

**SCHOOL COMMITTEE AGENDA  
MONDAY, FEBRUARY 12, 2018**

- I. Call to Order**
- II. Public Comments**
- III. Review of the Minutes**
  - A. Meeting of January 24, 2018
- IV. Information/Discussion Items**
  - A. 2018 – 19 School Calendar
  - B. Budget Update
  - C. Superintendent Mid-Cycle Review
  - D. Televised Meetings Update
  - E. Policies
    1. School Bus
    2. School Volunteer
    3. Background Checks
- V. Communications/Correspondence**
- VI. Superintendent's Report**
- VII. Members'/Committee Reports as Needed**
- VIII. Action Items**
  - A. Vote 2018 – 19 School Calendar
  - B. Vote Emergency Closings Policy
  - C. Vote Residency Policy
  - D. Vote Naming Rights Policy
- IX. Warrants**
  - A. Payroll Warrant #4818; \$369,643.44
  - B. Accounts Payable Warrant #5018; \$136,054.54
  - C. Accounts Payable Warrant #5218; \$42,236.12
- X. Other Business**
- XI. Citizens' Comments**
- XII. Adjourn to Executive Session pursuant to MGL Chapter 30A, Section 21(a) with no intent to return to open session:**
  - A. Purpose 1, To discuss the reputation, character, physical condition or mental health, rather than professional competence, of an individual, or to discuss the discipline or dismissal of, or complaints or charges brought against, a public officer, employee, staff member or individual.**
  - B. 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**
  - C. 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.

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**Carlisle School Committee  
Minutes  
January 24, 2018  
Carlisle School Community Room  
7:00 PM**

Present – School Committee: David Model - Chair, Melissa McMorrow, Josh Kablotsky, Christine Lear. Mary Storrs arrived at 9:12 p.m.

Present – School Administration: James O’Shea, Superintendent; Carrie Wilson, Middle School Principal; Will Verbits, Director of Student Support Services; Nancy Anderson, Assistant to the Superintendent/Recording Secretary.

Meeting Documents:

Minutes from 12-13-17	FY18-19 Budget Update	SAC Report
District Goals	CSC Goals	Policy on the Protection of Pupil Rights
Emergency Closings Policy	Residency Policy	Naming Rights Policy

## **I. Call to Order**

Chairman David Model called the meeting to order at 7:01 pm. He stated that the Carlisle School Committee meeting of January 10, 2018 was cancelled due to lack of a quorum and this is the rescheduled meeting.

## **II. Public 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. McMorrow made a motion to approve the minutes of the meeting of December 13, 2017. Ms. Lear seconded the motion. There was a brief discussion to make minor changes about the proposed solar project at the school. All members present voted in favor of approving the amended minutes.

## **IV. Information/Discussion Items**

### A. Discussion on Televising CSC Meetings

Vanessa Moroney (a parent) sent a letter to the CSC recommending that CSC meetings be televised. Sue Pray and Christine Lear volunteered to explore details about implementing this practice. Ms. Lear is a proponent for televising, to enable home access to meetings. Mr.

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Kablotsky supports televising public meetings, however he advocates that the meetings themselves should remain on the school campus, and not at Town Hall. Mr. Model is open to the idea but focused on the school and expenditures. Mr. O'Shea thought televising makes sense but might shape deliberation. Mr. O'Shea said if we move forward with televising, the meetings would remain in the school location. Ms. McMorrow shared that the RSC meetings are televised, and it doesn't shape discussion. Ms. McMorrow said that we paid our share to build the CCTV studio at CCHS, and Ms. Lear should ask if some of the equipment could be taken to this location and used. Ms. Lear will research and present a plan. Ms. Wilson was asked her opinion; she didn't feel televising meetings hindered conversations. Mr. Verbits' opinion was solicited as well, and he has never worked in a district where meetings were not televised. He feels it's a positive move; meetings are made available to all citizens who want to stay up to date on school issues. Chair Model recognized Vanessa Moroney, 142 Bedford Road, who stated there are many positive aspects of televising, such as accessibility, transparency, communication and outreach. She feels it's advantageous to be able to see debates and hear conversation, as people don't get the full story through minutes and The Mosquito. The school is largest employer in town, and citizens can understand how and why decisions are made. Ms. Moroney feels that people who attend meetings in town hall often go into other meetings that are occurring at the same time and thinks it's a benefit to have meetings in Town Hall. Mr. Model will wait for Ms. Lear's plan, and Ms. McMorrow added that the Committee should investigate High School students getting community service for helping televise the meetings.

