

**CARLISLE PUBLIC SCHOOLS** [www.carlisle.k12.ma.us](http://www.carlisle.k12.ma.us)

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

**Carlisle Public School, Community Room**

**7:00 PM**

**SCHOOL COMMITTEE AGENDA  
WEDNESDAY, MARCH 11, 2020**

- I. 7:00 p.m. Call to Order**
- II. 7:00 p.m. Public Comments**
- III. 7:05 p.m. Review/Approve Minutes**
  - a. Meeting of February 12, 2020
  - b. Special Education Subcommittee Meeting of February 25, 2020
- IV. 7:10 p.m. Student Athletes**
- V. 7:20 p.m. Information/Discussion Items**
  - 7:20 a. New Business Manager Discussion and Vote
  - 7:30 b. Open Space Recreation Discussion
    - 1. Dog Park Grant
    - 2. Seven-Year Action Plan
  - 7:40 c. Energy Task Force Presentation
  - 8:00 d. Update on Charging Station: Jonathan DeKock
  - 8:10 e. Budget Update
  - 8:15 f. 2020-2021 School Calendar Discussion and Vote
  - 8:25 g. Update on Coronavirus
  - 8:35 h. School Choice Discussion
- VI. 8:50 p.m. Communications/Correspondence**
- VII. 9:00 p.m. Superintendent's Report**
- VIII. 9:10 p.m. Members'/Committee Reports as Needed**
- IX. 9:25 p.m. Warrants**
  - a. Payroll Warrant #6120; \$394,629.40
  - b. Accounts Payable Warrant #6320; \$39,293.72
  - c. Payroll Warrant #6820; \$361,935.02
- X. 9:30 p.m. Action Items**
- XI. 9:30 p.m. Citizens' Comments**
- XII. 9:35 p.m. Adjourn Meeting**

## **Carlisle School Committee**

### **Minutes**

Wednesday, February 12, 2020

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

Present – School Committee: Christine Lear - Chair, David Model, Eva Mostoufi (arrived at 7:23 p.m.), Sara Wilson, Shannon May Lavery.

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

#### **Meeting Documents:**

12/19/19 Special Education Subcommittee Minutes	1/8/20 Meeting Minutes	1/22/20 Meeting Minutes
1/27/20 Special Education Subcommittee Minutes	METCO Presentation	Budget YTD and Forecast
Superintendent Goals	Draft #1 and #2 of 2020-2021 School Calendar	CASE Collaborative Agreement
Policy List		

#### **I. Call to Order**

Chair Christine Lear called the meeting to order at 7:01 pm. Ms. Lear announced that the meeting is being recorded.

#### **II. Public Comment Period**

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

#### **III. Review/Approve Minutes**

Mr. Model made a motion to approve the Special Education Subcommittee minutes of December 19, 2019 and January 27, 2020; Ms. Lavery seconded the motion. All members present voted in favor of approving both sets of minutes. Ms. Wilson made a motion to approve the minutes of the meeting of January 8, 2020; Mr. Model seconded the motion. All members present voted in favor of approving the minutes. Ms. Lavery made a motion to approve the minutes of January 22, 2020; Mr. Model seconded the motion. All members present voted in favor of approving the minutes.

#### **IV. Student Council Representatives.**

Jason Wang, 8<sup>th</sup> grader and Secretary of Student Council, presented an update. There has been a pizza sale on every Early Release Tuesday; also whoopie pies are for sale. Student Council has raised about \$800 to date. Proceeds will purchase a bouncy house for field day in June. The Open Pantry food drive started in January, and donation bins are filled to the brim. Jason thanked all of the staff for their support, especially Mr. O'Shea, Ms. Reid, Dr. Mehler, and Ms. Malone. Jason added that he is looking forward to high school next year. Ms. Lavery commended him on a great presentation with no notes.

#### **V. Information/Discussion Items**

1. Update on Charging Station. Jonathan DeKock, representing the Energy Task Force (ETF), presented. Eversource has not yet given final plans to the ETF. While processes are in the works, there is nothing to vote on at the present time. Mr. DeKock's concern is that the Green Community Grant expires on May 31. If a plan from Eversource is received, he would like to request a special meeting of the CSC to vote on it. The Committee agreed to this request. Mr. DeKock believes the entire project could be completed in a month and a half.
2. METCO Presentation. Jim O'Shea presented an overview of Metropolitan Council for Educational Opportunities (METCO.) Mr. O'Shea explained that visioning work with the community has been ongoing this year, and he has also met several times with the Master Planning Committee. During these conversations, the idea of Carlisle participating in the METCO program emerged, as constituents are exploring the idea of a more diverse and inclusive school community. Currently, 38 school districts participate in METCO. Boston and Springfield are the feeding districts, with a population of students interested in attending school in other communities. Mr. Model questioned if there could be other nearby communities, such as Lowell, that could be sending districts. Benefits to the program include creating an environment where students can be integrated academically and socially. Challenges include families accessing school resources. Mr. Model asked about student experiences; Mr. O'Shea answered that experiences were overall positive. Anecdotal data seems to show participating students from Boston have more academic success the longer they are in the METCO program; there also seem to be more educational gaps in their experience if they start the program in later years. It does seem that students who are in the program persist in it. Dr. Mehler, who worked in Districts that participated in METCO (Lexington and Bedford), shared that his student experiences were successful and multi-generational. It was noted there is a waiting list for the program. Dr. Mehler also shared that John Sills, Superintendent of Bedford, created a video on the METCO program in Bedford. Mr. O'Shea noted the positive impact to all students impacted by the program. Ms. Lavery, who grew up in a METCO district, agreed. Ms. Bruce lives in a METCO district and shared that her sons had a deeper understanding of various lifestyles, and one friend in the METCO program said that METCO saved his life. The State funds approximately 75% of the cost; providing districts with approximately \$5000 per student, a portion of funding for transportation, and a possible increase in Chapter 70 funds. There is an application pool because METCO students have to be residents of Boston or Springfield, and the priority of placement is based upon ethnicity; not economic diversity. The commutes for METCO students can be upwards of an hour or more. Dr. Mehler shared that breakfast was

provided to the METCO population of students in Bedford. Sometimes families host METCO students so the students don't have the long bus rides during the school week. If it is determined that a METCO student requires an Out of District placement, it is the home district's, not the receiving district's, responsibility. Mr. DeKock, 130 Oak Knoll, shared that Fenn runs a similar program where they bus children from Boston, and noted that many students read or work on the bus ride. There will often be monitors on the bus because of the length of the ride. Boston parents are responsible for getting their child to a central location to meet the bus. Mr. O'Shea said that the host school can determine how many slots are available. The host school works with the program to determine the appropriate cohort size of students, which could vary year to year. Siblings of participants get priority for placement. Cynthia Sorn, Rutland Street, asked about special education services for METCO students. Ms. Bruce answered that the School would service students with special needs as long as those services are in place for Carlisle students, so students attending in Carlisle would have access to a speech language pathologist, occupational therapist, physical therapist, special educator and school psychologist. If it was determined that the School could not service the student, the student would have to be placed elsewhere and that would be the responsibility of the home district. Mr. Model noted that participating in METCO is a big commitment and fraught with economic impact. Ms. Lavery noted that we value diversity. Mr. O'Shea has given an overview of both School Choice and METCO to the School Committee; it was felt that diversity would be achieved more through METCO than School Choice. Mr. Model noted a cost to the district for each program and reiterated the idea of reaching out to other nearby communities to achieve diversity. Mr. O'Shea will reach out to the state to see if other cities might be considered as feeding districts for the METCO program. He will also reach out to a METCO coordinator to help determine the time frame for participation in the program.

