

SCHOOL COMMITTEE AGENDA
WEDNESDAY, JUNE 13, 2018

I. Call to Order

II. Public Comments

III. Review of the Minutes

- A. Meeting of May 9, 2018

IV. Information/Discussion Items

- A. Student Showcase
- B. Carrie Wilson Tribute
- C. Early Act Gift
- D. Carlisle Teachers' Association President Linda Vanaria
- E. Superintendent Evaluation
- F. Budget Year-end Review
- G. New Hire for School Nurse
- H. 2018-2019 CSC Proposed Meeting Schedule
- I. Summer Meeting: July 16, 2018; 6:00 p.m.

V. Communications/Correspondence

VI. Superintendent's Report

VII. Members'/Committee Reports as Needed

VIII. Action Items

- A. Vote CEF Grants
- B. Vote Washington DC Trip
- C. Vote to accept teacher's child to CPS in 2018-2019
- D. Vote Background Check Policy
- E. Vote to Hire School Nurse
- F. Vote Gift from Early Act Club

IX. Warrants

- A. Accounts Payable Warrant #7518; \$190,454.92
- B. Accounts Payable Warrant #7918; \$113,335.83
- C. Payroll Warrant #7318; \$367,499.28
- D. Payroll Warrant #7718; \$408,700.31
- E. Accounts Payable Warrant #8218; \$80,006.24
- F. Accounts Payable Warrant #8318; \$127,156.57

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, for the following purposes:

Purpose 2; To conduct strategy sessions in preparation for negotiations with the elementary principal or to conduct collective bargaining sessions or contract negotiations with nonunion personnel; and

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

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

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Carlisle School Committee
Minutes
May 9, 2018
Carlisle School Community Room
7:00 PM

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

Meeting Documents:

Minutes from 4-11-18	School Improvement Plan 2018-2019	Superintendent Evaluation Template
Residency Policy Version 1	Residency Policy Version 2	Background Checks Policy
Evaluation Policy	Visitor Policy	

I. Call to Order

Acting Chair Jim O’Shea called the meeting to order at 7:06 p.m. Mr. O’Shea asked for nominations for School Committee Chair. Mr. Kablotsky nominated Mr. Model; Ms. Gambino seconded the motion. There was no discussion. All members present voted in favor.

II. Committee Re-organization/Recognition.

Mr. Model welcomed Ms. Gambino to the School Committee. Ms. Gambino nominated Mr. Kablotsky to be Vice-Chair of the CSC; Mr. Model seconded the motion. All members present voted in favor. Mr. Kablotsky nominated Ms. Storrs and Ms. Lear to be the Carlisle representatives on the Regional School Committee. Ms. Gambino seconded the motion. All members present voted in favor.

III. Volunteer Hall of Fame

Mr. Model recognized Melissa McMorrow who has been a very respected and valued member of the CSC. On behalf of everyone, he thanked her for her tireless advocacy. Mr. O’Shea presented her with gifts. Mr. Kablotsky thanked her as well. Mr. Model recognized Bill Fink, who thanked Ms. McMorrow for her service, patience, being a rational sounding board, providing pro bono legal counsel, and her friendship. Mr. Model read a written statement from Ms. Lear, who thanked Ms. McMorrow and said she would be missed. Mr. Model recognized former CSC member Louis Salemy. He had recruited Ms. McMorrow to the CSC when he was Chair, and always valued her input and thoughtful decision-making. Mr. Model said Ms. McMorrow taught him a lot and had a great institutional memory. He will miss her contributions

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and looks forward to their continued friendship. Ms. McMorrow recognized how meaningful it was to have her mentors present. She stated that all CSC members have the community and excellence in education foremost in their mind. She thanked the administrators, Cynthia Sorn and Nancy Anderson, acknowledging a rewarding, challenging and fun year.

IV. Public Comment Period:

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

V. Information/Discussion Items

The Background Checks policy was discussed at this point in the meeting because Ms. McMorrow was leading the discussion. Mr. Model recognized Ms. McMorrow of 301 Concord Street. After analyzing the different versions of this policy, Ms. McMorrow recommended that the CSC reaffirm the original policy. One part of it covers state policy and one covers federal policy. MASC recommends that districts include all of that information. The policy will have minor edits, there will not be separations within the policy and the CORI acknowledgment form will be attached.

VI. Review of Minutes

Mr. Kablotsky made a motion to approve the minutes of the meeting of April 11, 2018; Mr. Model seconded the motion. There was no discussion. Mr. Model and Mr. Kablotsky voted in favor of approving the minutes; Ms. Gambino abstained.

