



Carlisle Public Schools' Student & Parent Handbook 2024-2025

**83 School St.
Carlisle, MA
01741**

**Carlisle Pre-School
Carlisle Elementary School, K-4
Carlisle Middle School, 5-8**

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Carlisle Public Schools Student & Parent Handbook 2024-2025



Carlisle Elementary School *Grades PreSchool-4*
Carlisle Middle School *Grades 5-8*

83 School Street
Phone: 978-369-6550

Carlisle, MA 01741
Fax: 978-371-2400

[Carlisle Public Schools Website](#)

[Click Here for Directions to our Schools](#)

Updated & Published July 2024

Carlisle Public Schools reserves the right to change the content of this book throughout the school year.

Welcome to Carlisle Elementary and Carlisle Middle School

August 2024

Dear Carlisle Public Schools' students, parents and guardians,

On behalf of the entire faculty and staff at Carlisle Elementary School and Carlisle Middle School we would like to extend a warm welcome to you and your family. We are committed to promoting your child's academic, social, and personal development in a supportive, safe, and rigorous learning environment.

We are pleased to provide you with the recently updated Carlisle Public Schools Student Handbook for 2024-2025. All information within this handbook has been revised and simplified in an effort to clearly articulate the procedures, policies, and practices governing our schools. While this handbook seeks to provide you with guidance regarding Carlisle School Committee Policies and school procedures, it is not meant to be all-inclusive. Please understand that this handbook is intended for digital consumption and as such, the handbook includes links to various associated websites and resources. For the most up-to-date health information, please contact the Carlisle School Nursing Office at (978) 371-7075.

If you instead desire a paper copy of this handbook and are unable to print a copy for yourself, please contact the main office.

We are asking that you review this handbook in its entirety with your student(s). Should you have questions, comments or concerns, please do not hesitate to contact the school. Each year, we work toward continual growth to support the development of the whole child. We appreciate your ongoing support and productive collaboration.

Welcome to the 2024-2025 School Year!

Sincerely,

Dennet Sidell

Dennet Sidell, Ed.D.
Elementary School Principal

Matt Mehler

Matt Mehler, Ed.D.
Middle School Principal

CARLISLE PUBLIC SCHOOLS

Reference Chart for Important Procedures:

School:	School Hours:	For absences & for tardiness:	For early dismissals during the school day:	For messages:
Preschool	8:45 a.m. – 2:45 p.m. Monday through Friday	<p>Parents/Guardians should inform the school by 9:00 a.m. of a student’s absence or tardiness.</p> <p>Absences should be reported to the 24 hour voicemail system by calling 978-369-0261. If necessary, absences may also be reported by calling 978-369-6550 after 9:00 a.m.</p> <p>When children return to school after an absence the parent should send a note to the teacher detailing the reason for the absence.</p> <p>Tardy students must report to the Main Office. If arrival is after 7:50 am for middle school students or 8:45 am for elementary students, they are considered tardy.</p> <p>Middle school students must report directly to the Main Office and elementary students, accompanied by one of their parents/adult, should be walked to the Main Office before proceeding to class.</p>	<p>If you must pick up your child early, send a dated note to the teacher specifying the time.</p> <p>All parents/guardians must sign out a child if they are picked up during the school day and must be on the student’s contact list in PowerSchool.</p> <p>End of Day Pick-up: Your child will be sent to the Main Office and await your arrival there.</p>	<p>If you need to get a message to your child, please email their homeroom teacher and wait for an email response from them. You may also call the Main Office.</p> <p>If you need to drop off a forgotten item, please call/visit the Main Office by 12:45 pm to ensure that your elementary school aged child receives the message at lunchtime.</p> <p>Similarly, please notify or drop items off in the Main Office before 11:45 am for middle school students.</p> <p>We cannot disrupt classes for non-emergency situations.</p>
Elementary School (K-4)	8:45 a.m. – 3:05 p.m.			
Middle School (5-8)	7:50 a.m. – 2:22 p.m.			

CARLISLE PUBLIC SCHOOLS

Key Contacts & School Hours

Telephone Numbers

Nurse	978-371-7075	
Main School Office (PreK-8)		978-369-6550
School Psychologists		978-369-6550
Office of the Superintendent		978-369-4102
Special Education Office		978-369-3758
Integrated Preschool		978-369-3758
Business Office		978-369-6239

Reporting Student Absences

24 Hour Voicemail System (Student Absences)	978-369-0261
---------------------------------------------	--------------

Hours of the School Day

Standard Full School Day Hours:

Full Day Preschool:	8:45 a.m. – 2:45 p.m.
Half-Day Preschool:	8:45 a.m. – 12:15 p.m.
Grades K - 4:	8:45 a.m. – 3:05 p.m.
Grades 5 - 8:	7:50 a.m. – 2:22 p.m.

Early Release School Day Hours:

Preschool:	8:45 a.m. – 12:15 p.m.
Grades K – 4:	8:45 a.m. – 12:30 p.m.
Grades 5 – 8:	7:50 a.m. – 11:51 a.m.

Early Release Days in 2024-2025:

September 18, 2024	December 12, 2024	April 9, 2025
October 24, 2024	January 14, 2025	May 7, 2025
November 8, 2024	February 12, 2025	June 3, 2025
November 27, 2024	March 20, 2025	June 16, 2025 (or last day of school)

Emergency Information

It is important that all parents complete the emergency form (provided online) that indicates where parents can be reached if they are not at home. Parents must designate the person (e.g. parent, grandparent, neighbor, friend, day care provider) who will be notified in case of an emergency requiring your child to be sent home (e.g., illness). A second person should be listed in case contact cannot be made with the first. This person should be local, if possible, as they are the person expected to assist your child if you cannot be reached in an emergency.

Regarding Use of Linked Information and School Policies

Throughout this document you will see links that will take you to additional information on a variety of subjects. Furthermore, many policies are referred to in this handbook, and a link will provide each policy that has been approved by the School Committee.

Vision, Mission Statements & Portrait of a Graduate

VISION & MISSION:

Carlisle Public Schools cultivate balanced learners who can stand confidently with one foot in the field and the other in the future.

We create a nurturing and individualized experience for our students and highly value personal relationships. We prioritize social-emotional and physical health. We include a project-based approach to help students develop their knowledge, skills, and interests. We provide multiple ways for students to demonstrate understanding and mastery, de-emphasizing state standardized assessments. Students engage in the classroom and in the community, with educators, local experts, and Carlisle's natural resources to understand how their studies can be applied to civic life to help solve local and global problems. We break down barriers between traditional subjects and create opportunities for students to develop their understanding of the world and extend their perspective and thinking beyond our town borders.

A CPS GRADUATE IS:

- A resilient and adaptable **lifelong learner** who is empowered to pursue their interests.
- A self-aware and **reflective individual** who takes responsibility for their actions, outcomes and learning.
- A caring, kind and engaged **global citizen** who works to forward identified goals.*
- An advocate for social justice who acts with skill and courage against prejudice and towards equity.
- A creative and competent **problem solver**, appreciative of diverse thinking.
- An **independent thinker**, willing to question the status quo and weigh the evidence.
- An **effective communicator & collaborator** who can work with diverse teams, listen and articulate thoughts and ideas persuasively.

* Current CPS global citizen goals are aligned with UN Sustainable Development goals.

ABOUT CARLISLE PUBLIC SCHOOLS

SECTION ONE

Approved 2.7.24

CARLISLE PUBLIC SCHOOLS 2024-2025 SCHOOL CALENDAR

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

AUGUST/SEPTEMBER
26-27 Prof Dev Days
28 First Day of School Gr 1-8
29 Kindergarten Walk-Through
8/30-9/2 Holiday Weekend
3 K First Day; PS First Day
18 Early Release Day

FEBRUARY
12 Early Release Day
17 Presidents' Day
17-21 February Recess
24 Classes Resume

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

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

OCTOBER
14 Indigenous Peoples' Day
24 Early Release Day - Elementary Parent Confs/ MS Prof Development (PD)
25 Elementary Parent Confs/ MS Prof Development (PD)

MARCH
20 Early Release Day - MS/Elementary Parent Confs
21 MS/Elementary Parent Confs

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

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

NOVEMBER
8 Early Release Day
11 Veterans Day
27 Early Release Day
28-29 Thanksgiving Recess

APRIL
9 Early Release Day
21 Patriots' Day
21-25 April Recess
28 Classes Resume

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

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

DECEMBER
2 Classes Resume
12 Early Release Day MS Parent Confs/ Elementary PD
13 MS Parent Confs/ Elementary PD
23-31 Winter Recess

MAY
7 Early Release Day
26 Memorial Day





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

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

JANUARY
1 New Year's Day
2 Classes Resume
14 Early Release Day
20 Martin Luther King Jr. Day

JUNE
3 Early Release Day
16 Last Day/Early Release
17-24 Snow Day make-up days
19 Juneteenth

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

-  Holiday/Recess
-  Early Release
-  Professional Development Day/Conferences-No School
-  Snow Day Make-Up Days

Faculty and Staff Listing - 2024/2025

James O'Shea	S105	Superintendent
Dennet Sidell	S128	Principal, Grades K-4
Matt Mehler	S100	Principal, Grades 5-8
Lori Bruce	G212	Director of Student Support Services, Preschool
Stephen Connearney	G002	Facilities Director
Scott Heffner	R105	Network Manager
Andy Paquette	R119	Business Office Consultant
Stephanie Schneider	S113	Preschool Coordinator
Marie Martin	S113	Preschool Paraprofessional
Sarah Whipple	S113	Preschool Paraprofessional
Callie Burns	S118	Kindergarten - Rebecca Parker .5 Erin Harrington (RBT) - Paraprofessionals
Sandy Graham	S119	Kindergarten - Jennifer Moeller - Paraprofessional
Suzanne Severy	S117	Kindergarten - Michelle Deitel - Paraprofessional
Lindsay Weston	S120	Kindergarten - Christina Thebado - Paraprofessional
Katie Casazza	S215	1st Grade - Sherry Langlois (RBT) - Paraprofessional
Vanessa Gerade	S217	1st Grade - Valeska Nova - Paraprofessional
Beth Grady	S218	1st Grade - Rebecca Parker .5 Paraprofessional
Shawna Hunt	S220	1st Grade - Haley Vailliant Amy Miller - (RBT) - Paraprofessionals

Chloe Lazar	R112	Elementary - L.E.A.P.
Amy Caron	S210	2nd Grade - Emily Kyle - Paraprofessional
Amanda Gilchrist	S209	2nd Grade
Katie Springer	S207	2nd Grade - Stacy Velazco - Paraprofessional
Linda Vanaria	S212	2nd Grade
Gina Mach	S112	K & 2nd Grade - Special Educator
Caitlin Green	R130	3rd Grade - Ashley Nichols - Paraprofessional
Emily King	R132	3rd Grade - Tatiana Cotter - Paraprofessional
Jan Liebman	R129	3rd Grade - Elizabeth Allen 1:1 Paraprofessional
Cindy Morris	R135	3rd Grade - Vanessa Simard 1:1 - Paraprofessional
Racquel Yutkins	G216	3rd Grade - Special Educator
Laura Marshall	G216	3rd Grade & MS - Special Educator
James Bailey	R233	4th Grade - MJ Amini (RBT) - Paraprofessional
Marshall DeForest	R232	4th Grade - Larry Fournier - Paraprofessional
Caryl McCabe	R229	
Tessa McKinley	R114	4th Grade & MS Special Educator
Jen Rowland	S114	1st & 4th Grade Special Educator
Kendra Katz	G204	5th Grade ELA / Social Studies
Dana Meyer	G211	5th Grade ELA / Social Studies
Jason Naroff	G210	5th Grade Math / Science
Jennifer Putnam	G202	5th Grade Math / Science
Jenifer Pray	G216	5th Grade Special Educator
Leeanne McLaughlin	G204	5th Grade Paraprofessional
Jon Willard	G211	5th Grade Paraprofessional

