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, JANUARY 24, 2018

I. **Call to Order: The Carlisle School Committee meeting of January 10, 2018 was cancelled due to lack of a quorum and this is the rescheduled meeting.**

II. **Public Comments**

III. **Review of the Minutes**
   A. Meeting of December 13, 2017

IV. **Information/Discussion Items**
   A. FY18-19 Budget Update
   B. SAC Report
   C. Update on District Goals
   D. CSC Goals
   E. Discussion on Televising CSC Meetings
   F. 2018-2019 School Calendar
   G. Policies to Review
      a. Protection of Pupil Rights
      b. Emergency Closings
      c. Residency Policy
      d. Naming Rights

V. **Communications/Correspondence**

VI. **Superintendent's Report**

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

VIII. **Action Items**
   A. Vote Protection of Pupil Rights Policy

IX. **Warrants**
   A. Accounts Payable Warrant #4018; $51,063.01
   B. Accounts Payable Warrant #4318; $56,255.74
   C. Accounts Payable Warrant #4118; $358,392.56
   D. Payroll Warrant #4518; $368,619.67
   E. Accounts Payable Warrant #4718; 51,031.30

X. **Other Business**

XI. **Citizens' Comments**

XII. **Adjourn Meeting to Executive Session, Purpose 2, to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel.**

The agenda items listed are those that the Chair reasonably anticipates will be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

DRAFT

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

Present – School Committee: David Model - Chair, Josh Kablotsky, Mary Storrs, Christine Lear. Melissa McMorrow arrived at 7:09 p.m.
Present – School Administration: James O'Shea, Superintendent; Dennet Sidell, Principal; Susan Pray, Business Manager; Nancy Anderson, Assistant to the Superintendent/Recording Secretary.

Meeting Documents:

Budget Hearing Presentation	Minutes from 11-8-17	PTO Grants
Middle School Principal Search	Policy on the Protection of Pupil Rights	Empowered Digital Use Policy
Access to Digital Resources Policy	Acceptable Use Policy	Animals In School Policy
Educational Surveys and Research Document		

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

II. Public Budget Hearing
Mr. O'Shea reviewed the FY 2019 Carlisle Public School Budget. Highlights included:
District Objectives:
1. Provide a rich, rigorous, and relevant curriculum. This includes: optimal class sizes which are directly related to student achievement; offering diverse curricular offerings K-8.
2. Build a community of respect and inclusion in a safe and healthy learning environment. This includes: social and emotional support for students through school psychologists, RISE, BCBA, social groups.
3. Ensure equity and excellence in learning. Carlisle has a multi tiered support service model. The ELL program has had a threefold increase in demand over the last 6 years.
The proposal: $11,259,266; a 2.86% increase over FY 18.
Budget detail included a breakdown in the following costs: Administration, Regular Education, Special Education, Student Services/Other, Facilities; offset by grants, fees, Circuit Breaker.
There were no questions.
Ms. Storrs moved to close the Public Budget Hearing, Ms. McMorrow seconded the motion, all present voted in favor. The Public Budget Hearing was closed at 7:10 p.m.

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

IV. Review of Minutes

Ms. Lear made a motion to approve the minutes of the meeting of November 8, 2017. Ms. McMorrow seconded the motion. Ms. McMorrow, Ms. Lear and Mr. Model voted in favor of approving the minutes with minor changes as noted. Mr. Kablotsky and Ms. Storrs abstained.

V. Information/Discussion Items

A. Elementary Art Presentation: Rachel Levy, Visual Art Specialist. Ms. Levy circulated some ceramic mugs that her students created. Ms. Levy collaborates with Maya Bery, Library; Ginny Lamere, Engineering; and Nick Greenwood, Technology. This collaboration and sharing of ideas leads to developing many creative art projects for students, including the Zoo Habitat project in 1st grade. The 3-D printer in the engineering room is used for the City X project. Treehouse projects are done in 5th grade, where students use recycled materials with LED circuits. Grade 2 went to the Museum of Fine Arts where they viewed the Takashi Murakami exhibit. There's a Graphic novel project with 4th grade, inspired in part by Raul Gonzalez, graphic novelist. Six students were chosen to exhibit their work during Youth Art Month at the State Transportation Building in Boston earlier this year. Other art offerings include: Artsonia, online visual art portfolios for students in grades 2-5; STEAM Art Club in grades 1-5; and Middle school Art Studio in grades 6-8. Ms. Levy has a passion for students of all ages. Ms. Levy, in conjunction with Steve Tobin, works with the older students to create trail signs for trails in Carlisle. There will be Kindness rocks, funded by a PTO grant, where students paint rocks with an inspirational quote. The rocks will be publicly displayed.