### B. 2018-2019 School Calendar

Mr. O'Shea discussed the process of arriving at a new proposed calendar. He convened a committee that met, discussed options, and proposed a pre-Labor Day start to the school year. A Professional day is proposed on November 6. NPEN (Northeast Professional Educators' Network) runs Professional Development programs in Massachusetts on Election Day every year because several schools close that day; with a PD on November 6, more of our educators could attend. The faculty feels August/September days are more valuable instructionally than June dates. The CSC requested feedback from constituents about the school start date. Mr. O'Shea emailed a survey to parents asking if they prefer a pre or post Labor Day start; approximately 30% of respondents preferred a pre-Labor Day start and 69% preferred a post-Labor Day start. Mr. Model asked Ms. Wilson her opinion about when to start the school year and she shared that teachers felt it's problematic to teach at the end of June. Mr. Model asked for parent comments. Sara Wilson, 201 Concord Street, prefers a pre-Labor Day start. Carrie Patel, 36 Log Hill Road, prefers a post-Labor Day start. Vanessa Moroney, 142 Bedford Road, prefers a pre-Labor Day start. Cynthia Sorn, Rutland Street, said years ago school always started after Labor Day, because many camps start on the last week of June. Ms. McMorrow questioned whether to have a Veteran's Day holiday because Veteran's Day is on a weekend. Or can Veteran's day be used as a Professional Day? Does the teacher contract have conference time built in? Concord voted on its calendar last night with an August 29 start date. It was suggested that the Calendar Committee includes parents. Ms. McMorrow advocated for a forum where the school can better explain its rationale for the August start. Mr. O'Shea will reconvene the Calendar Committee and be sure the members are aware of the parents' opinion poll and will share the various opinions and comments. The calendar will be voted on at the February CSC meeting.

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## C. School Advisory Council (SAC) Report

Ms. Wilson reported that Melynda and Peter Gambino collected the data. The SAC committee gathered data from parents/guardians/staff on effectiveness of home-school communication. Building trust is one reason why we want to do a good job communicating. Communication also increases confidence in the quality of education and increases appreciation for the services provided by the school. There were 128 responses to the survey, most through email. Classroom teacher emails were ranked highest. Parents liked information from the school (extra curricular activities, CSC, PTO, CEF), descriptions of curriculum, and the classroom (things related to their student's progress, assignments) and information about their child's progress. Parents want to know how to best support their children at home. 85% of parents felt well informed. 89% felt the School Closing notification was working well, some would prefer email or text instead of the call. Some teachers give parents a good sense of day-to-day activities in the classroom. 67% of parents think Elementary report card conveys information about child's progress. Middle school report cards need more detailed description in teacher comments. 94% feel administration responds in a timely way when contacted with questions. 96% think their child's classroom teacher responds in a timely way to concerns. The bulk of people think communication frequency is fine or prefer more frequent but briefer communications. To the question "How do you rate the quality of the education your child receives in Carlisle?", 90% rated us 4 or 5 stars. (5 = "best ever").

Another communication item was the school website. Ms. Lear is in the process of updating the CSC part of the website. She is looking to make documents, particularly policies, searchable. We will also have means to email the CSC packet directly to parents who want it. Mr. Kablotsky would like a single sign on for any site he might access at the school.

## D. Update on District Goals

Mr. O'Shea reported on District Goals. Under Objective 1, Provide a Rich, Rigorous and Relevant Curriculum; the Digital Citizenship goal is ongoing and making progress. Computer Science is happening in all grades. Maya Bery working with other schools through technology. Nick Greenwood helped our Early Act Club to communicate with students in Afghanistan. World Language committee is meeting about our future programming; World Language programs are shrinking across the state. We are currently reviewing our social studies and math curriculum. Increased PD opportunities in integrating technology into teaching and learning. Under Objective 2, Building a Community of Respect and Inclusion in a Safe and Healthy Learning Environment, Ms. Wilson and Dr. Sidell have fully implemented the Olweus program. In the quest to decrease anxiety among students, Grade 2 is piloting a no homework program this year. Across the grades we are making sure homework has a good purpose. The Diversity Task Force has met, distributed a survey, and is looking to the next steps to keep people engaged and open to all people in community. There is an Encouraging Anti-Racism course through EDCO; the School is paying for teachers to attend. There's a broadening perspective in teachers and students. We have welcomed 4 student teachers so far this year. We are working with parents to enhance the dining experience. Under Objective 3, Ensuring Equity and Excellence in Learning,

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we are actively working on Tier II supports in middle school, identifying students and getting them the support they need in literacy or math. Our Social Emotional curriculum is making progress. Our English Language Learner goal needs attention, as we need to provide more professional development (PD) to our faculty in this area. We have implemented a paraprofessional PD program led by Mr. Verbits. Mr. Verbits shared that he had PD this past week, delivered by our School Psychologists, on supporting students through behavior management, specifically, what to do with a child who is dysregulated. There was also crisis prevention training for paraprofessionals. Our BCBA provided the first of four sessions. Paraprofessionals are feeling supported this year.

## E. CSC Goals

Mr. Model summarized the School Committee goals, which are:

1. Support District Goals – the following was added: Continuously monitor multi-year trends, both internally and in comparison to comparable school districts in the commonwealth, to support and encourage effective use of resources.
2. Communication outreach
3. Guide and assist in developing the school budget

Ms. McMorrow made a motion to accept the goals; Ms. Lear seconded the motion. All members present voted in favor of accepting the goals.