Rebecca Buchanan	G110	6th Grade Science
Aria Niemierko	W118	6th Grade Language Arts
Anne Spiegel	G111	6th Grade Math
David Zuckerman	W108	6th Grade Social Studies
Stephanie DeCoste	G109	6th Grade Special Educator
Sarah Lampe	G109	6th Grade Paraprofessional
Rachel Salvato	G109	6th Grade Paraprofessional
Kaitlyn Balian	W120	7th Grade Math
Brad Cranston	G102	7th Grade Science
Cheryl Hay	W109	7th Grade Language Arts
Peter Proulx	W119	7th Grade Social Studies
Tracy Malone	G109	7th Grade Special Educator
Shawna Crowley	G109	7th Grade Paraprofessional
Brian DeSilva	G109	7th Grade Paraprofessional
Rachel Cloutier	W123	8th Grade Math
Mickey Kilmartin	W110	8th Grade Social Studies
Kathryn Marsh	G104	8th Grade Science
Marcella Pixley	W111	8th Grade Language Arts
Jessica Montague	G109	8th Grade Special Educator
Jeffrey Clem	R125	4th Grade & MS Special Educator
Elena Case	R121	8th Grade Paraprofessional
Hannah Landry	G109	8th Grade Paraprofessional
Julie Proctor	G109	8th Grade Paraprofessional
Chiao Bin Huang	R133	World Language - Chinese
Marie-Laure Rivier	R230	World Language - French
Andrea Steffek	C106	World Language - Spanish

ABOUT CARLISLE PUBLIC SCHOOLS

SECTION ONE

Erin Lane	R115	Music Kindergarten / Choir	Heather Smiles	3104	Reading Teacher
Tim Moyer	C025	Music / Band	Jodi Wollner	S221	Literacy Specialist
Angela Monke	C110	Music / Elementary & Middle	Elizabeth Hall	S108	Tier II Support - ES
			Dayna Salibe	S108	Tier II Support - ES
Rachel Levy	G116	Art Teacher - 5th-8th	Fofe Vasquez	G109	Tier II Support - MS
Caroline Whelan	W107	Art Teacher - K-4th			
			Linda Cavallo-Murphy	R119	Registrar/Recess Supervisor
Lynne Carmel	C008	Physical Education Teacher	TBD		Recess Monitor
Daniel Hunt	C002	Physical Education Teacher	Arthur Petren		Recess Monitor
Jacqueline Baer	G209	Health/Wellness/Physical Education			
			Ashley Crowley		Permanent Substitute Teacher
Maya Bery	R104	School Librarian	Allan Fitzmaurice		Permanent Substitute Teacher
Chris Chin	R104	Library Aide	Jessica Marion		Permanent Substitute Teacher
Nick Greenwood	R138	Technology Intergration Specialist	Lori Aquavella	G213	Student Support Services
Joseph Laflamme	R105	Technology Assistant	Julia Barry	R119	Business Office Coordinator
			Mary O'Regan	S101	Assistant to the Superintendent
Kathleen Rupprecht	S121	School Psychologist - Grades PreK-2	Trisha Adams	S127	Main Office Administrative Assistant to the Elementary School Principal
Jeffrey Hechenbleikner	R124	School Psychologist - Grades 3-5			Main Office Administrative Assistant to the Middle School Principal
Kim Reid	G108	School Psychologist - Grades 6-8	Jennifer Wright	S127, S101	
Cynthia Simone	R114	BCBA			
			Sara Bardzik	C125	Food Service Director
Elena Bertolino	G208	Speech & Language Pathologist	Glynis Alexander	C125	Dining Room Staff
Leanne Christmas	R123	Speech & Language Pathologist	Sara Bardzik	C125	Dining Room Staff
Sara Farrington	G216	Speech & Language Pathologist	Robin Kepple	C125	Dining Room Staff
Heather White	S115	Speech & Language Pathologist	Kerry Lyons	C125	Dining Room Staff
				C125	Dining Room Staff
Amy Brodeur	W117	Occupational Therapist			
Marissa Murray	W117	Physical Therapist	Wendy Li	C133	Central Supply
Hillary Perron	W117	Occupational Therapist			
			Mark Tripoli	W002	Custodian
Gretta Venuti	R122	ELL Teacher	Paul Booth		Custodian
			Robert Dixon		Custodian
Lauren Sawyer-R.N., M.S.N.	W113	School Nurse/Health	Jon Hart		Custodian
Lori Desjardin-L.P.N.	W113	School Nurse/Health	Tom Kiersey		Grounds Keeper/Custodian
			Rick O'Neill		Custodian
			Hakeem Ruffin		Custodian

Arrival to School

Consistent attendance in school is essential for developing student achievement and fostering positive self-esteem. Good work habits and ethics begin with punctuality and students at Carlisle Public Schools are expected to arrive to school on time. Teaching begins promptly and late arrivals are disruptive. Students arriving late to school (tardy – 7:50 am or later for middle school and 8:45 am or later for elementary school) must check in at the Main Office before proceeding to class or they will be directed back to the Main Office to complete a tardy form.

Students are allowed into school at the following times:

7:40 a.m. for grades 5 to 8 8:35 a.m. for grades K to 4 8:35 a.m. for Pre-school

Please refer to the chart below for a summary of student arrival procedures to Carlisle Public Schools:

Bus	Walk	Bike	Drop-Off
<p>Elementary School The principal will meet the buses each day and call the children by grade level, starting with 4th grade and ending with kindergarten. Grades 3 and 4 will enter the building using the Robbins entrance while grades K, 1 and 2 will enter using the back door to Spalding.</p> <p>Middle School Students will exit the bus after all buses have arrived at school. All students will enter the school by using the main Spalding entrance.</p>	<p>Students who walk to school are encouraged to use the sidewalks, if available, and to use an abundance of caution to ensure their personal safety.</p>	<p>Riding a bicycle to school is a privilege reserved for students in grades four through eight. Any student who rides a bicycle to school is required to wear a helmet. Upon arriving at school, students are to walk their bicycles and park them in the bicycle racks. Students must use a lock and take all valuables, as the school is not responsible for loss or damage.</p>	<p>For everyone's safety, when arriving by car in the lower or upper parking lots, please pull completely in so that several cars can unload children at the same time. Do not block the entrance and have children get out of the car on the right side of the vehicle. Please exit the drop off area as soon as the passengers have left the vehicle. Please see the No Idling Policy.</p>

School Bus Information

[Click here](#) to view the bus route start times and pick-up locations in your neighborhood.

Pick-up and drop-off times may vary early in the school year until the routes become more familiar and routine. Please allow a ten minute window on either side of your established pick up time as weather and local traffic may also affect the time required for each bus to complete each route.

Bedford Charter

Bedford Charter Service, Inc. provides reliable and safe school bus transportation with a bus fleet that includes state of the art technology such as GPS enabled buses and a 2-way radio to ensure continuous communication coverage with the dispatcher. For more information about Bedford Charter Service, please call (781) 275-9524.

Special notes for middle school students who usually travel home on the early bus:

- Middle school students who usually take the middle school bus but have school-related activities after school may ride home on the elementary bus, with a permission slip from a teacher and provided that the capacity exists on the late bus.
- Middle school students may not leave the campus and return to take the elementary bus.

Special notes for students grades K to 4:

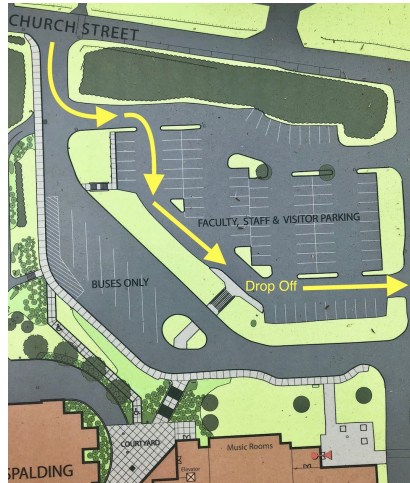
- Students must be met when dropped off at their bus stops.
- Students in grade 4 may get off the bus alone with prior notification to the elementary principal. All other students must request permission from the elementary principal to get off the bus without being met.
- The bus driver cannot leave an early elementary student unattended. If no one is at a stop, the child will be returned to school to wait in the Main Office until someone can be reached.



Please note that violations of the [Carlisle Public School Bus Policy](#) may result in suspension of a student's riding privileges.

Drop off by Car – Lower Lot off Church Street

For everyone's safety, when arriving by car in the lower parking lot located via Church Street, please pull completely into the lot. Do not block the entrance or exit and do not enter the school bus loop. Please pull up to the sign and drop off students adjacent to the staircase. Once your student has safely exited the vehicle, please be courteous of others waiting in the drop off line.



Drop off by Car – Parking Lot on School Street

For everyone's safety, when arriving by car in the School Street parking lot please pull completely into the lot and drop off students adjacent to the new play structure. Once your student has safely exited the vehicle, please be courteous of others waiting behind you in the drop off line and continue to your next destination. See below map.



Attendance

Regular attendance is essential. Students should not miss school except for illness or family emergencies. Parents are asked not to remove students from school during non-vacation periods. Teachers are not required or expected to prepare assignments in advance or provide extended make-up for students who go on trips during school time. You may access the full Carlisle School Committee [School Attendance Policy](#).

Reporting Absences

Parents/Guardians should inform the school's Main Office by 9:00 a.m. of a student's absence or tardiness. Absences should be reported to the 24 hour voicemail system by calling 978-369-0261. If necessary, absences may also be reported by calling 978-369-6550 after 9:00 a.m. This communication between home and school helps to ensure every student's safety. When children return to school after an absence the parent should send a note to the teacher detailing the reason for the absence.

Early Dismissal Procedures

Dismissing your child before the end of the school day is discouraged except in an emergency. If you must pick up your child early, send a dated note to the teacher specifying the time. Upon your arrival to the Main Office to pick up your student, we will call the classroom.

Visitors

For the safety of students, all visitors must use the school's main office entrance during school hours. All exterior doors will remain locked during school hours. Visitors will be buzzed in at the Main Office entrance. Upon entering please go to the Main Office to sign in and obtain a nametag. The only exception to this rule would be for school group events, such as class or grade level presentations or concerts, when visitors may proceed directly to the event.

Student Attendance Concerns

The school will periodically review the student attendance and identify concerns. The school will notify parents of the concern, and work with the parents/guardians to improve a child's attendance and/or punctual arrivals to school. If attendance concerns are not resolved promptly, parents may be required to attend a meeting at school to review the concerns and to discuss additional actions to take to meet legal requirements. Chapter 76, section 1 of the Massachusetts General Laws states that all children between the ages of six and sixteen must attend school.

Depending on the success or failure of attempts to improve a student's attendance, the following actions may be taken:

- CRA (Child Requiring Assistance) petition filed with the juvenile court applicable for the student
- Report of neglect or 51A may be filed with the Department of Children and Family Services
- Failure to send report may be filed with the juvenile court applicable for the student.

Middle School Lockers (grades 6-8 only)

Classroom lockers are assigned to middle school students entering grades 6 through 8 in September. Students are responsible for keeping them clean and free of markings. Appropriate materials may be attached by magnet only. For security reasons students should not share combinations with anyone. Students should not bring valuables to school. Please note that students are not allowed to carry backpacks during the school day. Each student should place their belongings in their lockers. Students will have time to access lockers several times throughout the day. They are expected to conduct themselves in an orderly manner and to be on time for the next class. School lockers, student backpacks, and all additional school property may be subject to inspection by school administration.