3. Budget Update. Susan Pray shared that per the FinCom suggestion, the special education Out of District cost is now listed in separate line items. Circuit breaker funds are included in the budget. The Town funded the elevator repair.
4. Budget Mailer Review. Ms. Pray stated that the document is a draft and is still being updated. She shared that Kevin Maier received a cultural council grant, and the District received Title I funds this year. Title I funds both math and literacy programs. The mailer will be received by community members a couple of days before Town Meeting.
5. District Goals/Superintendent Goals Update. Mr. O'Shea presented. Goal #1, the District Planning Goal, centers around the visioning work that is being done. The Visioning Committee is comprised of 28 people, including faculty, staff, parents, students, community members, and town officials. There is a high level of interest and enthusiasm in this work. Mr. O'Shea has engaged the community and gathered information about the future of education in Carlisle. The Committee is looking to synthesize information in March. Ms. Lavery, heading the Innovation and Best Practices subcommittee, added that 8-10 people will create a one page summary of Committee findings. Multiple Visioning resources will be available on the shared drive, including research-based best practices and articles. The next meeting is on March 11, and at that point, the Committee will have created a document to share with the CSC. Goal 2, Student Development Goal, includes creating the Portrait of a Graduate. This will be created collaboratively with the Visioning Committee. Goal 3, District Improvement and



Professional Practice, applies to the Administrative Team. Mr. O'Shea wants to ensure there is a shared understanding of instructional expectations and best practices to support consistency in evaluations. He strives to maintain expectations and consistency as administrators support teachers. Goal 4, District Improvement Goals, involves continued progress in tiered supports. There have been opportunities for Professional Development in this area, including the Tara Trainor Universal Design for Learning (UDL) workshop. UDL is being used in Elementary School and Flex Blocks are used in Middle School. There are now universal screeners in middle school to help identify students who need support. Dr. Mehler's work is continuing; he is exploring how to make modifications to improve the middle school schedule for next year. Supports for students continue to be enhanced through Lori Bruce's entrance plan. She has reviewed the WestEd report, and is helping her faculty and staff explore Professional Development to help them continue to expand their repertoire of strategies to meet the diverse needs of students. Mr. Model asked how efficacy of the support is assessed. Star Renaissance (reading comprehension) and Aleks (math) assessments are done three times a year for every student in middle school. The Administrators analyze data to see who is struggling, and explore deeper as to why. General education teachers are teaching Tier II and are also collecting data. Dr. Mehler further explained that through these assessments, students were identified for targeted intervention. Teachers then supplemented instruction in areas of need, and a second round of data was collected in January to assess progress. With elementary, students are identified through the Child Study Team. Teachers and staff are educated on what to look for in terms of warning signs that children are struggling. Ms. Bruce added that Dr. Sidell meets with his staff to talk about methodology, if lessons are going too fast, and if the spiral math program is working. Dr. Sidell and Ms. Bruce work together. Ms. Wilson asked if groups of students were struggling, could it be due to a teaching issue? It was shared that the data is analyzed for trends and when trends were noted they were looked into. This could be a result of many variables and sometimes it is the curriculum or areas of concentration in a particular class or by a particular teacher. Sometimes lower performance could be due to the cohort having a high population of students with certain educational needs. Mr. O'Shea shared that administration also looks at MCAS performance, where data over the years for the same class can be seen. The New York Times article in 2017 was cited, as it centered on a way to measure student success based on student growth; the article showed Carlisle was doing extremely well in this area. Ms. Mostoufi asked if teachers have the flexibility to adjust the curriculum after looking at this data. Dr. Mehler answered yes; teachers reflect on data and make changes in their instructional approach. MCAS is aligned with state standards to make sure everyone is teaching to those standards. Goal 5, Supporting the new Director of Student Support Services, is going well. Ms. Bruce feels and appreciates the support.

6. 2020-2021 School Calendar Presentation. This discussion was tabled to March.
7. CASE Agreement. Mr. O'Shea affirmed that Carlisle is a member of EDCO Collaborative and CASE Collaborative. EDCO recently rewrote bylaws addressing the issue of districts leaving the collaborative; and CASE is doing the same. Now if districts want to step away from using CASE transportation, they need to give two years' notice, where previously six months' notice was sufficient. This change helps districts to plan their budget.

8. Policy Discussion. Ms. Lear thanked Ms. Wilson and Ms. Anderson for their help with the policies. Mr. Model moved to accept all 29 policies listed; Ms. Lavery seconded the motion. There was no discussion. Mr. O'Shea read the following policies:

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

All members present voted in favor of approving these policies.

## **VI. Communications/Correspondence**

There was no correspondence.

## **VII. Superintendent's Report**

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

Thanks to everyone on the search committee for the new Business Manager. Anne Mahan is the finalist. Anne will attend the March CSC meeting.

Per the Student Opportunity Act, the Town will receive \$20,000 in additional Chapter 70 funds. Cyber Security Awareness training has started.

Lori Hunter and her high school team hosted an 8<sup>th</sup> grade transition night; and received great feedback from Carlisle.

Mr. O'Shea has met with Tim Goddard and discussed how the School can continue to share resources with the Town.

Next week is school vacation.

There is a joint meeting with SEPAC and the Special Education Subcommittee on February 25.

There is a COA breakfast with the Administrative team in March.

Mr. O'Shea met with Kate Reid about intergenerational opportunities at the school. The school is looking to the community to find citizens with expertise in some areas, and exploring how we can bring people together to help support student learning and intergenerational activities.

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

CCRSD. Ms. Mostoufi presented about the Region. The transition meeting on January 21 in Carlisle was received very well. The focus on wellness and mental health of students will continue through many programs at CCHS. After the recent suicide in Concord, a large counselor team was established, support systems were put in place, and students who needed check-ins were identified. The Center for Parents and Teachers brought in speakers. There was also a discussion on the purchase of electric busses, and purchasing 3 busses for the region. Mr. Model noted that electric busses are subsidized. There is a new program at CCHS for students aged 18-22. It's a transition from Pathways, where students participate in social activities, acquire jobs, practice life skills, and transition to living independently.

