CARLISLE PUBLIC SCHOOLS 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, OCTOBER 11, 2017

I. **Call to Order**

II. **Public Comments**

III. **Reading of the Minutes**
- A. Meeting of September 13, 2017

IV. **Information/Discussion Items**
- A. Olweus Presentation
- B. Strategic Plan
- C. Budget Presentation
- D. School Committee Goals
- E. Technology Equipment Discard List
- F. Policy Review
  - a. Acceptable Use
  - b. The Protection of Pupil Rights
  - c. Animals in School

V. **Communications/Correspondence**

VI. **Superintendent's Report**

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

VIII. **Action Items**
- A. Vote District Goals
- B. Vote Superintendent Goals

IX. **Warrants**
- A. Accounts Payable Warrant #1918; $114,481.79
- B. Accounts Payable Warrant #1718; $363,183.00
- C. Accounts Payable Warrant #2218; $15,300.01
- D. Accounts Payable Warrant #2018; $367,045.67

X. **Other Business**

XI. **Citizens' Comments**

The School Committee encourages citizens to participate by commenting on agenda items.

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.

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XIV. 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.

DRAFT

Carlisle School Committee
Minutes
September 13, 2017
Carlisle School Community Room
7:00 PM

Present - School Committee: David Model - Chair, Melissa McMorrow, Josh Kablotsky, Christine Lear.
Absent: Mary Storrs
Present - School Administration: James O'Shea, Superintendent; Carrie Wilson, Principal; Dennet Sidell, Principal; Will Verbits, Director of Student Support Services; Susan Pray, Business Manager; Nancy Anderson, Assistant to the Superintendent/Recording Secretary.

Meeting Documents:

CSC Minutes from 6-19-17	CSC Minutes from 7-21-17	District Goals 17-18
Acceptable Use Policy (2)	List of Policies for Review 17-18	Facility Summer Update
Enrollment Update	School Committee Facebook Page	

I. Call to Order
Chairman David Model called the meeting to order at 7:02 p.m.

II. Public Comments
Mr. Model welcomed everyone to the meeting, and asked for public comments. Vanessa Moroney, Bedford Road, had concerns about electronic devices in school, specifically policy. She asked how the school controls and monitors the content being accessed on school owned technology. She asked how the school will make sure her children do not view inappropriate material. Ms. Moroney wants consistency in enforcing rules on the safe use of all technology devices. Ms. Moroney's main concern was the safety and security of our children.
Kathleen McDonald, Nowell Farm Road, voiced concerns about teaching our children how to use technology, and the connection to the Acceptable Use policy. Mr. Model said the PTO is following up with the school administration with concerns about electronic devices in school.

III. Review of Minutes
Ms. McMorrow made a motion to approve the minutes of the meeting of June 19; Mr. Kablotsky seconded the motion. All present voted in favor of the motion; the June minutes were approved.
Ms. McMorrow made a motion to approve the minutes of July 21; Mr. Kablotsky seconded the motion. All present voted in favor of the motion; the July minutes were approved.

IV. Information/Discussion Items

A. District Goals for 17-18

Mr. O'Shea reported he worked with the Administrative Team to identify four major objectives under our District Goals.

1. Provide a Rich, Rigorous and Relevant Curriculum
2. Build a Community of Respect and Inclusion in a Safe and Healthy Learning Environment
3. Ensure Equity and Excellence in Learning
4. Develop the capacity of our professional faculty, staff, and administration to address the challenges of 21st century education

Objective 1 focuses on ensuring that our district curriculum continues to be rigorous and relevant. It ensures our curriculums will be reviewed periodically, as part of an ongoing process. It also assures attention to newer fields such as computer science.

Objective 2 is focused on maintaining a safe, healthy and inclusive school community for all. Mr. O'Shea pointed out that this approach is exemplified in our new Olweus program, which is designed to address issues of bullying and develop student self-advocacy skills. The program was kicked off with a whole school assembly, and a school-wide activity using speaking bubbles. Olweus skills posters have also been posted all over the school. Ms. Wilson added that students will realize they are part of a community. Bus drivers and custodians were part of the training. Dr. Sidell pointed out that for staff, there is a common way to intervene if anyone notes an issue with students. We are looking past ourselves to help others. Teachers will have weekly meetings with their classes/homerooms to reinforce these concepts. Objective 2 also assures the district is paying attention to the diverse needs of its diverse community.

Objective 3 focuses on ensuring all student have access to the curriculum and that necessary supports are provided so that every child can achieve success. Mr. Kablotsky pointed out that we should not lose track of the fact that all students benefit from differentiated instruction, struggling students advanced students and all of those in between. What about students who need more challenges? Students should get the support and also be challenged.

Objective 4 focuses on creating opportunities for teachers to access the professional development necessary to meet the growing demands of teaching and to step into leadership roles. The goal is to make sure every teacher has the skills to implement the other three goals. In addition, paraprofessionals want to feel connected and valued.

Mr. Kablotsky noted that professional development for teachers is important, but the school goal is to educate our students. He questioned a goal that is not about students being a priority. Ms. McMorrow questioned what was removed from last year's goals. Mr. O'Shea answered that technology, facilities, budget were part of last year's goals. Mr. Model said that Mike Gilbert, our representative from the Massachusetts Association of School Committees (MASC), felt there should only be 3 district goals. Mr. O'Shea will take these comments into consideration and work with the team to refine the goals. The budget will be a factor in refining the goals as well.

B. Superintendent Goals

Mr. O'Shea's proposed Student Learning goal will focus on the implementation of the Olweus program and the introduction of diversity focused instruction.

Mr. O'Shea's proposed Professional Practice goal will focus on communication. Mr. O'Shea aims to work more collaboratively with the Carlisle School Committee, and improve communication with faculty, and with the broader community. Mr. O'Shea feels that the town can be proud of the educational experience we are providing our students in Carlisle.

Mr. Model stated that if these goals are accepted, there should be one element per standard that relates to each of Jim's goals and the district goals. Ms. McMorrow would like to come up with a timetable. The CSC and Mr. O'Shea will work together toward the mid-cycle review in January.

C: Policies to Review

Acceptable Use: Mr. Model said there are many issues about this policy. The Committee will discuss it today but not vote on it. Mr. Model noted the change in the use of technology; three years ago it was a very different world and three years from now it will be even more different. Mr. Kablotsky said technology is a tool, and students have to use it appropriately. Technology is in the world; it's in the building and in the classroom, a part of children's lives and part of society. It's important to teach appropriate use. Ms. McMorrow emphasized the need for clear rules about policy. Mr. Model noted the difference between using an iPad in school, bringing a home device into school and using our network, and using devices outside school for school related projects.

Mr. O'Shea expressed that school rules should regulate students' use of technology, as this is too specific for district policies to address. The school rules can give the staff the authority to set limits, enforce appropriate behavior, and give consequences for actions. Ms. McMorrow wants the rules, guidelines and policies to all tie together and be communicated clearly. Mr. O'Shea proposed a succinct policy, guidelines on how to use technology, and rules in our handbook that all align.

Mr. Model recognized a public comment from Ms. Moroney, who was looking for clarification between the policy and the Handbook. Mr. O'Shea clarified that the policy sets guidelines for the district. The Handbook addresses specifics. A further clarification was given about acceptable use guidelines, which are handed to students and pertain to the use of school devices and the Internet at school.

Ms. McMorrow will build on the shorter version of the Acceptable Use Policy.

The School Committee approves the handbook after the School Council does the work on it.

Ms. McDonald asked what is the procedure for handbook development. Ms. Wilson stated that it is more than school advisory council. Mr. Model said the Committee will review the Acceptable Use Policy next month.

D. Facility summer update:

Chiao Bin' Huang's classroom moved to the former Robbins' Teachers' Room. There has been much work on the district phone system, and we are in the process of transitioning to voice over internet (VOIP), which the district hopes will address the phone issues. Mr. Kablotsky suggested the school communicate with town hall about phone systems town wide.

E. Enrollment Update:

Total enrollment as of today is 613 students, up from 590 this time last year. Projected enrollment will be discussed at a future time. Ms. McMorrow requested the enrollment figures be shared in their original form to provide context.

F. Budget:

The administrators are working with staff to discuss changes and initiatives for the 2018-2019 school that might have budgetary repercussions. Mr. O'Shea hopes to have staff presentation on budget in late September or early October. There is another meeting on September 27 with the internal budget group, Ms. Lear, Mr. Model, Mr. O'Shea and Ms. Pray. On October 4, the group will meet with Scott Triola, our FinCom liaison. At CSC in October, there will be a preliminary presentation of the budget. The internal budget group will take any comments and hold meetings to discuss the comments. The working budget will be presented to the Finance Committee on October 30. Based on the outcome, the final budget presentation to the CSC will be on November 8.

G. Legal Counsel:

Mr. O'Shea stated that this is a negotiation year, and the aim is to consolidate our legal counsel so that one firm is handling both general counsel and negotiations. Mr. O'Shea surveyed colleagues for attorney recommendations, reviewed several packages, and researched different firms. Part of the vetting process included gaining perspective on how prospective counsel might handle collective bargaining. Ms. McMorrow reviewed proposals as well. The recommendation is that the District engage Andrew Waugh, a partner at Murphy, Hesse, Toomey and Lehane.

Mr. Model noted Attorney Waugh was very qualified and there is no accompanying retainer arrangement.

Mr. O'Shea noted that the counsel that had been used in the past for negotiations is presently unable to handle this duty due to a medical situation. Ms. McMorrow noted that it is not a satisfaction issue that the school is seeking new general counsel.

It was also noted that the District employs a separate firm to handle Special Education matters.

Mr. Kablotsky moved to waive the usual practice to discuss an issue and vote on it at the next meeting. Mr. Model seconded the motion. All present voted in favor of the motion.

Mr. Model moved to appoint Andrew Waugh as The Carlisle School Committee/Carlisle Public School Legal Counsel. Mr. Kablotsky seconded the motion. All present voted in favor of the motion.

H. Facebook Page:

Ms. Lear stated that she will set up a Facebook Page for the School Committee. General information will be posted there, including the agendas for meetings. The page will not be designed to accept comments.

Ms. McMorrow excused herself from the meeting at 8:40 p.m.

Ms. Lear will look into posting information on the School Committee page on the website as well.

V. Communication:
Mr. Model was asked if the School Committee wants a table at Elementary Parents' Night. Ms. Lear volunteered to sit at the table. Mr. Model asked for parent feedback about this idea. Ms. Moroney said the night is jam packed with activities already. Ms. Lear said she would represent the CSC at a table at Elementary Parents Night.

