

**SCHOOL COMMITTEE MEETING  
REVISED AGENDA  
WEDNESDAY, NOVEMBER 4, 2020  
7:00 P.M.  
CARLISLE SCHOOL COMMUNITY ROOM  
AND ZOOM REMOTE ACCESS**

In order to adhere to social distancing guidelines, 5 members of the public will be allowed access to this meeting in the Community Room at the Carlisle School. Per Governor Baker's order suspending certain provisions of the Open Meeting Law, G.L. c. 30A sec. 20, members of the public who cannot access this meeting in the Community Room can access it via live stream at:

<https://us02web.zoom.us/j/86246809629?pwd=U3dKa3kvR2RjKzVsVksLejgrdFQ2UT09>

Meeting ID: 862 4680 9629

Passcode: AcTzz6

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 as per the agenda.

**I. Call to Order**

Chair announces the meeting is being recorded.

**II. Review/Approve Minutes**

- A. Meeting of October 21, 2020
- B. Meeting of October 27, 2020

**III. Information/Discussion Items**

- A. Brick Building Window Renovation Update
- B. Parent Teacher Organization (PTO) Grants
- C. State and Local COVID Dashboard
- D. School Update
- E. School Committee Goals

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

**V. Communications/Correspondence**

**VI. Warrants: None**

**VII. Action Items:**

- A. Vote PTO Grants

**VIII. Public Comments**

**IX. 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  
Wednesday, October 21, 2020  
7:00 p.m.  
Carlisle School Community Room  
and Zoom Remote Access

Present– School Committee: Christine Lear - Chair, Amanda Comperchio, Jack Huntress  
Present – School Committee via Zoom: Eva Mostoufi (arrived at 7:32 p.m.)  
Present– School Administration: James O’Shea, Superintendent  
Present – School Administration via Zoom: Matt Mehler, Middle School Principal; Dennet Sidell, Elementary Principal; Lori Bruce, Director of Student Support Services; Anne Mahan, Business Manager; Nancy Anderson, Assistant to the Superintendent.

In order to adhere to social distancing guidelines, 5 members of the public were allowed access to this meeting in the Community Room at the Carlisle School. Per Governor Baker’s order suspending certain provisions of the Open Meeting Law, G.L. c. 30A sec. 20, members of the public who could not access this meeting in the Community Room were able to access it via live stream at:

<https://us02web.zoom.us/j/82268519388?pwd=OEcwdFhFbmhNdTZzcjMxdm81NVppUT09>

Meeting ID: 822 6851 9388

Passcode: vLiiJ5

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**

Ms. Lear called the meeting to order at 7:01 p.m. and stated that the meeting was being recorded.

### **II. Review/Approve Minutes**

- A. Meeting of October 14, 2020. Mr. Huntress made a motion to approve the minutes of October 14, 2020; Ms. Comperchio seconded the motion. There was no discussion. The following votes were taken in roll call: Comperchio, aye; Huntress, aye; Lear, aye.

### **III. Information/Discussion Items**

- A. State and Local COVID Dashboard. Mr. O’Shea reviewed the established decision framework for moving to a different instructional model. With four or more cases in the School community, or if the State positivity rate is 3% or greater, the School will transition to remote instruction. It has been proposed that the Town of Carlisle numbers would trigger a conversation between health professionals, the Superintendent and the CSC to discuss changes to the instructional model. There have been no cases in the School in the past 14 days, and over 40 COVID tests taken by School community members have all been negative. The State dashboard has not been updated since last week when Carlisle was in the gray area.

- B. School Reopening. Mr. O'Shea gave an update on Phase 3. Middle school started full in-person on Monday. The increased number of students has resulted in more pick up and drop off complications, and more challenges with lunch and recess. The School is working to utilize the mobohubb application features more effectively. The teachers, as usual, are going above and beyond and were reported to be driving around Town picking up projects from Family Choice Remote (FCR) students. The School will send out a survey to FCR families soon to gather information on how remote instruction is going for students. There is discussion about how to keep the FCR students connected. There are plans to send another survey to FCR families in November to see if any students will choose to return to School. If large numbers of students return, it could mean challenges with maintaining 6 feet distancing. Many parameters will be in place for the Halloween parade. Ms. Lear cautioned everyone to be careful and take safety precautions on Halloween.
- C. School Committee Goals. Mr. Huntress shared several draft goals after the goal conversation last week. There is a COVID component to all of the goals this year. Main goals centered around creating a budget for 2021-2022, reviewing and modifying policies, and evaluating the Superintendent. Objectives included more outreach to the town about School workings and accomplishments, continued support of the Special Education department, and work on bringing the new mission and vision into teaching practices. Other threads that were addressed were diversity, anti-racism, anti-bias, inclusion and climate change. Discussion took place about the Special Education program and Lori Bruce's work with her talented team. More special education topics will be discussed at the Special Education Subcommittee meetings, the first of which is on Friday at 8:00 a.m. Ms. Comperchio will attend and also work to involve the Carlisle SEPAC (Special Education Parent Advisory Committee.) It was noted that the profiles of children are changing and the school will work to establish programming plans to service those students. Ms. Lear noted the extra challenges for Ms. Bruce during the pandemic. The CSC will review Mr. O'Shea's goals and work to create measurable objectives that align with his goals. Mr. O'Shea noted that the visioning process will take several years, but steps are already being executed, along with steps to create more programming about social justice. Mr. Huntress, with help from Ms. Comperchio, will revise the goals and send them to Ms. Anderson for distribution.
- D. Resolutions Committee Report/MASC. Ms. Lear read the email about the resolutions from Dorothy Presser, MASC Field Director. These resolutions were moved forward by the MASC Resolutions Committee and approved by the Board of Directors. Resolution 1 concerned MCAS and high stakes testing. The high school component (10<sup>th</sup> grade students who missed MCAS last year are supposed to make it up this current year) does not apply to Carlisle, but it also called for a moratorium on all high stakes testing for the 2020-2021 school year, and for the next 3 years, so students can focus on direct instruction. The CSC supported this. Resolution 2 guarantees full reimbursement of COVID related expenses to Districts. It was noted that the School has expenditures that don't fall under the CARES act so this would be beneficial for CPS. Ms. Mostoufi arrived at 7:32 p.m. and voiced support for these two resolutions. She noted that Concord has supported these as well. Resolution 3 supported anti-racism in Schools; support for this was voted in June. Resolution 4 was to support lowering the voting age for municipal elections to 16. The Empower Act gives the local municipality authority over

voting. Ms. Comperchio wanted to gather more information about this topic. Mr. Huntress advocated abstaining on this. Resolution 5 supported increased federal support and stimulus funding for public K-12 education. Mr. Huntress said more money for our schools is good, but has reservations about possible underlying messages. Resolution 6 involved retention of Medicaid revenue. Mr. O'Shea clarified that currently Medicaid revenue goes to the Town. Ms. Mahan added that Carlisle does not receive a lot of Medicaid revenue so she didn't believe this had a big impact on the School, and added that the money would support Special Education. Ms. Mahan will look up the amount Carlisle receives and report back to the Committee. Resolution 7 concerned the distribution of federal funds to private schools. Mr. O'Shea explained that when a school receive Title I funds, Schools are required to set aside some of those funds for private institutions in their municipalities. It was noted that there are no private schools in Carlisle, so this would not impact CPS. Some administrations support public funding for private institutions. This resolution supports public funds going to public institutions. Resolution 8 advocated for membership of a School Committee member on the Board of Elementary and Secondary Education. Mr. Huntress supports a School Committee voice on the board. Resolution 9 addressed adding sexual orientation and gender equity to the list of protected classes in order to provide equity and support to all students. Resolution 10 concerned monitoring of attendance during the pandemic, and advocated to waive all accountability requirements regarding attendance for the 2020-2021 school year. Ms. Mahan reported that Carlisle receives \$5000 a year in Medicaid funding.

- E. English as a Second Language (ESL) Press Release: Tiered Focus Monitoring Review. Ms. Bruce thanked everyone for their kind words about the Special Education program. She said she was fortunate to work with such a talented group of people. She explained that every 6 years there's an in depth review of the English Language Learning program. The Department of Education has reviewed submitted ELL material from Carlisle. This year the new ELL teacher has been screening students. Several students live in bilingual households and any child with a second language spoken in the home has to be screened. This year there are about 10-15 students that qualify for ELL services. The next steps are interviews with Ms. Bruce and Mr. Yorke, the ELL teacher. The DESE sent a press release about the review, so any families that want to contact DESE can do so. She shared this press release with the CSC and will also send it to the Mosquito.