Elementary Snacks

Students are encouraged to bring a healthy mid-morning snack.

Lunch

Students may bring a packed lunch or receive one free hot or cold lunch with milk. Students will then access their account number by using their student ID number. Students eat lunch by grade level spans as follows: K-1, 2, 3 and 4, 5-6, and 7-8. The lunch menu will be posted on the school website under lunch information, and in newsletters. [Payment options to purchase additional lunch items can be found here.](#)

Recess

All students (grades K through 8) have a recess period at lunch. During recess periods, students play outside and should dress appropriately. When temperatures are below 20°F or when there is inclement weather, students remain indoors.



School Dismissal Times

Dismissal times for full days as well as early release days for each grade level are found in the table below.

School Dismissal Times by Grade Span			
	Preschool	Elementary (K-4)	Middle (5-8)
Full Day Dismissal	12:15 p.m.	3:05 p.m.	2:22 p.m.
Early Release Dismissal	11:45 a.m. – Wed. only 12:15 p.m. – M/T/Th/F	12:30 p.m.	11:51 a.m.

Please note that after 3:15 p.m. the public may use the playground and the plaza. Skateboarding is allowed after 4:00 p.m. on the plaza. Please be aware that the interior and exterior areas of the school is under 24-hour video surveillance.

School Cancellation Information

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 the event school must be delayed, cancelled or dismissed early, WBZ radio (1030 AM), and TV channels 4, 5, 7, and 25 will broadcast the Carlisle announcement and will have this information on their websites.

Calls and emails will also be sent to families using the “School Messenger” automated calling system. This computer assisted notification system, “School Messenger,” allows customized telephone messages to be created and then sent to two telephone numbers of your choice through an automatic dialer. You will receive a form at the beginning of each school year on which you should indicate what telephone numbers you wish us to use for this emergency notification program. Please see the [Carlisle School Committee Emergency Closings Policy](#).

Delayed School Opening

In the event of a delayed opening, the start of school is as follows:

Length of Delay	Grades K – 4 Start Time	Grades 5 – 8 Start Time
1 Hour Delay	9:45 a.m.	8:50 a.m.
90 Minute Delay	10:15 a.m.	9:20 a.m.
2 Hour Delay	10:45 a.m.	9:50 a.m.

Emergency Plans

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist and that students and staff have been trained in carrying out the plans. The superintendent will develop and maintain plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

This will be referred to as the Carlisle Public School Crisis Management Plan. The building principal will meet all requirements for conducting fire, evacuation and lockdown drills to give students practice in moving with orderly dispatch to designated areas under emergency conditions and in lockdown procedures, and to provide the staff with practice in carrying out their assigned responsibilities for building evacuation and lockdown. Fire drills will be conducted at least four times per school year, and a lockdown drill will be conducted at least once per school year.

Evacuation procedures will be reviewed with staff and students annually.

Please see the [Carlisle Public School Policy on Emergency Plans](#).

Fire Drill Expectations of Students

Fire drills are to be taken seriously. Students are expected to use the proper exit from any part of the building. Proper exits are posted in each room. Students must be ready to act in case of an emergency, think clearly, and avoid confusion. Students must walk in an orderly fashion with the classroom teacher and maintain silence. Absolute silence is required in order that instructions can be heard. All elementary students will evacuate to the Carlisle First Religious Society, and all middle school students will evacuate to the Congregational Church.

Security Cameras

The exterior and interior areas of Carlisle Public Schools are constantly monitored by security cameras and the video files may be shared with the police, fire and emergencies responders as needed.

The Whole Child

We know from research and our experience with children how important it is for them to feel safe, welcomed and connected to their peers and their teachers in order for them to perform at a high level on a daily basis. We invest time to build these strong, caring and respectful relationships. As a school we work collaboratively and diligently to engage, support and challenge our children academically, socially, emotionally and behaviorally. Elementary class meetings and middle school advisory reinforce practice in each of these areas and promote a positive classroom culture as well as a positive school climate.

Social and Emotional Learning (SEL) Programs

Our school embraces the Social Thinking framework for the practical concepts and strategies it offers to help all students improve their social skills and learn strategies for better self-regulation. Social Thinking teaching frameworks, concepts, and strategies provide the link that connects our students’ thinking to their self-monitoring and self-regulation systems.

As students become increasingly mindful of how they are impacting others around them, this awareness fosters improved self-regulation. Consciously developing the social mind fuels our students’ ability to advance their social skills more effectively as well as help them to interpret and respond to academic lessons that require the consideration of others’ thoughts, feelings, intentions, beliefs, motives, plans, etc. Not only do students learn how to think about others as a pathway to improved social and self-regulation skills, but they also use this same information and social knowledge to interpret and respond to the academic curriculum. Additionally, in an effort to support the social and emotional development of all students, Carlisle Public Schools offer a rich and diverse array of clubs and activities for students. SEL programs are described in the curriculum overview documents.

Overview of SEL Programs & Curriculum

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
The Incredible Flexible You	The Incredible Flexible You	Zones of Regulation	Zones of Regulation	Second Step	Think - Give Project	Nature's Classroom Curriculum	Challenge Day	Celtics Playbook
Friendship Groups	Friendship Groups	Friendship Groups	Friendship Groups	Friendship Groups	Advisory	Advisory	Advisory	Advisory
Social Skills Groups	Social Skills Groups	Social Skills Groups	Social Skills Groups	Social Skills Groups	Social Skills Groups	Social Skills Groups	Social Skills Groups	Social Skills Groups
Class Meetings	Class Meetings	Class Meetings	Class Meetings	Class Meetings	Class Meetings	Class Meetings	Class Meetings	Class Meetings
Olweus	Olweus	Olweus	Olweus	Olweus	Olweus	Olweus	Olweus	Olweus
Buddy Program	Buddy Program	Buddy Program	Buddy Program	Buddy Program	Buddy Program	Buddy Program	Buddy Program	Buddy Program

The Carlisle Public Schools provide academic services for public school students in preschool through grade eight. Students in Kindergarten through grade 4 attend Carlisle Elementary School, while Carlisle Middle School provides education for students in grades 5 through 8 and the integrated preschool provides education for our youngest learners.

Integrated Preschool

The Carlisle Integrated Preschool provides a developmentally-appropriate, preschool program that addresses each individual child's physical, emotional, social, and intellectual growth. High standards are set for all children while valuing and accommodating individual differences, strengths, and needs.

The preschool program is open to children of the residents of Carlisle, and the children of Carlisle Public Schools faculty and staff members. The Carlisle Preschool is a fully-integrated, inclusive program designed to meet the needs of all students. Our preschool classroom consists of an appropriate balance of typically-developing students and students with disabilities. Preschool staff are experienced and expertly trained to facilitate learning for all students in the program.

The preschool program provides high-quality programming with flexibility in scheduling and placement. The Carlisle preschool program follows the preschool curriculum standards set by the Massachusetts Department of Early Education and Care. These standards are based on the Massachusetts State Curriculum Frameworks that include instruction in: English/Language Arts, Mathematics, Science and Technology/Engineering, History and Social Sciences, the Arts, Health Education, and social and emotional approaches to play and learning.

The Carlisle Preschool employs and retains highly-qualified staff who meet the Department of Elementary and Secondary Education (DESE) standards. The classroom maintains low teacher/student ratio that meets the requirements mandated by the Department of Early Education and Care. The staff consists of early childhood general and special education teachers, paraprofessional instructional assistants, therapists in the fields of Speech/Language, Occupational, and Physical Therapies, and oversight/support provided by the Preschool Director, who is also the Director of Student Support Services. The Carlisle Preschool staff works together with families as a team to meet the needs of all students.

The integrated preschool meets five days a week. The full day preschool meets from 8:45 a.m. – 2:45 p.m., and the half-day preschool meets from 8:45 a.m. until 12:15 p.m.

Elementary School (Kindergarten – Grade 4)

The classrooms in the elementary school are each self-contained. This means that children in grades kindergarten through grade four remain in their assigned classroom for all academic subjects, Language Arts, math, science and social studies. There are a number of support faculty and staff within our elementary school such as paraprofessionals, special education classroom teachers, school psychologists, speech and language pathologists, occupational therapists, an ELL teacher, and a literacy specialist. All children participate in music, art, physical education, library and world language. The Elementary World Language program is entitled CLD – Culture and Language Discovery. We want to give all students exposure to all three languages during their elementary years (French, Spanish and Chinese) before they choose one to study in the middle school. The PTO sponsors enrichment programs at each grade level and field trips are scheduled throughout the year. Please see the [Entrance Age Policy](#) for information.

OVERVIEW OF CARLISLE ELEMENTARY SCHOOL (K-4) CURRICULUM				
Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade
Kindergarten Curriculum Overview	Grade 1 Curriculum Overview	Grade 2 Curriculum Overview	Grade 3 Curriculum Overview	Grade 4 Curriculum Overview

Carlisle Middle School (Grades 5-8)

Carlisle Middle School is organized as a fifth through eighth grade middle school incorporating a team-based format to support early adolescents learning. Each middle school student is a member of a grade level academic team and attends academic classes in Language Arts, mathematics, science, social studies, advisory, homeroom, and a variety of other experiential learning activities such as field trips. For information regarding local and out-of-state field trips, please see the linked [school committee policy](#). The instructed curriculum in academic classes is aligned to the Massachusetts Curriculum Frameworks as well as to national standards.

At the middle school level, specials include music, health, art, physical education and world languages. World Language offerings are French, Spanish, and Chinese (Mandarin). The Carlisle Middle School team based organizational model encourages and supports interdisciplinary connections for students in a supportive and caring environment. For more specific grade level information about the middle school curriculum, please see the chart below.

OVERVIEW OF CARLISLE MIDDLE SCHOOL (5-8) CURRICULUM			
5 th Grade	6 th Grade	7 th Grade	8 th Grade
Grade 5 Curriculum Overview	Grade 6 Curriculum Overview	Grade 7 Curriculum Overview	Grade 8 Curriculum Overview

Homework

The purposes of homework are to improve the learning processes, to aid in the mastery of skills, and to create and stimulate interest on the part of the student.

Homework is a learning activity that should increase in complexity with the maturity of the student. With increased maturity, learning should become an independent activity. This should be established through consistent assignments, which encourage students to investigate for themselves and to work independently as well as with others.

Homework assignments should be consistent in terms of the amount given each day and the time required for each assignment so that the teacher and/or the student can establish a pattern of meaningful homework. The information for any homework assignment should be clear and specific so that the student can complete the assignment.

Homework assignments should take into consideration individual differences of students such as health, ability, conditions at home, and educational resources at home. Homework should not require the use of reference materials not readily available in most homes, school libraries, or the public library, and should require the use of those materials only when the student has had instruction in the use of them.

The purpose and amount of homework assigned to students at the Carlisle Public School will be set by the grade level teams at the beginning of each school year in consultation with the principal. Each team will issue in writing their homework guidelines to parents and students at the beginning of the year. For more information please see the [School Committee Policy on Homework](#).

Interscholastic Athletics

Interscholastic sports of various levels, consisting of, but not limited to: middle school cross country (5-8), soccer, field hockey, basketball, baseball and softball begin in September and continue until June. Please be aware of the [following requirements for athletic participation](#): physicals, try-out expectations form, head injury training and associated user fees. See the Carlisle School Committee [Activity Fee Policy](#).

Extra Curricular Activities & Clubs

In addition to interscholastic athletics for students in grades 5-8, Carlisle Public Schools offers a rich array of extra curricular clubs and activities. Some examples of clubs include: the creative writing club, art club, computer coding, drama, nature exploration, chess program, model United Nations (UN), video club, the Moskiddo student newspaper, robotics club, and the Clark Farm After School Program. Extracurricular information is typically shared in the first two weeks of school.