VI. Superintendent's Report:
Highlights of Mr. O'Shea's report are:
The impressive work carried out by the summer staff to complete the tasks necessary for a smooth opening to school.
The outstanding conditions of the buildings, which are clean and orderly.
The successful convocation, and opening day activities that included an educational and fun staff scavenger hunt, school based meetings, and Olweus training.
Students had a positive start to the school year and they looked happy to be back in school
PTO hosted a well-attended Newcomer's Coffee, at which they welcomed Laurie Hunter, the new Superintendent of Schools in Concord.
The appreciation to Laurie Hunter and the Concord Public Schools for including our Carlisle Kindergarteners in a fun first day of school ritual. All kindergarteners were given an over sized t-shirt with the words "CC Class of 2030", and parents were encouraged to take a picture of their children wearing the same shirt on the first day of school each year. Yet another example of an initiative to help Carlisle and Concord families feel connected prior to high school.
There was a whole school assembly to introduce the Olweus program to students. It was an engaging and fun assembly with entertainment for all.
There are a number of new initiatives in the Dining Room, including a new menu for October
The school has an engaged and thoughtful parent group discussing the topic of diversity and acceptance in our community.

VII. Members'/Committee Reports
Municipal Facilities Committee:
Mr. Kablotsky reported that the committee is meeting twice a month, working to set up a facilities department with Todd Smith, the Finance Committee liaison. The committee has taken tours of facilities in town. The hope is the school will accept a proposal for shared facilities director with the town. The proposal would have the facilities director working .8 for the district and .2 for the town. David Flannery, the current Facilities Director for CPS, is proposed for this position. The Carlisle School District would cover the cost of .8 of the position, and the town would be responsible for the cost of .2 of the position. This would make it budget neutral for the District. The Town is looking to start July 1 2018. It was noted that this discussion is preliminary and has not been discussed with Mr. Flannery or between the Municipal Facilities Committee and the CPS Administration.

EDCO

Ms. Lear attended EDCO meeting. Area school committees come together, meet six times per year. Ms. Lear will attend regularly and Mr. Model will attend if available. Mr. Model addressed that Hanscom built a new all green Middle School with a great use of space, and is building an Elementary School.

VIII. Action Items
Vote School Council Policy:
Mr. Kablotsky moved to approve the School Council Policy. Ms. Lear seconded the
All present voted in favor; the motion passed.

IX. Warrants
Ms. Pray reported that in past years in June we voted to appoint a person as the designated treasurer of Carlisle Public School District. This practice did not happen at the June meeting. Mr. Kablotsky moved to waive usual practice to discuss an issue and vote on it at the next meeting. Ms. Lear seconded the motion. All present voted in favor of the motion.

X. Other Business
Mr. Kablotsky moved to appoint Susan Pray as treasurer of the Carlisle Public School District. Ms. Lear seconded the motion. All present voted in favor of the motion.
The Business Manager will be added to the appointing list for June. Mr. Model asked Ms. Pray to look up the rule on the length of time her appointment is valid for.

XI. Citizens' Comments
Ms. Moroney commented on the "family" that has been created in school for her children. She spoke positively about the older students working with the younger students, specifically our buddy system.

XIV. Adjournment
There was no additional business. Mr. Kablotsky made a motion to adjourn the meeting. Ms. Lear seconded the motion, and all members present voted in favor. The motion passed.

The public meeting was adjourned at 9:15 p.m.

Respectfully submitted,

Nancy Anderson
Assistant to the Superintendent
Recording Secretary

Olweus Bullying Questionnaire Report Summary (Grades 3-8)

Carlisle School
August 17, 2017

General Summary:

Carlisle students completed the Olweus Bullying Questionnaire in February 2016, in grades 3- through 8. The reported results are based on the total number of students who provided a response to questions and identified percentages in responding to items on the survey. In considering the results for Carlisle School, the Olweus team in particular, looked for regularities and patterns across grade levels in the subcategories of bullying problems (prevalence, location of bullying, duration), attitudes toward bullying, reactions to bullying, and general satisfaction with school.

Section 1: Identifying Bullying Problems

The first section of the survey to be considered by the Olweus team is the section that identified bullying problems (frequency of bullying incidents, forms of bullying, location and duration). Attention to specific areas of the report can be summarized as follows:

Frequency:

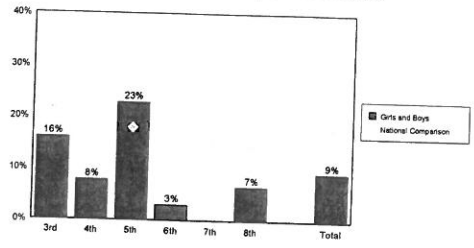
The majority of the students surveyed reported that they had not been bullied (using the Olweus definition of 2-3 or more times per month as the benchmark for bullying). The percentage of student who responded that they had not been bullied at all in the past couple of months indicated a 71.6% (278 students) response and those that had been bullied once or twice indicated a 19.1%(74 students) response.

1. What percentage of girls and boys have been bullied "2-3 times a month" or more?

Using the Olweus definition of 2-3 or more times per month as the benchmark for bullying, the following Carlisle data indicates grade levels and areas of concern in the interpretation of results.

- Grade 5: 12.1% (8 students)
- Grade 3: 5.8% (4 students)
- Grade 6: 2.9 % (2 students)
- Grade 8: 1.6 % (1 students)
- Grade 7: 0% (0 students)
- Grade 4: 0% (0 students)

Graph 3c. Percentage of girls and boys who have been bullied "2-3 times a month" or more (Q4 dichotomized)

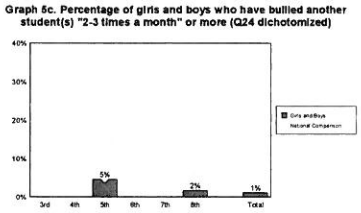


Our grade 5 students and in particular, the grade 5 boys surpassed the national average comparison by 5.7 % points. This is a significant amount and need to be considered carefully. All other grade levels were at or below the national comparison for frequency of bullying.

2. What percentage of girls and boys have bullied another "2-3 times a month" or more?

Using the Olweus definition of 2-3 or more times per month as the benchmark for bullying) the following data shows the grade levels and areas of most concern in the interpretation of results.

- Grade 5: 3% (2 students)
- Grade 8: 1.6 % (1 student)



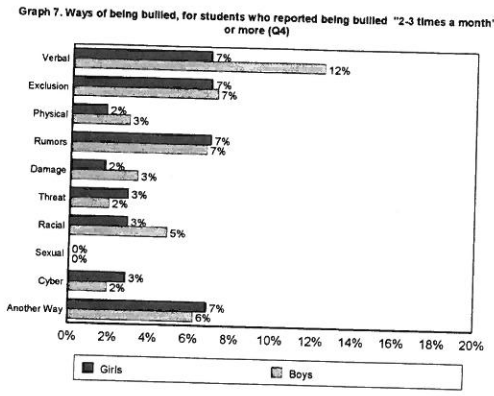
All of our grade results for participating in bullying behavior are below the national average comparison by at least 1 point.

Forms of Bullying:

This section of the survey report focuses on the type or form of bullying that was identified by the students at Carlisle. The following data indicates results that show areas of concern. These results are also indicative of both genders.

1. What forms of bullying are most prevalent at Carlisle for students who reported being bullied "2-3 times a month" ?

- Verbal: 9.9 % avg. (6.9 % girls, 12.4 % boys) (38 students)
- Exclusion: 7.0 % avg. (6.9 % girls, 7.2 % boys) (27 students)
- Rumors: 6.8 % avg. (6.9 % girls, 6.7 % boys) (26 students)



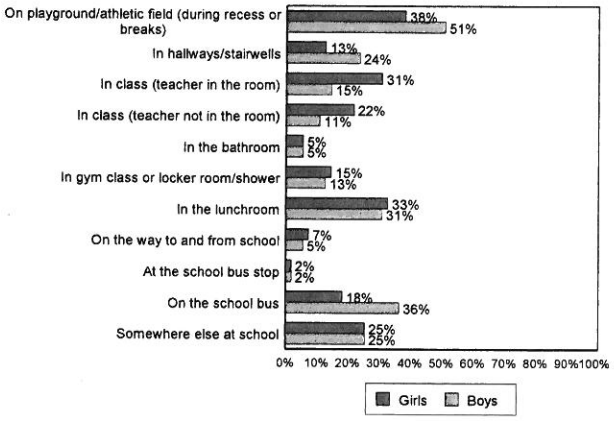
Threats, cyber bullying, racial, physical and damage to property indicate significantly lower percentages of 5% or under. Given that any number under 10 should be considered in a cautious manner, there is continued concern about the methods of bullying used by the boys overall. Careful monitoring by the Olweus and faculty teams over time is needed and the team will provide opportunities for strengthened efforts and positive and proactive conversations specifically about these areas of bullying.

Location of Bullying Data:
This section of the survey reflects data for the location of bullying incidents. The following data indicates results that show areas of concern. These results are indicative of both genders.

1. What percentage of the bullying " once or twice" or more is occurring in the following locations?

On the playground/athletic field (recess or breaks):	44.5 %
In the lunchroom:	31.8 %
On the school bus	27.3 %
In class (teacher in the room)	22.7 %
In the hallways/stairwells	18.2 %
In class (teacher not in the room)	16.4 %

Graph 10a. Where the bullying has occurred, for students who reported being bullied "once or twice" or more (Q4). Percentage of girls and boys who report being bullied in various places



Carlisle data indicates that we are significantly higher than national comparisons in percentage of incidents that occur on the playground and on the school bus. While we are comparable in other areas of comparison, we have lower statistics in such locations as bathrooms, the gym, hallways and on the way to and from school. The data from the classroom indicates that incidents of bullying are occurring whether a teacher is in the room or not. Even though these numbers are comparable to the national data, it is an area that needs careful discussion in the upcoming school year.

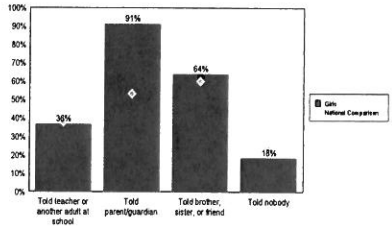
Section 2 and 3: Feelings and Attitudes Toward Bullying and How Others React

The second and third section of the survey to be considered by the Carlisle Olweus team was the section that identified student's feelings and attitudes toward bullying and how others react toward bullying. The following information can be summarized as follows:

1. What percentage of bullied boys and girls have told or have not told anybody about the bullying?

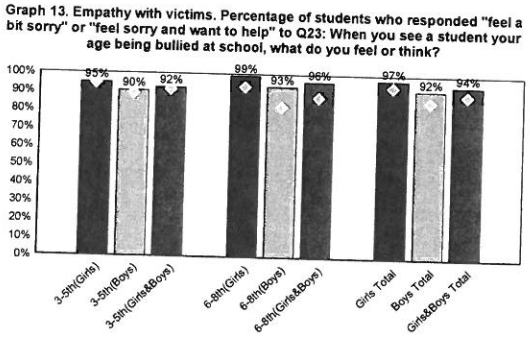
Carlisle data indicates that the majority of the children has informed someone at home about bullying and has shared specifically with family members. 36 % of the children surveyed indicated that they did not share bullying concerns with anybody. Only 20 % of the time did children share bullying information with teaching staff or other adults at school.

