

**SCHOOL COMMITTEE AGENDA  
WEDNESDAY, APRIL 11, 2018**

**I. Call to Order**

**II. Public Comments**

**III. Review of the Minutes**

- A. Meeting of March 14, 2018

**IV. Information/Discussion Items**

- A. Alternative Education Plans (Dennet Sidell)
- B. School Improvement Plan (Carrie Wilson)
- C. Budget Update
- D. School Calendar/Snow days update
- E. Technology Discard List
- F. Municipal Facilities Committee Charter and Process with Regard to CPS Needs
- G. Transportation Requirements for Students who Select Vocational High School
- H. Policies
  - 1. Residency Policy
  - 2. Background Checks
  - 3. Visitor Policy

**V. Communications/Correspondence**

**VI. Superintendent's Report**

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

**VIII. Action Items**

- A. Vote Field Trip Policy
- B. Vote Out-of-State/Overnight Trip Policy
- C. Vote Non-Discrimination Policy

**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**

**XI. Citizens' Comments**

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

- B. 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**
- C. 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.**

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  
March 14, 2018  
Carlisle School Community Room  
7:00 PM

Present – School Committee: David Model - Chair, Melissa McMorrow, Josh Kablotsky, Mary Storrs, Christine Lear.

Present – School Administration: James O’Shea, Superintendent; Dennet Sidell, Principal; Susan Pray, Business Manager; Nancy Anderson, Assistant to the Superintendent/Recording Secretary.

Meeting Documents:

Public School Choice Documents: Description, Calculations, Receiving District Status, Opting Out	Minutes from 2-12-18	Residency Policy
Field Trip Policy	Overnight Field Trip Policy	Non-Discrimination Policy
School Bus Policy	School Volunteer Policy	Background Checks Policy

## I. Call to Order

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

## II. Public School Choice Hearing

Mr. Model opened the Public School Choice Hearing. Mr. O’Shea explained School Choice, discussing the reimbursement, \$5000 per student, much less than the CPS cost per pupil), and the benefits, which include diversity in the school population. Selection for School Choice is via lottery and a school can choose specific grades for participation in the program. Once a child enters a school under School Choice, he/she remains in the district for his/her entire school experience (in Carlisle’s case this is K-8). Mr. Model recognized Cynthia Sorn, 433 Rutland Street, who asked if a student is picked through the lottery, and the student has special education needs, does the sending district pays that fee? Mr. O’Shea stated that it’s an additional flat fee that the sending district would pay. Having heard all questions and comments, Mr. Model closed the Public School Choice Hearing at 7:09, and opened the School Committee meeting.

## III. Public Comment Period

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

# DRAFT

## IV. Review of Minutes

Ms. McMorrow made a motion to approve the minutes of the meeting of February 12, 2018. Mr. Kablotsky seconded the motion. All members present voted in favor of approving the minutes.

## V. Information/Discussion Items

**A. Budget Update:** Sue Pray gave a brief update on the FY18 CPS budget.

**B. Middle School Principal Matthew Mehler:** Mr. O'Shea introduced Dr. Matthew Mehler, who will be the new Middle School principal starting on July 1. Dr. Mehler is thrilled to join the Carlisle community, excited to learn, and plans to meet with Ms. Wilson several times over the next couple of months. Mr. Kablotsky, on behalf of the CSC asked Dr. Mehler to let any member know if he/she can assist him in his new role. Dr. Mehler will reach out to CSC members at individual levels to gain institutional knowledge.

**C. School Safety Update:** In the light of the recent school shooting tragedy in Parkland, Florida, Mr. O'Shea has communicated with Chief Fisher at the Police Department. One new practice is to have everyone enter by the main office door only. Preschool drop offs and pick-ups can take place at the preschool classroom door. Student activists in Parkland sparked some political actions, and Carlisle teachers and administration will support students who wish or do not wish to participate in similar actions. There is an opportunity for students to speak with police about school safety concerns over a drop-in lunch on Friday. All these activities are voluntary. Safety is the primary concern at school. Mr. Kablotsky questioned the status of the school safety plan and surveillance cameras. Mr. O'Shea clarified that external cameras, in place, were a priority for safety. Internal cameras, which are not in place, are thought to be used more in relation to discipline issues. The safety discussion is ongoing.

**D. Student Wellness Screening:** Mr. O'Shea reported that the screening is a direct one on one question session, with the school nurse or the school psychologist asking 8<sup>th</sup> grade students if they have been involved with drugs or alcohol. It will take place on March 19, and parents can opt their students out of the process.

**E. Snow Day Calendar Impact:** Due to the recent snowstorms and resulting four school cancellations in the past two weeks, Chair Model briefly discussed the impact on the school calendar. As of today, school ends on June 27. Ms. McMorrow asked that the last day of school be communicated to parents; Mr. O'Shea will let them know. Mr. O'Shea said in the past, the State made a declaration with options for how schools can make up lost days. For example, districts can have longer hours in the school day, or cut short April vacation, or have school in session on Saturdays.

# DRAFT

## **F. Policies**

### **1. Residency Policy**

Discussion ensued about the special circumstances of divorced or separated parents, and the District's obligation to educate a child if either parent is a resident of Carlisle. Minor changes will be made to this policy.

### **2. Field Trip Policy**

MASC policy information has been added at the beginning of this policy. Minor changes will be made to this policy.