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

Special Education Subcommittee: Ms. Comperchio reported that this committee will meet on Friday at 8:00 a.m.

COVID Task Force: This committee has met and members are discussing procedures for when college kids return to town. It was noted that Lauren Sawyer, School Nurse, sent an email out before the long weekend about travel and safeguards. This task force will put together a similar document. Ms. Mostoufi acknowledged that Thanksgiving gatherings will be challenging. Ms. Lear talked about the frequency of CSC meetings and proposed starting to meet every two weeks. Mr. O'Shea will continue to post COVID updates. Emergency meetings will be convened as needed. The next two CSC meetings will be on November 4th and November 18th.

#### **V. Communications/Correspondence**

There were no communications.

## **VI. Warrants**

There were no warrants.

## **VII. Action Item**

- A. Vote on Change to the Carlisle Metrics/Impact on School Instruction Mode. Ms. Lear clarified that if there were five cases in Carlisle, it would trigger a meeting and conversation with Trish McGean, Linda Fantasia, Lauren Sawyer, Linda Vanaria, the CSC and Mr. O'Shea to determine if the School should change the instruction mode. Ms. Comperchio made a motion to change the metrics to five cases in Carlisle instigating an emergency meeting with the CSC, health professionals and key school personnel to determine if there should be a change in the School instruction mode; Mr. Huntress seconded the motion. The following votes were taken in roll call: Comperchio, aye; Huntress, aye; Lear, aye; Mostoufi, aye.
- B. Vote MASC Resolutions. It was noted that the CSC voted to support Resolution 3 in June, 2020. Mr. Huntress made a motion to support Resolutions 1, 2, 5, 6, 7, 8, 9 and 10; Ms. Mostoufi seconded the motion. The following votes were taken in roll call: Comperchio, aye; Huntress, aye; Lear, aye; Mostoufi, aye. It was noted that there was no motion on Resolution 4.
- C. Election of Voting Delegate and Alternate Delegate to MASC Delegate Assembly. Ms. Comperchio volunteered to be the delegate to the MASC Delegate Assembly. Ms. Lear will be the backup. Mr. Huntress made a motion that Amanda Comperchio be the voting delegate to the MASC Delegate Assembly and Christine Lear be the alternate delegate; Ms. Mostoufi seconded the motion. The following votes were taken in roll call: Comperchio, aye; Huntress, aye; Lear, aye; Mostoufi, aye.

## **VIII. Public Comments**

Deepa Chungi asked about remote families and pictures. Dr. Mehler had sent an email to teachers and all middle school parents saying that all FCR students can come to school and get their pictures taken this coming Friday from 7:45-8:15 a.m. Mr. O'Shea added that the schedule has been established; unfortunately, pictures can't be taken outside, but precautions are in place in the auditorium. Angela Richardson, Co-chair of SEPAC, said that SEPAC wants to integrate more closely with the CSC to make sure everyone is moving forward toward goals, and would like to be on the agenda at some point. SEPAC will meet next Tuesday at 7:00 p.m. Ms. Lear asked that SEPAC contact the CSC if they would like to present at a meeting.

## **IX. Adjourn Meeting**

Ms. Comperchio made a motion to adjourn to Executive Session pursuant to MGL Chapter 30A, Section 21(a) with no intent to return to open session for the following purpose: Purpose 2, To conduct Elementary and Middle School Principal contract negotiations; Mr. Huntress seconded the motion. The following votes were taken in Roll Call: Comperchio, aye; Huntress, aye; Lear, aye; Mostoufi, aye. The public meeting was adjourned at 8:23 p.m.

Respectfully submitted,

DRAFT

Nancy Anderson  
Assistant to the Superintendent

**Carlisle School Committee**  
Emergency Meeting Minutes  
Tuesday, October 27, 2020  
9:15 a.m.  
Zoom Remote Access

Present – School Committee via Zoom: Christine Lear - Chair, Amanda Comperchio, Jack Huntress, Eva Mostoufi, Sara Wilson

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

Also Present: Trisha McGean, Public Health Nurse; Lauren Sawyer, Carlisle School Nurse; Linda Vanaria, CTA President; Linda Fantasia, Carlisle Health Agent; Todd Thorsen, Board of Health; Jenn Derkazarian, Board of Health.

Per Governor Baker’s order suspending certain provisions of the Open Meeting Law, G.L. c. 30A sec. 20, members of the public was able to access this meeting via live stream at:

<https://us02web.zoom.us/j/81591147380?pwd=MHZ6ZTIxbkttclhUUk1qT0VvKzV3Zz09>

Meeting ID: 815 9114 7380

Passcode: Q10!1Q

The School Committee reserved the right to implement additional remote participation procedures. Public comments were welcome as per the agenda.

**I. Call to Order**

Ms. Lear called the meeting to order at 9:16 a.m. and announced that the meeting was being recorded.

**II. COVID Cases in Carlisle/Instruction Mode Decision**

Mr. O’Shea gave a recap of the history of the metrics established for COVID cases. Originally, per the framework, if there were 5 or more cases in the Town of Carlisle, the School would transition to remote learning. Last week, on October 23, 2020, the Carlisle School Committee (CSC) revised the metric and the School response to the metric. The CSC voted that if the Town of Carlisle reached 5 cases, it would trigger an emergency meeting of CSC, public health officials, the school nurse, and other key personnel to talk about specifics and establish the course of action in regards to the School instruction mode. At the Local Emergency Planning Committee (LEPC) meeting yesterday, it was learned that there are 5 COVID cases in Carlisle so it necessitated a meeting to examine the data. Trisha McGean, Public Health Nurse, shared that four of those cases are from one family-of-four-household. The other is a college student who was a close contact. Ms. McGean said it’s important that she be part of a conversation about numbers because she is familiar with all of the specifics. All of these people are currently in isolation with mild cases of COVID. The single college student is living in Carlisle and learning remotely. She added that if some households have kids in the school, it’s a different situation. Ms. McGean said that if she sees a trend that is concerning, she will let Mr. O’Shea

know. Ms. Lear said the household of four doesn't have a CPS school child, all people with COVID are isolating, and this does not affect CPS. Mr. Huntress agreed with health officials that the risk exposure to the Carlisle school community is not concerning. Ms. McGean shared that two of the cases in the house of four attend CCHS. Ms. Wilson confirmed with Ms. McGean that contact tracing has been done. Ms. Mostoufi said Carlisle is fortunate to have someone in town doing contact tracing; we get great communication and a quick response. Mr. O'Shea said that initially we were concerned about community spread, but contact tracing said it came from outside the Carlisle community. He asked what is the earliest date that these five cases would no longer be on the state metric. Ms. McGean answered that the isolation period is 10 days from the onset of symptoms, but the important thing is that she is investigating cases and will alert the School to trends. Ms. Comperchio is not concerned, based on what she has heard, and she is comfortable staying the course for in-person instruction. Ms. Wilson's concern is that the high school student had contact with another student that might have a sibling in the Carlisle School. Ms. McGean answered that contact tracing covers that. Siblings of close contacts don't have to quarantine; there is no recommendations from the Center for Disease Control (CDC) to do so. Linda Fantasia added that she agrees with the thinking of this group, and there is no need to panic. The Department of Public Health (DPH) wants to have a low threshold for positive cases in town, but this does not appear to be a community spread. Ms. McGean assured everyone that her investigation is very comprehensive and added that the State doesn't want schools jumping back and forth on learning models unnecessarily. Many towns are experiencing an uptick in cases. This discussion is helpful for everyone. Ms. Vanaria added that we are fortunate in Carlisle to have this discussion; it's helpful for the community, families and staff to understand the process. She added that she is sorry for the families coping with this stress and commended Ms. McGean for doing a great job of keeping people safe. Ms. Lear summarized that everyone is comfortable with keeping the learning model as is. She asked what would trigger this group to meet again. Ms. McGean said she would let the School know when things are changing or concerning and be the prompt on when this group meets again. Ms. Comperchio and Mr. Huntress support the plan. All members thanked Ms. McGean for sharing the information. Ms. Wilson wants to pay attention to contacts of contacts and spillover into our schools. Ms. Mostoufi appreciated the flow of information and added her thanks. She said Concord had a few positive cases but there was no spread in the school and community; all of the protocols and safeguards are working to protect staff and children. Jenn Derkazarian, BOH, asked about the extent of the contacts of the cases, and Ms. McGean answered that there are no Carlisle School close contacts. Ms. Lear summarized that Carlisle is not going to a different mode of instruction. Ms. McGean will continue to communicate with Mr. O'Shea. Ms. Lear thanked everyone for gathering today.

