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, DECEMBER 13, 2017

I. Call to Order

II. Public Budget Hearing

III. Public Comments

IV. Review of the Minutes
A. Meeting of November 8, 2017

V. Information/Discussion Items
A. Elementary Art Presentation – Rachel Levy
B. PTO Grants—Carrie Patel
C. Joint Meeting with Municipal Facilities Committee
D. Presentation by the Energy Committee
E. Middle School Principal Search Schedule Update
F. Policies to Review
a. Policy on the Protection of Pupil Rights

VI. Communications/Correspondence

VII. Superintendent's Report

VIII. Members//Committee Reports as Needed

IX. Action Items
A. Vote to Accept PTO Grants
B. Vote Empowered Digital Use Policy
C. Vote Access to Digital Resources Policy
D. Vote to Delete Acceptable Use Policy
E. Vote Policy on the Protection of Pupil Rights
F. Vote Policy on Animals in School

X. Warrants
A. Accounts Payable Warrant #2918; $376,093.22
B. Accounts Payable Warrant #3418; $52,109.89
C. Accounts Payable Warrant #3118; $79,063.04
D. Accounts Payable Warrant #3718

XI. Other Business

XII. Citizens' Comments

XIII. Adjourn Meeting

Adjourn to Executive Session, Purpose 7, To comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements. Mass. Gen. Laws Ch. 39, 23B (1)-(7). G.L. c. 30A, sec. 22(g), consideration of release of executive session minutes from previous meetings.

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.



CARLISLE PUBLIC SCHOOL

FY'19 Public Hearing Budget Presentation

December 13, 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 (14-17% statewide)*
    - 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

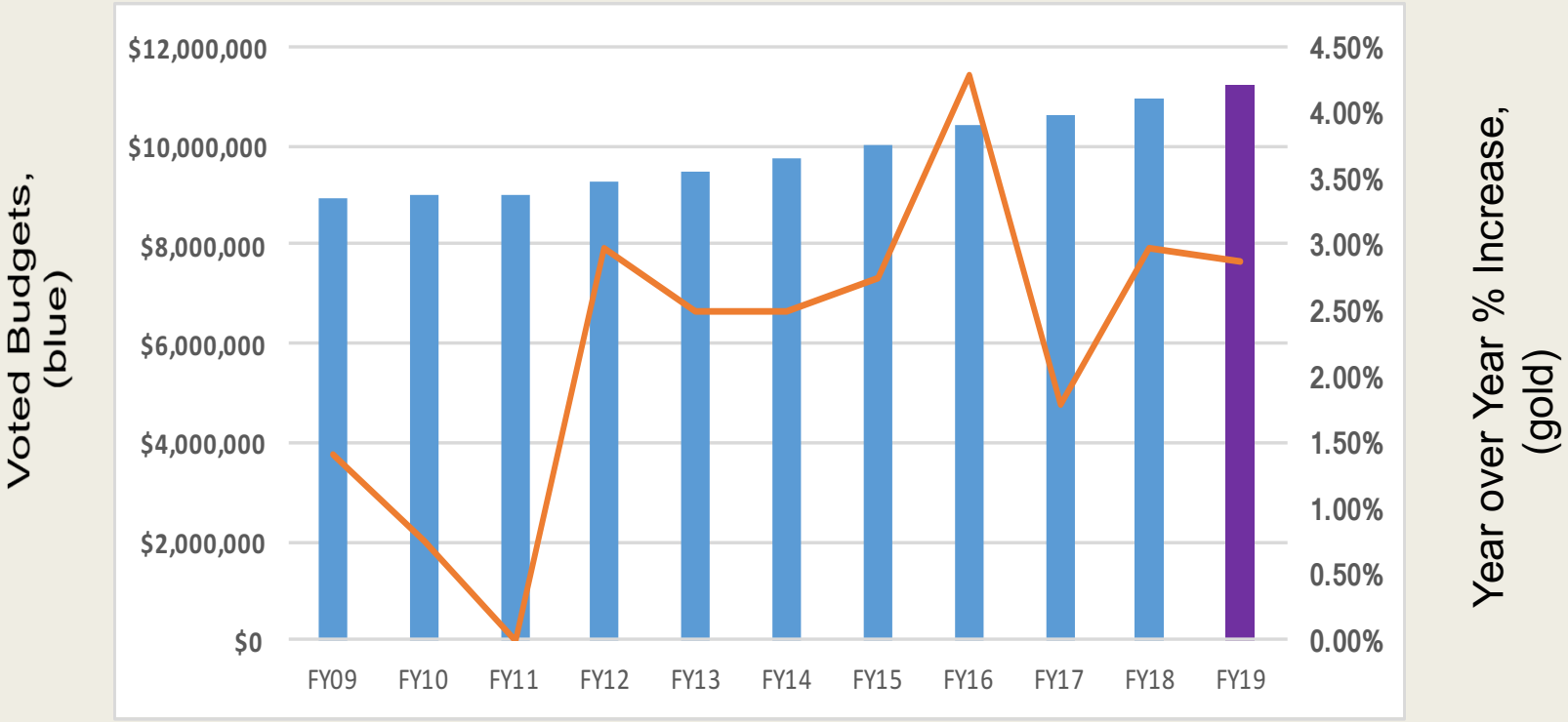
Grade	**Actual Grade Sizes 17-18**	Actual Sections 17-18	Average Class sizes 17-18	**Projected Grade Sizes 18-19**	Proposed Sections 18-19	Average per section
Pre-K	15	1	15	15	1	15
Kindergarten	63	4	16	50-53	3	17
First	57	3	19	63-66	4	16
Second	60	4	15	57-60	4	15
Pre-K - 2	**195**	**12**	**16**	**185-194**	**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	74	4	19	70-72	4	18
Eighth	76	4	19	74-76	4	19
6 - 8	**220**	**12**	**18**	**209-215**	**12**	
Total (Pre-K-8)	**614**	**35**	**18**	**588-610**	**34**	

Total Sections **35** **34**

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

FY2019 BUDGET PROPOSAL

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



Historical Budget Increases
FY14 – FY18 5 Year Average – 2.86%
FY09 – FY18 10 Year Average – 2.19%

Budget Detail

Category	Actual 2017	Approved 2018	Proposed 2019	% Change from 2018	$ Change FY19 v 18	Cost Drivers
Administration	$623,288	$655,600	$637,274	*-2.80%*	($18,326)	Decrease in legal
Regular education	$5,652,078	$6,040,542	$6,193,554	*2.53%*	$153,012	Compensations
Special education	$2,636,675	$2,880,847	$2,973,937	*3.23%*	$93,090	Compensations
Student services/other	$751,324	$902,072	$918,681	*1.84%*	$16,609	3rd Party Service Contracts
Facilities	$932,482	$974,507	$994,445	*2.05%*	$19,938	Compensations 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			Lower projected enrollment
Bus fees		$36,000	$35,000			
Grants		$158,321	$154,575			Did not qualify for Title 1
Circuit Breaker		$141,000	$135,000			
Total Budget, less Offsets	**$10,595,847**	**$10,946,247**	**$11,259,266**	***2.86%***	**$313,019**	

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%

DRAFT

Carlisle School Committee
Minutes
November 8, 2017
Carlisle School Community Room
7:00 PM

Present – School Committee: David Model - Chair, Melissa McMorrow, Christine Lear. Josh Kablotsky participated by telephone.
Absent: Mary Storrs
Present – School Administration: James O'Shea, Superintendent; Dennet Sidell, Principal; Susan Pray, Business Manager; Nancy Anderson, Assistant to the Superintendent/Recording Secretary.

Meeting Documents:

Minutes from 10-11-17	Next Generation MCAS Presentation	School Improvement Plan
School Committee Outreach	District Governance Program	Capital Planning
Emergency Closings Policy	Policy Pertaining to Section 504	Empowered Digital Use Policy
Access to Digital Resources Policy	Acceptable Use Policy	Policy on Animals in School
Technology Equipment Discard List	CEF Grants	

I. Call to Order

Chairman David Model called the meeting to order at 7:02 p.m. Ms. McMorrow had not yet arrived but Mr. Kablotsky was on the phone, therefore a quorum was present.

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. Model stated that because we didn't have a physical quorum present at this stage of the meeting, we would delay deliberation and vote on the minutes. Ms. McMorrow arrived at 7:10. (See **Review of Minutes** under Information/Discuss Items.)

IV. Information/Discussion Items

A. **Next Generation MCAS Presentation –** Mr. O'Shea reported that MCAS scores were just released and mailed to parents. Carlisle students performed very well, above the state average. This test has a focus on critical thinking, application of knowledge and the

ability to make connections between reading and writing. This "Next Generation MCAS" test is more rigorous than the previous versions. Rating categories are: exceeding expectations, meeting expectations, partially meeting expectations and not meeting expectations. Teachers and administrators will analyze the data. Teachers look for areas for improvement and also to identify students who need additional support. More and more students meet or exceed expectations as they get older. Writing scores are related to reading comprehension as well.

B. Review of Minutes: At this point in the evening, because a physical quorum was present, Ms. McMorrow made a motion to approve the minutes, with minor changes, of the meeting of October 11, 2017. Ms. Lear seconded the motion. All members present voted in favor of approving the minutes.

C. School Improvement Plan – Dr. Sidell presented. Representing chairs of SAC, Peter Gambino and Carrie Wilson, SAC is working on a survey, gathering information on communication. The survey will examine how parents prefer to get their information and how can the school streamline it to meet their needs. The school is looking at assessments as well as alignment from program to program, so that school programs meet the advanced students' needs as well as the needs of students who are struggling. Math: K-5 shares a common math program. 6th, 7th and 8th have their own programs. A representative from each grade level meets with Dr. Sidell and Lesley Yanka, the Math Specialist**.** Programs are built to meet diverse needs, and teachers modify programs with which they work. Social Studies: The school teaches social studies through reading programs at younger grades. There has not been a school-wide focus on the social studies curriculum since 2003 and it is being examined now. Mr. O'Shea has established a Diversity and Equality Committee. There will be a Community Night about Olweus on November 14. Emily King (4th grade teacher) was asked to speak about Olweus in school. She stated said that it's a curriculum and the students are very engaged. Olweus prompts students to think about others. The school is looking to add Tier 2 support (general education teaching) in grades 3-8. Ms. Wilson will have students in grades 6-8 take the Youth Risk Survey this spring.