Graph 11a. Percentage of bullied girls (according to Table 3b) who have told/not told anybody about the bullying



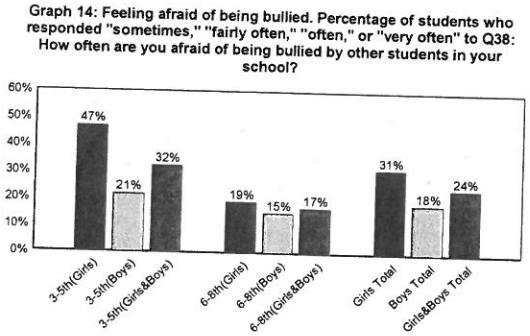
2. When you see a student your age being bullied at school, what do you feel or think? (Empathy for the victim)

Carlisle data showed a 94.2% response from both boys and girls who "feel a bit sorry and want to help" when they see another student their age being bullied at school. This is a percentage slightly above the national average.



3.How often are you afraid of being bullied by other students at school? "

Carlisle data showed a general percentage of concern of 24.1 % (avg.) also indicating that the girls were more afraid of being bullied than the boys. All grade level results were below the national comparison results.



4. How often do the teachers or other adults at school try to put a stop to student bullying?" and "How often do other students try to put a stop to it when a student is being bullied at school?"

Overall students reported an average frequency of intervention of teachers or other adults of 57.6% (avg.). Students also reported a frequency of intervention by other students of 31.2% (avg.). Both the intervention frequency of the teachers or other adults (NC 47.9%) and the intervention by students on behalf of other students (NC 21.8 %) are higher than the national comparisons.

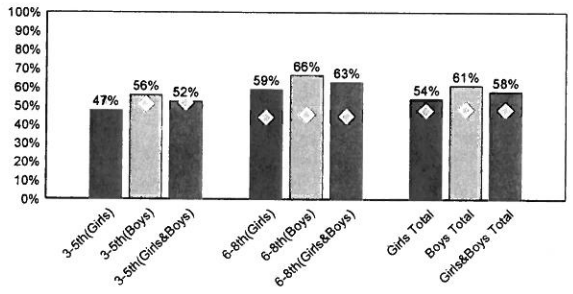
5. What percentage of bullying students (out of those who have bullied other students: Table 18) responded that their teacher or another teacher has talked with them "once" or more in the past couple of months about their bullying others?

Overall, Carlisle results indicated that most incidents requiring discussion were with male students only in grades 3-5, and that on average 50% of the identified group reported that Carlisle staff has spoken to them about bullying others. This is a number higher than the national comparison of 33.3% and deserves a closer look relative to specific grade levels.

6. Evaluation of classroom teacher's effort to counteract bullying in the classroom. What percentage of students who responded "often " or " almost always " to whether their teacher has done something in the past couple of months to cut down on classroom bullying?

In considering this question regarding how much the classroom or homeroom teacher has done to cut down on bullying in the classroom, a larger number of interventions by teachers was indicated in the 6-8th grade level than at the grade 3-5 grade level. These numbers are well above the national comparison numbers for the 6-8 grade level and just above the national comparison numbers for boys grade 3-5.

Graph 15. Interventions by teachers or other adults at school. Percentage of students who responded "often" or "almost always" to Q20: How often do the teachers or other adults at school try to put a stop to it when a student is being bullied at school?

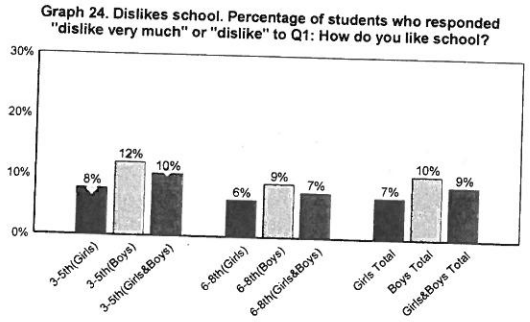


Section 4: School Satisfaction and Friends

The fourth section of the survey to be considered by the Carlisle Olweus team was the section that identified student satisfaction with school and how others react toward bullying. The following information can be summarized as follows:

The majority of our students feel that they have friends at school and in their classes, with only 5.7% (22 students) reporting that they had "none" or "one" good friend in class. All other students reported having multiple friends in classes.

The percentage of students who responded that they "dislike very much" or "dislike" school indicated an average of 8.8% (34 students).



Three significant points identified in the results to be considered as a result of this report:

1. A significant amount of bullying behavior in general was noticeable in the upper grades of 3-5 and in particular, the grade 5 and grade 3 cohorts.
2. The percentage of the occurrence of bullying on the playground and athletic field (NC 39.%), while expected, was significant at 45% as well as on the school bus (NC 20%) at 32%. These "hot spots" will need our careful consideration.
3. The results in general indicated that students are interested and willing to help others, acknowledge teacher intervention and will report the bullying to someone.

The BPCC at Carlisle and Future Steps

1. The Carlisle BPCC members were trained in October 2016 and have begun to meet in earnest since that time.
2. This summary will be shared with staff in August/ September in opening meetings.
3. Staff meeting days have been structured for the provision of time to review the results of the survey, increase whole staff communication and create recommendations for change in our practice where needed.
4. The BPCC team at Carlisle will address the areas of the survey delineated by the team as most important.
5. The BPCC will consider and gather data over time for targeted grade cohorts, the location of bullying incidents, and the greater provision of targeted topic areas for discussion by faculty and parents.
6. The BPCC will conduct a review of the Carlisle "anti-bullying" expectations as well as general school rules for the classroom, while in the building and at outside, and at school based activities.
7. Carlisle has implemented a new recess configuration as well as a new lunchroom configuration using multiple grade levels. Bullying data (amount, type, location, frequency) will need to be assessed and gathered during the year.
8. A plan to include the parent community in the focus of Olweus will begin to be created as soon as school starts. Parent coffees will include preliminary data discussions. The Olweus team will provide ongoing materials and discussion opportunities for parents throughout the year.

Olweus Bullying Questionnaire Report Summary (Grades K-2)

K to 2 Student Survey

A shortened version of the Olweus student survey was created by members of the Olweus Committee and given to students in grades kindergarten through second grade. The actual questions and how students responded are included after the survey review.

Survey Review

1)	Like school	72%
	School is OK	24%
	Do not like school	4%
2)	Have friends at school	100%
3)	Called mean names, made fun of or teased	28%
4)	Been left out or ignored	41%
5)	Been hit, kicked or pushed	33%
6)	Have been bullied by a boy	24%
7)	Have been bullied by a girl	12%

8) Places in school that students reported bullying taking place in order of frequency:

- Playground/Athletic Field
- School Bus
- Lunchroom
- Classroom (with teacher in the room)
- Specials
- Bus Stop/Hallways/Classroom (teacher not in the room) Somewhere else at school
- Bathroom

9/10) People to whom students reported bullying and did the bullying stop?

- Teachers – 60%
- Principal – 100%
- Parent – 44%
- Babysitter – 75%
- Sibling – 50%
- Friend – 50%
- Grandparent – 50%

Other – 56%

11)	I called others mean names, made fun of or teased	3%
12)	I left others out or ignored them	4%
13)	I hit, kicked or pushed another student	5%
14)	I feel safe at school	95%

K-2 Olweus Survey

1. How do you like school? (148 respondants)

I do like school.	It's ok.	I do not like school.
107	35	6

2. Do you have friends at school?

Yes	No
148	0

3. I was called mean names, was made fun of, or teased in a hurtful way at school.

Yes	No
41	107

4. Other students left me out or ignored me at school.

Yes	No
61	87

5. I was hit, kicked, or pushed at school.

Yes	No
49	99

6. Have you been bullied by a boy at school?

Yes	No
35	113

7. Have you been bullied by a girl at school?	
Yes	No
18	130

8. If you have been bullied at school, where did it happen? (73 responses)			
☐ Playground/Athletic Field	28	☐ Lunchroom	11
☐ Hallways/Stairwells	3	☐ School Bus	12
☐ Classroom (teacher in the room)	6	☐ Classroom (teacher not in the room)	3
☐ Bathroom	1	☐ Bus Stop	3
☐ Specials	4	☐ Somewhere else at school	3

9. If you have been bullied at school, whom did you tell? (63 responses)					
☐ Parent	7(yes)	9 (no)	☐ Teacher	11(yes)	6 (no)
☐ Principal	5(yes)	0(no)	☐ Friend	3(yes)	3 (no)
☐ Nanny/Babysitter	3(yes)	1 (no)	☐ Grandparent	1(yes)	1 (no)
☐ Brother/Sister	2(yes)	2 (no)	☐ Other	5(yes)	4 (no)

10. If you told an adult that you were bullied, did the adult put a stop to the bullying?	
Yes	No

11. I have called other students mean names, made fun of or teased another in a hurtful way at school.	
Yes	No
5	141

12. I left others out or ignored them at school.	
Yes	No
6	141

13. I hit, kicked, or pushed another student at school.

Yes	No
8	138

14. I feel safe at school.

Yes	No
138	8

OLWEUS

BULLYING PREVENTION PROGRAM

www.StopBullyingNow.hrsa.gov

Dear Parent/Guardians,

Carlisle school has adopted and will be using the *Olweus Bullying Prevention Program.* This research-based program educates students, faculty , parents and community in an effort to reduce bullying and unsafe behaviors in schools. It also helps to make our school a positive place where students can learn.

Although this program takes place at school, we need your help too. You can talk about bullying and our school's anti-bullying rules at home with your child as will our local community members, and faculty. We want to work with you to prevent and stop unsafe behaviors or bullying from happening in our school.

What is the *Olweus Bullying Prevention Program*?

The *Olweus Bullying Prevention Program (OBPP)* prevents or reduces bullying in elementary, middle and junior high schools (with students ages five to fifteen). *OBPP* is not a curriculum, but a program that deals with positive school culture at the school, classroom, individual and community levels. Here is what happens at each level:

School wide

- Teachers and staff will be trained to use the program and how to address bullying and unsafe behavior problems.
- A school wide committee will oversee the program.
- Each year, students will complete a questionnaire to give us information about the amount and type of bullying at our school.
- All students will follow these four anti-bullying rules:
    1. We will not bully others.
    2. We will help students who are bullied.
    3. We will include students who are left out.