Master Planning. Ms. Mostoufi shared that Master Planning in Carlisle is looking for the following information from the School:

- Demographics (METCO and School Choice)
- Facilities planning
- Municipal finance (more information on school spending)
- Carlisle character and culture
- Sustainability

Mr. O'Shea will create a document to share with the CSC. Mr. Model suggested that Master Planning come to a CSC meeting to discuss these information points. Mr. O'Shea and Ms. Mostoufi will meet with Janne Corneil to get clarity on what information Master Planning needs.

The Special Education Subcommittee has met and is working with Lori Bruce. Members are reaching out to surrounding communities to get a better understanding of what other towns are doing in Special Education.

### **IX. Warrants**

The following warrants were approved:

1. Accounts Payable Warrant #5020; \$239,843.29
2. Accounts Payable Warrant #5420; \$71,623.02
3. Payroll Warrant #5220; \$388,879.77
4. Payroll Warrant #5720; \$381,130.15
5. Accounts Payable Warrant #5920; \$131,870.25

### **X. Action Items**

- A. The policy vote took place at the end of the policy discussion.

## **XI. Citizens' Comments**

Cynthia Sorn, Rutland Street, asked the name of the new Business Manager; which is Anne Mahan. Mr. O'Shea noted that the School is still finalizing Ms. Mahan's contract, which will state "Pending School Committee Approval." Mr. O'Shea will share the contract with the Committee. The CSC can vote on the contract and Ms. Mahan's appointment as Business Manager at the March meeting.

## **XII. Adjourn Meeting**

Mr. Model made a motion to adjourn the meeting; Ms. Mostoufi seconded the motion. All members present voted in favor. The public meeting was adjourned at 9:12 p.m.

Respectfully submitted,

Nancy Anderson  
Assistant to the Superintendent

**Carlisle School Committee  
Special Education Subcommittee  
Joint Meeting with SEPAC**

Minutes

Tuesday, February 25, 2020

Carlisle School Community Room, Carlisle Schools, 83 School Street, Carlisle, MA 01741

9:30 a.m.

Present – School Committee: David Model, Eva Mostoufi.

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

Present SEPAC: Kate Mazzola, Angela Richardson, Meredith Bielecki, Sesha Gadey, Melissa Suderman

**I. Call to Order**

The meeting was called to order at 9:40 p.m.

**II. Introductions**

**III. SEPAC Discussion Items**

Minutes were approved. Ms. Bruce provided a Special Education update. A team of teachers attended a Dyslexia training at Harvard in the fall; a different team will be attending an EDCO course on Dyslexia this spring. She continues to work on the Special Education model for next year, where, in general, special educators may work across two grade levels. Ms. Mazzola reported that SEPAC was considering doing a survey after IEP meetings about the IEP process, but then thought to wait until the fall when there would be more concrete ideas on what will be done with the survey data. Ms. Bruce shared copies of surveys that were done by Lunenburg and Arlington.

**IV. Special Education Subcommittee Discussion Items**

1. Objectives. The Special Education Subcommittee is also interested in doing a survey.
2. Survey. Mr. O’Shea explained that the idea is to generate and distribute a general survey to parents of students in Special Education. This Committee wants to explore the deeper issues of how special education is being approached in Carlisle; and to find and implement best practices in Special Education. Ms. Bruce has worked to make IEPs consistent. It is felt that IEP meetings go well and people are heard. The concern is at the school level; are case managers able to service students in the best ways? The new model provides more continuity which is beneficial to students. Ms. Bruce further explained that students will be paired with special education teachers that have the

expertise, strengths, and talent to work with these students. The same structure will be implemented with paraprofessionals. Additional training for staff will also occur. Another plan is to work on the best way to move forward with co-teaching, possibly co-teaching some subjects. There will be no whole-class co-teaching next year. It was felt co-teaching needs more exploration and training. The parents present are happy and feel that their children are receiving their services. Parents are also aware of the many children with varying levels of need at certain grade levels. Ms. Bruce added that she is monitoring how special educators report disabilities. It is felt that often a Developmental Delay diagnosis should be given to young children, under 3<sup>rd</sup> grade, because the diagnosis is not yet clear. After a child is initially diagnosed, the staff can monitor how he or she responds to interventions. The survey discussion continued. Mr. O'Shea stressed the importance of soliciting both parent feedback and teacher feedback on the survey. It is felt the survey should be brief but comprehensive. Ms. Mostoufi has reached out to SEPAC parents from Lexington, Bedford, Manchester, Natick, Swampscott, Winchester and others, to see if people are interested in learning more about improving curriculums that deal with students that struggle with literacy and dyslexia. All of the SEPACs question how to formulate survey questions; if there is a need for open-ended questions about how services are delivered, how to document parent experiences, and ensure the surveys are returned. Groups have an interest in a forum to talk about sharing ideas about what works in districts; should a survey be done after that meeting? WestEd did a comprehensive analysis of special education in Carlisle. Mr. Model added that if schools want to reform, everything can't be done at once. His priority is Learning Based Learning Disability (LBLD) reform, as almost 30% of students in Carlisle struggle with a LBLD. Ms. Bruce said that reform is not all about literacy; Carlisle should continue to provide programs that meets the needs of each individual child. The best practices, but not the same practices, have to be implemented to students. Mr. Model added that it's important to be proactive on the resourcing. The Committee should determine what areas should be worked on and ensure that we can use the data. Ms. Bruce shared her thoughts on three major areas about which to solicit parent feedback: Communication (from special educators and teachers), the IEP experience (how is it going, what are concerns), and Services (do you understand the services your child is receiving, do you feel your child is getting enough services, are there services you want to see the school provide that they don't provide). It was felt that it was important to include a child's grade level on the survey too. Surveying the teachers is important as well; do they have the training and resources to work with their students? Do they feel they need more training? Do we have the resources to address what data comes back from the survey? How to best support Ms. Bruce and the teachers was discussed. Mr. Model feels that one step is to embrace the Universal Design for Learning (UDL). Mr. O'Shea questioned how success is measured. For example, are parents happy, are students doing better on state testing? He added that the School will put out a survey to parents with the three themes that Ms.

Bruce discussed. The administration will ultimately analyze the data and determine where changes can and should be made at the school. Mr. O'Shea will work with Ms. Bruce to draft a survey. He will then contact Ms. Gadey to see if she will review the questions and confirm if the data generated will be manageable and useful. The survey will come from administration. When information is presented, it will include findings and trends. There was discussion about sending a survey every year to measure success. SEPAC will reach out to parents to make sure they know the survey is important because a large sample size is preferable. Perhaps the last question could be "Would you be willing to participate in a focus group?"

3. Schedule of Meetings. The Special Education Subcommittee may join a future SEPAC meeting.

#### **V. Solicit input for next SEPAC Meeting**

#### **VI. Public Comments**

There were no public comments.

#### **VII. Adjourn Meeting**

The meeting was adjourned at 11:27 a.m.