## F. Budget Update

Mr. Model reported that the Finance Committee's 2019 Guideline Budget included a \$50,000 cut to the proposed Scholl's proposed budget. Mr. Model accepted the cut, but told both FinCom and the Board of Selectmen that the proposed Guideline budget will strip the small contingency for an additional Out-of-District placement of a Special Education student, and should we have additional special education expenses next year, we might ask the Town to fund the shortfall. Further conversation will take place in the February CSC meeting.

## G. Policies

1. Protection on the Policy of Pupil Rights: Ms. McMorrow made a motion to approve this policy, Mr. Kablotsky seconded the motion. All present voted in favor.
2. Emergency Closings will change the wording from parents to guardians.
3. Residency policy: Mr. O'Shea stated that residency in the policy is defined as living 4 nights a week in Carlisle. Mr. Kablotsky suggested modifying the language to say 50% of the time and would support a half time description. Mr. O'Shea will consult with School Counsel about this change.
4. Facility Naming Policy; amended to Chair not Chairman.

## **V. Communications/Correspondence**

Jim passed around the Correspondence folder, which included a holiday card from the attorney.

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## VI. Superintendent's Report

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

Principal search: There were 27 candidates. An 18-member committee identified 8 candidates to interview. The committee is identifying the best prospects.

Interim progress reports were delayed until this past Monday due to the snow day.

Mary Storrs arrived at 9:12.

On the January Professional day, teachers visited other districts to see different practices, some on Tier II instruction.

The Kindergarten screening is scheduled for May 1 – we will not have Kindergarten on that day Ms. McMorrow questioned if we could explore Blizzard Bags. Is there a way to have students do something on a snow day to have it count as a day. Mr. O'Shea investigated it, ran it by Ms. Wilson and Dr. Sidell, and thought the criteria seemed impossible to fulfill

## VII. Members'/Committee Reports

Regional School Committee. Ms. McMorrow stated that the \$863,000 budget gap has been reduced by \$45,000 with early retirement incentives. Concord Fincom meeting is tomorrow night and the Budget Hearing later this month. The SC will present a budget to town meeting and FinCom will present another.

EDCO Collaborative. Ms. Lear reported that there was a Mass Association of Business Officers presentation.

Long term caps: Mr. Kablotsky stated that the committee voted on everything but the facility business; there is still discussion about the Facility Manager. Mr. Model and Mr. O'Shea may attend one of these meetings to give input about the Facility Manager position. There is an interest that the \$25,000 for extraordinary maintenance in Long Term Caps should be put in the operating budget starting with the FY 2020 budget year. He will discuss it with Sue Pray. Upcoming projects include removal of tanks at the fire station and work at the police station.

## VIII. Action Items

The Protection of Pupil Rights policy was previously discussed and voted.

## IX. Warrants

- A. Accounts Payable Warrant #4018; 51,063.01
- B. Accounts Payable Warrant #4318; \$56,255.74
- C. Accounts Payable Warrant #4118; 358,392.56

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- D. Payroll Warrant #4518; \$368,619.67
- E. Accounts Payable Warrant #4718; \$51,031.30

## X. Other Business

There was no other business.

## XI. Citizen's Comments

Cynthia Sorn, Rutland Street, questioned the purpose of Kindergarten screening. If it's not required, why does the School screen children?

**XIV. Adjourn Meeting to Executive Session, Purpose 2**, to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel with no intent to return to open meeting. Mr. Kablotsky made a motion to adjourn to Executive Session, Ms. Storrs seconded the motion, and the following votes were taken in roll call vote: McMorrow, aye, Storrs, aye; Model, aye; Kablotsky, aye; Lear, aye.

The public meeting was adjourned at 9:32 pm.

Respectfully submitted,

Nancy Anderson  
Assistant to the Superintendent

August 29 start  
 Prof Days in Nov, Dec and March

## CARLISLE PUBLIC SCHOOLS 2018 - 2019 SCHOOL CALENDAR

AUGUST/SEPTEMBER						
S	M	T	W	T	F	S
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
29 First Day - Grades 1 - 8
30 K Walk-through.
31&3 Holiday Weekend
4 K First Day; PK Orientation
5 PK First Day
18 Early Release
20 MS Parents' Night
27 Elementary Parents' Night

FEBRUARY
5 Early Release
18 Presidents' Day
18-22 February Recess
25 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
8 Columbus Day Holiday
19 MS Interim Reports
23 Early Release
23 Spaghetti Supper

MARCH
5 Early Release
22 Report Cards Distributed
26 Early Release
27 Prof. Day 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
6 Professional Day
12 Veterans Day Observed
21 Half Day
22-23 Thanksgiving Recess

APRIL
9 Early Release
15 Patriots' Day
15-19 April Recess
22 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
7 Report Cards Distributed
11 Early Release
12 Prof. Day Parent Confs.
24-Jan 1 Holiday Recess

MAY
3 MS Interim Reports
14 Early Release
27 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 Holiday
2 Classes Resume
18 MS Interim Reports
21 Martin Luther King Day
22 Early Release

JUNE
4 Early Release
14 Last Day of School 1/2 day
14-21 Snow day make-up days

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						

Aug 27 & 28 - Professional Days - Opening Mtgs for Staff  
 August 29 - First day of school Grades 1-8

Hours: Pre-School: M - F 8:45 - 11:45  
 Hours: Gr. K - 4, 8:45 - 3:05. Early Release 12:30.  
 Hours: Grades 5 - 8, 7:50 - 2:22. Early Release 11:51

	Holiday/Recess
	Half Day
	Professional Development
	Days/Conf. - No School

If your family's observance of a religious holiday will affect your child's ability to meet school expectations, please contact your child's teacher to make accommodations.