4. If we know that somebody is being bullied, we will tell an adult at school and at home.

- Staff will make sure that all areas of our school where bullying is likely to occur are being watched.
- We are planning for a Carlisle parent meeting and student rollout events.

In the Classroom

- The four anti-bullying rules will be taught in all classrooms.
- Class meetings will be held where students talk about what bullying is as well as what is expected for a safe school environment. They will also learn how to ask an adult for help if they see or experience bullying.
- Teachers will use positive and proactive consequences for following and not following the four anti-bullying rules.
- Teachers will continue to work to make the classroom a positive place for students.

For Individuals Who Bully or Who Are Bullied

- Teachers and other staff will be trained to address potential bullying situations and unsafe behavior situations and how to address the students involved.
- Students who bully others will be given appropriate and specific consequences to their situation in a timely manner.
- Students who are bullied will be supported by our staff and our school. Students will be instructed about positive actions that they will be expected to uphold in order to end the bullying.
- Teachers and other staff will meet with the parents of students who bully and students who are bullied.

In the Community

- Our school will be looking for ways to develop partnerships with community members and carry the anti-bullying message community-wide.

We look forward to our work together as we work to unite our school and community around this very important topic.

Best,

Carrie and Dennet

Carlisle Public School
Strategy Overview
2017-2020

Vision
The vision of the Carlisle Public Schools is to inspire intellectual and ethical excellence so our students are prepared to participate with integrity in a global community.
Mission
The mission of the Carlisle Public Schools is to provide a collaborative and caring community in which each student is known, understood, and valued so that students can learn to their fullest potential in a safe, inclusive environment with high expectations and clear standards for all.
Core Values
Academic Excellence Respect Responsibility Creativity

Strategic Objectives		
Provide a Rich, Rigorous and Relevant Curriculum: Provide a rich, rigorous, and relevant curriculum, which ensures students develop academic and intellectual skills, along with, the social and emotional competence to be confident, engaged and successful global citizens in the 21st century.	**Build a Community of Respect and Inclusion in a Safe and Healthy Learning environment:** Build a community of inclusion, which embraces and celebrates diversity, where all students feel known, cared for, welcome, respected and enjoy their educational experience.	**Ensure Equity and Excellence in Learning:** Ensure that all students have access to high quality content and instruction that is differentiated to meet their individual needs, while providing the academic, social and emotional supports required to ensure success for all students.

Strategic Objectives		
Provide a Rich, Rigorous and Relevant Curriculum:	**Build a Community of Respect and Inclusion in a Safe and Healthy Learning environment:**	**Ensure Equity and Excellence in Learning:**
1. Increase student awareness of and responsiveness to the challenges and benefits of digital citizenship. 2. Solidify the presence of Computer Science (coding and programming) within our curriculum. 3. Use technology to broaden student awareness of their world with global perspective. 4. Evaluate our current World Language program and determine the future direction for the program (i.e. languages offered, course sequencing) 5. Review our Social Studies and Math curriculum to ensure rigor, relevance, and alignment with state frameworks, as well as, identified local outcomes. 6. Increase professional development opportunities designed to support the integration of technology into teaching and learning, and to support the use of technology as a tool to connect with classrooms and communities outside of Carlisle.	1. Improve school climate for all students and enhance student self-advocacy skills through the introduction and implementation of the Olweus program. 2. Decrease student stress and anxiety through school based initiatives 3. Create a school community that demonstrates cultural proficiency, and a commitment to meeting the diverse needs of students and families. 4. Increase professional development opportunities for faculty and staff to effectively address diversity in the classroom. 5. Increase opportunities for teacher leadership and career growth 6. Improve student and family satisfaction with the school dining room experience.	1. Increase the use and effectiveness of our Tiered Support System, with a focus on our Tier II supports. 2. Ensure that all students have the opportunity to develop their social emotional intelligence as a consistent part of their educational experience. 3. Increase professional development opportunities for teachers in order to improve the school experience of our English Language Learners 4. Increase professional development opportunities for teachers in order to ensure effective implementation of our tiered support system. 5. Create professional development opportunities to support paraprofessional effectiveness and connectedness 6. Explore participation in the Youth Risk Behavior Survey, with the goal of improving our responsiveness to the social and emotional needs of our students.

Carlisle Public Schools
District Goals
2017 - 2020

Vision Statement
The vision of the Carlisle Public Schools is to inspire intellectual and ethical excellence so our students are prepared to participate with integrity in a global community.

Mission Statement:
The mission of the Carlisle Public Schools is to provide a collaborative and caring community in which each student is known, understood, and valued so that students can learn to their fullest potential in a safe, inclusive environment with high expectations and clear standards for all.

Core Values:

Academic Excellence *Creativity* *Respect*
Responsibility

A fuller expression of these values would include . . .

We always look beyond what we now know.
We constantly work to know more.
We are respectful toward all in our community.
We use what we know to help others.
We take responsibility for ourselves and for others.

It should be understood that the following district strategic objectives will be pursued within the framework of a fiscally responsible budget.

Objective 1: **Provide a Rich, Rigorous and Relevant Curriculum:**
Provide a rich, rigorous, and relevant curriculum, which ensures students develop academic and intellectual skills, along with, the social and emotional competence to be confident, engaged and successful global citizens in the 21st century.

1. Increase student awareness of and responsiveness to the challenges and benefits of digital citizenship.
    1. Develop a k-8 Digital Citizenship Curriculum
    2. Work with grade level teachers, integration specialist, and media specialist to implement k-8 curriculum
    3. Coordinate special presentations for students and families that address the topics of Internet safety, security, and managing the impact of technology on their lives.

2. Solidify the presence of Computer Science (coding and programming) within our curriculum.
    1. Identify current map of computer science related activities, lessons, projects, and programs in grades Pre-k-8
    2. Work with our Technology Committee to identify a scope and sequence for computer science education in grades pre-k-8.
    3. Work with Technology Committee, grade level teachers, Engineering assistant, and administration to identify additional computer science curricular opportunities where appropriate.
    4. Develop a map of all engineering related lesson, activities, projects, and programs being run in the Engineering Room

3. Use technology to broaden student awareness of their world from a global perspective.
    1. Work with Technology Integration Specialist, Library Media Specialist and classroom teachers to identify at least tow additional opportunities to connect our classrooms with classrooms beyond Carlisle.
    2. Reach out to identified schools to explore possibilities of collaboration.
    3. Identify technological tools and apps necessary to facilitate connections.
    4. Pilot collaborative projects and share outcomes with school community.

4. Evaluate our current World Language program and determine the future direction for the program.
    1. Convene a World Language Study Committee made up of teachers, administrators, parents, and students to explore world language program options and to make a recommendation as to the direction of our World Language Program with regards to both the languages being offered and the design of language instruction.
        1. Identify committee members
        2. Research program possibilities
        3. Make recommendation for future program design

5. Review our Social Studies and Math curriculum to ensure rigor, relevance, and alignment with state frameworks, as well as, identified local outcomes.
    1. Convene Social Studies and Math Curriculum Committees
    2. Review existing curriculum to ensure alignment K-8
    3. Research curriculum trends in best practices in the respective fields
    4. Identify gaps and areas for progress in each curriculum
    5. Identify a plan of action to ensure sustained rigor and relevance

6. Increase professional development opportunities designed to support the integration of technology into teaching and learning, and to support the use of technology as a tool to connect with classrooms and communities outside of Carlisle.
    1. Work with Technology Committee to develop Technology Professional Develop survey
    2. Identify strategies, programs, and applications to design professional development opportunities around.
    3. Design professional development opportunities with multiple access points for teachers
    4. Provide additional support to teachers as they pilot new activities
    5. Assess impact of piloted activity

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.

1. Improve school climate for all students and enhance student self-advocacy skills through the introduction and implementation of the Olweus program.
    1. Conduct professional development training with faculty and staff
    2. Introduce Olweus program to students through whole school assembly
    3. Integrate class meetings with Olweus lessons into existing advisory time.
    4. Introduce parents to the Olweus Program through parent presentation at Back to School Nights
    5. Implement Olweus program consistently with students over the course of the year.
    6. Establish check-in points throughout the year to assess program implementation and fidelity.
    7. Conduct Olweus survey to assess program implementation.

2. Decrease student stress and anxiety through school based initiatives

1. Continue our Challenge Success work designed to teach balance and perspective to students
2. Expand the no homework pilot program to 2nd grade
3. Work with grade level teachers to expand classroom practices designed to reduce stress and anxiety

3. Create a school community that demonstrates cultural proficiency, and a commitment to meeting the diverse needs of students and families.
    1. Create avenues for parents and students to share their experiences as they pertain to the topics of diversity and acceptance in our school community.
    2. Integrate new diversity sensitivity workshops into the 7th and 8th grade curriculums.
    3. Provide a faculty and staff workshop on diversity awareness and sensitivity.

4. Increase professional development opportunities for faculty and staff to effectively address diversity in the classroom.
    1. Provide faculty and staff with training designed to heighten awareness and sensitivity to issues of diversity
    2. Conduct school-wide cultural proficiency self-assessment
    3. Analyze cultural proficiency data to identify areas for further growth
    4. Encourage and support faculty member's access to outside of district professional development focused on diversity and active anti-racism.

5. Increase opportunities for teacher leadership and career growth
    1. Work with interested teachers on developing Carlisle Teacher Training Program
    2. Reach out to area colleges and universities to encourage collaborative efforts pertaining to teacher training
    3. Support student teacher practicums within the district at both the elementary and middle school levels.
    4. Support teachers and specialists in leading new initiatives and professional development.
    5. Assess the impact of teacher leadership on the success and sustenance of new initiatives.

6. Improve student and family satisfaction with the school dining room experience.
    1. Provide a more diverse menu of food items with a focus on nutritious and delicious food
    2. Create opportunities for students and families to share their thoughts, ideas, and feedback on the dining room experience.
    3. Implement at least 2 new ideas designed to engage students in their dining 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.

1. Increase the use and effectiveness of our Tiered System of Supports, with a focus on our Tier II supports.
    1. Ensure that all students are being assessed using a standardized progress monitoring system.
    2. Use student performance data to identify students requiring supplemental services.
    3. Provide training on Limited Literacy Intervention to those faculty and staff who will be providing Tier II interventions.
    4.