### **3. Overnight Field Trip Policy**

The CSC needs information on insurance that is in place for overnight field trips. This information will be provided and this policy will be discussed at the next meeting.

### **4. Non-Discrimination Policy**

There was no discussion.

## **VI. Communications/Correspondence**

MASC communications were circulated. Mr. O'Shea shared the article in the Boston Globe about the effectiveness of school districts reflected in student growth in grades 3-8. Carlisle students' progress was outstanding. The work that the faculty and staff is doing is reflected in student growth; Carlisle students are #1 in the country. Chair Model recognized Melynda Gambino, 280 Stoneygate, who referenced another article about 6<sup>th</sup> grade achievement.

## **VII. Superintendent's Report**

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

- Kudos to the CPS facilities department, who are at school before, during and after every storm. They do an outstanding job. Mr. O'Shea also thanked Gary Davis of the DPW.
- Read Across America was a huge success; thanks to the PTO for funding it
- June 22 is 8<sup>th</sup> grade graduation
- Safety discussions with students Officer Corwin and Chief Fisher on Friday
- 7<sup>th</sup> grade play this coming Friday, Saturday, and Sunday
- April 7th is the CEF auction

## **VIII. Members'/Committee Reports as Needed**

Ms. Lear reported on televising the CSC meetings. Carlisle has used up its allotment of CCTV video time. She has asked the community for assistance with televising but is not getting response. She will try to have something in place for the April meeting. Ms. McMorrow is exploring reaching out to high school students to do the taping. Ms. Lear is working with Mr. Greenwood on the website.

# DRAFT

**Long Term Capital Requirements:** Mr. Kablotsky reported that this is the last year the Committee will entertain unnamed maintenance as a line item in the LTCR budget.

**Municipal Facilities:** \$90,000 has been approved for the emergency generator for the Police Department. Municipal Facilities is asking for requests to come through the Committee first.

**RSC Budget:** The hearing was on February 27. The guidelines were increased; the School Committee approved the budget and Concord FinCom guideline, bringing the gap to \$250,000. The next meeting is on March 20. There is a \$1,000,000 warrant to do site safety work, with a cap on authorized borrowing to be taken over time. The Carlisle share is \$250,000 for the upcoming budget year.

The Regional School District strategic planning committee had a visioning session. There is a developing strategic plan for the high school.

## IX. Action Items

The following items were reviewed:

- A. Vote School Choice: Ms. McMorrow made a motion to not participate in school choice due to the unpredictability in enrollment. Mr. Kablotsky seconded the motion. All members present voted in favor; the motion carried.
- B. Ms. McMorrow moved to approve the School Bus policy; Mr. Kablotsky seconded the motion. All members present voted in favor; the motion carried.
- C. Ms. McMorrow made a motion to approve the School Volunteer policy; Mr. Kablotsky seconded the motion. All members present voted in favor; the motion carried.
- D. The Background Checks policy is tabled to discuss next month.

## X. Warrants

- A. Accounts Payable Warrant #5518; \$80,377.69
- B. Payroll Warrant #5318; \$373,286.89
- C. Payroll Warrant #5618; \$351,189.79
- D. Accounts Payable Warrant #5818; \$59,108.26

## XI. Other Business

There was no other business.

## XII. Citizen's Comments

Chair Model recognized Melynda Gambino, 280 Stonegate, who talked about implementing some sort of home study program such as a blizzard bag, where students could get credit for working at home during a snow day. Dr. Sidell is meeting with other Principals to discuss these ideas, which have many challenges. Mr. Kablotsky pointed out that during storms, homes are often without power or Internet to complete assignments. Dr. Sidell said some programs are centered on technology, but some are paper and pencil work. Some schools have students who don't participate at every grade. Exploration on this idea will continue.

# DRAFT

**XIII. 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;**
- 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; and**
- D. 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.**

**Ms. McMorrow moved to adjourn to Executive Session with no intent to return to open session. The following votes were taken in roll call:**

**Kablotsky; aye; McMorrow, aye; Model, aye; Lear, aye.**

The public meeting was adjourned at 8: 31 pm.

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

***2017 - 2018***

Includes District Goals

*October 2017*

## 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 21<sup>st</sup> 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
<p><b><u>Professional Learning (professional development)</u></b></p> <p>* Coordinate study with Principals and Superintendent to effectively provide topics of study about effective teaching and learning</p> <p>* Provide administrative support for professional learning groups regarding best practice and subsequent supporting school wide change</p>	<p>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.</p> <p>Chart the number of staff participating in PD opportunities</p> <p>Recorded summaries of conferences, grants, and workshops attended.</p>	<p>Principal</p> <p>Admin. Leadership team</p> <p>Group facilitators</p> <p>Faculty</p>	<p>2017-2018</p>	<p>A follow up survey will be administered to faculty in June 2018 to collect evidence regarding this year's study of professional development.</p> <p>Professional development offerings and choices will be evaluated (June 2018) in order to assess potential professional development topics for 2018/19.</p> <p>Faculty feedback was received from the January 2018 Professional Development outreach day when faculty had a chance to visit and explore areas of interest and explore potential areas of innovation within</p>	<p>Possible PTO or CEF grants</p> <p>District PD funding</p> <p>Principal's professional development monies</p>

