

**SCHOOL COMMITTEE MEETING  
AGENDA  
FRIDAY, MAY 8, 2020  
8:30-9:45 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/321756655>  
Meeting ID: 321 756 655

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. Meeting of May 1, 2020

**III. Information/Discussion Items**

- A. 8:35-8:50: Update on School Closure
- B. 8:50-8:55: Kindergarten and Pre-K Fees and Vote
- C. 8:55-9:05: Student Opportunity Act Presentation and Vote
- D. 9:05-9:20: Superintendent Evaluation

**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

Friday, May 1, 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.

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; Nancy Anderson, Assistant to the Superintendent.

Meeting Documents:

Minutes of April 17, 2020	Joint Meeting with FinCom of April 20, 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/321756655>

Meeting ID: 321 756 655

**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 8:35 a.m. Ms. Lear announced that the meeting is being recorded.

**II. Review/Approve Minutes**

- A. Ms. Wilson moved to approve minutes of April 17, 2020; Ms. Mostoufi seconded the motion. The following votes were taken in roll call: Lear, aye; Mostoufi, aye; Wilson aye.
- B. Ms. Wilson moved to approve the minutes of the Joint Meeting with the Finance Committee of April 20, 2020; Ms. Mostoufi seconded the motion. The following votes were taken in roll call: Lear, aye; Mostoufi, aye; Wilson, aye.

**III. Information/Discussion Items**

- A. Update on School Closure. Jim O’Shea introduced Marcella Pixley, 8<sup>th</sup> grade Language Arts teacher. Darian Cosic, an 8<sup>th</sup> grader, is working on a passion project of his own choice; writing about living through the pandemic. He shared some of his writing that included keen observations, where he talked about looking more deeply at everyday items. It was a detailed, thoughtful piece. Rachel Levy, K-5 art teacher, was introduced

next. Ms. Levy said this has been a challenging time. She has created many videos for students, and does a live video every other week. Ms. Levy noted that some kids don't have many supplies at home so she has to be creative. She wants all students to participate and feel good. Ms. Levy shared couple of clips from videos she has done. The first theme presented was Art and Science, where students learned about fluid dynamics and created art in a glass. She then shared some of her Snail Collage lesson. Ms. Levy does an art show at the end of each lesson where the students share the work they have done. She is happy because usually in class she doesn't have time for students to share like that. Mr. O'Shea continued with the closure update, and referenced Phase III, which is the span of time from the day after April vacation through the end of the school year. The School is currently making plans to have students pick up their materials. It is noted that pick up times will be staggered and physical distancing will be in place. The School is planning for the summer, but it is difficult to plan in full with such limited information. Mr. O'Shea is putting together a task force of educators, parents and LEPC members to talk about options for reopening school in the fall. With guidance from the State, the School is paying all Out of District tuitions because those schools are providing services to our students. Carlisle is helping to sustain the educational system both public and private. The School staff and families had a well-deserved April vacation. Mr. Model, who had joined the meeting, asked about what the status was on payment to the bus company. Mr. O'Shea shared that a MOA is being developed in regards to the bus company, Bedford Charter. Sue Pray added that the School had adjusted the monthly invoice for April, and people at town hall are following the Massachusetts General Law that says Towns can't pay for goods and services unless they are received. Bedford Charter still has leases to pay for and other expenses; the fear is that if we don't pay, it is not sure what will happen to them. Mr. Model asked about bus drivers, who are not furloughed. He also asked if Bedford Charter received its bank loan. When organizations receive this loan, it starts an 8 week clock where they show their payroll, and their loan is forgiven. The concern is that if Carlisle paid Bedford Charter and then Bedford Charter had their loan forgiven they would in essence be paid twice. Per Susan Pray, "Bedford Charter will guarantee an invoice credit if Carlisle double paid this year." DESE guidance is to pay proportionate; Mass law says don't pay. Mr. Model supported that this issue get resolved legally. Mr. O'Shea noted that Counsel is looking at the MOA document.