D. School Committee Outreach: Ms. Lear presented. Ms. Lear wants the community to be more informed about the CSC. CSC members will wear their nametags when they are in school at events or at meetings. CSC will work toward engaging with other groups in town (e.g. Council on Aging). CSC does a good job in interacting with in-town boards. Statements about the CSC will to go out to new families. CSC will communicate with Amy Smack, Registrar, to make sure new families get information. CSC wants to put a subscriber email notification for CSC meetings and access to packets on the website. Biographies of each CSC member will be on the CSC Facebook page.

E. District Governance Program – Ms. McMorrow presented. MASC and MASS ran a workshop on this topic; the School Committee and the Superintendent are a Governance Team. There should be an understanding and respect for roles. The focus is that students should thrive. It is possible to post a workshop and the CSC can have informal conversations with parents about the topic that was posted. The school can invite the CSC to the Welcome Coffee for new families, or the CSC can have their own Welcome Coffee.

F. Capital Planning – Mr. Model presented. He clarified that the School Budget is the operational budget for the school year. Long Term Capital Planning (LTCP) includes big-

ticket items that are not included in the operational budget. Capital appropriations are ongoing; there is no rush to spend fiscal year budgeted funds before they expire. The School can therefore be more methodical on how it uses the Long Term Capital dollars. It can be used for additional Technology needs and Maintenance. Currently there is roughly $100,000 budgeted in the LTCP budget for technology replacement and building maintenance. There were recent phone upgrades made at the school. It was considered that the school might align with the Town because it is also interested in phone upgrades. David Flannery decides what maintenance projects are done (door replacements, etc.). Wilkins restroom has the oldest floor on campus. Outside security cameras were installed last year. Looking at making doors handicapped accessible which is a part of safety. Our school must be ADA compliant. On the topic of air conditioning, Mr. O'Shea reported that many times in the spring and fall, the temperature in school rises above an optimal level. In terms of tracking, temperature data more than 60 days old can't be accessed. The school is looking at campus-based chillers as a solution. Fresh air helps learning performances too. Individual air conditioning units are not always effective. There is a need to understand CO2 reading of each classroom; there are monitors to track this. This issue will be studied. Insulating glass is an expenditure item, and should be a factor in heating/cooling.

In discussion, Ms. McMorrow indicated that at the time of Spalding planning, it was known that the Spalding conditioned air requirements would have an impact on Wilkins, but that a line item for Wilkins HVAC upgrade was removed from the Spalding building project to stay within budget. Mr. Model asked Susan Pray, Business Manager, to ask David Flannery to find the initial proposal. The Municipal Facilities Committee also oversees long Term Capital Planning. There is a joint (Municipal Facilities and CSC) meeting on December 12, 2017 at 4:00 p.m.

G. Policies to Review - Mr. Model tabled the discussion of these policies for another meeting.

V. Communications/Correspondence

The MASC bulletin was circulated.

VI. Superintendent's Report

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

- Upcoming School Budget Hearing on December 13.
- School safety – Both fire alarms on October 24 and November were caused by system problems. These occurred at lunch/recess time and students and staff responded extremely well.
- School was closed October 30 due to downed power lines and October 31 because the school lost power. One Call was used to alert families and staff. There is emergency power at the school, but classrooms don't have power and water doesn't work. Corey is functional because of a generator. In Corey, the showers work.

- Chief Fisher conducted Lockdown training with staff on November 7. There will be an upcoming drill with students.
- Toured Banta Davis as a possible safety tower site.
- Toured waste water facility.
- Sent out a diversity/inclusion survey; working toward addressing issues. Will share results with CSC.
- Appreciative of CEF and funding they have given school.
- Voice over IP installed successfully.
- Minuteman Tech came in to present to 8th graders. School will reach out to Nashoba Tech to visit as well.
- Ongoing classroom visits to Clark Farm.
- Halloween parade held on November 1.
- Cross country invitational.
- Valerie Thomforde performed a piano duet with a number of students.
- Challenge Day (2nd year) – many enthusiastic kids who support each other.
- Mr. O'Shea sang with the CCHS chorus on Nov 2.
- Early Act Club communicating with school in Afghanistan.

VII. Members'/Committee Reports as Needed

Regional School Committee: Ms. McMorrow reported that the RSC is still working through the budget process.
EDCO Collaborative: Ms. Lear reported that Ashley Adams is the MTA field representative. Teacher contracts were discussed, as was collaborative negotiation style, where the focus is getting to know the "other side".

VIII. Action Items

The following items were reviewed:

A. (moved from last agenda item to first) Susie Shaw presented CEF Grants, for $14,027. Maya Bery may receive 50 pounds of free books. Children record their own thinking about what they are learning. There is classroom recording equipment to support this effort. Ms. King explained this See Saw process, where there are different recording stations. When students are doing talking and recording, it's very powerful. NSTA conference, Brad and Ginny will get new ideas. Ms. McMorrow made a motion to accept CEF grants, Ms. Lear seconded the motion. All present voted in favor of accepting CEF grants.
B. Empowered Digital Use Policy – Mr. O'Shea will redo parts of the policy. Mr. Kablotsky stated that using devices is a privilege, but if technology is tied to curriculum how can teachers take it away from students? However, if a student is using technology equipment improperly, the school can take away the equipment. Once again, the policy will be further reviewed before voting to amend the current policy.
C. Access to Digital Resources Policy – the heading of the last paragraph will be changed.
D. Deleting Acceptable Use Policy will be tabled until above policies are finalized.
E. Ms. McMorrow moved to adopt the Protection of Pupil Rights Policy, Ms. Lear seconded the motion. Discussion followed on deleting the reference at the bottom. Mr. Kablotsky

pointed out that this policy says we comply with the law, so why do we need a policy stating so? Mr. Model will speak with the MASC. Ms. McMorrow withdrew her motion to adopt the Protection of Pupil Rights Policy; it will be reconsidered for later deliberation and vote.

F. Ms. McMorrow moved to adopt the Animals in School policy, Ms. Lear seconded the motion. There was further discussion about this policy and Ms. McMorrow withdrew her motion. Mr. O'Shea and Mr. Model will work on amending this policy.
G. Vote on Tech Discard List – Ms. McMorrow motioned to discard items on Tech Discard list; Ms. Lear seconded the motion. All present voted in favor of the motion.

IX. Warrants

A. Accounts Payable Warrant #2818; $114,020.82
B. Accounts Payable Warrant #2418; $365,334.34
C. Fuel Invoice $ 74.26

X. Other Business

XI. Citizen's Comments

Cynthia Sorn, Rutland Street, asked if the new policy on Acceptable Use would specify the consequences if the school takes away a device from a student for misuse. Consequences for misusing technology will not be in the policy.

XIV. Adjourn Meeting

There was no additional business. Ms. Lear made a motion to adjourn the meeting. Ms. McMorrow seconded the motion, and all members present voted in favor.

The public meeting was adjourned at 9:37 p.m.

Respectfully submitted,

Nancy Anderson
Assistant to the Superintendent

2017-18 PTO Faculty & Staff Grants

Proposal	Submitted By	Department	Serving	Ask $	VOTE	Granted	Notes	Contact email
1st Grade Guided Reading Books	1st grade team	Reading	Grade 1	1200.00	Yes	**600.00**		vgerade@carlisle.k12.ma.us
Challenge Day	Seventh Grade Team	Social/Dev	Grade 7	$4,775.00	Yes	**1538.31**		tmalone@carlisle.k12.ma.us
Series Book Club Guided Reading Library	Amanda Gilchrist	Reading	Grade 2	$4,500.00	Yes	**1500.00**		mgleason@carlisle.k12.ma.us
Building Readers and Writers through Guided Reading	Kathi Macklis	Reading	Grade K	$5,920.88	Yes	**2688.00**		kmacklis@carlisle.k.12.ma.us
1st Grade Buddy Reading Rugs	1st grade team	Reading	Grade 1	523.03	Yes	**523.03**		shunt@carlisle.k12.ma.us
BeeBots- Computational Thinking for Elementary	Nick Greenwood	Tech	Grade K-4	$944.85	Yes	**944.85**		ngreenwood@carlisle.k12.ma.us
Math Night	Lesley Yanka	Math	Grades K-8	$916	Yes	**916.00**		lyanka@carlisle.k12.ma.us
Picture Books as Mentor Texts in MS to teach Reading and Writing	Mimi Gleason	Reading	Grade 5-8	$1,400.00	Yes	**1400.00**		mgleason@carlisle.k12.ma.us
Read Across America	Kathi Macklis	Reading	Grades K-8	$1,560.00	Yes	**1480.00**		kmacklis@carlisle.k.12.ma.us
Think Give	Fifth Grade Team	Social	Grade 5	$650.00	Yes	**$0.00**	**Curriculum enrichment to fund**	mgleason@carlisle.k12.ma.us
Kindness Rocks garden project	Rachel Levy	Art/Social	Grades K-8	$309.81	Yes	**409.81**	$100 extra for landscaping materials	rlevy@carlisle.k12.ma.us

Yellow highlighted grants were fully funded and the remaining grants were partially funded

$12,000 available for Grants								
Total						**12000**		

#1

Proposal Title: **First Grade Curriculum-Based Guided Reading Books**

Submitted by: **Vanessa Gerade, Beth Grady, Shawna Hunt, Jan Liebman**

Amount Requested: **$1,200** Grade(s) or Group(s) to benefit: **First Grade**

1. Describe your project or need.

   The First Grade Team values the importance of teaching students to accept and respect themselves and others. In the Spring of First Grade students celebrate cultural diversity through the "Children Around the World" Unit. Teachers read a variety of read aloud books that embrace the diversity of our world. Students complete a project at home where they then "teach" their fellow students about other countries around the world, as well as their own families and traditions.

