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, NOVEMBER 8, 2017

I. **Call to Order**

II. **Public Comments**

III. **Review of the Minutes**
- A. October 11, 2017

IV. **Information/Discussion Items**
- A. Next Generation MCAS Presentation
- B. School Improvement Plan
- C. School Committee Outreach
- D. District Governance Program
- E. Capital Planning
- F. Policies to Review
  - a. Emergency Closings
  - b. Policy Pertaining to Section 504

V. **Communications/Correspondence**

VI. **Superintendent's Report**

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

VIII. **Action Items**

- A. Vote Empowered Digital Use Policy
- B. Vote Access to Digital Resources Policy
- C. Vote to Delete Acceptable Use Policy
- D. Vote Policy on the Protection of Pupil Rights
- E. Vote Policy on Animals in School
- F. Vote on Technology Equipment Discard List
- G. Vote to Accept CEF Grants

IX. **Warrants**
- A. Accounts Payable Warrant #2818; $114,020.82
- B. Accounts Payable Warrant #2418; $365,334.34
- C. Fuel Invoice

X. **Other Business**

XI. **Citizens' Comments**

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

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
October 11, 2017
Carlisle School Community Room
7:00 PM

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

Meeting Documents:

Minutes from 9-13-17	Olweus Program	CPS Strategic Plan
District Goals	Budget Presentation	School Committee Goals
Technology Equipment Discard List	Acceptable Use Policy Version 1 and 2	Digital Use, Social Media, Internet Publication, Access to Digital Resources Proposed Policies
Policy on the Protection of Pupil Rights	Policy: Animals in School	Superintendent Goals

I. Call to Order

Chairman David Model called the meeting to order at 7:02 pm.

II. Public Comment Period

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

III. Review of Minutes

Mr. Kablotsky moved that we dispense with reading of the minutes. Ms. Storrs made a motion to approve the minutes of September 13, 2017; Mr. Kablotsky seconded the motion. All members present voted in favor of approving the minutes.

IV. Information/Discussion Items

A. Olweus – Carrie Wilson provided an overview of the Olweus program, bullying prevention based on positive support. Students are "upstanders not bystanders". There will be a parent night to share ways the school can partner with the towns on the basic Olweus concepts (e.g. we will not bully others, we will help students who are bullied, we will include students who are left out, if we know that somebody is being bullied, we will tell an adult at school and at home). Data from surveys given to students in February

2017 report bullying issues on the bus and the playground, and steps are being taken to address these issues (examples: training recess monitors, installing a buddy bench on the plaza). Next data collection will reflect the steps already put in place.

B. Strategic Plan – Mr. O'Shea streamlined the plan, which now has three student-centered objectives. The previous objective about professional development has been encompassed into the three existing objectives.

C. Budget Presentation – Every child has access to our curriculum through tiered support, Tiers I, II and III. There has been an increase in ELL students, up to 22 from 6 six years ago. Mr. O'Shea hears anecdotes from many students who enjoy school here, and many who do well in high school settings after they leave Carlisle. Accountability data supports the anecdotal information. The school is projecting a decrease in the number of class sections from 35 to 34 next year, with all sections staying within the self-imposed guidelines for class size. Two full-time aides service four Kindergarten classes this year, next year three part-time aides will cover three Kindergarten classes. The FY 2019 budget proposal is $11,259,266. This represents is a 2.86% increase over FY18.

D. School Committee Goals. Mr. Kablotsky would like to support the district to prepare for the future, as he proposed the question "Where do we hope to take the district in 5-10 years"? Mr. Kablotsky stated this is an opportunity to make things great in the long term. Mr. Model said our district goals speak to the future, but the Committee should always be mindful of the budget. The consensus was to refine the goals to look toward the future of Carlisle Public Schools. Mr. Model will collect feedback from Committee members.

E. Technology Equipment Discard List. Susan Pray stated that the Carlisle Schools offers technology equipment to the Town, and makes efforts to sell it on Municibid (municipal auction site). Teachers on campus who work with disadvantaged school systems sometimes donate our old equipment to those schools. Old equipment constitutes, for example, an iPad that won't work with new apps. Mr. Model asked to replace physical condition with operational condition, as it is a more accurate depiction of the equipment status. Per Mr. Model, the Committee will vote next month on the technology discard list.

F. Policy Review

   a. Acceptable Use – Ms. McMorrow feels our existing policy is disjointed, and referenced the Massachusetts Association of School Committees (MASC) versions, which are named Empowered Digital Use Policy and Access to Digital Resources. Ms. McMorrow felt these policies state the same things but are more comprehensive. Mr. O'Shea had updated the MASC policies to reflect CPS specific information. The procedure would be to vote to strike the one Acceptable Use policy and replace it with the two others. The Committee will work toward streamlining these two policies and vote on them at the next meeting.

   b. The Protection of Pupil Rights – Ms. Storrs asked if "protected areas" have been updated? She will look to MASC for guidelines

   c. Animals in School – no discussion.

V. Communications/Correspondence

The MASC newsletter was circulated.

VI. Superintendent's Report

Superintendent Jim O'Shea reported on several topics. Highlights included:

- Met with Andy Waugh of Murphy Hesse Toomey & Lehane, new counsel for the District
- Faculty/Staff Luncheon hosted by PTO
- CEF and PTO Grant deadlines are on Friday
- Elementary and Middle School Parent Nights
- Sue Robichaud is offering new menu items in October
- Clark Farm visits by students
- School Picture Day
- Bus Evacuation

VII. Members'/Committee Reports as Needed

A. Regional School Committee: Ms. McMorrow reported that the Regional School Committee (RSC) would get a budget preview tomorrow, and present to Carlisle FinCom on November 6. On October 19, there is a 6-hour cultural proficiency training for the RSC.

B. RSC Budget subcommittee: Performing a regional benchmark exercise; looking to compare Concord-Carlisle District to Dover-Sherborn, Manchester-Essex, and Lincoln-Sudbury. Ms. Storrs reported that there would be a first Campus Advisory Committee meeting, (Advisory Committee to the Regional School Committee). The initial focus is the landfill. It will be comprised of students, parents, teachers, community members, neighbors; the charge is to have a report by April to present to Regional School Committee.

C. Facilities Committee – Mr. Kablotsky reported that there is a meeting later this month with architects to redo the Police station. The part time facilities director proposal will be presented to FinCom on Nov 6. It is still undecided whether there will there be a full-time facilities director at school and part-time for the town. Looking at long-term model for facilities for the town, including the school. Long term capital needs meeting will be on 10/19 or 10/26. The FinCom requested that the School address long-term capital needs.

VIII. Action Items

The following items were reviewed:

A. Vote District Goals. Ms. Storrs motioned to accept the District Goals, Ms. McMorrow seconded the motion. All members present voted in favor.

B. Ms. Storrs made motion to approve Superintendent goals, Ms. McMorrow seconded the motion, all present voted in favor.

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

There was no other business.

XI. Citizen's Comments
There were no citizen's comments.

XIV. Adjourn Meeting
Ms. Storrs motion to adjourn the meeting, Ms. McMorrow seconded the motion, and all members present voted in favor. The public meeting was adjourned 8:58 p.m.

Respectfully submitted,

Nancy Anderson
Assistant to the Superintendent

Understanding the Next-Generation MCAS

October 2017



MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

What is the Next-Generation MCAS?

- Updated version of the nearly 20-year-old MCAS assessment
- Focuses on students' **critical thinking abilities**, **application of knowledge**, and ability to make **connections between reading and writing**
- Gives a **clearer signal of readiness** for the next grade level or college and career
- Designed to be given on a **computer** (though paper versions remain available)
- First given in **spring 2017** in grades 3-8 in English language arts and math
- Will eventually replace all older ("legacy") MCAS tests in grades 3-10



Scores Are Being Released This Month for Tests Students Took in Spring 2017

- Next-Gen MCAS
  - English language arts and math, grades 3-8
- Legacy MCAS
  - Science and tech/eng in grades 5 and 8
  - All high school MCAS (English language arts, math, and science and tech/eng)



What will the scores look like?

- Achievement levels
- Parent report
- Aggregate results for schools, districts, and the state

MCAS Achievement Levels

★ Legacy

Advanced
Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter, and provide sophisticated solutions to complex problems.

Proficient
Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

Needs Improvement
Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.

Warning
Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.

★ Next-generation

Exceeding Expectations
A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.

Meeting Expectations
A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject.

Partially Meeting Expectations
A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.

Not Meeting Expectations
A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.