- B. Kindergarten and Pre-K Fees. Mr. O'Shea stated that the School charges a fee for Kindergarten and Pre-K students. Currently, we have 47 K and 9 Pre-K students, and families are asking for reimbursement because school is closed. It was noted that these fees are used to offset teacher salaries. Teachers are also providing distance learning to these young students. Mr. Model does not want to deviate from our fee model as the School is still providing services to students; Ms. Wilson and Ms. Lear agreed. Ms. Wilson asked in the case of a hardship, is there an avenue families can go through to receive financial assistance, and the answer is yes. Ms. Lear added that the teachers are doing their best, and we need resources to pay our teachers. She did not support refunding any fees. This will be voted on at the next School Committee meeting.
- C. Student Opportunity Act Plan. Mr. O'Shea explained that the Student Opportunity Act (SOA) is legislation that was passed to bring more chapter 70 funding to municipalities. Through the SOA, the Town of Carlisle was projected to receive about 50,000 in

additional funds. Schools were asked to identify how they would spend the additional funds; specifically, how funding would be used to address student need. It was noted these funds go to the Town. Mr. O'Shea shared his screen, explaining the plan to focus on student subgroups such as students with IEPs and Tier II students, and also all students for literacy instruction. There is demonstrated targeted student support with the continued use of Foundations, our research-based literacy program. Mr. Model was troubled by the mechanics, because the Town is receiving the funds. Mr. O'Shea noted that the Town provides the School with excess funding above the foundation budget, and these Funds go to the municipality. Mr. O'Shea attended multiple meetings about the SOA and noted that all schools have been asked to submit the forms. Mr. Model asked that the communication to the State be very clear. Mr. O'Shea will forward all documentation to the Committee and asked to review the process and vote at the next meeting.

- D. Carlisle Recreation Use of School for the Summer. Ms. Lear said that Carlisle Recreation (RecCom) is hoping to use the school for its summer program. Mr. O'Shea said we are going to have to wait and see what happens next. If we get approval from the Board of Health we would be willing to let our areas be used in a safe way. Everyone needs to understand that the School has its own summer program and may have a broader program which we have to prioritize with all of the work that has to be done to reopen school. That said, if the School can, it is willing to help and support the community and the Recreation Commission. Ms. Lear noted that the school parking lot will be torn up in the summer due to the solar project. Mr. Model added that the School can give RecCom conditional assurance; if the governor gives permission to open the school, we can open it for recreation. Mr. O'Shea needs more information before a decision can be made and suggested the three entities meet and discuss specifics. He added that discussion is all hypothetical at this point. Ms. Mostoufi asked if RecCom has a deadline, and the answer was no, the Director is just looking for information at this time. Mr. O'Shea will reach out to Holly Mansfield, the Director of RecCom.
- E. Memorandum of Agreement (MOA) on the Educator Evaluation Process. Mr. O'Shea stated that the Carlisle teachers are working very hard, and the educator evaluation program is woven into the teachers' contract. Because of the school closure, some criteria on evaluations cannot be met. Mr. O'Shea has worked with Linda Vanaria about what can be done to streamline the evaluation process. Some requirements have been changed; for example, no end of year evidence is due for some staff members and all observations prior to March 13 will suffice, even if criteria is not met. Mr. O'Shea wants to move forward with all of the evaluation minutia and have teachers concentrate on working with students. Ms. Wilson voted to waive the usual practice of discussing an issue at one meeting and voting on it at the next; Ms. Mostoufi seconded the motion. The following votes were taken in roll call: Lear, aye; Model, aye; Mostoufi, aye; Wilson, aye. Mr. Model made a motion to accept the Memorandum of Agreement as presented; Ms. Wilson seconded the motion. The following votes were taken in roll call: Lear, aye; Model, aye; Mostoufi, aye; Wilson, aye.
- F. Superintendent Evaluation. Mr. O'Shea discussed the process of completing the yearly Superintendent Evaluation by the School Committee. He shared that the DESE was looking at a new rubric. Previously, the form included standards, indicators and elements. The new rubric just has standards and indicators, and the indicators haven't