   This year we have begun to implement the Responsive Classroom Morning Meeting into our daily routines, as well as teach the Olweus Anti-Bullying program twice a week during these morning meetings. Responsive classroom and Olweus work hand-in-hand to teach students to be cooperative, self-confident, kind, respectful, tolerant, empathetic, and inclusive.

   As first grade teachers we would like our students to have more exposure to all of these important values throughout the year. Currently, the books we have now to support these themes are teacher- directed and are beyond the reading levels of most first graders. We would like to have a collection of books that support these topics that students can access independently. Using books with more diverse topics in guided reading groups will give all students the ability to access these important values at a variety of reading levels. These books will also elicit meaningful conversations and reinforce what students are learning through the Responsive Classroom and Olweus class meetings.

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

   The addition of these books will add to our current First Grade library of guided reading books and will supplement the topics learned during our Children Around the Word Unit, as well as the Responsive Classroom and Olweus lessons. We will be able to use them immediately during our daily guided reading groups. These books will also help meet the First Grade Social Studies Standard 1.9- *Explain that Americans have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and their families.*

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

   We would like to order the books from Lee & Low Books where they publish "diverse books that are about everyone, for everyone".

   We would like to order 3 sets of 6 books for each of the reading levels B-K.

Level B- 3 sets of 6 books @ ~32.50 each; Level C- 3 sets of 6 books @ $27.50 each; Level D- 3 sets of 6 books @ $27.50 each; Level E- 3 sets of 6 books @ $32.50 each; Level F- 3 sets of 6 books @ ~$37.50 each, Level G- 3 sets of 6 books @ $37.50 each; Level H- 3 sets of 6 books @ ~$40 each; Level I- 3 sets of 6 books @ $47.50 each; Level J- 3 sets of 6 books @ $42.50 each; Level K- 1 set of 6 books @ $47.50 and 6 copies of one book @ $9.95 each

Total= ~ $1,082.20 plus shipping

4. How does your project tie into the District Goals for 2017-18?

   Our project aligns with the following District Goals: *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. Objective 2: Build a Community of Respect and Inclusion in a Safe and Healthy Learning environment: Build a community of inclusion, which understands accepts and embraces diversity, where all students feel known, cared for, welcome, respected and enjoy their educational experience. Objective 3: Ensure Equity and Excellence in Learning: Ensure that all students have access to high quality content and differentiated instruction that provides for the academic, social and emotional supports required to ensure success for all students.*

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

   This project will affect all first grade students. It will allow them to make connections between the books they read during guided reading groups to the important topics that will be discussed during our Class and Olweus meetings.

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

   Students will enjoy reading these books as they will not only learn about new cultures, traditions, etc., they will also be able to make connections to the characters and the content of the books. The books will elicit thought provoking discussions about important topics that students will also be learning about during class meeting times, as well as during the Children Around the World Unit.

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

   We anticipate that students will not only work on improving their reading skills with these books, but will also be exposed to a variety of diverse topics that will elicit thoughtful discussions. We anticipate that students will have a better understanding of and appreciation for others after reading these books.

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

   Students' reading skills will be assessed using the Benchmark Assessment System. The overall impact will be on students' ability to make connections between the books they read and the

topics discussed during class meetings. Teachers will be able to observe students making these connections. Teachers will also ask guided questions about these important topics and will be able to assess student understanding during small and whole group discussions.

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

   There are no alternate, matching or cooperative sources of funding that we are aware of.

#2

Proposal Title: **Challenge Day** Submitted by: 7th Grade Team

Amount Requested**: $4775** Grade(s) or Group(s) to benefit: **7th Grade Students**

1. Describe your project or need.
   As teachers, we support the request to integrate social and emotional goals into our curriculum. To that end, would like to bring Challenge Day back to Carlisle for the 7th grade students in the fall of 2017. Challenge Day is a powerful, high-energy program in which youth and adult participants will be guided by professional facilitators through a series of experiential learning processes. Through a variety of games, trust-building activities, and presentations, students will be given a unique opportunity to see themselves and the people around them through a new set of eyes. One of our goals as seventh grade teachers is to help students navigate the social-emotional struggles associated with middle school. The overall goals of the program are to increase personal power and self-esteem, to shift dangerous peer pressure to positive peer support, and to eliminate the acceptability of teasing, violence, and all forms of oppression. Challenge Day programs are designed to unite the members of the school and community to empower them to carry the themes of the program back to the greater school community.
2. How will this addition fit into your overall classroom/department planning?
   Our desire to bring this program to our school arose out of the state mandate for social and emotional learning (SEL). The program does not fall under the classroom or department budget.
3. Please give a cost breakdown for the total amount requested. In the event that we are unable to fund your grant in full, this information is helpful.
   - ○ ● Program fee: $3475
   - ○ ● Required travel expenses for two professional facilitators: $1,100

Updated September 5, 2017

- ● $200 rental fee for use of Union Hall at the First Religious Society in Carlisle
- ● TOTAL: $4,775

4. How does your project tie into the District Goals for 2017-18?

The stated goals of Challenge Day are to increase personal power and self-esteem, to shift dangerous peer pressure to positive peer support, and to eliminate the acceptability of teasing, violence, and all forms of oppression; therefore, this project perfectly correlates to District Goal 2: ***Build a Community of Respect in a Safe and Healthy Learning Environment*** The district will promote and maintain an inclusive, safe, and respectful environment that fosters leadership and healthy living. The administration, staff, and students will engage in honest and open dialogues to further encourage the development of a culture of trust and respect.

- ● Develop a strong and effective district leadership team.
- ● Use data to inform our work in identifying and implementing additional strategies to enhance the social and emotional environment of our school.
- ● Evaluate best practices for the delivery of social-emotional and academic support services.
- ● Continue to work collaboratively with our community partners to enhance and strengthen relationships and communication.

5. How many students and grade levels will this affect?
   This program will be offered to all 7th grade students who will then act as ambassadors to carry the themes of the program to the rest of the school community. Ultimately, this program will affect all students.

6. How does your project bring together students, faculty, parents and/or members of the community at large?
   Adult participation is an integral part of the program; adults will represent faculty, staff, and the greater Carlisle community. Challenge Day is designed to unite students with these adults as they work together through the program.
7. What is the anticipated impact on learning? Please provide specific objectives and supporting information.
   Our overall objectives mirror those of the Massachusetts Department of Elementary and Secondary Education, whose guidelines state that effective social and emotional learning (SEL) work results in:
   - Improved academic achievement
   - Improved school attitudes and behaviors

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- Fewer negative behaviors
- Reduced emotional distress

8. How will you measure the success of your project in terms of its impact on learning? Although the impact may be difficult to quantify, students will be asked for feedback after the program to measure its impact on student learning. We will also debrief with faculty and administration and will use this information, along with using supplemental data from the Challenge Success work out of Stanford University and the OLWEUS anti-bullying prevention program, to continue to enhance our advisory program.
9. Are there any alternate, matching or cooperative sources of funding? Please elaborate.
   At this point, we have no alternative funding sources for this year's program. According to Superintendent Jim O'Shea, Challenge Day will be included in the 2018-2019 budget so we are just looking for funding for this year.

#3

Proposal Title: **Series Book Club Guided Reading Library**

Amount Requested: **$4,500.00**

Submitted by: Amanda Gilchrist – Grade 2 Amy Caron – Grade 2
Maren Studlien – Grade 2 Linda Vanaria – Grade 2
Madeleine Riley – Grade 2 Special Educator Kathi Macklis – Literacy Specialist
Grade(s) or Group(s) to benefit: **Current and future 2nd grade students, 3rd and 4th grade students**

1. Describe your project or need.

Second grade has been teaching the Lucy Calkins Units of Study for Teaching Reading for the last two years. We have found that when we reach the Series Book Clubs unit, students have already been exposed to most of the series text available in our classroom libraries. Because they know the stories and the characters, guided reading group discussions cannot be as rich and collaborative as they would be using new and unfamiliar text. With a new set of guided reading series books, students would be able to delve deeper into character study and work together to deepen their understanding of texts.

As this reading unit is the last one of the year, most of the students are at higher end of grade two guided reading levels. We do not currently have multiple copies of series books at higher reading levels (N,O,P) in order to challenge these readers. We have included a wide range of series books at multiple levels in this grant in order to differentiate the needs of all of our learners while taking into account the need for higher-level second grade text to challenge all of our students.

Working in conjunction with the school literacy specialist, we created a list of guided reading series books from levels E through P. These books would be held separate from our classroom libraries so that they are new and engaging for students when we reach the series book club unit.

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

The addition of these reading series books will enhance our teaching of the Lucy Calkins Reading Units of Study. As noted above, we have taught this unit for two years and have found that as hard as we try to pull together exciting new series books for our students, we are unable to provide books that will allow for rich partner conversations around these books. For example, as much as we love the Cam Jansen series, Cam's character does not change and develop throughout the series in a rich and meaningful way. These new series books will provide characters that are unfamiliar to our students, which will allow them to delve into their behaviors and development throughout the book/series.

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

Please see the attached list of books being requested.

4. How does your project tie into the District Goals for 2017-18?

   This ties in to District Goal 1: Provide A Rich Curriculum In Order To Maximize Student Learning.

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

   60 students will be impacted by this project in second grade. Third grade and fourth grade are implementing guided reading this year with the reading specialist. As Dr. Macklis was a part of this project, she is knowledgeable of all the books as well as all of the available levels. Third grade and fourth grade teachers can utilize this guided reading library of series book throughout the entire year for their lower level readers. This increases the number of students impacted to 180. This grant would also impact all future second grade students.

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

   With the purchase of these series books, students and faculty across second grade will work together to deepen their understanding of character development. Students will analyze how a character reacts throughout a book and also across a series of books. These books will also be available to third and fourth grade students/teachers to assist in developing their reading skills. Through our weekly communications and family conferences, parents/guardians will become familiar with books their second graders are reading and how the characters develop across a series.