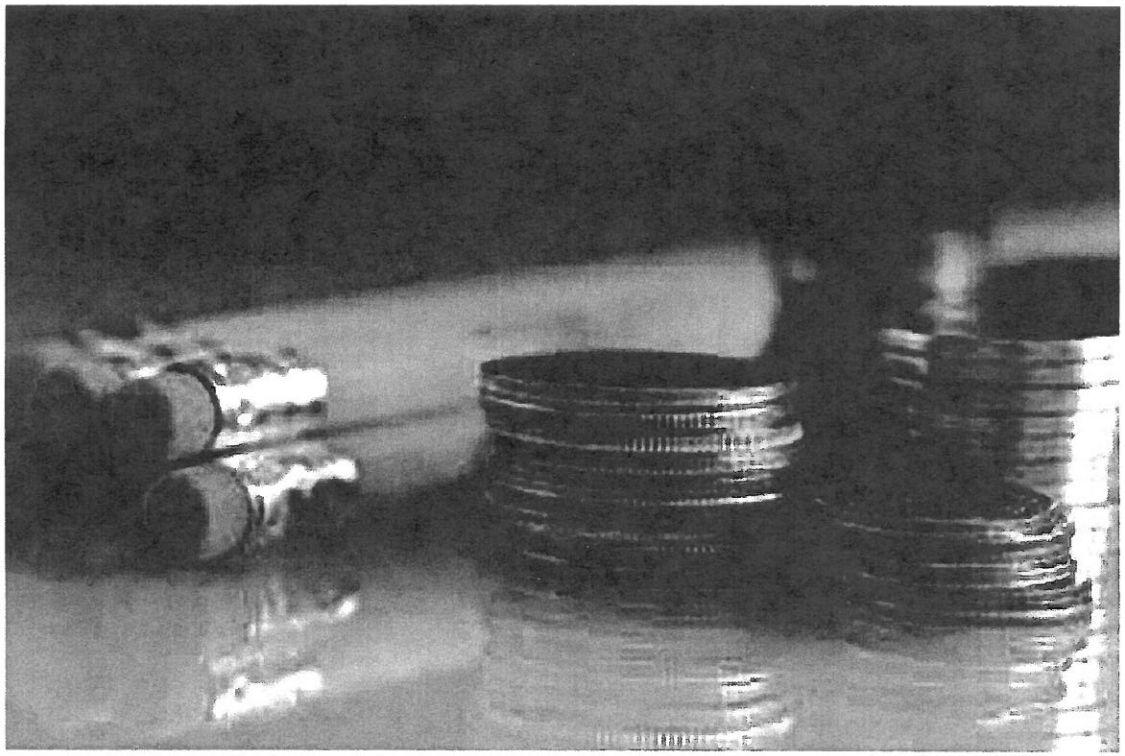
2. Ensure that all students have the opportunity to develop their social emotional intelligence as a consistent part of their educational experience.
    1. Implement our Olweus program with fidelity.
    2. Work with grade level teachers, integration specialist, and media specialist to implement k-8 curriculum
    3. Assess our existing social and emotional group supports and create additional support groups as necessary.

3. Increase professional development opportunities for teachers in order to improve the school experience of our English Language Learners
    1. Work with ELL teacher and classroom teachers to identify areas of need.
    2. Identify interest in school based professional development programs in ELL to meet MA DESE recertification requirements.
    3. Support specific and broad based professional development with district resources where identified.

4. Increase professional development opportunities for teachers in order to ensure effective implementation of our tiered system of support.
    1. Assess current implementation of research based progress monitoring systems
    2. Work with teachers to ensure implementation.
    3. Identify interest in school based professional development programs in ELL to meet MA DESE recertification requirements.
    Support specific and broad based professional development with district resources where identified

5. Create professional development opportunities to support paraprofessional effectiveness and connectedness
    1. Administration and special education faculty will work together to design professional development activities to support paraprofessional activities.
    2. Paraprofessionals will be included in early release professional development programming where appropriate.
    3. Early release time will be specifically designated for paraprofessional to work with district administration on addressing support service challenges.
    4. The effectiveness of these strategies will be assessed via data gathering with cooperating teachers and end of the year paraprofessional surveys.

6. Explore participation in the Youth Risk Behavior Survey, with the goal of improving our responsiveness to the social and emotional needs of our students.
    1. Join the Emerson Hospital Youth Risk Behavior Survey consortium.
    2. Educate our school community on the benefits of the YRBS
    3. Administer the survey to students in grades 6 and 8
    4. Utilize survey data to focus social emotional supports, develop additional supports, and to guide the development of our Health/Wellness curriculum



CARLISLE PUBLIC SCHOOL

FY'19 School Committee Preliminary Budget Presentation

October 11, 2017

District Objectives

- *Provide a rich, rigorous, and relevant curriculum*
- *Build a community of respect and inclusion in a safe and healthy learning environment*
- *Ensure equity and excellence in learning*

Objective 1: Provide a rich, rigorous, and relevant curriculum

- **Class size is directly related to student achievement**
- **Elementary school class size guidelines are supported by research:**

  Grades K-2 18 or fewer

  Grades 3-5 21 or fewer

- **Middle school benefits from a transitional model of 1 teacher for each core subject area:**

  Language Arts, Math, Science and Social Studies

- **Diverse Curricular Offerings across all of K-8:**

  Art, Music, French, Spanish, Chinese, Engineering,

  Physical Education, Health, Library/Media/Coding

Objective 2: Build a community of respect and inclusion in a safe and healthy learning environment

- **Social and Emotional Support:**
  - School Psychologists

    Elementary, RISE, MS

- **Board Certified Behavior Analyst (BCBA)**
  - Behavioral support for students

- **School Based Programs:**
  - Social Groups
  - Advisory
  - Olweus
  - Buddy Program
  - Challenge Success

Objective 3: Ensure equity and excellence in learning

- **Multi Tiered Support Service Model**
  - Support services most effective when tailored to meet individual needs
- **Tier I**
  - In-class instructional modifications designed to support all students
- **Tier II**
  - In and out of class support
  - Additional instruction provided by Math and Literacy specialists
  - Additional instruction supervised by paraprofessionals
    - *Aides trained to provide services*

Objective 3: Ensure equity and excellence in learning, cont' d

- **Tier III**
  - Special education
    - Support Services identified in Individual Education Plan (IEP)
    - Approximately 15% of students
    - Services include specialized classroom instruction, academic support, speech and language, occupational and physical therapy, psychological and behavioral support.
    - Specialized instruction and programming delivered in district when possible.
    - District Membership in CASE and EDCO Collaboratives
- **English Language Learners (ELL)**
  - Threefold increase in demand over the last 6 years

Is it Working?

Massachusetts School and District Profiles
Carlisle School

2016 Accountability Data - Carlisle School

Organization Information			
District:	Carlisle (00510000)	**School type:**	Elementary-Middle School
School:	Carlisle School (00510025)	**Grades served:**	PK,K,01,02,03,04,05,06,07,08
Region:	Greater Boston	**Title I status:**	Title I School (TA)

Accountability Information — About the Data

Accountability and Assistance Level

Level 1 **Meeting gap narrowing goals**

This school's determination of need for special education technical assistance or intervention

Meets Requirements (MR)

This school's overall performance relative to other schools in same school type (School percentiles: 1-99)

All students: 99

Lowest performing — Highest performing

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

Student Group (Click group to view subgroup data)	On Target = 75 or higher - Less progress / More progress		View Detailed 2016 Data
All students	100		Met Target
High needs	86		Met Target
Econ. Disadvantaged			-
ELL and Former ELL			-
Students w/disabilities	94		Met Target
Amer. Ind. or Alaska Nat.			-
Asian	100		Met Target
Afr. Amer./Black			-
Hispanic/Latino			-
Multi-race, Non-Hisp./Lat.			-
Nat. Haw. or Pacif. Isl.			-
White	100		Met Target

Historical Enrollment

Grade	2014-15	2015-16	2016-17	2017-18	2018-19 Projected Range
Pre-K	14	14	14	15	15
K	52	55	51	63	50-53
1	71	53	58	57	63-66
2	58	75	54	60	57-60
3	72	53	73	59	60-63
4	71	66	59	75	59-61
5	75	71	70	65	75-77
6	71	73	70	70	65-67
7	77	69	73	74	70-72
8	85	80	68	76	74-76
Total	**646**	**609**	**590**	**614**	**588-610**

Note: Historical end of year, 2017-18 as of Oct 1.

Projected Enrollment

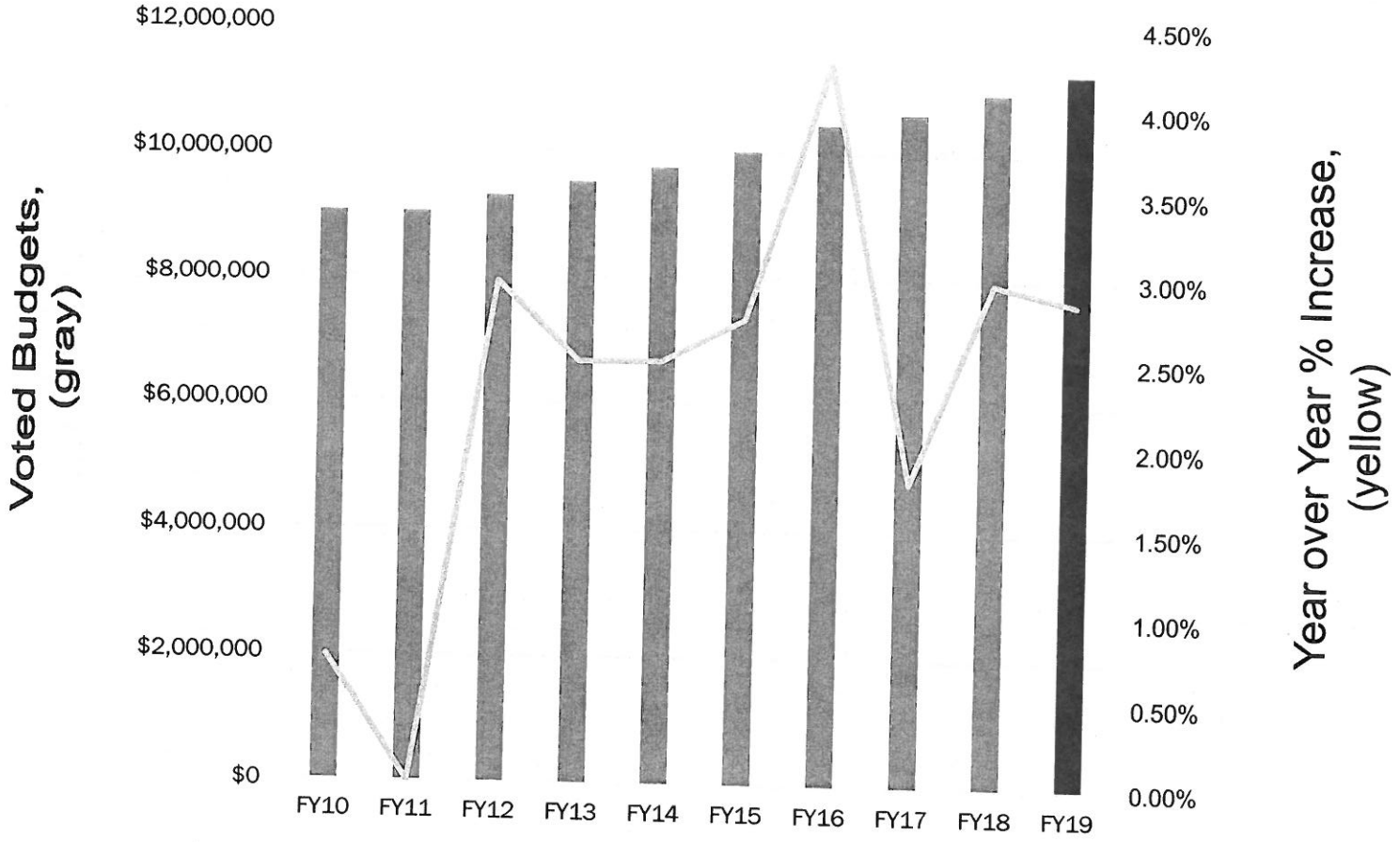
Grade	Actual Grade Sizes 17-18	Actual Sections 17-18	Average Class sizes 17-18	Projected Grade Sizes 18-19	Proposed Sections 18-19	Average per section
Pre-K	15	1	15	15	1	15
Kindergarten	63	4	16	50 -53	3	17
First	57	3	19	63-66	4	16
Second	60	4	15	57-60	4	15
Pre-K - 2	**195**	**12**	**16**	**185-194**	**12**	**18 or fewer**
Third	59	3	20	60-63	3	20
Fourth	75	4	19	59-61	3	20
Fifth	65	4	16	75-77	4	19
3 - 5	**199**	**11**	**18**	**194-201**	**10**	**21 or fewer**
Sixth	70	4	18	65-67	4	17
Seventh	73	4	18	70-72	4	18
Eighth	76	4	19	74-76	4	19
6 - 8	**219**	**12**	**18**	**209-215**	**12**	
Total (Pre-K-8)	**613**	**35**	**18**	**588-610**	**34**	