Carlisle School Improvement Plan 2017-2018

				their curricular areas.	
<p>*Develop faculty educational evaluation plan to include components of self-evaluation, administrator collaboration, and ongoing assessment of student growth and progress</p> <p>* Create faculty goals that will reflect district goal strategies and objectives , particularly those that identify scope and sequence for computer science education (preK-8)</p>	<p>Differentiation of curriculum will be monitored through student assessment and individual student learning goal setting</p> <p>Joint collaborative conversations will be held with faculty to discuss individual goals and the resulting student impact.</p>	<p>Superintendent</p> <p>Student Services Director</p> <p>Principals</p> <p>Teachers</p>	2017- 2018	<p>Faculty goals and summary of evaluative progress will be discussed and assessed during end of year evaluation meetings in May/June 2018.</p> <p>Establishment of goals for 2018/2019 will be discussed in preparation for the 2018/19 school year.</p>	
<p><b><u>MCAS Assessment:</u></b></p> <p>*Examine MCAS 2.0 Changes and review date from 2016- 2017 (Year 2)</p>	<p>Model format and test taking skills with students designated to participate in the MCAS testing (3-8)</p> <p>Examine test data with grade level teams in order to identify areas of strength and areas of weakness</p> <p>Introduce anxiety reduction strategies into classroom work and formative assessments (3-8)</p>	<p>Faculty</p> <p>Principals</p>	2017-2018	<p>MCAS administration for 2018 commenced April 2 2018 and will be completed by May 25,2018.</p> <p>Faculty meetings, training sessions for test administrators, 2018 MCAS test updates, MCAS schedules, and practice tests have been completed as of March 20, 2018</p>	No additional funding needed

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Carlisle Action Steps	Data	Person(s) Responsible	Timeline	Indicators of progress	Resources/Anticipated funding sources
<p><b><u>Communication:</u></b></p> <p>*Create survey and examine data about school communication in order to improve internal and external communication plan.</p> <p>*Administer communication survey to Carlisle families regarding preferred methods of communication</p> <p>*Adjust and calibrate communication guidelines</p>	<p>Administered communication survey (Fall 2017)</p> <p>Completed communication protocols and expectations document (June 2018)</p>	<p>Principal Faculty</p> <p>PTO SAC</p>	<p>Survey (Fall 2017)</p> <p>Expectation protocol (June 2018)</p>	<p>A communication survey was created, and distributed and results were summarized from December 2017 to February 2018</p> <p>Communication survey data was compiled and reviewed with the SAC committee, school committee and faculty as of February 2018.</p> <p>Action steps were determined from outcomes of the feedback received from the recorded results of this survey. Input and action steps will be made available for Spring 2018 and Fall 2018</p>	<p>SAC parent communication survey</p> <p>Flexible and creative scheduling for teachers to meet and plan</p> <p>Time and planning commitment for administrators and faculty in order to develop a communication plan.</p>

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Carlisle Actions	Data	Person(s) Responsible	Timeline	Indicators of progress	Resources/Anticipated funding sources
<p><u><b>Literacy</b></u></p> <p>* Update data usage from the Benchmark Assessment System K-5</p> <p>*Use BAS results in planning instruction in the classroom (K-5)</p> <p>*Examine Tier 2 interventions at grades 3-8</p>	<p>Review of grade level BAS data (K-5) discussed at grade team meetings</p> <p><b>New Foundations</b> Program Grade 2</p> <p>New Guided Reading – Grades 3 and 8</p>	<p>Literacy Faculty</p>	<p>Monthly Literacy curriculum meetings (2017 - 2018)</p>	<p>An organizational plan for tier 2 interventions (LLI) is to be put in place for selected students at all grades levels 2018-2109. This remains a work in progress for middle grades 6-8.</p> <p>Noted instructional adjustments were determined in classes where BAS scores had improved and will be discussed during child study meetings in 2018-2019. (TAT)</p> <p>Leveled Literacy Intervention has been offered for students in the middle level as identified by BAS and Teacher’s College assessments and criteria.</p> <p>This spring, child study protocols will be formalized in grades 5 -8 in order to document and identify any needed interventions or differentiation in instructional practice.</p>	<p>Professional Development about data gathering and determination of reading levels.</p> <p>Professional Development for literacy coach, faculty and principals</p>
<p><u><b>Math</b></u></p> <p>*Continue to implement grade specific <b>differentiated curriculum</b> within grades K-5.</p>	<p>Scheduled Math Night (Spring 2018) to showcase math instruction</p> <p>Work in progress upgrade for Everyday Math K-5</p>	<p>Math Specialist</p> <p>Math specific faculty</p>	<p>School Year 2017-2018</p>	<p>The Carlisle Math night is scheduled for April 12,2018</p>	<p>PTO grant for math night funding</p>