B. PTO Grants: Carrie Patel presented. A total of 18 grants were submitted, and the PTO was able to contribute to 11. Seven were fully funded. Grants included funded reading support in elementary grades, Challenge Day in 7th grade, Math Night and Read Across America.

C. Joint Meeting with the Municipal Facilities Committee (MFC): Mr. Kablotsky, in his capacity as Chair of that Committee, called the meeting to order at 7:34 p.m. Bill Risso, John Lavery and Jerry Lerman, were in attendance. Steve Hinton and Nathan Brown were not present. Mr. Kablotsky reported that each department in Carlisle has always managed its own buildings. The committee has looked at what is needed structurally to all buildings in town, as well as facilities maintenance. The MFC does not have funds for a full-time facilities manager. The committee is exploring ways it can possibly share this position with the school. They are developing a 10-year plan with a mandate to cover all town buildings, and are gathering information on how to implement and execute the plan. The Carlisle School builidngs are collectively 130,000 square feet, three quarters of the aquare footage of all town buildings. Mr. Kablotsky wants to establish a facilities department; in the longer term, it might make sense to merge with school and have a shared resource. For FY 2019, MFC wishes to propose a budget at Town Meeting that includes 15-20 small projects for police, fire, library, DPW and Town Hall. Mr. Kablotsky said the MFC needs a database of building maintenance/repair projects in town, how to prioritize those projects and get them done. MFC will put funding for a police station update on this list and it has budgeted $60,000 for a project manager for all projects listed. Total MFC projects for next year amount to $400,000. Mr. Risso wants to prioritize projects, and possibly have the current School Facilities Manager oversee and inspect the projects. MFC may

not need support for the manager. Mr. Model is concerned about the number of potential projects, complicated by David Flannery's retirement; it doesn't seem practical for David Flannery to take on full project management responsibilities for that many projects. Mr. Risso wants to use Dave Flannery's expertise to coach, guide and give feedback; and the MFC will oversee all projects. Ms. McMorrow stated the need to figure out allocation of costs, and management of town projects. Mr. Model recommended a next step might be to have David Flanney involved as an advisor, as he is familiar with all buildings in town. Mr. O'Shea supported a pilot program, which might start July 1 if town meeting supports the idea. David Flannery is retiring in June 2019. Mr. Model summarized that if CSC and MFC committees are moving toward joint management, the CSC needs an understanding of what MFC will ask for at Town Meeting. Per Mr. Kablotsky, the MFC has requisitioned a 0.2 of a person, and the position could be used to shadow David Flannery for the last three months of David's tenure at the School. Mr. Kablotsky said there is a joint search committee for a town wide facilities manager. Mr. Kablotsky will write up the proposal and send it to Mr. Model for school committee review. The proposal will include how the MFC will implement the 0.2 position if it gets funded. The scope of the job has to be defined, and it might grow over the years.
Mr. Kablotsky made motion to close the MFC meeting, Mr. Risso seconded the motion, all present voted in favor. The MFC meeting was closed at 8:09 p.m.

Mary Storrs left the meeting at 8:09 p.m.

D. Joint Meeting with the Carlisle Energy Task Force (CATF): Bill Risso, Chair called the meeting began at 8:11p.m. Bob Clarke was also in attendance. The development of the Municipal Solar Project Goals was discussed. The goals are to provide positive cash flow, reduce Carlisle's carbon footprint, energy reduction, and provide solar opportunities for residents. There is a new Mass incentive program called SMART starting in mid-2018 that pays a fixed incentive for 20 years. Incentives are fixed at the time one enters the project. The town owns about 105 parcels of land, many with conservation restrictions, no access to power. Therefore, the CETF is considering a municipal solar project on School grounds. What works best is building over existing structures and not open land, such as on a building or over a parking lot. The proposed structure would provide an estimated $1500 year in cost savings plus $2000 energy savings that would go to the Town. The CTF considered the existing roof structure, but there isn't a lot of roof capacity for solar. A good possibility for a structure is over the parking lot. The height would provide a 10-foot clearance. CETF plans to move forward with a proposal at Town Meeting. The proposed locations for consideration are the Carlisle School parking lot, the land between Spalding field and the School, a parcel south of the transfer station and a part of Banta Davis. However, the long-term plan includes a possible School building there. Next steps: The CETF will pursue the three options in co-ordination with the CSC, evaluate them, solicit town department and community feedback, present to developers for pricing and request for approval evaluation and selection in March 2018. Town approval would be at the May 2018 Town Meeting, followed by applications, design, board approval and construction in late 2018 or early 2019. Mr. Kablotky stated the timeline is aggressive. Ms. McMorrow stated the school supporting solar project sets a great example for students, yet feels the need for more specifics in order to make a good decision that is not rushed. All thought it was beneficial that the discussion was started. There are some restrictions on the Banta Davis land, but Mr. Kablotsky said land on Banta Davis that is not buildable might be considered for a

