

**CITY OF SOMERVILLE, MASSACHUSETTS  
SCHOOL COMMITTEE**

**Monday, February 3, 2020 - Regular Meeting**

7:00 p.m. – City Council Chambers– City Hall

**Members present:** Ms. Krepchin, Dr. Ackman, Ms. Barish, Ms. Normand, Mr. Green, Ms. Pitone and Dr. Phillips.

**Members absent:** Mayor Curtatone and President McLaughlin.

**I. CALL TO ORDER**

Chair Normand called the meeting to order at 7:07 p.m. with a moment of silence followed by a salute to the flag of the United States of America. Chair Normand asked the Superintendent to call the roll, results of which were as follows: PRESENT – 7 – Ms. Krepchin, Ms. Pitone, Ms. Barish, Mr. Green, Dr. Ackman, Ms. Normand and Dr. Phillips. ABSENT – 2 – Mayor Curtatone and Mr. McLaughlin

**II. REPORT OF STUDENT REPRESENTATIVES**

Student Representatives Ekaterina Hicks-Magana and Nathalya Salmeron were present and reported on the following topics:

- The Science Fair; student's reported that it gets excessive after sophomore year for some.
- Registration for Spring Sports is now open.
- The Highlander Theatre Company and Rehearsals.
- The Black History Month Assembly.
- Course Selection/ PTA Meetings; They asked about how books are chosen for the English Curriculum and reported that there is currently some controversy about a book that was chosen for the sophomore class.

**III. PUBLIC COMMENT**

Chair Normand read the guidelines for public comment and introduced STA President, Rami Bridge, who was the only person who signed up for public comment tonight.

Rami Bridge, 9 Wilton Street.

Good evening, I am here today to ask that you attend paraprofessional negotiations, that you do not attend now is unique to Somerville. In Cambridge, Medford, Everett Malden, Revere and Chelsea is common practice and common sense that School Committee be at the negotiating table for the collective bargaining group, which will bear their name. The salary proposal is based on two goals; moving the pay scale in a direction where paras can earn a living wage and creating a pathway for paraprofessionals to continue their education and become teachers if they want. I know that the pathway is a goal of yours because you said it was in your email to all SPS families on December 20<sup>th</sup>. I hope I can assume that you share the goal of ensuring that your educators working every day in our schools earn a living wage.

Unfortunately, the current pay structure and your proposals throughout negotiations don't pay a living wage and make educational advancement unrealistic, if not impossible. Let's say that I'm a paraprofessional, and I have a high school degree and I took a job as a para because I'm interested in working with children. After two years, I decide that I do want to become a teacher, my current salary would be \$20,959. Let's say I managed to find time and the money to go back to school, which is tough to do, considering most paras work multiple jobs and the tuition reimbursement from the city isn't enough to cover a class at Bunker Hill. If I earned my associates degree, my salary would go up \$470 that doesn't really fundamentally change anything for me. Then if I continue working to earn my bachelor's, my salary would increase just an additional \$370; Why would I go back to school? The low pay creates a huge obstacle and the salary increases don't make it worth it.

The STA put forth a salary proposal that'll provide meaningful pay bumps as credits are accumulated, like with the teacher salary, in order to create a real pathway for paraprofessionals to become teachers. That is your goal. Why aren't you open to this proposal? frustratingly, when the STA presented their proposal to your third party representatives and negotiations, the official response was that, I quote, "it cost too much". I have to be honest; that was not the answer I was expecting because it runs counter to all the things I've heard members of the School Committee say in the past. I have to believe this is some miscommunication resulting from no School Committee Members attending bargaining sessions. I hope the School Committee will reconsider its position not to attend negotiations. I also hope the School Committee will reconsider its position to only allow residents to speak at public

comment, because there are educators who can't afford to live in Somerville who are still stakeholders with valuable insights to our schools. And finally, I hope the School Committee will reconsider its position that the STA proposal cost too much, paying a living wage cost more and incentivizing paras to continue their education also will cost more, but I don't believe it is too much. Their proposal costs \$750,000 more than yours, I think our educators and our students are worth it. Why don't you?

#### **IV. APPROVAL OF MINUTES**

- **November 18, 2019**

MOTION: Motion by Dr. Ackman, seconded by Mr. Green, to accept the School Committee Minutes of November 18, 2019.

Motion approved via voice vote.