changed. The procedure has been that the Superintendent writes an update in a template, then the School Committee members each comment on Superintendent goals and standards, and write an evaluation. Mr. O'Shea proposed that he share an update on his goals next week, then have a 2 week period for the Committee to review the documents and meet with him, submit the completed forms to Ms. Anderson by May 22, then the forms will be compiled and shared by May 29. Ms. Lear supported the timeline. Mr. Model wants to confirm specifically what members are evaluating. Ms. Mostoufi shared that at the Region, members are looking at an overview of the goals that were completed prior to school closing, then what happened after the closure. The Region is not adopting the new rubric because it involves a lot of evidence, is too time consuming, and people are too involved with issues related to the rapidly changing school. MASC has sent out information on evaluating superintendents since the closure that should be referenced. Mr. O'Shea will talk with Laurie Hunter about creating an evaluation document for goals, standards, and an added standard about the school closure. Ms. Mostoufi said that the Committee can evaluate per DESE, where the Superintendent comes up with high level summary of what was done before and after the closure. She suggested each member meet with Mr. O'Shea, ask questions, and then use the former DESE scale, not the new one. She wants to be mindful of Mr. O'Shea's time and doesn't want him chasing evidence. She added that managing the closure has been a huge job. Mr. O'Shea said that he will share the high level summary on May 8, and he will adjust the summary as needed. At that point, the evaluation chart will be distributed to the Committee. Members will have two weeks to process their feedback and submit it to Ms. Anderson to compile for May 29<sup>th</sup>. Mr. Model asked that the School Committee look at the goals set at the beginning of the year and assess Mr. O'Shea's work before the closure, and then how Mr. O'Shea managed the School after that. It was felt that Superintendents would not be penalized for what wasn't done this year. Mr. Model added that planning for the 2020-2021 school year is very important. The overall objective is to assess how Mr. O'Shea progressed with his goals, how did he react to the challenge of the closure and what goals need to be set to prepare for the challenges coming ahead? Mr. Model added that FinCom needs a 5% cut in the budget, and this is a main piece of the School Committee's job. This committee should weigh in about this before Town elections because this committee has lived through the closure. Mr. O'Shea will draft documents and share with Ms. Lear and Ms. Wilson.

#### **IV. Members'/Committee Reports as Needed**

Region: Ms. Mostoufi reported that the Concord curriculum committee has been meeting and shared what Concord teachers are doing. They will coordinate with Kim Reid about student testing for Carlisle 8<sup>th</sup> graders moving to CCHS. The thought is that the first month back in school will be a review of skills so students are more prepared. Mr. Model added that the Region has two online classes per week per subject. The Region is well funded and students are taking to online learning well.

Municipal Facilities: Ms. Lear reported that all spending is on hold, though the Committee is still planning projects. Rob Fortado continues to help sanitize objects and areas in Town. Ms. Lear also attended a MASC group meeting where other districts talked at length about how they are struggling to feed their kids. The solar project is progressing, and the color of the pillars holding up the panels has to be decided. Mr. Model supports a Carlisle blue color and did not support

white as it would show marks too much. Ms. Mostoufi also wants a color that won't show marks, and agrees blue is a good choice. Ms. Lear will tell Jonathan DeKock to choose blue. Visioning: Mr. O'Shea reported that the Committee is working on documentation.

#### **V. Warrants**

- A. Payroll Warrant #8020; \$350,186.23
- B. Accounts Payable Warrant #8220; \$34,293.22
- C. Accounts Payable Warrant #7920; \$47,305.54\*

\*Town Hall removed the bus bill from this warrant; the adjusted amount is \$16,420.24. The bus bill is being held at Town Hall.

#### **VI. Action Items**

There were no action items.

#### **VII. Public Comments**

There were no public comments.

#### **VIII. Adjourn Meeting**

Mr. Model made a motion to adjourn the meeting; Ms. Mostoufi seconded the motion. The following votes were taken in Roll Call: Lear, aye; Model, aye; Mostoufi, aye. Ms. Wilson had left the meeting. The public meeting was adjourned at 9:46 a.m.