### **III. Public Comments**

Douglas Sproule asked about the metrics, and shared that the percentage of people that come back positive in the state of Massachusetts is now above 3%, does that trigger a closure or an emergency meeting? Mr. O'Shea answered that Carlisle goes by the overall state test positivity rate, and the calculations to date are 1.2% on a rolling average. He said that the CSC will be having a conversation about the hard numbers. Todd Thorsen, BOH, shared that the State updates the numbers every 7 days. Stephanie Richman asked if all of the metrics should be more algorithmic; should people look more closely at the local community before making a decision about school. Ms. Lear answered that the CSC will discuss that topic too. She reminded people



DRAFT

that they can get automatic notifications of public meetings by signing up on the Town of Carlisle website.

**IV. Adjourn Meeting**

Ms. Mostoufi made a motion to adjourn the meeting; Mr. Huntress seconded the motion. The following votes were taken in Roll Call: Comperchio, aye; Huntress, aye; Lear, aye; Mostoufi, aye; Wilson, aye. The public meeting was adjourned at 9:49 a.m.

Respectfully submitted,

Nancy Anderson  
Assistant to the Superintendent

Dear Christine and Nancy,

Thank you for the opportunity to meet with the School Committee again to discuss the Red Brick School historic window restoration project. As the Special Town meeting is almost upon us, I drafted a Community Preservation Act application for the project which was presented to the Community Preservation Committee last week. The Committee will meet again on 10/12 to review the warrants. There is no obligation to move forward, but if you wish to we are ready to go!

Also attached below for your consideration:

- A quote (and references) for <\$20k for the restoration submitted by a reputable and experienced contractor. We are aware of the state procurement requirements and will solicit further bids if/when the Committee approves the project.
- Select excerpts from the nomination form for inclusion in the National Register of Historic Places which was submitted several weeks ago to the MA Historical Comm. for review.
- Schematic drawing of a historic window which details the extraordinary craftsmanship required to build a (historic) window.

We are happy to answer any questions related to this proposal at the meeting or at a later date.

Thank you again!

Best regards,

Annette Lee and Kathy Keller  
Co-Chairs, Carlisle Historical Commission

## FY 2019 PROJECT APPLICATION

Community Preservation Committee  
66 Westford Street  
Carlisle, MA 01741  
TEL: 978-369-6155 (Town Clerk) FAX: 978-371-0594

Please type your responses to the following questions:

### 1. Project Overview, Contact Information, Signatures

Project Name: Carlisle Center District #1 Schoolhouse

Project Applicant: School Committee

Amount Requested: \$25,000

Sponsoring Board or  
other organization(s)  
(as applicable): Historical Commission

Primary Contact Person:

Name: Kathy Keller

Address: 14 Westford St.

Phone Number: 917. 509. 7666

Email Address: KathyKeller@gmail.com

Purpose: (please select all that apply)

- ☐ Community Housing
- ☒ Historic Preservation
- ☐ Open Space
- ☐ Recreation

Project location or address: 97 School St.

Signature of Applicant: \_\_\_\_\_

Print name: Christine Lear

Date: \_\_\_\_\_

Signature of Chairman of  
Sponsoring Board  
or other organization  
(as applicable):

K Keller

Print name: KATHY KELLER

Date: \_\_\_\_\_

## **Carlisle School Committee**

### **2. Project Summary**

Restoration of historic, hand-joined Greek Revival window sashes with original lights dating from 1848.

### **3. Project Description**

Removal of sash for restoration off-site. Use existing storm windows as temporary protection. Removal of existing panes of lights (glass) from individual sash and label sash for reinstallation. Removal of exterior paint layers and glazing from sash, via hand stripping. Conservation of interior paint layers. Wet/dry sanding of wood. Sanding and carving of repair areas to crisp lines and matching molded profile. Consolidate and repair deteriorated woodwork; add preservative coating. Reinstallation of existing glass into new bed of glazing. Replacement of broken glass with approved salvage. Replacement of modern glass with salvage glass. Exterior glazing, primer, and finish coat of paint. Reinstallation of sash to working order including cords, locks, etc. Photographic documentation of all work including existing condition, ongoing repair and finished project.

### **4. Responsible Parties**

The School Committee (Christine Lear, Chairperson) and the School Facilities Manager (Rob Fortado), with the Historical Commission playing an advisory role as needed.

### **5. Timeline**

The restoration project can commence as soon as CPA funding is approved at town meeting, and a contractor is selected through the bidding process. A building permit may also be required.

### **6. Project Purpose**

The school is currently used for children's recreational activities. The window restoration would ensure that the windows operate properly; and are safe and secure for children. Additionally, the restoration would enhance the beauty and longevity of the historic windows which are a character-defining feature of the school. The school is eligible for nomination to the National Register of Historic Places.

### **7. Community Support**

The Carlisle School Committee, Historical Commission, and Historic Society support this endeavor.

### **8. Jurisdiction or Ownership of Project Site**

The Board of Selectmen has jurisdiction with oversight by the School Committee (?)

### **9. Permitting Requirements or Endorsements**

Building Permit to be issued by Building Commissioner (?)



Carlisle Center District #1 Schoolhouse  
Name of Property

Carlisle, MA  
County and State

### *Interior*

The large, one-room interior has been modified over the decades to accommodate various purposes, and is currently used by the town for youth educational programming. It still retains its original wood floor, wood walls, and double-hung wood sashes.

The wooden floors lie protected beneath rubber sheet flooring throughout the open-plan space. The walls are clad with painted, horizontally laid wood planks, and three painted sashes symmetrically located on both the north and south elevations provide natural daylight.

A large, built-out closet occupies the northwest corner of the room. The northeast corner is occupied by a large, external HVAC ductwork system which runs up and along the top of the north elevation wall; a large section of the northeast wall is recessed for restrooms and a caged pottery kiln.

A threshold was cut through the original brick fabric on the southeast elevation, near the corner of the building. The threshold opens to the East School shed which contains fire and communications systems, a small storage area, HVAC ducts, and an entranceway on the south elevation. The original brick fabric of the school's exterior east wall is left exposed within the shed (west wall), and horizontal bead board runs along the bottom of the opposite walls.

### *Alterations*

The façade has been altered by the installation of an L-shaped black-metal ramp which originates on the south elevation. The free-standing ramp obscures the granite steps and the otherwise unencumbered front entranceway. The intersection of the east elevation of the schoolhouse and the clapboard shed is cluttered with wiring and HVAC ducts along the roofline and east elevation of the shed. Additionally, facilities equipment is attached to the south elevation of the shed. During the summer months, three south elevation windows house individual air conditioners. There are mature-growth trees on the tiny school property, but the south lawn is dotted with access pipes for a below-ground water cistern for fire suppression.

### *Integrity*

No permanent or irreversible damage seems to have occurred to the structure during its <sup>172</sup>169-year old history other than cutting a threshold in the south elevation brick fabric. Mortar repointing is evident in various areas around the building. Doors and sashes have lost definition due to layers of overpainting, and the front door is a replacement door. The Red Brick School retains its authentic historic identity in terms of location, design, setting, materials, workmanship, feeling, and association.



Carlisle Center District #1 Schoolhouse  
Name of Property

Carlisle, MA  
County and State

**Statement of Significance Summary Paragraph** (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

The Red Brick School meets National Register of Historic Places Criterion A for Education and Criterion C for Architecture at the state and local level. The period of significance begins in 1848 when the school was constructed through 1900 when district schools underwent consolidation to graded, central schools. James Warren Wilkins, a local mason, built the one-room, red-brick schoolhouse in 1848. In the intervening decades, a public-school campus grew up around the school's tiny plot, absorbing it into the larger campus. This schoolhouse, located in the center of rural Carlisle and bordering the historic district, was one of six district schoolhouses and replaced an earlier center school built in 1818. Population shifts and statewide public school education reforms resulted in consolidation of the school districts and reformed educational standards for both students and teachers. By the early twentieth century the Center School District #1 school was the principal school and remained so until the Highland School was built on campus in 1908. The asphalt shingled building is one- and one-half stories with a front-gable roof and chimney. The well-proportioned building has a rectangular shape, symmetrical fenestration, and simple architectural embellishment. Interior modifications have been made to the school's one-room interior, but it has kept its original wood floors, operable 6/9 divided sashes, and rustic plank walls. The brick fabric is largely intact, retaining its historic appearance and architectural integrity. Stylistically, the brick school is a New England vernacular interpretation of Greek Revival architecture which flourished nationally in the middle decades of the nineteenth century. It is a notable example of a brick, Greek Revival schoolhouse which continues to play an active role in the school community.