#### **V. REPORT OF SUPERINTENDENT**

##### **A. DISTRICT REPORT**

- **John F. Kennedy School – School Improvement Plan**

The Superintendent stated that they were starting their series of School Improvement Plans tonight with the first team presenting from the Kennedy School. Mr. Hurrie introduced his team members, which included Steve Marshall, Victoria Vendola, Erin Murphy and Caeli Smith. They then presented their School Improvement Plan. (see attached)

Following the presentation, discussion ensued which included the following:

- Appreciated that the presentation included a wellness focus and data on chronic absenteeism
- Choosing Students for Math Intervention Program and eliminating those gaps
- X-block and how it may be impacting student schedules

- **MCAS Memo**

Superintendent Skipper introduced Ms. Kenya Avant- Ransom, who was in attendance to present the MCAS memo and answer any questions. Below is the memo that was presented:

February 3, 2020

**TO:** SPS School Committee

**FROM:** Kenya Avant, Data Coordinator

**RE:** MCAS 2019 Update: Performance, Growth, and Accountability

**CC:** Mary Skipper, Superintendent; Chad Mazza, Assistant Superintendent

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#### **Summary**

This memo provides an update on the results of the most recent MCAS assessment from the spring of 2019. It is broke into sections, starting with an overview of MCAS results and ends with an update on the any changes that can be expected for 2020 and beyond.

The MA Department of Elementary and Secondary Education uses results of the state standardized assessment, the MCAS, to monitor the academic performance of districts and schools across the state as well as to provide technical assistance to those schools and districts that require it. As a results, when reviewing the results of the MCAS (the Next Generation MCAS), we consider both absolute performance (e.g., percent Meeting or Exceeding Expectations) and growth for a variety of academic and non-academic measures. In addition to this focus, Somerville staff also monitor and take steps to close gaps in performance that may exist among student populations, and implement strategies to accelerate the growth of students who are not meeting grade-level expectations.

The state released the Next Generation MCAS Assessment in 2017, which Somerville Public Schools now uses to test at all grades and subjects except grade 10 Science. The new assessment holds students to higher academic standards than the Legacy MCAS; student performance tends to decline during test transition years from Legacy to Next Generation MCAS (e.g., Grade 10 in 2019) as students and staff adjust to the new assessment. To allow for this period of adjustment, the Department of Elementary and Secondary Education is holding requirements for graduation and scholarship eligibility for grade 10 at pre-Next Generation MCAS levels.

In Somerville, there are achievement gaps for students with IEPs, Black or African American students, Latino/a students, and students who are learning English. Despite these gaps, from 2018 to 2019, there are signs that some of these gaps are closing in Science, and for students who were previously English learners.

Somerville performed well under the new state accountability system last year, which assesses each district and school against state-determined academic and non-academic targets. Non-academic targets include indicators such as graduation rate, chronic absenteeism, and growth towards English Proficiency for those students who are learning English. Somerville is home to one School of Recognition, designated as such by the state due to high growth and achievement. No schools in Somerville were identified in need of assistance due to low academic achievement or growth.

## **MCAS Results**

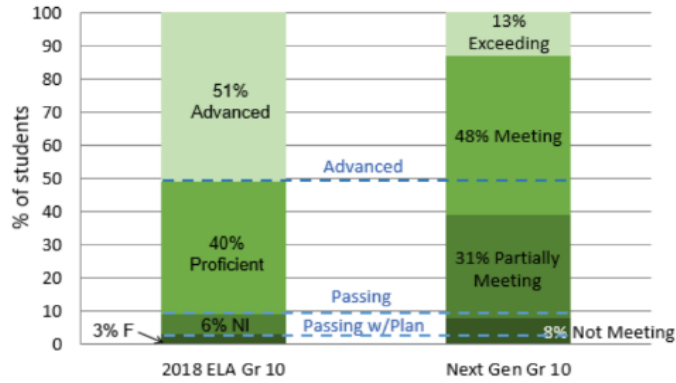
### **Achievement and Growth**

SPS is now administering the Next Generation MCAS at all grades levels and subjects except for grade 10 Science. Under the new assessment, student performance is bucketed into four major categories based upon how students perform relative to grade-level expectations as established by the state department of education: *Not Meeting Expectations*, *Partially Meeting Expectations*, *Meeting Expectations*, and *Exceeding Expectations*. In general, the threshold for a score of *Meeting* or *Exceeding Expectations* is higher under the Next Gen MCAS than it was under the Legacy MCAS assessment.

Across the grades, approximately half of all students Met Expectations in 2019, which is slightly lower than grade-level state averages, but higher than in many comparable districts. The largest gaps between the district and state was in science at grades 5 and 8 as well as grade 10, across subject areas. There are still gaps between the average performance for all students in the district and students in certain subgroups, such as students with IEPs, Black or African American students, students learning English, and students from low-income families. The size of these gaps range from 20 to 35 points and are generally largest for students with IEPs.