Total sections **35** **34**

Notes: (1) Numbers do not include out of district students

FY 2019 Budget Proposal

$11,259,266 2.86% increase over FY 18



Budget Detail

Category	Actual 2017	Approved 2018	Proposed 2019	% Change from 2018	$ Change FY19 v 18	Cost Drivers
Administration	$623,288	$655,600	$644,220	*-1.74%*	($11,380)	Decrease in legal
Regular education	$5,652,078	$6,040,542	$6,193,554	*2.53%*	$153,012	Compensation
Special education	$2,636,675	$2,880,847	$2,973,937	*3.23%*	$93,090	Compensation
Student services/other	$751,324	$902,072	$918,681	*1.84%*	$16,609	3rd Party Service Contracts
Facilities	$932,482	$974,507	$987,499	*1.33%*	$12,992	Compensation Utilities
Less grant, fee, and circuit breaker off set		$507,321	$458,625	*-9.60%*	($48,696)	
Kindergarten/Pre-K fees		$172,000	$134,050			
Bus fees		$36,000	$35,000			
Grants		$158,321	$154,575			
Circuit Breaker		$141,000	$135,000			
Total Budget, less Offsets	**$10,595,847**	**$10,946,247**	**$11,259,266**	***2.86%***	**$313,019**	

Historic Per Pupil Costs

	Carlisle (K-8)	Bedford (K-12)	Concord (K-8)	Dover (K-5)	Harvard (K-12)	Lincoln (K-8)	Sherborn (K-5)	Sudbury (K-5)
FY'13	$17,280	$16,926	$16,274	$19,316	$14,685	$19,267	$19,317	$13,428
FY'14	$17,704	$17,385	$16,721	$21,336	$15,523	$19,923	$18,378	$14,363
FY'15	$18,050	$17,839	$17,517	$24,263	$15,799	$20,982	$19,534	$14,710
FY'16	$19,709	$18,125	$19,172	$23,237	$16,216	$21,809	$19,135	$15,267

District Comparison FY16

COMMUNITY	Carlisle FY16 (K-8)	Bedford FY16 (K-12)	Concord FY16 (K-8)	Dover FY16 (K-6)	Harvard FY16 (K-12)	Lincoln FY16 (K-8)	Sherborn FY16 (K-6)	Sudbury FY16 (K-8)
Students	617	2612	2114	492	1189	1228	404	2851
General Fund	$11,314,997	$43,521,542	$38,241,587	$10,773,846	$15,634,347	$12,703,334	$7,295,816	$39,887,041
Grants, Revolving & Other $	$855,405	$3,820,138	$2,288,289	$658,894	$3,646,781	$14,078,464	$425,070	$3,640,292
Total $	$12,170,402	$47,341,680	$40,529,876	$11,432,740	$19,281,128	$26,781,798	$7,720,886	$43,527,333
PerPupil Cost	$19,709	$18,125	$19,172	$23,237	$16,216	$21,809	$19,135	$15,267
Administrative & Instructional Leadership	10.27%	10.65%	9.25%	10.09%	11.28%	12.66%	12.71%	10.73%
Direct Service to Students	52.94%	44.75%	51.67%	38.29%	41.96%	48.78%	48.49%	51.62%
Total SPED Expenses	24.4%	26.2%	23.5%	37.1%	20.9%	14.3%	34.2%	22.6%

Proposed 2017 -18 School Committee Goals

1. Support District Goals

   See those goals for reference

2. Communication:

   The School Committee will seek and implement methods to increase the visibility of the CSC to encourage stakeholders to attend meetings and become more familiar with the ongoing efforts of the School Committee. Outreach methods will seek balance between effort require and impact to assure School Committee resources continue to focus on the work of the committee.

3. Budget:

   Guide and assist the Superintendent and the Business Manager to develop a budget for the 2016/7 school year that meets student needs, district goals and the fiscal responsibilities of the overall Carlisle town budget. Work with the Town Finance Committee, the Board of Selectmen and other stakeholders to generate support and ensure that the budget is approved by the voters.

Equipment	Manufacturer	Model	CPS #	Serial #	Purchase Date	Condition (Physical)	Reason for discard
24" LED Cinema Display	Apple	MB382LL/A	2259	2A02049J0K0	6/29/2010	Needs work	Need to twist connecting cable to display
ActivExpressions set of 32	Promethean	ActivExpression 32 2.4 GHz	469	various	11/10/2010	Most in good condition, some with low battery- has protective case	No longer used
ActivExpressions- set of 26	Promethean	ActivExpression 32 2.4 GHz	470	various	12/19/2008	Most in good condition, some with low battery- has protective case	No longer used
ActivExpressions- set of 26	Promethean	ActivExpression 32 2.4 GHz	471	various	7/1/2009	Most in good condition, some with low battery- has protective case	No longer used
ActivExpressions- set of 26	Promethean	ActivExpression 32 2.4 GHz	472	various	7/1/2009	Most in good condition, some with low battery- has protective case	No longer used
ActivExpressions- set of 26	Promethean	ActivExpression 32 2.4 GHz	473	various	7/1/2009	Most in good condition, some with low battery- has protective case	No longer used
ActivVotes- set of 32	Promethean	Activote 32 2.4 GHz	1683	various	7/7/2007	Most in good condition, some with low battery- has protective case	No longer used
ActivVotes- set of 32	Promethean	Activote 32 2.4 GHz	1684	various	7/7/2007	Most in good condition, some with low battery- has protective case	No longer used
ActivVotes- set of 32	Promethean	Activote 32 2.4 GHz	1681	various	7/7/2007	Most in good condition, some with low battery- has protective case	No longer used
ActivVotes- set of 32	Promethean	Activote 32 2.4 GHz	957	various	9/25/2008	Most in good condition, some with low battery- has protective case	No longer used
Apple TV	Apple	MD199LL/A	2869	C1MKL90ZFF54	6/6/2013	Good	No longer used, 3rd Generation Apple TV
Desktop	Dell	Dell Optiplex 780	2149	29509946713	6/14/2010	Good	5-year recycle, no longer used
Desktop	Apple	iMac12,1	2526	D25HX064DHJR	6/24/2012	Good	5-year recycle, no longer used
Desktop	Apple	iMac12,1	2525	D25HW5M7DHJR	6/24/2012	Good	5-year recycle, no longer used
Desktop	Apple	iMac12,1	2529	D25HW5L3DHJR	6/24/2012	Good	5-year recycle, no longer used
Desktop	Apple	iMac12,1	2528	D25HW5J9DHJR	6/24/2012	Good	5-year recycle, no longer used
Desktop	Apple	iMac12,1	2527	D25HW5LYDHJR	6/24/2012	Good	5-year recycle, no longer used
Desktop	Apple	iMac12,1	2523	D25HW5JEDHJR	6/24/2012	Good	5-year recycle, no longer used
Desktop	Apple	iMac12,1	2524	D25HW5K8DHJR	6/24/2012	Good	5-year recycle, no longer used
Desktop	Apple	iMac12,1	2521	D25HW5KXDHJR	6/24/2012	Good	5-year recycle, no longer used
Desktop	Apple	iMac12,1	2520	D25HW5AVDHJR	6/24/2012	Good	5-year recycle, no longer used
Desktop	Apple	iMac12,1	2522	D25HW5KRDHJR	6/24/2012	Good	5-year recycle, no longer used
Desktop	Apple	iMac12,2	2530	D25HW0ZSDHJW	6/24/2012	Good	5-year recycle, no longer used
Desktop	Apple	iMac 7,1	not in our inventory	W87343T1X85	New in 2007-2008	Good	Donation, will not be used
Digital Video Camcorder	Flip	Ultra-120	2148	MW1002105066	6/14/2010	Good	No longer used
iPad	Apple	iPad1,1	2299	V5046AXTZ38	11/11/2010	Good	No longer used
iPad	Apple	iPad2,1	3055	F64KCVU6DFHW	6/6/2013	Good	No longer used
iPad	Apple	iPad2,1	3086	F64KCH9CDFHW	6/6/2013	Good	No longer used, had problems w/ display
iPad	Apple	iPad2,1	2677	DYHW7F1DFHW	6/24/2012	Good	No longer used, hairline scratches
iPad	iPad	iPad2,1	3027	F64KCF2FDFHW	6/6/2013	Good	Had wavy video and cracked screen in past
iPad	Apple	iPad2,1	3006	F64KCC0PDFHW	6/6/2013	Good	No longer used, dented frame
iPad	Apple	iPad2,1	3010	F64KCLNZDFHW	6/6/2013	Good	Display blank
iPad	Apple	iPad2,1	2330	DQVFW246DFHW	6/14/2011	Headphone jack blocked	Headphone jack broken
iPad	Apple	iPad2,1	3053	F64KC9X6DFHW	6/6/2013	Good	Wavy display
iPad	Apple	iPad3,4	3247	DMPMWMZYF182	6/21/2014	Cracked screen	Not economical to repair
Kindle	Amazon	Kindle	2150	B003A0A09443C43A	6/29/2010	Good	No longer used
Lantronix	Lantronix	xPrinterServer iOS	2485	0080A36824FB	2/6/2013	Good	Unreliable as print server, no longer used
Lantronix	Lantronix	xPrinterServer iOS	2648	0080A3955FEF	9/9/2012	Good	Unreliable as print server, no longer used
Lantronix	Lantronix	xPrinterServer iOS	2649	0080A3955E0C	9/9/2012	Good	Unreliable as print server, no longer used
Laptop	Apple	MacBook 13"	2171	W80237YSF5W	6/4/2010	Good	Battery unreliable for MCAS testing
Laptop	Apple	MacBook 13"	2168	W802382PF5W	6/4/2010	Good	Battery unreliable for MCAS testing
Laptop	Apple	MacBook 13"	2145	W8023825F5W	6/4/2010	Good	Battery unreliable for MCAS testing
Laptop	Apple	MacBook 13"	2142	W8023813F5W	6/4/2010	Good	No longer used
Laptop	Apple	MacBook 13"	2144	W802381UF5W	6/4/2010	Good	No longer used
Laptop	Apple	MacBook 13"	2144	W8023825F5W	6/4/2010	Good	No longer used
Laptop	Apple	MacBook 13"	2167	W802382HF5W	6/4/2010	Good	No longer used
Laptop	Apple	MacBook 13"	2168	W802382PF5W	6/4/2010	Good	No longer used
Laptop	Apple	MacBook 13"	2169	W802381VF5W	6/4/2010	Good	No longer used
Laptop	Apple	MacBook 13"	2171	W80237YSF5W	6/4/2010	Good	No longer used
Laptop	Apple	MacBook 13"	2173	W8023827F5W	6/4/2010	Good	No longer used
Laptop	Apple	MacBookPro9,2	2914	C1MKTH3JDTY3	6/6/2013	Not booting	Not economical to repair
POS	Cipher Systems	MealTime	not in our inventory	T5-01101		Good	Replaced with newer equipment