Respectfully submitted,

Nancy Anderson  
Assistant to the Superintendent

**Commitment 1: Focusing on Student Subgroups**

Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

Focus on students with IEPs who also require summer services  
Students in need of Tier 2 supports to meet curricular expectations  
All students for literacy instruction K-3 (Foundations)

**Commitment 2: Using Evidence-Based Programs to Close Gaps**

What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?

Targeted Student Support  
Enhanced summer school for students in need of summer services  
Tier 2 support in grades 1-8

Research Based Literacy Program  
Continue the implementation of Foundations Grades K-3

**Commitment 3: Monitoring Success with Outcome Metrics and Targets**

What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own.

We will utilize DESE metrics including ELA MCAS, Math MCAS and Science MCAS

**Commitment 4: Engaging All Families**

How will your district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their students' needs?

Previous discussions with SEPAC, SAC and School Committee

**Certifications:**

By checking here, I certify that our district has engaged stakeholders in our district in accordance with the Student Opportunity Act

Please summarize your stakeholder engagement process, including specific groups that were engaged:

By checking here, I certify that our district's school committee voted on our Student Opportunity Plan.

Date of vote:

Outcome of vote:

## *Student Opportunity Plans*

### **Frequently Asked Questions**

*As of March 10, 2020*

#### **New: Submitting Plans**

##### *How do I submit my district's plan?*

Each superintendent has been sent a link to access the submission form along with a specific login and password. Please reference that email to submit your plan.

##### *What if I didn't receive the submission link email or can no longer find my login or password?*

Please email [SOAPlans@doe.mass.edu](mailto:SOAPlans@doe.mass.edu) before the April 1 deadline, and we can send you another login and password.

##### *The submission link didn't work. What should I do?*

Please email [SOAPlans@doe.mass.edu](mailto:SOAPlans@doe.mass.edu) as soon as possible if you are not able to access the link.

##### *Is the submission form different than the template?*

No. The submission form has been designed using the template provided to you in February. If you have been using the template to draft your plan, you will be able to copy and paste your responses directly into the submission form.

##### *Can more than one person use the login credentials?*

Login credentials can be shared with a designee, however, only one person can be logged in at a time. You can save your work in the form at any point and return later to complete the submission.

##### *We made a mistake and prematurely hit submit before we were ready. What can we do?*

Please email [SOAPlans@doe.mass.edu](mailto:SOAPlans@doe.mass.edu), and we will work with you to submit an updated plan.

##### *When will DESE respond to my submitted plan?*

The Department will communicate with districts as soon as possible about their plan and whether their plan will be returned for amendments. We aim to complete these reviews by mid-May, especially for districts completing a long form plan.

##### *Will my plan be posted publicly?*

Yes. The SOA requires that districts post plans on their websites and that DESE post all plans on its website. The Department will notify a district before it posts the district's plan.

#### **Materials, Information, and Requirements**

##### *Where can I find information that DESE is posting on Student Opportunity Plans?*

All materials and updates can be found at <http://www.doe.mass.edu/commissioner/spec-advisories/soa.html>

##### *Will exemplars for the SOA plans be provided?*

Exemplars can be found starting on Page 8 of the guidance for short form plans and Page 9 of the guidance for long form plans.

*Is it possible to extend the April 1, 2020 deadline for the submission of plans?*

Because the April 1 deadline is in the Student Opportunity Act itself, the deadline cannot be extended.

*What are the consequences if our district does not submit our plan by the April 1, 2020 deadline?*

The Department will reach out directly to any district that does not submit their SOA plan by the April 1 deadline to discuss next steps.

*What will the amendment process look like after April 1?*

The Department will release more information in the coming months regarding the amendment process.

*Are charter schools required to submit short or long form plans?*

Charter schools are not required to submit an SOA plan by the April 1 deadline. Charter schools will submit related information as part of their annual reports, which are due on August 1. The charter school office will share additional information.

*Do regional school districts with superintendency unions need to create a plan for each district?*

Yes. Each district is required to submit a plan. Every district that is part of a superintendency union will need to submit a plan.