At grade 10, because the cutoff point for *Meeting Expectations* and *Exceeding Expectations* on the MCAS are so much higher than under the Legacy MCAS and because these results are used as a requirement of graduation and scholarship eligibility, the department of education is continuing to use the old cutoff points to establish graduation requirements. The chart below shows how the adjustment is made. For example, a student who scores *Partially Meeting* on the Next Gen MCAS would have been considered *Proficient* under the Legacy MCAS. Therefore, the department of education considers this student as *Meeting Expectations* under this year's Next Generation assessment and for graduation and scholarship requirements.

## G10 Legacy/Next Generation MCAS Statistical Linking Model



Growth at grade 10 is lower than expected, from 52.5 (ELA) and 48.8 (Math) to 49.0 and 39.2, respectively. This is most likely due to the introduction of the more rigorous Next Generation Assessment at grade 10 in 2019.

### Accountability

Accountability targets are established each year by comparing Somerville to all districts and setting targets based upon 25<sup>th</sup> percent of districts that improved the least (excluding those that showed no improvement at all) from the prior year’s assessment to the current year’s assessment. The rationale is that this results in ambitious yet achievable targets. Districts and schools receive different targets each year since new targets are based upon the prior year’s performance. Below are the indicators included in the school and district accountability system.

Grades	Accountability Indicator
Grades 3-12	Scaled Scores in ELA, Math, and Science
Grades 3-12	Student Growth Percentiles in ELA, Math, and Science
Grades 3-12	English Learner progress toward English Proficiency
Grades 3-12	Chronic Absenteeism Rates
High School	Four-Year Graduation Rate
High School	Extended Engagement Rate - % of students in a graduation cohort that graduate in 5 years or less or remain enrolled in school after 5 years
High School	Advanced Coursework Completion
High School	Annual Drop-out Rate

### 2019 Accountability Results

- Brown School among 67 schools designated “School of Recognition”
- No schools in need of assistance for academics
- 2 schools designated in need of targeted assistance for MCAS participation

### SY20-21 Assessment Update

- Computer-Based Testing in all subjects/grades, except grade 10 Science
- Students in grade 10 will continue to take the Next Generation MCAS

- Grade 5 and 8 STE tests will assess the new science standards
- Standards will remain tied to Legacy MCAS for at least the first two classes of 10<sup>th</sup> graders to take the Next Gen assessment. The graduating class of 2023 will be first with new standards based solely upon Next Generation assessment.

gave a big shout out to Dr. Curly for assembling this memo and explained that Ms. Pitone requested a report out of what were some of the milestones of success relative to the 2016 - 2019 period goals. There's so much that we could include but what we tried to do is pick the gems. To Ms. Pitone's point, this is something nice that we can put up on the website. It can be historical and start the precedence that as we complete our three-year goal cycle, we could always have the report of all the data that goes along. This is a nice synthesis of what we accomplished in 2016 – 2019.

Superintendent Skipper then delivered the last of her district report.

**Superintendent's Notes:** *School Committee Meeting - Monday, February 3, 2020*

We have a busy couple of weeks ahead of us before we head into the February break, which will be February 17<sup>th</sup> through the 21<sup>st</sup>. Students and staff are gearing up for the second half of the school year, and for students' successful transition to the 2020-2021 school year.

This Wednesday, February 5<sup>th</sup>, students at schools throughout the district will be participating in the annual **Safe Routes to School "Winter Walk & Roll to School Day"**. We invite you to bundle up, join the fun, and walk or bike to school (or work) that day. This is a great community-wide effort with school wellness champions, school PTAs, family and community liaisons, Shape Up Somerville, and other staff and community partners working together to promote healthy lifestyle choices.

As a reminder, **Somerville High School will host its Open Houses this Thursday and Friday, February 6<sup>th</sup> and 7<sup>th</sup>**. Guests will have an opportunity to visit classrooms, meet educators and other staff, and hear about the SHS experience from students. Two sessions will be offered each day --- 8:15-10:00am, and 12:15-2:00pm. Sessions start promptly at the scheduled start time. We encourage you to stop by and learn about the outstanding teaching and learning happening at Somerville High School. No registration required.