Name: Doe, Jonathan H.
SASID: 1234567890

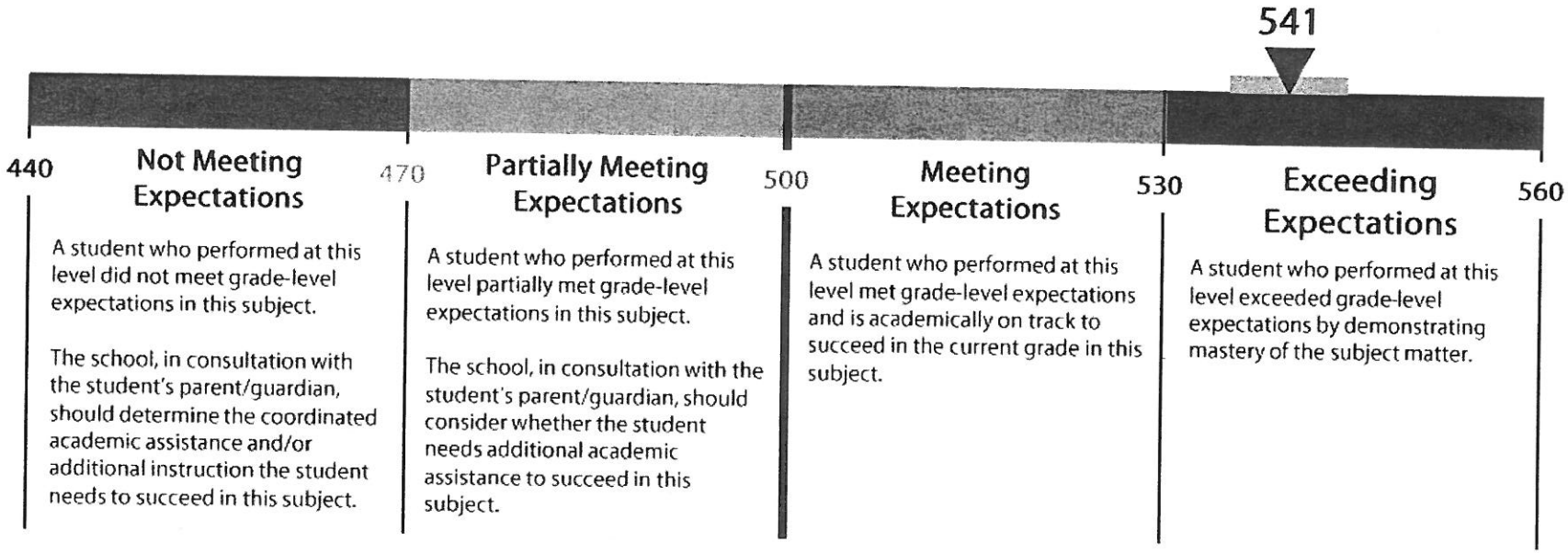
Mathematics Results

Grade 8
Spring 2017

Computer-based test

Your Child's Achievement Level: **Exceeding Expectations**

Your Child's Score: **541**



In the figure above, the triangle indicates your child's score on the test. The gray bar shows the range of likely scores your child would receive if he or she took the test multiple times.

How your child performed compared to the school, district, and state

Your Child's Score	Average Score		
	School	District	State
541	485	502	515

How your child performed on the test in each reporting category and on each individual test question

Reporting Category	Points earned by **your child**	Average number of points earned by Meeting Expectations students who scored close to 500.
Operations & Algebraic Thinking	7 out of 10	6.0 out of 10
Numbers & Operations in Base Ten	10 out of 10	6.8 out of 10
Numbers & Operations - Fractions	5 out of 5	4.0 out of 5
Measurement & Data	8 out of 9	6.1 out of 9
Geometry	3 out of 4	2.5 out of 4

Individual Test Questions

Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Points Earned	1/2	3/4	0/1	0/1	3/3	1/4	1/1	1/1	1/1	0/1	1/1	1/2	1/2	1/1	1/1	0/1	4/4	3/4	0/4	1/1	1/1	1/1	0/1	0/1	0/1	2/3	5/6	0/1	1/1	1/1

Key
x/y = x points earned out of y possible points
Blank space/y = no answer provided

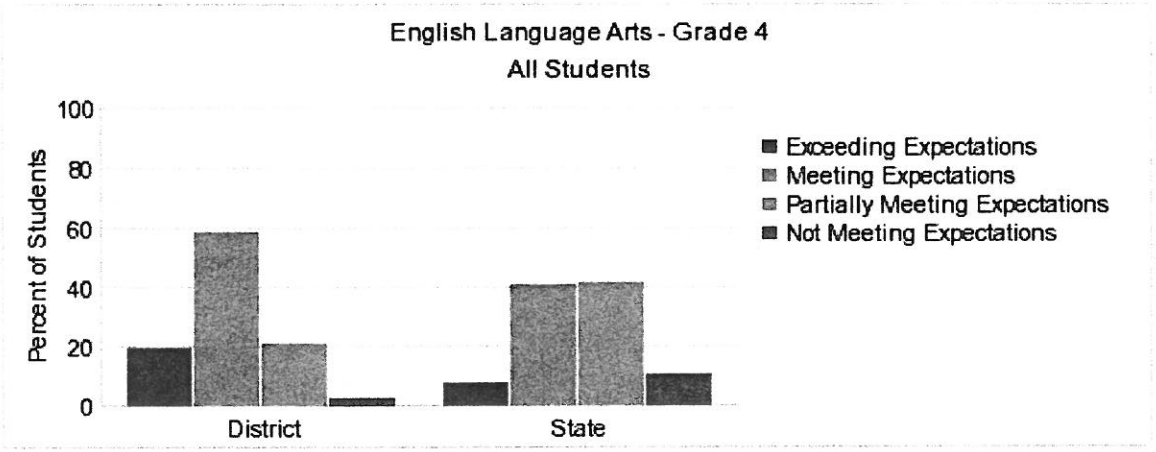
Go online to see a description of every test question at www.doe.mass.edu/mcas/parents.

Why Did My Child Score Proficient on the Older MCAS but Only Partially Meeting Expectations This Year?

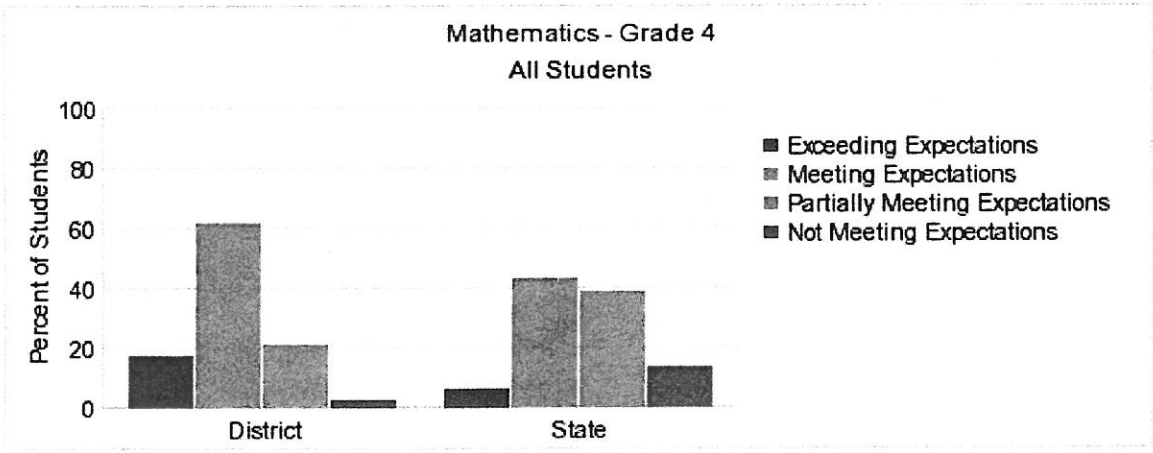
- In general, the new standards for Meeting Expectations are **more rigorous** than the standards for reaching the Proficient level on the legacy MCAS.
- **Massachusetts educators** set the new standards to help **signal students' readiness** for the next grade level.
- **Look closely at where your child's score falls** within the Partially Meeting Expectations category. If it isn't close to Meeting Expectations, talk with your child's teacher about how you can work together to help your child catch up.
- Spring 2017 is a **baseline year** for a new test in grades 3-8, and spring 2017 scores **should not be compared** to previous years' scores.

Grade 4

nglish nguage Arts	N Included	% District	% State
eeding ectations	11	19	7
ting ectations	34	59	41
ially ting ectations	12	21	42
Meeting ectations	1	2	10
l uded	58		

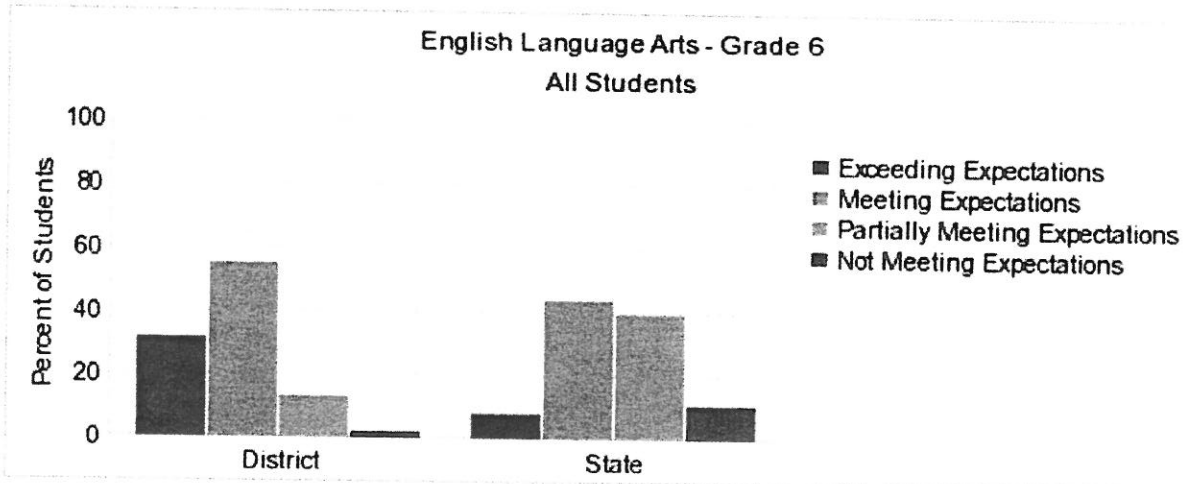


hematics	N Included	% District	% State
eeding ectations	10	17	6
ting ectations	36	61	43
ially ting ectations	12	20	39
Meeting ectations	1	2	13
l uded	59		

