Superintendent's Performance Rating for Standard IV: Professional Culture

<i>Check one box for each indicator and circle the overall standard rating.</i>	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.			DM, CL, SW, EM	SL
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.			DM, CL, SL, SW, EM	
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.			CL, SW	DM, SL, EM
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.		SW	DM, CL, EM	SL
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.			DM, SW	CL, SL, EM
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.		DM	SW, EM	CL, SL
IV-G Professional Culture During the COVID-19 Closure:			DM, SW	CL, SL, EM

Overall Rating for Standard IV (Circle one .)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a district-wide culture of reflective practice, high expectations, and continuous learning for staff.
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Unsatisfactory

Needs Improvement

Proficient
DM, CL, SW

Exemplary
SL, EM

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

SL: Mr. O’Shea’s direct reports speak glowingly of him: of his positive attitude, his ability to listen and learn, his approachability, and his support for students, staff and faculty. He is informed about what’s going on and supports the school employees, while never crossing over into micro-management. He provides ample opportunities for Professional Development and creates a culture of learning together. His dedication to students is paramount and he excels at connecting with them in formal and informal settings.

CL: One of Jim’s greatest strengths is his outlook. He is a man of possibilities and optimistic vision. He is collaborative, open minded and supportive. He sincerely cares about all of our stakeholders, as people not constituents. This is conveyed in his written and verbal communication. He is honest and willing to own his mistakes - often with appropriate humor.

This strength has served Jim and Carlisle well though the many transitions of COVID-19. His approachability and collaborative nature have allowed stakeholders to share their concerns with Jim and know that they are heard. He has offered his successes and learned from other districts and superintendents through the professional network he established long ago. All to the benefit of our district and town.

DM: Jim sets a good tone here with the staff. He could move to the “Exemplary” column if he would address the deficiencies in service to Special Education and hold the entire staff to a higher expectation of educator training and equity in student achievement.

EM: Jim engages his staff, community to be part of his vision and empowers out of the box thinking, he is effective at empowering people to take leadership roles in areas of interest.

Examples of evidence superintendent might provide:

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Goals progress report <input type="checkbox"/> District and school improvement plans and reports <input type="checkbox"/> Staff attendance and other data <input type="checkbox"/> Memos/newsletters to staff and other stakeholders <input type="checkbox"/> School visit protocol and sample follow-up reports <input type="checkbox"/> Presentations/materials for community/parent meetings <input type="checkbox"/> Analysis of staff feedback <input type="checkbox"/> Samples of principal/administrator practice goals <input type="checkbox"/> School committee meeting agendas/materials | <ul style="list-style-type: none"> <input type="checkbox"/> Sample of leadership team(s) agendas and materials <input type="checkbox"/> Analysis of staff feedback <input type="checkbox"/> Other: _____ |
|---|---|

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent:	James F. O'Shea		
Evaluator:	Shannon May Lavery, Christine Lear, David Model, Eva Mostoufi, Sara Wilson		June 12, 2020
	Name	Signature	Date

Step 1: Assess Progress Toward Goals (*Circle one for each set of goal[s].*)

Student Learning Goal(s)	Did Not Meet	Some Progress	Significant Progress DM, EM	Met CL, SW	Exceeded SL
Professional Practice Goal(s)	Did Not Meet	Some Progress DM	Significant Progress EM	Met CL, SL, SW	Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress DM, EM	Significant Progress	Met CL, SL, SW	Exceeded
District Planning Goal(s)	Did Not Meet	Some Progress	Significant Progress DM	Met CL, SW	Exceeded SL, EM

Step 2: Assess Performance on Standards (Check one box for each standard.)

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. *For new superintendents, performance is on track to achieve proficiency within three years.*

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership		DM	CL, SL, SW, EM	
Standard II: Management and Operations			CL, SL, SW	DM EM
Standard III: Family and Community Engagement			SW	DM, CL, SL, EM
Standard IV: Professional Culture			DM, CL, SW	SL, EM



End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; circle one.*)

Unsatisfactory

Needs Improvement

Proficient
DM, CL, SW

Exemplary
SL, EM

Step 4: Rate Impact on Student Learning (*Check only one.*)

Low	Moderate DM, SW, EM	High CL, SL
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Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

Comments:

CL: Jim has full command of all aspects of his role as supervisor. He is well versed in the objectives of both administrators and faculty when it comes to the academic happenings, goals and progress of the school.