VI. Information/Discussion Items (continued)

A. School Improvement Plan

Dr. Sidell and Ms. Wilson presented. Ms. Wilson stated the School Improvement plan has a focus on professional learning. This includes groups of teachers and faculty that work together on one topic and school-wide initiatives like social emotional work. Shared leadership opportunities are encouraged; for example, hosting student teachers through Lesley University. The Digital Citizenship curriculum is in place; looking to implement it next year. Dr. Sidell explained the work on communication with the Student Advisory Council. Next steps are to take data and make an action plan to make recommendations on how parents get information from teachers and administration. The school is looking at a new Student Information System that can make it easier for some data to be communicated to parents. Mr. Kablotsky would like parents to be able to give input on what they would like in a system; for example, asking parents what they would like to be able to see. There are criteria in place to assess if a student needs Tier II services for grades K-2; assessment criteria for students in grades 3-8 will be developed. Examples of criteria are: classroom work, teacher input, and a benchmark assessment. The Math

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Committee will be looking at weaknesses in current programs and how to address them. There will be co-teaching opportunities in grades 3, 4 6 and 7. One model is two teachers, specifically a special educator and a classroom teacher, in a classroom.

The School is building a community of inclusion and connecting children globally. The Olweus anti-bullying program is well underway. Ms. Wilson feels that we've made some headway on bullying reports. Most incidents occur at recess or in the lunchroom. Bullying in the cyber world is not being reported as a big problem at school. What is reported is teasing, bullying or acts of meanness.

Mr. Model stated that as we get better at identifying needs, we find that more kids need support. He asked, "how can we use the staff more effectively?" Mr. Kablotsky asked if there is a range of potential services to be offered; is there a rank order of services to be considered? Mr. Model said if necessary there should be an internal shifting of resources; for example, how does CPS manage if there are more math needs than staff to give services? The CSC wants to see data that drives staffing needs. Mr. Model said the CSC would like to see that data as part of the budget process. Mr. O'Shea clarified that we are trying to support Tier II with the present staff in place.

B. Review of Carlisle Education Foundation (CEF) Grants

Alison Becker presented. The CEF met in April and reviewed 7 grants. The CEF opted to fund some grants in full and some in part. The grant for teacher to attend the National Conference of Teachers of English (NCTE) was granted \$4337. The grant for the Art Link Cultural Connection, where 3rd graders meet with other 3rd graders in other countries and do storytelling over video conference was granted \$2295. 2nd grade requested dedicated iPads and they were granted \$2792. The grant for the Building Learning Communities workshop, focusing on using technology in education, for Nick Greenwood and 5 other teachers to attend, was granted \$3000. Math Content Coaching, to improve math instruction, was granted \$2375. The Association for Speech and Hearing (ASHA) where the SLPs will attend the national conference in Boston was granted \$2140. The Summer Art Studio, where Rachel Levy requested to attend a summer program after which she can collaborate further with Ginny Lemere and Maya Bery, was granted \$1445. The CEF voted to grant \$18,384 this spring. These grants will be voted on in June. The auction raised a total of \$88,000.

The Committee thanked the CEF for its efforts and generosity.

C. 8th Grade Washington DC Trip

Mickey Kilmartin presented. Chaperones were Dr. Sidell, Marcella Pixley, Lynne Carmel, Carrie Wilson, and Mickey Kilmartin. World Strides took care of details for the trip and ran a great program. Days were packed with interesting activities. CPS would like to look at going to DC from June 5-7 next year, not over April break. Students and staff would fly down and back. The itinerary can be modified if desired. Teachers saw ties to the curriculum in LA and Social Studies. The students had a great experience. The cost per student was approximately \$1050. World Strides does offer scholarships. If the trip is planned early, students can do fundraising to help offset the cost. One concern is what to do if kids opt out of participating. This will be voted on in June.

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D. Teacher's Child Attending CPS Next Year

Jim recommends that Tracy Malone's son attend Kindergarten at CPS starting in the 2018-2019 school year. This will be voted on in June.

E. Budget Update and Realignment FY18

Sue Pray is requesting that both the discussion and the vote take place at tonight's meeting so town hall can make necessary budget adjustments. She would like to transfer funds from Regular Education, Administration and Operations into Special Education to cover Out of District and contracted services. The total transfer is \$92,000. \$141,000 came in from circuit breaker. As of today, all schools are not identified for Out of District placements for the upcoming school year. Mr. Model said the budget would be discussed again over the summer.