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

   To provide students with new and engaging texts to use as they study character development across a series

   To allow for student differentiation based on guided reading levels and the needs of learners

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

   The second grade team will meet with Dr. Macklis at the conclusion of the series book club unit to determine if the new texts are able to better support the goals of the Lucy Calkins Reading Unit of Study. We will use the Fountas and Pinnell Benchmark Assessment System to determine students' instructional reading levels. The BAS includes a comprehension component, which will allow us to determine if this project was able to increase students' discussion skills around character development.

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

There aren't any other alternate, matching, or cooperative sources of funding.

List of Requested Books

We included a total of 12 copies for each book in order to share them across all four second grade classrooms. That allows multiple reading groups access to the same series at the same time. The goal of this reading unit is to study author's craft and characters across multiple texts, which is why we are requesting 3-4 books within the series. For all books that do not have a total of 12 copies per book requested, we already have a few copies of that book available in our guided reading library.

Yellow = note about partial quantity available from Maya Bery's book vendor Ingram
Amazon prices are as marked. All other texts are available through the school library book vendor
* indicates first book in the series

Guided Reading Level E/F
Aggie Gets Lost - 4
Aggie the Brave - 4

Guided Reading Level J
*Cork and Fuzz Best Friends - 12 48.00 Amazon Price
Cork and Fuzz Short and Tall - 12 48.00 Amazon Price
Cork and Fuzz Good Sports – 12 48.00 Amazon Price

*Cowgirl Kate and Cocoa – 8
Cowgirl Kate and Cocoa Spring Babies – 12
Cowgirl Kate and Cocoa Partners - 12

*Look at You Katie Woo- (7 From Amazon – 5 from Librarian book vendor) 55.65 Amazon Price
Katie Woo No More Teasing – 8
Katie Woo Boss of the World – 8

Guided Reading Level K
Meet Mr and Mrs Green – (6 from Amazon – 6 from Librarian book vendor) 34.20 Amazon Price
On the Go with Mr and Mrs Green – 6 from Librarian book vendor
More Mr and Mrs Green –6 from Librarian book vendor
Camping A Mr and Mrs Green Adventure – 6 23.94 Amazon Price
Cookies A Mr and Mrs Green Adventure – 6 23.94 Amazon Price

*Houndsley and Catina – 12 48.00 Amazon Price
Houndsley and Catina and the Birthday Surprise - 12 36.00 Amazon Price

Houndsley and Catina and the Quiet Time – 12	48.00 Amazon Price
Houndsley and Catina Plink and Plunk – 12	48.00 Amazon Price

*Andy Shane and the Very Bossy Dolorus Starbuckle – 12
Andy Shane and the Pumpkin Trip – 12
Andy Shane and the Queen of Eqypt – 12
Andy Shane is NOT in Love - 12

Guided Reading Level L
Joe and Sparky Go to School - 12
Joe and Sparky Party Animals - 12
*Joe and Sparky Get New Wheels - 12
Joe and Sparky Superstars – 8

*Heidi Heckelbeck Has a Secret - 12
Heidi Heckelbeck – Casts a Spell - 12
Heidi Heckelbeck – And the Cookie Contest – 12

*Princess in Black – 12
And the Perfect Princess Party - 12
And the Hungry Bunny Horde - 12

Guided Reading Level M
Kylie Jean Blueberry Queen - 7
Kylie Jean Hoop Queen - 7
Kylie Jean Drama Queen - 7

Dr. Kitty Bossy the Puppy - 12
Clover the Bunny - 12
Daisy the Kitten – 12

*The Zack Files My Great Grandpa is in the Litter Box - 12	49.56 Amazon Price
The Zack Files Through the Medicine Cabinet - 12	60.00 Amazon Price
The Zack Files A Ghost Named Wanda -12	29.88 Amazon Price
The Zack Files Zap I'm a Mind Reader – 12	60.00 Amazon Price

Horrid Henry – 6
Horrid Henry Stink Bomb - 12
Horrid Henry Underpants – 12
Horrid Henry Abominable Snowman - 12

Guided Reading Level N
*Roscoe Riley Rules – Never Glue Your Friends to Chairs - 12
Roscoe Riley Rules Never Swipe a Bully's Bear - 12
Roscoe Riley Rules – Don't Swap Your Sweater for a Dog – 12
Roscoe Riley Rules – Never Swim in Applesauce - 12

*Capital Mysteries – Who Cloned the President - 12
Capital Mysteries – Kidnapped at the Capital - 12
Capital Mysteries – The Skeleton in the Smithsonian - 12
Capital Mysteries – Spy in the White House - 12

*Daisy Dawson Is on Her Way – 7
Daisy Dawson and the Secret Pond – 9
Daisy Dawson and the Big Freeze – 12

Chicken Squad First Misadventure - 12
Case of the Weird Blue Chicken - 12
Into the Wild - 12
Dark Shadows - 12
Give me Shelter – 12 (Preorder estimate from Amazon) $84.00

Guided Reading Level O
*Zoey and Sassafras Dragons and Marshmallows -12
Zoey and Sassafras Monsters and Mold - 12
Zoey and Sassafras Mehorses and Bubbles - 12
Zoey and Sassafras Caterflies and Ice – 12 (Preorder estimate from Amazon) $60

*Looniverse Stranger Things - 12
Looniverse Meltdown Madness - 12
Looniverse Stage Fright - 12

*Eerie Elementary The School is Alive – 12
The Locker ate Lucy - 12
Recess is a Jungle - 12
Science Fair is Freaky - 12
School Freezes Over - 12

*Dory Fantasmagory – 12
Dory and the Real True Friend - 12
Dory and the Black Sheep - 12

Head in the Clouds – 12 (Pre order estimate from Amazon) $72

*Marty McQuire - 12
Digs Worms – 12 Amazon Price $42.72
Has Too Many Pets

Guided Reading Level P
*Mallory on the Move - 8
Back to School Mallory - 8
Campfire Mallory – 10

The Bad Guys Episode 1 – 12
The Bad Guys Episode 2 – 12
The Bad Guys Episode 3 – 12
The Bad Guys Episode 4 - 12

*The World According to Humphrey – 12
Friendship According to Humphrey -12
Trouble According to Humphrey - 12
Surprises According to Humphrey – 12

*Inspector Flytrap – 12
Presidents Mane is Missing – 12
Goat Who Chewed too Much

*Time Warp Nights of the Kitchen Table – 12
2095 – 5
Your Mother was a Neanderthal – 7
The Good, the Bad, and the Goofy - 5

Series to Try:
Fluffy Strikes Back 4
13 Story Tree House 4

Ingram - Maya Bery's book vendor
87 titles
906 units
Estimated Ingram price: $3519.75
Estimated Amazon Price: $919.89
Total Price: $4,439.64
Requesting $4,500 anticipating price changes through Amazon

#4

Proposal Title: **Building Readers and Writer Through Guided Reading** Submitted by: Kathi Macklis,Michelle Ruggieri, Suzanne Severy, Sandy Graham, Lindsay Weston

Amount Requested: **$ 5920.88** Grade(s) or Group(s) to benefit: **KIndergarten**

1. Describe your project or need.

Guiding reading is one of the best ways to differentiate for learners and should serve as the cornerstone of literacy instruction within each elementary classroom. By grouping children by reading levels, the teacher can target specific skills and strategies needed while helping students engage with more complex texts. Children at the initial stage may need instruction about left-to-right progression, while those at a higher level can learn to use picture cues to decode new words. Small-group work with guided reading is critical to meet the needs of all learners and it is essential to have quality resources. Many teachers have guided reading in their instructional toolbox, and they consider it a necessary strategy, especially in classrooms where differentiation is key.

The Fountas & Pinnell Genre Sets & Leveled Literacy Readers provides authentic texts which combined with explicit yet flexible teaching supports give teachers the tools to build strategic, independent, and successful readers. These texts 1) Allow the teacher to match texts to students' current reading abilities 2) Provide a strong instructional context within which teachers can support students' skill progression with increasingly challenging texts, and 3) Allow the teacher to select texts that offer learning opportunities and will engage students.

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

Guided reading is designed to provide extended opportunities to read continuous text. The reading that students do in guided reading groups is strongly supported by instruction to move them further, and it is accompanied by both shared and independent rereading of texts. The more a student reads, the more likely she will be a proficient reader. Book reading is strongly correlated with academic success. Students will need different strategies—some may need support using first-letter cues, while others may need help monitoring their comprehension (see sidebar). The idea of guided reading is scaffolding children while they read, doing it with the teacher's support. Currently, grades 1-4 use the *Guided Reading*, including Readers' Workshop. Since kindergarten has expanded to both a full day, and an additional section, it is the goal to continue to extend and support the *Guided Reading/Workshop Model* throughout kindergarten.

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

Fountas & Pinnell LLI Green Color Books (8 Copies of Each Set)

978-0-325-02448 – 6	Waking Up -	23.00	(x 8 = 184.00)
978-0-325-02452-3	Frog Food	23.00	
978-0-325-02454-7	The New Puppy	23.00	
978-0-325-02445-4	Friends	23.00	
978-0-325-02453-0	Sam and Papa	23.00	
978-0-325-02450-9	Too Much Stuff	23.00	
978-0-325-02449-3	Ant Can't		23.00
978-0-325-02451-6	Eggs		23.00
978-0-325-02455-4	Where Things Grow		23.00
978-0-325-02447-9	The Very Busy Hen		

Total : $ 1840.00

Green Lap Books (4 Copies)

978-0-32501587-3	Too Much Stuff	13.50

Total - $ 54.00

LLI -Kindergarten Orange Color Books (4 Copies of Each Set)

978-0-325-02343-4	At the Market	23.00	(x 4 = 92.00)
978-0-325-02351-9	Rex		
978-0-325-02347-2	Funny Things		
978-0-325-02341-0	The Baby Animals		
978-0-325-02345-8	Over the River		
978-0-325-02335-9	My Big Bear		
978-0-325-02339-7	Making Soup		
978-0-325-02337-3	My Family		
978-0-325-02349-6	Mouse		
978-0-325-02353-3	Mop		
978-0-325-02316-8	The Hat		
978-0-325-02318-2	Going on Vacation		
978-0-325-02297-0	Hiding		
978-0-325-02323-6	So Big		
978-0-325-02328-1	Play and Ride		
978-0-325-02330-4	What is Very Long?		
978-0-325-02325-0	A Visit From Aunt Bee		
978-0-325-02326-7	Flap, Flap, Fly		
978-0-325-02333-5	Going On A Train Ride		
978-0-325-02331-1	Playing With Blocks		
978-0-325-02327-4	Helping		