Student Services

Student Support Services coordinates and ensures high quality programming and child welfare for students in the areas of Guidance/Counseling Services, Health Services, Special Education, English Language Learning (ELL) as well as the Integrated Preschool Program. An overarching goal of Student Support Services is to foster the well being and social/emotional development in all students.

Guidance & Counseling Services

Each student is assigned a school psychologist/guidance counselor who is available to discuss any concerns (personal, academic, planning for high school, etc.). School psychologists are available for personal support and consultation for students and families. Parents may call Student Support Services to schedule a conference with their son or daughter's school psychologist. School psychologists meet with students individually and in small groups. The school psychologist team runs a number of counseling groups for specific special education programs. Students may be referred or even required to attend topical groups specifically around social skills development, friendship groups and emotional regulation.

Student Health & School Nurse

The goal of the Health Office is to provide safe and comprehensive care to a sick or injured child. Communication between the school nurses and parents is essential to this goal. Please give time and thought to completing the school medical forms, available online, as no one knows a child better than the parent. Please keep the nurses informed of any changes in the student's health. More information is located on the [Nurse and Health Services website](#).

To allow sufficient time to recover from an illness or injury and to minimize the spread of an infectious illness, your child should be kept home from school if they have any of the following:

- A communicable disease
- fever greater than 100 degrees F within the last 24 hours
- vomiting /diarrhea within the last 24 hours.

The Health Office is located in the Wilkins building and is open from 7:30 a.m. to 3:00 p.m. for students with acute and chronic health issues and/or routine first aid. Sick or injured students will only be dismissed home with parent/guardian permission.

The Carlisle Public School nurses provide a plethora of health and nursing services, such as state mandated screenings, illness and injury assessments and interventions, head lice, strep throat and procedures for life threatening allergies. More information can be found on the school website regarding health, nutrition, and nursing services as well as policies on illness and medications, important state requirements for physical exams, and immunizations for students entering grade four or seven, and requirements for participation on sports teams.

Child Study Team

Carlisle Public Schools has a Child Study Team to support the academic, social and emotional growth for all students. The Child Study Team is a group of faculty members who come together on a regular basis to support their colleagues in the enormous responsibility of meeting the diverse needs of their students. The team brainstorms strategies and interventions that are implemented by general education faculty to address the presenting needs of a child outside of special education. This forum provides an opportunity to share expertise and make decisions about how best to meet the needs of individual learners. Specific topics of discussion and collaborative problem-solving may focus on:

- The process of varying instructional strategies
- Accommodations that may help a student better learn
- Behavioral interventions that may be adapted to improve behavior
- Other regular education supports that may be needed to enhance learning

On occasion, the Child Study Team refers students for consideration of either a 504 Accommodation Plan or for Special Education support services through an Individual Education Program (IEP). If a referral is made, parents will be notified. The grade level school psychologist and principal facilitate the Child Study Team process. The middle school may refer to this same process as a ‘Student Support Team.’

Section 504 of the Rehabilitation Act of 1973

This law precludes discrimination based upon disabilities and maintains that reasonable accommodations must be made to ensure participation by disabled individuals. The Act defines persons with a handicap or disability as anyone who has a mental or physical impairment, which substantially limits one or more major life activities.

If you believe your child is eligible for accommodations under this Act, please contact the school Principal, Director of Student Support Services or grade level School Psychologists for more information.



Special Education

The Carlisle Public Schools offers a variety of special education services designed to meet the individual needs of each student. Special education services are for students who have disabilities and require individualized support and instruction to make progress within the general curriculum. These services can include instruction that addresses academic learning, verbal and non-verbal communication, social pragmatics, motor skills, life skills, sensory skills such as vision and hearing, as well as emotional wellness. Individual special education programs are developed collaboratively with parents, teachers, administrators, and, when appropriate, other therapists/specialists.

The focus to access the general curriculum is a priority for students receiving special education services. Each student will have an Individualized Educational Program, or IEP, which will outline family concerns, the Team's vision, student strengths, key evaluation results, a description of the disability, accommodations and modifications needed to access curriculum, a service delivery grid and accommodations needed on district or statewide assessments (such as MCAS) as a result of the disability. In addition, current performance information alongside measurable goals with objectives will be created and monitored through data collection. Progress on all goals and objectives will be shared with families at least three times a year. IEPs are typically written for one year, but they can be amended at the recommendation of the IEP Team.

The Carlisle Public Schools employs highly qualified and state certified special education faculty members, including:

- Special Education Teachers
- School Psychologists
- Speech and Language Pathologists
- Occupational Therapists
- Physical Therapists
- Board Certified Behavior Analyst (BCBA)
- Paraprofessional Instructional Assistants

When a student requires services beyond the capacities of the Carlisle staff, the school district hires consultants and providers to collaborate with the team. In some circumstances, the team will recommend a student for an Out-Of-District (OOD) special education placement.

The federal law that supports special education and related services is called the Individuals with Disabilities Education Act (IDEA). Under IDEA, all eligible school-aged children and youth with disabilities are entitled to receive a free appropriate public education (FAPE). Students are found eligible through a comprehensive process that includes:

- Identification
- Request for an Evaluation
- Evaluation
- Eligibility Determination for Special Education
- Individualized Educational Program (IEP) Development
- Re-evaluations

Special Education Referral Process

If a student is suspected of having a disability, a referral for an evaluation can be made by a parent, guardian or any person concerned with the student's development. Under federal and state law, students are entitled to a free, appropriate, public education, or FAPE, in the least restrictive educational environment.

Students are eligible for special education services if all of the following are true:

- The student has one or more disabilities
- The student is not making effective progress in school as a result of the disability, and;
- The student requires specialized instruction or a related service in order to make effective progress. It is important to realize that special education is not designed solely as a support service for any student who is struggling in school.

Given these special education qualification requirements, the first step in the referral process is to contact the student's grade level principal, school psychologist or teacher(s) and present specific concerns. Additionally, if a disability is suspected, the student may be referred to the district's Child Study Team (CST) and the five step referral process is as follows:

1. Identification

Your child may be having difficulty learning or struggling with emotional or behavioral challenges as a result of a disability. Some disabilities affect hearing or vision while other disabilities may affect speech or communication skills. Neurological disabilities may be less visible but may still affect learning.

2. Evaluation

The Child Study Team may refer a child for an evaluation after a short period of general education interventions. Parents may request an evaluation to determine if a child has a disability and is eligible for special education at any time. This is handled by calling or writing to the grade level assigned Principal or Director of Student Support Services. Explain that you think your child has a disability and may need special education services. Your child's team may also believe your child needs special help and will make a referral. The school will evaluate your child at no cost to you once written consent for evaluation is received.

Evaluating your child means more than administering a test or two. The school must provide a comprehensive evaluation and evaluate your child in all the areas where your child may be affected by the suspected disability. This may include looking at your child's health, vision, hearing, social and emotional well-being, general intelligence, performance in school, and how well your child communicates with others and uses fine and gross motor skills. Additionally, the evaluation process will include observing your child within various school environments and assessing information from teaching staff that are involved in your child's school day.

The evaluation must be complete enough to identify all of your child's needs for special education or related services and often involves reviewing existing information, gathering data from formal and informal tests, gathering information through interviews, conducting observations, and determining if more information is still needed. Sometimes parents choose to have their child evaluated outside of the school district by a private evaluator or at a hospital. When the school district is presented with a report from this outside or private evaluation, the district will still conduct its own comprehensive evaluation and consider all evaluations through the Team process described below.

3. Eligibility

The information from a comprehensive evaluation process will be used to make important decisions about your child's education. All of the information will be received and discussed to determine whether your child is eligible for special education and/or related services to access the general curriculum and to help you and the school to decide your child's educational needs.

Parents are part of the IEP Team that determines a child's eligibility for special education services. The Team will look at all of the information gathered during the evaluation and decide if your child meets the definition of a "child with a disability." In order to be eligible, the team must determine that your child has one or more of the disabilities listed below; is not making effective progress in school and that the lack of progress is causal to the disability; requires specially-designed instruction and/or related services to access the general Curriculum.

3. Eligibility, cont.

IDEA's Categories of Disability:

- Autism
- Emotional
- Developmental Delay (ages 3 through 9)
- Communication
- Intellectual
- Physical
- Sensory: Hearing, Vision
- Specific Learning
- Neurological
- Health

If the Team determines your child is not eligible for special education services, the school system must tell you this in writing and explain why your child has been found "not eligible." You will also be given information about what you can do if you disagree with this decision.

4. Writing an IEP

If the child is found eligible for special education, the next step is for the Team to write what is known as an Individualized Education Program (IEP). This is a written plan of the educational program designed to meet a child's individual needs. Every child who receives special education services must have an IEP. The IEP has two general purposes: to set reasonable learning goals for your child and to identify the services the school district will provide for your child.

Once a year, a meeting must be scheduled with you to review your child's progress and develop your child's next IEP. The Team will talk about progress toward the goals in the current IEP, what new goals should be written, and whether any changes need to be made to the specialized instruction and related services your child receives. You do not have to wait for this annual review. You (or any other Team member) may ask to have your child's IEP reviewed at any time.

5. Re-evaluation

Under the IDEA, your child must be re-evaluated at least every three years. The purpose of this re-evaluation is to find out if your child continues to be a "child with a disability" as defined by the law and to determine your child's educational needs. The re-evaluation is similar to the initial evaluation. The Team begins by looking at the information already available about your child. More information is collected only if it is needed. If the Team decides that additional assessments are needed, you must give your informed written permission before the school system may collect that information.

5. Re-evaluation, cont.

The District may only go ahead without your informed written permission if it requests a State due process hearing through the Bureau of Special Education Appeals (BSEA), and prevails at that hearing. Although the law requires that children with disabilities be re-evaluated at least every three years, your child may be re-evaluated more often if you, your child's teacher(s), or the Team request it.

If you have further questions about special education services for your child, you may contact the District's Director of Student Support Services by phone at (978) 369-3758.

Educational Services at Home or Hospital

The Carlisle Public Schools provides educational services in the home or hospital for children with medical reasons that prohibit school attendance. Students qualify for the service when a physician provides written documentation that the child must be outside of school for 14 days or longer. Students with chronic illnesses who have recurring home/hospital stays of fewer than 14 consecutive school days, when such recurrences have added up to or are expected to add up to more than 14 school days in a school year, are also eligible for home or hospital educational services, if requested, and the medical need is documented by the physician.

At a minimum, the physician's signed notice must include information regarding: The date the student was admitted to a hospital or was confined to home; the medical reason(s) for the confinement; the expected duration of the confinement; and what medical needs of the student should be considered in planning the home or hospital education services.

Educational services shall be provided with sufficient frequency to allow the student to continue their educational program as long as such services do not interfere with the medical needs of the student. These services are not considered special education unless the student has been determined eligible for such services, and the services include services on the student's IEP. This is in accordance with 603 CMR 28.03(3)(c). For further information, contact Carlisle Director of Student Support Services at (978) 369-3758.

Non-Discrimination & Equal Educational Opportunity

No person shall be excluded from or discriminated against in admission to the public schools of Carlisle for admittance to state and federally funded grant programs, or in obtaining the advantages, privileges, and courses of study presented in the Carlisle Schools on account of race, color, sex, religion, national origin, gender identity, sexual orientation, or disability. The Superintendent of Schools shall develop and/or modify procedures required to implement this policy in conformance with state and federal laws and regulations. For more information please see the Carlisle Public School Policy on [Equal Educational Opportunity](#).

English Language Learning (ELL)

English Language Learners (ELLs) are students whose first language is not English and who are in the process of learning English. Students receive this designation if they are also currently unable to perform ordinary classwork in English. The term ELL is used interchangeably with the term LEP (Limited English Proficient).