Mr. Kablotsky moved to waive the practice of discussing an item and voting on it at the next meeting, so the CSC can vote on the transfer of funds later in this meeting. Ms. Gambino seconded the motion; all present voted in favor.

E. Superintendent Evaluation Planning

Each CSC member will receive a digital evaluation form for Jim, addressing his goals and the 4 DESE superintendent standards. They will also receive the educator evaluation rubric for superintendents. Mr. Model stated that the evaluation must include a professional practice goal but the format can be whatever the Committee decides. Mr. Kablotsky would like to meet with Mr. O'Shea to discuss an evaluation on the evaluation process. Mr. Model asked if the CSC needs to provide structured feedback in order for Mr. O'Shea to do his job better. Is it better to have a structured tool to use for this purpose? Mr. O'Shea reflected that he wants to know where work needs to be done. He has received feedback on his performance from the administrative team. Mr. Model suggested each committee member take the time to meet one on one with Jim in the next couple of weeks to provide input on the evaluation form. He suggested combining the 3 district goals into one. Jim will share an interim performance review on the goals he's accomplished.

F. Policies

It was decided to move the Residency Policy discussion to June. The Evaluation Policy has to be slightly revised because the paraprofessional evaluation form has been updated.

VII. Communications/Correspondence

MASC forms were circulated.

VIII. Superintendent's Report

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

- EDCO is conducting executive director search
- CASE Collaborative just hired an executive director

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- Math Night was a success
- The future of our World Language program is being explored. Mr. O'Shea will invite the World Language Committee to CSC
- Multicultural festival will be on May 19
- The open teacher positions have been filled, and we are close to hiring new nurse
- Chicka chicka boom boom play in Kindergarten was a success
- Clark Farm trips for several grades
- Early Act had firefighter appreciation luncheon
- 3rd grade went to the Old South Meeting house
- Teacher Appreciation Week was celebrated with gifts and meals from Administration
- PTO is hosting the faculty appreciation luncheon next week.

IX. Members'/Committee Reports as Needed

Mr. Model reported that the Carlisle School budget passed at Town Meeting. The Municipal Facilities budget passed as well. There is no longer a CSC representative on the Municipal Facilities Committee.

X. Action Items

Mr. Kablotsky motioned to vote on the CPS Budget Realignment as previously discussed; Ms. Gambino seconded the motion. There was no discussion. All members present voted in favor. Ms. Gambino motioned to accept the Visitor Policy as written; Mr. Kablotsky seconded the motion. There was no discussion. All members present voted in favor.

XI. Warrants

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

XII. Other Business

There was no other business.

XIII. Citizen's Comments

Mr. Model recognized Cynthia Sorn, 433 Rutland Street, who asked if Tier II is an unfunded mandate. Mr. O'Shea confirmed that was correct. Mr. Model thanked the Mostoufi family for taping the meeting.

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XIV. Adjourn Meeting

Mr. Kablotsky moved to adjourn the meeting to executive session, with no intent to return to public meeting. Ms. Gambino seconded the motion. The following votes were taken in roll call: Mr. Kablotsky, aye; Mr. Model, aye; Ms. Gambino, aye.

The public meeting was adjourned at 9:20 pm.

Respectfully submitted,

Nancy Anderson
Assistant to the Superintendent

**Student Showcase
Carlisle School Committee
June 13, 2018**

PE Recognition

Ben Topol - Basketball

Mia Comeau - Field Hockey, Basketball and Softball along with community service

Emma Tonies - Field Hockey, Softball and community service

May be someone from X/C as well

Music Performance: Instrumental

Alissa Belotti

Drama/Literature: A Scene from Midsummer Night's Dream:

Lily Kuivenen and Mia Comeau

Model UN:

Maggie Kalkstein

Ahria Desai

Emma Tonies

Art: Ms. Levy Acknowledgement:

Renzo Ma, Gr. 1

Chase Audette, Gr. 2

Charlotte Daghish, Gr. 3

Will Tatham, Gr. 4

James Michaud, Gr. 5

Cira Letteri, Gr. 6

Music Duet: Voice- Ms. Thomforde Acknowledgement

Emma Tonies and Isabella Synnesvedt

JAMES F. O'SHEA

Carlisle Public Schools

Superintendent Evaluation

**School Committee Members: David Model (DM), Melissa McMorrow (MM), Mary Storrs (MS),
Josh Kablotsky (JK), Christine Lear (CL)**
(The Committee Member's Name is required)