978-0-325-02332-8	Out To Play
978-0-325-02334-2	Animals That Go Fast
978-0-325-05450-6	Looking for Orson

Total – $ 2208.00

Black and White LLI Books Grade K – Orange System

978-0-325-024157-5	The Market	(5.00 x4 = $20.00)
978-0-325-04161-2	Rex	
978-0-325-04159-9	Funny Things	
978-0-325-04156-8	The Baby Animals	
978-0-325-04158-2	Over the River	
978-0-325-04153-7	My Big Bear	
978-0-325-04155-1	Making Soup	
978-0-325-04154-4	My Family	
978-0-325-04160-5	Mouse	
978-0-325-04162-9	Mop	
978-0-325-04134-6	The Hat	
978-0-325-04136-0	Going on Vacation	
978-0-325-04137-7	Hiding	
978-0-325-04141-4	So Big	
978-0-325-04146-9	Play and Ride	
978-0-325-04148-3	What is Very Long?	
978-0-325-04143-8	A Visit From Aunt Bee	
978-0-325-04144-5	Flap, Flap, Fly	
978-0-325-04151-3	Going On A Train Ride	
978-0-325-04149-0	Playing With Blocks	
978-0-325-04145-2	Helping	
978-0-325-04150-6	Out To Play	
978-0-325-04152-0	Animals That Go Fast	
978-0-325-05530-5	Looking for Orson	

Total 480.00

Fountas & Pinnell Select Genre Sets

978-0-325-06097-2	Animal Stories		170.00
978-0-325-06126—9	Fantasy	Set 1	170.00
978-0-325-06127-6	Fantasy	Set-2	170.00
978-0-325-06139-9	Weather		170.00
978-0-325-06103-0	Happy Endings		170.00

Total – 850.00 Total – Books $ 5432.00 Shipping- 488.88 Total for Materials & Shipping $5920.88

4. **How does your project tie into the District Goals for 2017-18?**

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

A large and varied collection of books in the classroom is a vital ingredient in developing skilled reading performance. Recent studies on literacy confirm the more contact children have with books, the better readers they become. Teachers can promote better reading performance by reading to children daily and by having them interact with books through scaffolded and explicit instruction.

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

By enhancing the classroom with a rich variety of texts, levels, students can be exposed to a broad array of concepts, skills, and global awareness, which in turn can positively impact their communication skills and enhance their self-esteem as readers and writers.

* Opportunity to talk and write about texts
* Experience with a variety of genres so that students can develop favorite types of texts
* Encouragement to read at their independent level as part of the Readers Workshop

- **How many students and grade levels will this affect?**

  All kindergarten students will be impacted.

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

  It is a continuation of the Guided Reading/Readers Workshop Model approach already in use for grades 1-4. Using the materials in the ***Fountas & Pinnell Genre Sets & Leveled Literacy Readers*** teachers may include volunteer readers including senior citizens in the community, and partner/buddy reading from upper grades to further cultivate a community of collaborative learners.

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

  Create and continue to sustain a literacy-rich environment for children to engage independently and collaboratively in reading and writing.

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

  Teacher Survey/Student Survey

  Informal reading assessments periodically throughout the academic year.

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

  No other sources of funding are available at this time.

#5

Proposal Title:	**First Grade Buddy Reading Rugs**	Submitted by: First Grade	
Amount Requested:	**$523.03**	Grade(s) or Group(s) to benefit:	**First Grade**

1. Describe your project or need.

For the past few years, first grade teachers have included "Partner Reading" as part of our Literacy Block. During this time up to 8 students are paired up each day to read with a partner. Students read from their book boxes to one another during this time. Partner reading is beneficial to the reading development of all readers. Partner reading gives children a chance to practice fluent reading with a peer. Partner reading encourages the act of sharing books and talking about books with others. This builds comprehension. Partner reading increases self-confidence and enjoyment for first grade readers. It is one of students' favorite activities during our Literacy Block. Students are on-task and highly motivated during their Partner Reading time.

We would like to purchase each classroom a set of Partner Reading rugs from Really Good Stuff to help create areas within our classrooms for students to partner read. Each set of rugs comes with 4 individual rugs (so space for 8 readers) with fun themes like beach chairs, thrones, lily pads, and pool tubes. We expect that these rugs will continue to promote excitement and engagement for partner reading, while providing some needed parameters around good choices in the room for students to engage in partner reading.

Please note these rugs do meet fire code and indoor air quality ratings. See photo below.



Email Share Pin it Tweet

$ 119.96

Item #: 163497
Ready To Ship

Quantity - 1 + Add to Cart

Add to Wish List

Create An Imaginative Reading Area With Buddy Rugs In Fun Settings

These two-person rugs offer creative settings for buddy reading. Made of 100% nylon with non-skid rubber backing, they meet Class-One fire and indoor-air-quality ratings and include Scotchgard protection and a useful-life wear guarantee. This set includes four different scenes—something for all your readers.

2. How will this addition fit into your overall classroom/department planning? **We will plan to use these rugs immediately upon purchase as students have already begun partner reading this year.**
3. Please give a cost breakdown for the total amount requested. In the event that we are unable to fund your grant in full, this information is helpful. **Each rug set is $119.96 sets. We would like to purchase 4 sets (one for each current first grade section, as well as a set for the anticipated addition of a 4th section of first grade for the 2018-2019 school year). The total for 4 sets of rugs is $479.84. Shipping is $43.19. The total cost for the items and shipping is $523.03**
4. How does your project tie into the District Goals for 2017-18? **Our project aligns with the following District Goals: *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. 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***
5. How many students and grade levels will this affect? **This project will affect all first grade students. We also anticipate that this project will continue to promote the love of reading for our students and therefore will continue to have positive impacts for their reading development at home, as well as in subsequent grades.**
6. How does your project bring together students, faculty, parents and/or members of the community at large? **Having these rugs will help promote social interactions between students as they share books together. Having the opportunity to read aloud at school will allow students to feel more confident in their ability to read aloud and therefore should increase their willingness to read aloud at home with siblings, parents and grandparents.**
7. What is the anticipated impact on learning? Please provide specific objectives and supporting information**. We anticipate that students will increase their ability to read fluently as a result of this. This will support their reading development throughout first grade.**
8. How will you measure the success of your project in terms of its impact on learning? **We will be able to assess our students' reading progress throughout the year (including their ability to read with fluency) using the Benchmark Assessment System.**

#6

Proposal Title: **BeeBots** - Computational Thinking for Elementary School

Submitted by: Nick Greenwood

Amount Requested: $1,002.40

Grade(s) or Group(s) to benefit: K-4 (potential for middle school students as well)

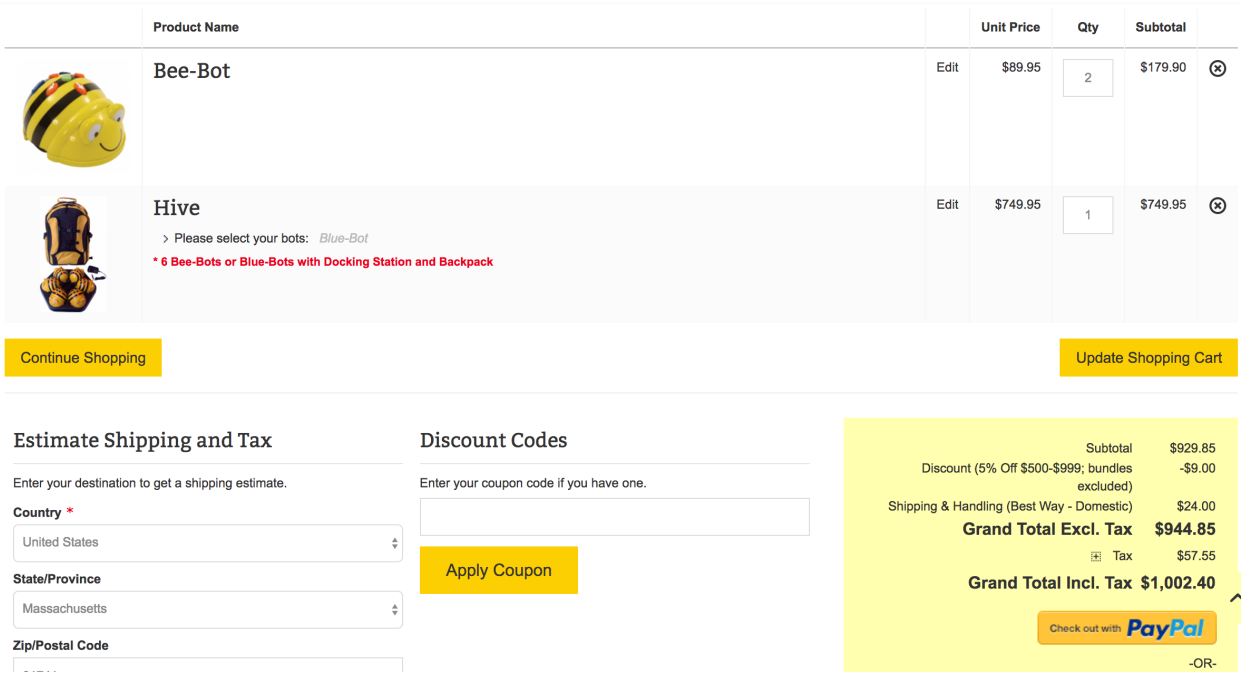
1. **Describe your project or need.**

   BeeBots (https://www.bee-bot.us) are a small programmable robot that can be used with students as young as K and as old as grade 5. This device offers students an engaging, hands-on way to learn any subject area through computational thinking, sequential ordering, and logic based thought processes. I would like to add eight more BeeBots and one more charging station to the existing set at Carlisle Public Schools. These additional devices will grant students with more hands-on time as the current set does not have enough for full classroom use.

