CARLISLE PUBLIC SCHOOLS www.carlisle.k12.ma.us
83 School Street Carlisle, MA 01741 Phone: 978.369.6550 Fax: 978.371-2400
Carlisle Public School, Community Room
7:00 PM

SCHOOL COMMITTEE AGENDA
WEDNESDAY, MAY 9, 2018

I. Call to Order

II. Swearing in of New School Committee Member

III. Committee Re-organization/Recognition

IV. Volunteer Hall of Fame

V. Public Comments

VI. Review of the Minutes
- A. Meeting of April 11, 2018

VII. Information/Discussion Items
- A. School Improvement Plan 2018-2019
- B. 8th Grade Washington DC Trip Discussion
- C. Review of CEF Grants
- D. Teacher's Children Attending CPS
- E. Budget Update and Realignment FY18
- F. Superintendent Evaluation Planning
- G. Policies
  1. Residency (2 versions)
  2. Background Checks
  3. Evaluation Policy

VIII. Communications/Correspondence

IX. Superintendent's Report

X. Members'/Committee Reports as Needed

XI. Action Items
- A. Vote Budget Realignment
- B. Vote Policies
  1. Visitor Policy

XII. Warrants
- A. Accounts Payable Warrant #6818; $65,853.05
- B. Payroll Warrant #6718; $367,476.09

XIII. Other Business

XIV. Citizens' Comments

XV. Adjourn Meeting

Adjourn to Executive Session, with no intent to return to open session, for the following:
Purpose 2, To conduct strategy sessions in preparation for negotiations with the elementary principal or to conduct collective bargaining sessions or contract negotiations with nonunion personnel; and
Purpose 3, To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body.

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

DRAFT

Carlisle School Committee
Minutes
April 11, 2018
Carlisle School Community Room
7:00 PM

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

Meeting Documents:

Minutes from 3/14/18	School Improvement Plan	Technology Discard List
Residency Policy	Background Checks Policy	Visitor Policy
Field Trip Policy	Out-of-State/Overnight Field Trip Policy	Non-Discrimination Policy

I. Call to Order

Chairman David Model called the meeting to order at 7:03pm.

II. Public Comment Period

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

III. Review of Minutes

Ms. Lear made a motion to approve the minutes of the meeting of March 14, 2018. Ms. McMorrow seconded the motion. All members present voted in favor of approving the minutes.

IV. Information/Discussion Items

A. Alternative Education Plans

Dr. Sidell presented. DESE has asked certain districts to pilot alternative education programs for school cancellations due to weather. Some districts that have plans in place are Wakefield (Learn Anywhere) and North Middlesex. Melrose and Burlington did pilot programs too. Programs are designed to have students complete tasks on their days off. Teachers must propose some work that is connected to their class. All students have a window of time to complete these tasks; in some towns, the students have a week and a half to complete a project, even if they go back to school during that time frame. Chelmsford, Lexington, Billerica, and Westford put plans in place to bring the last day of school back to June 22nd. Westford is going to school on

Saturdays; other districts are adding time to the school day. It is up to each School Committee to approve local programs, not DESE. Districts have not experienced pushback from the teachers or unions about these alternative ed programs. Mr. O'Shea reached out to DESE and was told school districts are interpreting the snow policy differently, and it is up to each School Committee to approve its local programs. Ms. McMorrow wondered how many of the snow days would be eligible for alternative education days. DESE's preference is to have districts complete 180 days of school or equivalent time, but schools can ask for a waiver. Mr. O'Shea said a good CPS summer project is to develop a well thought-out plan for snow days. The summer project results will be brought to the School committee in September.

B. School Improvement Plan

Ms. Wilson presented. Next year's plan will be presented in May. Highlights of this year's plan include:

- **Professional Development**: Administration will evaluate the offerings and develop a plan for next year.
- **Faculty Goals**: Evaluation Goals are due in May, looking at starting staff goal setting in the fall. Communication Survey: School Advisory Committee shared results with parents and CSC. Looking at putting action steps into School Improvement Plan for 18-19.
- **Literacy**: Looking at Tier II intervention work in middle school grades. A Leveled Literacy Intervention (LLI) program has been put in place; it helps raise reading levels in a short amount of time.
- **Curriculum information** is being adjusted in grades K-8. Child Study protocols are in place at the lower grades and are now beginning in grades 5-8. The Math Committee has an online document that will be presented by the end of the year. Social Studies Committee is working since there hasn't been a curriculum review in 12 years, and the State hasn't updated the standards since 2003.
- **Social competency**: CPS staff has addressed lots of these topics in classroom discussions. We are constantly looking for opportunities for our students to grow. A full community service day for 8th graders will be on May 20, as well as on each of the 3 last days in June. Challenge success group is still in touch; CPS has joined a consortium of Wellesley, Concord, and other communities. This is our 2nd full year of Olweus. Kids are sharing with their families and with teachers; teachers are taking a more active role.
- We are working toward a universal screening for math and literacy in grades 5-8 and examining how are we using data to improve our curriculum and instruction.
- English Learning services sparked a need for increased faculty in this area.
- The Youth Risk Survey is on the horizon for 2020.

C. Budget Update

At the end of March, we still have approximately $22,000 unencumbered free cash. Everything else is accounted for. Our Circuit Breaker reimbursement offsets Out of District and/or transportation costs; we are receiving approximately $141,000 this year.

D. Snow Day Update

The last day is June 27 (half-day).

E. Technology Discard List

Mr. O'Shea reported that the value of the last 24 desktops purchased in 2014 is decreasing. CPS will offer them to the town.

F. Municipal Facilities Committee Charter and Process with Regard to CPS Needs

Mr. Kablotsky reported that the Facilities Committee has met every couple of weeks for the last year and has formed a warrant article. FinCom wanted to know how the Facilities Committee charter would run. Fincom reviewed the charter and accepted it. The decision was made not to have schools covered in the first year. History is that in the 1960s the Selectmen formed a committee, including the school, but the school is not included now. The Selectmen wrote a new facilities committee charter, different from town by-laws. Ms. McMorrow feels the school must be on the list for a comprehensive look at the building and projects through facilities. Mr. Kablotsky said the school maintains its buildings well, has a plan to look at projects and maintain them, and the town has to catch up. Mr. Kablotsky's recommendation is that the School Committee meet with Facilities Committee next year about appropriating money for that study. HVAC study for school is an ongoing discussion. Ms. McMorrow asked if we should propose a capital request to FinCom, and Mr. Model said we had already made such a proposal to the Long-Term Capital Requirements Committee, which requested data on room temperatures to support the need for improved HVAC. Mr. O'Shea committed to have the CPS Facilities Department obtain that data this Spring.