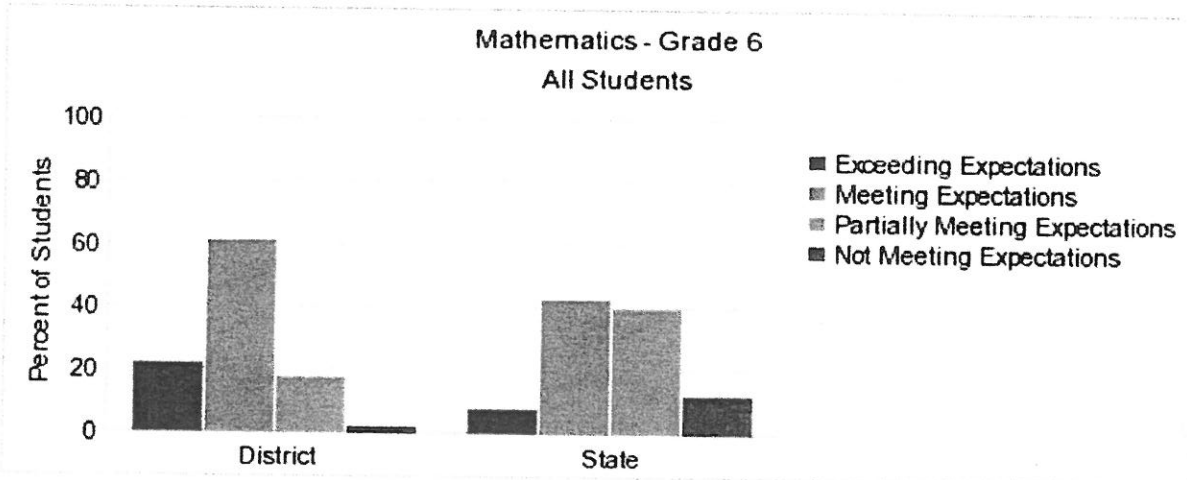


Grade 6

English Language Arts	N Included	% District	% State
ceeding pectations	22	31	7
eeting pectations	39	55	43
rtially eeting pectations	9	13	39
t Meeting pectations	1	1	10
tal cluded	71		

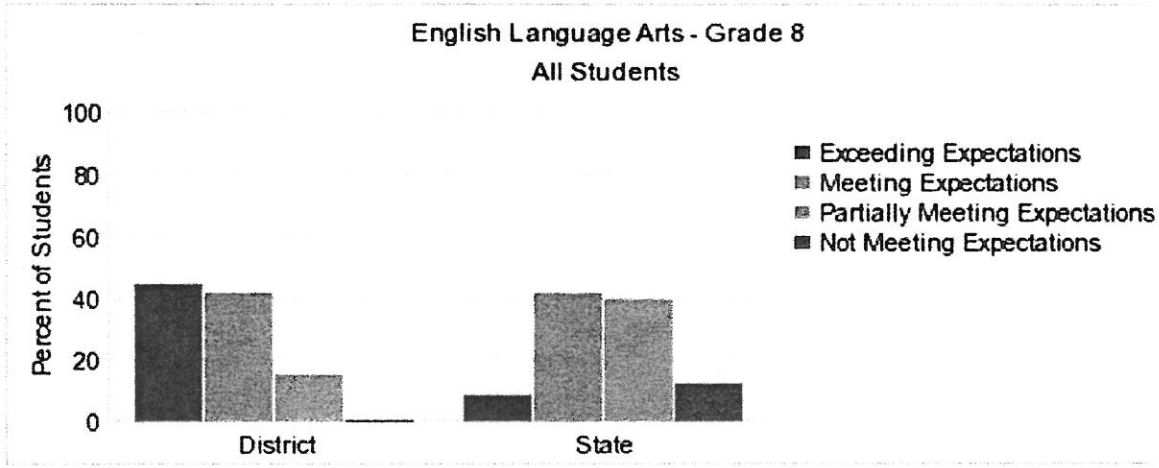


athematics	N Included	% District	% State
ceeding pectations	15	21	7
eeting pectations	43	61	42
rtially eeting pectations	12	17	39
t Meeting pectations	1	1	11
tal cluded	71		

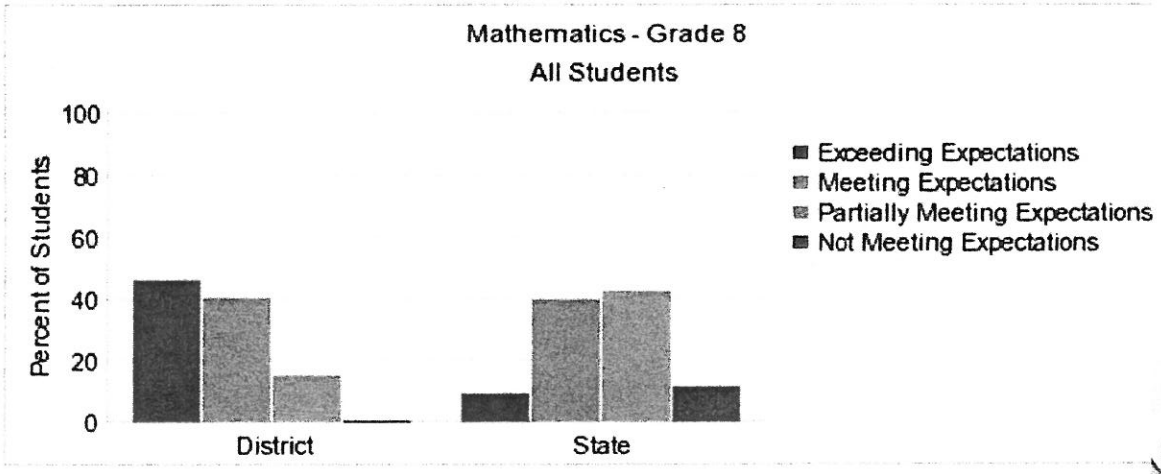


Grade 8

English Language Arts	N Included	% District	% State
xceeding xpectations	30	44	8
leeting xpectations	28	41	41
artially leeting xpectations	10	15	39
ot Meeting xpectations	0	0	11
otal ıcluded	68		



Mathematics	N Included	% District	% State
xceeding xpectations	31	46	9
leeting xpectations	27	40	39
artially leeting xpectations	10	15	42
ot Meeting xpectations	0	0	11
otal ıcluded	68		



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

SCHOOL IMPROVEMENT PLAN

2017 - 2018

Includes District Goals

October 2017

CARLISLE SCHOOL IMPROVEMENT PLAN

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.
2. Solidify the presence of Computer Science (coding and programming) within our curriculum.
3. Use technology to broaden student awareness of their world from a global perspective.
4. Evaluate our current world language program and determine the future direction for the program.
5. Review the Social Studies and Math curriculum to ensure alignment with state frameworks and 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.

Carlisle Action Steps	Data	Person(s) Responsible	Timeline	Indicators of progress 2017/2018	Resources/Anticipated funding sources
Professional Learning (professional development) * Coordinate study with Principals and Superintendent to effectively provide topics of study about effective teaching and learning * Provide administrative support for professional learning groups regarding best practice and subsequent supporting school wide change	Data sought from faculty and staff for professional development meetings and opportunities for teachers to participate in workshops and courses in and out of the district. Chart the number of staff participating in PD opportunities Recorded summaries of conferences, grants, and workshops attended.	Principal Admin. Leadership team Group facilitators Faculty	2017-2018		Possible PTO or CEF grants District PD funding Principal's professional development monies

*Develop faculty educational evaluation plan to include components of self-evaluation, administrator collaboration, and ongoing assessment of student growth and progress * Create faculty goals that will reflect district goal strategies and objectives , particularly those that identify scope and sequence for computer science education (preK-8)	Differentiation of curriculum will be monitored through student assessment and individual student learning goal setting Joint collaborative conversations will be held with faculty to discuss individual goals and the resulting student impact.	Superintendent Student Services Director Principals Teachers	2017- 2018		
MCAS Assessment: *Examine MCAS 2.0 Changes and review date from 2016- 2017 (Year 2)	Model format and test taking skills with students designated to participate in the MCAS testing (3-8) Examine test data with grade level teams in order to identify areas of strength and areas of weakness Introduce anxiety reduction strategies into classroom work and formative assessments (3-8)	Faculty Principals	2017-2018		No additional funding needed

Carlisle Action Steps	Data	Person(s) Responsible	Timeline	Indicators of progress	Resources/Anticipated funding sources
Communication: *Create survey and examine data about school communication in order to improve internal and external communication plan. *Administer communication survey to Carlisle families regarding preferred methods of communication *Adjust and calibrate communication guidelines	Administered communication survey (Fall 2017) Completed communication protocols and expectations document (June 2018)	Principal Faculty PTO SAC	Survey (Fall 2017) Expectation protocol (June 2018)		SAC parent communication survey Flexible and creative scheduling for teachers to meet and plan Time and planning commitment for administrators and faculty in order to develop a communication plan.