**Narrative Statement of Significance** (Provide at least one paragraph for each area of significance.)

#### **Criterion A – Education**

In 1647 compulsory schooling was legally mandated in Massachusetts. Students were educated locally in private residences, and in non-graded grammar schools in more populous districts. Eventually six school districts were established throughout Carlisle. As the student population grew, each district built a one-room district schoolhouse. The Center District built its first brick, one-room schoolhouse in 1818 on a low hill south of the Meetinghouse and the town common (which now form part of the Carlisle Historic District). A second, larger, brick one-room schoolhouse (Red Brick School) was constructed in 1848 across the street on land donated by Mr. William Green. Jurisdiction over the school districts was transferred to Town School Committees in the 1830s, and by 1837 the school districts were reduced from six to five (North, South, East, West, and Center).<sup>4</sup> State statute abolished all school districts in 1857. The East

<sup>4</sup> Wilkins, Ruth Chamberlin. *Carlisle: its History and Heritage*. Carlisle: The Carlisle Historical Society, Inc., 2002, 135.



Carlisle Center District #1 Schoolhouse

Name of Property

Carlisle, MA

County and State

School was moved to the town center in the 1890s and, as District Schools consolidated during this decade, students were transported to central schools. By 1900, the non-graded, district schools had transitioned to central, graded schools. The three-level Highland School was built south of the Red Brick School in 1908 to house the entire Carlisle student population in a graded-school. The North School was incorporated into the Great Brook Farm State Park, and the South, East, and West District schools were sold.<sup>5</sup> The development of the Carlisle school system closely mirrored the philosophies and practices espoused by Horace Mann. Mann was a lawyer, an early education reformer, State legislator, and the first Secretary of the Massachusetts Board of Education. Mann's ideas were widely adopted during the nineteenth century, and he became known as Father of the Common School.

**Criterion C - Architecture**

The Carlisle Center District #1 Schoolhouse, commonly known as the Red Brick School, is bordered by the Carlisle Historic District and Church Street on the north elevation and on the west elevation by School Street, which it fronts. Directly south is the historic Highland School (1908) and to the east is the sprawling and wooded twentieth-century grammar school campus. The original plot of land, 0.2 acres, has been assimilated into this campus.

The school was built in 1848 by a local mason, James Warren Wilkins, in the Greek Revival style which was popular in the nineteenth century. The Greek Revival style broke with architectural styles of the colonial past, and philosophically represented a new, democratic idealism realized through architecture. It married well with the idealism of education reform and both causes were unified in a proliferation of Greek Revival style schools across the country.

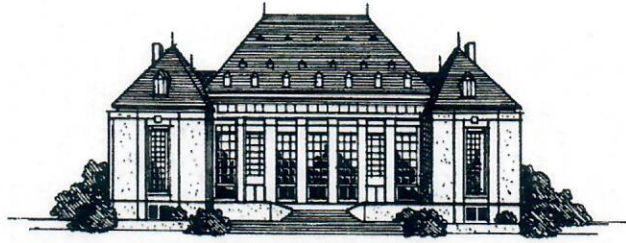
The building blends formal Greek Revival characteristics such as its front-gabled roof with broken pediment; corbelled cornice; and rectangular silhouette with the simple, rural vernacular traditions of raised granite block foundation; operable 6/9 wooden sashes; and rustic wooden interior walls. Somewhat atypical of the Greek Revival style, the building was constructed of red brick laid in English bond.

The East School was moved to the campus c. 1900 but was sold within a decade. Its red clapboard shed remained and was attached to the east elevation of the brick school where it is utilized for fire and safety communications. Decades later a furnace room constructed of red cinderblocks was attached to the shed on its north elevation and to the school on its east elevation.

The Red Brick School has been in continuous operation for over <sup>170</sup>~~150~~ years, serving the community as a public classroom, library, assembly hall, and auditorium. It is transitioning away from youth education programming to deployment as school administrative offices.

<sup>5</sup> Carlisle Historical Society. *Images of America Carlisle*. Charleston; Arcadia Publishing, 2005, 41-46.





## **WESTMILL PRESERVATION SERVICES**

725 Old Plymouth Street, Halifax, MA 02338

Phone: 781-293-5479 Fax: 781-293-0065

Central Brick Schoolhouse  
Attn: Lawrence A. Sorli, Architect  
83 School Street  
Carlisle, Ma.

**PROJECT:** Window Sash Restoration:

**PROPOSAL:** Based upon a site visit and examination of the existing conditions we propose the following:

### **ITEM A;**

Conservation and repair of 8, 6/9 sash.

### **Description of Proposed Work:**

- Removal of sash for restoration off site. Use of existing storm windows as temporary protection.
- Removal of existing panes of glass from individual sash. Great care is exercised to prevent breakage of existing glass. Glass breakage over 5% is unacceptable. Labeling of glass to assure reinstallation in same opening.
- Removal of exterior paint layers and glazing from sash, via hand stripping. Retainage of selected area of paint conservation, usually upper right corner of sash. Conservation of interior paint layers
- Wet sanding and dry sanding of wood.
- Application of Val-Oil consolidant to bare wood. This is to restore the integrity of the wood fibers so as to be able to better adhere to the primer paint.
- Use of West System marine epoxy for consolidation and repair of deteriorated woodwork. Sanding and carving of repair areas to crisp lines and matching profile.
- Areas of deterioration beyond epoxy repairs to be replaced with like wood species, profile, etc.
- Application of zinc naphenate preservative coating.
- Application of alkyd primer paint, BM 100, to wooden sash.
- Reinstallation of existing glass into new bed of glazing. Replacement of broken historic glass with approved salvage. Use of edge glue epoxy. Replacement of modern glass with



salvage. Exterior glazing of panes and application of alkyd primer to new glazing after proper cure time. Great care is taken to keep new glazing out of interior sight line. Tooling of new glazing to clean, crisp lines.

- Application of two coats of latex finish coat to exterior.
- Reinstallation of sash to smooth working order including sash cords, locks etc.
- Photographic documentation of all work including existing condition, ongoing repair and finished product.

**COST: \$1,800.00 x 8 = \$ 14,400.00**

**ITEM B:** One 6/6 window sash, front façade attic.

**COST: \$1,500.00**

**ITEM C:** One six light fixed sash at rear facade

**COST: \$1,200.00**

**ITEM D:** Allowance for repairs to sills and exterior trim at areas beyond normal paint prep.

**COST: \$2,200.00**

**TOTAL PROPOSAL PRICE: \$19,300.00**

Westmill Preservation Services LLC performs work within the guidelines established by the Department of the Interior Standards for Historic Preservation and subscribes to the Code of Ethics of the American Institute for the Conservation of Historic Works.

The above pricing assumes that Westmill Preservation Services LLC is responsible for furnishing all labor, materials and equipment necessary for execution of the work described. The owner is responsible for furnishing electric, potable water, and full access to the building.

Accepted By: \_\_\_\_\_

\_\_\_\_\_  
Date:

Mason B. Cook

\_\_\_\_\_  
For Westmill Preservation Services  
Mason B. Cook-manager, WPS

Date: 7/6/20



## **Mason B. Cook**

### **List of Work Sites**

#### **Westmill Preservation Services LLC 2000-2019**

**Aaron Hunt House**, Sudbury, Massachusetts  
**Adah Hall House**, Pembroke, Massachusetts  
**Adams Library**, Kingston, Massachusetts  
**Algonquin Club**, Boston Massachusetts  
**Ames Free Library**, Easton, Massachusetts  
**Arlington Street Church**, Boston, Massachusetts  
**Babst Library, Boston College**, Chestnut Hill, Massachusetts  
**Bradford House**, Duxbury, Massachusetts  
**Captain John Wilson House**, Cohasset, Massachusetts\*  
**Carriage Barn Restoration**, MMBWCT, Milton, Massachusetts  
**Chateau-Sur- Mer**, Newport, Rhode Island  
**Christ Church**, Sag Harbor New York  
**Christ Episcopal Church**, Raleigh, North Carolina\*  
**Christ Scientist Church**, Boston, Massachusetts  
**Church of the Advent**, Boston, Massachusetts  
**Church of the Good Shepard**, Dedham, Massachusetts  
**Church of the Covenant**, Boston, Massachusetts  
**College Street School Building**, Clinton, North Carolina \*  
**Danforth-Hayward House**, Milton, Massachusetts  
**Daniels Farmstead**, Blackstone, Massachusetts  
**Dumbarton Oaks**, Washington, D.C.  
**East Pembroke Community Center**, Pembroke, Massachusetts  
**East Blackstone Quaker Meeting House**, East Blackstone, Massachusetts  
**Emmanuel Church**, Boston, Massachusetts  
**Fairhaven High School**, Fairhaven, Massachusetts  
**Fall Hill**, Fredericksburg, Virginia\*  
**Faunce School**, Kingston Massachusetts  
**First Church Jamaica Plain**, Jamaica Plain, Massachusetts  
**First Baptist Church**, Manchester, New Hampshire  
**First Congregational Church**, Clinton, Massachusetts \*  
**First Parish Church**, Cohasset, Massachusetts  
**First Parish Church**, Duxbury, Massachusetts  
**First Parish Church**, Plymouth, Massachusetts  
**Forest Hills Cemetery**, Jamaica Plain, Massachusetts  
**Friends Meeting House**, Pembroke, Massachusetts  
**Glenn Magma Farms, Tea House**, Danvers, Massachusetts  
**Goodwin House**, Raleigh, North Carolina \*  
**Governor's Mansion**, Raleigh, North Carolina \*