G. Transportation Requirements for Students who select Vocational High School.

Next year we will have two students attending Minuteman Vocational HS, and one attending Nashoba Valley. The sending district is responsible for transportation of students to Vocational High Schools; this is confirmed by DESE. The cost for transportation is about $30,000 per student. Alternative options should be explored including: paying parents to drive students, Uber, Lyft, or parents driving students to a common location. Ms. Lear will research an option she heard about on NPR about transporting students to school. COA has in its charter to transport children with disabilities and drivers are CORI checked. Mr. Kablotsky stated that the COA has extra vans; Mr. Model will pursue that possibility. Mr. Model pointed out that because we no longer a member of any vocational district, the Town is responsible for transporting students who opt out of the Concord-Carlisle region to the school of their choice.

H. Policies:

1. Residency: CPS had a legacy policy, and Attorney Waugh gave us an updated policy. Mr. Model is concerned that this new policy is too comprehensive. Mr. Kablotsky feels the divorce paragraph is too extensive. CSC members will review both policies to decide the content of the CPS policy.

2. Background Checks: Ms. McMorrow said this was our original CORI policy. After she looked at it, it encompasses DJIS policy and the CHRI policy. The CSC is proposing putting the three policies into one. She will investigate the CHRI piece (which is not in MASC policy). It's important to attach the acknowledgement form to the policy. Ms. McMorrow will add CHRI piece and give it to Andy Waugh to review.
3. School Visits: no discussion.

V. Communications/Correspondence

MASC communication was reviewed.

VI. Superintendent's Report

Highlights of Superintendent Jim O'Shea's report included:
7th Grade play, Seussical, Jr., was a very entertaining production
CPS is investigating Student Information Systems – PowerSchool and Aspen
Substance Abuse Breakfast put on by Concord Carlisle Youth Services
Parent Program on Social Liability Law on April 24 at CCHS
Liz Gray and Nick Greenwood linked up with another class in Carlisle, PA; they have created book clubs and communicate with each other
Colonial Road Show in March
World Language Committee is looking into what program should look like in the future at CPS
Survey went out on Dining Room
Student Council hosted a Senior Tea
The Administrative team hosted a breakfast at the Sleeper Room for COA on April 4
CEF Auction – record-breaking attendance and money raised
PTO Book Fair going on right now
MICCA festival
MCAS has started
Math Night Tomorrow night
Softball opening day tomorrow

VII. Members'/Committee Reports as Needed

Ms. Lear is televising the CSC meeting tonight. There will be a link on the school website to view the meeting.
Regional School Committee: Ms. McMorrow attended Concord town meeting this past Monday where the regional budget passed with no questions. They did not move the million-dollar warrant to pave high school entrance roads and install lighting. The immediate concern is that there are no lights on the road between the Beede Center and CCHS.

VIII. Action Items

A. Vote Field Trip Policy: The MASC field trip policy was amended slightly. Ms. McMorrow motioned to accept the amended policy; Ms. Lear seconded the motion. All members present voted in favor; the motion carried.
B. Vote Out of State/Overnight Field Trip Policy: Ms. McMorrow made a motion to approve this policy; Mr. Kablotsky seconded the motion. All members present in favor; the motion carried.
C. Vote Non-Discrimination Policy: Ms. McMorrow made a motion to approve this policy; Ms. Lear seconded. All members present voted in favor; the motion carried.
D. Technology Discard List: Mr. Kablotsky moved to waive the regular practice of discussing an item and voting on it at the next meeting; Ms. McMorrow seconded the motion. All members present voted in favor. Mr. Kablotsky moved to send the Technology Discard List to the town with the understanding that the District will all possible steps to maximize the value of the equipment; Ms. McMorrow seconded the motion. All members present voted in favor; the motion passed.

IX. Warrants

A. Payroll Warrant #6018; $354,576.82
B. Accounts Payable Warrant #6218; $45,394.58
C. Accounts Payable Warrant #6518; $144,179.00

X. Other Business

There was no other business.

XI. Citizen's Comments

There were no citizen's comments.

XII. Adjourn to Executive Session pursuant to MGL Chapter 30A, Section 21(a) with no intent to return to open session:

Ms. McMorrow moved to adjourn to Executive Session with the following two purposes:

A. Purpose 3, To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body; and

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

Mr. Kablotsky seconded the motion. The following votes were taken in roll call:
Mcmorrow: aye; Model: aye; Kablotsky: aye; Lear: aye.

The public meeting was adjourned at 8:49 p.m.

Respectfully submitted,

Nancy Anderson
Assistant to the Superintendent

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

SCHOOL IMPROVEMENT PLAN

2018 - 2019

Includes District Goals

CARLISLE SCHOOL IMPROVEMENT PLAN

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

1. Increase student awareness of and responsiveness to the challenges and benefits of digital citizenship.
2. Solidify the presence of Computer Science (coding and programming) within our curriculum.
3. Use technology to broaden student awareness of their world from a global perspective.
4. Evaluate our current world language program and determine the future direction for the program.
5. Review the Social Studies and Math curriculum to ensure alignment with state frameworks and identified local outcomes.
6. Increase professional development opportunities designed to support the integration of technology into teaching and learning, and to support the use of technology as a tool to connect with classrooms and communities outside of Carlisle.