# Carlisle Public Schools

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## Administrative Memo

**To: David Model, Carlisle School Committee Chair**

**From: Carlisle Calendar Committee**

**Date: January 31, 2018**

**Subject: 2018-2019 Proposed Calendar**

The Carlisle School Calendar Committee, which is made up of three teachers and three administrators, met on Friday, January 26, 2018 to reconsider their calendar proposal for the 2018-2019 school year, at the request of the Carlisle School Committee. The Calendar Committee considered the idea of not having full parent conference days, as well as the idea of not observing Veteran's Day with a school closing day. It was noted by the Calendar Committee that the full-day parent conferences are included in the CTA agreement with the Carlisle School Committee, and therefore could not easily be changed, and since the non-observation of Veteran's Day was connected to the post-Labor day start, it was not addressed by the Calendar Committee at this time. The Calendar Committee also reaffirmed its support for the proposed 2018-2019 school calendar with a pre-Labor Day start.

Understanding that the majority of parents responding to a start date survey expressed a preference for a post-Labor day start, the Calendar Committee felt it was important to explain its rationale for the pre-Labor day start proposal. The Calendar Committee felt that the gradual start of school was most beneficial for students as it allowed students to become slowly immersed in their school year with a 2-day week followed by a 4-day week followed by a 5-day week. This gradual acclimation for students also allowed for classroom plans, assessments, procedures, and routines to be worked out during those first two days, and allowing for academic instruction to be the focus of the 4 day week. The Calendar Committee also placed a great deal of importance on the added value of instructional time at the start of the year, as compared to time in June. Additionally, though not a necessity, the pre-Labor day start aligns with the CCHS school year calendar. Finally, the Calendar Committee noted that if the start day were September 4 (a post-Labor day start), the projected last day of school would be Tuesday, June 18 and with 5 school closing dates, the last day of school would be Tuesday, June 25, which is well into the last week of June, and would create conflicts for some families with summer camps and summer programs. It is for all of these reasons that the Calendar Committee supports a pre-Labor Day start of school.

# *Carlisle Public Schools*

Mid-year Progress Report on Strategic Objectives and Goals  
Wednesday, January 24, 2018

**Strategic Objective 1: Provide a Rich, Rigorous and Relevant Curriculum:**

Provide a rich, rigorous, and relevant curriculum, which ensures students develop academic and intellectual skills, along with, the social and emotional competence to be confident, engaged and successful global citizens in the 21<sup>st</sup> century.

Initiatives	Action Steps	Progress Report	Status
<p>Increase student awareness of and responsiveness to the challenges and benefits of digital citizenship.</p>	<p>Develop a k-8 Digital Citizenship Curriculum</p> <p>Work with grade level teachers, integration specialist, and media specialist to implement k-8 curriculum</p> <p>Coordinate special presentations for students and families that address the topics of Internet safety, security, and managing the impact of technology on their lives.</p>	<p>Digital Citizenship curriculum development is in progress.</p> <p>Internet/technology safety educator Katie Greer presented to our students in grades 5-8 in the early winter.</p> <p>Collaborated with the Carlisle Youth Commission to host an evening on Internet/technology safety for parents</p>	<p>On-going less than 60%</p>
<p>Solidify the presence of Computer Science (coding and programming) within our curriculum.</p>	<p>Identify current map of computer science related activities, lessons, projects, and programs in grades Pre-k-8</p> <p>Work with our Technology Committee to identify a scope and sequence for computer science education in grades pre-k-8.</p> <p>Work with Technology Committee, grade level teachers, Engineering assistant, and administration to identify additional computer science curricular opportunities where appropriate.</p> <p>Develop a map of all engineering related lesson, activities, projects, and programs being run in the Engineering Room</p>	<p>Map of current Computer Science lessons and projects complete.</p> <p>Tech Integration Specialist collaborating with Kindergarten teachers to introduce computational thinking and programming to students through the use of Beebots.</p> <p>Completed map of current engineering, drafting, and design projects.</p>	<p>On-going less than 60%</p>