Additionally COVID-19 did not deter his ability to work with all stakeholders to lead them through the transition to distance learning. While it was not ideal in its form for all students and faculty without appropriate preparation, many students and faculty thrived in the challenge and seemed invigorated.

DM: Jim's impact on student learning will be higher as he guides the effort to focus more on the innovation of learning and the equity of a more substantive Special Education program.

EM: Jim has a strong connection to principals, teachers and students as his door is always open. He is very balanced in his approach to teaching a whole student and not just focusing on test scores. All of our students benefit from wraparound supports in social emotional and Tier 2 academic services, there is still work to be done to improve equity in achievement for students in tier 3 supports.

Final Comments:

SL: Headlines lamenting a lack of leadership abound in the worst of times and frankly - good leadership is a scarce commodity in the best of times. But right in our backyard, the Carlisle Elementary Schools are being led by our very own rock star. You won't hear it from him, though. Jim O'Shea doesn't toot his own horn for his skillful management of the recent school closures, or take credit for building consensus around a bold new vision for our schools. He is by all reports too **humble** for any self-aggrandizing and quick to give credit to others. While I have had the good fortune of working with him as a member of the School Committee, his direct reports - two Principals and the head of Student Support Services - have detailed insight into his daily conduct as Superintendent of Schools. When interviewing them for his annual performance review, they were effusive in their praise.

I heard repeatedly that one of Mr. O'Shea's greatest strengths is his **positive attitude**. Even when things are not going as one might like, Mr.



O'Shea acknowledges peoples' struggles, while lifting up their strengths. He creates a school culture of focusing on the positive by starting every leadership meeting with a review of CPS core values and our mission statement. Participants then share something from a teacher that reflects this mission. In doing so, he exposes and celebrates success.

Mr. O'Shea has **superb active listening skills**. He hears people and asks thoughtful questions. He gathers information and engages a huge variety of people, including faculty, staff, community members and students. His sociable and **empathetic** nature lowers your guard so that people, including students, can talk to him easily.

This cannot be stressed enough: he is **amazing with kids**. He is accessible and connects with them. Mr. O'Shea can be found eating lunch with them in the cafeteria, he meets with the student council, and students often hang out in his office. He sends hand-written Thank You notes to students when they make presentations, win awards, or present to the School Committee. This connection with students grounds him when making decisions. His clear underlying motive is to make changes because they create better educational choices for students.

Mr. O'Shea is a **prolific communicator**. This is something he has worked hard to improve upon, by sending weekly newsletters to parents, making detailed reports to the School Committee, and advising on multiple town initiatives, including the Master Plan Committee and the Emergency Response Team - responsibilities he takes on above and beyond his school duties. He holds regular meetings, sends agendas ahead of time, and is quick to reset meetings if they go off the rails.

In his interactions with faculty and staff, Mr. O'Shea looks for consensus and hangs in there until decisions arise naturally. He has a facilitated style of leadership that puts people at ease and aligns them towards a goal. His great sense of humor diffuses situations when things get hairy. He listens, but is not afraid to tell it like it is. This enables him to **develop trust quickly**.

Mr. O'Shea **will develop others** professionally. He creates a culture of learning together. He sets an example by his willingness to learn from faculty and staff. He allows people to say "I don't know." He is very much about Professional Development, helpful individual feedback, and challenging people's thinking by sharing different perspectives. Mr. O'Shea creates a teacher-driven workforce by allowing people to do their jobs, staying informed, but never micro-managing. He trusts the strengths of his direct reports and empowers staff to make decisions. One



indicator of his operational strength is that he gave his direct reports their own budgets to manage. This has both made them more accountable and allowed them to engage in multi-year planning.