Carlisle Action Steps	**Data**	**Person(s) Responsible**	**Timeline**	**Indicators of progress 2017/2018**	**Resources/Anticipated funding sources**
Professional Learning (professional development) *Coordinate study with Principals and Superintendent to effectively provide topics of study about effective teaching and learning *Encourage faculty participation in shared leadership opportunities in Carlisle School (teacher training program, interns)	Data sought from faculty and staff for professional development meetings and opportunities for teachers to participate in workshops and courses in and out of the district. Recorded summaries of conferences, grants, and workshops attended.	Principal Admin. Leadership team Group facilitators Faculty	2018-2019		Possible PTO or CEF grants District PD funding Principal's professional development monies

*Develop faculty educational evaluation plan to include components of self-evaluation, administrator collaboration, and ongoing assessment of student growth and progress * Create faculty goals that will reflect district goal strategies and objectives, particularly those that identify scope and sequence for computer science education (preK-8)	Differentiation of curriculum will be monitored through student assessment and individual student learning goal setting Joint collaborative conversations will be held with faculty to discuss individual goals and the resulting student impact.	Superintendent Student Services Director Principals Teachers	2018- 2019		
MCAS Assessment: *Examine MCAS 2.0 Changes and review date from 2017- 2018 (Year 2)	Model format and test taking skills with students designated to participate in the MCAS testing (3-8) Examine test data with grade level teams in order to identify areas of strength and areas of weakness Introduce anxiety reduction strategies into classroom work and formative assessments (3-8)	Faculty Principals	2018-2019	.	No additional funding needed

Carlisle Action Steps	Data	Person(s) Responsible	Timeline	Indicators of progress	Resources/Anticipated funding sources
Communication: *Create and define guidelines for a school based communication plan. *Review current technology platforms for an experience school based communication system * Form a working group as part of the SAC committee to guide any change for the school based communication plan. *Create a new timeline for formal communication of student progress between school and home. (k-4)	Technology committee data is needed for the communication work group. Complete guidelines for communication protocols and expectations document (June 2019)	Principal Faculty PTO SAC	Expectation protocol (Fall 2018)		Flexible and creative scheduling for teachers to meet and plan Time and planning commitment for administrators and faculty in order to develop a communication plan.

Carlisle Actions	Data	Person(s) Responsible	Timeline	Indicators of progress	Resources/Anticipated funding sources
Literacy * Pilot BAS in Grade 2 *Determine criterion for eligibility for Tier 2 interventions at grades 3-8	Review of grade level BAS data (K-5) discussed at grade team meetings	Literacy Faculty	Monthly Literacy curriculum meetings (2018 - 2019)		Professional Development about data use in determination of reading levels. Professional Development for literacy coach, faculty and principals in LLI, Aimsweb,

Math * Create an action plan for identified weaknesses in existing programs (k-8) * Potential pilot of a math intervention support program for grades 5- 8		Math Specialist Math specific faculty	School Year 2018-2019		PTO grant for math night funding
Curriculum Collaboration * Creation of co-taught classroom in grade 3 and 4 (1 per grade) * Create co-taught classes (2 sections) in ELA and Social Studies at grade 6 and 7	Review of course work and professional development work completed by	School administrators and faculty	2018-2019		No additional funding needed

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

1. Improve school climate for all students and enhance student self-advocacy skills as well as increase their appropriate responses to behaviors, which violate our norms, through the introduction and implementation of the Olweus program.
2. Decrease student stress and anxiety through school based initiatives
3. Create a school community which demonstrates an awareness and responsiveness to diversity issues, which impact student experiences, through community engagement and the further development of student and faculty awareness of and skills in identifying, discussing, and responding to diversity
4. Increase professional development opportunities for faculty and staff to effectively address diversity in the classroom
5. Increase opportunities for teacher leadership and career growth
6. Improve student and family satisfaction with the school dining room experience.

Carlisle Actions	Data	Person(s) Responsible	Timeline	Indicators of progress	Resources/Anticipated funding sources
Social Competency *Increase exposure to technological, global learning and extensions of the Carlisle classroom to the world *Continue to establish an inclusive framework document of social competency initiatives (Olweus, Challenge Success, Class Meetings, Youth support groups)	Identified classroom curriculum connections to other school districts in the US or in other countries (K-8) Completed social competency framework and grid K-8	Principal Olweus committee, team teachers	2018- 2019		No additional funding needed at this time
Diversity and Equity *Develop a consistent and formal approach to the discussion of diversity and equity in our school instructional practice	Chart data during the year of the school wide service learning programs (professional learning)	Superintendent Principals	2018 - 2019		Guest speaker and workshop fees

*Incorporate two class meetings per week (Olweus and Responsive Classroom) focused on positive student climate *	2018-2019 student Olweus survey Faculty professional development events that include diversity training, safety training, and bullying prevention training	Faculty			School visits that model responsive classroom (substitute cost)
Social Emotional Learning * Continue the infusion of the Olweus Bullying Prevention Program (year 3) *Include Olweus language at all grade levels and within all aspects of the school	Record of reports of bullying in 2018/19 school year Administer Olweus student survey (February 2019) Professional development opportunities for increased training in Responsive Classroom	Olweus OBPCC Carlisle Faculty Carlisle Students	2018 - 2019		Olweus survey funding for 2017 (school budget)
Challenge Success Practice *Participate in the Challenge Success CCHS, Carlisle, Dover Sherborn, and Wellesley faculty team meetings (year 3) *Continue conversations at grades 4-8 about the components of homework to include: • Purpose and Meaning of		Challenge Success support team from Stanford University Faculty and Administration	2018 - 2019		No additional funding at this time.

assignments • Grading consistency across grade(s) • Scheduling of homework					

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

1. Increase the use and effectiveness of our Tier Systems of Supports, with a focus on our Tier II supports.
2. Ensure that all students have the opportunity to develop their social emotional intelligence as a consistent part of their educational experience
3. Increase professional development opportunities for teachers in order to improve the school experience of our English Language Learners.
4. Increase professional development opportunities for teachers in order to ensure effective implementation of our tiered system of support
5. Create professional development opportunities to support paraprofessional effectiveness and connectedness
6. Explore participation in the Youth Risk Behavior Survey, with the goal of improving our responsiveness to the social and emotional needs of our students.