**Grant A.M.E. Church**, Roxbury, Massachusetts  
**Great Room, Northbridge Town Hall**, Northbridge, Massachusetts  
**Howland House**, Plymouth, Massachusetts\*  
**Hedge House**, Plymouth, Massachusetts  
**Hancock's Resolution**, Annapolis, Maryland \*  
**John B. Gough House**, Boylston, Massachusetts  
**Kingston Unitarian Universalist Church**, Kingston, Massachusetts  
**King Caesar House**, Duxbury, Massachusetts  
**Louisa May Alcott House**, Concord, Massachusetts  
**Nahant Village Church**, Nahant, Massachusetts  
**Malden Public Library**, Malden, Massachusetts  
**Maritime Museum**, Cohasset, Massachusetts  
**Mount Auburn Cemetery**, Cambridge Massachusetts  
**Nicholls House Museum**, Boston Massachusetts  
**Northbridge Town Hall**, Northbridge, Massachusetts  
**Oakes Ames Hall**, North Easton, Massachusetts  
**O'Connell House**, Boston College  
**Oddfellows Hall**, Natick, Massachusetts  
**Old North Church**, Boston, Massachusetts  
**Old South Meeting House**, Boston Massachusetts  
**Pope Memorial** Cohasset, Massachusetts  
**Pratt Building**, Cohasset, Massachusetts  
**Prospect Hill**, Fredericksburg, Virginia\*  
**Old West Church**, Boston, Massachusetts  
**Quesot House Pagoda**, Easton Massachusetts  
**Ruggles Baptist Church**, Boston, Massachusetts  
**Russell House Museum**, Arlington, Massachusetts  
**Saint Andrew's Episcopal Church**, Wellesley, Massachusetts  
**Saint Francis of Assissi Church**, Boston, Massachusetts  
**Saint John's Church**, Jamaica Plain, Massachusetts  
**Saint Patrick's Church**, Lowell, Massachusetts  
**Saint Paul's Church**, Nantucket, Massachusetts  
**Saint Peters By The Sea Church**, York, Maine  
**Sacred Heart Church**, Roslindale, Massachusetts \*  
**Salem Witch House**, Salem, Massachusetts\*  
**Sandwich Town Hall**, Sandwich, Massachusetts\*  
**Sconset Chapel**, Nantucket, Massachusetts  
**Spencer Pierce Little Farm**, Newbury, Massachusett  
**Spooner House**, Plymouth Massachusetts  
**Stonehurst**, Waltham, Massachusetts  
**Thomas Macy Warehouse**, Nantucket, Massachusetts  
**Trinity Church**, Boston, Massachusetts  
**Theodore Parker Church**, West Roxbury, Massachusetts  
**Tudor Place**, Washington, D.C.  
**Unity Church**, North Easton, Massachusetts\*  
**Unitarian Universalist Church**, Provincetown, Massachusetts



**William Bradford House**, Kingston, Massachusetts  
**Windsor House**, Duxbury Massachusetts  
**Yarmouth New Church**, Yarmouthport, Massachusetts \*

**Architectural Conservation Services 1998-2000**

**Dumbarton Oaks**, Washington, D.C.  
**Georgia State Capitol**, Atlanta, Georgia  
**Longfellow House**, Portland, Maine \*  
**Old Capitol Building**, Raleigh, North Carolina \*  
**Owens Thomas House**, Savannah, Georgia \*  
**Pennsylvania State Capitol**, Harrisburg, Pennsylvania \*

**Preservation Services, Incorporated 1996-1998**

**Brooks Banke**, Essex, Virginia  
**Colonial Williamsburg-Weatherburn House**, Williamsburg, Virginia\*  
**Demosthenian Hall**, Macon, Georgia \*  
**Hay House**, Macon Georgia \*  
**Massachusetts State House**, Boston, Massachusetts \*  
**Moses Myers House**, Norfolk, Virginia \*  
**Nebraska State Capitol**, Lincoln, Nebraska\*  
**Norfolk Naval Base**, Norfolk, Virginia\*  
**Oshkosh Public Museum**, Oshkosh, Wisconsin\*  
**Presbyterian Church**, Fredericksburg, Virginia  
**President's House**, Wesleyan College, Connecticut\*  
**Rising Sun Tavern**, Fredericksburg, Virginia  
**Saint Dominic's Church**, Washington, D.C.  
**Saint Xavier's Church**, Parkersburg, West Virginia  
**Solitude**, Philadelphia, Pennsylvania

**Tidewater Restoration, Inc. 1992-1996**

**Christ Church**, Kilmarnock, Virginia  
**Harry S. Truman Memorial Library**, Independence, Missouri  
**Kenmore Plantation**, Fredericksburg, Virginia  
**Mount Vernon**, Alexandria, Virginia  
**Octagon Museum**, Washington, D.C.  
**Richard Johnston Inn**, Fredericksburg, Virginia  
**Saint Paul's Episcopal Church**, Baltimore, Maryland  
**Stratford Hall**, Westmoreland, Virginia  
**The White House**, Washington, D.C.

*Several of the above properties are listed on the National Register of Historic Places.*

*Projects listed with a star indicate similar plaster restoration/conservation.*



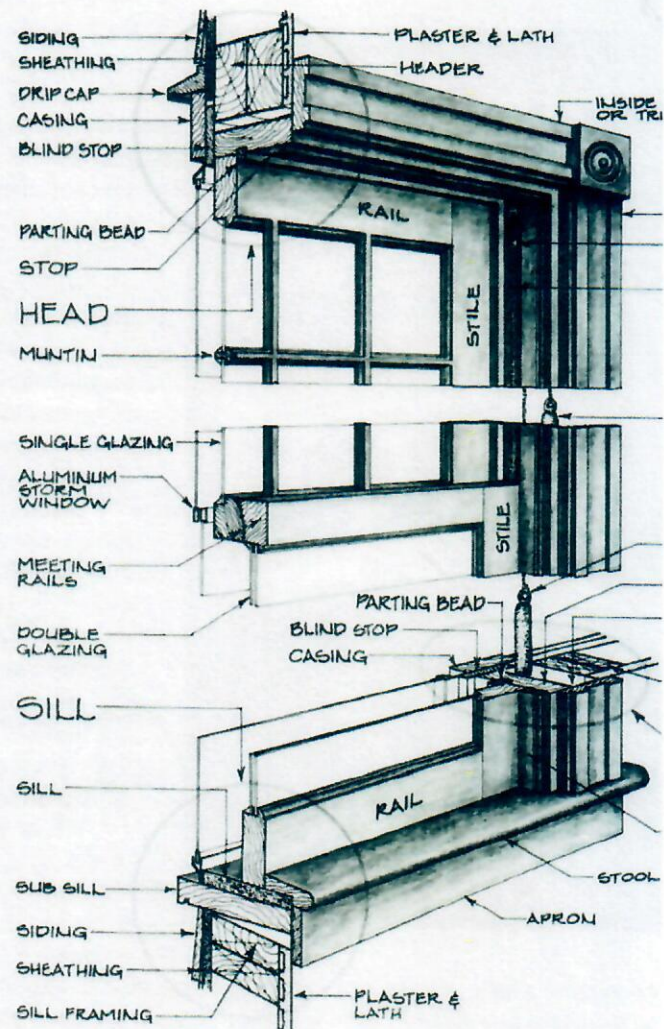
## WINDOWS OF THE PAST

Early windows in the English colonies were of a casement design with wide wooden *muntins* separating small panes of glass. Because of the high cost of imported glass, casement windows were usually small in size and few in number, particularly in northern climates where the small size of windows was also attributed to the cold weather. Two types of window glass were available, both of which were handblown. In the colonial period and early years of our new nation, the highest quality and most expensive glass was *crown glass*, which was handblown into a flat disk, then cut into small panes. More free of imperfections than the alternative *cylinder glass*, crown glass was most often found in affluent homes. Cylinder glass was by far the most prevalent glass used in windows through the nineteenth century. Also known as *broad glass*, it was formed when a long cylinder was created, then split along its length so that it could be rolled into a flat sheet for cutting into small panes. By the latter part of the nineteenth century, cylinder glass could be made in very long lengths, using mechanical means.