Carlisle Actions	Data	Person(s) Responsible	Timeline	Indicators of progress	Resources/Anticipated funding sources
Literacy * Update data usage from the Benchmark Assessment System K-5 *Use BAS results in planning instruction in the classroom (K-5) *Examine Tier 2 interventions at grades 3-8	Review of grade level BAS data (K-5) discussed at grade team meetings **New Fundations** Program Grade 2 New Guided Reading – Grades 3 and 8	Literacy Faculty	Monthly Literacy curriculum meetings (2017 - 2018)		Professional Development about data gathering and determination of reading levels. Professional Development for literacy coach, faculty and principals

Math *Continue to implement grade specific **differentiated curriculum** within grades K-5.	Scheduled Math Night (Spring 2018) to showcase math instruction Work in progress upgrade for Everyday Math K-5	Math Specialist Math specific faculty	School Year 2017-2018		PTO grant for math night funding
Math Curriculum Collaboration *Review the math curriculum K-5 in respect to the current math standards *Align the school math programs K-5 *Identify weaknesses in existing programs	Documentation of aligned curriculum from K-5.	Math Specialist and K-5 math teachers	2017 - 2018		No additional funding needed
Social Studies Curriculum Collaboration * Identify current Social Studies curriculum scope and sequence * Review the Social Studies curriculum in respect to the current math standards * Align the school Social Studies programs K- 8 *Identify weaknesses in existing programs	Established Social Studies standards and current practice documents Recorded results from monthly curriculum review team Shared curriculum documents for all grade members K- 8	School administrators and faculty	2017-2018		No additional funding needed

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 as well as increase their appropriate responses to behaviors, which violate our norms, through the introduction and implementation of the Olweus program.
2. Decrease student stress and anxiety through school based initiatives
3. Create a school community which demonstrates an awareness and responsiveness to diversity issues, which impact student experiences, through community engagement and the further development of student and faculty awareness of and skills in identifying, discussing, and responding to diversity
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.

Carlisle Actions	Data	Person(s) Responsible	Timeline	Indicators of progress	Resources/Anticipated funding sources
Social Competency *Increase exposure to technological, global learning and extensions of the Carlisle classroom to the world *Establish an inclusive framework document of social competency initiatives (Olweus, Challenge Success, Class Meetings, Youth support groups)	Identified classroom curriculum connections to other school districts in the US or in other countries (K-8) Completed social competency framework and grid K-8	Principal Olweus committee, team teachers	2017- 2018		No additional funding needed at this time
Diversity and Equity *Develop a consistent and formal approach to the discussion of diversity and equity in our school instructional practice	Chart data during the year of the school wide service learning programs (professional learning)	Superintendent Principals	2017 - 2018		Guest speaker and workshop fees

*Promote the influence of class meetings (Olweus and Responsive Classroom) on positive student climate *Define faculty participation in shared leadership opportunities in Carlisle School (teacher training program, interns)	2017-2018 student Olweus survey Faculty professional development events that include diversity training, safety training, and bullying prevention training	Faculty			School visits that model responsive classroom (substitute cost)
Social Emotional Learning *Refine the **SEL** (Social Emotional Learning) and Bullying prevention programs used at Carlisle Public Schools * Continue the infusion of the Olweus Bullying Prevention Program (year 2) *Host Olweus parent/community information night November 2017 *Include Olweus language at all grade levels and within all aspects of the school *Create social emotional program and curriculum grid (June 2018)	Record of reports of bullying in 2016/17 school year Administered Olweus student survey (February 2018) Professional development opportunities for increased training in Responsive Classroom	Olweus OBPCC Carlisle Faculty Carlisle Students	2017 - 2018		Olweus survey funding for 2017 (school budget)
Challenge Success Practice *Participate in the Challenge Success CCHS, Carlisle, Dover Sherborn, and Wellesley faculty team meetings (year 3)	Feedback from ongoing, "homework" initiative at grades 3 and 2.	Challenge Success support team from Stanford University	2017 - 2018		No additional funding at this time.

*Continue conversations at all grade levels about the components of homework to include: • Purpose and Meaning of assignments • Grading consistency across grade(s) • Scheduling of homework	Team meeting minutes at all grade levels Student survey for grades 3 and 2	Faculty and Administration			

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 Tier Systems of Supports, 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 system of support
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 Actions	**Data**	**Person(s) Responsible**	**Timeline**	**Indicators of Progress**	**Resources/Anticipated Funding Sources**
Tiered Systems for Support: *Develop a system of tiered, instructional support by developing a vision of inclusion and provision for in-class support and consultation between teachers. *Develop grade level programs of intervention that support all learners, particularly at the middle level.	Charted progress of identified children with needs present in all classrooms. Monitored interventions as determined by IEP, MCAS, and BAS assessments.	Special education staff Classroom specialists	2017 - 2018		Potential release time to receive professional development for literacy support training District funding for consultation support to school

ELL: *Identify ELL needs specific to students new to Carlisle within the last two years. *Support instructional professional development for faculty (SEI certified or not) as ELL needs increase in the classroom	Delineated instructional strategies for ELL students within the classroom	Faculty K-8 Paraprofessionals Administration	2017 - 2018		No funding needed at this time
Youth Risk Survey: *Administer the Youth Risk Survey to grades 6 and 8 as part of the Health classes. *Educate faculty and parents on the benefits of the survey data. *Use survey data to drive social emotional supports, and guide health/wellness curriculum	Survey results impact on Health lessons for 2018-2019	Students grades 6 and 8 Health teachers	2017-2018		No funding needed at this time

TO: Carlisle School Committee Meeting, November 8, 2017
FROM: Christine Lear, School Committee Member
DATE: October 29, 2017
RE: 2017-18 School Committee Outreach Outline

The School Committee, among many other civic organizations in town, is challenged with engaging with the community to encourage interaction and engagement in the meetings and happenings of the Carlisle School Committee in order to build a strong, ongoing relationship and encourage participation.

To that end, below are several ways to consistently encourage the members of the community to attend meetings, ask questions, comment and engage with the School Committee as a group or individually.

It is important that each method of outreach achieve the most contact for the effort employed. The Facebook Page postings can be scheduled up to six months in advance, and so only needs attention every six months. Letters and the website can be updated annually, and the administrator can send meeting announcements to interested community groups and individuals who request to be on the email list. And still other methods are already in place.

Continue to post meeting dates, times and location in:

- School Buzz
- School calendar, etc.
- Town Hall Bulletin Board
- *Carlisle Mosquito*
- PTO Calendar
- PTO News

And we could add:

- carlisleEcommunity.com
- Town Calendar
- CEF Calendar
- Others?

Event Attendance:

Identify events throughout the academic year that it would be beneficial for a CSC member to be present. This could be done monthly to assign CSC members to attend events if some are not already planning to attend upcoming events at the School.

Meeting Presence:

Should we attend, or invite members of these groups to attend CSC meetings:

- PTO Meetings
- CEF Meetings
- SEPAC Meetings
- SAC Meetings
- Town Committee Meetings
- Others?

Emails from the chairperson

A welcoming email sent to new families when they arrive at CPS throughout the school year, this letter can also be sent to the Carlisle Mosquito, posted on the CSC Facebook page as a link from the CSC pages of the CPS website.

A welcoming email sent to preK and kindergarten families when their first child begins at CPS. This could be sent in the late spring/summer prior to their fall arrival.

Each September or late August an email welcoming families back/to school. The email could include:

- Names of all current CSC members
- Link to webpages, indicating meeting CSC schedule
- Brief description of the purview of the CSC
- And how to get in touch with the CSC

A letter for the real estate companies to include in their welcome packets.

Webpages:

- Rewrite the CPS School Committee webpages to soften language and provide additional information about CSC.
- Allow public to sign up to be included in meeting announcement from Nancy through website.
- Add photographs and brief biographies of each member of the CSC.

Name Tages:

All members of the School Committee will wear a (provided) name tag to any events they attend at School to allow parents to easily identify that you are on the CSC and are willing to answer questions.

Facebook Page: These messages can be prefabricated, and post-dated all at once.

Two weeks before meeting:

- Message reminding people where and when the meeting will be held
- Tell folks how they can request a topic for the agenda

Monday before the meeting:

- Post the meeting date, time, location and agenda

Friday after the meeting:

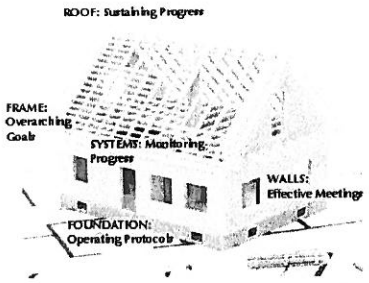
- Post that approved minutes are posted on webpage, with link to page

Intermittent Posts

- Committee member bios
- Reposting information from the Superintendent
- Open Meeting Law guidelines

District Governance Program

1



DGP-NSIP WORKSHOP

District Governance Support Project Foundational Beliefs

2

- The overarching mission of any School Committee is continuous improvement in student achievement.
- School Committee practices are related to student achievement.
- The School Committee and Superintendent are a "governance team" in this mission.
- Effective leadership to support student achievement requires a good working relationship – a model for all others in the schools.
- A team learns to work together by doing the work after establishing norms or protocols

School Committee Practices are Related to Student Achievement

3

- Committees in high achieving districts are "different in their actions and beliefs" than those in low achieving districts. (Lighthouse Study)
- Common practices of "high functioning" committees were identified in *The Essential School Board Book, Better Governance in the Age of Accountability.* (Walser 2009)
- School Committees must be critical partners in systemic, sustained reform. (Panasonic Guide)

Effective School Boards Positively Influence Student Achievement

4

- ❑ Vision of High Expectations
- ❑ Focus on Accountability
- ❑ Foster Strong Relationships
- ❑ Use Data to Monitor Progress
- ❑ Lead as a United Team
- ❑ Collaboration*Trust*Respect

WHAT EFFECTIVE SCHOOL COMMITTEES LOOK LIKE

5

- ❑Goal-setting, Monitoring Progress
- ❑Varied, Purposeful Meetings Focused on Student Achievement
- ❑Self-Governance
- ❑Board Professional Development
- ❑Strong Superintendent-School Committee Collaboration