site. Initial preferred sites are the Carlisle School parking lot, or land that is not buildable on Banta Davis. The CETF meeting was closed 8:45 p.m.

E. Middle School Principal Search: The school has posted the Middle School Principal position. Ms. Lear would like to be a member of the search committee. The timeline is as follows: Deadline for applications is January 8, there is a Community Forum on January 9, interviews will be conducted on January 22 and 23, meet with finalists in February, identifying finalist at end of February., introduce candidate to CSC on March 14.

F. Policy on the Protection of Pupil Rights. Mike Gilbert sent a policy that has notyet been reviewed by the MASC, but was written by an attorney. CSC agreed to table the vote until next meeting.

VI. Communications/Correspondence
Jim circulated a thank you note from Stem Academy in Lowell.

VII. Superintendent's Report
Highlights of Superintendent Jim O'Shea's report included:
- Interact Club Skyped with students in Afghanistan
- Mr. O'Shea is conducting joint observations with other administrators
- First ELL coffee was held on11/14
- Olweus parent night on 11/14
- Ongoing conversations with Mark Spears, Peter Gambino and Margaret Heigl about Spalding field; it's unplayable and unsafe for softball, due to sinkholes, irrigation and drainage problems. Discussion on whether softball could be played on one of the baseball fields or on one of the Banta-Davis fields. All fields are maintained by the town.
- 12/5 Carlisle Youth Commission hosted Katie Greer, who gave a presentation on internet and social media safety to school children during the day and parents in the evening.
- League of Women Voters luncheon, Laurie Hunter and Jim O'Shea shared updates in education
- 4th grade concert, middle school concerts
- The release of Marcella Pixley's novel Ready to Fall
- Cafeteria Audit completed (done every three years; items that are assessed include menu, nutrition, cleanliness.)
- World language committee meeting
- Staff Appreciation Luncheon

VIII. Members'/Committee Reports as Needed
Regional School Committee: Ms. McMorrow reported that the RSC voted a 4.3% operating increase to both towns. Proposed cuts at the Region include: 1 teacher from every core, a school psych, and one FTE from performing arts, and an increase in the athletic fee. The RSC is trying to close a $900,000 budget gap . Ms. Storrs is chairing the Campus Advisory Committee. There will be a walk through of CCHS on 12/19. Laurie Hunter is meeting regularly with Jim O'Shea. They are creating a strategic plan in Concord and have invited the Concord Town Manager, a Concord Selectman and a Concord FinCom rep to their meeting. Should a Carlisle person, possibly Mr. O'Shea, be invited? There will be four 3 ½ hour meetings starting in February.

Long Term Capital Requirements Committee: Mr. Kablotsky reported that Long Term Capital Requirements Committee (LTCRC) has met with every department except Town Hall. LTCRC still has to meet with Facilities to close on its requests, which are sorted into four categories: Fund, defer, have more questions, or put into a facilities bucket to address. Mr. Model said that data needs to be collected, and alternatives need to be explored for the school HVAC funding, The school may or may not be able to get historical data. A study needs to be done.

EDCO Collaborative. Mr. Model reported on a meeting with Tom Scott, the Director of the MA Association of School Superintendents. The average tenure of a superintendent is five years; in an urban school it is 3 ½ years. Communication is the single largest contributor to extending the tenure. MASS offers new superintendents a mentoring program; Jim is still in the program. There is also a doctorate program offered for sitting superintendents.

IX. Action Items

The following items were reviewed:

A. **Vote to Accept PTO Grants:** Ms. Lear made a motion to accept PTO grants, Ms. McMorrow seconded the motion, all members present voted in favor. PTO will let CSC know when they have grants ready, so approval can be given in a more timely manner. Of note: The CSC has to approve any donation over $50 to the school per state law.