Carlisle School Improvement Plan 2017-2018

<p><b><u>Math Curriculum Collaboration</u></b></p> <p>*Review the math curriculum K-8 in respect to the current math standards</p> <p>*Align the school math programs K-8</p> <p>*Identify weaknesses in existing programs</p>	<p>Documentation of aligned curriculum from K-8.</p>	<p>Math Specialist and K-8 math teachers</p>	<p>2017 - 2018</p>	<p>A math alignment document for Pre-K -8 was created by the math curriculum team and will be presented to the Superintendent in April 2018.</p>	<p>No additional funding needed</p>
<p><b><u>Social Studies Curriculum Collaboration</u></b></p> <p>* Identify current Social Studies curriculum scope and sequence</p> <p>* Review the Social Studies curriculum in respect to the current math standards</p> <p>* Align the school Social Studies programs K- 8</p> <p>*Identify weaknesses in existing programs</p>	<p>Established Social Studies standards and current practice documents</p> <p>Recorded results from monthly curriculum review team</p> <p>Shared curriculum documents for all grade members K- 8</p>	<p>School administrators and faculty</p>	<p>2017-2018</p>	<p>Social Studies Committee met monthly beginning in October 2017 to determine :</p> <p>An existing scope and sequence for the current practice</p> <p>Any alterations to scope and sequence for the social studies curriculum at Carlisle School.</p> <p>The social studies committee also identified curriculum currently taught at grade levels that may need to be moved to another grade or repeated in consecutive grades based on team determined scope and sequence.</p> <p>Social Studies committee members determined a scope and sequence for necessary skills and themes from grades 2-8.</p>	<p>No additional funding needed</p>

## Carlisle School Improvement Plan 2017-2018

<p><b>Build a Community of Respect and Inclusion in a Safe and Healthy Learning environment:</b>          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.</p>
<ol style="list-style-type: none"> <li>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.</li> <li>2. Decrease student stress and anxiety through school based initiatives</li> <li>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</li> <li>4. Increase professional development opportunities for faculty and staff to effectively address diversity in the classroom</li> <li>5. Increase opportunities for teacher leadership and career growth</li> <li>6. Improve student and family satisfaction with the school dining room experience.</li> </ol>

<b>Carlisle Actions</b>	<b>Data</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Indicators of progress</b>	<b>Resources/Anticipated funding sources</b>
<p><b><i>Social Competency</i></b></p> <p>*Increase exposure to technological, global learning and extensions of the Carlisle classroom to the world</p> <p>*Establish an inclusive framework document of social competency initiatives (Olweus, Challenge Success, Class Meetings, Youth support groups)</p>	<p>Identified classroom curriculum connections to other school districts in the US or in other countries (K-8)</p> <p>Completed social competency framework and grid K-8</p>	<p>Principal</p> <p>Olweus committee, team teachers</p>	<p>2017- 2018</p>	<p>Faculty assessed the advisor-advisee program each quarter beginning in 2017 in order to measure SEL program effectiveness, establish strategies for increasing positive culture at each grade level.</p> <p>All grade 5-8 teachers included the classroom meeting as part of the grade level advisor- advisee program.</p> <p>A social emotional support grid was developed in fall of 2017 to outline existing programs from grades K-8.</p>	<p>No additional funding needed at this time</p>

Carlisle School Improvement Plan 2017-2018

<p><b><u>Diversity and Equity</u></b></p> <p>*Develop a consistent and formal approach to the discussion of diversity and equity in our school instructional practice</p> <p>*Promote the influence of class meetings (Olweus and Responsive Classroom) on positive student climate</p> <p>*Define faculty participation in shared leadership opportunities in Carlisle School (teacher training program, interns)</p>	<p>Chart data during the year of the school wide service learning programs (professional learning)</p> <p>2017-2018 student Olweus survey</p> <p>Faculty professional development events that include diversity training, safety training, and bullying prevention training</p>	<p>Superintendent</p> <p>Principals</p> <p>Faculty</p>	<p>2017 - 2018</p>	<p>Grade 8 met with Rob Jones in October of 2017 to discuss micro aggressions, bias and to acknowledge positive self esteem.</p> <p>Faculty took part in a meeting with Rob Jones in October 2017 that addressed student bias and microaggressions.</p> <p>Administrators collaborated with the PTO's Diversity Committee and Social Action Committee to ensure that school staff and administration are engaged in a transparent and ongoing dialogue about social justice, service, and civic duty</p> <p>Opportunities were arranged for students to learn, grow, and engage in service for others at grades K-8.</p> <p>Opportunities were provided during the 2017/18 school year for students and staff to learn and grow together, including, but not limited to: Student Council (Grades 4-8) Early Act Club, 8<sup>th</sup> grade Day of Service, the Bite, Video Club, Model UN, and Science club.</p> <p>Methodologies established at Carlisle School identified support areas necessary for social-emotional learning for students.</p>	<p>Guest speaker and workshop fees</p> <p>School visits that model responsive classroom (substitute cost)</p>
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Carlisle School Improvement Plan 2017-2018

<p><b><u>Social Emotional Learning</u></b></p> <p>*Refine the <b>SEL</b> (Social Emotional Learning) and Bullying prevention programs used at Carlisle Public Schools</p> <p>* Continue the infusion of the Olweus Bullying Prevention Program (year 2)</p> <p>*Host Olweus parent/community information night November 2017</p> <p>*Include Olweus language at all grade levels and within all aspects of the school</p> <p>*Create social emotional program and curriculum grid (June 2018)</p>	<p>Record of reports of bullying in 2016/17 school year</p> <p>Administered Olweus student survey (February 2018)</p> <p>Professional development opportunities for increased training in Responsive Classroom</p>	<p>Olweus OBPCC</p> <p>Carlisle Faculty</p> <p>Carlisle Students</p>	<p>2017 - 2018</p>	<p>Kick off activities for Olweus were shared with the whole school in September 2017.</p> <p>Parent and community roll out evenings were held in September and October 2017.</p> <p>Monthly meetings of the OBPCC were held from August to June 2017- 2018.</p> <p>OBPP language and lessons were incorporated into weekly K-5 class meetings and 6-8 advisory meetings (morning or otherwise) throughout the 2017/2018 school year.</p> <p>Three faculty meetings specific to Olweus were planned and executed that included the study of Olweus survey data.</p> <p>Resources for social emotional support were shared at parent meetings, via email, and on the school website as needed or as new supportive articles become available.</p> <p>The second Olweus Survey was administered in February 2018.</p>	<p>Olweus survey funding for 2017 (school budget)</p>
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Carlisle School Improvement Plan 2017-2018