Objectives for Today

6

- To understand the importance of working collaboratively as a School Committee-Superintendent team
- To ensure members are "on the same page" about how the team will communicate and operate
- To begin developing operating protocols that can be voted upon.
- To begin discussing goals & priorities in the year ahead

Effective School Committee-Superintendent Teams

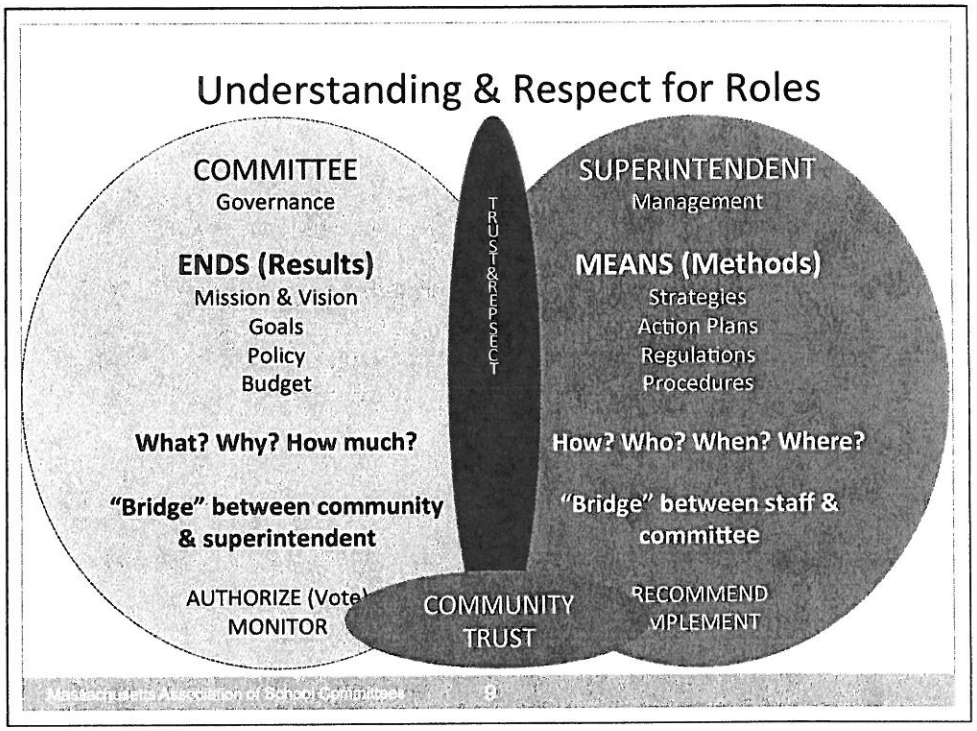
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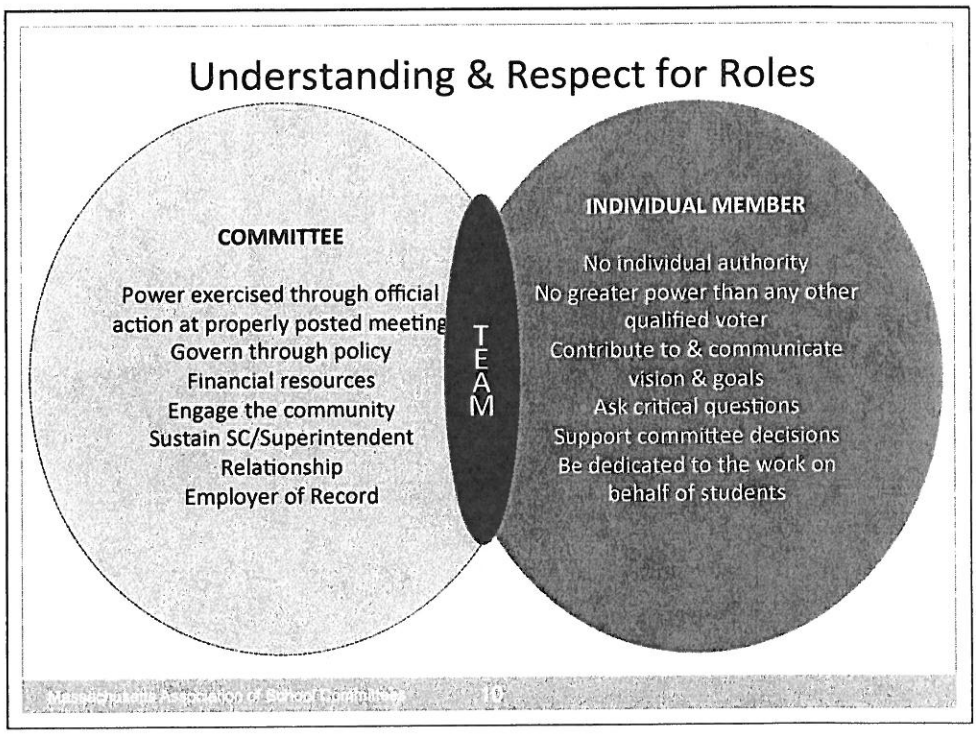
- Understanding and respect for different, yet complementary roles
- Agreement on how to operate and communicate
- Focus on policy, district goals
- Willingness to devote the time needed to do the job well
- Efficient, business-like meetings
- Frequent informal conversations (i.e., workshops)
- Presence of trust and mutual respect

Respect for Roles Enhances Superintendent/ Relationship

8

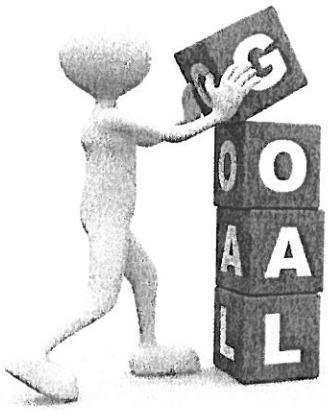
- Good working relationship engenders confidence of staff and community.
- No progress if in conflict.
- Superintendent changes are costly, disruptive, hinder progress.
- Don't take relationship for granted – nurture it.


Understanding & Respect for Roles
COMMITTEE
Governance
ENDS (Results)
Mission & Vision
Goals
Policy
Budget
What? Why? How much?
"Bridge" between community & superintendent
AUTHORIZE (Vote)
MONITOR
TRUST & RESPECT
SUPERINTENDENT
Management
MEANS (Methods)
Strategies
Action Plans
Regulations
Procedures
How? Who? When? Where?
"Bridge" between staff & committee
COMMUNITY TRUST
RECOMMEND
MPLEMENT


Understanding & Respect for Roles
COMMITTEE
Power exercised through official action at properly posted meeting
Govern through policy
Financial resources
Engage the community
Sustain SC/Superintendent Relationship
Employer of Record
TEAM
INDIVIDUAL MEMBER
No individual authority
No greater power than any other qualified voter
Contribute to & communicate vision & goals
Ask critical questions
Support committee decisions
Be dedicated to the work on behalf of students