Respectfully submitted,

Nancy Anderson  
Assistant to the Superintendent

March 2020  
Carlisle Recreation Commission  
Attn: Board of Selectman/Stanton Foundation

To Whom it May Concern;

The Carlisle Recreation Commission, a group of dedicated volunteers and one Director of Recreation, are diligently working to develop an off-leash dog park in Carlisle, Massachusetts. An off-leash dog park is a public park, typically fenced, where people and their dogs can play together. As the name implies, these parks offer dogs off-leash play areas where their owners can enjoy a park-like setting and the chance to socialize with other canines and their owners. Dog parks are being established all over the country and offer a wealth of benefits to dogs, dog owners and the community as a whole. Off-leash dog parks are more than just a place for dogs to run and roam, it is a space to foster community.

A dog park can offer the following benefits to Carlisle: opportunities for dogs to exercise and socialize safely, promote responsible dog ownership, provide an outlet for dog owners to socialize and creates a conscientious community by promoting public health and safety. To develop an off-leash dog park in Carlisle we are seeking to raise funds by applying for a grant through The Stanton Foundation. A fully developed site will include a fenced off-leash dog area and off-street parking.

The chosen site is confirmed to be on city/town-owned land: Banta Davis Recreation Area. The dog park will be specifically located adjacent to the third base side of the softball field within approximately two acres of undeveloped Town land. The schematic (see Appendix A) shows the approximate proposed location. Due South of Green Cemetery on Rt 225 (Bedford Rd), Due West of the Fox Hill Conservation Parcel and Stearns St, Due North of Rodgers Rd and Baldwin St, Due East of School St and the Carlisle Public School. The Banta Davis Recreation Area is located on Bedford Road between Green Cemetery and Kimball Farm Ice Cream stand. It has:

- a Little League baseball field
- a softball field
- a soccer field (or lacrosse, or field hockey)
- the Rory Bentley Fitness Course
- an asphalt ¼ mile running track around the soccer field

The plan to use the Banta Davis site for a dog park has been well communicated to relevant city/town bodies and residents/abutters. This has been communicated through, a Notice of Intent/Public Hearing, dedicated articles printed in the Mosquito (the town paper), as well as an Interoffice memo to all of the Town Departments. There were also presentations made to the Board of Selectmen, the Finance Committee and the School Committee.

Carlisle can meet a commitment of 10% of the hard construction costs. The town has a few options available to cover this contribution: Carlisle participates in the Community Preservation Act Fund, and its Community Preservation Committee could appropriate funds from these



accounts for this project. Or, the town could appropriate funds directly for this at the town meeting via the town warrant.

We will provide a list of financial contributors and any commitments made to them. Under the Community Preservation Act, we must post a sign acknowledging their participation. Carlisle will make its best efforts to avoid permanent donor or sponsorship signage, and in the event it is financially imprudent to do so, will use a sign template provided by the Foundation to create the signage. At this time we do not have any financial contributors. *If the Stanton foundation would like acknowledgement, we would be proud to display a sign indicating their involvement.*

We understand and have communicated with all relevant town committees that the design grant will be applied to costs including the preparation of schematics, preliminary drawings, bid documents, construction observation and, if necessary, an initial site survey. Any funds not required for these purposes will be reserved for the park's ongoing capital needs.

Carlisle acknowledges that they will select a design firm that has previously designed at least one dog park or has extensive outdoor public space design experience. At this time Carlisle is in discussions with the Morin-Cameron Group, INC and also the Fisher Design Group regarding schematics and preliminary drawings. Both of these firms meet the criteria. Once Carlisle has a final bid on construction costs, it will sign a memorandum of understanding (MOU).

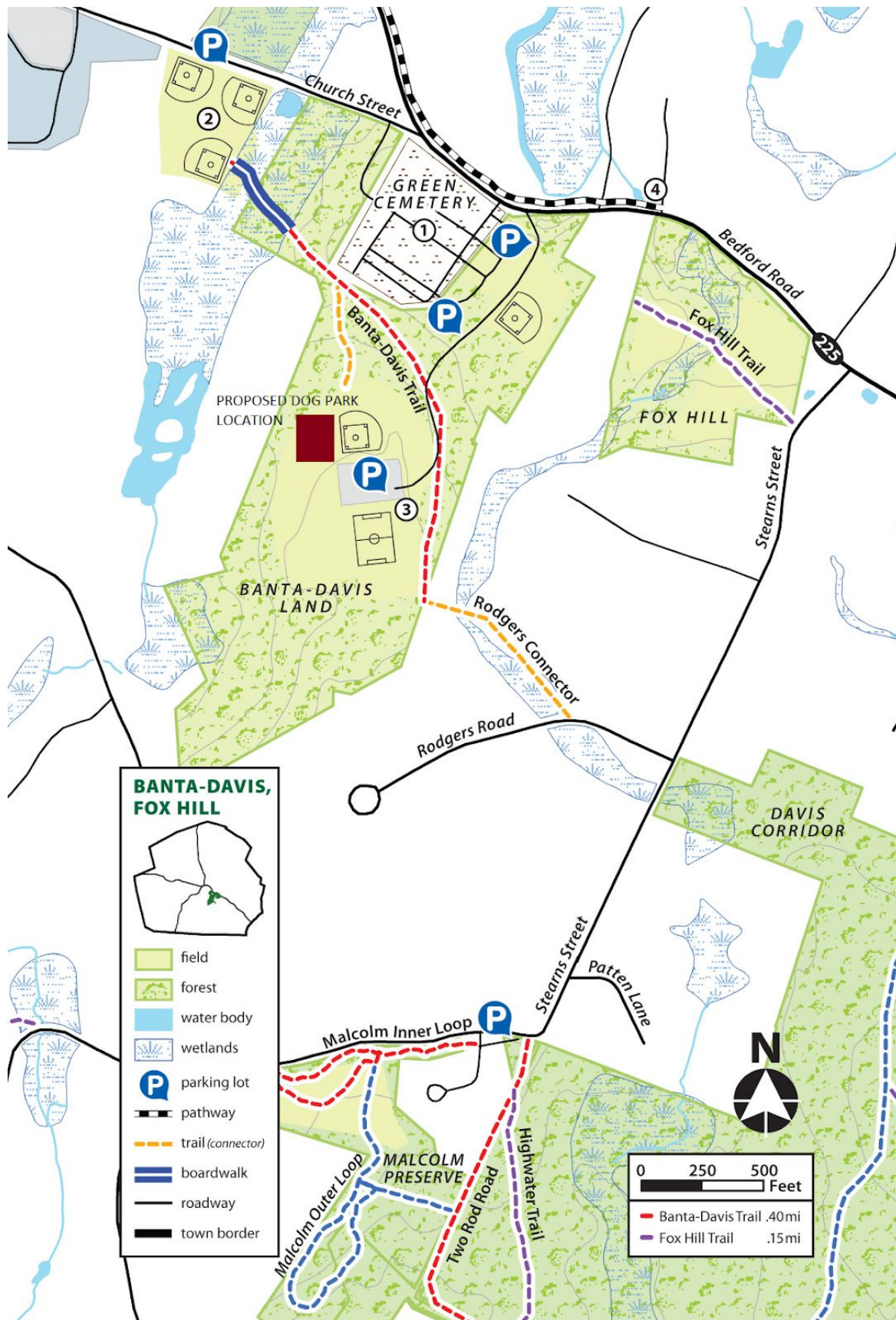
We understand that in order to begin constructing this facility we will require the approval of the Stanton Foundation. We are grateful to be under consideration to receive a grant and we look forward to partnering with you.