<p><u><b>Challenge Success Practice</b></u></p> <p>*Participate in the Challenge Success CCHS, Carlisle, Dover Sherborn, and Wellesley faculty team meetings (year 3)</p> <p>*Continue conversations at all grade levels about the components of homework to include:</p> <ul style="list-style-type: none"> <li>• Purpose and Meaning of assignments</li> <li>• Grading consistency across grade(s)</li> <li>• Scheduling of homework</li> </ul>	<p>Feedback from ongoing, "homework" initiative at grades 3 and 2.</p> <p>Team meeting minutes at all grade levels</p> <p>Student survey for grades 3 and 2</p>	<p>Challenge Success support team from Stanford University</p> <p>Faculty and Administration</p>	<p>2017 - 2018</p>	<p>Carlisle personnel participated in the local consortium of school meetings about Challenge Success (CCHS, Carlisle, Dover Sherborn, and Wellesley) in fall 2017 and spring 2018</p>	<p>No additional funding at this time.</p>
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## Carlisle School Improvement Plan 2017-2018

<b>Ensure Equity and Excellence in Learning:</b>					
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.					
<ol style="list-style-type: none"> <li>1. Increase the use and effectiveness of our Tier Systems of Supports, with a focus on our Tier II supports.</li> <li>2. Ensure that all students have the opportunity to develop their social emotional intelligence as a consistent part of their educational experience</li> <li>3. Increase professional development opportunities for teachers in order to improve the school experience of our English Language Learners.</li> <li>4. Increase professional development opportunities for teachers in order to ensure effective implementation of our tiered system of support</li> <li>5. Create professional development opportunities to support paraprofessional effectiveness and connectedness</li> <li>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.</li> </ol>					
<b>Carlisle Actions</b>	<b>Data</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Indicators of Progress</b>	<b>Resources/Anticipated Funding Sources</b>
<b><i>Tiered Systems for Support:</i></b>					
<p>*Develop a system of tiered, instructional support by developing a vision of inclusion and provision for in-class support and consultation between teachers.</p> <p>*Develop grade level programs of intervention that support all learners, particularly at the middle level.</p>	<p>Charted progress of identified children with needs present in all classrooms.</p> <p>Monitored interventions as determined by IEP, MCAS, and BAS assessments.</p>	<p>Special education staff</p> <p>Classroom specialists</p>	2017 - 2018	<p>Consideration for a universal screening assessment for grades 5-8 will establish a way to prepare literacy and math data beginning in fall of 2018.</p> <p>Faculty evaluations demonstrated use of formative and summative assessment data used to inform instruction and curriculum changes.</p>	<p>Potential release time to receive professional development for literacy support training</p> <p>District funding for consultation support to school</p>
<b><u>ELL:</u></b>					
*Identify ELL needs specific to students new to Carlisle within the last two years.	Delineated instructional strategies for ELL students within the classroom	<p>Faculty K-8</p> <p>Paraprofessionals</p> <p>Administration</p>	2017 - 2018	An increase in Ell services was determined given the increase in ELL qualified students and their differing needs.	No funding needed at this time

Carlisle School Improvement Plan 2017-2018

<p>*Support instructional professional development for faculty (SEI certified or not) as ELL needs increase in the classroom</p>				<p>ELL teacher(s) regularly participated in MELLC professional development offerings and through completion of classes related to disabilities in ELL students from October 2017-June 2018.</p>	
<p><b><u>Youth Risk Survey:</u></b></p> <p>*Administer the Youth Risk Survey to grades 6 and 8 as part of the Health classes.</p> <p>*Educate faculty and parents on the benefits of the survey data.</p> <p>*Use survey data to drive social emotional supports, and guide health/wellness curriculum</p>	<p>Survey results impact on Health lessons for 2018-2019</p>	<p>Students grades 6 and 8</p> <p>Health teachers</p>	<p>2017-2018</p>	<p>Application for the Youth Risk Survey for 2018 was postponed until the 2020 survey date.</p>	<p>No funding needed at this time</p>