## Evidence-Based Programs

*What if I am considering a program for my Student Opportunity Plan that is not one of the 17 evidence-based program examples identified by DESE and does not fall within one of the 9 evidence-based program categories outlined in the Student Opportunity Act statute?*

If you are considering a program outside of these 17 examples and 9 program categories, it will be important for you to cite specific research and demonstrate that the program is evidence-based. You should refer to the [“Evidence-Based Program Examples” guidance document \(download\)](#) DESE released the week of February 10, 2020, which will provide examples of the types of evidence needed to make an effective case for the selected program. Your plan will also need to include a description as to why a program aligned to one of the nine categories in the law would not be effective in reducing disparities in student achievement in your district (this is a statutory requirement).

*One of the priority programs is “expanded access to pre-kindergarten.” If a district does not have free full-day kindergarten and wants to expand kindergarten access, would this program be considered a priority area?*

Yes. Expanded access to pre-kindergarten is one of the 17 evidence-based program examples identified by DESE. In the nine evidence-based categories of the Student Opportunity Act, one is “Expanded early education and pre-kindergarten programming within the district in consultation or in partnership with community-based organizations.” A kindergarten expansion priority would fit nicely within this program category.

## Budget and Finance

*If our community receives the minimum per pupil amount in Chapter 70 aid, does our district still need to submit a Student Opportunity Plan?*

Yes. The law requires that each school district submit a Student Opportunity Plan by April 1, 2020 regardless of the level of state aid each district expects to receive. The Department created the short form template (two pages) in recognition that many districts are not receiving substantial new funds, but all districts can make progress in closing persistent achievement gaps.

*Our community is expected to receive a small amount of incremental Chapter 70 aid in FY21 and might not see any increase in the school district's appropriation. What do we put in our plan if we do not receive an increase in our appropriation next year?*

If a district is expected to receive minimal or no increases in Chapter 70 aid, we recommend the district document existing programs targeted to closing achievement gaps for subgroups or reallocate existing funds, whether General Fund or grant funds, to ensure such programs are in place.

*Is there a recommended split for the amount of funding spent on ongoing operational costs versus SOA evidence-based programs for short form districts?*

No. We recommend that you allocate to SOA programs an amount appropriate to address the needs of your student subgroups, but there is no specific dollar figure that we recommend targeting for evidence-based programs. We recognize that many short form districts are not receiving substantial additional funding; in these cases, we recommend districts document existing programs targeted towards closing achievement gaps for subgroups or reallocate existing sources of funds, whether General Fund or grant funds, to ensure such programs are in place.

*Does the "supplement, not supplant" requirement apply to SOA funds?*

"Supplement, not supplant" requirements apply to the use of federal funds. If you have a specific question about the use of your district's federal funds and its relation to your SOA plan, please email DESE's Grants Office at [federalgrantprograms@doe.mass.edu](mailto:federalgrantprograms@doe.mass.edu).

*What happens if the legislature's final budget is different from the Governor's House 2 FY21 budget?*

Districts should continue to create their plans based on the Governor's House 2 FY21 budget. If Chapter 70 information changes as part of the legislative process, we will provide additional information regarding how and if it will impact your district's plan.

*What is the timing of the "multiplier funds" for Priority Programs identified by the Commissioner?*

We have not yet identified a timeline for the release of competitive grants for districts that chose Priority Programs but expect to make an announcement later this school year.

*What if our long form district is in a unique financial situation and is unable to meet the recommended levels of SOA program spending (long form only)?*

While we expect that long form districts will work hard to make the recommended incremental Chapter 70 funds available for evidence-based programs, we recognize that local districts have individual conditions that will inform the level of funding available. If you expect to deviate from DESE's recommended funding levels for SOA programs, you should schedule a meeting with DESE to discuss your district's situation prior to the April 1 deadline. If this applies to you, please email [SOAplans@doe.mass.edu](mailto:SOAplans@doe.mass.edu).