Performance reviews often stress finding areas for improvement and I dutifully probed for these in my interviews (as well as reflecting on my own experience in working with Jim). Aside from some very minor comments about time management, Jim O’Shea’s direct reports had nothing but praise for him. They expressed gratitude to be working with him, see him as a role model, and admire his ability to stay calm and always listen a little more. If there are things Jim needs to improve upon, he probably knows what these are better than anyone. I hope that by pointing specifically to all that he is doing right, Mr. O’Shea will be encouraged to keep doing what he’s doing: providing outstanding leadership to the Carlisle Public Schools.

With great appreciation and
gratitude,
Shannon May Lavery
June 8, 2020

CL: Jim is an excellent superintendent on any given day. He is sincere in his relationships with all stakeholders, represents us well to the town, respects and collaborates well with faculty and staff and has a strong grasp on all aspects of his job. The groundwork of trust and collaboration he established with the community provided families a foundation of trust that the same care and knowledge would be used to guide the school through the transition to distance learning. And I believe that the transition and execution of distance learning in Carlisle went as well as we could have hoped in these circumstances.

Jim’s capabilities and optimism make him a pleasure to work with. I look forward to another productive year ahead.

Christine Lear

DM: Now in his second contract cycle, Jim has learned the job of Superintendent. He runs the day-to-day things quite well, his staff and the community like him, and the response to COVID was excellent.



Carlisle is a tiny school system that can only afford a dedicated Superintendent if that role is focused on educational leadership. We have two Principals who are well-qualified to do the rest. What we need is bold vision that keeps Carlisle at the forefront in educational innovation, personal growth, and equity for all students.

Jim is quite simply not yet bold enough. He is starting to find his voice by embracing the Visioning Committee and rising to the challenge of operating a district in the COVID and post-COVID world. Finances will be difficult for a couple of years, requiring that true innovation be promoted above a tweak of current practice.

Likewise, Special Education deserves a completely fresh look. Best practices abound in the nearby schools that have made this their mission, and a leader should be courageous enough to reach out for new ways of engagement that is both sensitive to the work of the staff but unafraid to constructively challenge prior practice.

I want to see Jim succeed, and I want the District to remain a leader both in achievement and in its philosophical approach to teaching. In his second contract cycle and for years to come, I hope Jim will challenge his own norms and channel his very strong interpersonal skills to bring lasting and impactful change to the Carlisle Public Schools.

David Model

EM: I was very impressed with Jim's adaptive and quick response to ever changing and challenging situation of navigating and delivering educational services to students post Covid19. Jim empowers others around him to try and share new approaches as much as experiences to help in students achievement. CPS is proud of being an innovative school, we need to innovate to benefit all students, and therefore interrupted work on Special Education Services needs to come back into focus.

Eva Mostoufi

FINAL EVALUATION TO BE SUBMITTED TO DESE:

OVERALL EVALUATION: Proficient

STANDARD I, INSTRUCTIONAL LEADERSHIP: Proficient

STANDARD II, MANAGEMENT AND OPERATIONS: Proficient



STANDARD III, FAMILY AND COMMUNITY ENGAGEMENT: Exemplary
STANDARD IV, PROFESSIONAL CULTURE: Proficient
IMPACT ON STUDENT LEARNING, GROWTH, AND ACHIEVEMENT: Moderate



DATE: 06/09/2020 WARRANT: 9120 AMOUNT: \$ 165,666.73

TO THE TREASURER OF THE TOWN OF CARLISLE
Pay to each of the persons named below, the sum set
against their respective names, amounting in the aggregate
to _____ Dollars