Goal Setting

11



Goal Alignment

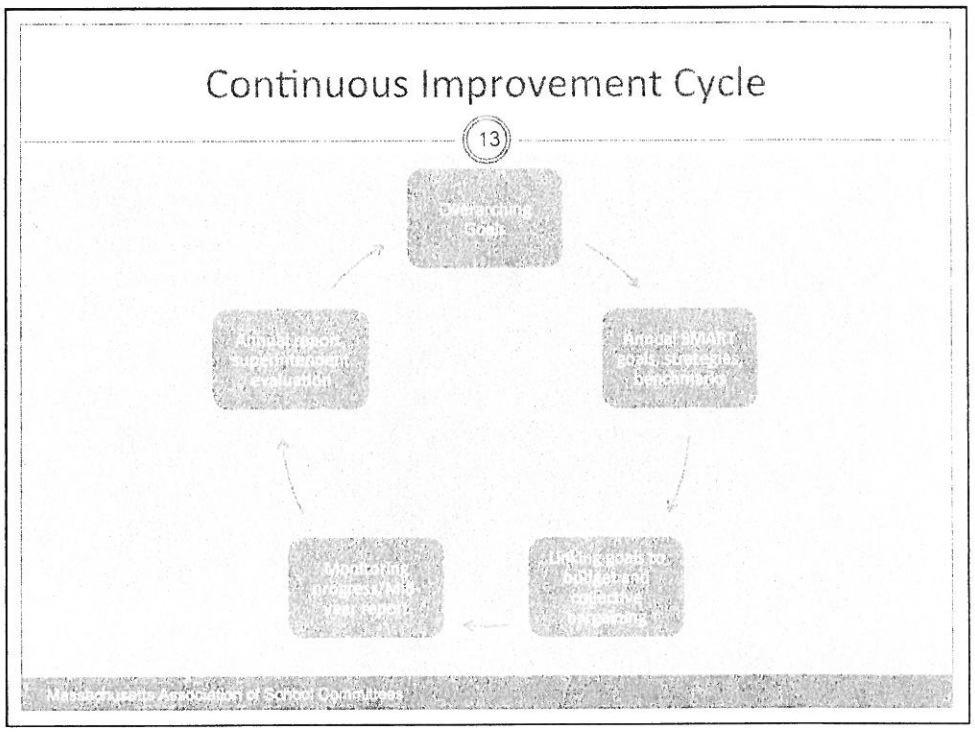
Student Achievement

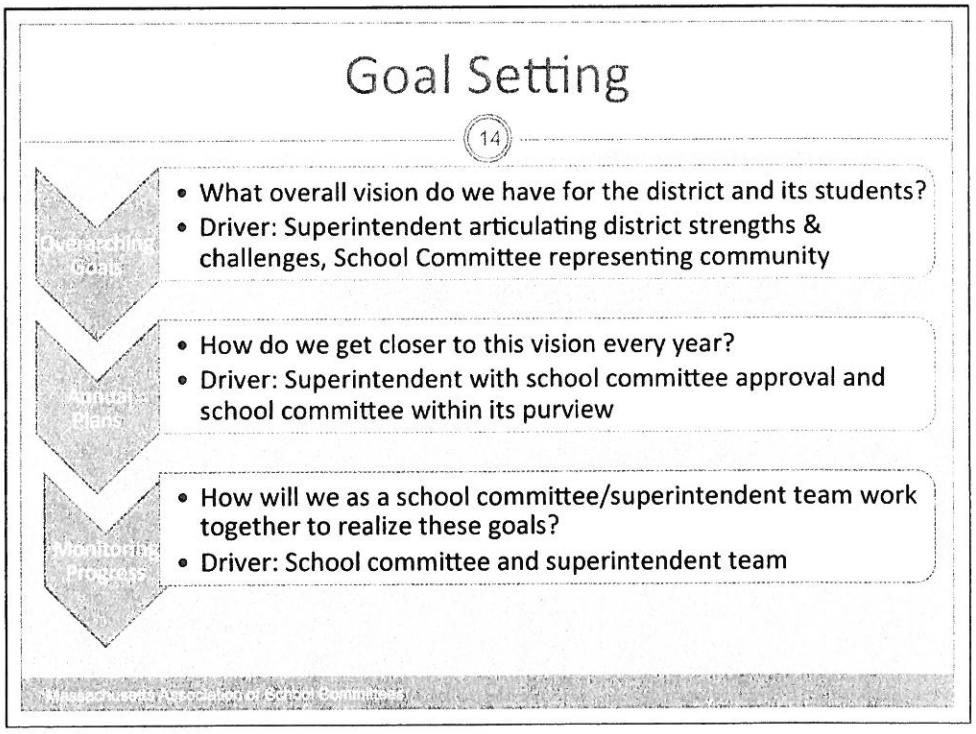
Teacher Goals

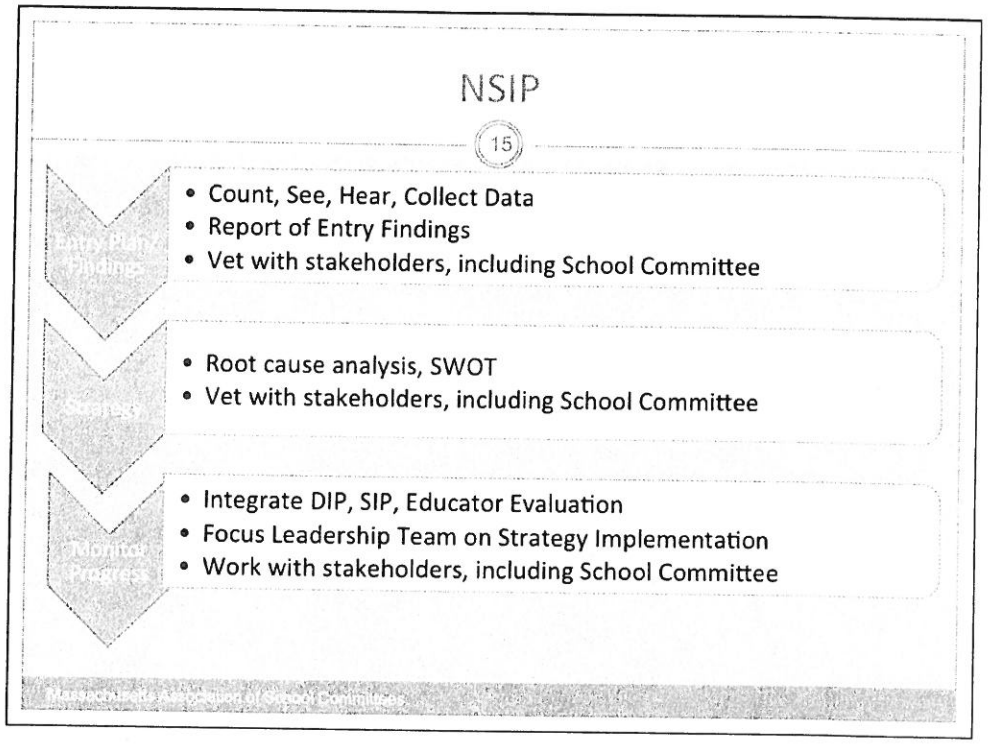
Administrator Goals

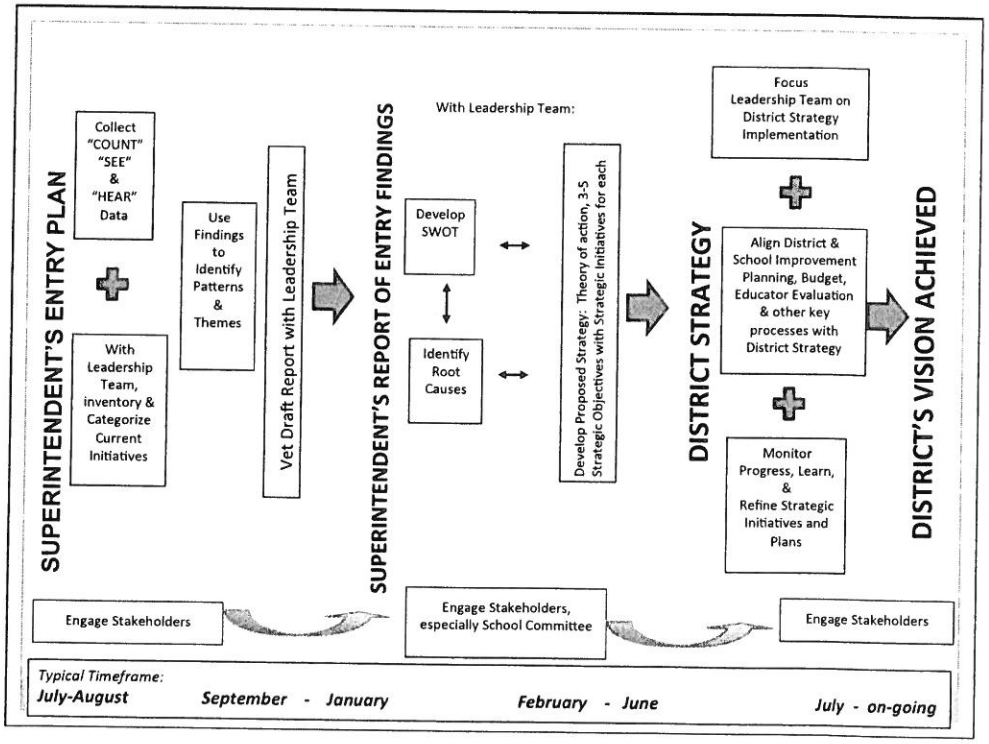
Superintendent Goals | School Committee Goals | School Improvement Plans

Overarching Goals


Continuous Improvement Cycle
13
Overarching Goals
Annual SMART Goals, Strategies & Benchmarks
Use measures to publicize SC actions & improvements
Monitoring progress with regular reports
Annual mutual superintendent evaluation
Massachusetts Association of School Committees


Goal Setting
14
Overarching Goals
What overall vision do we have for the district and its students?
Driver: Superintendent articulating district strengths & challenges, School Committee representing community
Annual Plans
How do we get closer to this vision every year?
Driver: Superintendent with school committee approval and school committee within its purview
Monitoring Progress
How will we as a school committee/superintendent team work together to realize these goals?
Driver: School committee and superintendent team
Massachusetts Association of School Committees


NSIP
15
• Count, See, Hear, Collect Data
• Report of Entry Findings
• Vet with stakeholders, including School Committee
• Root cause analysis, SWOT
• Vet with stakeholders, including School Committee
• Integrate DIP, SIP, Educator Evaluation
• Focus Leadership Team on Strategy Implementation
• Work with stakeholders, including School Committee


SUPERINTENDENT'S ENTRY PLAN
Collect "COUNT" "SEE" & "HEAR" Data
With Leadership Team, inventory & Categorize Current Initiatives
Use Findings to Identify Patterns & Themes
Vet Draft Report with Leadership Team
SUPERINTENDENT'S REPORT OF ENTRY FINDINGS
With Leadership Team:
Develop SWOT
Identify Root Causes
Develop Proposed Strategy: Theory of action, 3-5 Strategic Objectives with Strategic Initiatives for each
DISTRICT STRATEGY
Focus Leadership Team on District Strategy Implementation
Align District & School Improvement Planning, Budget, Educator Evaluation & other key processes with District Strategy
Monitor Progress, Learn, & Refine Strategic Initiatives and Plans
DISTRICT'S VISION ACHIEVED
Engage Stakeholders
Engage Stakeholders, especially School Committee
Engage Stakeholders
Typical Timeframe:
July-August
September - January
February - June
July - on-going

Goals Frame & Structure SC Work

17

- Along with Superintendent, ensure alignment of goals throughout district
- Monitor progress toward goals through presentations at School Committee meetings
- Ensure budget supports District Goals
- Support progress toward goals through actions within the Committee's purview (SC Goals)

Goal Setting - Year One & Beyond

18

School Committee/Current Status	Superintendent/NSIP
• SMART Goals • Monitor Progress • Superintendent Evaluation Cycle	• Entry Plan • Analysis • District Improvement Plan
• Continuous Improvement	• Continuous Improvement