B-D. Vote Empowered Digital Use, Access to Digital Resources, Delete Acceptable Use:
Ms. McMorrow made motion to delete the Acceptable Use policy, accept Empowered Digital Use and accept Access to Digital Resources. Ms. Lear seconded the motion. There was one minor change to Access to Digital Resources. Mr. O'Shea stated that the school has the option to put more modifications into place if needed. Mr. Kablotsky questioned the need for a policy, and Mr. O'Shea answered that it is helpful to have actions backed up by the policy. Mr. Model, Ms. Lear and Ms. McMorrow voted in favor of the motion; Mr. Kablotsky abstained. The motion carried.

E. Voting on the Protection of Pupil Rights will be postponed until January.

F. Vote on Animals in School: Mr. Kablotsky moved to accept the Animals in School policy, Ms. McMorrow seconded the motion, all present voted in favor.

X. Warrants

A. Warrant #2918; $376.093.22
B. Warrant #3418; $52,109.89
C. Warrant #3118; $79,063.04
D. Warrant #3718; $37,701.01
E. Warrant #3518; $370,486.97
F. Warrant #3218; 364,696.35

Peterson Gas Bill; $74.26

XI. Other Business
There was no other business.

XII. Citizen's Comments
Cynthia Sorn of Rutland Street thought that one of the sites for the new energy proposal (on the slope of hill between the school and Spalding field) may be a buildable lot. If so, should that space be reconsidered for solar panels? She questioned the budgeting process for Challenge Day. Mr. O'Shea stated that the school had to reallocate the budget for Challenge Day since grants only funded part of it. Ms. Sorn asked if teachers fund the rest of a proposal if it is not funded by grants? Mr. O'Shea said not necessarily; in some cases, if the project is not funded, the PTO goes back to the teachers, and some teachers come up with alternative proposals for partial funding.

XIII. Adjourn Meeting
Mr. Model made a motion to 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. Ms. McMorrow seconded the motion, and the vote was taken by roll call. The following votes were recorded:
Mr. Model: aye
Ms. McMorrow: aye
Ms. Kablotsky: aye
Ms. Lear: aye

Chair Model said that the School Committee would not be reconvening in open session.

The open session meeting was adjourned and the Committee entered into Executive Session at 9:52 p.m.

Respectfully submitted,

Nancy Anderson
Assistant to the Superintendent

The School Advisory Council has recently administered a communication survey designed to provide feedback to the committee about how information is disseminated from the school to the community and how information is received from the community to the school. We have summarized the important parts of this survey and will be sharing the results with faculty, PTO, and School Committee in the upcoming month. Action steps from this survey will be developed and added to the current School Improvement Plan next month.

Carlisle School Communication Effectiveness Survey

- Wednesday, January 10, 2018

What are we up to?

- The SAC has undertaken to gather data from parents/guardians regarding the effectiveness of home-school communication.
- The survey should give us a sense of how effectively we are communicating and identify our strengths and areas to improve on.

Why do we want to do a good job communicating?

- Builds trust
- Increases confidence in the quality of education
- Increases appreciation for the services provided by the school

Survey was designed to measure 7 Key Areas:

- **Sources: 17**
- **Types: 9 general, 8 classroom**
- **Ease of Use: 5 items**
- **Effectiveness: 8 items**
- **Responsiveness: 2 items**
- **Approachability/Access: 4 items**
- **Frequency: 7 items**

128 Total Responses

Survey was open between Mid-November and Late December

- Complete Responses: 101
- 80% Completion Rate
- Average Time to Complete 10 minutes

Who filled it out?

Grade Level:

- 73% of respondents have a child in Elementary
- 50% of respondents have a child in Middle School

Gender:

- 77% Female
- 15% Male

Age:

- 12% 30-38
- 67% between 39-50
- 9% 51-60

How did we reach people?

We tracked this using **5 Collectors**:

E-mail	75%	96/128
Facebook	16%	20/128
CPS Website	6%	8/128
PTO	2%	3/128
Buzz	<1%	1/128

Sources: Q5 - Q8

- We asked people to rate the importance of 17 different sources of information from or about the school.

These included:

- Passive information sources - Information is put out there and people have to seek it out, or look through it
- Active information sources - Communications that are delivered to the in-box

Sources: Q5 - Q8

- **Active/Passive**
  - Active sources of information were rated the highest (all 4 or above)
    - Classroom Teacher emails were ranked highest
    - Principal Blasts next
  - Passive sources were all rated 4 or below in importance.
    - CPS Website and the
    - Buzz were rated highest

Types: Q9 - Q12

We asked parents/guardians what types of information they were most interested in receiving from the school, and from their child's teacher(s).