Also this Thursday, February 6<sup>th</sup>, from 5:30-7:30pm, Somerville Public Schools is partnering with the Cambridge Public Schools OSS Transition Services on a **"Road to the Future Transition Fair"** for families of middle and high school students with disabilities. The Fair will take place in the main cafeteria of Cambridge Rindge & Latin School, located at 459 Broadway in Cambridge. Visit the special education website ([www.somerville.k12.ma.us/sped](http://www.somerville.k12.ma.us/sped)) for more information about this event.

On Friday, February 7, the Highlander Theatre Company hosts the **2020 Winter Thespian Inductions (7:00pm) and performance of *Still Life with Iris* (8:00pm)**, at the Somerville High School Auditorium. Tickets are "Pay-what-you-can" for all SPS students and staff, and \$10 General Admission for others, and are available at the door or through [www.highlandertheatre.org](http://www.highlandertheatre.org). *Still Life with Iris* is an adventure set in the land of Nocturno – a magical place where workers make, by night, all of the things we see in the world by day. The story centers on a little girl's search for the simplest of things: home. The production runs about 40 minutes long and is appropriate for all ages.

The 2020 **Somerville High School Science & Engineering Fair & Exhibition** takes place next Wednesday, February 12, 1:45 – 3:00pm. Projects will be on display for the general public. Mark your calendar and plan to join us.

**Parent/Teacher conferences** are under way. We look forward to connecting with families as we move into the second half of the school year. Please check our website calendar for a complete listing. Coming up:

- Kennedy School – 5:00-7:00pm tonight (Monday, February 3)
- Next Wave / Full Circle – 3:00-5:00pm tomorrow (Tuesday, February 4)
- Healey School – 5:30-8:00pm Wednesday, February 5
- Somerville High School – 3:00-5:30pm Thursday, February 6
- Argenziano School – 3:00-5:30pm Tuesday, February 11
- East Somerville – 3:00-5:30pm Thursday, February 13

Superintendent Skipper announced that Interim Assistant Superintendent Chad Mazza was chosen as the new permanent Assistant Superintendent of Curriculum, Assessment and Instruction. Chair Normand congratulated Mr. Mazza on behalf of the entire School Committee.

That concluded the Superintendent Report.

## **VI. REPORT OF SUBCOMMITTEES**

### **A. School Committee Meeting for Rules Management: January 21, 2020 (Dr. Ackman)**

Rules Management Subcommittee, January 21, 2020

Meeting was chaired by Emily Ackman, School Committee members in attendance were Ellenor Barish, Sarah Phillips, and Laura Pitone (at 4:40), Chief of Staff Jeff Curley, Assistant Superintendent, Chad Mazza, and STA vice president Megan Brady.

Meeting began at 4:01 pm at the Edgerly School

Homework Policy Update: Assistant Superintendent Mazza provided an overview of homework policies in multiple local districts as a reference point. He updated the committee on the progress of focus groups at all schools and told us that he would be presenting findings from focus groups at the full meeting on February 24.

Policy on Background Checks: The committee voted out of subcommittee policy ADDA, Background Checks. The updated policy is looking to expand background checks for parents who want to volunteer in their child's school, but cannot submit to a CORI check. The motion was put forth by Ms. Barish and seconded by Dr. Phillips. The motion passed unanimously.

Discussion of future Rules agenda items: The Rules subcommittee discussed potential future agenda items in light of the 2019-2022 School Committee Goals around equity. It was agreed that Drs. Curley & Ackman committed to meet up prior to the next Rules subcommittee meeting to outline a proposed agenda to present to the rest of the subcommittee at the next meeting on February 3.

The meeting adjourned at 4:50 pm

MOTION: Motion by Dr. Ackman, seconded by Dr. Phillips, to accept the report of the School Committee Meeting for Rules Management of January 21, 2020.

Motion approved via voice vote.

### **B. School Committee Meeting for Educational Programs and Instruction: January 27, 2020** (Ms. Pitone)

Educational Programs and Instruction

January 27, 2020 Minutes

Attendees: Laura Pitone, Chair, Sarah Philips Vice-Chair, Ilana Krepchin, Chad Mazza Interim Assistant Superintendent

Audience: Megan Brady, STA, Ellenor Barish, Ward 6 SC Representative

Agenda:

1. Review proposed Educational Programs and instruction topics and timelines for 2020-2021 School Improvement Plan Template Review

Meeting was called to order by Laura Pitone at 6:10 pm on 01 27 2020

Item 2: Chad Mazza reviewed the School Improvement Plan (SIP) Memo template that outlined the format and content of the information to be provided by each school that is not presenting their plan for the regular meeting. These memos will be reviewed but the Educational Programs sub-committee with Chad Mazza over the February and March meetings. As is with the SIP presentation, the memo will focus on outlining the academic and student wellness areas for improvement, why they were chosen, the root cause investigation (including stakeholder analysis), identified changes/strategies, and monitoring evidence of change, Mr. Mazza was going to confirm the current cycle, specifically if all schools are at the same point (year one or year two), are they stagger, or if the plan is to stagger moving forward. Mr. Mazza mentioned that the district may want to consider a three year planning cycle to give teams time to

make solid progress. Mr. Mazza confirmed that the SIP will be aligned with the Equity Plans being worked on by schools. Thanks to Kenya Avant-Ransome for creating the SIP template.