*What does "incremental Chapter 70 aid" mean? Does it mean the amount over three years or over one year (long form only)?*

Incremental Chapter 70 aid as used throughout the guidance materials means the difference between your community's Chapter 70 aid in FY2020 and expected aid in FY2021, using the Governor's FY21 House 2 budget numbers. While Student Opportunity Plans are for three years, districts do not yet have detailed budget

information to plan for the second or third years of their plan. Long form districts will submit additional budget information for these later years via an amendment process, which will be addressed in the coming months.

*If we are a long form district funding an evidence-based program in FY20 using private funds that are scheduled to expire in FY20, but we want to continue this program as part of our SOA plan in future years, how should we address this in the budget file? Would this program count in our “Year 0” budget (long form only)?*

Programs that are funded by private funds (not General Fund or state or federal grants) would not count towards your Year 0 budget in the budget template. However, you may include the cost of this program in your Year 1 budget if you expect to continue this evidence-based program using public funds.

## **Metrics and Targets**

*How can we effectively plan if targets will not be set until the fall?*

Until targets are set with the latest data from the current school year (SY2019-20), we recommend that districts use their most recent data to plan.

## **Stakeholder Engagement**

*What if our school committee’s vote on our SOA plan is scheduled for after April 1, 2020?*

Districts must submit their plan by the April 1 deadline even if the school committee has not yet approved the district’s plan. You will have an opportunity to submit the school committee certification regarding the vote and outcome through an amendment process at a later date. However, districts are strongly encouraged to have school committees vote prior to the April 1 deadline.

*How can our school committee approve the SOA plan if our FY21 budget is scheduled to be voted on after April 1?*

When approving SOA plans, school committees are voting on the four commitments outlined in the plan narrative and an aligned resource plan. However, this is separate from the budget vote that school committees will take on the full budget later in the school year.



# Carlisle Public Schools

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

## Superintendent Goals 2019-2020 Updated May 2020

### District Planning Goal

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

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 Carlisle Visioning Committee (CVC), which was formed and started meeting in November and has met at least once a month since its inception.</p> <p>The CVC engaged a variety of constituent groups in the process of gathering insight, impressions and desires for the future of learning in the Carlisle Schools. This input and feedback is being synthesized into our vision statement and portrait of a graduate.</p> <p>The CVC also formed a subcommittee on Innovation, Research and Best Practices, which reviewed current educational research to assess whether or not our community desires were in</p>	<p>The Visioning Committee has continued to meet and work (even more frequently than planned) throughout the school closure. The group is in the process of wordsmithing our statements and looking at how we will operationalize these identified aspirations in the near future and the years to come.</p> <p>We believe the “vision” and “portrait” which emerge from this work will reflect both the desires of our community and current educational research. The Visioning Committee is working to begin socializing a draft of these documents in the weeks ahead.</p>

	<p>line with current educational research.</p> <p>The CVC has continued meeting through the closure and is making progress towards our goals.</p>	
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**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 with which we desire each of our students to graduate. 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
<p>Conduct Evaluation and Supervision training with Admin Team</p> <p>Conduct frequent Supervisory check-ins to ensure compliance with evaluation schedule, consistency among evaluators and to address supervisory challenges.</p>	<p>Evaluation training and calibration has taken place.</p> <p>Supervisory check-ins have taken place on a frequent and consistent schedule.</p>	<p>Our administrative team has worked closely to develop a shared understanding and practice as it pertains to supervision and evaluation, and we have worked hard to ensure that our faculty and staff receive the level of professional supervision they deserve. We are fortunate to have a highly professional and competent faculty and this process should reflect both the shared high</p>

		<p>expectations we hold for all district employees and the respect that is deserved and has been earned by our exceptional faculty and staff.</p> <p>As a result of the school closure, the Carlisle School Committee and the Carlisle Teachers Association have signed a Memorandum of Agreement pertaining to the process of supervision and evaluation for the 2019-2020 school year. We believe this agreement supports teachers and supervisors during these challenging times and will ensure that we are in compliance with supervision and evaluation requirements during this school closure.</p>
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**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>            Increase use of UDL at Elementary            Provide PD and support for the implementation of UDL</p>	<p>The focus of professional development and early release time at the elementary level has been UDL.            On Wednesday, December 11<sup>th</sup> Tara Trainor presented a workshop on UDL for our elementary faculty.</p>	<p>The enhancement of UDL strategies has been a focus for the elementary school this past year, with teachers engaging in professional development activities and implementing new strategies and approaches in their classrooms.</p>