Priscilla Dumka, Town Accountant _____

Timothy D. Goddard, Chief Procurement Officer _____

Barbara T Arnold, Selectman _____

Luke R Ascolillo, Selectman _____

Nathan Brown, Selectman _____

Alan L Lewis, Selectman _____

Katherine T Reid, Selectman _____

CASH ACCOUNT: 00000 10200 TREASURER'S CASH WARRANT: 9120 06/09/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
10 National Grid	1 14123 55501	00002	20282	INV	06/09/2020	49489-10040 #11	94185		
				Gas Heat		130.51			
				Invoice Net		130.51			
						CHECK TOTAL		130.51	
10 National Grid	1 14123 55501	00002	20282	INV	06/09/2020	49489-10030 11	94186		
				Heating of		372.99			
				Gas Heat		372.99			
				Invoice Net		49489-10080 11	94224		
10 National Grid	1 14123 55501	00002	20282	INV	06/09/2020	164.66			
				Heating of		164.66			
				Gas Heat		164.66			
				Invoice Net		537.65			
						CHECK TOTAL		537.65	
150 PITNEY BOWES	1 12203 53410	00001	20534	INV	06/09/2020	3311296630	94222		
				School Adm		387.63			
				Postage		387.63			
				Invoice Net		387.63			
						CHECK TOTAL		387.63	
251 CONCORD MUSEUM	1 28318 55800	00001		INV	06/09/2020	Grade 5	94187		
				School Gif		120.00			
				Other Supp		120.00			
				Invoice Net		120.00			
						CHECK TOTAL		120.00	
343 W.B. MASON	1 24327 55800	00001	20660	INV	06/09/2020	210492549	94188		
				TeacherQ		17.60			
				Expenses		17.60			
				Invoice Net		C1144263	94223		
343 W.B. MASON	1 24327 55800	00001	20660	INV	06/09/2020	2.39			
				TeacherQ		2.39			
				Expenses		2.39			
				Invoice Net		210773258	94344		
343 W.B. MASON	1 24327 55800	00001	20660	INV	06/09/2020	4.79			
				TeacherQ		4.79			
				Expenses		4.79			
				Invoice Net		24.78			
						CHECK TOTAL		24.78	
422 Apple, Inc.	1 01209 58590	00001	20648	INV	06/09/2020	AC15644959	94189		
				SCHOOL ART		17,685.00			
				Technology		17,685.00			
				Invoice Net		17,685.00			
						CHECK TOTAL		17,685.00	
510 LABB	1 15102 55410	00000	20306	INV	06/09/2020	0520BU3363	94190		
				Tuition to		6,478.40			
				Tuition		6,478.40			
				Invoice Net		0602BU3363	94191		
510 LABB	1 15102 55410	00000	20306	INV	06/09/2020	4,534.88			
				Tuition to		4,534.88			
				Tuition		4,534.88			
				Invoice Net		11,013.28			
						CHECK TOTAL		11,013.28	

CASH ACCOUNT: 00000 10200 TREASURER'S CASH WARRANT: 9120 06/09/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
732 NESDEC 1 12103	55406	00000		INV	06/09/2020	B3388 1,395.00 1,395.00 CHECK TOTAL	94192		
1432 LANDMARK SCHOOL 1 15102	55410	00001	20305	INV	06/09/2020	25753 3,114.40 3,114.40	94193		
1432 LANDMARK SCHOOL 1 15102	55410	00001		INV	06/05/2020	33038 & 33039 7,039.56 7,039.56	94243		
1432 LANDMARK SCHOOL 1 15102	55410	00001		INV	06/05/2020	33041 5,759.64 5,759.64	94244		
1432 LANDMARK SCHOOL 1 15102	55410	00001		INV	06/05/2020	33040 6,719.58 6,719.58 CHECK TOTAL	94245		
1544 HERFF JONES 1 13523	54401	00001	20596	INV	06/09/2020	1015865 32.20 32.20 CHECK TOTAL	94194		
1587 MURPHY, HESSE, TOOMEY 1 12103	52409	00000	20315	INV	06/09/2020	77136 392.00 392.00 CHECK TOTAL	94195		
2385 SUPERDUPER PUBLICATION 1 12302	54401	00000	20679	INV	06/09/2020	2524976A 90.00 90.00 CHECK TOTAL	94196		
2975 SHERWIN WILLIAMS 1 14223	54408	00000	20657	INV	06/09/2020	9007-1 220.01 220.01 CHECK TOTAL	94225		
3034 PAR, Inc 1 12801	54401	00001	20674	INV	06/09/2020	8659B 537.84 537.84 CHECK TOTAL	94197		
4309 NASHOBA LEARNING GROUP 1 15102	55410	00000	20304	INV	06/09/2020	018876 9,785.00 9,785.00 CHECK TOTAL	94198		