<p>Use technology to broaden student awareness of their world from a global perspective.</p>	<p>Work with Technology Integration Specialist, Library Media Specialist and classroom teachers to identify at least two additional opportunities to connect our classrooms with classrooms beyond Carlisle.</p> <p>Reach out to identified schools to explore possibilities of collaboration.</p> <p>Identify technological tools and apps necessary to facilitate connections.</p> <p>Pilot collaborative projects and share outcomes with school community.</p>	<p>DOT Day collaboration with schools across the country via Library/Media Specialist.</p> <p>Skyped conversation between Early Act members and girls attending the Zabuli Education Center (school) in Afghanistan</p>	<p>On-going 70%</p>
<p>Evaluate our current World Language program and determine the future direction for the program.</p>	<p>Convene a World Language Study Committee made up of teachers, administrators, parents, and students to explore world language program options and to make a recommendation as to the direction of our World Language Program with regards to both the languages being offered and the design of language instruction.</p> <ol style="list-style-type: none"> <li>1. Identify committee members</li> <li>2. Research program possibilities</li> <li>3. Make recommendation for future program design</li> </ol>	<p>A representative committee of parents, teachers, and administrators are exploring future program options. The Committee has gathered data on student course selection and perseverance both here in Carlisle and at CCHS. They have also explored and visited programs in other districts to gather information and observe practices. In the process of developing a survey to administer to parents and students.</p>	<p>On-going 70%</p>
<p>Review our Social Studies and Math curriculum to ensure rigor,</p>	<p>Convene Social Studies and Math Curriculum Committees</p>	<p>Social Studies Curriculum Committee has reviewed the scope and sequence of the program 2-8. While they are aligning our</p>	<p>On-going 60%</p>

<p>relevance, and alignment with state frameworks, as well as, identified local outcomes.</p>	<p>Review existing curriculum to ensure alignment K-8</p> <p>Research curriculum trends in best practices in the respective fields</p> <p>Identify gaps and areas for progress in each curriculum</p> <p>Identify a plan of action to ensure sustained rigor and relevance</p>	<p>curriculum to state standards they are also identifying our own local standards and strands to be included in our curriculum.</p> <p>Math Curriculum Committee has focused on the transition between programs used in grades K-5 and those used in grades 6-8. They are identifying areas of strength and weakness within the curriculum for students performing above, below, and at grade level.</p>	
<p>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.</p>	<p>Work with Technology Committee to develop Technology Professional Development survey</p> <p>Identify strategies, programs, and applications to design professional development opportunities around.</p> <p>Design professional development opportunities with multiple access points for teachers</p> <p>Provide additional support to teachers as they pilot new activities</p> <p>Assess impact of piloted activity</p>	<p>Technology Committee has implemented faculty survey. Analyzed data received from survey, and developed a course of action to bolster professional development and to focus aspects of our professional development program on topics identified in the survey.</p> <p>The professional development program includes office hours, sharing resources via the use of our website and weekly communication, focused professional development opportunities on a monthly basis, one to one collaboration, and the on-going open door policy.</p>	<p>On-going 75%</p>

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

Initiatives	Action Steps	Progress Report	Status
<p>Improve school climate for all students and enhance student self-advocacy skills through the introduction and implementation of the Olweus program.</p>	<p>Conduct professional development training with faculty and staff</p> <p>Introduce Olweus program to students through whole school assembly</p> <p>Integrate class meetings with Olweus lessons into existing advisory time.</p> <p>Introduce parents to the Olweus Program through parent presentation at Back to School Nights</p> <p>Implement Olweus program consistently with students over the course of the year.</p> <p>Establish check-in points throughout the year to assess program implementation and fidelity.</p> <p>Conduct Olweus survey to assess program implementation.</p>	<p>Successfully completed initial stages of program implementation.</p> <p>Monitoring on-going implementation with fidelity.</p> <p>Planning for formative survey in the spring to gather data and assess progress to date.</p>	<p>On-going 90%</p>
<p>Decrease student stress and anxiety through school based initiatives</p>	<p>Continue our Challenge Success work designed to teach balance and perspective to students</p> <p>Expand the no homework pilot program to 2<sup>nd</sup> grade</p>	<p>3rd grade no homework pilot continued this year. 4th grade introducing HW. K-2 optional homework. Ensure continued reading.</p> <p>Continuing Challenge Success work in decreasing stress through classroom</p>	<p>On-going 85%</p>

	Work with grade level teachers to expand classroom practices designed to reduce stress and anxiety	activities which combine Olweus and advisory meetings to create a more self-aware and connected student body and school community.	
Create a school community that demonstrates cultural proficiency, and a commitment to meeting the diverse needs of students and families.	<p>Create avenues for parents and students to share their experiences as they pertain to the topics of diversity and acceptance in our school community.</p> <p>Integrate new diversity sensitivity workshops into the 7<sup>th</sup> and 8<sup>th</sup> grade curriculums.</p> <p>Provide a faculty and staff workshop on diversity awareness and sensitivity.</p>	<p>Diversity Task Force work</p> <p>Integrated diversity awareness and sensitivity workshop into 8<sup>th</sup> grade curriculum.</p> <p>Faculty and staff workshop in the Fall.</p>	On-going 65%
Increase professional development opportunities for faculty and staff to effectively address diversity in the classroom.	<p>Provide faculty and staff with training designed to heighten awareness and sensitivity to issues of diversity</p> <p>Conduct school-wide cultural proficiency self-assessment</p> <p>Analyze cultural proficiency data to identify areas for further growth</p> <p>Encourage and support faculty member's access to outside of district professional development focused on diversity and active anti-racism.</p>	<p>Fall 2017</p> <p>Encouraging and supporting faculty members to access outside of district professional development, especially through the IDEAS 1 course which is offered at EDCO. The district will fund faculty participation in the course and faculty are taking advantage of the opportunity.</p>	On-going 70%
Increase opportunities for teacher leadership and career growth	<p>Work with interested teachers on developing Carlisle Teacher Training Program</p> <p>Reach out to area colleges and universities</p>	This year we have had 4 student teachers conducting their practicum here in Carlisle in conjunction with our faculty as supervising teachers. We have also welcomed 2 pre-practicum students to observe for a semester.	On-going 70%