Carlisle Actions	**Data**	**Person(s) Responsible**	**Timeline**	**Indicators of Progress**	**Resources/Anticipated Funding Sources**
Tiered Systems for Support: *Develop a system of tiered, instructional support by developing a vision of inclusion and provision for in-class support and consultation between teachers. *Develop grade level programs of intervention that support all learners, particularly at the middle level. Pilot universal screener and progress monitoring tool for grades K-8 ,tier 2, in the areas of math and English.	Charted progress of identified children with needs present in all classrooms. Monitored interventions as determined by IEP, MCAS, and BAS assessments. Aimsweb Data for K-8	Special education staff Classroom specialists	2018 - 2019		Potential release time to receive professional development for literacy support training District funding for consultation support to school

Youth Risk Survey: * Preparing to administer the Youth Risk Survey to grades 6 and 8 as part of the Health classes for 2019-2020 *Educate faculty and parents on the benefits of the survey data. *	Survey results impact on Health lessons for 2020-2021	Students grades 6 and 8 Health teachers	2018-2019	.	No funding needed at this time

JAMES F. O'SHEA

Carlisle Public Schools

Superintendent Evaluation

School Committee Members: David Model (DM), Mary Storrs (MS)), Josh Kablotsky (JK), Christine Lear (CL), new person

(The Committee Member's Name is required)

June 13, 2018

Superintendent's Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.
Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	Communication is an integral part of the work of a superintendent. While I worked to be an effective communicator during this past year, I have also identified a number of areas where my communication and engagement could and should be better. This year I will focus on improving my communication with a concentration in three key areas: communication and engagement with the members of the Carlisle School Committee, internal communication with faculty and staff, and my external communication with the broader Carlisle community.					
Student Learning						
2	School climate is a major contributor to the overall experience of our students and their families. Ensuring that we maintain a caring, kind, and inclusive environment for all students is essential to a positive school climate. My student learning goal for the 2017-2018 school year will focus on the school-wide implementation of the Olweus Anti-bullying Program and the introduction of diversity focused instruction for students in 7th and 8th grade, both of which are designed to positively impact our school climate.					
District Improvement						

1	**Provide a Rich, Rigorous and Relevant Curriculum**: Provide a rich, rigorous, and relevant curriculum, which ensures students develop academic and intellectual skills, along with, the social and emotional competence to be confident, engaged and successful global citizens in the 21st century. 1. Increase student awareness of and responsiveness to the challenges and benefits of digital citizenship. 2. Solidify the presence of Computer Science (coding and programming) within our curriculum. 3. Use technology to broaden student awareness of their world with global perspective. 4. Evaluate our current World Language program and determine the future direction for the program (i.e. languages offered, course sequencing) 5. Review our Social Studies and Math curriculum to ensure rigor, relevance, and alignment with state frameworks, as well as, identified local outcomes. 6. Increase professional development opportunities designed to support the integration of technology into teaching and learning, and to support the use of technology as a tool to connect with classrooms and communities outside of Carlisle.					

2	**Build a Community of Respect and Inclusion in a Safe and Healthy Learning environment:** Build a community of inclusion, which embraces and celebrates diversity, where all students feel known, cared for, welcome, respected and enjoy their educational experience. 1. Improve school climate for all students and enhance student self-advocacy skills through the introduction and implementation of the Olweus program. 2. Decrease student stress and anxiety through school based initiatives. 3. Create a school community that demonstrates cultural proficiency, and a commitment to meeting the diverse needs of students and families. 4. Increase professional development opportunities for faculty and staff to effectively address diversity in the classroom. 5. Increase opportunities for teacher leadership and career growth 6. Improve student and family satisfaction with the school dining room experience.					

3	**Ensure Equity and Excellence in Learning:** Ensure that all students have access to high quality content and instruction that is differentiated to meet their individual needs, while providing the academic, social and emotional supports required to ensure success for all students. 1. Increase the use and effectiveness of our Tiered Support System, with a focus on our Tier II supports. 2. Ensure that all students have the opportunity to develop their social emotional intelligence as a consistent part of their educational experience. 3. Increase professional development opportunities for teachers in order to improve the school experience of our English Language Learners 4. Increase professional development opportunities for teachers in order to ensure effective implementation of our tiered support system. 5. Create professional development opportunities to support paraprofessional effectiveness and connectedness 6. Explore participation in the Youth Risk Behavior Survey, with the goal of improving our responsiveness to the social and emotional needs of our students.					

Superintendent's Performance Rating for Standard I: Instructional Leadership

Check one box for each indicator and circle the overall standard rating.	Unsatisfactory	Needs Improvement	**Proficient**	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.				
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.				
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.				
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.				

Overall Rating for Standard I (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Unsatisfactory Needs Improvement Proficient Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Analysis of classroom walk-through data
- ☐ Analysis of district assessment data
- ☐ Sample of district and school improvement plans and progress reports
- ☐ Analysis of staff evaluation data
- ☐ Report on educator practice and student learning goals
- ☐ Student achievement data
- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback
- ☐ Relevant school committee meeting agendas/materials
- ☐ Analysis of leadership team(s) agendas and/or feedback
- ☐ Protocol for school visits
- ☐ Other:_____

Superintendent's Performance Rating for Standard II: Management and Operations

Check one box for each indicator and circle the overall standard rating.	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.				
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.				
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.				
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.				
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.				

Overall Rating for Standard II (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Unsatisfactory Needs Improvement Proficient Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Budget analyses and monitoring reports
- ☐ Budget presentations and related materials
- ☐ External reviews and audits
- ☐ Staff attendance, hiring, retention, and other HR data
- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback
- ☐ Analysis of safety and crisis plan elements and/or incidence reports
- ☐ Relevant school committee meeting agendas/minutes/materials
- ☐ Analysis and/or samples of leadership team(s) schedule/agendas/materials
- ☐ Other:_____

Superintendent's Performance Rating for Standard III: Family and Community Engagement

Check one box for each indicator and circle the overall standard rating.	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.				
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.				
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.				
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.				

Overall Rating for Standard III (Circle one.)	This education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.

Unsatisfactory Needs Improvement Proficient Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Participation rates and other data about school and district family engagement activities
- ☐ Evidence of community support and/or engagement
- ☐ Sample district and school newsletters and/or other communications
- ☐ Analysis of school improvement goals/reports
- ☐ Community organization membership/participation/ contributions

- ☐ Analysis of survey results from parent and/or community stakeholders
- ☐ Relevant school committee presentations and minutes
- ☐ Other:_____

Superintendent's Performance Rating for Standard IV: Professional Culture

Check one box for each indicator and circle the overall standard rating.	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.				
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.				
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.				
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.				
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.				
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.				

Overall Rating for Standard IV ***(Circle one.)***	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a district-wide culture of reflective practice, high expectations, and continuous learning for staff.