Today, most historic houses have *double-hung* windows, yet this design did not appear until the mid-eighteenth century. The double-hung window has two sash—an upper and a lower sash—set into a window frame. The upper and lower sash are separated by a small wooden strip on the window frame, known as the *parting bead*. Both sash slide up and down and usually are *counterbalanced with sash weights*, which are concealed from view in the frame.

The forerunner of the double-hung assembly was the single-hung window, which appeared in the colonies at the turn of the eighteenth century. The single-hung window had an upper and lower sash, but only the lower sash slid vertically and it was not counterbalanced. Instead, it was commonly supported in the open position by a pin inserted through holes in the frame and sash; the upper sash did not move. Since it did not need a hollow area within the sides of the window frame to conceal the sash weights, the single-hung window utilized a simple frame placed against the wall frame or masonry opening. Pullies were also not needed. By the late eighteenth century, single-hung and double-hung windows had replaced the casement design as the prevalent window styles. While the double-hung window was a distinct improvement over the single-hung window, the latter was cheaper to make and remained in use in less expensive dwellings and in utilitarian buildings, such as carriage houses and car garages, until World War II.

By the early nineteenth century, large sheets of glass had become less expensive. It was also established that, by increasing the depth of the muntin (and thus the thickness of the sash), the width of the muntin could be narrowed



Anatomy of a double-hung window

# 1. Pro Licenses for Three Websites to Enhance Physical Distance Learning

Submitted by: **Andrea Steffek**

Amount Requested: **\$188.00**

Grade(s) or Group(s) to benefit: **Grades 4, 5, 6, 7 and 8**

1. Describe your project or need. **Due to Physical Distancing in the class room, my students cannot use my traditional "hands-on" activities. For this reason, I would like Pro Accounts for three websites to add features and variety to the online activities I am now using.**
2. How will this addition fit into your overall classroom/department planning? **The features included in Pro Accounts allow for greater diversity of activity type that better accommodates individual student preferences.**
3. Please give a cost breakdown for the total amount requested. In the event that we are unable to fund your grant in full, this information is helpful. **Quizizz: \$60.00, Socrative \$59.00, & Quizalize \$69.00 (Please Note: These websites are already approved for use according to our Student Data Privacy Agreement)**
4. How does your project tie into the District Goals for 2020-21? **Provide rich and engaging curriculum.**
5. How many students and grade levels will this affect? **160 students (All students who take Spanish in grades 4-8)**
6. How does your project bring together students, faculty, parents and/or members of the community at large? **Playing friendly competitive games in class either individually or in teams is a great way to use the material and bond with classmates! There also is an option to send parents their child's game results.**
7. What is the anticipated impact on learning? Please provide specific objectives and supporting information. **The main objective is to practice using material presented in**



class in an engaging way. With Pro Licenses, features such as full data views, ability to customize reports to include explanations & directly email individual reports to students are available.

8. How will you measure the success of your project in terms of its impact on learning?

**Student survey (teacher created) and use of Exit Ticket & Mastery Dashboard (provided within website).**

9. Are there any alternate, matching or cooperative sources of funding? Please elaborate.

**Not that I know of.**



## 2. Equal Opportunity Book Box

Submitted by: **Kindergarten**

Amount Requested: **\$200.00**

Grade(s) or Group(s) to benefit: **Kindergarten**

1. Describe your project or need.

**The kindergarten team would like to purchase two, 3-month subscriptions to The Equal Opportunity Book Box. It is our desire to increase the number of books with diverse characters to our classroom library. Studies show that only 8% of children's literature contain non-white characters. As a school we are working towards increasing our students' understanding of diversity and social justice and the addition of these new books will help teachers teach about race and society. The Equal Opportunity Book Box is shipped monthly and contains 3 books each month. Also, for each book they send to us, they match that with a donation to Bernie's Book Bank, a provider of books to under-served children in Chicago. Please feel free to check out their website : [Equal Opportunity Book box](#)**

2. How will this addition fit into your overall classroom/department planning?

**These books will be used for direct instruction with our students. As our classroom libraries currently lack pictures books with non-white characters, these books will have an immediate, direct impact on our teaching and our students.**

3. Please give a cost breakdown for the total amount requested. In the event that we are unable to fund your grant in full, this information is helpful.

**The 3-month subscription costs \$99.60. We would like to ask for 2 boxes a month with the intention of sharing the contents of each box between all 4 kindergarten classrooms.**

4. How does your project tie into the District Goals for 2020-21?

**This project directly connects to the following district goal:**

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

Create a school community that demonstrates cultural proficiency, and a commitment to meeting the diverse needs of students and families.

Increase professional development opportunities for faculty and staff to effectively address diversity in the classroom.

5. How many students and grade levels will this affect?

**This grant has the opportunity to reach across many grade levels, however, to start, we are looking to extend the content of these boxes between the kindergarten rooms. If we feel that the book box is successful and provides us with book titles that would benefit other grade levels, then we can suggest teams put in orders for the titles or potentially subscribe themselves.**

6. How does your project bring together students, faculty, parents and/or members of the community at large?

**This project will bring together the students and the teachers as we teach about social justice and diversity. As a faculty, we are having regular discussions about race and our teaching. This summer many of us took part in the White Fragility book group and from this book group we came upon the Equal Opportunity Book Box.**

7. What is the anticipated impact on learning? Please provide specific objectives and supporting information.

**Objectives:**

- **Provide positive representation of diverse characters to all students.**
- **Provide opportunities for discussion about connections between these characters and themselves.**
- **Provide opportunities for discussion about the differences between these characters and themselves.**
- **Provide opportunities for class discussions about race and social justice through the use of picture books.**

**While the population of diverse students continues to grow in our community, the majority of our student population remains white. It is essential to not only provide**

**our diverse students with proper representation, but to also share books with positive representations of diverse characters to our white students. This will allow all students to make connections with characters of many backgrounds. Students will be able to both see themselves in these characters and be able to gain greater understanding of those that may be different from them in a variety of ways. We believe the impact of this exposure will begin to lay the foundation for deeper learning and discussion of race and social justice, and also provide students with varied experiences from those outside of our community.**

8. How will you measure the success of your project in terms of its impact on learning?

**Success can be measured by the student's ability to successfully discuss race and their ability to connect to the characters in the stories we are reading to them. Through sharing these stories, we can help the children look beyond our community and see that there are many things that children their age experience on a daily basis that we do not.**

9. Are there any alternate, matching or cooperative sources of funding? Please elaborate.
- For every book sold through the Equal Opportunity Book Box, a book is donated to an under-served community of children in the Chicago area.**

### 3. Geodes Decodable Readers

Submitted by:

**Elementary Special Educator-** Jennifer Rowland

**Reading Specialist-** Kathi Macklis

**Kindergarten Classroom Teachers-** Callie Burns, Sandy Graham, Suzanne Severy, Lindsay Weston

**First Grade Classroom Teachers-** Katie Casazza, Vanessa Gerade, Beth Grady, Shawna Hunt

**Second Grade Classroom Teachers:** Amy Caron, Caity McElroy, Katie Springer, Linda Vanaria

Amount Requested: **Literacy Coordinator Kits \$7095.00/ Classroom Kits**

**\$12193.00**

Grade(s) or Group(s) to benefit: **Kindergarten, First, and Second Grade Students**

1. Describe your project or need.

**The early elementary teams would like to add Geodes to our guided reading libraries. Wilson Language Training and Great Minds collaborated to create Geodes readables based on the belief that children are capable of reading to learn *while* learning to read. Geodes are “readable texts” because, with specific decoding strategies coupled with explicit instruction in vocabulary and content knowledge, they are wonderfully accessible to students with emerging reading skills. While written for emerging and developing readers, the books provide an authentic reading experience that builds content knowledge about science, history, and the arts, fostering intellectual curiosity. Geodes are “the first early literacy texts that unite phonics with exciting content and beautiful art so students learn more than just how to read. They learn to wonder, to decode, and to know.”**

**Geodes is available in Literacy Coordinator Kits and Classroom Kits.**

**The Literacy Coordinator Kits DO NOT include black and white books**

**for students to take home to share with family. Classroom Kits include black and white books for students to take home.**

2. How will this addition fit into your overall classroom/department planning?

**Geodes align to the Foundations Scope and Sequence that is taught in all early elementary classrooms. The foundational skills and concepts included in each Geodes library align with the scope and sequence of the Foundations program.**

**In the first half of Level K, Wordless Picture Books build students' understanding of story structure, and Sound Search Books boost letter-sound awareness. The Duet Books in the second half of K and the texts in Levels 1 and 2 are at least 80% decodable at a designated point in the Foundations scope and sequence. This means that a minimum of 80% of the words contain phonetic elements and trick words that have been explicitly taught up to the specific Foundations Unit.**

3. Please give a cost breakdown for the total amount requested. In the event that we are unable to fund your grant in full, this information is helpful.