The Carlisle Public Schools provides services to ELL students. The school registration process includes a home language survey that staff conduct in-person with parents. Additionally, classroom teachers identify any new students who may use a language other than English at home. To determine eligibility for English Language Learner services, our ELL teacher will review teacher and parent information and administer an assessment developed by World-Class Instructional Design and Assessment (WIDA), an organization responsible for promulgating new standards and assessments for schools educating English Language Learners. If the faculty determines that a child meets eligibility guidelines, English Language Learning services will begin for that child. State and federal laws require that ELL students receive instruction designed to assist them with both learning English and with learning subject matter content.

Through ELL services, faculty undertake ongoing assessment using instruments developed by WIDA. Faculty use the results from these assessments, along with in-district evidence, to determine when an ELL student is achieving proficiency levels and is eligible to exit from the program.

Carlisle's ELL teacher provides instruction and support for students for whom English is a non-native language, and for that reason are not able to perform grade level classwork in English. Once the students are assessed and identified as English language learners, they will receive ELL services on a weekly basis, depending on individual need. Instruction includes English language development in all four domains: understanding, speaking, reading, and writing as well as support in the content areas of math, science and social studies. The ELL teacher also provides English language learners with an introduction to the school and its cultural practices. ELL instruction may take place either in a pull-out setting or in the student's classroom.

When a student no longer needs services, parents are informed, and the student is monitored for two years, per state regulation. Formerly Limited English Proficient (FLEP) is the term used to designate students who at one time were classified and reported as ELL/LEP, but who subsequently met the district's English language proficiency criteria.

Translation Practices

The Carlisle Public Schools strives to communicate accurately and effectively with families, students, colleagues, partners, and the community. Translations and/or interpreters are available as requested. For information, contact your child's Principal and/or the Director of Student Support Services.

Homeless Students

The federal McKinney-Vento Act is designed to remove barriers to enrollment and retention in school of homeless children and youth. A homeless child is defined broadly as “any child or youth without a fixed, regular, and adequate residence.” These students include those who are “doubled up” with friends or relatives (sharing the housing of others due to loss of housing, economic hardship), runaways, unaccompanied youths, as well as others.

Students without a permanent place to live have the right to:

- Go to school;
- Obtain free lunch (and breakfast, if offered);
- Receive round-trip transportation between their temporary housing and their school of origin, if requested;
- Participate in school programs (like athletics and other student activities); and
- Receive the same support and services provided to all other students, as needed

School placement determinations must be made based on the best interest of the homeless student. School districts must presume that keeping the student in the school of origin until the end of the school year in which the student obtains permanent housing is in the student’s best interest except when doing so is contrary to the request of the parent, guardian or unaccompanied youth.

Homeless students must be enrolled immediately in school even if they do not have the documents usually required for enrollment such as school records or proof of immunizations. The District’s Homeless Education Coordinator will contact the previously attended school district to request copies of any required records that are missing. Any questions about the programming available to homeless students and their families should be directed to the Director of Student Support Services (978) 369-3758. The district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students enrolled in the district will have a full and equal opportunity to succeed in the district schools. For state information, contact the Department of Elementary and Secondary Education via phone at 781-338-6330. Please see the Carlisle School Committee [Homeless Students Policy](#).

Financial Assistance

Families requesting scholarships or financial assistance for activities, sports, bus fees, field trips, etc. must meet the criteria for the free and reduced lunch program. We encourage families to apply for the free and reduced lunch program at any time throughout the school year, should family circumstances change. This program is handled in a totally confidential manner, and may be initiated by submitting an application to the school or by contacting the Food Service Director or Principal. For financial assistance specific to the 6th grade Nature’s Classroom or the 8th grade Washington D.C. Trip please contact the middle school principal directly.

Parent Communication & Important Information

The school uses a variety of methods to communicate with you about our school and about your child personally. We believe that positive communication between school and home is a two way process and is vital for the well being of our students. We aim to be consistent in our communication by involving you in your child's education as we believe that your support in encouraging your child to progress is as important as the school's.

Important school information includes the following:

- Periodic newsletters from the teacher contain valuable information regarding upcoming events, classroom needs, field trips, updates, book orders, and other important information for students and families. Please pay particular attention to these newsletters so that your child does not miss exciting opportunities and events at school.
- *The Buzz*, Carlisle's school newsletter, is produced at the beginning of each month and is available on the school website. Parents will be notified by email when a new issue is available. *The Buzz* contains general information on upcoming school events as well as the monthly lunch menu and Carlisle PTO news regarding PTO events and fundraisers.
- Please also refer to the school's web site, www.carlisle.k12.ma.us, which has links to teachers' web pages, newsletters, the lunch menu, special events and other important information.

Communicating Directly with your Student's Teacher

Parents may contact a teacher through a written note, by telephone or by email. For email addresses, call the school or refer to the [Carlisle Public School directory](#) at the school's website. Teachers may not be reached during instructional periods so it is best to leave a message and the teacher will return the call. Parents are encouraged to contact the teacher if there are questions or concerns. Email is often the preferred means of contact.

Weekly Communication from your Principals

Each principal will send a brief email communication to parents Friday afternoon in order to effectively communicate information, events, and important notices. Please do not hesitate in contacting the principals if you have a question or concern.

General Contact

Should you wish to contact the school to discuss student progress or if you wish to reach one of the principals of our school, please send an email directly to the person you wish to reach. Should you need to speak to a faculty member directly, please contact our main office number at (978) 369-6550.

Quick Communication Guide for Parents

Nature of Concern	Category	Initial Contact	Next Level (as needed)
Policy/Handbook	School-wide	Principal	Superintendent
Pupil Placement	Registration Scheduling Pre-K Screening	Registrar Principal Kindergarten Teachers School Psychologist	Principal Superintendent Principal
Student Records	Availability Content	Registrar Principal	Principal Superintendent
Transportation	Bus Routes Bus Discipline Issue	Assistant to Superintendent Principal	Principal Superintendent
Teaching/Instruction	Performance	Teacher	Principal
Student Progress	Academic Progress Social Development	Teacher School Psychologist	Principal Principal
Discipline	Classroom Lunchroom Playground/Recess	Teacher Principal Principal	Principal Superintendent Superintendent
Curriculum	Content Policy	Teacher Teacher	Principal Principal
Special Learning Needs	Regular Ed/504s Special Ed/IEPs Out of District	Teacher School Psychologist Special Educator Student Services Director	Principal Student Services Director Superintendent
Counseling	Student Issues	School Psychologist	Principal Student Services Director
Instrumental Music	Bands Choruses	Band Director Choral Director	Principal Principal
Health	Medical Issues	School Nurse	Student Services Director
Athletics & Clubs	Team Issues Schedule	Coach Faculty Advisor	Athletic Director Principal Athletic Director
Financial Issues	Fees Financial Hardship	Business Office Business Office	Business Manager Business Manager
Facilities	Facilities Issues Space Reservations	Facilities Director Facilities Assistant	Superintendent Facilities Director
Volunteers	School-wide	Teacher	Principal

Student Records & Registration

In February 2005, the Massachusetts Board of Education revised the regulations pertaining to student records. These regulations ensure parents' and students' rights of confidentiality, inspection, amendment and destruction of student records. The federal "Family Educational Rights and Privacy Act" also pertains to the rights of parents, legal guardians and eligible students regarding student records.

The Carlisle School Committee adopted these regulations and approved the accepted procedure for their implementation. Accordingly, this outlines the rights of parents and the rights of students 14 or older with regard to the confidentiality, inspection, amendment and destruction of student records. Please see the complete Carlisle School Committee [Student Records Regulations Policy](#).

Student Record Information

Parents and legal guardians have the right to inspect and amend school records of their children. Students may also inspect their own records upon reaching age 14. Please refer to the school psychologist or Student Support Services Office for information about non-custodial access, and the annual notice of your rights under state and federal law provided by this school.

Procedure for Accessing Student Records

A student's record must be made available to the student and/or their parent or guardian within ten consecutive weekdays after an initial request to the school psychologist or the principal of the school. Copies of the record shall be furnished, upon request, for a reasonable fee equivalent to the cost of reproduction.

A professionally qualified school staff person shall be available upon request, to interpret any of the contents of the record. In addition, the eligible student and/or their parent may have the student record inspected or interpreted by a third party of their choice.

A school may release a student's name, address, email address, telephone listing, date and place of birth, class, participation in activities and sports, honors, awards, and post-high school plans without the consent of the student or parent so long as the school gives public notice of the information it may release and permits an eligible student or parent to object to this release. Otherwise, no information in a student record shall be given to a third party without the specific, written consent of the student and/or their parent, except upon the receipt of a court order, or to the appropriate parties, including municipal officers and/or the Department of Social Services in connection with a health or safety emergency, or when given anonymously in statistical form to the Department of Education or independent researchers, or as requested by representative of the Department of Education acting for the Commissioner in connection with the enforcement of federal and state education laws, or when forwarded to the school to which the student is transferring, unless the student or parent requests that such information not be transferred.

Types of Student Records

All information kept in student records shall be limited to information relevant to the education needs of the student. (A full description of the Student Records policy can be found on the school's website.)

Transcript: Shall contain the minimum data necessary to reflect the student's educational progress and is limited to the name, address, phone number and birth date of the student; the name, address and phone number of the parent or guardian; and the course titles, grades, highest grade level completed and year completed. Please note that under Section 4155 of the Elementary and Secondary Education Act, as amended by No Child Left Behind (NCLB), there is language specifying the inclusion of suspension and expulsion records when the records are transferred to another "public or private elementary school or secondary school for any student who is enrolled or seeks, intends or is instructed to enroll."

Temporary Record: Shall contain all information not contained in the transcript, such as standardized test results, and teacher and psychologist evaluations. Special education records are included in this category. A student's record is kept at the school they are presently attending or from which they graduated or last attended. Special Education records are kept in the central Special Education office.

A temporary record is destroyed no more than five years after graduation, transfer or withdrawal of the student from the school system. The student or parent will receive prior written notice of the approximate date of destruction of the record and of their right to receive a copy of the information contained therein. Since the information contained may not be available from other sources, a complete special education file should be retained by the student or parent. These files are destroyed in a timely manner pursuant to state and federal regulations.

Since we belong to a regional school system, all active records are transferred to the Concord-Carlisle Regional High School (or other Regional High School(s) if requested by a parent or student to do so) upon graduation from grade 8, or upon turning age 14 in the case of some special needs students.

The school principal is responsible for the privacy and security of all school records maintained in the school. The school will ensure that the staff is educated as to the importance of information privacy and confidentiality, and that electronically stored records are secure.

Amending the Student Record

The student and/or their parents shall have the right to add information, comments, data or any other relevant written materials to the student record. The above persons have the right to request of the principal the deletion or amendment of any information contained in the student record. They shall also have the right to conference with the principal to make objections known regarding material contained in the record. In the event any decision of a principal is not satisfactory, the student and/or their parents may then appeal to the superintendent in writing for a review of the objections. A further appeal is possible to the School Committee if the superintendent's response is not satisfactory. A hearing shall be conducted by the School Committee within four weeks of written notice of appeal. The student and/or the parents may be represented by an advocate of their choosing to cross-examine witnesses and to present evidence. Written notice of the decision will be furnished to the student and/or the parents.

Volunteer Policy, SORI, CORI Information & Background Checks

The administration and staff at Carlisle Public Schools are extremely grateful to the parents and community volunteers who so generously give of their time and talent to support the schools. The Carlisle Public School relies heavily on the talents and assistance that volunteers bring to the school program, both for regularly scheduled work aid and special projects.