June 13, 2018

Superintendent's Performance Goals

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

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	<p>Professional Practice Goal</p> <p>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.</p>			MS, MM, DM	CL, JK	
Student Learning						
2	<p>Student Learning Goal</p> <p>School climate is a major contributor to the overall experience of our students and their families. Ensuring that we maintain a caring, kind, and inclusive environment for all students is essential to a positive school climate. My student learning goal for the 2017-2018 school year will focus on the school-wide implementation of the Olweus Anti-bullying Program and the introduction of diversity focused instruction for students in 7th and 8th grade, both of which are designed to positively impact our school climate.</p>			MS, MM	CL, JK, DM	

District Improvement						
1	<p>Provide a Rich, Rigorous and Relevant Curriculum:</p> <p>Provide a rich, rigorous, and relevant curriculum, which ensures students develop academic and intellectual skills, along with, the social and emotional competence to be confident, engaged and successful global citizens in the 21st century.</p>			MS, DM	CL, MM, JK	
2	<p>Build a Community of Respect and Inclusion in a Safe and Healthy Learning environment:</p> <p>Build a community of inclusion, which embraces and celebrates diversity, where all students feel known, cared for, welcome, respected and enjoy their educational experience.</p>			DM	MS, CL, MM	JK
3	<p>Ensure Equity and Excellence in Learning:</p> <p>Ensure that all students have access to high quality content and instruction that is differentiated to meet their individual needs, while providing the academic, social and emotional supports required to ensure success for all students.</p>			MM, DM	MS, CL, JK	

Superintendent's Performance Rating for Standard I: Instructional Leadership

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

Check one box for each indicator and circle the overall standard rating.

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

Needs Improvement

Proficient
MS, CL, MM, JK, DM

Exemplary

<p>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</p> <p>MS: Overall = Proficient</p> <p>CL: Superintendent O’Shea demonstrates a daily commitment to the above goals established for the 2017-18 academic year. He provides students, faculty and staff with an excellent example of professionalism while also creating a positive, engaged atmosphere that encourages connection with him for both issues of concerns and general congeniality.</p> <p>In speaking with Superintendent O’Shea he shared a story where a student “sucked” into his office and asked if he could just sit. Mr. O’Shea welcomed the student, knowing it was indoor recess, but clarified he could not chat because he had work to do. The student understood and couldn’t help but talk. Sincerely having work to do, he reminded the student that he was welcome to stay, but he could not chat. Jim proceeded with his work while the student sat until it was time to go back to class. To me this says the student felt comfortable and sees Jim as a friend as well as a Superintendent.</p> <p>JK: Jim has improved his communication, evidenced by his weekly updates on Fridays. To the extent that communication is regular, little stands out. I would like to see a greater diversity of communication means, with application of emphasis where appropriate. Not everything of equal importance. Also, providing communication in a summary form with opportunities for detail follow-up could improve effectiveness.</p> <p>I recognize and welcome Jim’s focus on the social-emotional aspects of development.</p> <p>DM: Continued late evaluations from some administrators to their direct reports is not acceptable and must be eliminated next year.</p>

Examples of evidence superintendent might provide:

- Goals progress report
- Analysis of classroom walk-through data

- Analysis of district assessment data
- Sample of district and school improvement plans and progress reports

- Analysis of staff evaluation data
- Report on educator practice and student learning goals

- Student achievement data
- Analysis of student feedback
- Analysis of staff feedback

- Relevant school committee meeting agendas/materials
- Analysis of leadership team(s) agendas and/or feedback

- Protocol for school visits
- Other: _____

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

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

Examples of evidence superintendent might provide:

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

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

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

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

Needs Improvement

Proficient
MS, MM, JK

Exemplary
CL

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

MS: Overall – Proficient

Jim is very comfortable engaging with students, families, and staff. His weekly updates to the School Committee have been helpful.

CL: One of Superintendent O’Shea’s apparent strengths is his ability to collaborate and engage with stakeholders. He is often seen at weekend, off campus events, engaging with students and families. He doesn’t just show up, he is an active supporter of so many of our students’ endeavors. He sincerely cares about our children and their experience at CPS, and it shows.