	<p>to encourage collaborative efforts pertaining to teacher training</p> <p>Support student teacher practicums within the district at both the elementary and middle school levels.</p> <p>Support teachers and specialists in leading new initiatives and professional development.</p> <p>Assess the impact of teacher leadership on the success and sustenance of new initiatives.</p>		
<p>Improve student and family satisfaction with the school dining room experience.</p>	<p>Provide a more diverse menu of food items with a focus on nutritious and delicious food</p> <p>Create opportunities for students and families to share their thoughts, ideas, and feedback on the dining room experience.</p> <p>Implement at least 2 new ideas designed to engage students in their dining experience</p>	<p>Introduced new items to the menu for the Fall and Winter of 2017.</p>	<p>On-going 70%</p>

**Strategic Objective 3: Ensure Equity and Excellence in Learning:**

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

Initiatives	Action Steps	Progress Report	Status
Increase the use and effectiveness of our Tiered System of Supports, with a focus on our Tier II supports.	Ensure that all students are being assessed using a standardized progress monitoring system.  Use student performance data to identify students requiring supplemental services.  Provide training on Limited Literacy Intervention to those faculty and staff who will be providing Tier II interventions.	We are making progress towards our goal. Using a standardized progress monitoring system where needed.  We have trained two faculty/staff members on Limited Literacy Intervention to provide Tier II support where and when needed	On-going This goal needs further attention.
Ensure that all students have the opportunity to develop their social emotional intelligence as a consistent part of their educational experience.	Implement our Olweus program with fidelity.  Work with grade level teachers, integration specialist, and media specialist to implement k-8 curriculum  Assess our existing social and emotional group supports and create additional support groups as necessary.	Olweus program is being implemented.  We have mapped our PreK-8 social/emotional curriculum, and we hope to share this information with the community in the coming weeks.	On-going 70%
Increase professional development opportunities for teachers in order to improve the school experience of our English Language Learners	Work with ELL teacher and classroom teachers to identify areas of need.  Identify interest in school based professional development programs in ELL to meet MA DESE recertification requirements.		This goal needs attention.

	Support specific and broad based professional development with district resources where identified.		
Increase professional development opportunities for teachers in order to ensure effective implementation of our tiered system of support.	Assess current implementation of research based progress monitoring systems  Work with teachers to ensure implementation.		This goal needs attention.
Create professional development opportunities to support paraprofessional effectiveness and connectedness	Administration and special education faculty will work together to design professional development activities to support paraprofessional activities.  Paraprofessionals will be included in early release professional development programming where appropriate.  Early release time will be specifically designated for paraprofessional to work with district administration on addressing support service challenges.  The effectiveness of these strategies will be assessed via data gathering with cooperating teachers and end of the year paraprofessional surveys.	Para-professionals have been included in school-wide professional development activities.  A specialized program of professional development has been created for paraprofessionals and sessions and workshops are taking place during early release time.	On-going 85%
Explore participation in the Youth Risk Behavior Survey, with the goal of improving our responsiveness to the social and emotional needs of our students.	Join the Emerson Hospital Youth Risk Behavior Survey consortium.  Educate our school community on the benefits of the YRBS	The Youth Risk Survey is being administered this year. It was too late for Carlisle to be involved in this administration, though we are making plans to be included in the 2020 administration.	Completed 100%

	<p>Administer the survey to students in grades 6 and 8</p> <p>Utilize survey data to focus social emotional supports, develop additional supports, and to guide the development of our Health/Wellness curriculum</p>		
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# Carlisle Public Schools

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

## Superintendent Goals 2017-2018

### Student Learning Goal

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 7<sup>th</sup> and 8<sup>th</sup> grade, both of which are designed to positively impact our school climate.

### Action Steps

Work with Olweus Committee (comprised of teachers, administrators, and parents) to coordinate professional development time for faculty and staff.

Assist the Olweus Committee in providing parents and community members with program information.

Monitor program implementation and documentation.

Analyze student survey data to assess progress and impact of Olweus program.

Work with Carrie Wilson and the 8<sup>th</sup> Grade Team to coordinate diversity workshop for 8<sup>th</sup> graders in support of the Facing History and Ourselves curriculum.