**Kindergarten Geodes Literacy Coordinator Kit \$2150.00/ Classroom Kit \$3695.00**

**First Grade Geodes Literacy Coordinator Kit \$2150.00/ Classroom Kit \$3695.00**

**Second Grade Geodes Literacy Coordinator Kit \$2150.00/ Classroom Kit \$3695.00**

**Shipping 10% \$645.00/ \$1108.00**

**(The Classroom Kits include black and white readers that can go home with students to share their reading with family and friends. While we would prefer the Classroom Kits we would be thrilled to add the Literacy Coordinator Kits to our libraries.)**

4. How does your project tie into the District Goals for 2020-21?

***Goal 1: Provide A Rich Curriculum In Order To Maximize Student Learning***

**The District will assess the curriculum through review cycles and will utilize the benchmarks to foster vertical and horizontal articulation and implementation in curriculum, assessment, and instructional practices. The District will continue to work toward aligning the Carlisle and Concord curricula. Our staff development plan, grounded in a professional learning community based on best practices, will lead to ongoing student assessment and differentiated instruction to meet the needs of all Carlisle students and prepare them for high school and for a global community.**

***Goal 2: Build a Community of Respect in a Safe and Healthy Learning Environment***

**The district will promote and maintain an inclusive, safe, and respectful environment that fosters leadership and healthy living. The administration, staff, and students will engage in honest and open dialogues to further encourage the development of a culture of trust and respect.**

5. How many students and grade levels will this affect?

**All early elementary students will benefit from the addition of Geodes readables. The Geodes readables can also be available to students in third and fourth grade.**

6. How does your project bring together students, faculty, parents and/or members of the community at large?

**Geodes readables are an extension of the Wilson Foundations phonics program that we currently use in kindergarten through third grade.**

**Geodes provide an authentic reading experience that builds content knowledge about science, history, and the arts, fostering intellectual curiosity while fostering the emerging readers ability to decode and recognize high frequency words. The Classroom Kits provide a black and white copy of each readable that could be sent home for students to share their reading with family and friends.**

7. What is the anticipated impact on learning? Please provide specific objectives and supporting information.

**To create a literacy-rich environment that includes decodable books for our early elementary students.**

**To provide students with the opportunity to learn to read and read to learn.**

**To provide students with readable books that portray diverse characters, locations, and topics.**

8. How will you measure the success of your project in terms of its impact on learning?

**Success can be measured by student access to and success in reading Geodes readables. Success will be demonstrated when students exhibit motivation and engagement in reading Geodes.**

9. Are there any alternate, matching or cooperative sources of funding? Please elaborate.

**Not at this time.**

## 4. Diverse Books for MS Classrooms

Submitted by: Mimi Gleason, Liz Gray, Cheryl Hay, Kathi Macklis, Marcella Pixley

Amount Requested: \$3,200

Grade(s) or Group(s) to benefit: Grades 5, 6, 7, and 8

1. Describe your project or need.

Until recently, published literature that represents or is written by BIPOC (Black, Indigenous, and People of Color) authors has been lacking. As a result, our middle school classroom libraries and curricula representing or written by BIPOC authors has been limited. Recently, though, there has been an upsurge of middle grade and young adult literature featuring BIPOC characters and written by BIPOC authors, and the middle school language arts teachers would like to diversify our offerings by purchasing many of these award-winning picture books and novels. These books would be ordered as a combination of 1) individual copies to be used as choice books for independent reading or teacher read alouds, and 2) small sets for collaborative book groups.

Over 60 teachers participated in this summer's *White Fragility* book group. The following passages of the introductory email for this group from Jim O'Shea and Madeleine Lydon directly speak to the need for books representing BIPOC characters and authors in middle school classrooms:

*As part of the CPS family, we feel that now is a time for action rather than sympathetic sentiments. We stand with those doing the work to dismantle the oppressive systems that harm marginalized populations in our country, and we have an added responsibility as educators to do that work within our own community.*

*This group will engage with the following goals in mind:*

- • *Understand terminology related to race and racism.*
- • *Discuss how to be an active bystander in situations where racism is expressed or acted upon.*
- • *Discuss how to have productive conversations around race and racism with our families, students, and members of our community.*
- • *Consider the inherent biases in our teaching and curriculum, and create action plans*

2. How will this addition fit into your overall classroom/department planning?



Across grades 5-8, LA teachers foster students' independent reading by providing classroom libraries filled with new and beloved books that push students to read stories that provide windows to experiences and cultures different than their own as well as mirrors of their world. The addition of narratives about more diverse characters and communities will enrich students' reading life and develop their empathy and understanding of how people live and love across the world. These texts will also allow middle school LA teachers to conduct literature circles (book clubs) and reading partnerships around themes of social justice and cultural understanding, **and to integrate anti-bias work into our school community**. Book sets will provide opportunities for whole classrooms to dive deeply into the issues and variety of voices portrayed in the literature.

3. Please give a cost breakdown for the total amount requested. In the event that we are unable to fund your grant in full, this information is helpful.

**BIPOC books for Grade 5: \$800 BIPOC books for Grade 6: \$800 BIPOC books for Grade 7: \$800 BIPOC books for Grade 8: \$800**

4. How does your project tie into the District Goals for 2020-21?

**Our need directly addresses the following district goals:**

- ● **Build a community of inclusion, which understands, accepts, and embraces diversity, where all students feel known, cared for, welcome, respected and enjoy their educational experience.**
- ● **Create a school community that demonstrates cultural proficiency, and a commitment to meeting the diverse needs of students and families.**
- ● **Create avenues for parents and students to share their experiences as they pertain to the topics of diversity and acceptance in our school community.**

5. How many students and grade levels will this affect?

**This project will affect all current and future middle school students for future years as they will become a permanent part of our middle school classroom libraries and curricular materials.**

6. How does your project bring together students, faculty, parents and/or members of the community at large?

**The goal of including books that represent BIPOC characters and authors is to  
- bring people together in these divisive times,**

**-build empathy by exposing them to stories that reflect experiences beyond their lives, -help young people in Carlisle see that they are part of a diverse world.**

**It is important for children to be immersed in books that offer both mirrors and windows to the world. Mirrors reflect the self and allow all students -- especially children of color -- to see themselves in literature. Windows open to the world and provide the opportunity for students to become familiar with the experiences of others. Students thinking together about issues of social justice empower young people to notice and act on problems they learn about through reading.**

7. What is the anticipated impact on learning? Please provide specific objectives and supporting information.

**Reading diverse literature will support the following learning standards created by Teaching Tolerance, whose mission is to "help teachers and schools educate children and youth to be active participants in a diverse democracy."**

- ● **Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.**
- ● **Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.**
- ● **Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.**
- ● **Students will respond to diversity by building empathy, respect, understanding and connection.**
  
- **Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.**

**Reading books by authors of various races, or from a different ethnic, culture, or religious background gives students a more well-rounded perspective on humanity. Such stories help students understand and feel compassion for others. With a growing understanding of diversity, students may seek to learn more about stereotypes, biases, and injustices in the world which may inspire them to take action.**

8. How will you measure the success of your project in terms of its impact on learning

- 1) We will monitor how frequently the new books that will become part of our classroom libraries are being checked out and recommended by students to others.**
- 2) We will observe and take note of the discussions about the issues and life experiences presented in the books used in small learning groups.**
- 3.) We will notice shifts in students' perspectives and opinions about national and world events.**

9. Are there any alternate, matching or cooperative sources of funding? Please elaborate.

**No. Teachers have been spending hundreds (sometimes thousands) of dollars from their own pockets for books for their classroom libraries *every year*. New books are vital to keeping a classroom library appealing and up to date. It is difficult for teachers to commit to spending the amount of money required to keep a classroom library and books for literature groups current.**

## 5. Ellison Prestige Pro Machine

Submitted by: Kindergarten

Amount Requested: \$395.00

Grade(s) or Group(s) to benefit: PreK-8

1. Describe your project or need.

The kindergarten team would like to purchase a Ellison Prestige Pro Machine. This is a die cut machine that we would like to have for all teachers to use. Many years ago, we had one of these machines. Since we moved into the new Spalding Building the machine has not been seen. We do have the actual die cut blocks, but no machine to use them on. A link to the machine is located here [Ellison Prestige Pro](#)

2. How will this addition fit into your overall classroom/department planning?

The addition of this machine will allow for:

Teachers to create curriculum-based visuals and manipulatives.