CASH ACCOUNT: 00000 10200 TREASURER'S CASH WARRANT: 9120 06/09/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
4309 NASHOBA LEARNING GROUP	1 15102 55410	00000	20304	INV	06/09/2020	019023	94226		
			Tuition to	Tuition		8,993.00			
			Invoice Net			8,993.00			
4309 NASHOBA LEARNING GROUP	1 15102 55410	00000	20304	INV	06/09/2020	019024	94227		
			Tuition to	Tuition		8,464.00			
			Invoice Net			8,464.00			
4309 NASHOBA LEARNING GROUP	1 15102 55410	00000	20304	INV	06/09/2020	019196	94232		
			Tuition to	Tuition		11,109.00			
			Invoice Net			11,109.00			
			CHECK TOTAL			38,351.00			
4530 Wilson Language Traini	1 12302 54401	00001	20682	INV	06/09/2020	1800462	94345		
			SPED	Supplies		108.11			
			Invoice Net			108.11			
			CHECK TOTAL			108.11			
4969 GOVCONNECTION INC	1 12401 54200	00001	20673	INV	06/09/2020	70013814	94199		
			Texts, Reg	Technology		133.09			
			Invoice Net			133.09			
			CHECK TOTAL			133.09			
5257 Republic Services #095	1 14113 55505	00001	20257	INV	06/09/2020	0095-001496900	94200		
			CUSTODIAL	Waste Disp		217.00			
			Invoice Net			217.00			
5257 Republic Services #095	1 14113 55505	00001	20257	INV	06/09/2020	0095-001496899	94201		
			CUSTODIAL	Waste Disp		283.37			
			Invoice Net			283.37			
			CHECK TOTAL			500.37			
5561 Weston & Sampson Servi	1 14113 54403	00002	20294	INV	06/09/2020	6201330	94202		
			CUSTODIAL	WWTF		3,887.40			
			Invoice Net			3,887.40			
			CHECK TOTAL			3,887.40			
5962 Direct Energy Business	1 14123 55501	00002	20273	INV	06/09/2020	HS01876052	94203		
			Heating of	Gas Heat		20.80			
			Invoice Net			20.80			
5962 Direct Energy Business	1 14123 55501	00002	20273	INV	06/09/2020	HS01875246	94204		
			Heating of	Gas Heat		442.18			
			Invoice Net			442.18			
5962 Direct Energy Business	1 14123 55501	00002	20273	INV	06/09/2020	HS01875245	94205		
			Heating of	Gas Heat		76.89			
			Invoice Net			76.89			
5962 Direct Energy Business	1 14123 55501	00002	20273	INV	06/09/2020	HS01879539	94228		
			Heating of	Gas Heat		172.97			
			Invoice Net			172.97			
			CHECK TOTAL			712.84			