- Information from the school included notices of activities/events, information about curriculum and programs and information concerning other bodies associated with the school, i.e. CSC, PTO, SAC CEF.
- Information from the classroom teachers included things related to their student's progress, teacher expectations, assignments/grading and how to provide support at home.

Types: Q9 - Q12

- School Information rated the highest in importance was:
  - Extra-Curricular opportunities (Clubs, Bands, Athletics, STEAM, Student Activities)
  - Programs and events at the school.
  - Descriptions of the Curriculum and Instructional Programs in place at the school
  - Curriculum Development and Educational program planning information.
- Information from the classroom teacher was all rated above 4, indicating that respondents placed highest value on information from the teacher including:
  - My child's progress and how to best support at home
  - When my child's performance is slipping
  - Info about my child's behavior and how he/she gets along with others
  - What my child is expected to learn during the school year
  - Homework/assignments/grading policies

Ease of Use Q13 - Q18

- We asked parents/guardians how easy it was to find the information important to them when they needed it.
- Nearly 60% of respondents indicated that while they can find the info they need, it takes some time and effort.
  - The comments for this questions indicated:
    - The website is a bit difficult to navigate
    - Parent's would like regular communication about classroom activities so they can support their student at home (this was a recurring theme in the comments).
    - Fragmented sources of info; A single platform for accessing all school info would be great

Q14: The Carlisle Public School website is easy to navigate and I can find the information I need quickly.



	STRONGLY AGREE	SOMEWHAT AGREE	NEUTRAL	SOMEWHAT DISAGREE	STRONGLY DISAGREE	N/A - DON'T USE THE WEBSITE	TOTAL	WEIGHTED AVERAGE
(no label)	8.08% 8	48.48% 48	18.18% 18	21.21% 21	0.00% 0	2.02% 2	99	3.28

Ease of Use Q13 - Q18

Respondents were asked if the Elementary and Middle School report cards are easy to understand.

- People felt pretty good about understanding the content on report cards

The comments indicated:

- People desire more teacher comments specific to their child
- Middle school effort rubric a bit cumbersome

Effectiveness Q19 - Q27

Events and Activities

- 85% of respondents felt pretty well informed
- Comments indicated people still felt they may be missing things
- There were a couple comments about feeling disconnected with student activities during the school day such as clubs and fundraisers

Effectiveness Q19 - Q27

School Closing notification system

- 89% agreed it is working pretty well
- The comments bore out that people did not like the 5 AM call, and preferred earlier notification.
- Several people mentioned text or email in place of the phone call.

Effectiveness Q19 - Q27

Q21: I feel well informed about the curriculum and educational programs at the school.

- 64% agreed (20% strongly, 44% somewhat)
- The comments indicated people really want more info on the curriculum and education programs

Effectiveness Q19 - Q27

Q23: My child's classroom teacher gives me a good sense of the day-to-day activities in the classroom.

- 72% agreed

Comments in this section were very helpful:

- This varies dramatically by the individual teacher.
- This is important, but I find it varies between teacher and grade!
- Most teachers do communicate, but some are better than others about important information.
- This is true for my Xth grader but I have not heard much from my Xth grader's teachers.
- We have very infrequent communication from the elementary teacher, and I feel disconnected from what is being covered at any given time. I would like to know more about the classroom academics, so I can support those with activities at home.
- My children's teachers are very responsive to specific requests for information, but I do not at all feel, ... like I have any sense of the day to day activities in the classroom. In helping the kids at home it would be particularly helpful to know how the teachers use the homework in school, for example, does each teacher go over it as a class or is it simply graded and handed back or something else? how does it pertain to greater goal?

Effectiveness Q19 - Q27

- Elementary report card conveys the info I want regarding my child's progress:
  - 67% (28% strongly, 39% somewhat) agreed
  - Comments varied on what was missing, but it can be safely said that parents want more teacher comments/reflections pertaining directly to their child
- Middle School report card conveys the info I want regarding my child's progress:
  - 65% (23% strongly, 42% somewhat) agreed
  - More detail desired in the teacher comments
  - Rubric is too complex

Q26: The school does a good job communicating the things I want to know.



	STRONGLY AGREE	SOMEWHAT AGREE	NEUTRAL	SOMEWHAT DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	30.00%	46.00%	15.00%	7.00%	2.00%		
	30	46	15	7	2	100	3.97

Q27: Have you ever missed out on a school event or meeting/information session due to lack of adequate communication about it?