Carlisle School Improvement Plan 2017-2018

Equipment	Manufacturer	Model	Serial #	Purchase Date	Reason for discard
Printer	HP	LaserJet 1160	CNL1F40144	12/14/06	No longer used, toner no longer available
Printer	HP	LaserJet P2015dn	CNBJS01362	7/13/07	No longer prints reliably
Projector	Promethean	PRM-35V	WPRM-35V11440005	3/9/11	Poor image quality
Projector	Promethean	WEST-P1	WEST-P12020462	4/18/12	Poor image quality
Projector	Promethean	WEST-P1	WEST-P12020325	4/18/12	Poor image quality
Projector	Promethean	PRM-35	WPRM-353230466	8/27/13	Poor image quality
Projector	Promethean	PRM-35	WPRM-353470051	1/7/14	Poor image quality
Projector	Promethean	PRM-35	WPRM-353230466	7/25/14	Poor image quality
Projector	Promethean	PRM-35	WPRM-353470066	1/7/14	Poor image quality
Projector	Promethean	PRM-35	WPRM-353470055	1/7/14	Poor image quality
Hard drive	LaCie	P3	1105606266117C	9/5/06	Obsolete firewire connection
Digital video camera	Apple	iSight	6M6481GMSGJ	2/11/07	Obsolete firewire connection
Digital video camera	Apple	iSight	6M6481L5SGJ	2/11/07	Obsolete firewire connection
Digital video camera	Apple	iSight	6M6482BXSGJ	2/11/07	Obsolete firewire connection
iPod	Apple	2nd generation- Shuffle 1GB	4H717EEWXR1	7/19/07	No longer in use
iPod	Apple	2nd generation- Shuffle 1GB	4H7172FZXQV	7/19/07	No longer in use
iPod	Apple	2nd generation- Shuffle 1GB	4H7172FZXQV	7/19/07	No longer in use
iPod	Apple	30 GB	8K720CC9V9K	7/19/07	No longer in use
iPod	Apple	Nano 8 GB	6U845LLP3QS	11/11/08	No longer in use
iPod	Apple	Nano 8 GB	6U845PUD2ME	11/11/08	No longer in use
iPod	Apple	Nano 8 GB	5U845PVR3QU	11/11/08	No longer in use
iPod	Apple	Nano 8 GB	YM925D5V3QT	11/11/08	No longer in use
iPod	Apple	Nano 16 GB	YM94356A73A	11/21/09	No longer in use
iPod	Apple	Nano 16 GB	YM006AMM72X	2/5/10	No longer in use
iPod	Apple	Nano 16 GB	YM0066KX734	2/5/10	No longer in use
iPod	Apple	Nano 16 GB	YM0066LS734	2/5/10	No longer in use
iPod	Apple	Nano 16 GB	YM0064TB739	2/5/10	No longer in use
iPod	Apple	Touch 8 GB	9C026T5175J	6/21/10	No longer in use
iPod	Apple	Touch 8 GB	9C026STP75J	6/21/10	No longer in use
iPod	Apple	Touch 8 GB	9C026T2Y75J	6/21/10	No longer in use
iPod	Apple	Touch 8 GB	9C026SWQ75J	6/21/10	No longer in use
iPod	Apple	Touch 8 GB	9C026SQX75J	6/21/10	No longer in use
Laptop	Apple	MacBookAir6,2	C02MWWXN9G085	6/21/14	Too costly to repair, out of warranty, MicroReplay quoted \$349 for logic bd.
Laptop	Apple	MacBookAir6,2	C02MWWXFSG085	6/21/14	Too costly to repair, out of warranty, Apple quoted \$495. Does not boot.
Server	Apple	MacMini3,1	YM0060S4B9X	3/8/10	Has a bad hard drive
Apple TV	Apple	A1378	C7RGXB3DDR5	1/13/12	Not used.
Video camera	Flip	Flip Video Mino HD	OS1005301594	6/18/10	Poorer image quality than iPad, no longer used
Video camera	Flip	Flip Video Mino HD	OS1005301554	6/18/10	Poorer image quality than iPad, no longer used
Video camera	Flip	Flip Video Mino HD	OS0905301184	2/6/10	Poorer image quality than iPad, no longer used
Digital still camera	Canon	PowerShot SD1200 IS	8926291075	6/18/10	Poorer image quality than iPad, no longer used
Printer	HP	LaserJet 1300n	CNBB041515	6/25/03	Prints sporadically
Printer	HP	LaserJet 4240n	CNRXL86679	7/13/07	Does not print
UPS	APC	Smart-UPS 1000RM1U	AS1018313049	4/15/12	Not working
Document Camera	Elmo	TT-12	1200804	1/15/12	Image and control switches work sporadically
Laptop	Apple	MacBookPro5,5	WQ9238KC66D	6/23/09	Poor battery life and performance
Laptop	Apple	MacBookPro5,5	WQ923GYL66D	6/23/09	Poor battery life and performance
Laptop	Apple	MacBookPro5,5	WQ923GY466D	6/23/09	Poor battery life and performance
Laptop	Apple	MacBookPro5,5	WQ923H3666D	6/23/09	Poor battery life and performance
Laptop	Apple	MacBookPro5,5	WQ923GWN66D	6/23/09	Poor battery life and performance
Laptop	Apple	MacBookPro5,5	WQ9238ME66D	6/23/09	Poor battery life and performance
Laptop	Apple	MacBookPro5,5	WQ9238RT66D	6/23/09	Poor battery life and performance
Laptop	Apple	MacBookPro5,5	WQ923H9666D	6/23/09	Poor battery life and performance
Laptop	Apple	MacBookPro5,5	WQ9238EV66D	6/23/09	Poor battery life and performance
Laptop	Apple	MacBookPro5,5	WQ9239E866D	6/23/09	Poor battery life and performance
Laptop	Apple	MacBookPro5,5	WQ9239EW66D	6/23/09	Poor battery life and performance
Laptop	Apple	MacBookPro5,5	WQ9239A466D	6/23/09	Poor battery life and performance
Laptop	Apple	MacBookPro5,5	WQ9238FR66D	6/23/09	Poor battery life and performance
Laptop	Apple	MacBookPro5,5	WQ92392M66D	6/23/09	Poor battery life and performance
Laptop	Apple	MacBookPro5,5	WQ9238N066D	6/23/09	Poor battery life and performance
Laptop	Apple	MacBookPro5,5	WQ923HG466D	6/23/09	Poor battery life and performance
Laptop	Apple	MacBookPro5,5	WQ923HHN66D	6/23/09	Poor battery life and performance