Unsatisfactory Needs Improvement Proficient Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ District and school improvement plans and reports
- ☐ Staff attendance and other data
- ☐ Memos/newsletters to staff and other stakeholders
- ☐ School visit protocol and sample follow-up reports
- ☐ Presentations/materials for community/parent meetings
- ☐ Analysis of staff feedback
- ☐ Samples of principal/administrator practice goals
- ☐ School committee meeting agendas/materials
- ☐ Sample of leadership team(s) agendas and materials
- ☐ Analysis of staff feedback
- ☐ Other:_____

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent:	James F. O'Shea		
Evaluator:			
	Name	**Signature**	**Date**

Step 1: Assess Progress Toward Goals (*Complete page 19 first; circle one for each set of goal[s].*)

Professional Practice Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded

Step 2: Assess Performance on Standards (*Complete pages 4–7 first; then check one box for each standard.*)

Indicators ***Unsatisfactory*** = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both. ***Needs Improvement/Developing*** = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new superintendents, performance is on track to achieve proficiency within three years. ***Proficient*** = ***Proficient*** **practice is understood to be fully satisfactory. This is the rigorous expected level of performance.** ***Exemplary*** = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.	Unsatisfactory	Needs Improvement	**Proficient**	Exemplary
Standard I: Instructional Leadership				
Standard II: Management and Operations				
Standard III: Family and Community Engagement				
Standard IV: Professional Culture				

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; circle one.*)

Unsatisfactory | Needs Improvement | Proficient | Exemplary

Step 4: Rate Impact on Student Learning (*Check only one.*)

Low	Moderate	High

Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low.*

Comments:

FINAL EVALUATION TO BE SUBMITTED TO DESE:

OVERALL EVALUATION:

STANDARD I, INSTRUCTIONAL LEADERSHIP**:**
STANDARD II, MANAGEMENT AND OPERATIONS:
STANDARD III, FAMILY AND COMMUNITY ENGAGEMENT:
STANDARD IV, PROFESSIONAL CULTURE:
IMPACT ON STUDENT LEARNING, GROWTH, AND ACHIEVEMENT:

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

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

In the case where parents are divorced or separated, and one parent is a resident of Carlisle, the child(ren) can attend the Carlisle Schools.

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

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

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

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

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

New students who have moved with a parent/guardian to a residence in Carlisle that is owned by a family member must submit a letter from the homeowner. The letter should be addressed to the Superintendent of Schools and state the homeowner's intent to house the new student at his or her Carlisle residence, including the anticipated duration of time.

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

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

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

CARLISLE PUBLIC SCHOOL RESIDENCY POLICY
Policy # 05.02.1998
Adopted 04/28/98
Revised 11/17/04
Reviewed 10/02/07, 01/08/14
Replaced 04/11/17

The Carlisle School Committee has adopted the following policy regarding the residency and enrollment of students. This policy has been adopted to ensure that only families who actually reside in the Town of Carlisle have full access to a comprehensive education in the Carlisle Public Schools. Therefore, the Carlisle Public Schools has established specific requirements for proof of residency.

Pursuant to M.G.L. c. 76 §5, all children of school age who reside in the Town of Carlisle are entitled to attend the Carlisle Public Schools. When a student enrolls in the Carlisle Public Schools, the parent/guardian must provide documentation to the administration that establishes the residency of the student and/or parent. The Carlisle Public Schools may conduct an investigation into the residency of any student, either upon enrollment or thereafter, if any questions arise about the student's residency.

In order to attend the Carlisle Public Schools, a student must actually reside in the Town of Carlisle. The only exceptions are listed below. The residence of a minor child is ordinarily presumed to be the legal residence of the parent or legal guardian who has physical custody of the child. A person's "residence" is the place where the person dwells currently, with an intention to remain, and is in the town that is the core of his/her domestic, social, and civil life. In determining residency, the Carlisle Public Schools retains the right to require verifiable documentation and to investigate where a student actually resides. (Legal Reference: M.G.L. Chapter 76, Section 5).

The principal at each school will verify the telephone number and home address of all students annually. If there is any change in residency status, the parent(s)/guardian(s) will be required to notify the principal in the school where their child is enrolled within five (5) business days of the change of address. The Carlisle Public Schools reserves the right to request additional documents and/or to conduct an investigation; therefore, the district may enlist the services of a Residency Officer/Investigator to verify a family's residency. If a determination is made that the student does not actually reside in the Town of Carlisle, the student's enrollment will be terminated immediately, and the Town of Carlisle may choose to seek tuition reimbursement from the student's parent or legal guardian (Legal Reference: M.G.L. Chapter 76, Section 5). A parent, legal guardian, or student who has reached the age of majority (18), may appeal this determination of ineligibility for enrollment to the Superintendent of Schools, whose decision shall be final.

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Pursuant to M.G.L. c. 71 §37L, the parent/guardian or the student him/herself are required to bring a copy of the student's complete school record from previous school districts. The administration will assist the parent/guardian or the student in obtaining a complete school record.

The Residency Requirements shall be waived with respect to the following students:

- New students whose families are building a primary residence in the Town of Carlisle, provided that their home construction has completed the Town of Carlisle insulation

inspection by August 1 of that year. For all other new students with new construction, a Town of Carlisle occupancy permit is required for enrollment.

- New students whose families are purchasing an existing primary residence in Carlisle, if they have a signed and accepted Purchase and Sale Agreement, a signed statement from bank officer that a mortgage has been approved, and a scheduled closing date no later than Oct. 1 of that year.
- New students whose families will be renting a primary residence in Carlisle, if they have a signed lease with evidence of financial commitment, and an occupancy date no later than October 1 of that year.
- Students who fall under the McKinney-Vento Homeless Assistance Act. A homeless student temporarily residing in Carlisle may be immediately enrolled, even without records typically required for enrollment.
- Students whose parents divorce or separate and share physical custody, provided one custodial parent remains a resident of the Town of Carlisle and the student resides with the parent who resides in the Town of Carlisle. Investigation of residency in these circumstances may include consideration of the number of nights the student spends in Carlisle, analysis of where the student resides pursuant to any custody arrangement, and the center of the student's domestic, social, and civic life. (Please note that legal documentation must be provided to school office.)
- Students whose families are moving from one residence to another within Carlisle or who are renovating their current Carlisle residence, and who must briefly reside elsewhere during the transition period, if they have a house under construction or renovation in Carlisle and if they can provide documentation that they will be moving back into Carlisle in the near future.
- New students who have moved with a parent/guardian to a residence in Carlisle that is owned by a family member must submit a letter from the homeowner. The letter should be addressed to the Superintendent of Schools and state the homeowner's intent to house the new student at his or her Carlisle residence, including the anticipated duration of time.
- Students whose families move out of town after April 1 may complete that school year in Carlisle.