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

   We would like to integrate more Computer Science, Engineering and STEAM programs into regular classroom time. This product offers a unique opportunity as it can be used with any subject area and teaches students how to break a large problem into small solvable pieces.

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



4. **How does your project tie into the District Goals for 2017-18?**

   Introducing the STEAM concepts to students as young as kindergarten gives them a jumpstart into the world of computational thinking. In higher grades students will create projects that require programming or other skills that we can begin to develop by using BeeBots.

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

   This program will affect every students in kindergarten through fourth grade with the potential of reaching into fifth and sixth grade.

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

   BeeBots offer the opportunity for students to work in groups or pairs as they engage with the devices. Because these devices can be used universally throughout the curriculum they can be used in a multitude of subject areas to promote faculty and student interactions. The ease of use will allow volunteer parents or other faculty on site to understand the devices quickly as well as understand the impact on learning.

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

   Students in early elementary school are receiving limited curriculum in the areas of computer science and engineering. This grant will help boost participation in those curriculum areas without neglecting other curriculum needs. The versatility of these devices allows students to engage with math, reading, or any subject while they solve problems or challenges that are of a logic based nature.

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

   The success of this project can be measured by the levels of student engagement during these activities. BeeBots offer students an exciting and unique way to engage with subject areas that are already taught at Carlisle Public Schools.

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

   No other sources of funding are available at this time.

#7

Proposal Title: **Materials for Math Night**

Submitted by: Dennet Sidell, Lesley Yanka, Beth Grady, Amanda Gilchrist, Aria Niemierko, Marshall Deforest, Chris Denaro, Anne Spiegel

Amount Requested: **$916**

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

- **Describe your project or need.**

  The Math Committee is planning to hold another Math Night for the Carlisle Public School. The Math Night will involve activities across all grade levels. Math Night would invite families to engage in their child's mathematics curriculum and is a means of providing families activities they can do at home with their children. In order for have families to have a take-home item, we require funding to provide the materials.

  The district held a Math Night in April 2016 and it was successful. Parents were delighted about receiving goodie bags containing math tools they could use as games, and different ways to play games to best their children's need. Students were enthusiastic both in school and at home, to show their friends and family the games. They also learned games across game levels. After reading the evaluations from the last Math Night, there was an increased interest in using electronic apps and web sites. This year, we would like to provide families with opportunities to explore the apps and web sites their child(ren) use during the school year.

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

  This event would give parents/guardians the opportunity to see how the math curriculum is delivered in the district. Math Night will involve differentiation opportunities to ensure all students' needs are met. This will also give our Student Council an opportunity to provide a food and beverage fundraiser during the event. Math Night would be an extension of the classroom because parents would be exposed to the apps and web sites that their children are using to solidify their math skills.

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

Item Based on approx. 400 families	Amount per Package	Number of Packages	Total
Coupon for App	$1.99	400	$796

iTunes Gift Cards for Estimation Jars	$10	12	$120
Total for Materials			$916

- **How does your project tie into the District Goals for 2017-18?**

  Goal 1: Provide A Rich Curriculum In Order To Maximize Student Learning
  Math Night will provide an opportunity for parents to engage in their child's curriculum, which will maximize student learning both at school and at home.

  Goal 2: Build a Community of Respect in a Safe and Healthy Learning Environment
  This event will foster a sense of community and 'one school.'

  Goal 3: Integrate Technology
  Math Night will include use of iPads and laptops for Internet use in mathematics.

- **How many students and grade levels will this affect?**

  This event is opened to all grade levels, therefore, it could affect all students and families.

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

  Math Night will provide the opportunity for faculty to come together to provide activities for ongoing student engagement. The event builds the bridge between the students, teachers, and parents because the parents get the chance to participate in their child's learning.

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

  The anticipated impact is that the families and students will have the opportunity to practice what they have been learning, and create a sense of math as enjoyable, and to continue the activities at home.

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

  Families will be given a survey to complete (see below). The Math Night Committee will analyze and discuss the responses.

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

  Not aware of any at this time.

#8

Using Picture Books as Mentor Texts in Middle School to Teach Reading and Writing
Requesting: $1400
Submitted by: Mimi Gleason and the Middle School ELA Teachers
Grade 5
Project description
The middle school ELA department would like to purchase 100 picture books to use as mentor texts to teach and model a variety of reading and writing skills and strategies.

"A picture book has the potential to act as a magnifying glass that enlarges and enhances the reader's personal interactions with a subject." (Vacca & Vacca, 2005.)

Picture books work as excellent teaching tools for focusing in on one element of reading comprehension or writing. Picture books are short, complete stories that can be read, reread, and analyzed in one class period. A simple pared-down story in a picture book can provide a model for literary elements such as conflict, character development, setting, and theme. The visuals in a picture book can provide a concrete way to help students understand symbolism, figurative language, and theme. The succinct writing in picture books demonstrates strong word choice, sentence fluency, and voice. Informational picture books can be studied for text structure.

Picture books are engaging and accessible to all students. A wide range of student needs can be addressed by using picture books to teach a specific skill, an idea, or to provide common background knowledge on an unfamiliar topic. Children's authors tend to turn abstract concepts, like being a refugee, into a concrete experience for the characters in the book and the readers. Most picture books can be interpreted on multiple levels, which allows teachers to use the books as tools for differentiation in the classroom. The connection between the visuals and the writing allow access to content, skills, and strategies for ELL students and struggling readers.

Middle school ELA teachers view picture books as an important way to expose students to multiple texts about a common theme or topic. Students can compare and contrast themes across different types of texts: novels and picture books. Often picture books can provide different perspectives on a social or cultural topic. For example, many picture books address issues related to Civil Rights and school desegregation.

Many picture books expose students to authentic and meaningful cultural perspectives. When the 5th grade reads *Home of the Brave* by Katherine Applegate, a story in verse about a young Sudanese refugee coming to live in Minnesota, the students also read several picture books about refugees trying to fit into their new home. For example, *The Sandwich Swap* by Queen Rania Abdullah of Jordan is a picture book about two girls sharing food from their different cultures. Another picture book that provides a thematic connection is *Fly Away Home* by Eve Bunting about a homeless boy who wishes for a home and a new life.

Examining themes in the picture books facilitated students' analyses and understanding of themes in the longer, more complex novel. It also enabled students to compare themes across the texts.

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

All middle school (and other grade) teachers will be able to access this "library" of picture books to correspond with reading and writing skills being taught. The picture books will be kept in the school library. Teachers can individually plan how and when to use the picture books in ELA lessons. As teachers use the picture books, they will attach a note or lesson plan showing the skills, strategies, or approach that book exemplified.

One focused study of the ELA department has been close reading. Each middle school ELA program emphasizes different aspects and applications of close reading appropriate to their grade level and curriculum. Picture books provide approachable ways to pay close attention to one aspect of reading, language, or writing. Modeling close reading with a picture book works so well across all grade levels. Research shows "*that picture books helped secondary students of all ability levels improve. Conclusions shed light on the abstract nature of sentence fluency, and showed teacher modeling to be effective*." (eric.ed.gov/?q=Using+picture+books+as+mentor+texts&id=EJ1151920)

The chart below shows examples of skills and strategies taught by middle school grade using picture books as mentor texts.

	Reading/Writing Skill	**Picture Book Connection**
5th grade	Notice & Note Signposts for reading comprehension: Contrasts & Contradiction Identifying text structure (cause & effect)	*Gaston* by Kelly DiPucchio *Dear Primo* by Duncan Tonatiuh *Freedom Summer* by Deborah Wiles
6th grade	Spotlighting a moment in fiction writing Multiple POV about topic	*How to Heal A Broken Wing* by Bob Graham *Fireflies* by Julie Brinckloe *Nasreen's Secret School: A True Story about Afghanistan* by Jeanette Winter
7th grade	Making thematic connections with novel: "deferring dreams" Persuasive writing	*Uncle Jed's Barbershop* by Margaree Mitchell *More Than Anything Else* by Marie Bradby *Hey, Little Ant* by Phillip and Hannah Hoose *La Rue for Mayor* by Mark Teague
8th grade	Using imagery in fiction Writing with voice	*Butterfly House* by Eve Bunting *Owl Moon* by Jane Yolen *Voices in the Park* by Anthony Browne

		Chloe and the Lion by Mac Barnett

Cost breakdown

We are asking for $1400 for 100 picture books.

This cost includes estimates for picture books in a range of prices (based on Amazon search).

30 soft cover books @ $6.99	210.00
60 hard cover books @ $14.50	870.00
10 new hard cover books @ $17.99	179.00
	$1259
Shipping and handling fees	$141
	$1400

How does your project tie into the District Goals for 2017-18?

Using picture books as mentor texts supports 3 District Goals.

Goal 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.

We will be using picture books as models that demonstrate different strategies for writing and thinking about reading. The picture books provide relevant access to these skills in texts that are easier to digest. These skills can then be applied to more complex and lengthy texts. Many picture books address social, emotional, and cultural issues and themes that widen a reader's world and foster deep discussions in classrooms.

Goal 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.

Reading a picture book together can create a sense of community in the classroom. Short engaging books appeal to students at all levels and learning styles.
"*Picture books provide an instant and complete shared experience which can then be referenced by all students with equal understanding.*" Keith Schoch (teachingreadingandla.pbworks.com)

Many of the books we plan to purchase engage students in thinking about issues of diversity and the importance of an inclusive community. These books will spur class discussions about cultural, racial, and ability differences with a specific story to ground and relate their thinking.

Goal 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.

Students across a range of abilities and interests can focus on a concept or skill in a controlled context before applying that skill to a longer, more complex text. The universal appeal and short length of picture books make them perfect for differentiating instruction and for Tier II scaffolds.

How many students and grade levels will this affect?

284 students across the middle school (grades 5-8) will benefit from this teacher library of picture books. With the collection housed in the school library, elementary teachers would be able to use the books as well.

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

Picture books are enjoyed by students of all ages. If a familiar picture book is used as a mentor text in middle school grades, students will be able to view a well-loved story through a different and more specific lens. This familiarity actually enhances the learning process by allowing the story to be a teacher in a new way.