Examples of evidence superintendent might provide:

- | | | |
|--|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Sample district and school newsletters and/or other communications | <input type="checkbox"/> Analysis of survey results from parent and/or community stakeholders |
| <input type="checkbox"/> Participation rates and other data about school and district family engagement activities | <input type="checkbox"/> Analysis of school improvement goals/reports | <input type="checkbox"/> Relevant school committee presentations and minutes |
| <input type="checkbox"/> Evidence of community support and/or engagement | <input type="checkbox"/> Community organization membership/participation/contributions | <input type="checkbox"/> Other: _____ |

Superintendent's Performance Rating for Standard IV: Professional Culture

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

Unsatisfactory

Needs Improvement

Proficient
MS, CL, MM, JK, DM

Exemplary

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

MS: Overall = Proficient

Again, I would like to see Jim's strong leadership in formulating a strategic vision for the District.

My sense is that he avoids conflict and may need to be more proactive at addressing and resolving issues rather than letting them linger.

CL: This is another area where Jim's strengths shine through. While he is warm and sincerely friendly, it is not at the expense of high expectations or important information for his stakeholders. His approachability translates to an open environment that invites trust. Jim is able to build relationships and establish a style that makes correction more guidance than punitive. He exemplifies the core values, making it easy for him to expect them from everyone in the school.

Examples of evidence superintendent might provide:

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

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: James F. O'Shea _____

Evaluator: _____

Name

Signature

Date

Step 1: Assess Progress Toward Goals (*Circle one for each set of goal[s].*)

Professional Practice Goal(s)	Did Not Meet	Some Progress	Significant Progress MS, MM, DM	Met CL, JK	Exceeded
Student Learning Goal(s)	Did Not Meet	Some Progress	Significant Progress MS, MM, DM	Met CL, JK	Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress DM	Met MS, CL, MM, JK	Exceeded



Step 2: Assess Performance on Standards (Check one box for each standard.)

Indicators

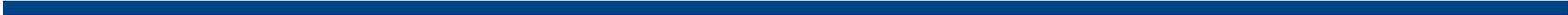
Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. *For new superintendents, performance is on track to achieve proficiency within three years.*

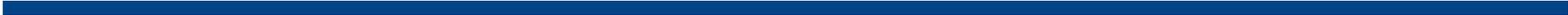
Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership			MS, CL MM JK, DM	
Standard II: Management and Operations		MS	CL, MM JK, DM	
Standard III: Family and Community Engagement			MS MM JK, DM	CL



Standard IV: Professional Culture			MS, CL MM JK, DM	
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End-of-Cycle Summative Evaluation Report: Superintendent

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

Unsatisfactory

Needs Improvement

Proficient
MS, MM, JK, DM

Exemplary
CL

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

Low	Moderate DM	High MS, CL, MM
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Step 5: Add Evaluator Comments

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

Comments:

MS: It is a pleasure to work with Jim; he always has a positive attitude and a willingness to listen. I think that Jim enjoys many of the tasks that fall in the Principals' purview, but I'd like to see him focus more on the Superintendent role and rely on his Administrative team, particularly the Principals, to carry out their responsibilities.

I look forward to a productive 2018-19 school year with Jim at the helm.

CL: Superintendent O'Shea demonstrates full commitment to our district and everyone in it. He respects our students, establishing a rapport that engages them in positive relationships that enhance our learning environment. He works diligently with the staff and faculty to establish high expectations and then provides the guidance and support to help them achieve them. He embraces opportunities to engage with the school community - during and outside of school.

MM: Thank you, Jim, for your commitment to the students of Carlisle. In particular, I want to highlight the work you do on a daily basis to ensure that the Carlisle School is a place where students are excited to be and excited to learn. You have created an excellent student culture. I also want to highlight the work that you have done to build a strong relationship with Superintendent Hunter in Concord. Strong communication between the two school system administrators benefits students and the Carlisle community. I encourage you to continue moving up the Superintendent learning curve and focusing on long-term vision, fiscal sustainability, accountability, procedures and policies. While not always the most recognized work, it is essential to the District.

JK: Jim's excellent work in the district over the past two years has earned him the trust and goodwill of many stakeholders. Now the question becomes, what will Jim do with that goodwill? How will he use that goodwill to build support for and realize his vision for the district?



DM: Jim had an excellent second year as Superintendent. He laid out ambitious goals for himself and the district, and has made significant progress in achieving those goals. Communication with the School Committee and the community has increased; it needs to be more interactive and deeper than an informational download. Olweus appears to be quite successful, but the proof will be in the year over year student surveys. Deepening the curricula for the 21st century in the areas of technology, languages and social studies remains a work in progress.