Administration would like to stress to volunteers that respect for the rights of others is essential in the school environment. Volunteers will not be allowed to work in any area where confidentiality is likely to be compromised. Should a volunteer, in the course of performing duties, overhear, observe or otherwise become party to information which is confidential or sensitive, it is expected that they will not discuss such information with anyone other than the appropriate school administrator. If a volunteer is unable to fulfill an assignment on a given day, they should contact the coordinator or teacher as soon as possible. Volunteers should refer students with behavioral issues to the appropriate school personnel.

All volunteers are required to fill out a Criminal Offender Record Inquiry (CORI) and Sex Offender Registry Information (SORI) forms prior to serving as a volunteer and every three years thereafter. Additionally, and as required by law, a state and national fingerprint criminal background check will be conducted to determine the suitability of volunteers who may have direct and unmonitored contact with children. See Carlisle School Committee Policy on [Background Checks](#).

For the security of our students, volunteers are required to sign in and fill out a nametag upon arrival and to sign out upon leaving. Nametags should be worn in a visible place while on school property. (Even if you are well known to many CPS staff, all volunteers will be asked to wear nametags.) The volunteer sign-in station is located in the Spalding Main Office. Volunteers will sign in each and every time. Please note that volunteers are asked to park in the main lower parking lot. Per Massachusetts law, smoking is not permitted on school grounds. If you find yourself with unassigned time please report to the Main Office. Volunteers are asked to contact the appropriate administrator regarding any problems they may encounter.

Parental Notification Relative to Human Sexuality Education

In accordance with General Laws Chapter 71, Section 32A, the Carlisle School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

Prior to any courses involving human sexuality education being taught, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual education or human sexuality issues. The Superintendent of Schools or their designee is responsible for sending the notice. Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

- Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting an exemption.
- Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable.

A parent/guardian who is dissatisfied with a decision of the Principal concerning notice, access to instructional material, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in dispute.

In addition, please see the Carlisle School Committee's [Teaching About Drugs, Alcohol and Tobacco Policy](#).

Selection of Organizations and Community Supports

Carlisle School Committee

The Carlisle School Committee (CSC) is a five-member board elected by the town for overlapping three-year terms. Their purpose is to set school policy, oversee the budget, employ and evaluate the superintendent and negotiate contracts. As duly elected officials, the CSC is governed by Massachusetts General Laws (M.G.L.). Two of the members are appointed by the committee to serve on the Concord-Carlisle Regional High School Committee to represent Carlisle in issues related to high school (grades 9 through 12). The public is welcome to attend CSC meetings. Those who wish to see the minutes of the meetings may obtain them from the Gleason Library, Town Hall, or the school office. For more information please see the [Carlisle School Committee website](#).

Carlisle School Advisory Council (SAC)

The Carlisle School Advisory Council is an advisory group mandated by the State Education Reform Act of 1993. Members serve a three-year term and usually consist of the principals, teachers, elected parents and one community member. The group assesses and updates the School Improvement Plan and presents its findings to the School Committee. See [SAC website](#).

Carlisle Parent Teacher Organization (PTO)

The Carlisle Parent Teacher Organization (Carlisle PTO) is the parent organization for the Carlisle Public School. The PTO mission is to support the school administration and teachers and provide opportunities for family involvement in the school community and to provide communication to the parent community. Working cooperatively with the school, the Carlisle PTO organizes volunteers and raises money that is used primarily to fund Faculty & Staff Grants and Curriculum Enrichment programs. Please see the [Carlisle PTO website](#) for more information.

Carlisle Education Foundation (CEF)

The Carlisle Education Foundation is a non-profit volunteer organization that advances innovation in the classroom, promotes excellence in teaching, and enables superior learning opportunities for students and educators in the Carlisle Public School community. See [CEF website](#).

Special Education Parent Advisory Council (SEPAC)

The Carlisle SEPAC is a parent run organization that serves as a resource and advisor to parents and guardians of children who have special needs and learning differences. SEPAC works in partnership with the Carlisle Public School's administration on matters relating to the education and safety of all students. SEPAC works to encourage understanding, respect, acceptance, and inclusion of all children. SEPAC provides opportunities for parents and guardians to share experiences, exchange information, and learn more about challenges facing today's students. See the [SEPAC website](#) for more information.

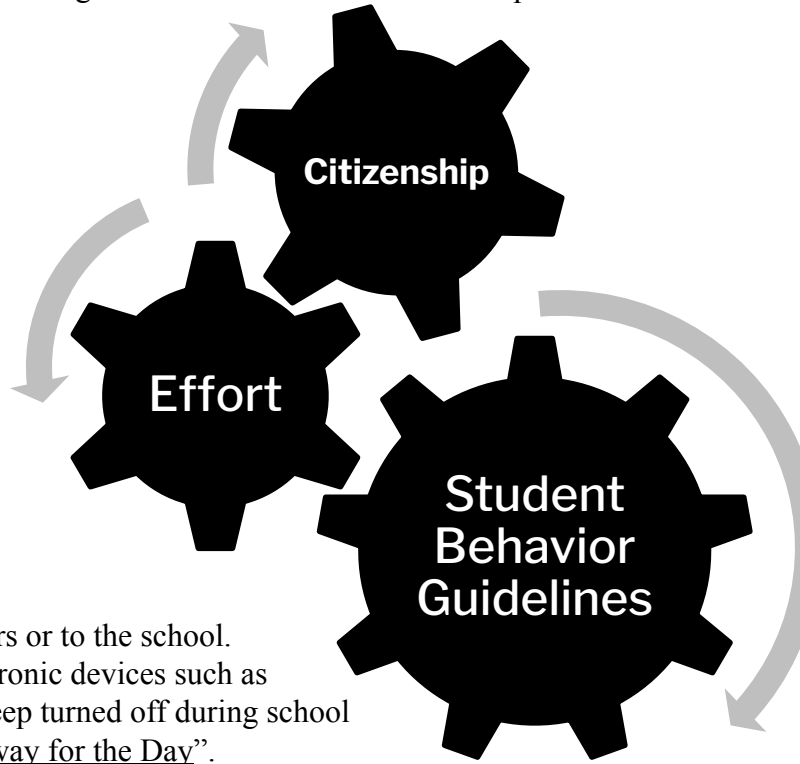
Behavioral Expectations

It is the responsibility of students to be aware of all rules and regulations for behavior and conduct themselves in accordance with them during school hours and for all school sponsored events.

General Behavior Guidelines

These behavioral expectations are to be followed campus-wide by all staff, students, and community visitors at all times.

- Treat others in a caring and considerate manner; use respectful language.
- Listen silently when others are speaking, use the “school listening look.”
- Wait patiently for a turn to speak, to participate, or to ask for help.
- Follow instructions the first time.
- Keep your hands, feet, and objects to yourself.
- Take care of property that belongs to others or to the school.
- Keep cell phones, earbuds, wearable electronic devices such as web-enabled watches in backpacks and keep turned off during school hours. Personal electronic devices are “Away for the Day”.
- Do not take photos or videos of other students or teachers at school without permission from the principal or teacher.
- All students are expected to adhere to the [Access to Digital Resources](#) Policy.



Citizenship	Effort
Responsible behavior exemplifies good citizenship and includes doing one’s best at all times. Good citizenship is demonstrated by:	Effort is critical part of the learning experience. Don't give up. The beginning is always the hardest. Effort is demonstrated by:
<ul style="list-style-type: none"> • Following school rules • Accepting responsibility • Working and playing cooperatively with others • Showing politeness and respect for ALL people in the school at all times • Displaying a positive attitude 	<ul style="list-style-type: none"> • Doing the best one can • Showing good manners at all times • Taking advantage of available resources and seeking help to overcome difficulties • Making positive contributions to class activities and discussions • Taking calculated positive risks • Completing all class work and homework

Philosophy Statement of Student Behavior

The Carlisle Public School is a caring community of students and staff who work together sharing the joy of learning. It is a unique community of individuals who represent a great number of backgrounds, beliefs, attitudes, and abilities. Excellence in education is the common goal. We come together in order to prepare for the future and to learn from one another. The following guidelines have been written to create an atmosphere in which all may feel safe, included, and respected.

The Carlisle Public School subscribes to a philosophical approach that focuses on the whole child as a growing, thinking individual. The emphasis is on a process approach to teaching and learning, with the belief that the product of a successful school experience is a student who values learning and has the ability to think and make connections. As students experience a core of common knowledge and acquire fundamental skills, including the ability to analyze, draw inferences, and solve problems, they strive to become increasingly independent, responsible, and accountable. Our efforts focus on fostering satisfaction in accomplishment and on teaching students the value of collaboration, cooperation, and competition. Evaluation and grading are intended to enhance growth as students learn to deal with successes and failures and to initiate, develop, and follow through with tasks involving individual expression.

The Carlisle Public School builds opportunities to ensure the success of ALL students. School citizens are expected to show sensitivity toward human relationships and respect for abilities, values, and attitudes of others. Students are enabled to see themselves as active and responsible citizens in their class, school, community, society, and world.

It is the purpose of the Carlisle Public School to promote a sense of self as well as community. We wish to minimize conflict and promote an atmosphere in which we all feel comfortable, supported and successful. We have placed a renewed emphasis on actualizing respectful behavior throughout the school community. With this notion in mind, we ask you to spend a few minutes reviewing the Carlisle Public School's Behavioral Expectations.

We urge you to discuss with your students these expectations and ways in which they can be fulfilled. To this end, the following responsibilities and behavior code are set forth. Student responsibilities include regular school attendance, best effort in classroom work and homework, and adherence to all school rules.

Student Responsibilities

It is the responsibility of each student to respect the rights of teachers, students, administrators and all other people in the schools. It is the responsibility of the students to follow all rules to make this work. No student should interfere with the education of their fellow students. Students should express their ideas and opinions in a respectful manner so as not to offend or slander others. Harassment and dangerous or destructive behaviors will not be tolerated. When all follow the rules, we become a caring, respectful school community.

Expected Behaviors of Students

In the Classroom

- Students are expected to follow all established classroom rules and routines.
- Students must do their own work. Cheating and plagiarism are serious offenses and will be dealt with on an individual basis according to the specific situations.

In the Hallways

- Walk quietly through the halls so as not to disturb other students and keep to the right.
- Respect hallway displays.
- Always walk. No jumping, running, or sliding down banisters.
- Stand quietly to the side when waiting to enter a classroom and do not block the door.

In the Dining Room

- Wait quietly in line and line up when directed.
- Use good table manners; leave area clean and neat.
- Do not throw food or take food belonging to others.
- Use quiet “indoor voices.”

In the Auditorium

- Enter the performance area quietly and in a line.
- Clap appropriately to show respect for the performers; never boo, hoot, whistle, or make rude noises.
- Keep food, drink and gum out of the auditorium.
- Stay seated for the entire performance except in case of an emergency.

In the Bathrooms

- Let every child have their own privacy.
- Keep the bathroom clean.
- Do not clog the sink, drains, or toilets with paper towels or other objects.
- Do not climb on the stalls. Do not stand on the toilet or sinks.
- Do not write on the walls as this is known as "defacement" of school property and is a serious offense that may lead to suspension.

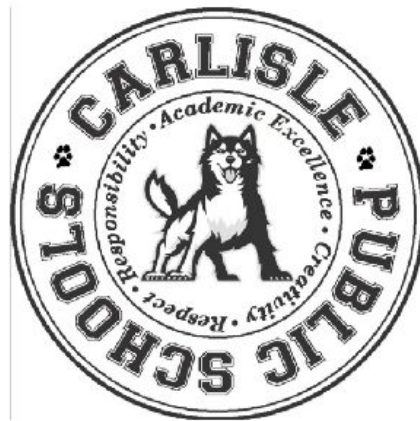
In the Gymnasium

- Walk quietly into the gym lobby and wait quietly in line, to the right, so as to not block the entrance to the gym.
- Be prepared – wear sneakers and appropriate clothes.
- Demonstrate good sportsmanship.
- No food, drink or gum is allowed in the gymnasium.