Goals – Key Questions

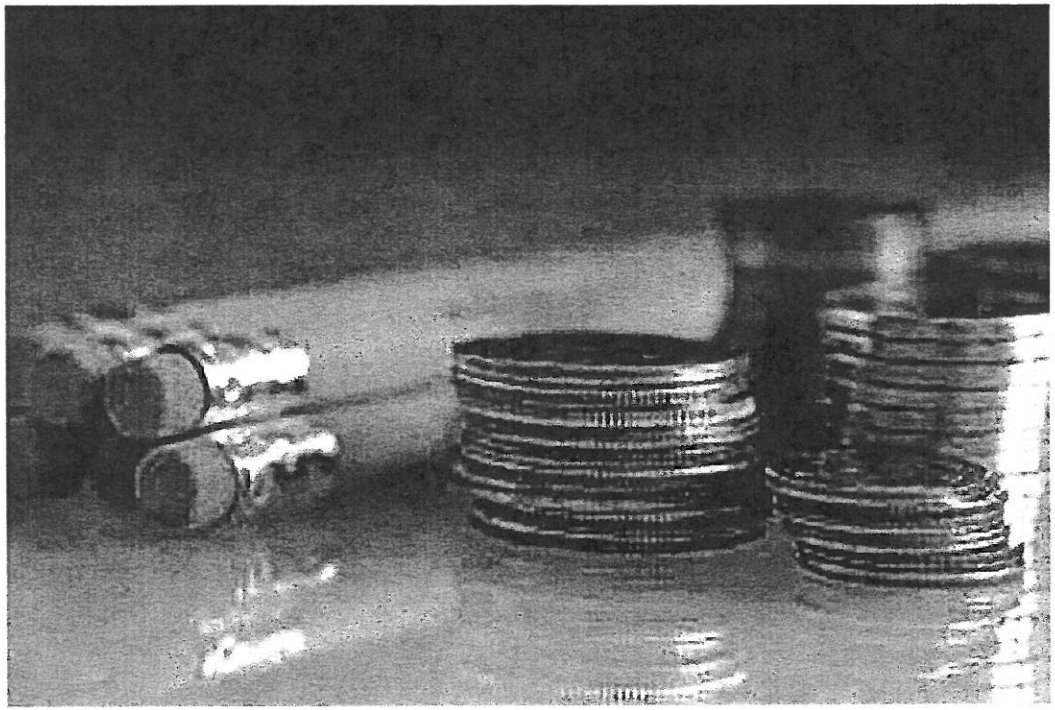
19

- What SMART goals and strategy development will ensure progress this year, while setting the stage for continuous improvement?
- How can the School Committee and Superintendent support each other to ensure continued progress this year and continuous improvement this year and beyond?
- Where do we want to be a year from now?
- What processes will you put in place to establish yearly goals and to advance the district strategy?

Monitoring Progress

20

- How will Superintendent Goals be finalized?
  - Evaluation Subcommittee
- What evidence for monitoring progress would the School Committee like to see?
  - Year Long Agenda
- How will the School Committee keep informed of the entry plan and NSIP participation?



CARLISLE PUBLIC SCHOOL

FY'19 Carlisle Public School LTC Presentation

November 8, 2017

10 Year Capital Spend Plan

	Item	AGE	FY 19 $$	FY 20 $$	FY 21 $$	FY 22 $$	FY 23 $$	FY 24 $$	FY 25 $$	FY 26 $$	FY 27 $$	FY 28 $$
1	Technology Replacement		$80,000	$80,000	$80,000	$80,000	$80,000	$80,000	$80,000	$80,000	$80,000	$80,000
2	Annual Building Maintenance		$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000
3	Wilkins Bld. - toilet room floors - ceramic tile installation	1963	$30,000									
4	Campus Safety/Security Improvement Plan Phase 2, door	new	$21,000									
5	Wilkins Building - air condition classrooms	1963	$330,000									
6	Telephone System Replacement	2005		$150,000								
7	HVAC Roof Top Replacements (Robbins - 2 units)	1997		$200,000								
8	Painting & interior finishes -Wilkins	2012		$20,000								
9	Simplex Fire Alarm System System Upgrades	1997		$75,000								
10	Grant Bld.- Replace science room ceilings (2)	1987		$20,000								
11	Corey Bld. - elevator upgrade	1987			$100,000							
12	Corey Bld. - Girls Locker Room - replace lockers	1987			$27,000							
13	Painting & interior finishes - Corey	2010			$20,000							
14	Furniture	1997			$25,000					$25,000		
15	Painting & interior finishes - Spalding	2012			$20,000							
16	Campus Safety/Security Improvement Plan Phase 3	new			$30,000							
17	Painting & interior finishes - Robbins/Grant	2010				$15,000						
18	Replace Truck	1996				$60,000						
19	Corey Stage Lighting System Upgrade	1987				$80,000						
20	Student Data Software Update	new					$50,000					
21	Wastewater Treatment Plant Equipment Replacement	2005					$100,000	$100,000				
22	Campus Safety/Security Improvement Plan Phase 4	new					$30,000					
23	Brick Rehab; flooring,plumbing,HVAC, repairs)	1987						$100,000				
24	Corey Bld. - Gym -Bleacher upgrades	1987						$15,000				
25	Spalding Building HVAC System Improvements	2012							$350,000			
26	Parking Lot	1987								$350,000		
27	Corey Music Room - acoustical improvements	new								$17,000		
28	Replace Corey Dining Room HVAC & add A/C	2012									$340,000	
29	Wilkins - window replacement - insulating glass	1963										$250,000
			$486,000	***$570,000***	***$327,000***	***$260,000***	***$285,000***	***$320,000***	***$455,000***	***$497,000***	***$445,000***	***$355,000***

Technology Replacement Analysis

Device	Useful Life	2019 Replacement Cost	2020 Replacement Cost	2021 Replacement Cost
iPads	4 years	$71,643.00	$52,889.00	$27,974.00
Computers	5 years	$98,216.00	$82,332.00	$97,783.00
Projectors	6 years		$3,980.00	$9,827.00
Access Points	6 years			
Printers	8 years	$750.00	$6,182.00	$936.00
Document Camera	8 years		$4,360.00	
Projected Replacement Cost		**$170,609.00**	**$145,383.00**	**$136,520.00**

Other IT Needs	$35,000.00
Total Required	**$205,609.00**

From FY'19 Operating Budget	$125,609.00
LTCR Request	$80,000.00

Annual Maintenance Budget From LTCRC

Planned Projects:

Robbins/Grant Building – painting 4 classrooms	$7,500
Corey Kitchen – Replace VCT flooring/painting	$3,500
Grant/Robbins – Refinish selected interior doors	$6,000
Corey Stage Rigging – lights – upgrades	$5,000
Classroom carpet replacement	$3,000
TOTAL	**$25,000**

Wilkins Restroom Floor Replacement

Flooring has reached end of useful life (20+ years old). Replacement is necessary to maintain sanitation and appearance of the floors in the four bathrooms. The goal is to match the ceramic tile used in the 2012 project.

Carlisle Public School Safety Plan

- Presented to School Committee 1-13-16

- **Four Phase Plan, since amended somewhat:**

1. Exterior Security Cameras — $30K — FY17 LTC Budget

2. **(NEW) Handicapped Accessible Door Hardware — $21K — FY19 LTC Budget**

Improve accessibility for students with mobility limitations who need to move from building to building each day in order to access services and participate in school programs.

- Spalding main entrance Church St. side (S132A – HP operator modifications for security control).
- Spalding to Wilkins corridor (S132/W102) – HP assist operators.
- Robbins corridor (R131/134) – HP assist operator on door in corridor.
- Corey corridor (C135/C120) to upper lobby – HP assist operator.

3. Interior Security; classroom shades and film
   Conversations around Interior Cameras* — $30K — FY21 LTC Budget

4. Crisis Software – TBD — $30K — FY23 LTC Budget

*Safety Committee to reconvene to discuss interior safety needs

School HVAC Discussion

- **Background:** In order to maintain efficiency of conditioned air in Spalding, hallway to Wilkins must remain closed. Wilkins suffers as a result.
- **Immediate Need:** HVAC for Wilkins $330K
  - 58 school days in May, June, and September (32% of all school days)
  - In 2017, 25% of these days > 80°F and humidity >70%
  - Difficult to focus on learning in that environment
- **Longer Term Need:** Other areas of school, total $1.2M over next ten years
- **Bigger Picture:** Should we consider all HVAC needs as a single system?
  - *Meet with Facilities Committee to discuss*
  - *Need to decide whether to request warrant article for Wilkins in FY19 budget or wait for more comprehensive plan*

Carlisle Public Schools
EMERGENCY CLOSINGS
07.09.1999
Reaffirmed 03-02-2005, 10/15/08, 12/7/11, 12/10/14

The superintendent may close the schools, delay the opening or dismiss early in the event of hazardous weather or other emergencies that threaten the health or safety of students and personnel.

In making the decision to close schools, the superintendent will consider those factors relating to the fundamental concern for the safety and health of the children.

These may include:

1. Weather conditions, both existing and predicted.
2. Driving, traffic, and parking conditions affecting public and private transportation facilities.
3. Actual occurrence or imminent possibility of any emergency condition that would make the operation of schools difficult or dangerous.
4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.

The superintendent will weigh these factors and take action to close the schools if necessary. Students, parents and staff will be informed early in each school year of the procedures that will be used to notify them in case of emergency closings.

(Adopted 3-16-99)

Policy Pertaining to A Qualified Individual with a Disability
(Formerly Policy Pertaining to Regulations Known as Section 504, Title VI, and Chapter 76, Section 5)
Policy #07.15.2002

Adopted 03/05/2002
Revised 10/18/06, Last Review 04/2/14

Title II of the Americans With Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the District's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the District or be subject to discrimination. Nor shall the District exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

Definition: A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the District.