Equipment	Manufacturer	Model	CPS #	Serial #	Purchase Date	Condition (Physical)	Reason for discard
POS	Leppo Instruments	MealTime	not in our inventory	12979		Good	Replaced with newer equipment
POS	Leppo Instruments	MealTime	not in our inventory	12978		Good	Replaced with newer equipment
POS Hub	Leppo Instruments	MealTime	not in our inventory	11856		Good	Replaced with newer equipment
Printer	Lexmark	C544n	1040	9821H6C-81-0	10/19/2009	Does not pick up paper from legal paper tray	No longer used
Printer	Lexmark	E360dn	1919	72M9H0W	10/30/2009	Good	No longer used
Printer	HP	LaserJet 1300	1258	CNBJN45708	6/25/2003	Jams Paper	Unreliable
Printer	HP	LaserJet 1320N	1123	CNHC63K034	6/28/2006	Good, needs RAM	No longer used
Projector	Promethean	PRM-30A	2851	63139747	4/10/2013	Good, no bulb, has remote	Image is very dim
Scanner	Epson	Perfection V200 Photo	905	JW8W066108	9/8/2008	Good	No longer used
UPS	APC	RS1500	1646	JB0648021452	2/12/2006	Dead battery	No longer used

Carlisle Public Schools
Acceptable Use Policy
Policy # 09.04.2000, revised 2/9/2011

SUGGESTED DRAFT 9-13-17

PURPOSE
The Carlisle Public School (CPS) offers computing and internet access to its students, faculty, and staff. The primary purpose of the CPS internet service is to support the educational objectives of the CPS and Carlisle's educational community in general.

RULES
Respect: It is expected that CPS network users only communicate in ways that are appropriate, polite and respectful.

Identity theft: Passwords are confidential. Users must:
- keep their passwords secret
- login only to their own accounts
- not view, use, or copy passwords, data, or networks to which they are not authorized
- not pretend to be someone else when sending information over the computer network.

Illegal Use: Users shall not intentionally access, transmit, copy, or create material that is illegal (such as copyrighted material, threatening or obscene material, or material protected by trade secret, stolen materials, or illegal copies of copyrighted works).

Citation: Any material obtained from the internet or email to use in one's own work should be cited and credited by name or electronic address. Information obtained through e-mail or news sources should also be credited according to an accepted scholarly publishing format such as Modern Language Association (MLA).

Cyberbullying: Users must not access, transmit, copy, or create defamatory remarks, sexual or racial slurs, or use obscene or profane language. (Note: use of the same when directed toward another member of the CPS Community, regardless of whether from a personal device or on a non-CPS network, is governed by the [insert Bullying policy ref] Policy.

Commercial purposes: Users may not advertise or sell products or services using the CPS network.

Security: If a user can identify a security problem on the school network or internet, s/he must notify an administrator or teacher.

Pictures/video: No student picture or video shall be posted online if a parent or guardian has submitted a "no media" form for the student.

Integrity and security of all electronic resources: Safeguard the integrity, availability and security of electronic resources by the following:
- Respect and protect the intellectual property of others. Honor the legal rights of software producers, network providers, copyright and license agreements.
- Do not attempt to alter or destroy data of another user on the network or over the internet.

- Do not cause any damage to computers, the network, or any other electronic device. Vandalism could result in financial responsibility for any damages.
- Do not waste resources such as bandwidth, disk space, or printing capacity.

Privacy: All users should respect the privacy of others by not accessing their accounts, emails or files without permission. Copies of all information created, sent or retrieved from school accounts are stored on the computer network's back-up files. In addition, all school email is archived off-site. School Tech Department officials may review files to maintain system integrity, facilitate school business, and comply with legal requests. For this reason, users should have no expectation of privacy or confidentiality in the content of electronic communications or other computer files sent, received or stored on the network and/or on all CPS computers.

Teacher's authority: In all cases, teachers and administrators are the ultimate authorities regarding use of CPS and personal devices while students are in the classroom, on school grounds, or under their supervision (e.g. field trips). Students may not use personal devices if so requested.

Filters: CPS uses network software to filter or block material harmful to children, as required by the Children's Internet Protection Act. Efforts to bypass the filtering system are prohibited and may lead to disciplinary action. Teachers should immediately advise the Tech Department of any inappropriate sites discovered while on the school network.

Teachers, administrators and other school personnel who are using the internet as part of their teaching may request a specific site to be blocked or unblocked.

Consequences: Users who violate the Acceptable Use Policy may be subject to appropriate disciplinary action and/or prosecution.

Disclaimer: The CPS makes no warranties of any kind, whether expressed or implied, for the services it provides. The CPS will not be responsible for any damage suffered including, but not limited to, loss of data, interruption of service, delays, non-deliveries, or mis-deliveries for any reason.

While this policy outlines acceptable use, it does not attempt to articulate all good and bad behaviors by users of this network. The CPS administration reserves the right to change these rules at any time without notice.

*Note: Signing the Student Handbook agreement indicates acceptance of this Acceptable Use Policy by parents and students. In addition, for those students receiving CPS iPads for school use, the [insert ref for iPad policy] Policy governs care and use of those devices. *[Note we should cross check to make sure no provisions of the two policies are in conflict.]*

Carlisle Public Schools
Acceptable Use Policy
Policy #09.04.2000, revised 2/9/2011

SDM Marked 9-6-17

The Carlisle Public School (CPS) offers computing and internet access to its students, faculty, and staff. The primary purpose of the CPS internet service is to support the educational objectives of CPS and Carlisle's educational community in general.

The administration shall manage all school devices and develop rules, regulations and procedures for the acceptable use of school devices and internet access while on school grounds, within the school day, or when under the supervision of CPS teachers and/or administrators (e.g. while on field trips).

File: IJNDB - EMPOWERED DIGITAL USE POLICY

Purpose

The Carlisle School Committee recognizes the need for students to be prepared to contribute to and excel in a connected, global community. To that end, the district provides ongoing student instruction that develops digital citizenship skill sets for using technology as a tool. Information and communication technology are an integrated part of our curriculum across subjects and grades in developmentally appropriate ways and are aligned with the Massachusetts Curriculum Frameworks and standards, including seeking knowledge and understanding; thinking critically and solving problems; listening, communicating, and interacting effectively; and engaging and competing in a global environment.

Availability

The Superintendent or designee shall implement, monitor, and evaluate the district's system/network for instructional and administrative purposes.

All users shall acknowledge that they understand that using digital devices, whether personal or school owned, and the school district network is a privilege and when using them in accordance with School District guidelines they will retain that privilege.

The Superintendent or designee shall develop and implement administrative guidelines, regulations, procedures, and user agreements, consistent with law and policy, which shall include but not be limited to the following:

- Digital devices, software, and networks shall be used in school for educational purposes and activities.
- An individual's personal information (including home/mobile phone numbers, mailing addresses, and passwords) and that of others shall be kept private.
- Individuals will show respect for themselves and others when using technology including social media.
- Users shall give acknowledgement to others for their ideas and work
- Users shall report inappropriate use of technology immediately

These procedures shall be reviewed annually by district administration together with students and teachers and shall provide a springboard for teaching and learning around topics such as internet safety, digital citizenship, and ethical use of technology.

SOURCE: MASC

File: IJNDD - POLICY ON SOCIAL MEDIA

The Superintendent and the School Principals will annually remind staff members and orient new staff members concerning the importance of maintaining proper decorum in the on-line, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process. The orientation and reminders will give special emphasis to:

1) Improper fraternization with students using social media or other electronic means.

a. Teachers may not friend or follow current students on social media.

b. All electronic contacts with students should be through the district's computer and telephone system, except emergency situations.

c. Team, class, or student organization pages, accounts, or groups will be created only in conjunction with the coach or faculty advisor. All groups must include the appropriate administrator as a member. Access to the page will remain with the coach or faculty advisor.

d. All contact and messages by coaches and faculty advisors with team members shall be sent to all team members, except for messages concerning medical or academic privacy matters, in which case the messages will be copied to the appropriate administrator.

e. Teachers will not give out their private cell phone or home phone numbers without prior approval of the district.

f. Inappropriate contact via phone or electronic devise is prohibited.

2) Inappropriateness of posting items with sexual content

3) Inappropriateness of posting items exhibiting or advocating use of drugs and alcohol

4) Examples of inappropriate behavior from other districts, as behavior to avoid

5) Monitoring and penalties for improper use of district computers and technology

6) The possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

The Superintendent or designees will periodically conduct internet searches to see if teachers have posted inappropriate materials on-line. When inappropriate use of

computers and websites is discovered, the School Principals and Superintendent will promptly bring that inappropriate use to the attention of the staff member and may consider and apply disciplinary action up to and including termination.