Work with 7<sup>th</sup> Grade Team to identify possible curricular connections for anti-bias training.

Coordinate anti-bias training for grade 7.

Facilitate the creation of a new World of Difference extra-curricular program in support of tolerance, inclusion, and acceptance.

### Progress Report

Olweus program has been effectively rolled out with faculty, staff, parents, and students.

The program is currently being implemented consistent with the program structures and methodology. Classroom and morning meetings are taking place on a regular basis.

We are currently making arrangements for a February administration of our second Olweus student survey.

During the fall, I worked with Carrie Wilson and 8<sup>th</sup> Grade Team to bring in diversity trainer Rob Jones to provide 8<sup>th</sup> grade students with an anti-racism workshop.

Further work is needed on exploring World of Difference Program, and working with the 7<sup>th</sup> grade team on anti-bias training.

### **Professional Practice Goal**

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.

### **Action Steps**

Work more closely with Carlisle School Committee members to ensure their engagement in district projects and initiatives.

Keep School Committee members informed through the use of a weekly communication.

Reach out to School Committee members on a quarterly basis in order to facilitate one to one conversations, to further engage members in the ongoing work of the district.

Work with faculty members through team meetings, grade level meetings, CTA and other small groups to identify more effective means of communication.

Hold optional monthly faculty and staff meetings to share and discuss ongoing district initiatives.

Implement a personal practice to ensure follow-up with parent and constituent inquiries and communications.

Utilize social media and traditional media to communicate the outstanding work of our district to the broader Carlisle community.

### **Progress Report**

I have been meeting regularly with David Model, School Committee Chair, to plan upcoming meeting agendas and to debrief prior meeting content and action items. I have created a periodic Superintendent's Bulletin to share information on a wide variety of topics with faculty and staff.

This year I have engaged in a practice that ensures I have followed up with parents or other community members, who have shared a concern or an issue with me.

I continue to use social media and the webpage to share district information and accomplishments (Twitter, Instagram, blog, Buzz).

There are multiple areas in which further work needs to be done including hosting monthly meetings for updates (should schedule starting February), more consistent use of social media and superintendent's blog, weekly communication to school committee, and work with Mosquito staff writers to share more information through the press when possible.

**Carlisle Public Schools**  
**SCHOOL BUS POLICY**  
**Policy # 11.01.2000**

**Adopted June 20, 2000**  
**Revised December 22, 2005, March 17, 2010, January 8, 2014**

**Transportation Policy**

The Carlisle Public Schools undertake to provide safe and economical transportation for its students. Under Massachusetts state law Chapter 71, Section 68, schools are only required to transport pupils in grades K-6 who live two or more miles from the school. At the discretion of the Carlisle School Committee, a fee may be instituted as deemed necessary and appropriate for all students living within two miles of the school and for all students in grades 7 and 8. (A copy of the pertinent regulation is available in the school office.)

1. When establishing routes and setting bus collection areas, the administration shall consult with the bus contractor. A maximum walking distance to a bus collection area of approximately 3/4 mile is established for children in grades 4 through 8, and approximately 1/4 of a mile for children in grades K through 3.
2. Students shall not change buses or routes without the prior written permission of the administration. Such changes must be for an extended period of time and must occur on a regular basis within that time period, or must be for bona fide emergency purposes only. Middle School students attending a school activity may ride the elementary bus home if space is available, and if they have a late bus pass issued by the teacher in charge of the activity.
3. Transportation is restricted to the students of the Carlisle Public Schools, and under circumstances to be determined by the administration, to school employees.
4. In the absence of a written parental request to the student's teacher, students in Kindergarten and grades 1 through 4 will be required to board the buses after school.
5. The school bus is an extension of the classroom and students riding the bus are subject to the Code of Behavior, which appears in the Carlisle Public Schools Handbook. In addition, specific bus-related rules and

regulations will be established by the administration and included in the handbook.

6. The bus driver shall enforce all regulations governing the conduct of students assigned to the bus while on the bus. Drivers have the same responsibility for and authority over their riders as classroom teachers have with their students. Students who do not follow the driver's instructions will be reported to the school administration.
7. Transportation on the school bus is a privilege. Students who do not obey the rules and regulations established by the administration risk the loss of that privilege.

### **School Bus Stops**

1. Buses will not enter dead-end streets, cul-de-sacs, or developments unless a dangerous situation exists at the intersection or for bus efficiency.
2. Routes will not be established over private ways, unless travel on such roads is needed for bus or route efficiency.
3. Students will be picked up and dropped off only at their designated bus stop. However in the case of emergency or extenuating circumstance, students may ride a bus other than their own, or be dropped off at another stop, with the approval of the principal.
4. Designated stops will be determined based upon location of students and safety in order to maximize timeliness of transportation services. The district is not able to provide a street-to-street or door-to-door pick up or drop off service.
5. The location of bus stops may change according to service demand.
6. Parents/guardians are responsible for getting their child to the correct bus stop safely and for ensuring their safety at the bus stop.
7. When the safety of a stop is in question, the bus coordinator will visit the site and consult with the bus company to determine the safety of the stop. If the matter is not resolved, the decision may be appealed to the principal and then to the superintendent.