Sincerely,  
Tim Goddard

Town Administrator - Town of Carlisle, MA

CC: Courtney Bittelari & Lynette Kelleher  
Carlisle Dog Park Sub-Committee Chairs

# APPENDIX A



## APPENDIX B





# Carlisle Recreation Commission

Proposal to Apply For A Design Grant to  
Construct a Dog Park at Banta-Davis





# What is a dog park?

- An off-leash dog park is a public park, typically fenced, where people and their dogs can play together





# Why build a dog park?

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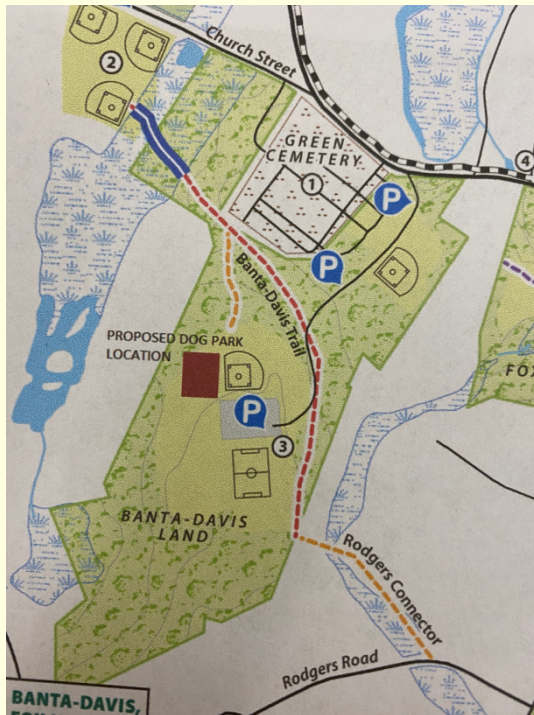


- Provides dogs and their owners a place to recreate, exercise, and socialize
- Reduces the impact and footprint of dogs by aggregating them to a more manageable place, and promotes responsible ownership
- Creates a recreation opportunity that is available to Carlisleans of all age groups





# Where would we build a dog park?



- Banta-Davis has undeveloped land suitable for this purpose
- These areas have been surveyed and tested for ledge, water, and soil conditions as part of recreation expansion proposal in early 2000's
- The location would have no impact on any abutters (that we are aware of)
- There is ample parking
- The location is close to where we experience adverse impacts from dogs (so it will entice dog owners to move their activity)
- There is still plenty of additional land for a future school, and in any case a dog park could be relocated if the site is needed

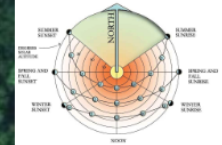




# Where would we build a dog park?



*Concept rendering courtesy  
of Fisher Design Group*



Proposed Dog Park  
Banta Davis Field  
Carlisle, MA

fisher design group  
landscape architecture  
planning  
interior design

DATE: 03/04/2020  
Scale: 1"=40'

Sheet: L-1.01

Existing  
Conditions

fisher design group  
landscape architecture  
planning  
interior design





# How could we afford a dog park?

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- The Recreation Commission would like to apply for a grant from the Stanton Foundation
- The Stanton Foundation, created by Dr. Frank Stanton, a longtime President of CBS, supports areas where he was unable to complete his charitable intentions during his lifetime
- As part of its mission of encouraging canine health and welfare, the Stanton Foundation supports the development of enclosed dog parks in Massachusetts cities and towns
- There have been 36 grant recipients under the program so far, including Billerica and Chelmsford



# How do we get a grant? How does this work?

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- The Stanton Foundation funding process works in two stages:
  - Design Grant – funds 100% of the costs to design and approve a park for construction
  - Construction Grant – funds 90% of the costs of construction
- We are at this time planning an application for a Design Grant
  - The critical step to obtaining a design grant is the “Assurance Letter” (see next page)



# What do we need from you?

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- So that we can make the necessary representations for the application and letter, we would like your support for the proposal
- A vote of support would only be for the letter and application for a Design grant – it would not bind you to ultimately approving construction
- We are seeking similar votes from the BOS, FinCom, and of course, Reccom
- A vote of Town Meeting is not needed for the Design grant, but would be required for construction
- We do not expect that vote to come tonight, but hope you will schedule it soon if we can satisfy you that this is a good proposal



# What do we need from you?

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- The “assurance letter” is a letter from the Town Administrator assuring the Stanton Foundation of several things, but especially:
  - That the plan has been well communicated to relevant stakeholders
  - That the land is available to the town for this purpose
- A draft copy of our assurance letter is available to all of you



# Other questions you may have about a dog park

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- Overall cost
- Maintenance
- Safety
- Liability
- Materials and design
- Restrictions and rules
- Likely use
- Other?



# Thank you for your support?

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## Carlisle Open Space

The Carlisle School Committee (CSC) greatly appreciates the efforts of the Open Space and Recreation (OS&R) Plan Committee's in updating the town's Seven-Year Action Plan. The Committee also appreciates being asked for its input on both the progress on previously identified initiatives and the development of the next plan. The School Committee has no initiatives on the 2013 plan for which it was responsible and therefore has no update to share at this time. The CSC has a significant interest in the previous plan's initiative on Recreational Needs and is appreciative of the efforts put forth by the town to complete the boardwalk from Spalding Field to Banta Davis. The CSC is also interested in the outcome of the evaluation conducted by the Recreation Commission on whether or not more recreation fields are needed at Banta Davis.

We are fortunate to have access to the wide variety of open spaces available to our school community here in Carlisle. There are a number of spaces on the school grounds which are considered "open" and "recreational" spaces which are enjoyed by both our students during the school day and by the entire community at other times. These spaces include the Plaza Playground, the Castle Playground, Spalding Field and Banta Davis. The following is a brief description of each, as well as a current description of our plans for possible use and improvement in the near future. It is worth noting that this year our school community is engaged in the process of developing a shared vision for the future of learning in Carlisle, and access and use of the extensive open space in our community for scientific and outdoor exploration has developed as one of the key themes running through this work.

**Plaza Playground:** The Plaza Playground is used by a span of students during the school day for recess and classroom activities. The Plaza is also widely utilized by the community after school hours. As we look towards the future of the Plaza Playground, there is a desire to create a softer greener area on the Plaza to support the safe use of the space.