- While people felt the school generally does a good job communicating, over half of respondents either missed an event or weren't sure if they had.
- There are a lot of sources to keep track of.
- A couple comments wishing for better announcement of intramural sports options.

ANSWER CHOICES	RESPONSES	
No	42.00%	42
Not sure	35.00%	35
Yes	24.00%	24
Comments	8.00%	8
Total Respondents: 100		

Responsiveness Q28 - Q29

- The School Administration responds in a timely way when I contact them with questions or concerns.
  - **94%** (57% strongly, 37% somewhat) agreed
- My child's classroom teacher responds in a timely way to my questions, concerns or requests.
  - **96%** (63% strongly, 33% somewhat) agreed

Approachability/Access Q30 - Q31

- Adequate opportunities to express opinions/concerns to leadership
  - 56% (34% strongly, 22% somewhat) agreed
  - 28% Neutral
  - 15% disagree
- Parents' opinions and concerns are considered by leadership in decision-making
  - 46% (22% strongly, 24% somewhat) agreed
  - 41% Neutral
  - 12% disagree
- The neutral responses may indicate that respondents don't know if opinions are considered, or have not tried to bring opinions/concerns.

Approachability/Access Q32 - Q33

- My child's teacher is available to meet outside of conference times
  - 82% (63% strongly, 19% somewhat) agreed
  - 16% Neutral
  - 2% disagree
  - The neutral responses may indicate that the respondent has not attempted to meet
- Opportunity to give timely input when the school is considering major decisions
  - 41% (17% strongly, 24% somewhat) agreed
  - 41% Neutral
  - 17% disagree
  - Example: Hiring new administrator, parents are asked to sit on the committee. There is a process in place for that, what about other major decisions impacting the school community?

School Committee

- School Committee info ranked in the bottom 25% of information types that respondents felt was important to them.
- Q17: I understand the process for bringing my opinions and concerns to the Carlisle School Committee.



- Q22: I feel informed about the activities of the Carlisle School Committee.



School Committee

- People generally rated their understanding and connectedness to the School Committee as lower. This was not totally unexpected since busy parents don't necessarily have their finger on the pulse of the various administrative bodies in town, and considering that classroom information and activities/ programs were rated most important by respondents.
- The comments indicated that there is some ambiguity around the role and functions of the School Committee. This suggests we might have backed-up and asked a different question on the survey such as: I understand the role and function of the Carlisle School Committee.

Frequency Q34 - Q38

- Administration communicates the right info at the right time.
  - 67% (26% strongly, 41% somewhat) agreed
  - 22% Neutral
  - 10% Disagree
  - comments not very informative

Frequency Q34 - Q38

- The Frequency of communication from my child's teacher is adequate to make me feel informed about what my child is working on.
  - 73% (44% strongly, 29% somewhat) agreed
  - 14% Neutral
  - 13% Disagree
- How frequently does your child's classroom teacher communicate?
  - 75% Once a week or more
  - 8% Twice per month
  - 3% Once per month
  - 7% Less than once per month
  - 11% does not communicate regularly

Pattern emerges regarding preference for frequency of communication from the teacher.

Q36: How frequently does your child's classroom teacher communicate with you about things happening in the classroom?

- 70% Once per week or more

Q35: The frequency of communication from my child's classroom teacher is adequate to make me feel informed about what my child is working on.

- 73% strongly or somewhat agree

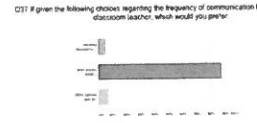
Q23: My child's classroom teacher gives me a good sense of the day-to-day activities in the classroom.

- 72% strongly or somewhat agree

In case we weren't sure:

Q37: If given the following choices regarding the frequency of communication from your child's classroom teacher, which would you prefer?

- **88% Brief, weekly email summarizing academic topics from week to week**
- 5% Monthly newsletter
- 7% other (comments varied)



Frequency Q34 - Q38

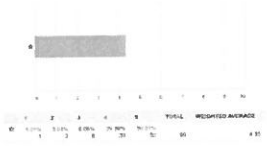
Q38: If given a choice about the frequency of communication from the school I would prefer:

- 9% Less frequent, all-encompassing communication
- 41% More frequent, but brief, summary type communication
- 43% Keeping it just as is
- 7% other, comments were not informative

The school currently sends brief, frequent communication, so it could be interpreted that 84% of respondents are indicating this as a preference.

Q39: Overall, how do you rate the quality of the education your child/children receive at Carlisle Public School? 1=Worse ever, 5=Best ever

90% Rated us 4 stars or better!