Increases student retention for difficult concepts.

Provide stimulating, quick and easy classroom environment decor.

Saves time by cutting multiple shapes at once.

Perfectly cuts letters, numbers and shapes each and every time. Allowing for more effective and efficient use of teacher time.

3. Please give a cost breakdown for the total amount requested. In the event that we are unable to fund your grant in full, this information is helpful.

The cost of this machine is \$395.00. (Can save 15% when signing up for emails) There are other die cut options that can be purchased, however, we already have letters and some shapes. If the opportunity presents, we would like the option to purchase more die cut shapes.

4. How does your project tie into the District Goals for 2020-21?

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

**Objective 3: Ensure Equity and Excellence in Learning.** Ensure that all students have access to high quality content and differentiated instruction that provides for the academic, social and emotional supports required to ensure success for all students.

5. How many students and grade levels will this affect?

**This machine would be made available to all faculty and staff.**

6. How does your project bring together students, faculty, parents and/or members of the community at large?

**This machine is also useful in creating signs and bulletin boards that the PTO may be interested in creating.**

7. What is the anticipated impact on learning? Please provide specific objectives and supporting information.

**The anticipated impact on learning is that students will be provided with colorful, curriculum based visuals that will help with the retention of information. Teachers will be able create visuals more effectively and efficiently.**

8. How will you measure the success of your project in terms of its impact on learning?

**This project will allow for faculty and staff to design bulletins boards and instructional materials. As this machine can be used in a variety of ways, the impact on learning will vary based on its intended use. For example, if items are created for a class lesson or activity, its impact will be based on how well the students made use of the materials and/or how well the activity or lesson was understood. If used for bulletin board creation, the impact could be measured by how students/staff interact with or what new information they take away from the board. This machine has the potential to have a significant impact on learning as a result of having the capability of showcasing colorful, thoughtful classroom and school decor that is inviting, welcoming and essential for creating a warm and inclusive school environment. By fostering a positive and welcoming classroom and school environment, learning outcomes are more likely to occur in a high performance culture.**

9. Are there any alternate, matching or cooperative sources of funding? Please elaborate.  
**Not at this time.**

## 6. Science Demo Camera

Submitted by: Brad Cranston

Amount Requested: \$710

Grade(s) or Group(s) to benefit: Grades K-8

### 1. Describe your project or need.

This grant proposal is for a document camera capable of showing science demos both in class and over Zoom. Since students remain in their seats during class, I am finding that when I do demos those in the back of the room cannot see what is happening. When students are online, I find that it is very difficult to show them the demos using the built-in laptop camera. I am seeking a solution that will allow me to show demos either on the classroom projector or over Zoom easily and effectively.



Currently, I am using my school-issued iPad for this purpose, but this has been frustrating. The iPad is big and not easy to reposition. Furthermore, the iPad settings must be set to keep the screen from turning off and showing notifications and the iPad's camera app must be open. Finally, on my laptop, I have to run Quicktime, an app not designed to serve as a document camera, in order to get a window that will show the live feed from the iPad. For these reasons, the iPad is not an effective solution.

Another possible solution is using one of the Elmo document cameras currently owned by the school. Unfortunately, they are 12 years old and the image quality is too poor.

Furthermore, the software is no longer supported, so there are concerns that it might not work with future laptop updates.

Given the lack of good solutions currently available, I am seeking to purchase a camera dedicated to showing high-quality video both in the classroom and over Zoom. This camera is the Elmo MO-2 STEM Cam. I understand there are less expensive cameras that serve a similar purpose, but there are several reasons I am choosing this one:

1. I need to be able to capture fine details (e.g. bubbles coming off an electrode) or fast movements (e.g. steel balls bouncing off each other), so the camera must have both good resolution and a high framerate. This camera has a 16x zoom, HD resolution, and 30 fps. These specifications will meet my needs.
2. I need software that is dedicated to displaying video on my laptop. The company that makes this product, Elmo USA, provides its own software with the camera. It is compatible with the latest Mac operating system. One important feature of the software is the ability to flip the image upside down. This means you don't have to flip the camera around when showing or writing text. This will be a huge help.
3. Elmo cameras are used in the school. They've proven to be durable and easy to use. If other teachers need to use this camera, they'll likely be familiar with it.
4. This camera is battery powered. This will make it easier to position in the classroom, which is important as I travel room to room. Also, there's one less cord to plug in and one less thing to possibly trip over.

I am also asking for an HDMI/USBC adapter. Although one has been issued with my laptop, it has become common practice to leave the adapter in the classroom for other teachers to use. This makes it so teachers have one less thing to bring from room to

room. By funding the purchase of this adapter, I would be able to leave this adapter in the room in which I Zoom, which is the science closet.

**2. How will this addition fit into your overall classroom/department planning?**

This camera will allow me to plan for doing more demonstrations in my classroom.

**3. Please give a cost breakdown for the total amount requested. In the event that we are unable to fund your grant in full, this information is helpful.**

Item	Price	Qty	Subtotal	Vendor
Elmo MO-2 Stem Cam	\$641	1	\$641	B&H Photo  (Scott said he may know of other vendors that sell it for less)
Apple USB-C Digital AV Multiport Adapter	\$69	1	\$69	Amazon
	Shipping		\$0	
Total			\$710	

**4. How does your project tie into the District Goals for 2019-2020?**

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

- Students, no matter where they are sitting in class, will be able to see my demonstrations. Also, students on Zoom will have a better experience. Lastly, I think it is

important to point out that the need to do demonstrations has increased given the current constraints within the classroom. Many of my science labs are now nearly impossible to do with my students, as they are fixed to their desks, unable to share materials. Although I will be working very hard to provide hands-on-science labs, demonstrations will play a greater role this year and I would like those experiences to be as enjoyable and instructive as possible.

**5. How many students and grade levels will this affect?**

This camera will benefit all students in the seventh grade. This camera could be used by other teachers while I have a prep period or when I'm not planning to use it.

**6. How does your project bring together students, faculty, parents and/or members of the community at large?**

This project will bring together all students within a class and the teacher. This could be a whole-class setting or a small-class setting, such as a Study Skills class when previewing, reviewing, and reteaching of key concepts take place.

**7. What is the anticipated impact on learning? Please provide specific objectives and supporting information.**

Students will improve their understanding of all concepts covered in 7th-grade science. Content topics include physics (energy), chemistry (chemical reactions), life science (human body), and earth science (weather and climate).

**8. How will you measure the success of your project in terms of its impact on learning?**

Student understanding will be assessed through lab questions, quizzes, tests, and class discussions.

**9. Are there any alternate, matching, or cooperative sources of funding? Please elaborate.**



Funds are especially limited this school year, so there are no alternate courses of funding available.

2020 - 2021 Faculty & Staff Grants Proposal

Meeting Worksheet

Wednesday October 28, 2020

	Title	Submitted By	Department	Grades	Requested \$	Approved	School Funding	Notes	Contact Email
1	Pro Licenses for 3 websites to Enhance Remote Learning	Steffek	Language	8-Apr	\$ 188.00	y			asteffek@carlisle.k12.ma.us
2	Equal Opportunity Book Box	K team	Reading	K-prek	\$ 500.00	y			sgraham@carlisle.k12.ma.us
3	Geodes Decodable Readers	K-2 & Special Ed.	Reading	K-2	\$ 7,095.00	y	discuss (\$7k-12K)		jrowland@carlisle.k12.ma.us
4	Diverse Book for MS	MS LA teachers , Macklis	Reading	8-May	\$ 3,200.00	y			lgray@carlisle.k12.ma.us
5	Ellsion Prestige Pro Machine (Die Cut Machine)	K team	Tech	All	\$ 395.00	y			sgraham@carlisle.k12.ma.us
6	Science Demo Camera	Cranston	Tech	All	\$ 710.00	y			bcranston@carlisle.k12.ma.us
				Total Funded:	<b>\$ 12,088.00</b>				
	<b>Total Budget. \$13,500</b>								

Geodes Readers will be looked over by Lori Bruce and Faculty. Grant was for \$7095 for classroom books or \$12,193 which includes take home books for students. \$7095 is earmarked for grant at this time.