<p>Ensure that all students are being assessed using a standardized progress monitoring system.</p> <p>Use student performance data to identify students requiring supplemental services.</p> <p>Enhance our Tier II support for students in middle school.</p> <p>Work with faculty and staff to identify best practices in Tier II support</p> <p>Provide faculty and staff with professional development to support successful implementation of Tier II supports.</p> <p>Utilize Tier II blocks effectively to address student needs</p> <p>Gather data and assess Tier II interventions.</p> <p>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>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 students.</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 has conducted ongoing assessment of the new middle school schedule and has recommended some adjustments for 2020-2021.</p>
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Support the work of our new Director of Student Support Services in addressing the needs of our special education students and department. Utilize feedback from Director’s entry plan along with the report on the special education review conducted by WestEd to identify and implement strategies to support improvement in our delivery of special education services.

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

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.

were used to guide the continued improvement of our Student Support Services department.

The Special Education Subcommittee was a beneficial addition to our communication and feedback process. It has proven to be a valuable venue for the engagement of both faculty and families in conversations pertaining to our special education services and service delivery.

Prior to the school closure the Student Support Services Director worked closely with her department to identify changes to our service delivery model and practices for the 2020-2021 school year. The director also worked with her team to develop a more robust summer school program for students requiring these services, set to be implemented for the summer of 2020.

Since the school closure, the Director has continued her outstanding work maintaining high expectations and ensuring extraordinary support for students and families.

Tremendous progress has been made this year and

		planning has been done for further progress in 2021.
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**School Closure**

During the first weeks in March we initiated conversations with the Carlisle School Committee regarding possible plans to close schools in response to COVID-19. On the evening of March 12, we held a special School Committee meeting to discuss preemptive closure, and it was my recommendation at that time that we close schools for two weeks, to which the Committee agreed. Though the state had not at that time made that decision, we made that determination for the safety of our community in conjunction with a number of neighboring districts. The following week, Governor Baker made the order to close all schools in the commonwealth. Since then we have been focused on meeting the social-emotional and academic needs of our students and their families as best as we can.

Initially we focused our efforts on keeping our students and their families connected to their school as much as possible with teachers providing opportunities for face to face interactions and enrichment activities. We later transitioned to providing those supports along with working with all students in trying to move forward with components of our curriculum, understanding the inherent challenges and possible inequities that existed. We were able to ensure families had access to digital devices as was needed and in some cases our staff worked to ensure families had both internet access and/or access to a reliable food supply. Our ability to transition from our traditional learning environment to our new “remote learning” approach was impressive and a tribute to the extraordinary efforts of faculty, staff and administration. Our teachers continue to provide exceptional remote learning experiences and interactions to our students and their families. Examples of specific lessons have been routinely presented to the School Committee by both teachers and students.

In those initial days of the school closure and town shut down, the town of Carlisle convened their Local Emergency Planning Committee to assist with the management of this crisis. As superintendent, I participate on the LEPC along with School Committee Chair Christine Lear and School Nurse Lauren Sawyer. The LEPC, which is led by Carlisle Police Chief John Fisher, has done an amazing job assessing and meeting the ongoing needs of the community in this crisis. I am pleased that the school department was able to assist other department early on in meeting some of their needs whether it was the need for technology, cleaning support, sanitizers or supplies, and we have been pleased to be able to provide such supports as needed. The LEPC continues to meet and plan for a variety of possible scenarios and events. Most recently members have been asked to take a short, intermediate and long view of their objectives and challenges and share those with the Carlisle Selectboard. I have attached the Carlisle School’s version of that document.