What Questions do we still have?

- Who didn't we reach, and how would their responses differ?
- What do other Districts do to communicate effectively and engage the community?
- School communicates out a lot. What are avenues and processes to communicate in?
- What do we want to communicate about this survey to:
  - The CSC
  - Teacher/internal staff
  - Community (parents/guardians)
- Add your questions here.

What did we learn?

- The survey indicates that respondents feel the school is doing reasonably well communicating.
- We learned that sending, brief frequent communication via email is working.
- We learned that people sometimes have difficulty locating the information they need whether on the website or in a past email communication.
- We learned that respondents rate the administration and teachers as very responsive.
- We learned that there is ambiguity about the role of the school committee and how or why people would access the school committee.
- There may be ambiguity in general about avenues for communicating in to the school.

What did we learn?

- There is variability in teacher communication practices to families.
- Sending a brief weekly communication to parents/guardians about things happening in the classroom has a tremendous impact on a parent's ability to feel engaged with what is happening and to support learning at home.
- Parents overwhelmingly indicated that they would prefer a brief weekly email summarizing topics from week to week. (almost 90%)

What does that brief weekly email look like?

Dear Families,

Students enjoyed having the chance to **vote on Tuesday** and had a lot to say on Wednesday morning. The results are listed on the school website under library.

Students have a **social studies test on the 3 branches of government on Monday.** They have study guides. They have been encouraged to study a little bit every day of the weekend rather than trying to study it all on Sunday evening. They've also been encouraged to study actively and interactively. This means that they may ask for your help in quizzing them.

We met with our **2nd grade buddies** this past week to kick off the **pajama drive.** A separate notice will be sent home with further details.

The AAIC 8 math test is this Tuesday, November 18 from 2:30 to 3:30 in Mr. Naroff's room. 6 parents have emailed and confirmed their child's attendance. Please plan on picking up your child at 3:30 since the test will end too late for students to take the late elementary bus.

This week in:

LA: Students are in the process of choosing a book to read with a partner.

SS: Test on 3 branches of government is on Monday.

Math: Students took the CW, test on Tuesday, and it was sent home on Wednesday. Students also took the Unit 2 test on Thursday and it will be sent home next week. The first of three fractions units will begin on Monday.

Science: Students learned about tectonic plates, earthquakes, and volcanoes this week. Next week, they will learn about metamorphic, igneous, and sedimentary rocks.

Thanks for your support.

Mimi, Jason, and Jen

What can we do?

Recommendations:

Engage families.

- Establish consistent teacher communication guidelines applied across all grade levels which include guidance about frequency and types of info to be communicated.

Clear the clutter.

- Establish a comprehensive web-based platform that encompasses what the website, LMS and teacher apps do, and can be used as a dynamic tool for communicating out and posting timely information all in one searchable place.

Make a Plan.

- SAC School Communication and Engagement Plan

What can we do?

Other Recommendations to Engage Families:

- Raise awareness about the roles and activities of school-related bodies. This can increase engagement and broaden your pool of potential volunteers! You also increase appreciation for the work our volunteer committees are doing.
- Establish and publicize avenues for communicating in.

SAC School Communication and Engagement Plan

Roadmap:

- Review existing internal policies related to communication.
- Teacher communication
  - Get buy-in, talk to teachers about the results of this survey and other key persuasive facts. Distribute portions of this survey including relevant comments to teachers' inboxes.
  - Find out what methods teachers use now and how it meets their needs.
  - Form a working group to include members from all grade levels.
  - Get a plan for how to incorporate specials and ancillary services.
  - Design the plan. Individual and grade level teams.
  - Implement and support.
- Determine the Web-based functions that we use/want and research platforms
  - Features
  - Cost
  - Resources needed to implement

Carlisle Public Schools
District Goals
2017 - 2020

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

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

Core Values:
Academic Excellence *Creativity* *Respect*
Responsibility

A fuller expression of these values would include . . .

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

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

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

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

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

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

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

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

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

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

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

2. Decrease student stress and anxiety through school based initiatives

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

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

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

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

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

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

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

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

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

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

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

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

Proposed 2017 - 18 School Committee Goals

1. Support District Goals:

   See those goals for reference. In such support, the School Committee should not merely enable the School administration and faculty to pursue these goals, but challenge the staff to think beyond the three-year timeframe of its plan toward the broader strategy of providing the education that Carlisle students will need as adults in the mid-21st century, and will want as parents of the next generation of citizens.