**Castle Playground:** The Castle playground is utilized by younger students before, during and after school. The Castle is also widely used by families throughout the week and over the weekend. The Castle was initially constructed in 1988 and is in need of repair, to the extent that it might make sense to plan for replacement in the near future.

**Spalding Field:** Spalding Field is used for a variety of school activities including Gym classes, Field Days, along with our interscholastic sports programs such as Softball, Baseball and Field Hockey. In recent years the field has fallen into disrepair as significant sink holes have created safety concerns for those using the fields for all purposes. Presently the Recreation Department is conducting a study of Spalding Field to see what would need to be done in order for it to be renovated to a state that it could once again be safely used for the purposes identified. It is our hope that Spalding Field renovation would be a priority initiative for the OS&R.

Banta Davis: Banta Davis is currently utilized by our school community for a number of purposes. Most recently we have relocated our Softball practices and competitions to Banta Davis as a result of the deteriorating conditions at Spalding Field. Banta Davis also provides opportunities for our Cross-Country Team training as well as a variety of other activities engaged in by our students and the entire community. Additionally, a parcel of Banta Davis is set aside for future construction of a new school in Carlisle, if and when the need arises. The school department would like to continue to use the Banta Davis land as it has in the past with no additional needs being identified at this time.

In addition to the open space which falls under the purview of the CSC, the students of the Carlisle Schools also utilize other open spaces in town including the Conant Land, Clark Farm and Great Brook Farm. Our entire school community benefits from the extensive open space in Carlisle and we appreciate the ongoing efforts of the OS&R to continue to plan appropriately for the future.



*Executive Summary*  
Path to Zero Emissions—Creating a  
Sustainable Carlisle  
(First Report)

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**PUBLIC REVIEW DRAFT**



**Prepared by:**

**Sustainability Goals Subcommittee of the Carlisle Energy Task Force**

**Prepared for:**

**All who live or work in the Town of Carlisle, Massachusetts**

**Version 1.0 released September 29, 2019; Version 1.2 released December 6, 2019**

## Executive Summary

The Sustainability Goals Subcommittee of the Carlisle Energy Task Force<sup>1</sup> prepared this report to:

- Help Carlisle residents understand the benefits and implications of adopting and pursuing goals to reduce Carlisle's greenhouse gas emissions
- Help the Master Plan Steering Committee solicit input on the community's level of support for adopting and pursuing emissions reduction goals.

The report documents Carlisle's first community-wide estimate of greenhouse gas emissions (broken down by sector and fuel type), identifies options for greenhouse gas reduction goals, and outlines a conceptual approach for reaching such goals.

## 2017 Emissions Summary

Figure ES- 1 summarizes Carlisle's 2017 greenhouse gas emissions.<sup>2</sup> In 2017:

- Residential emissions (including vehicles) accounted for almost 90% of Carlisle's emissions
- Transportation fuels accounted for about 45% of Carlisle's overall emissions.

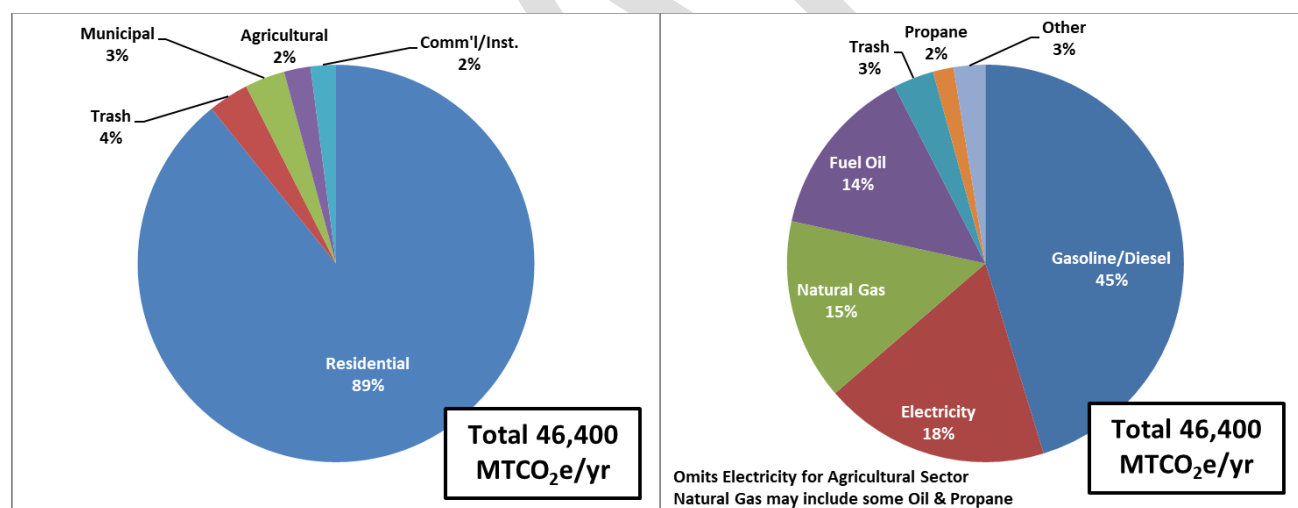


Figure ES- 1: Summary of 2017 Greenhouse Gas Emissions for Carlisle

Compared to 1990, we estimate that, through 2017, Carlisle's **residential energy use** has increased in proportion to population growth (18% population increase and 20% energy-use increase). During the same period, Carlisle's **residential greenhouse-gas emissions** have not increased because the **emissions** associated with electricity generation in New England dropped significantly during this time period, translating to 57% lower **emissions** per unit of electricity consumed. These trends do not account for

<sup>1</sup> Members of the Sustainability Goals Subcommittee are Robert Zogg and Deborah Bentley, both Carlisle residents.

<sup>2</sup> Emissions are in units of metric tons of carbon-dioxide equivalent per year (MTCO<sub>2</sub>e/year). A metric ton is about 2,200 pounds, or about 10% more than a U.S. ton.

the impacts of Carlisle's switch in July 2018 to a Community Choice Power Supply Program. See discussion below.

***Carlisle's per-capita greenhouse gas emissions are over 40% higher than the Massachusetts average.***

Compared to the average Massachusetts resident, the average Carlisle resident:

- Has a home that provides 45% more floor space *per occupant*
- Drives 40% more miles (19.0 vs. 26.5 miles/day/person)
- Has an annual income that is 115% higher.

These factors may in large part explain the higher emissions for Carlisle residents.