CASH ACCOUNT: 00000 10200 TREASURER'S CASH WARRANT: 9120 06/09/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
6252 Scholastic	54402	00001	20378	INV	06/09/2020	21431598	94233		
1 12503		School Lib	Supplies			653.00			
		Invoice Net				653.00			
						CHECK TOTAL			653.00
7541 Milestones	55410	00000	20299	INV	06/09/2020	26219-R	94206		
1 15102		Tuition to	Tuition			5,857.02			
		Invoice Net				5,857.02			
7541 Milestones	55410	00000	20299	INV	06/09/2020	26330	94229		
1 15102		Tuition to	Tuition			9,255.80			
		Invoice Net				9,255.80			
7541 Milestones	55410	00000	20299	INV	06/09/2020	26331	94230		
1 15102		Tuition to	Tuition			6,941.85			
		Invoice Net				6,941.85			
7541 Milestones	55410	00000	20299	INV	06/09/2020	26332	94231		
1 15102		Tuition to	Tuition			7,867.43			
		Invoice Net				7,867.43			
						CHECK TOTAL			29,922.10
8578 Konica Minolta B. Solu	52408	00000		INV	06/09/2020	266420876	94341		
1 14233		Maintenanc	Contracted			36.00			
		Invoice Net				36.00			
						CHECK TOTAL			36.00
8578 Konica Minolta Premier	52408	00001	20343	INV	06/09/2020	35630795	94346		
1 14233		Maintenanc	Contracted			1,183.40			
		Invoice Net				1,183.40			
						CHECK TOTAL			1,183.40
9639 EVERSOURCE	55502	00001	20272	INV	06/09/2020	26191191001 11	94347		
1 14133		Utility Se	Electricit			7,230.52			
		Invoice Net				7,230.52			
9639 EVERSOURCE	54403	00001	20309	INV	06/09/2020	27676760013 11	94348		
1 14113		CUSTODIAL	WWTF			376.63			
		Invoice Net				376.63			
						CHECK TOTAL			7,607.15
9933 Pearson (Clinical)	54401	00000	20678	INV	06/09/2020	9506913	94349		
1 12302		SPED	Supplies			255.46			
		Invoice Net				255.46			
9933 Pearson (Clinical)	54401	00000	20683	INV	06/09/2020	9506837	94350		
1 12302		SPED	Supplies			68.00			
		Invoice Net				68.00			
9933 Pearson (Clinical)	54401	00000	20675	INV	06/09/2020	9506891	94351		
1 12801		School Psc	Supplies			1,265.69			
		Invoice Net				1,265.69			
9933 Pearson (Clinical)		00000	20677	INV	06/09/2020	9506912	94352		

CASH ACCOUNT: 00000 10200 TREASURER'S CASH WARRANT: 9120 06/09/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
1 12302	54401	SPED	Invoice Net	Supplies		583.64			
						583.64			
						CHECK TOTAL	2,172.79		
10562 STUTTERING THERAPY RES	54401	00000	20676 INV	06/09/2020		WIBOG080	94207		
1 12302		SPED	Invoice Net	Supplies		76.96			
						76.96			
						CHECK TOTAL	76.96		
10595 QBS INC	54401	00000	INV	06/09/2020		I020048	94354		
1 12302		SPED	Invoice Net	Supplies		425.00			
						425.00			
						CHECK TOTAL	425.00		
10697 NEXVORTEX INC	55503	00000	20311 INV	06/09/2020		776024	94208		
1 14133		Utility Se	Invoice Net	Telephone		544.83			
						544.83			
						CHECK TOTAL	544.83		
10969 JOHNSON CONTROLS FIRE	54408	00000	INV	06/09/2020		8684617	94353		
1 14223		Maintenanc	Invoice Net	Contracted		5,187.29			
						5,187.29			
						CHECK TOTAL	5,187.29		
11125 NOELLE GROESCHEL MORRE	52408	00000	20551 INV	06/09/2020		5	94209		
1 12302		SPED	Invoice Net	Contracted		1,860.00			
						1,860.00			
						CHECK TOTAL	1,860.00		
11223 TSA CONSULTING GROUP I	52408	00000	20313 INV	06/09/2020		49803	94355		
1 12103		School Com	Invoice Net	Contracted		62.04			
						62.04			
						CHECK TOTAL	62.04		
11298 CONWAY OFFICE SOLUTION	52408	00001	20385 INV	06/09/2020		in2414036	94342		
1 14233		Maintenanc	Invoice Net	Contracted		89.56			
						89.56			
						CHECK TOTAL	94343		
11298 CONWAY OFFICE SOLUTION	52408	00001	20385 INV	06/09/2020		in2409908	94343		
1 14233		Maintenanc	Invoice Net	Contracted		9.52			
						9.52			
						CHECK TOTAL	99.08		
11322 JEREMY F RONKIN	55800	00000	INV	06/09/2020		3	94234		
1 24331		STARS	Invoice Net	Expenses		5,000.00			
						5,000.00			
						CHECK TOTAL	5,000.00		