SOURCE:

File: IJNDC - INTERNET PUBLICATION

I. PURPOSE

The Carlisle School District has established a district-wide web page that links users to web pages for the district's individual schools and teachers. The School District maintains these web pages for educational purposes only, in furtherance of the educational mission of the School District. All published pages and corresponding links to other sites must relate to the district's educational mission.

II. SUPERVISION AND APPROVAL OF WEB PAGES

The Superintendent (or his/her designee) may select the person or persons ("the Webmaster") responsible for overseeing the school district's web pages and maintaining the web pages in a manner consistent with this policy and the school district's Access to Digital Resources Policy. The Webmaster must approve all links from the district web pages to other sites on the Internet. The Webmaster will review the links to ensure that the links are related to the district's educational mission.

Staff members may publish web pages related to their class projects or courses on their school's web site. Staff members must submit their material to the Webmaster for approval before the material can be published. Staff members may not publish or link to personal web pages as part of the school district web site.

Student or staff work (e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork) may be published on the district's web pages, as detailed below. All work that is published will be accompanied by a copyright notice written by the Webmaster that prohibits copying the work without the written consent of the copyright holder.

III. CONTENT STANDARDS

All web page materials are expected to be accurate, grammatically correct and free of spelling errors. Student work may deviate from this standard depending upon the age and grade level of the student. Web pages should be well-organized and professional in appearance. Web pages must not contain copyrighted or trademarked material belonging to others unless written permission to display such material has been obtained from the owner and the owner is credited on the school's web page.

IV. SAFETY PRECAUTIONS

A. <u>In general</u>

Identifying information about students, such as first and last names, personal phone numbers or home addresses, will not be published. First names or first names and the first letter of the student's last name may be used where appropriate.

B. Student photographs

- Student photographs may be published only with the written consent of the student's parent or guardian.

- Student photographs will not be accompanied by identifying information about the student(s).

C. Student work

Student work, e.g. voice, likeness, quotes, written material, musical pieces, and graphic or other artwork, may be published only with the written consent of the student's parent or guardian.

D. Staff photographs, identifying information and work

- Photographs of staff members, accompanied by the staff member's full name, may be published only with the staff member's written consent.

- Staff work, e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork, may be published only with the staff member's written consent.

SOURCE: MASC

Adopted:

File: IJND - ACCESS TO DIGITAL RESOURCES

The Carlisle School Committee supports the right of students, employees, and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate manner.

Safety Procedures and Guidelines

The Superintendent, in conjunction with the Director of Technology, shall develop and implement appropriate procedures to provide guidance for access to digital resources. Guidelines shall address teacher supervision of student computer or tablet use, ethical use of digital resources and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of digital resources for prohibited or illegal activities and for the use of other programs with the potential of damaging or destroying programs or data.

Internet safety measures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet as defined by the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA);
- Safety and security of minors when they are using e-mail, instant messaging applications, and other forms of direct electronic communications;
- Preventing unauthorized access, including hacking, viruses, and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors.

The Carlisle School District shall provide reasonable public notice to address and communicate its internet safety measures.

Responsible Use Guidelines

All students and faculty must agree to and sign a Responsible Use Guidelines form prior to the student or staff member being granted independent access to digital resources and district networks. The required form, which specifies guidelines for using digital resources and district networks, must be signed by the parent or legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Director of Technology with a written request.

Employee Use

Employees shall use district email, district devices, and district networks only for purposes directly related to educational and instructional purposes.

Community Use

On recommendation of the Superintendent in conjunction with the Director of Technology, the district shall determine when and which computer equipment, software, and information access systems will be available to the community. All guests will be prompted to, and must accept the district's Access to Digital Resources Policy before accessing the district network.

Disregard of Rules and Responsibility for Damages

Individuals who refuse to sign required Responsible Use Guidelines documents or who violate district rules governing the use of district technology or networks shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, and network.

Individuals shall reimburse the district for repair or replacement of district property lost, stolen, damaged, or vandalized while under their care.

SOURCE: MASC

LEGAL REFS: 47 USC § 254

Adopted:

Note: FCC regulations that went into effect April 20, 2001, implementing The Children's Internet Protection Act (47 U.S.C. § 254) require each school/district to certify compliance with certain policy requirements in order to maintain eligibility for Internet access discounts and other services provided by the federal government.

Carlisle Public Schools
Policy on the Protection of Pupil Rights
Policy #08.09.2003

Adopted May 6, 2003
Reaffirmed 11/15/2006, 3/17/10, 3/5/14

It is the intent of the Carlisle School Committee that the Carlisle Public Schools comply with the provisions of the Protection of Pupil Rights Amendment, (federal) Statute 20 U.S.C., section 1232h.; Regulations: 34 CFR Part 98. This amendment governs the administration to students of surveys, analyses, evaluations, and instructional materials regarding certain "protected areas:"

1) Political affiliations
2) Mental and psychological problems potentially embarrassing to the student and his/her family
3) Sex behavior and attitudes
4) Illegal, anti-social, self-incriminating and demeaning behavior
5) Critical appraisals of other individuals with whom respondents have close family relationships;
6) Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers
7) Religious practices, affiliations, or beliefs of the student or student's parent
8) Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.)

as well as the collection of certain types of information for marketing surveys, parental access to information and the administration of certain physical exams. The Superintendent will design and cause to be implemented the procedures required to comply with notification, opt-out or consent procedures as may be mandated.

Reference is made to Policy #08.06/1997 (reviewed on 2/9/11), Parental Notification Relative to Human Sexuality Education, which addresses part of the instructional materials notice and accessibility requirements.

Carlisle Public Schools
Policy # 07.18.2011
Animals in School
June 1, 2011, reaffirmed 12/10/14

No animal shall be brought to school without prior permission of the building Principal.

The Carlisle Public School District is committed to providing a high quality educational program to all students in a safe and healthy environment.

School Principals, in consultation with the Health Services Providers in each building, shall utilize the Department of Public health publication "Guidelines for Animals in Schools or on School Grounds" and review student health records to determine which animals may be allowed in the school building. The decision of the Principal shall be final.

Educational Program

Use of animals to achieve specific curriculum objectives may be allowed by the building Principal provided student health and safety are not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to conditions established by the Principal to protect the health and well-being of students.

Student Health

The health and well-being of students is the District's highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have his/her health impaired and each student shall have full access to available educational opportunities.

Animals Prohibited from School

Rabies is a growing problem and any fur-bearing animal is susceptible to this very serious fatal disease. Infected animals can transmit this disease to students and staff. Based on the Massachusetts Departments of Health and Education recommendations the following animals are prohibited from schools within the Carlisle School District.

Wild Animals and Domestic Stray Animals - Because of the high incidence of rabies in bats, raccoons, skunks, foxes and other wild carnivores, these animals should not be permitted in school buildings under any circumstances (including dead animals).
Fur-Bearing Animals (pet dogs*, cats, wolf-hybrids, ferrets, etc.,) - These animals may pose a risk for transmitting rabies, as well as parasites, fleas, other diseases and injuries.
Bats - Bats pose a high risk for transmitting rabies. Bat houses should not be installed on

school grounds and bats should not be brought into the school building.
Poisonous Animals - Spiders, venomous insects and poisonous snakes, reptiles and lizards are prohibited for safety reasons

***Exception: Guide, Hearing and Other Service Dogs or Law Enforcement Dogs -** These animals may be allowed in school or on school grounds with proof of current rabies vaccination.

Exceptions may be made with the prior approval of the Superintendent of Schools.

Service Animals (Guide or Assistance Dogs)

The Carlisle School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Massachusetts law concerning the rights of persons with guide or assistance dogs and with federal law and will permit such animals on school premises and on school transportation.

For purposes of this policy, a "service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability". The regulations further state that "a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability".

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- assist individuals who are blind or have severe sight impairments as "seeing eye
- dogs" or "guide dogs;"
- alert individuals with hearing impairments to sounds;
- pull wheelchairs or carry and pick-up items for individuals with mobility
- impairments; and
- assist individuals with mobility impairments with balance.
-

The District shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the dog shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the School Principal or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. The service animal can also be excluded if it

presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the dog will be required to remove the service animal from District premises immediately.

If any student or staff member assigned to the classroom in which an service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the Building Principal or designee and an alternative plan will be developed with appropriate District staff. Such plan could include the reassignment of the person having custody and control of the animal to a different classroom assignment. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff including the involvement of the parents/guardian of the students.

When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, such staff member or such student's parent or guardian, as well as the animal's owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

The Superintendent of Schools or his/her designee shall be responsible for developing procedures as needed to accommodate a student's use of an assistance dog in District facilities and on school transportation vehicles.

Source: MASC February 2011

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

Superintendent Goals 2017-2018

Student Learning Goal

School climate is a major contributor to the overall experience of our students and their families. Ensuring that we maintain a caring, kind, and inclusive environment for all students is essential to a positive school climate. My student learning goal for the 2017-2018 school year will focus on the school-wide implementation of the Olweus Anti-bullying Program and the introduction of diversity focused instruction for students in 7th and 8th grade, both of which are designed to positively impact our school climate.

Action Steps

Work with Olweus Committee to coordinate professional development time for faculty and staff.
Assist the Olweus Committee in providing parents and community members with program information.
Monitor program implementation and documentation.
Analyze student survey data to assess progress and impact of Olweus program.
Work with Carrie Wilson and the 8th Grade Team to coordinate diversity workshop for 8th graders in support of the Facing History and Ourselves curriculum.
Work with 7th Grade Team to identify possible curricular connections for anti-bias training.
Coordinate anti-bias training for grade 7.
Facilitate the creation of a new World of Difference extra-curricular program in support of tolerance, inclusion, and acceptance.

Professional Practice Goal

Communication is an integral part of the work of a superintendent. While I worked to be an effective communicator during this past year, I have also identified a number of areas where my communication and engagement could and should be better. This year I will focus on improving my communication with a concentration in three key areas: communication and engagement with the members of the Carlisle School Committee, internal communication with faculty and staff, and my external communication with the broader Carlisle community.

Action Steps

Work more closely with Carlisle School Committee members to ensure their engagement in district projects and initiatives.
Keep School Committee members informed through the use of a weekly communication.
Reach out to school committee members on a quarterly basis in order to ensure opportunities for engagement in the ongoing work of the district.
Work with faculty members through team meetings, grade level meetings, CTA and other small groups to identify more effective means of communication.
Hold monthly Superintendent meetings, which would be optional for teachers and faculty, to share and discuss ongoing district initiatives.
Implement practices to ensure follow-up with parent and constituent inquiries and communications.
Utilize social media and traditional media to communicate the outstanding work of our district to the broader Carlisle community.