Fire Drill Behavior

- Fire drills must be taken seriously.
- Students are expected to use the proper exit from any part of the building. Students must be ready to act in case of an emergency, think clearly, and avoid confusion.
- Students must walk in an orderly fashion with the classroom teacher and maintain silence. Absolute silence is required in order that instructions can be heard.

Bullying Prevention Rules



- ▽ We will not bully others.**

- ▽ We will help students who are bullied.**

- ▽ We will include students who are left out.**

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

Carlisle Public Schools

Anti-Bullying Statement

It is the goal of the school to be a safe, effective learning environment, free of bullying or harassment of any kind, for all students. Bullying of any type has no place in a school setting. The Carlisle Public Schools will endeavor to maintain a learning and working environment free of bullying. Bullying is defined as the repeated use by one or more students or by a member of the school staff including but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extra-curricular activity, or paraprofessional, of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that does one of more of the following:

- Causes physical or emotional harm to the target or damage to the target's property
- Places the target in reasonable fear of harm to themselves or of damage to the target's property
- Creates a hostile environment at school for the target, infringes on the rights of the target at school
- Materially and substantially disrupts the education process or the orderly operation of school

Bullying can create unnecessary and unwarranted attention and anxiety that may affect student self-esteem as well as attending school, walking in corridors, eating in cafeterias, playing in the school yard or recreation areas, participating in or attending special and extracurricular activities, or riding on the bus to and from school each day. Every child has the right to feel safe at school. Teachers, administrators and supervisors must take action to ensure that bullying in any form will not be tolerated, and it will be grounds for disciplinary action up to and including suspension and expulsion for students and termination for employees.

Carlisle Public Schools recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics. Carlisle Public Schools support vulnerable students and provide all students with the social-emotional skills, knowledge and strategies to prevent or respond to bullying or harassment, specifically through pro-active social-emotional curriculum, in-school activities, and student SEL assessments and trainings.

School staff shall immediately report any instance of bullying that the staff member has witnessed or become aware of to the school principal or their designee. The District will investigate allegations of bullying. Teachers who observe bullying will address and document the behavior, provide consequences, and refer continuing and serious problems to the principal. The principal will immediately investigate all such complaints and provide appropriate consequences, as outlined in the Carlisle School Bullying Prevention and Intervention Plan and the Administrative Response Rubric for Peer Aggression.

Bullying, cont. The Plan applies to students and members of the school staff, including but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extra-curricular activity, or paraprofessional. In addition, teachers, staff, and principals will work with students to encourage them to report all incidents of bullying they observe as bystanders. Please see [Carlisle School Committee Bullying Prevention Policy](#).

LEGAL REF.: M.G.L. 269:17, 18, 19, Title VII, Section 703, Civil Rights Act of 1964 as amended Federal Regulation 74676 issued by EEO Commission, Title IX of the Education Amendments of 1972, Board of Education 603 CMR 26:00, SOURCE: MASC

Responsibility for Student Appearance & Responding to Dress Code Violations

It is the responsibility of the student to dress appropriately for a school learning environment. Student clothing should support our safe and appropriate participation in all school activities and school-sponsored events. No clothing that is disruptive to the educational process will be permitted. Personal choice in clothing should take into consideration good health, safety, and pride in appearance; however, appropriate and neat dress is expected. We should be able to dress comfortably for school and engage in the educational environment without fear of, or actual, unnecessary discipline or body shaming. We recognize that school staff will enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

We value the freedom for students to express individuality through dress, yet we also believe that all members of the school community should understand that respect is conveyed through behavior and appearance. It is important that the dress code is applied equally to all students. The below steps will be followed by faculty regarding potential dress code violations:

- If a staff member believes that a student's attire is not appropriate dress, and/or distracts from the learning of others, then the staff member will notify the school psychologist, administrator, and/or the school nurse.
- The school psychologist, nurse, and/or administrator will meet with the student to discuss the concern.
- As determined by the school psychologist, nurse, and/or administrator, the student may be provided with the opportunity to change into something more appropriate.
- If the student does not have suitable clothing to change into or chooses not to borrow clothing, then the parent/guardian will be contacted so that appropriate clothing can be brought to school. Alternatively, the student can be picked up and taken home to change.
- Subsequent offenses will receive additional consequences as deemed appropriate by administration.

The school administration reserves the right to determine what is or is not appropriate school attire, in accordance with G.L. c. 71 §1D, G.L. c. 71 § 82 , and G.L. c.71 § 83.

Discipline Procedures & Consequences

In all cases, student offenses shall be treated on an individual basis, and the administration shall develop disciplinary measures appropriate for each offense. When possible, constructive tasks commensurate with the infraction shall be considered, and counseling shall be part of the disciplinary procedure when appropriate.

We understand that students will make mistakes as they grow. We expect our students to learn from their mistakes. Teachers, administrators, and school psychologists will work collaboratively to guide our students in making good choices as they are faced with daily life situations. However, when the rules are broken, consequences must follow. If significant or repeated consequences are deemed necessary, parents will be notified.

Consequences *might* include:

- Student will be reminded of the expectations for behavior in our school.
- Student will complete oral or written self-reflection.
- Student will meet individually with a staff member. When appropriate, student will meet with the other party involved in a dispute to settle differences. A teacher, principal, or school psychologist will serve as mediator.
- Student will be given a time-out or miss recess.
- Student will eat lunch in the office or other assigned area.
- Student will make restitution and/or repair damage done.
- Parents will be asked to meet with administration, teacher(s), and/or school psychologist.
- Student will serve after-school detention for one or more days.
- Student will be excluded from participating in school-sponsored activities or events.
- Student will be suspended or expelled from school.

Detention

Classroom detention may be assigned at the discretion of the teacher. Inappropriate behavior, cell phone or electronic device usages may be reasons for assigning classroom detention. Teachers will communicate the reason for a detention to the parents and student as well as state the designated day that the student will serve the detention. During the detention, the student will follow the rules designated by the teacher.

Administrative detentions may be given for disruptive and/or disrespectful behavior. Detentions from the principals will be given with one or more days' notice to parents and student. Failure to report to detention will result in further action by the administration. When serving a detention, a student is expected to work quietly in a designated space such as the Main Office or perform a school service.

Exclusion/Suspension

Exclusion: Students are not allowed to attend non-curricular events.

Suspension: Students are not allowed to attend curricular activities.

The school will make use of alternative remedies including mediation, conflict resolution restorative justice, and collaborative problem solving before any suspension or expulsion may occur unless such use would be unsuitable or counterproductive. Examples of Offenses that may lead to Suspension:

- Interfering with the rights of other students by physical action, verbal abuse, or harassment/bullying
- Physical aggression or disruptions that interfere with the educational process in the school
- Using any tobacco product including vaping/E-cigarettes in school buildings, on buses, or on school grounds
- Stealing, defacing school property, pulling fire alarms, or using fire extinguishers unnecessarily. Note that these acts are against the law and are considered to be extremely serious. Each case will be dealt with individually with possible referral to the police and/or fire department.
- Disrespecting peers and staff, being disobedient or insubordinate, or talking back to a staff member
- Using profane, obscene, or abusive language
- Having matches or lighters in school buildings, on school buses, or on school grounds

All after school and evening school sponsored activities are subject to the relevant rules and regulations stated above. Students who are suspended out of school are not allowed to participate in school activities or to be on school grounds while suspended. Students who are given in-school suspension are not allowed to participate in school activities during their suspension. However, students will have the opportunity to make academic progress during the period of their removal from the classroom or school by completing school work, making up assignments, such as projects, tests, papers, and other school assignments as stated in the below service plan:

CPS School-Wide Education Service Plan for students During Short or Long-term Suspension

Expulsion

Students may be expelled from curricular activities according to school policy and state law.

Examples of Expellable Offenses:

- Bringing to school, possessing, or using any alcoholic beverage, smoking material, drugs, weapons, or explosive devices including fireworks. Note that these acts are against the law and are considered to be extremely serious. Each case will be dealt with individually with possible referral to the police and/or fire department.

[For additional information please see the Carlisle Public School Discipline Policy.](#)

Student Discipline Procedures

Discipline is the dual responsibility of the home and school. The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the Carlisle School District.

The implementation of the general rules of conduct is the responsibility of the principals and the professional staff of the schools. The general rules of conduct apply across the school campus and at any school related activity.

The purpose of disciplinary action is to restore acceptable behavior and to teach appropriate behavior to the child(ren) involved. When disciplinary action is necessary, it shall be administered with fairness and consistency in accordance with the Student Handbook and adherence to Individual Education Plans when applicable.

Students violating any of the policies on student conduct will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

Should student disciplinary procedures need to be enacted, the following steps are followed:

- *The school will first make use of alternative remedies including mediation, conflict resolution restorative justice, and collaborative problem solving before any suspension or expulsion may occur unless such use would be unsuitable or counterproductive.*
- *When deciding the consequences for the student, the principal shall consider ways to re-engage the student in the learning process; and shall not suspend or expel a student until alternative remedies and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. The principal, headmaster, superintendent or person acting as a decision-maker shall also implement school- or district-wide models to re-engage students in the learning process which shall include but not be limited to: (i) positive behavioral interventions and supports models and (ii) trauma sensitive learning models; provided, however, that school- or district-wide models shall not be considered a direct response to a specific incident.*

Student Discipline Procedures, cont.

- *In cases other than violations of Sections 37H or 37H1/2, the student shall receive notice and shall have the opportunity to meet with the Principal to discuss the charges and reasons for suspension or expulsion prior to the suspension or expulsion taking effect. The Principal shall ensure that the parent or guardian of the student is included in the meeting. This meeting may take place without the parent only if the Principal can document reasonable efforts to include the parent in the meeting. A school or district can decide to exclude a student, without employing alternative remedies, for misconduct described in G.L. c. 71, §§ 37H and 37H1/2. In the case of disciplinary action, which may lead to the suspension of a special education student, the Principal will communicate with the Director of Student Support Services.*
- *A determination will be made as to whether the misconduct is related to the special need, or is related to a deficiency in special education services. Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the district, the parent, and relevant members of the child's IEP Team (as determined by the parent and the district) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine— (i) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or (ii) If the conduct in question was the direct result of the CPS's failure to implement the IEP. On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, CPS will notify the parents of that decision and provide the parents the procedural safeguards notice. The rights afforded to students suspected of having a disability.*
- *In the event it is determined that the students return to class during the day would cause unreasonable disruption to the educational process, the principal may issue an in-school suspension, after providing the student with the opportunity to present their version of the facts. Parents will be notified as soon as possible after the removal. The principal will try to contact parents by phone and a written notification will also be sent to parents.*
- *If immediate suspension is justified, the notice and hearing will follow as soon as practical. Notice will be given within twenty-four hours and the hearing will be held within (The temporary removal shall not exceed) two school days following the day of the emergency removal, during which time the principal shall provide the student an opportunity for a hearing, or, as applicable, the parent an opportunity to attend the hearing before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.*

Student Discipline Procedures, cont.

- *A student facing temporary (up to 10 school days) suspension will be given oral and written notice in English and the primary language in the home if other than English of the charge(s) by the principal, the potential consequences, including the potential length of the student's suspension, the opportunity for the student to have a hearing with the principal, including the opportunity to dispute the charges and present the student's explanation of the alleged incident and for the parent to attend the hearing. Additionally, documentation of the consideration, use, and results of alternative remedies will be provided.*
- *Schools may also remove a student on an emergency basis, without employing alternative remedies, according to the criteria set forth in the Student Discipline regulations at 603 CMR 53.07. Under both G.L. c. 71, §37H 3/4 and 603 CMR 53.07, a time-limited “emergency removal” may take place in situations where the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption.*
- *If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.*

Discipline Procedures for Special Education Students

Some students with special needs may require modifications to the discipline code. This will be clearly outlined in the student's Individualized Educational Plan (IEP). If suspension is proposed for a student with special needs and the suspension totals more than 10 cumulative days, manifestation procedures must be implemented: The special education team for the child shall be convened to review the student's IEP and needs. A determination will be made as to whether the misconduct is related to the special need or is related to a deficiency in special education services.