These exceptions shall apply as listed above, provided that, during all of these transition periods, transportation to and from another town is the physical and financial responsibility of the family, and families must notify the Superintendent of Schools in writing in advance of any address changes.

No changes

Carlisle Public Schools
Policy Regarding Background Checks
(Formerly CORI Policy)
Policy #09.06.2003

Sept ~~Revised~~ ~~Adopted~~ **11/12/14** ; Revised 11/18

It shall be the policy of the Carlisle School District that, as required by law, a state and national fingerprint criminal background check will be conducted to determine the suitability of full or part time current and prospective school employees and volunteer chaperones for overnight field trips, who may have direct and unmonitored contact with children. School employees shall include, but not be limited to any apprentice, intern, or student teacher or individuals in similar positions, who may have direct and unmonitored contact with children. The school committee shall only obtain a fingerprint background check for current and prospective employees for whom the school committee has direct hiring authority. In the case of an individual directly hired by a school committee, the chair of the school committee shall review the results of the national criminal history check. The superintendent shall also obtain a state and national fingerprint background check for any individual, who regularly provides school related transportation to children. The school committee, superintendent or principal as appropriate may obtain a state and national fingerprint criminal background check for any volunteer, subcontractor or laborer commissioned by the school committee, school or employed by the city or town to perform work on school grounds, who may have direct and unmonitored contact with children. School volunteers and subcontractors/laborers who may have direct and unmonitored contact with children must continue to submit state CORI checks.

The fee charged by the provider to the employee and educator for national fingerprint background checks will be $55.00 for school employees subject to licensure by DESE and $35.00 for other employees, which fee may from time to time be adjusted by the appropriate agency. The employer shall continue to obtain periodically, but not less than every 3 years, from the department of criminal justice information services all available criminal offender record information (CORI) for any current and prospective employee or volunteer within the school district who may have direct and unmonitored contact with children.

Direct and unmonitored contact with children is defined in DESE regulations as contact with a student when no other employee who has received a suitability determination by the school or district is present. "Contact" refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication.
This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for licensing or employment purposes. Where such checks are allowable by law, the following practices and procedures will be followed.

Requesting Criminal History Record Information (CHRI) checks

Fingerprint-based CHRI checks will only be conducted as authorized by state and federal law, in accordance with all applicable state and federal rules and regulations. If an applicant or employee is required to submit to a fingerprint-based state and national criminal history record check, he/she shall be informed of this requirement and instructed on how to comply with the law. Such instruction will include information on the procedure for submitting fingerprints. In addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment.

No Changes

Access to CHRI

All CHRI is subject to strict state and federal rules and regulations in addition to Massachusetts CORI laws and regulations. CHRI cannot be shared with any unauthorized entity for any purpose, including subsequent hiring determinations. All receiving entities are subject to audit by the Massachusetts Department of Criminal Justice Information Services (DCJIS) and the FBI, and failure to comply with such rules and regulations could lead to sanctions. Federal law and regulations provide that the exchange of records and information is subject to cancellation if dissemination is made outside of the receiving entity or related entities. Furthermore, an entity can be charged criminally for the unauthorized disclosure of CHRI.

Storage of CHRI

CHRI shall only be stored for extended periods of time when needed for the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which are in compliance with the most recent CJIS Security Policy have been implemented to ensure the security and confidentiality of CHRI. Each individual involved in the handling of CHRI is to familiarize himself/herself with these safeguards. In addition to the above, each individual involved in the handling of CHRI will strictly adhere to the policy on the storage, retention and destruction of CHRI.

Retention and Destruction of CHRI

Federal law prohibits the repurposing or dissemination of CHRI beyond its initial requested purpose. Once an individual's CHRI is received, it will be securely retained in internal agency documents for the following purposes ***only***:

Historical reference and/or comparison with future CHRI requests,
Dispute of the accuracy of the record
Evidence for any subsequent proceedings based on information contained in the CHRI.

CHRI will be kept for the above purposes in a secure location in the office of the superintendent. When no longer needed, CHRI and any summary of CHRI data must be destroyed by shredding paper copies and/or by deleting all electronic copies from the electronic storage location, including any backup copies or files. The shredding of paper copies of CHRI by an outside vendor must be supervised by an employee of the district.

CHRI Training

An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI at the district will review and become familiar with the educational and relevant training materials regarding SAFIS and CHRI laws and regulations made available by the appropriate agencies, including the DCJIS.

Determining Suitability

In determining an individual's suitability, the following factors will be considered: these factors may include, but not necessarily be limited to: the nature and gravity of the crime and the underlying conduct, the time that has passed since the offense, conviction and/or completion of the sentence, nature of the position held or sought, age of the individual at the time of the offense, number of offenses, any relevant evidence of rehabilitation or lack thereof and any other factors deemed relevant by the district.

No charge

A record of the suitability determination will be retained. The following information will be included in the determination:

The name and date of birth of the employee or applicant;
The date on which the school employer received the national criminal history check results; and,
The suitability determination (either "suitable" or "unsuitable").

A copy of an individual's suitability determination documentation must be provided to another school employer, or to the individual, upon request of the individual for whom the school employer conducted a suitability determination.

Relying on Previous Suitability Determination.

The school employer may obtain and may rely on a favorable suitability determination from a prior employer, if the following criteria are met:

The suitability determination was made within the last seven years; and

The individual has not resided outside of Massachusetts for any period longer than three years since the suitability determination was made; and either

The individual has been employed continuously for one or more school employers or has gaps totaling no more than two years in his or her employment for school employers; or

If the individual works as a substitute employee, the individual is still deemed suitable for employment by the school employer who made a favorable suitability determination. Upon request of another school employer, the initial school employer shall provide documentation that the individual is still deemed suitable for employment by the initial school employer.