Where Jim should put additional effort in the coming years is in more effective tiered support for non-IEP students, more effective use of staff with all students and continued efforts to reduce the need for out-of-district placements of students with IEPs. The budget challenges facing all educators, as well as those facing the Town of Carlisle, are growing greater. If we want to maintain CPS' leadership in all areas, we will need to be more creative in how we deploy the resources available to us.

Nevertheless, Jim has demonstrated proficiency on the job in two short years. I encourage him to continue working with his MASS mentor, as well as the CSC and the larger Carlisle community, to grow into the truly excellent leader I know he can become.

FINAL EVALUATION TO BE SUBMITTED TO DESE:

OVERALL EVALUATION:

STANDARD I, INSTRUCTIONAL LEADERSHIP:

STANDARD II, MANAGEMENT AND OPERATIONS:

STANDARD III, FAMILY AND COMMUNITY ENGAGEMENT:

STANDARD IV, PROFESSIONAL CULTURE:

IMPACT ON STUDENT LEARNING, GROWTH, AND ACHIEVEMENT:



**Proposed School Committee Meeting Dates
2018-2019
7:00 p.m.**

September 12, 2018

October 10, 2018

November 14, 2018

December 12, 2018

January 9, 2019

February 13, 2019

March 13, 2019

April 10, 2019

May 8, 2019

June 12, 2019

**Carlisle Public Schools
Background Check Policy
#09.06.2003**

Adopted 11/12/14, Revised 6/13/18

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, professional licensing applicants and any individual who regularly provides school-related transportation to children who may have direct and unmonitored contact with children, including employees of transportation companies that have contracted with the district to provide transportation to pupils ("Covered Persons").

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

CONDUCTING CORI SCREENING

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

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

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 engaging a Covered Person, the subject shall be provided with a copy of the criminal history record, whether obtained from the DCJIS or from any other source, prior to questioning the subject about his or her criminal history. The source(s) of the criminal history record is also to be disclosed to the subject.

DETERMINING SUITABILITY

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

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

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

ADVERSE DECISIONS BASED ON CORI

If an authorized official is inclined to make an adverse decision based on the results of a criminal history background check, the applicant will be notified immediately. The subject shall be provided with a copy of the organization's CORI policy and a copy of the criminal history. The source(s) of the criminal history will also 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 be disseminated only as authorized by law and regulation. A central secondary dissemination log shall be used to record any dissemination of Cori outside this District, including dissemination at the request of the subject.



Carlisle Public Schools

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

Academic Excellence

Creativity

Respect

Responsibility

CRIMINAL OFFENDER RECORD INFORMATION (CORI) ACKNOWLEDGEMENT FORM

Carlisle Public School is registered under the provisions of M.G.L. c. 6, § 172 to receive CORI for the purpose of screening current and otherwise qualified prospective employees, subcontractors, volunteers, license applicants, and current licensees.

As a prospective or current employee, subcontractor, volunteer, license applicant, or current licensee, I understand that a CORI check will be submitted for my personal information to the DCJIS. I hereby acknowledge and provide permission to **Carlisle Public School** to submit a CORI check for my information to the DCJIS. This authorization is valid for one year from the date of my signature. I may withdraw this authorization at any time by providing **Carlisle Public School** with written notice of my intent to withdraw consent to a CORI check.

The **Carlisle Public School** may conduct subsequent CORI checks within one year of the date this Form was signed by me provided, however, that **Carlisle Public School** must first provide me with written notice of this check.

By signing below, I provide my consent to a CORI check and acknowledge that the information provided on Page 2 of this Acknowledgement Form is true and accurate.

SIGNATURE

DATE



Carlisle Public Schools

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

Academic Excellence

Creativity

Respect

Responsibility

Last Name First Name Middle Name Suffix

Maiden Name (or other name(s) by which you have been known)

Date of Birth Place of Birth Position Applying For

Last Six Digits of Your Social Security Number: _____ - _____

Sex: ____ Height: ____ft. ____in. Eye Color: _____ Race: _____

Driver's License or ID Number: _____ State of Issue: _____

Mother's Full Maiden Name Father's Full Name

Current and Former Addresses:

Street Number & Name City/Town State Zip

Street Number & Name City/Town State Zip

The above information was verified by reviewing the following form(s) of government issued identification:

VERIFIED BY: _____
Name of Verifying Employee (Please Print)

Signature of Verifying Employee