If the team concludes that the student's misconduct is related to the student's disability or placement in an inappropriate special education setting, the student shall not be suspended. Instead, the district completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the team reviews and modifies it, as necessary, to address the behavior.

Discipline Procedures for Special Education Students, cont.

If the team concludes that the misconduct is not related to the special needs nor is it the result of inappropriate services, the school may impose suspension to exceed 10 cumulative days. However, the school will provide an alternative plan for the delivery of services. In addition, the district will offer, if appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address behavior so it does not recur. In the event that a student with special needs demonstrates instances of dangerously assaultive or self-abusive behavior, an emergency evaluation and placement may be made with parental consent or by a hearing officer. Under special circumstances the district may place the student in an interim alternative educational setting for up to 45 days.

Discipline of Students with Disabilities Under Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) provides students with disabilities certain procedural rights and protections in the context of student discipline. Prior to imposing a “significant change in placement” for disciplinary reasons, the district must determine whether the conduct is a manifestation of the student’s disability. A significant change of placement results not only from an exclusion for more than 10 consecutive school days, but also from a pattern of shorter suspensions accumulating to 10 schools days during a school year. Whether a pattern exists must be decided on a case-by case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school. Prior to any significant change in placement for disciplinary reasons, a group of individuals knowledgeable of the student, the evaluation data, and the school program must determine whether the conduct at issue is related to the student’s disability. If the conduct is directly related to the disability, the district will not impose the discipline and will develop an individual behavior management plan if the behavior significantly interferes with the student’s ability to benefit from his education. If the conduct is not directly related to the student’s disability, the district may discipline the student as it does general education students.

CPS District Policies

For all Carlisle Public Schools district policies, please use this [link](#).

Below are a sample of relevant Carlisle School Committee policies cited in this handbook.

Carlisle School Committee Policy Cited in Handbook	Policy #
School Bus Policy	E5-3/8/23
No Idling Policy	F4-3/8/23
School Attendance Policy	J13-3/8/23
Homework Policy	I6-3/13/24
Overnight and Out of State Field Trip Policy	J7-4/6/22
Emergency Closings Policy	C4-4/6/22
Emergency Plan Policy	G3-3/8/23
Student Records Regulations Policy	J15-4/6/22
Student Rights and Responsibilities Policy	J16-3/8/23
Background Check Policy	A5-3/13/24
Activity Fee Policy	J1-3/13/24
Homeless Students Policy	J5-3/13/24
Entrance Age	J6-3/8/23
Harassment Policy	A6.1-6/1/22
Harassment of Students Policy	A6.2-6/1/22
Student Discipline Policy	J14-3/8/23
Bullying Prevention Policy	J2-3/8/23
Internet Publication Policy	C8-3/13/24
Teaching about Drugs, Alcohol, Tobacco and Controlled Substances Policy	I8-3/8/23
Equal Educational Opportunity Policy	A3-4/6/22

Harassment and Harassment Reporting and Investigation Procedures

It is the [policy of the Carlisle Public Schools](#) to prevent unlawful discrimination or harassment of any individual working in or attending the schools and to encourage individuals to bring concerns about discrimination or harassment to the attention of the Administrative Team or the Superintendent of Schools. The Carlisle Public Schools expect all individuals - employees and students alike - to treat each other with dignity and respect. As an equal opportunity employer, we are committed to maintaining an environment in which no employee, student, or visitor is subjected to unequal treatment because of race, religion, color, disability, sex, age, national origin, sexual orientation. The Carlisle Public Schools will not tolerate any discrimination against or difference in treatment by or among employees, students, visitors, or others, based on these characteristics.

Harassment

Harassment in the workplace is unlawful. Harassment includes verbal or physical conduct that may or does offend, denigrate, or belittle any individual by reference to any of the characteristics listed above. Such conduct includes showing pictures, telling jokes, making innuendos, vulgar gestures, or other behavior that creates an atmosphere of intolerance, bias, or intimidation. While all types of harassment are prohibited, sexual harassment requires particular attention. Sexual harassment includes sexual advances, dirty jokes, sharing offensive pictures, offensive sexual contact, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature under any of the following conditions:

In the employment context, sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment under Massachusetts law when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's advancement (quid pro quo harassment);
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions;
- Such conduct interferes with an individual's job duties; or
- The conduct creates an intimidating, hostile or offensive work environment.

In the educational context, sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- An employee requests the provision of aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct ("quid pro quo harassment");
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity ("hostile environment harassment"); or "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30)

Harassment in any form or for any reason is forbidden. This includes harassment of a subordinate by a manager, between employees, between students, or between students and employees, including student harassment of faculty and staff.

Reporting Harassment/Investigation

If you believe you have been harassed, or if you witness or learn about the harassment of another individual, you should inform The Title IX Coordinator immediately. For Carlisle Public Schools, the Coordinator is the Director of Students Support Services. You can either call **978-369-3758** or email lbruce@carlisle.k12.ma.us to set up a meeting. The Title IX Coordinator will collect information to determine that harassment has occurred. The Title IX Coordinator will then designate an investigator and a decision-maker, who may not be the same person.

The investigator must not be biased against any of the parties at the outset of the investigation and will be responsible for interviewing parties and witnesses, finding facts, and making determinations related to credibility, all of which will go into a written report submitted to the Coordinator.

The decision-maker must not be biased against any of the parties at the outset of this process. The decision-maker will offer both the complainant and respondent the opportunity to submit proposed relevant, written questions to ask of any party or witness, to respond to questions posed by another party, and to offer additional limited follow-up. After this process is complete, the decision-maker will create a written determination regarding whether sexual harassment has occurred using a preponderance of the evidence standard.

If it is determined that harassment has occurred, the Title IX Coordinator will inform the Superintendent of Schools regarding the decision, and the school will take action to end the harassment and ensure that it is not repeated. Corrective actions may include warnings, transfers, suspensions, probations, and discharge proceedings. In the event that a student is determined to have harassed a student, employee, or faculty member, the student will be automatically suspended from school for one to three days. If the harassment persists, the student may face expulsion. The Superintendent will address any appeals regarding final decisions put forth by the Title IX Coordinator.

It is unlawful to retaliate against or punish any student or employee who files a complaint of sexual harassment or who cooperates in an investigation of a complaint of sexual harassment.

The Carlisle Public Schools will not tolerate any retaliation against any person who files such a complaint or who cooperates in an investigation into possible harassment. The Superintendent will take disciplinary action against any person who engages in unlawful retaliation. The Carlisle Public Schools urge all those in the school community to bring any concerns or complaints of harassment to our attention so that the issue can be resolved.

The state agency responsible for enforcing the laws prohibiting harassment is the Massachusetts Commission Against Discrimination, One Ashburton Place, Boston, MA. The federal agency responsible for enforcing federal laws prohibiting harassment is the Equal Employment Opportunity Commission, One Congress Street, Boston, MA. All investigations' reports will be resolved and filed within 60 calendar days.

MGL Chapter 71, Section 37H.

The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities, on the school grounds or on the school buses by any individual, including school personnel. Said policies shall further restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from idling such vehicles on school grounds, consistent with section 16B of chapter 90 and regulations adopted pursuant thereto and by the department. The policies shall also prohibit bullying as defined in section 37O and shall include the student-related sections of the bullying prevention and intervention plan required by said section 37O. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of a student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The student handbook shall include an age-appropriate summary of the student-related sections of the bullying prevention and intervention plan required by section 37O. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

Notwithstanding any general or special law to the contrary, the following provisions are in effect:

- (a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

MGL Chapter 71, Section 37H., cont.

- b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in their discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
- d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have 10 days from the date of the expulsion in which to notify the superintendent of their appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.
- f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.
- g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

The Family Education Rights and Privacy Act (FERPA)

FERPA requires schools to protect the privacy of student records, and gives parents certain rights regarding review and inspection. There is also a clause requiring that certain discipline records be forwarded to a student's next school placement. The full text of the FERPA policy is available online. A notification of your rights under FERPA will be distributed each year as required by law. The school's policy regarding FERPA is available, as are all school policies, through the Main Office of the school.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- a) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected;
- b) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing;
- c) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent; one exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Committee; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing their tasks; a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility;
- d) The right to file a complaint with the U. S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA.

Protection of Pupil Rights Amendment (PPRA)

PPRA is a federal law that affords certain rights of notice and/or consent to parents of minor students with regard to surveys that ask questions regarding certain protected areas, including political affiliations; potentially embarrassing mental and psychological problems; sex behavior and attitudes; illegal, anti-social, self-incriminating, and demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; religious practices or affiliations, or beliefs of the student or the student's parents; income, other than that required by law to determine eligibility for financial assistance. This law also pertains to parents' rights of notification of certain instructional materials, the use of information for marketing purposes and the administration of certain non-emergency physical examinations. The school's policy regarding PPRA is available, as are all school policies on the school website or through the Main Office of the school. Please see the Carlisle School Committee [Student Rights and Responsibilities Policy](#).

Student Media Release

The Carlisle Public Schools work to publicize the achievements of our students and the great work they do. We occasionally publish students' names, photographs, or achievements on the school website, in school publications, or release the information to local media. In some instances, students may be interviewed and photographed by local media. We understand that you may or may not want to have your child's name, photo, or achievement published. In an effort to respect parent and guardian wishes regarding the release of information, we ask that you please complete the Media Release as part of New Student/Returning Student Registration. Parents and guardians are given an opportunity to update the Media Release on an annual basis. If you wish to change your permission in the future, please contact the school. For more information, please see [Internet Publication Policy](#).

Student Responsible Use of Technology 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. Please see the [Access to Digital Resources Policy](#) for additional information.

Student Directory Information

Carlisle Public Schools may disclose, without parent consent, directory information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. We also understand that you may or may not want to have your student directory information made available. If this is the case, we ask that you contact the Director of Technology to let us know if you do not want your child's directory data shared.

State Mandated Screening for Students

According to Massachusetts general laws, all students are required to have vision, hearing, body mass index (BMI), Screening, Brief Intervention, and Referral to Treatment (SBIRT) and postural screenings, at certain grade levels in school. Students entering Kindergarten are required by Massachusetts General Law, Chapter 71 and Section 57, to have a pre-school vision screening. Additional information that is specific to each state mandated student screening is [available online](#).

Reporting of Child Abuse/Neglect

Massachusetts law requires professionals whose work brings them in contact with children to notify the Department of Children and Families (DCF) if they suspect that a child is being abused, neglected, or both. Abuse is any non-accidental act to a child that causes or creates a risk of physical or emotional injury. Abuse includes any sexual contact between a caretaker and a child. Neglect is the failure by a caretaker, either deliberately or through negligence or inability, to provide a child with minimal care. For more information on reporting alleged child abuse or neglect, please see the Department of Children and Families' [guide for mandated reporters](#). For the Massachusetts General Law on reporting of suspected abuse or neglect, see [MGL c.119, § 51A](#).

Concussion Protocol

A concussion is a type of traumatic brain injury (TBI) caused by a bump, blow, or jolt to the head. Concussions can also occur from a fall or blow to the body that causes the head and brain to move quickly back and forth. In school aged children, many of these brain injuries can occur during a sports practice or event. In the event of a student concussion, please contact the Carlisle School Nurse.