## Carlisle's Progress to Date

Largely through volunteer efforts (primarily the Carlisle Energy Task Force and also the Carlisle Household Recycling Committee), Carlisle has taken several important steps to lower energy use and reduce greenhouse gas emissions, including:

- ***MA Green Communities Program:*** From 2009 through 2018, Carlisle leveraged \$788,000 in state funding and utility incentives to lower municipal energy costs by an estimated \$120,000/year and municipal greenhouse gas emissions by 26%. As one of the requirements for this program, Carlisle adopted the Stretch Code (780 CMR 115.AA).
- ***Solar Photovoltaics Programs:*** Through two solar programs, we increased Carlisle's solar generating capacity to about 1,000 kW (1 MW), producing an estimated 1,500 kWh/year, or about 6% of Carlisle's electricity use.
- ***HeatSmart Program:*** Carlisle led this three-town initiative (with Concord and Lincoln) to promote installations of clean heating and cooling technologies. Under HeatSmart, Carlisle residents installed 11 air-source heat pumps and seven ground-source heat pumps.
- ***Community Choice Power Supply Program:*** In July of 2018, Carlisle entered into a Community Choice Power Supply program that dramatically increased the amount of renewable electricity purchased in Carlisle. This step alone ***cut Carlisle's electricity emissions by 77% and overall emissions by 14%.***
- ***Community Composting:*** Carlisle's community composting program reduces our municipal solid waste and, in turn, reduces the Town's incineration fees, GHG emissions associated with waste incineration, and landfill requirements for incinerator ash.

Carlisle continues to work towards additional energy savings and emissions reductions through:

- ***Green Communities:*** Carlisle continues to participate in Green Communities
- ***Municipal Solar:*** Carlisle plans to install a solar canopy at the Carlisle Public School using a third-party owner/operator. Not only will this installation provide renewable electricity, but it is also expected to provide an income stream for the Town.

- **Trash Reduction:** Carlisle is exploring additional options to lower municipal solid waste to reduce costs, greenhouse gas emissions associated with waste incineration, and landfill requirements for incinerator ash.
- **Carlisle's New Master Plan:** Carlisle has retained a consulting firm and launched a master plan development process that will address environmental sustainability.

## Options for Emissions-Reduction Goals

Should Carlisle choose to adopt goals to lower greenhouse gas emissions, we identified two logical options:

1. Align with the Massachusetts Global Warming Solutions Act of 2008: Lower town-wide greenhouse gas emissions by 80% by 2050 (1990 baseline) (5% average annual reduction)
2. Align with 2018 recommendations of the Intergovernmental Panel on Climate Change: Lower town-wide greenhouse gas emissions by 95% by 2050 (2017 baseline) (10% average annual reduction).

The latter option better reflects what climate scientists estimate is needed globally to limit global warming to 1.5°C and thereby avoid some of the most serious consequences of global climate change.

## Recommended Conceptual Approach

While the Massachusetts Global Warming Act of 2008 (GWSA) establishes emissions-reduction goals for the state, effectively addressing emissions associated with individuals, small businesses, and municipal operations will likely require local actions and initiatives. Should Carlisle choose to adopt emissions-reduction goals, the most effective approach will likely include:

- Improving the energy efficiency of our homes and buildings
- Electrifying (i.e., converting from fossil fuels to electricity in our homes, buildings, and vehicles)
- Continuing to switch to renewable electricity
- Sequestering carbon and lower direct emissions, where feasible
- Promoting more sustainable behaviors.

To successfully implement this approach, Carlisle will want to:

- Develop energy plans for existing homes and buildings
- Promote electric vehicles
- Promote home/building weatherization, followed by installation of high-efficiency electric appliances and equipment (most importantly, for home/building heating/cooling and domestic water heating)
- Consider regulations and/or permit fees that:
  - Encourage or require new homes and buildings to:
    - Meet passive building standards, or be zero net energy or “zero energy ready”

- Be electric-vehicle ready
- Encourage modestly sized living units (using innovative designs to achieve excellent space utilization and aesthetic appeal)
- Permit multi-family housing on a limited basis, including renovating single-family homes into two-family homes
- Protect trees and other woody biomass
- Restrict the expansion of the natural-gas network and discourage new gas hook-ups
- Establish and maintain accountability for municipal energy use and emissions, and incorporate environmental sustainability into municipal decision-making
- Evaluate and explore new options for the purchase and generation of renewable electricity
- Promote broad and meaningful community engagement in the process.

## Key Benefits

Should the community decide to do so, adopting and pursuing greenhouse gas reduction goals will:

- Help Carlisle residents, businesses, institutions, and municipal departments lower energy costs and reduce environmental impacts
- Improve comfort of homes and buildings
- Improve resiliency to natural disasters of homes and buildings
- Leverage funds from grant programs and utility incentives
- Encourage other communities to pursue similar goals
- Help Massachusetts achieve its emissions reduction goals
- Improve air quality
- Leave a healthier planet for current and future generations.

## Key Challenges

A meaningful initiative to pursue emissions reductions will present challenges, including:

- Securing taxpayer investment for paid staff to develop an implementation plan, pursue grant opportunities, support community initiatives, and educate the community
- Exploring policy changes (such as new zoning ordinances) that may be unpopular among some stakeholders
- Motivating Carlisle residents, businesses, institutions, and municipal departments to adopt more sustainable practices.

## Next Steps

The key next steps include:

- Review and discuss the content of this report with interested community members (for example, through focus groups and online posting of the report for public review), Town

officials, other stakeholders (for example, developers, builders, and contractors), other communities, and/or state agencies, then refine the content based on feedback

- To the extent feasible, address identified uncertainties in the analysis. While these uncertainties are not likely to impact conclusions substantively, addressing them will improve our ability to track progress if we choose to adopt goals.
- Broadly vet the idea of setting emissions goals (and the key benefits/implications) through the new Master Plan development process
- If warranted by the outcome of this vetting process:
  - Incorporate emissions goals into the new Master Plan, along with a summary of the conceptual approach

Develop and execute an implementation plan.