Adverse Decisions Based on CHRI

If inclined to make an adverse decision based on an individual's CHRI, the district will take the following steps prior to making a final adverse determination:

Provide the individual with a copy of his/her CHRI used in making the adverse decision;
Provide the individual with a copy of this CHRI Policy;
Provide the individual the opportunity to complete or challenge the accuracy of his/her CHRI; and
Provide the individual with information on the process for updating, changing, or correcting CHRI.

A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable time depending on the particular circumstances not to exceed thirty days to correct or complete the CHRI.

If a school employer receives criminal record information from the state or national fingerprint-based background checks that includes no disposition or is otherwise incomplete, the school employer may request that an individual, after providing him a copy of said background check, provide additional information regarding the results of the criminal background checks to assist the school employer in determining the applicant's suitability for direct and unmonitored contact with children, notwithstanding the terms of General Laws chapter 151B, S. 4,(9,9 ½). Furthermore, in exigent circumstances, a school employer may, pursuant to the terms of DESE regulations (see specific regulations in legal refs), hire an employee on a conditional basis without first receiving the results of a national criminal background check.

No changes

After exhausting several preliminary steps as contained in the above referenced regulation the district may require an individual to provide information regarding the individual's history of criminal convictions; however, the individual cannot be asked to provide information about juvenile adjudications or sealed convictions. The superintendent is advised to confer with legal counsel whenever he/she solicits information from an individual concerning his/her history of criminal convictions.

Secondary Dissemination of CHRI

If an individual's CHRI is released to another authorized entity, a record of that dissemination must be made in the secondary dissemination log. The secondary dissemination log is subject to audit by the DCJIS and the FBI. The following information will be recorded in the log:

Subject Name;
Subject Date of Birth;
Date and Time of the dissemination;
Name of the individual to whom the information was provided;
Name of the agency for which the requestor works;
Contact information for the requestor; and
The specific reason for the request.

Reporting to Commissioner of Elementary and Secondary Education

Pursuant to state law and regulation, if the district dismisses, declines to renew the employment of, obtains the resignation of, or declines to hire a licensed educator or an applicant for a Massachusetts educator license because of information discovered through a state or national criminal record check, the district shall report such decision or action to the Commissioner of Elementary and Secondary Education in writing within 30 days of the employer action or educator resignation. The report shall be in a form requested by the Department and shall include the reason for the action or resignation as well as a copy of the criminal record checks results. The superintendent shall notify the employee or applicant that it has made a report pursuant to the regulations to the Commissioner.

Pursuant to state law and regulation, if the district discovers information from a state or national criminal record check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license action pursuant to regulations, the superintendent shall report to the Commissioner in writing within 30 days of the discovery, regardless of whether the district retains or hires the educator as an employee. The report must include a copy of the criminal record check results. The school employer shall notify the employee or applicant that it has made a report pursuant to regulations to the Commissioner and shall also send a copy of the criminal record check results to the employee or applicant.

No Changes

C.O.R.I. REQUIREMENTS

It shall be the policy of the district to obtain all available Criminal Offender Record Information (CORI) from the department of criminal justice information services of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain CORI data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils.

The Superintendent, Principal, or their certified designees shall periodically, but not less than every three years, obtain all available Criminal Offender Record Information from the department of criminal justice informational services on all employees, individuals who regularly provide school related transportation to children, including taxicab company employees, and volunteers who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

The Superintendent, Principal, or their certified designees may also have access to Criminal Offender Record Information for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with children, and shall notify them of this requirement and comply with the appropriate provisions of this policy.

Pursuant to a Department of Education regulation, "'Direct and unmonitored contact with children' means contact with students when no other employee, for whom the employer has made a suitability determination of the school or district, is present. " Contact" refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication. The school employer may determine when there is potential for direct and unmonitored contact with children by assessing the circumstances and specific factors including but not limited to, whether the individual will be working in proximity with students, the amount of time the individual will spend on school grounds, and whether the individual will be working independently or with others. An individual shall not be considered to have the potential for direct and unmonitored contact with children if he or she has only the potential for incidental unsupervised contact in commonly used areas of the school grounds."

In accordance with state law, all current and prospective employees, volunteers, and persons regularly providing school related transportation to children of the school district shall sign an acknowledgement form authorizing receipt by the district of all available CORI data from the department of criminal justice information services. In the event that a current employee has a question concerning the signing of the acknowledgement form, he/she may meet with the Principal or Superintendent; however, failure to sign the CORI acknowledgement form may result in a referral to local counsel for appropriate action. Completed acknowledgement forms must be kept in secure files. The School Committee, Superintendent, Principals or their designees certified to obtain information under the policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children.

CORI is not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three years. CORI shall be shared with the individual to whom it pertains, pursuant to law, regulation and the following model policy, and in the event of an inaccurate report the individual should contact the department of criminal justice informational services.

Access to CORI material must be restricted to those individuals certified to receive such information. In the case of prospective employees or volunteers, CORI material should be obtained only where the Superintendent

No Changes

had determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

The hiring authority, subject to applicable law and the model policy, reserves the exclusive right concerning any employment decision.

The Superintendent shall ensure that on the application for employment and/or volunteer form there shall be a statement that as a condition of the employment or volunteer service the school district is required by law to obtain Criminal Offender Record Information for any employee, individual who regularly provides transportation, or volunteer who may have direct and unmonitored contact with children. Current employees, persons regularly providing school related transportation, and volunteers shall also be informed in writing by the Superintendent prior to the periodic obtaining of their Criminal Offender Record Information.

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political subdivision thereof.

The Superintendent shall revise contracts with special education schools and other providers to require a signed statement that the provider has met all legal requirements of the state where it is located relative to criminal background checks for employees and others having direct and unmonitored contact with children.