Middle school (and possibly elementary) teachers will collaborate in multiple ways related to the picture books as mentor texts. Teachers will share lessons they used with each book so that other teachers will have that information. Teachers will need to come together to agree on a final selection of titles. Across grades, teachers will discuss which books have been used before and decide whether a title can be used again in a later grade.

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

Middle school ELA teachers align their curriculum to the Common Core State Standards for each grade. Below are examples of specific standards and a picture book that could be used to focus on that reading or writingskill.

Grade 6: CCSS.ELA-LITERACY.RL.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
Picture book connections: *I Love You the Purplest* by Barbara Joosse
A Quiet Place by Douglas Wood

Both books use figurative language to describe emotions and places. Students can also use these books as models for strong word choice in writing.

Grade 5: CCSS.ELA-LITERACY.RL.5.6
Describe how a narrator's or speaker's point of view influences how events are described.

Picture Book Connections: *I Am the Cat. I Am the Dog*. by Donald Hall
The Day the Crayons Quit by Draw Daywalt
Both books feature a unique point of view that colors the descriptions and outcome.

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

The success of the shared library of picture books as mentor texts will be determined by the amount of use it gets from middle school teachers. Success may also be measured by students' application of the concepts, skills, and strategies taught. This understanding can be measured through writing assignments, reading response assignments, and standardized testing.

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

Perhaps we can coordinate in future years to have the school librarian order books to add to this teacher library.

Here are two pictures of 5th graders using picture books to apply the "again and again" strategy for noticing symbolic and thematic patterns in literature.





#9

Proposal Title: ***Read Across America – Carlisle Celebrates Shared Reading With Our Students***

Submitted by: Kathi Macklis, Lesley Yanka, and Maya Bery

Amount Requested: **$ 1560.00**

Grade(s) or Group(s) to benefit: **Kindergarten – Grade 8;** Students and Teachers

- Describe your project or need.

  It is important that children engage in meaningful reading experiences, and we would like to support ***Read Across America*** in Carlisle with a week of school wide activities, 2/27/18 -3/2/18. ***Read Across America Day*** (Dr. Seuss' birthday) is an annual initiative on reading to children that was created by the National Education Association. Theodor Geisel, better known as Dr. Seuss, was an American writer and illustrator well known for his popular children's books. Literacy is the foundation of learning, and it is our intent to extend the love of reading and learning into collaborative opportunities within the whole school. Dr. Seuss's skill with rhyme and language makes his books an effective tool for teaching children the basic skills they need to be successful readers. When we celebrate Dr. Seuss and reading, we send a clear message to children that reading is fun and important.

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

  Theodore Geisel, or Dr. Seuss, is a beloved children's author who has successfully brought literature and learning into the lives of children. His nonsensical books are engaging and act as a bridge to building lifelong readers and learners. We want to celebrate Dr. Seuss and his contributions to education by reading his books, (*and others*) to children in fun and exciting ways. In addition, we would like the book reading experience to come alive as students wear their favorite hats, celebrate Wacky Wednesday by wearing favorite mismatching clothes or pajamas, and explore creative responses through art by decorating doors with their favorite books, characters, themes and/or authors.

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

Read Across America Classroom Kit	20.00 $ per room
Includes Stickers, Bookmarks, Posters, Pencils	18 rooms (K-4)
	360.00 $
	Grades 5 & 6 (3 kits)

		60.00
Read Across America T-Shirts		455.00 $
Paperback Books to be given to students		375.00 $
Cardstock for Certificates to be printed for all students		130.00 $
Breakfast Items for Volunteer Readers/Helpers		80.00 $
Prizes		100.00 $
	Total -	1560.00 $

- How does your project tie into the District Goals for 2017-18?

  NEA's Read Across America program is especially important today. Over the past 20 years our classrooms have become increasingly more diverse, and educators need books that reflect the diversity of our classrooms and communities. We believe books should be mirrors and windows so our students can see themselves in the pages of the books they read. But just as important, we want them to be able to look into the lives of characters different from themselves to gain a better understanding of the similarities we all share. Most importantly, for children to see books as a meaningful pathway for understanding the world around them, and as a means for developing communication skills, global awareness, and personal voice.

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

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

- How many students and grade levels will this affect?

  This will affect all K-8 students.

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

  As educators, we are constantly striving to connect with each child and discover their passions and collaborate through learning. NEA's Read Across America is just one of the ways that we reach children with a very important message that reading is fundamental to being a life-long learner. For our final day that week, March 2, we would like to invite volunteer readers from the community, to share a favorite book with each classroom. In addition, Book Buddy Classes will be meeting during that week to share favorite books, and works from Dr. Seuss. So the reading experience builds an even larger community of shared reading moments.

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

  Illustrate the joy of reading using a variety of texts.
  Create a literacy-rich environment for children to engage independently and collaboratively in their shared reading experiences.
  Readers will aid students in ***building their concepts of print and meaning*** through ***shared reading.***

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

  Teacher Survey/Student Survey

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

  No other sources of funding are available at this time.

#10

Think Give Grant Proposal Submitted by Fifth grade Team
Requested: $650 Benefits: **Grade 5**

1. Project Description

The ThinkGive Challenge is an innovative, interactive project that inspires young people to make giving and kindness a way of life. ThinkGive provides a way for students to think outside of themselves and to see that their positive choices can make positive changes in their world. The program sets up students to give gifts of kindness that will make an impact on others in small or large ways. The carefully planned sequence of fourteen "gifts" starts with a gift to oneself and moves outward to gifts to one's community, the environment, and even strangers. The gifts are encouraged to be gifts of time, attention, and effort rather than anything purchased. Through this Challenge, students realize that small and simple gifts given with intention can be especially meaningful and have a ripple effect that makes their world a kinder place.

The Think Give Challenge is set up with an engaging multi-media curriculum that prepares students to give a particular type of "gift" and share their experience of giving by writing about it on the website. There is a shared platform on the website that allows students to see each other's gifts and read their classmates' comments about giving.

The 5th grade piloted the Think Give Challenge for the last two years when it was cost free. Carlisle 5th grade was the first public school to take on the Think Give Challenge. Now as the Think Give Challenge grows and extends itself to more public and private schools across Massachusetts and the country, the organization needs to charge schools for the costs of running the program, buying curriculum rights, providing t-shirts and band bracelets. The cost is $650 for each year.

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

The Think Give Challenge is an important part of the 5th grade social-emotional curriculum that is focused on good citizenship. The 5th grade runs the Think Give Challenge for 7 weeks, which enables students to give two gifts per week. We (5th grade teachers) found that this timing works well to keep up the positive momentum of the project and to deepen the conversations around gratitude, kindness, and making an impact in the world. We also discovered through experience that requiring too many gifts per week proved too stressful for the 5th graders.

We first conducted the program in the spring and last year we ran it at the beginning of the school year. We decided that the program will work best in the middle of the year (January-February) when students know and trust their classmates and teachers. Our daily morning meetings help create a strong sense of community in each 5th grade classroom,

and the Think Give Challenge will build on this bond and strengthen the connections within the classroom.

We look forward to making room in our weekly schedule for the ThinkGive lessons as we have done for the past two years. Some lessons will take place during morning meetings and some will take place at other times during the school day. The videos, readings, and activities are deeply inspiring. We have found that the messages embedded in the ThinkGive curriculum continue to come up in meaningful ways during core subject classes and throughout the year. Even after the Challenge was completed, some students continued to report their gifts of kindness to their teachers and classmates. Students also asked to view certain videos again and again throughout the school year.

Cost breakdown

The cost of running the ThinkGive Challenge this year with all 70 5th grade students is $650.

This cost includes:

- Access to curriculum (lesson plans and accompanying PowerPoints)
- ThinkGive support throughout the Challenge. ThinkGive will assign a contact person to help 5th grade teachers with any questions, website support, etc.
- T-shirts (handed out during the program wrap-up)
- Access to the ThinkGive website

How does your project tie into the District Goals for 2017-18?

The ThinkGive Challenge aligns well with the core values, vision and mission statements, and district goals of the Carlisle Public Schools. The **core values** of respect and responsibility are directly addressed in the ThinkGive program as students realize they are giving gifts of respect and that their actions have the capacity to make a positive impact in the world.

ThinkGive supports the school's **Vision Statement**: "*to inspire intellectual and ethical excellence so our students are prepared to participate with integrity in a global community."* "Ethical excellence" is the phrase that most resonates with this project. Likewise, ThinkGive is a natural fit with the school's **mission statement** "*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."* We have found that ThinkGive helps create a strong sense of purpose and community in the 5th grade classrooms.

Both **District Goals 1 and 2** are attended to with the ThinkGive Challenge. District Goal #1 states that the school will "*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." The latter part of this goal is especially relevant to Think Give as it helps students see that their social awareness and reaching out can have a positive impact in the classroom, school, community, and world. The District Goal #2 of *building a community of respect and inclusion in a safe and healthy learning environment* also fits well with ThinkGive because the program helps students see that their own positive actions can build a stronger sense of community in all aspects of their lives. ThinkGive helps students think beyond their immediate situation to a world of diverse people and needs.

How many students and grade levels will this affect?

The current 5th grade has 70 students. All 5th graders will be involved in ThinkGive. Those people in the school and in the community who receive "gifts" of kindness from 5th graders will also benefit. One of the 14 gifts asks students to give to a person in another grade. We hope the ripple effect of kindness will be felt around the school.

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

The 5th grade teachers found the project effective in creating a stronger sense of community in each classroom and among the entire 5th grade. The 5th grade teachers participate in the Challenge along with students. This means that students can see the gifts given by their teachers and make comment on teachers' gifts. 5th grade parents are invited to join the ThinkGive website as viewers during the Challenge. Parents have let us know that they enjoy and appreciate this involvement. They also acknowledge seeing important growth in their children related to kindness and responsibility at home.