Equipment	Manufacturer	Model	Serial #	Purchase Date	Reason for discard
Laptop	Apple	MacBookPro5,5	WQ923HSA66D	6/23/09	Poor battery life and performance
Laptop	Apple	Mac7,1			
Laptop	Apple	MacBook "Core 2 Duo" 2.4 13" (Mid-2010)	W8023241F5W	6/4/10	Poor battery life and performance
Laptop	Apple	MacBook7,1	W8023241F5W	6/4/10	Poor battery life and performance
Laptop	Apple	MacBookPro9,2	C1MKTH48DTY3	6/6/13	Does not power on
Laptop	Apple	MacBookPro9,3	C02HW91LDTY3	6/6/13	Does not power on
iPad	Apple	iPad2,1	F64KCK8QDFHW	6/6/13	Not economical to repair
Desktop	Apple	iMac14,4	C02MW1BJFY0V	6/21/14	no longer in use
Desktop	Apple	iMac14,4	C02MW1BNFY0V	6/21/14	no longer in use
Desktop	Apple	iMac14,4	C02MW1BLFY0V	6/21/14	no longer in use
Desktop	Apple	iMac14,4	C02MW1BPFY0V	6/21/14	no longer in use
Desktop	Apple	iMac14,4	C02MW15DFY0V	6/21/14	no longer in use
Desktop	Apple	iMac14,4	C02MW1BUFY0V	6/21/14	no longer in use
Desktop	Apple	iMac14,4	C02MW1BQFY0V	6/21/14	no longer in use
Desktop	Apple	iMac14,4	C02MW1BSFY0V	6/21/14	no longer in use
Desktop	Apple	iMac14,4	C02MW157FY0V	6/21/14	no longer in use
Desktop	Apple	iMac14,4	C02MW15GFY0V	6/21/14	no longer in use
Desktop	Apple	iMac14,4	C02MW15AFY0V	6/21/14	no longer in use
Desktop	Apple	iMac14,4	C02MW159FY0V	6/21/14	no longer in use
Desktop	Apple	iMac14,4	C02MW15FFY0V	6/21/14	no longer in use
Desktop	Apple	iMac14,4	C02MW15EFY0V	6/21/14	no longer in use
Desktop	Apple	iMac14,4	C02MW1BTFY0V	6/21/14	no longer in use
Desktop	Apple	iMac14,4	C02MW1BRFY0V	6/21/14	no longer in use
Desktop	Apple	iMac14,4	C02MW155FY0V	6/21/14	no longer in use
Desktop	Apple	iMac14,4	C02MW15BFY0V	6/21/14	no longer in use
Desktop	Apple	iMac14,4	C02MW1BKFY0V	6/21/14	no longer in use
Desktop	Apple	iMac14,4	C02MW1BMFY0V	6/21/14	no longer in use
Desktop	Apple	iMac14,4	C02MW15CFY0V	6/21/14	no longer in use
Desktop	Apple	iMac14,4	C02MW15Hfy0V	6/21/14	no longer in use
Desktop	Apple	iMac14,4	C02MW154FY0V	6/21/14	no longer in use
Desktop	Apple	iMac14,4	C02MW158FY0V	6/21/14	no longer in use

CARLISLE PUBLIC SCHOOL  
Residency Policy  
Policy #04.11.2018

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.

**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

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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.

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

**Adopted 11/12/14, Reaffirmed 3/14/18**

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.

## **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.

**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.

**Carlisle Public Schools**  
**FIELD TRIP POLICY - Policy #02.02.1999**  
**rev. 01/07/04, 10/18/06, 10/14/2009;**  
**1/2/2013, 9/10/14**

Field trips can bring the school and the community closer together, which can result in real life experiences that enrich the curriculum for students and also bring about better public relations. The School Committee will also encourage field trips as an integral part of the instructional programs in the schools.

The Superintendent will establish regulations to assure that:

1. All students have parental permission for trips.
2. All trips are properly supervised.
3. All safety precautions are observed.
4. All trips contribute substantially to the educational program.
5. All trips allow student access without regard of family ability to pay.

All out-of-state or extended (overnight) trips and excursions, except those required for student participation in tournament competition or contests, must have advance approval of the School Committee. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

The Carlisle Schools do not have a budget for field trips. The school should choose trips that enhance the curriculum. Two or three day trips a year are considered reasonable with charges not exceeding a total of \$100.00 per child per year. Overnight field trips may exceed this limit.

No child will be denied the opportunity to participate in field trips for financial reasons. Parents and/or teachers who are aware of financial concerns should contact the school principal. Students are encouraged, but not required, to participate.

All students must return signed permission slips or those students will not be allowed to go on the trip.