2. Communication:

   The School Committee will seek and implement methods to increase the visibility of the CSC to encourage all stakeholders (parents, students, community at large) to attend meetings and become more familiar with the ongoing efforts of the School Committee. Outreach methods will include:

   a. improving the School Committee section of the School website;
   b. liaison with the Carlisle PTO, Carlisle Educational Foundation, School Advisory Committee;
   c. adding a Facebook page (comments disabled to comply with OML); and
   d. other methods to facilitate awareness of and involvement in the work of the Committee.

3. Budget:

   Guide and assist the Superintendent and the Business Manager to develop a budget for the 2018/19 school year that meets student needs, district goals and the fiscal responsibilities of the overall Carlisle town budget. Work with the Town Finance Committee, the Board of Selectmen and other stakeholders to generate support and ensure that the budget is approved by the voters.

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

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

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

These may include:

1. Weather conditions, both existing and predicted.

2. Driving, traffic, and parking conditions affecting public and private transportation facilities.

3. Actual occurrence or imminent possibility of any emergency condition that would make the operation of schools difficult or dangerous.

4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.

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

(Adopted 3-16-99)

CARLISLE SCHOOL COMMITTEE RESIDENCY POLICY
Policy # 05.02.1998
Adopted 4/28/1998
Revised 11/17/2004
Reviewed 10/02/2007, 01/08/14

It is the intent of the Carlisle School Committee that children who actually reside in Carlisle may attend the Carlisle Public Schools; others may not. Residency for students is defined as living and sleeping in Carlisle at least four nights a week.

For students whose residency is in transition, the following may apply, with prior written approval of the Superintendent of Schools:

New students whose families are building a primary residence in Carlisle may enroll in the Carlisle Public Schools at the beginning of the school year if their home construction has completed the Town of Carlisle insulation inspection by August 1 of that year. For all other new students with new construction, a Town of Carlisle occupancy permit is required for enrollment.

New students whose families are purchasing an existing primary residence in Carlisle may enroll in the Carlisle Public Schools at the beginning of the school year if they have a signed and accepted Purchase and Sale Agreement, a signed statement from bank officer that a mortgage has been approved, and a scheduled closing date no later than Oct. 1 of that year.

New students whose families will be renting a primary residence in Carlisle may enroll in the Carlisle Public Schools at the beginning of the school year if they have a signed lease with evidence of financial commitment, and an occupancy date no later than October 1 of that year.

Current Carlisle Public Schools students whose families are moving from one residence to another within Carlisle or who are renovating their current Carlisle residence, and who must briefly reside elsewhere during the transition period, may continue to attend the Carlisle Public Schools if they have a house under construction or renovation in Carlisle and if they can provide documentation that they will be moving back into Carlisle within three months. The Superintendent may, at his/her discretion, grant an extension of this deadline on a case-by-case basis, provided that such extension is, in the superintendent's professional opinion, in the best interest of the enrolled student(s)."

Current Carlisle Public Schools students whose families move out of town after April 1 may complete that school year in Carlisle.

During all of these transition periods, transportation to and from another town is the physical and financial responsibility of the family.

Families must notify the Superintendent of Schools in writing in advance of any address changes.

Carlisle Public Schools
Facility Naming Policy
#06.07.2010
Last Review: March 2, 2011, Reaffirmed 12-10-14

The Carlisle School Committee has the authority to name newly constructed schools as well as rename existing facilities, including rooms or areas within existing school buildings and athletics fields. Further the School Committee or its designee must approve the design, wording and placement for plaques, signs, or memorials associated with the naming.

Facilities (e.g., schools, buildings, rooms, major equipment, athletic fields) may be named after notable persons, entities, geographical locations, or geographical landmarks. When considering the naming or renaming of a facility or space to honor an entity or an individual, preference is to be given to those who have had a substantial impact upon education in Carlisle, which may include individuals or entities that have made a financial contribution to the support of the school district. However, this should not preclude consideration of other persons of local, state, national, or international achievement. The naming of a building or room after a particular entity or individual gives no particular rights to that entity or individual.

Naming or renaming a facility to recognize an individual currently employed by the Town of Carlisle shall not be considered during the individual's term of employment. School Committee members may not initiate a naming request during their term of office or for one year after leaving office.

Members of the community (including, but not limited to, community organizations and individuals) who wish to have the School Committee consider naming or renaming a facility should make their request in writing to the Chairman of the committee. The School Committee as a whole will discuss the naming request and vote on the request at a meeting subsequent to the discussion.