CASH ACCOUNT: 00000 10200 TREASURER'S CASH WARRANT: 9120 06/09/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
11402 NORTHEAST BEHAVIORAL H	00000 55410	20307	INV	Tuition to Invoice Net	06/09/2020	047997 4,363.58	94338		
11402 NORTHEAST BEHAVIORAL H	00000 55410	20307	INV	Tuition to Invoice Net	06/09/2020	047966 6,713.20	94339		
				CHECK TOTAL		11,076.78			
11534 NEXT GEN SUPPLY GROUP	00000 54401	20627	INV	CUSTODIAL Office sup Invoice Net	06/09/2020	208544 510.42	94210		
				CHECK TOTAL		510.42			
11696 EXPANDING EXPRESSION L	00000 54401	20685	INV	Supplies Invoice Net	06/09/2020	18862 308.00	94211		
				CHECK TOTAL		308.00			
11710 MEGHAN ROSE	00000 55800		INV	Music Other Supp Invoice Net	06/09/2020	04/29/2020 50.00	94212		
				CHECK TOTAL		50.00			

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61 INVOICES
=====
WARRANT TOTAL 165,666.73
CASH ACCOUNT BALANCE 17,500,312.85
=====



06/09/2020 13:07
1075pris1

Town of Carlisle
ACCOUNTS PAYABLE WARRANT REPORT

P 1
apwarrnt

DATE: 06/09/2020 WARRANT: 9220 AMOUNT: \$ 373,404.15

TO THE TREASURER OF THE TOWN OF CARLISLE

Pay to each of the persons named below, the sum set
against their respective names, amounting in the aggregate
to _____ Dollars

Priscilla Dumka, Town Accountant _____

·
Timothy D. Goddard, Chief Procurement Officer _____

·
·

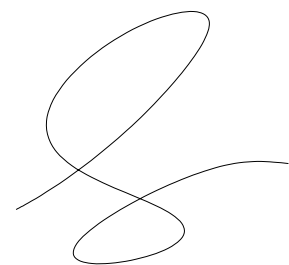
Barbara T Arnold, Selectman _____

·
Luke R Ascolillo, Selectman _____

·
Nathan Brown, Selectman _____

·
Alan L Lewis, Selectman _____

·
Katherine T Reid, Selectman _____

 6/10/2020

MUNIS FINANCIAL MANAGEMENT SOLUTIONS

WELCOME TO THE NEIGHBORHOOD



06/09/2020 13:07
1075pris1

Town of Carlisle
PREPAID INVOICE LIST

P 2
apwarrnt

WARRANT: 9220 06/09/2020

VENDOR	VENDOR NAME	R	DOCUMENT	PO	TYPE	DUE DATE	AMOUNT	VOUCHER	CHECK	COMMENT	
CASH ACCOUNT: 00000			10200	TREASURER'S CASH							
	482 payroll other g	00000	94238		DD	06/05/2020	337,963.70		1000159	Instructional Salaries	
	INVOICE:										
	482 payroll other g	00000	94239		DD	06/05/2020	5,232.42		1000160		
	INVOICE:										
	482 payroll other g	00000	94240		DD	06/05/2020	18,820.31		1000161		
	INVOICE:										
	482 payroll other g	00000	94241		DD	06/05/2020	2,323.50		1000162		
	INVOICE:										
	482 payroll other g	00000	94242		DD	06/05/2020	9,064.22		1000163		
	INVOICE:										
							373,404.15	CASH ACCOUNT	00000	10200	TOTAL

MUNIS FINANCIAL MANAGEMENT SOLUTIONS

WELCOME TO THE NEIGHBORHOOD



06/09/2020 13:07
1075pris1

| Town of Carlisle
| DETAIL INVOICE LIST

| P 3
| apwarrnt

CASH ACCOUNT:

UNDEFINED ACCOUNT.

WARRANT: 9220 06/09/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
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** END OF REPORT - Generated by Priscilla Dumka **