Source: MASC

Carlisle School Committee  
Out of State/Overnight Trip  
Policy

**Policy #02.05.2004 - Rev. 3/3/04, 10/02/2007, Reviewed 1/5/2011, Revised 5/13/15**

Any teacher, administrator, or group (herein referred to singly or collectively as the planner) seeking to propose a field trip involving travel between midnight and 6:00 am, out-of-state travel or an overnight stay for any group of Carlisle Public School students shall comply with the guidelines below. The School Committee shall not approve trips that are privately organized and run without school sanction.

1. The planner will discuss the proposed trip with the Principal for permission to proceed with the proposal for a curriculum-related field trip.
2. The planner will develop a specific proposal including:
  - a. documentation demonstrating curriculum enrichment
  - b. plans for students not attending
  - c. complete itinerary and references for any contracted services
  - d. additional costs (such as substitute pay) which must be borne by the school system
  - e. method and source of funding including any projected need for scholarship aid if cost is to be borne by individual families
  - f. indication of level of support within the student/parent community
  - g. names of faculty and/or parents for organization/implementation
3. The planner will appear before the Carlisle School Committee at a regularly scheduled meeting to receive initial consent to investigate the specific arrangements for said trip. All student trips which include late night or overnight travel must have prior approval of the School Committee before engaging students in fundraising activities. The School Committee will also consider the educational value of the trip in relation to the cost prior to granting initial approval. Overnight trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips should be appropriate for the grade level.

Final School Committee approval will not be granted until all preparations for the trip have been completed including, but not limited to, all logistical details involving transportation, accommodation arrangements and fundraising efforts. The School Committee requires that final approval be requested not less than 30 days prior to the scheduled trip dates.

Teachers and other school staff are prohibited from soliciting for privately run trips through the school system and in the schools. The School Committee will only review for approval school-sanctioned trips. The School Committee will not review or approve trips that are privately organized and run without school sanctioning.

4. The planner will obtain all necessary data including: per pupil costs; specific time, date, travel and insurance arrangements.
5. The planner will ensure that plans for supervision/chaperones include a sufficient number of chaperones taking into account the number of students, trip scheduling and logistics. All chaperones must undergo a fingerprint based background check in addition to a CORI check through the Superintendent and be approved by the Principal.
6. Each field trip involving an overnight stay must include as a chaperone a medical professional such as the school nurse, a properly certified EMT or a properly certified paramedic, unless a medical professional is on-staff at the site of the trip. The planner must provide the name and credentials of the medical personnel before final approval is granted.
7. The planner must certify when submitting a proposal for final approval that transportation will be provided by a carrier licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The planner may not contract with any carrier that has an FMCSA safety rating of "conditional" or "unsatisfactory." FMCSA carrier ratings are available at <http://www.saferys.org/> The planner may elect to use ratings and pre-qualifications established by other public entities, such as the Department of Defense's approved list of motor carriers for troop transport <http://www.mtmc.army.mil/content/504/approvedlist.pdf> The contract with the carrier should prohibit the use of a subcontractor unless sufficient notice is given to the district to allow verification of the subcontractor's qualifications.

Trip itineraries must leave sufficient time for the driver(s) to rest in conformity with federal hours of service requirements and common sense.

8. The planner will submit the proposal in its final form to the Principal.
9. If approved by Principal, the planner must then obtain final approval from the Superintendent and the Carlisle School Committee.

Source: MASC

Legal Refs: M.G.L. 69

**Non-Discrimination to a Qualified Individual with a Disability**  
**Policy Pertaining to A Qualified Individual with a Disability**  
**(Formerly Policy Pertaining to Regulations Known as Section 504, Title VI,**  
**and Chapter 76, Section 5)**  
**Policy #07.15.2002**

**Adopted 03/05/2002**  
**Revised 10/18/06, Last Review 04/2/14**

Title II of the Americans With Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the District's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the District or be subject to discrimination. Nor shall the District exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

Definition: A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the District.

Reasonable Modification: The District shall make reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the District can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

Communications: The District shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the District shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the District. In determining what type of auxiliary aid or service is necessary, the District shall give primary consideration to the requests of the individuals with disabilities.

Auxiliary Aids and Services: "Auxiliary aids and services" includes (1) qualified interpreters, note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals

with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions.

Limits of Required Modification: The District is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the District shall be made by the School Committee after considering all resources available for use in funding and operating the program, service, or activity. A written statement of the reasons for reaching that conclusion shall accompany the decision.

Notice: The District shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American With Disabilities Act (ADA) and its applicability to the services, programs, or activities of the District. The information shall be made available in such a manner as the School Committee and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA.

Compliance Coordinator: The District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA. The District shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA. The school system receives federal financial assistance and must comply with the above requirements. Additionally, the School Committee is of the general view that:

1. Discrimination against a qualified person with disabilities solely on the basis of handicap is unfair; and
2. To the extent possible, qualified persons with disabilities should be in the mainstream of life in the school community. Accordingly, employees of the school system will comply with the above requirements of the law and policy statements of this Committee to ensure nondiscrimination on the basis of handicap.

LEGAL REFS.:       Rehabilitation Act of 1973, Section 504  
                          Education for All Handicapped Children Act of 1975  
                          M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)  
                          Title II, Americans with Disabilities Act of 1992

Board of Education Chapter 766 Regulations, adopted  
10/74, as amended through 3/28/78

SOURCE: Massachusetts Association of School Committees  
Concord Public Schools/Concord-Carlisle Regional School District