Reasonable Modification: The District shall make reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the District can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

Communications: The District shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the District shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the District. In determining what type of auxiliary aid or service is necessary, the District shall give primary consideration to the requests of the individuals with disabilities.

Auxiliary Aids and Services: "Auxiliary aids and services" includes (1) qualified interpreters, note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals

with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions.

Limits of Required Modification: The District is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the District shall be made by the School Committee after considering all resources available for use in funding and operating the program, service, or activity. A written statement of the reasons for reaching that conclusion shall accompany the decision.

Notice: The District shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American With Disabilities Act (ADA) and its applicability to the services, programs, or activities of the District. The information shall be made available in such a manner as the School Committee and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA.

Compliance Coordinator: The District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA. The District shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA. The school system receives federal financial assistance and must comply with the above requirements. Additionally, the School Committee is of the general view that:

1. Discrimination against a qualified person with disabilities solely on the basis of handicap is unfair; and
2. To the extent possible, qualified persons with disabilities should be in the mainstream of life in the school community. Accordingly, employees of the school system will comply with the above requirements of the law and policy statements of this Committee to ensure nondiscrimination on the basis of handicap.

LEGAL REFS.: Rehabilitation Act of 1973, Section 504
Education for All Handicapped Children Act of 1975
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
Title II, Americans with Disabilities Act of 1992

Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78

SOURCE: Massachusetts Association of School Committees
Concord Public Schools/Concord-Carlisle Regional School District

Carlisle Public Schools
Empowered Digital Use Policy
Policy #11.08.2017A

Purpose

The 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
Adopted: 11/08/2017

Carlisle Public Schools
Access to Digital Resources
Policy #11.08.2017B

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

Empowered Digital Use

All students and faculty must agree to and sign an Empowered Digital Use 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 Empowered Digital Use 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: 11/08/2017

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
Acceptable Use Policy
Policy # 09.04.2000, revised 2/9/2011

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/GUIDELINES
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 password 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).

Copyright: Any material obtained from the Internet or email to use in one's own work must be cited and credited by name or electronic address. Information obtained through E-mail or news sources must 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

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, they must notify an administrator or teacher.

Personal wireless devices: Personal wireless devices (cell phones, PDAs, etc.) are not to be used to access the network.

Pictures/video: No student picture or video shall be posted online without written authorization from a parent or guardian.

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 IT 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.

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.

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

Equipment	Manufacturer	Model	CPS #	Serial #	Purchase Date	Reason for discard
24" LED Cinema Display	Apple	MB382LL/A	2259	2A02049J0K0	6/29/10	Cable port on iPad broken; obsolete
ActivExpressions set of 32	Promethean	ActivExpression 32 2.4 GHz	469	various	11/10/10	Obsolete
ActivExpressions- set of 26	Promethean	ActivExpression 32 2.4 GHz	470	various	12/19/08	Obsolete
ActivExpressions- set of 26	Promethean	ActivExpression 32 2.4 GHz	471	various	7/1/09	Obsolete
ActivExpressions- set of 26	Promethean	ActivExpression 32 2.4 GHz	472	various	7/1/09	Obsolete
ActivVotes- set of 32	Promethean	ActivExpression 32 2.4 GHz	473	various	7/1/09	Obsolete
ActivVotes- set of 32	Promethean	Activote 32 2.4 GHz	1683	various	7/7/07	Obsolete
ActivVotes- set of 32	Promethean	Activote 32 2.4 GHz	1684	various	7/7/07	Obsolete
ActivVotes- set of 32	Promethean	Activote 32 2.4 GHz	1681	various	7/7/07	Obsolete
Apple TV	Apple	Activote 32 2.4 GHz	957	various	9/25/08	Obsolete
Desktop	Dell	MD199LL/A	2869	C1MKL90ZFF54	6/6/13	Obsolete
Desktop	Apple	Dell Optiplex 780	2149	29509946713	6/14/10	5-year recycle, no longer used
Desktop	Apple	iMac12,1	2526	D25HX064DHJR	6/24/12	5-year recycle, no longer used
Desktop	Apple	iMac12,1	2525	D25HW5M7DHJR	6/24/12	5-year recycle, no longer used
Desktop	Apple	iMac12,1	2529	D25HW5L3DHJR	6/24/12	5-year recycle, no longer used
Desktop	Apple	iMac12,1	2528	D25HW5J9DHJR	6/24/12	5-year recycle, no longer used
Desktop	Apple	iMac12,1	2527	D25HW5LYDHJR	6/24/12	5-year recycle, no longer used
Desktop	Apple	iMac12,1	2523	D25HW5JEDHJR	6/24/12	5-year recycle, no longer used
Desktop	Apple	iMac12,1	2524	D25HW5K8DHJR	6/24/12	5-year recycle, no longer used
Desktop	Apple	iMac12,1	2521	D25HW5KXDHJR	6/24/12	5-year recycle, no longer used
Desktop	Apple	iMac12,1	2520	D25HW5AVDHJR	6/24/12	5-year recycle, no longer used
Desktop	Apple	iMac12,1	2522	D25HW5KRDHJR	6/24/12	5-year recycle, no longer used
Desktop	Apple	iMac12,2	2530	D25HW0ZSDHJW	6/24/12	5-year recycle, no longer used
Desktop	Apple	iMac 7,1	not in our inventory	W87343T1X85	New in 2007-2008	Donation, will not be used
Digital Video Camcorder	Flip	Ultra-120	2148	MW1002105066	6/14/10	Obsolete
Hard drive	LaCie	P3	956	1105606266117C	9/5/06	Obsolete ports, firewire discontinued
iPad	Apple	iPad1,1	2299	V5046AXTZ38	11/11/10	Obsolete
iPad	Apple	iPad2,1	3055	F64KCVU6DFHW	6/6/13	Cannot be updated to new operating system
iPad	Apple	iPad2,1	3086	F64KCH9CDFHW	6/6/13	Problems w/ display

iPad	Apple	iPad2,1	2677	DYHW7F1DFHW	6/24/12	Scratched glass, not economical to repair
iPad	iPad	iPad2,1	3027	F64KCF2FDFHW	6/6/13	Wavy video and cracked screen
iPad	Apple	iPad2,1	3006	F64KCC0PDFHW	6/6/13	Dented frame
iPad	Apple	iPad2,1	3010	F64KCLNZDFHW	6/6/13	Display blank
iPad	Apple	iPad2,1	2330	DQVFW246DFHW	6/14/11	Headphone jack broken
iPad	Apple	iPad2,1	3053	F64KC9X6DFHW	6/6/13	Wavy display
iPad	Apple	iPad3,4	3247	DMPMWMZYF182	6/21/14	Cracked screen, Not economical to repair
Kindle	Amazon	Kindle	2150	B003A0A09443C43A	6/29/10	Cannot be updated to new operating system
Lantronix	Lantronix	xPrinterServer iOS	2485	0080A36824FB	2/6/13	Unreliable as print server
Lantronix	Lantronix	xPrinterServer iOS	2648	0080A3955FEF	9/9/12	Unreliable as print server
Lantronix	Lantronix	xPrinterServer iOS	2649	0080A3955E0C	9/9/12	Unreliable as print server, no longer used
Laptop	Apple	MacBook 13"	2171	W80237YSF5W	6/4/10	Battery unreliable for MCAS testing
Laptop	Apple	MacBook 13"	2168	W802382PF5W	6/4/10	Battery unreliable for MCAS testing
Laptop	Apple	MacBook 13"	2145	W8023825F5W	6/4/10	Battery unreliable for MCAS testing
Laptop	Apple	MacBook 13"	2142	W8023813F5W	6/4/10	Obsolete
Laptop	Apple	MacBook 13"	2144	W802381UF5W	6/4/10	Obsolete
Laptop	Apple	MacBook 13"	2167	W802382HF5W	6/4/10	Obsolete
Laptop	Apple	MacBook 13"	2168	W802382PF5W	6/4/10	Obsolete
Laptop	Apple	MacBook 13"	2169	W802381VF5W	6/4/10	Obsolete
Laptop	Apple	MacBook 13"	2171	W80237YSF5W	6/4/10	Obsolete
Laptop	Apple	MacBook 13"	2173	W8023827F5W	6/4/10	Obsolete
Laptop	Apple	MacBookPro9,2	2914	C1MKTH3JDTY3	6/6/13	Not economical to repair
POS	Cipher Systems	MealTime	not in our inventory	T5-01101		10 yr old +; Updated equipment
POS	Leppo Instruments	MealTime	not in our inventory	12979		10 yr old +; Updated equipment
POS	Leppo Instruments	MealTime	not in our inventory	12978		10 yr old +; Updated equipment
POS Hub	Leppo Instruments	MealTime	not in our inventory	11856		10 yr old +; Updated equipment
Printer	Lexmark	C544n	1040	9821H6C-81-0	10/19/09	Not reliable
Printer	Lexmark	E360dn	1919	72M9H0W	10/30/09	No longer used
Printer	HP	LaserJet 1300	1258	CNBJN45708	6/25/03	Unreliable
Printer	HP	LaserJet 1320N	1123	CNHC63K034	6/28/06	Obsolete
Projector	Promethean	PRM-30A	2851	63139747	4/10/13	Image is very dim
Scanner	Epson	Perfection V200 Photo	905	JW8W066108	9/8/08	Obsolete
UPS	APC	RS1500	1646	JB0648021452	2/12/06	Not economical to replace battery