The Carlisle Mosquito ran a detailed article about ThinkGive last year for the Carlisle community to read. (https://www.carlislemosquito.org/index.php/search/?id=31003)

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

Our main objective in taking on the ThinkGive Challenge is to create a habit of giving among 5th graders. This program provides a clear and guided way to have students give specifically designated gifts of kindness to a variety of receivers from family to friends to acquaintances and the larger community.

A secondary objective is to build a culture of respect and responsibility in the 5th grade. ThinkGive provides a way for students to make an effort to think about the needs of others instead of their own needs and wants. When they take the initiative to give a gift, for

example to someone they do not yet know, they realize that their effort may make someone's day.

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

While it is difficult to measure the magnitude and impact of kindness spread from 5th graders, we did see the increased respect and a sense of community in the classroom and around the school as 5th graders found opportunities to initiate kind acts across the school. The curriculum asks students to examine their own gratitude, and we saw an expanded sense of appreciation for family, school, and material things.

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

We hope to be funded through a PTO grant this year. After this year, we hope the school will pick up the cost of ThinkGive as a budget item. If the school cannot do that, we will continue to seek grants within or outside of the school.

The 8th grade has expressed interest in the ThinkGive Challenge for future years.

#11

Proposal Title: "**Kindness Rocks" Garden Project** Submitted by: Rachel Levy

Amount Requested: **$309.81** Grade(s) or Group(s) to benefit: **K-8**

1. Describe your project or need.

'The Kindness Rocks Project" (The Art of Connection) was first started in 2015—a few months after Megan Murphy of Barnstable met Oprah Winfrey. Oprah told Megan to find a way to help others. In response to this, Murphy began painting rocks with inspirational quotes, and leaving them along the shore on Sandy Neck Beach. Soon many rocks were appearing on social media—all with the hashtag #theKindnessRocksProject . The project has now grown, spanning over all 7 continents and has been shared millions of times. Please see the following link for reference:
http://thekindnessrocksproject.com/how-it-all-began

The goal of the kindness rocks project is to inspire others through randomly placed rocks along the way and recruit those who stumble upon them to join in the pursuit of inspiring others through random acts of kindness.

My idea is inspired by the kindness rocks project, in that I would like students in grades K-8 to create their own kindness rock that would be later included into a small outdoor path outside the front of our school building. A similar project was completed by Sharon Elementary School this past year in Newburgh, IN:

http://abcnews.go.com/Lifestyle/teachers-uplifting-art-project-reminds-students-uniqueness/story?id=47512645

With the help of David Flannery, our Director of Building and Grounds, we have located an ideal place to house this project (please see attached photos). The rocks will be placed in a winding path configuration to the left of our entrance ramp in the front of our school. We felt that this location would be ideal in that the ramp's railing will protect the rocks from being tampered with, since it is meant to be a permanent art installation for our school and community. The location is also very visible to outside guests and visitors to our school.

My goal is to have the rocks painted by students by the end of the 2017-18 school year. This Spring I will need to recruit volunteers to dig up a small area of grass in our designated location in order to lay down outdoor plastic sheeting and stone dust before placing the rocks down to insure the project's longevity.

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

The goal of this project is to have each student paint a beach stone in their own personalized way. For our younger elementary students, this can be tied into Linda Krantz's book "Only One You" that promotes not always following the crowd, but also working together in order to make the world a better place. The rocks will be completed in art class, also in conjunction with our school wide values, promoting kindness, inclusion, respect, and creativity.

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

Beach Rocks- from *Landscape Depot Supply* in Westborough, MA
$50 per 5 gallon bucket (approximately 100 rocks per bucket) x 4= **$200**

Paint Primer- from *Home Depot*- Rust-Oleum Painter's Touch 12X twelve oz. White Primer General Purpose Spray Paint (6-Pack) **$23.22**

Acrylic Paint- from *Sax Art and Crafts*- Sax True Flow Heavy Body Acrylic Paint Set, Pints, Assorted Colors, Set of 12- **$46.22**
Sax True Flow Heavy Body Acrylic Paint Set, 1 Pint, Assorted Metallic Colors, Set of 3- **$17.15**

Waterproof Sealer- from *Home Depot*- Rust-Oleum Painter's Touch 2X twelve oz. Clear Gloss General Purpose Spray Paint (6-Pack) **$23.22**

Grand Total- $309.81

Please Note- My goal is when all rocks are completed, I will need a small amount of additional funding for landscaping materials in order to install our outdoor path such as outdoor plastic ground cover, stone dust, etc.**

4. How does your project tie into the District Goals for 2017-18?

This project ties directly into our Objective 2: ***Build a Community of Respect and Inclusion in a Safe and Healthy Learning environment:*** **Similar to the "Kindness Rocks" project, the goal of this school wide driven public art project is to inspire others through acts of kindness. Younger elementary students may choose to paint their rock in a more colorful abstract way, knowing that they will be placing their rock on a community path/art exhibit to share with others. Older elementary and middle school students may choose to paint an inspirational quote or image that promotes kindness, self-awareness and/or inclusion.**

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

This project will affect approximately 400 students in grades K-8.

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

The goal of this project is for members of Carlisle School and the community at large to have a visual representation of our new district goals and school wide initiatives to embrace diversity and promote inclusion. A personal goal of mine is to showcase the talents of our student body via their artwork, creativity, and a commitment to being kind and respectful to others.

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

Receiving this grant will meet the following National Core Arts Anchor Standards: #1. Generate and conceptualize artistic ideas and work. #2. Organize and develop ideas and

work. #3. Refine and complete artistic work. #7. Perceive and analyze artistic work. #8. Interpret intent and meaning in artistic work. #9. Apply criteria to evaluate artistic work. #10. Synthesize and relate knowledge and personal experiences to make art. #11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Receiving this grant will introduce Carlisle students to how public works of art are created and installed. Students will also be introduced to new and artistic techniques and sculpture materials, building on previously learned art skills.

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

Success will be measured by each student painting a rock that they feel proud of, showcasing their individuality and creative talents. I also hope to promote this project once completed to the Carlisle community via the Carlisle *Mosquito, Buzz*, PTO website and parent newsletters.

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

None at this time.


ENTRANCE

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

Adopted May 6, 2003
Reaffirmed 11/15/16, 3/17/10, 3/5/14
Edited 12-13-17

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 which may refer to, provide information about, or request student input on certain "protected areas:"

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1. Political affiliations
2. Mental and psychological problems potentially embarrassing to the student and his/her family
3. Sexual 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 parents
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program)

The Amendment further governs parental notification and 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.

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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.

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 Empowered Digital Use documents or who violate district rules governing the use of district technology or networks shall be subject to modification 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
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).

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

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.

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 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 # 07.18.2011
Animals in School
June 1, 2011, reaffirmed 12/10/14
Revised 12-13-17

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.

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Educational Programs

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.

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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".

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.

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Deleted: 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: ... [3]

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

COMPOSE

Inbox
Starred
Important
Sent Mail
Drafts (1)
Asst to Super
INBOX/Aesop
INBOX/Meeting Notices
INBOX/Sent
INBOX/Trash
More

This message (including attachments) contains information from Triton Systems, Inc. which may be privileged and confidential. If you are not the intended recipient, please delete it without further distribution and reply to the sender that you have received the message in error.

---------- Forwarded message ----------
From: Mike Gilbert <mgilbert@masc.org>
To: David Model <DModel@tritonsys.com>
Cc:
Bcc:
Date: Fri, 8 Dec 2017 15:10:34 +0000
Subject: RE: Policy question

David,

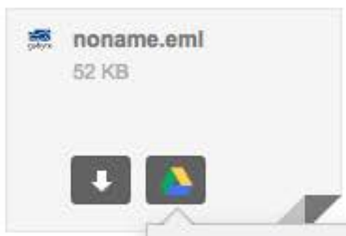
This is an issue that has been raised recently in a number of places. I have been actively researching the issue in recent months and I'm attaching a copy of a sample policy I've been working on. There are some significant nuances to this that are not addressed in your version (as an example, your policy covers ALL surveys but the statute actually only covers research surveys funded by USDOE in those protected areas). The attached policy has NOT gone through legal review with our legal counsel but was written by a MA school attorney.

Mike
Michael J Gilbert, Field Director
Mass. Association of School Committees
One McKinley Square Boston, MA 02109
www.masc.org mgilbert@masc.org
(office)1-800-392-6023 (cell)1-508-277-6011
"Your representative owes you, not his industry only, but his judgment; and he betrays instead of serving you if he sacrifices it to your opinion."

"All government, indeed every human benefit and enjoyment, every virtue, and every prudent act, is founded on compromise and barter."
Edmund Burke

3 Attachments







Added to **My Drive** Organize ×

File: ILD

EDUCATIONAL SURVEYS AND RESEARCH: STUDENT SUBMISSION TO SURVEYS, ANALYSES OR EVALUATION

In this policy, "surveys, analyses, or evaluations" refer to methods of gathering data for research purposes.

Without the prior written consent of the student's parent/guardian, or of the student if he/she is at least 18 years of age, no student shall be required as part of any program wholly or partially funded by the U.S. Department of Education to submit to any survey, analyses, or evaluation that reveals information concerning:

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine eligibility for school programs or for receiving financial assistance under such program.

All instructional materials, including teachers' manuals, films, tapes, or other supplementary material which will be used in connection with any such survey, analysis, or evaluation shall be available upon request for inspection by the student's parent/guardian. For the purpose of this policy, "instructional material" does not include academic tests or assessments.

A parent may inspect, upon request, a survey created by a third party before the survey is administered or distributed to a student.

The Superintendent-Director or designee will be responsible for implementing any procedures necessary to protect the privacy of participating students and to provide parents with access to surveys within a reasonable time before administration or distribution.

The School District will notify parents of this policy at least annually at the beginning of the school year and within a reasonable time of any substantive change in policy. Where practical, the District will also directly notify parents annually at the beginning of the school year when surveys, analyses, or evaluations are scheduled or anticipated. Parents shall have the opportunity to opt their child out of participation in any survey, analysis, or evaluation. Students who are 18 years of age or older may opt out of such surveys, analyses, or evaluations.

Parents or eligible students who believe their rights have been violated may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605.

LEGAL REF.: Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h

CROSS REF.: JRA, Student Records