LEGAL REFS.: M.G.L.6:167-178; 15D:7-8; 71:38R, 151B, 276:100A
P.L. 92-544; Title 28 U.S.C. § 534; Title 28 C.F.R. 20.33(b)
42 U.S.C. § 16962
603 CMR 51.00; 603 CMR 51.05(4)
803 CMR 2.00
803 CMR 3.05 (Chapter 149 of the Acts of 2004)
FBI Criminal Justice Information Services Security Policy
Procedure for correcting a criminal record

FAQ – Background Checks

SOURCE: MASC 2014

Carlisle Public Schools
Policy Regarding Background Checks
(Formerly CORI Policy)
Policy #09.06.2003

Adopted [?]11/12/14 [confirm],
Reaffirmed 3/14/18

This policy is applicable to the criminal history screening of prospective and current employees, subcontractors, volunteers and interns, and professional licensing applicants. In addition, this policy is applicable to any individual who regularly provides school-related transportation to children who may have direct and unmonitored contact with children, including employees of transportation companies that have contracted with the district to provide transportation to pupils ("Covered Persons"). [we need to discuss scope]

Where Criminal Offender Record Information (CORI) and other criminal history checks may be part of a general background check for employment, volunteer work, licensing purposes Covered Persons, the following practices and procedures will be followed:

CONDUCTING CORI SCREENING

CORI checks will only be conducted only as authorized by the Department of Criminal Justice Information Services (DCJIS), state law, and regulation, and only after a CORI Acknowledgement Form (attached hereto) has been completed.

If a new CORI check is to be made on a subject within a year of his/her signing of the CORI Acknowledgement Form, the subject shall be given seventy two (72) hours notice that a new CORI check will be conducted. [Do we know when a new CORI check is needed?]

ACCESS TO CORI

All CORI obtained from the DCJIS is confidential, and access to the information must be limited to those individuals who have a "need to know". This may include, but not be limited to, hiring managers, staff submitting the CORI requests, and staff charged with processing job applications. The district must maintain and keep a current list of each individual authorized to have access to, or view, CORI. [confirm that we do this] This list must be updated every six (6) months and is subject to inspection upon request by the DCJIS at any time.

CORI TRAINING

An informed review of a criminal record requires training. Accordingly, a. All district personnel authorized to review or access CORI will review, and will be thoroughly familiar with, the educational and relevant training materials regarding CORI laws and regulations made available by the DCJIS.

USE OF CRIMINAL HISTORY IN BACKGROUND SCREENING

CORI used for employment purposes shall only be accessed only for applicants who are otherwise qualified for the position for which they have applied.

Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on background checks will be made consistent with this policy and any applicable- law or- regulations.

VERIFYING A SUBJECT'S IDENTITY

If a criminal record is received from the DCJIS, the information is to- be closely compared- with- the information on the CORI Acknowledgement Form and any other identifying information provided by the applicant- to- ensure- the- record belongs to- the applicant.

If the information in the CORI record provided does not exactly match the identification information provided by the applicant, a determination is to be made by an individual authorized to make such determinations based on a comparison of the CORI record and documents provided by the applicant.

INQUIRING ABOUT CRIMINAL HISTORY

In connection with any decision regarding ~~employment, volunteer opportunities, or professional licensing~~ engaging a Covered Person, the subject shall be provided with a copy of the criminal history record, whether obtained from the DCJIS or from any other source, prior to questioning the subject about his or her criminal history. The source(s) of the criminal history record ~~is~~ also is to be disclosed to the subject.

DETERMINING SUITABILITY

If a determination is made, based on the verification of identity information as provided in this policy, that the criminal record belongs to the subject, and the subject does not dispute the record's accuracy, then the determination of suitability for the position (volunteer or employment), contract, or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to, the following:

(a) Relevance of the record to the position sought;
(b) The nature of the work to be performed;
(c) Time since the conviction;
(d) Age of the candidate at the time of the offense;
(e) Seriousness and specific circumstances of the offense;
(f) The number of offenses;
(g) Whether the applicant has pending charges;
(h) Any relevant evidence of rehabilitation or lack thereof; and
(i) Any other relevant information, including information submitted by the candidate or requested by the organization.

The applicant is to be notified of the decision and the basis for it in a timely manner.

ADVERSE DECISIONS BASED ON CORI

If an authorized official is inclined to make an adverse decision based on the results of a criminal history background check, the applicant will be notified immediately. The subject shall be provided with a copy of the organization's CORI policy and a copy of the criminal history. The source(s) of the criminal history ~~will~~ also will be revealed. The subject ~~will~~ then will be provided with an opportunity to dispute the accuracy of the CORI record. Subjects ~~shall~~ also shall be provided a copy of DCJIS' *Information Concerning the Processfor Correcting a Criminal Record.*

SECONDARY DISSEMINATION LOGS

All CORI obtained from the DCJIS is confidential and can ~~only~~ be disseminated only as authorized by law and regulation. A central secondary dissemination log shall be used to record *any* dissemination of CORI~~ori~~ outside this ~~organization~~district, including dissemination at the request of the subject.

Evaluation Policy

Policy #10.02.1997

Adopted 3/4/97
Reviewed/Reaffirmed 01-05-2005, 12-01-2010, Revised 2-11-14

It is the intent of the Carlisle School Committee to evaluate the performance of the Superintendent of Schools annually, and to direct that the Superintendent or his/her designee evaluate all other administration, faculty and staff of the Carlisle Public Schools each year.

It is further intended that the procedures followed in accomplishing said administration, faculty and staff evaluations conforms to the most current version of the Carlisle School Committee approved or adopted plans, as follows:

For Faculty, the "Carlisle Public Schools Faculty Evaluation Plan," as detailed in the Carlisle Teachers Association Contract Appendix A approved by the School Committee on June 13, 2013.

For Administration, 603 CMR 35:00 with procedures outlined by the MA Department of Elementary and Secondary Education.

For Staff, the "Policy for Non-Contractual Service Personnel," specifically the section entitled Performance Reviews and Salary Increases.

SCHOOL COMMITTEE POLICY ON SCHOOL VISITS
Policy # 09.07.1997
Rev. 01/05/2005 Reaffirmed 10/15/2008, revised 11/2/11, 11/12/14

For the safety of students, staff and visitors, it is required that while school is in session, all visitors, including vendors and contractors sign in at the main office and obtain a name tag before proceeding to their destinations. The only exception to this rule would be for school group events, such as class or grade level science fairs or concerts, when visitors may proceed directly to the event.

Visitors who wish to observe in classrooms must make appointments with an administrator in advance through the school office. Such visits will be scheduled to minimize disruption of the educational process.

Students who wish to bring a student guest to classes must follow the procedure outlined in the Student Handbook.