Throughout the school closure and the COVID pandemic, it has been critical to stay connected and in communication with MA DESE Commissioner Riley, my MASS associates and other area superintendents who are friends and colleagues, as we make well informed decisions which have a critical impact on our students, their families and our communities. These networks have served us well and will continue to serve us in the weeks and months to

come as we plan for the end of this school year, summer programming and plans for possible reopening in the fall.

Finally, we started this school closure understanding how important communication and collaboration would be to our success in navigating these uncharted waters. Since those beginning days, we have taken steps to ensure clear, valuable and concise communication coming from our faculty, staff and administration, all designed to keep our students, their families and all members of the Carlisle School community supported, informed and connected. I believe we have done an exceptional job with regards to our response to the COVID-19 pandemic, and though we are not done dealing with this by any stretch of the imagination, I do believe the mechanisms we have in place and the collaborative processes we have used to date, will ensure that we continue to take an approach and have a response that puts our students, families, faculty, staff, administration and entire community in the best position possible.



# Carlisle Public Schools

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*Academic Excellence*

*Creativity*

*Respect*

*Responsibility*

The LEPC has requested that we take a short, intermediate and long term look at our operations and identify our short, intermediate and long-term goals, objectives and challenges. The following are the thoughts from the Carlisle Schools.

## **Short Term**

Our school closure, which began on March 13, has been extended through the end of the 2019-2020 school year. Our short-term goals and objectives run through the end of this closure and the school year, which is June 22<sup>nd</sup>.

- Ensure our students and their families receive the social and emotional support necessary to manage our school closure and this pandemic as best as possible.
- Continue the implementation of remote learning utilizing both synchronous and asynchronous instruction to keep students connected and engaged while moving forward with the state's identified "power" standards.
- Continue to assess our remote learning strategies and modify as needed to support students and families.
- Prepare to gather student belongings and distribute them to families in a way that allows for physical distancing and eliminates as much as possible any interactions among faculty, staff and families.
- Prepare to bring faculty in on a staggered basis to begin the process of closing out the 2019-2020 school year.
- Make preparations for an appropriate recognition of our 8<sup>th</sup> graders upon their graduation.
- Make plans to coordinate activities necessary for a successful traditional opening of school in August; if possible, these activities include kindergarten screening and step-up day.
- Coordinate the ongoing project work and preparation being carried out by our custodial and maintenance staff.
- Prepare for the transition of our Business Manager role for the start of the 2020-2021 school year.
- Conduct appropriate budgetary planning to address a variety of possible scenarios in preparation for FY21.
- Identify a local "Back to School" (BTS) task force to discuss and plan for possible options and strategies for returning to school in the fall

- Plan for the opening of our traditional summer school program designed to support students with this identified service.

### **Intermediate**

- Plan for an enhanced summer school program designed to not only meet the needs of those with identified services on their IEPs, but in also to support all of our most vulnerable students including, initially, those on IEPs and those receiving tier 2 supports.
- Identify a summer school plan that would allow us to deliver required services to those with identified summer services via a remote learning plan.

### **Long Term**

- Work with the BTS task force to identify best strategies to return to school, especially if we need to continue to practice physical distancing.
  - Explore possible approaches including
    - Partial days for students
    - Partial weeks for students
  - Different uses of spaces including
    - Cafeteria, gymnasium and auditorium
  - Determine how we will handle passing times and class changes
  - Develop expectations around student and faculty use of PPE
  - Identify possible additional costs associated with reopening school on this basis
    - Increased transportation costs
    - Increased student support costs
    - Costs of additional PPE and precautions including portable sinks and sanitizers
    - Possible additional needs for technology hardware and software
- Explore the utilization of distance learning strategies as an ongoing component of our educational programming.
- Develop a plan to identify strategies and approaches to modifying our curriculum to ensure that students have the opportunity to learn most important content and to address the potential of “gaps in learning” for students.
  - Address questions related to additional services for students experiencing regression
  - Address questions related to additional services for students identified with individual needs
- Work closely with our school-based team and the LEPC to ensure continued close communication, community wide collaboration and compliance with health recommendations and expectations.