**Carlisle Public Schools  
Volunteer Policy  
Policy # 09.03.1997**

**Revised 11/05/2003, 10/04/2006, 03/03/10, 03/05/14**

The Carlisle Public Schools rely heavily on the talents and assistance that volunteers bring to the school program, both for regularly scheduled work aid and for occasional special projects. However, volunteers may be asked to serve in whatever capacity meets the needs of the Administration and of classroom teachers at any given time.

The Administration will stress to volunteers that respect for the rights of others is essential in the school environment. Faculty, staff and students are to be accorded privacy. Volunteers will not be allowed to work in any area where confidentiality is likely to be compromised. However, should a volunteer, in the course of performing his/her duties, overhear, observe or otherwise become party to information which is confidential or sensitive, it is expected that s/he will not discuss such information with anyone. If a volunteer sees or hears anything of concern, s/he should immediately consult with the appropriate administrator.

Volunteers are also expected to respect the faculty and staff's personal space and to refrain from entering the Teachers' Rooms without express invitation.

All Volunteers are expected to sign and to abide by the Carlisle School Volunteer Guidelines & Contract.

All volunteers are required to sign a Criminal Offender Record Inquiry (C.O.R.I.) permission form prior to serving as a volunteer.

CARLISLE SCHOOL VOLUNTEER GUIDELINES & CONTRACT  
Revised 11/15/2013

**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. Their work is valued well beyond the words in this document. That said, in order for the CPS Volunteer Program to be successful for all involved, a number of guidelines must be followed. Please read the guidelines below carefully. If you have any questions, please don't hesitate to ask the appropriate administrator for clarification. Again, thank you for your service to the Carlisle Public Schools.**

1. Confidentiality is crucial for our students' safety. Thus, volunteers are expected to keep all information regarding the students and staff in the school confidential. If there is information that you feel should be shared, please speak to the appropriate administrator.
2. Volunteers are expected to respect faculty and staff personal space. Typically volunteers are kept quite busy. However, if you find yourself with unassigned time, please report to the Main Office where you can relax until your duties resume.
3. If you are unable to fulfill your volunteer assignment on a given day, please contact the Coordinator or teacher as soon as possible.
4. For the security of our students, Volunteers are required to sign in and pick up a nametag upon arrival, and to sign out and return the nametag 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, and will return name tags when leaving.
5. By law, volunteers are required to sign a permission slip for the school to conduct a Criminal Offenders Record Information check. C.O.R.I. checks must be completed for those with the potential of unmonitored contact with children as a requirement of state and federal regulations. Therefore, all volunteers are asked to complete the permission form. A copy of the Carlisle Public Schools' Policy on C.O.R.I. checks is available at the main office. CORIs need to be completed every 3 years.
6. Volunteers are requested to park in the main lower parking lot.
7. Smoking is not permitted anywhere on school grounds. This is a Massachusetts law.
8. Volunteers are asked to contact the appropriate administrator regarding any problems they may encounter.
9. Volunteers should refer students with behavioral issues to the appropriate school personnel.

I have read and understand the guidelines above, and I agree to comply with them. My signature below confirms such agreement and indicates that I have received a copy of this guideline/contract.

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Signature

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Date

**Thank you for Volunteering**

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

**Adopted 11/12/14**

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.

## **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.

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.

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.

## **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

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

## **DCJIS MODEL CORI POLICY**

This policy is applicable to the criminal history screening of prospective and current employees, subcontractors, volunteers and interns, and professional licensing applicants.

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, the following practices and procedures will be followed.

### **CONDUCTING CORI SCREENING**

CORI checks will only be conducted as authorized by the DCJIS, state law, and regulation, and only after a CORI Acknowledgement Form 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.

### **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. 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, 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 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, 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 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 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 be revealed. The subject will then be provided with an opportunity to dispute the accuracy of the CORI record. Subjects shall also be provided a copy of DCJIS' *Information Concerning the Process for Correcting a Criminal Record*.

### **SECONDARY DISSEMINATION LOGS**

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

**Carlisle Public Schools**  
**EMERGENCY CLOSINGS**  
**07.09.1999**

**Reaffirmed 03-02-2005, 10/15/08, 12/7/11, 12/10/14**

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

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

These may include:

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

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

(Adopted 3-16-99)

## **CARLISLE SCHOOL COMMITTEE RESIDENCY POLICY**

**Policy # 05.02.1998**

**Adopted 4/28/1998**

**Revised 11/17/2004**

**Reviewed 10/02/2007, 01/08/14**

It is the intent of the Carlisle School Committee that children who actually reside in Carlisle may attend the Carlisle Public Schools; others may not. Residency for students is defined as living and sleeping in Carlisle 50% of the time.

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

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

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

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

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

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

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

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

**Carlisle Public Schools  
Facility Naming Policy  
#06.07.2010**

**Last Review: March 2, 2011, Reaffirmed 12-10-14**

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

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

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

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