# Path to Zero Emissions—Creating a Sustainable Carlisle

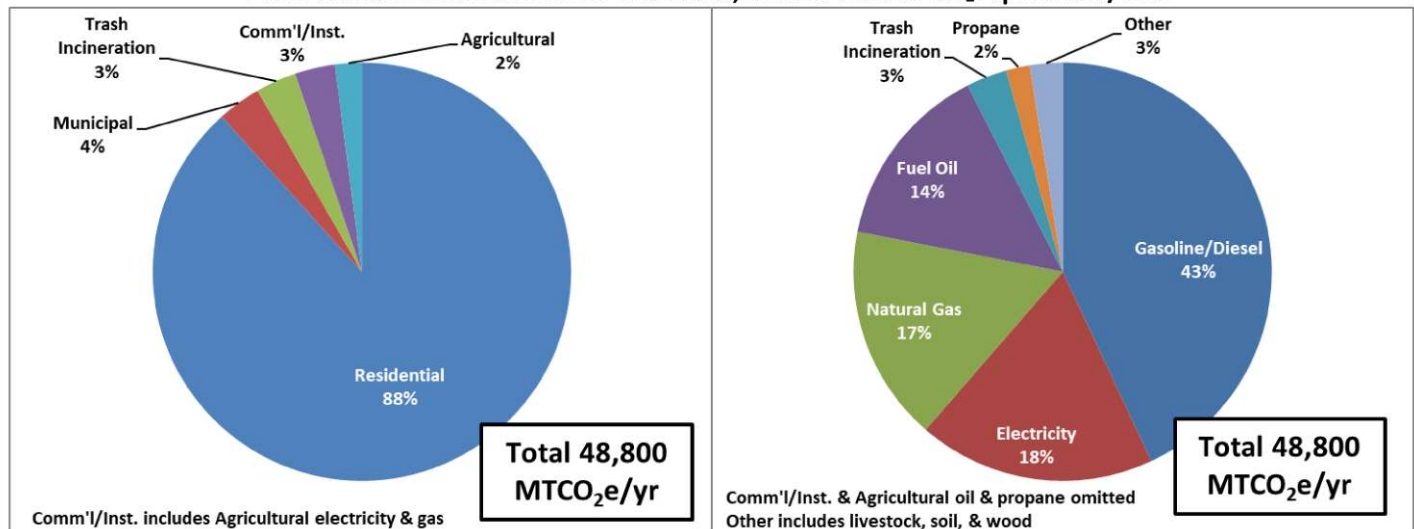
## Summary

**Purpose:** To inform Carlisle’s decision about whether to include in our new Master Plan community-wide goals to lower greenhouse gas emissions.

**Content:**

- First assessment of Carlisle’s community-wide greenhouse gas emissions
- Options for goals to reduce greenhouse gas emissions
- Conceptual approach for achieving goals, should Carlisle elect to adopt goals.

**2017 Carlisle Greenhouse Gas Emissions, Metric Tons of CO<sub>2</sub> Equivalent/Year**



**Key Findings:**

- Carlisle’s 2017 residential emissions (including vehicles) accounted for almost 90% of Carlisle’s emissions
- In 2017, transportation fuels accounted for about 43% of overall emissions
- Carlisle’s per-capita emissions are **over 40% higher** than the Massachusetts average
- In July of 2018, Carlisle entered into a Community Choice Power Supply program that dramatically increased the amount of renewable electricity purchased in Carlisle. This step alone **cut Carlisle’s electricity emissions by 77% and overall emissions by 14%**.
- In addition to the emissions included in this report (9.3 MTCO<sub>2</sub>e/yr./person), emissions associated with products and services that Carlisle uses bring total per-capita emissions to an estimated 28.5 MTCO<sub>2</sub>e/yr./person
- Should Carlisle choose to adopt emissions-reduction goals, the most effective approach will likely include:
  - Improving the energy efficiency of our homes and buildings
  - Electrifying (i.e., converting from fossil fuels to electricity in our homes, buildings, and vehicles)
  - Continuing to switch to renewable electricity
  - Sequestering carbon and lowering direct emissions, where feasible
  - Promoting more sustainable behaviors.

**Full Report (Draft):** <https://www.carlislema.gov/758/Path-to-Zero-Emissions-DRAFT>

**Note:** This summary includes updates to the analysis that are not yet reflected in the draft report



# FY20 CPS Budget Forecast

FY20 YTD Budget Report					
	FY20 Budget	FY20 Spent YTD	% Spent	Total Encumbered	Balance
<b>REGULAR EDUCATION</b>					
Instructional Salaries	5,267,616	2,874,612	54.6%	2,392,509	495
Tech Salaries & Support	242,821	138,264	56.9%	101,694	2,863
Instructional supplies	268,319	37,178	13.9%	227,531	3,609
<b>TOTAL REGULAR EDUCATION</b>	<b>5,778,756</b>	<b>3,050,054</b>	<b>52.8%</b>	<b>2,721,734</b>	<b>6,968</b>
<b>SPECIAL EDUCATION</b>					
Salaries, services, supplies	2,320,811	1,256,554	54.1%	1,062,592	1,664
Transportation	130,868	75,288	57.5%	75,288	(19,708)
Tuition	289,269	201,011	69.5%	211,657	(123,399)
Contingency	163,030	0	0.0%	0	163,030
<b>TOTAL SPECIAL EDUCATION</b>	<b>2,903,978</b>	<b>1,532,854</b>	<b>52.8%</b>	<b>1,349,537</b>	<b>21,587</b>
<b>STUDENT SERVICES</b>					
Salaries; psych, health supplies	350,642	192,389	54.9%	157,903	350
transportation	56,194	27,350	48.7%	26,639	2,205
	363,520	205,478	56.5%	160,132	(2,090)
<b>TOTAL SPECIAL EDUCATION</b>	<b>770,356</b>	<b>425,217</b>	<b>55.2%</b>	<b>344,674</b>	<b>466</b>
<b>ADMINISTRATION</b>					
School Committee	36,085	27,494	76.2%	6,969	1,623
Salaries, pd, supplies	1,086,963	698,827	64.3%	386,548	1,589
<b>TOTAL ADMINISTRATION</b>	<b>1,123,048</b>	<b>726,320</b>	<b>64.7%</b>	<b>393,516</b>	<b>3,211</b>
<b>OPERATIONS</b>					
Custodial	540,882	353,254	65.3%	183,645	3,983
Utilities	257,042	151,522	58.9%	113,542	(8,022)
Maintenance	185,204	106,207	57.3%	81,473	(2,476)
<b>TOTAL OPERATIONS</b>	<b>983,128</b>	<b>610,983</b>	<b>62.1%</b>	<b>378,660</b>	<b>(6,515)</b>
<b>TOTALS</b>	<b>11,559,266</b>	<b>6,345,428</b>	<b>54.9%</b>	<b>5,188,121</b>	<b>25,717</b>

Water  
CB \$143,000 adj entry soon

# CARLISLE PUBLIC SCHOOLS 2020-2021 SCHOOL CALENDAR

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

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

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

FEBRUARY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
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27	28					

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

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

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

MARCH						
S	M	T	W	T	F	S
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NOVEMBER						
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29	30					

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

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

APRIL						
S	M	T	W	T	F	S
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DECEMBER						
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DECEMBER						
15 Early Release						
16 Prof. Day Parent Confs.						
23 Half Day						
24-Jan 1 Holiday Recess						

MAY						
18 Early Release						
31 Memorial Day						

MAY						
S	M	T	W	T	F	S
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30	31					

JANUARY						
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24	25	26	27	28	29	30
31						




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

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

JUNE						
S	M	T	W	T	F	S
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26	27	28	29	30		

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

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

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

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

**CARLISLE PUBLIC SCHOOLS  
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15-19 February Recess						
22 Classes Resume						

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OCTOBER						
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DECEMBER						
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MAY						
18 Early Release						
31 Memorial Day						

MAY						
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Days/Conf. - No School

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27	28					

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

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

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

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

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

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

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

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

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

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

MAY						
18 Early Release						
31 Memorial Day						

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

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




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

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

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

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

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

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

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