Item 1: Prior to the meeting the EP&I Chair Pitone met with Chad Mazza to discuss potential topics and timeline for the next two years of the Educational Programs. A draft calendar was provided, discussed and updated at the meeting, which is included in the attached memo. Mr. Mazza and Ms. Pitone will meet again prior to the next meeting to make progress on the calendar to review the next Educational Programs and Instruction Meeting.

Meeting was adjourned. No motions.

MOTION: Motion by Ms. Pitone, seconded by Dr. Ackman, to accept the report of the School Committee Meeting for Educational Programs and Instruction of January 27, 2020.

**C. School Committee Meeting for Finance and Facilities of the Whole: January 29, 2020**  
(Mr. Green)

At the Finance and Facilities Meeting of the Whole for January 29, 2020, in attendance were Chair Green and Vice Chair Krepchin, also in attendance were Ms. Barish, Ms. Normand, Dr. Ackman, Ms. Phillips and Ms. Pitone, Interim Assistant Superintendent Chad Mazza, Superintendent Mary Skipper, Finance Director Fran Gorski and STA Vice President Megan Brady. The meeting was called to order at 6:03 p.m.

We began by reviewing expense reports; As a whole the district is on track with projected expenses. Discussion was held over expected overruns and student support based on unexpected transportation costs related to transporting students between the Edgerly and Somerville High. As the District is taking on additional costs this year related to construction that were not originally budgeted and aren't being covered by the building project budget, a request was made for a pull on these costs as part of the FY21 budget. The School Committee budget lines also currently shown is over. This line is normally used to pay for MASC dues and the conferences. But this year, we also voted to use the MASC online service to post our policy manual in order to make the panel's policy manual searchable, and browsable. While Ms. Pitone pointed out that the School Committee did vote to amend the f5 budget to cover the front costs, traditionally amended budget items do not necessarily get attached to specific budget lines in the expense report. So Mr. Gorski will dig deeper and make necessary adjustments to the report to more accurately reflect what was budgeted and what was spent.

Next on the agenda was the approval of bill rolls, after an explanation for numerous of the bills processed with an affordable for discussion, continuing last year's discussion of how budget decisions about supply decisions are made, Ms. Barish asked about line items in the Brown School's discretionary account, that had a specific teacher's name attached to them. Ms. Krepchin asked for some information about those items as well. We are waiting back to you back from Director Gorski for that clarification. And finally we discuss ways to better track tuitions for out of district placements that will allow us to better protect student privacy while still giving School Committee information needs to fulfill its oversight responsibilities. With that Dr. Ackman moved to approve bill rolls with Ms. Krepchin seconding. The motion passed unanimously. We then discussed the governor's proposed budget. We quickly discussed how the student opportunity act worked with the overall majority of new funds going to economically struggling communities that have had their education budgets gutted over the last 20 years, Somerville projects to receive about \$140,000 in new state aid for FY21. And here I want to make an amendment because I have since the issue of this report, gone back and done the math, we have not calculated the slight decrease in charter school reimbursements. So the actual number we're getting in new state funds is just over 92,000.

At our next meeting, we expect to dive into circuit breaker for Special Ed and how that money affects our budget estimates. Finally, reviewed the proposed budget timeline. As we've struggled in the past to get the power plant for the Superintendents presentation out to the public in advance of a public hearing, we decided to try to set a deadline in the timeline this year. However, April break this year is later than usual, causing a bit of a meeting traffic jam at the end of April beginning of May. Superintendent Skipper and Director Gorski are going to work on this timeline for the revised timelines for the committee and an upcoming meeting. With that Dr. Ackman moved to adjourn with Ms. Normand seconding at 7:13 p.m. and because we did this in a meeting of the whole we do not have to approve the

bill rolls again.

MOTION: Motion by Mr. Green, seconded by, Dr. Ackman, to accept the report of the School Committee Meeting for Finance and Facilities of the Whole of January 29, 2020.

## **VII. UNFINISHED BUSINESS**

### **A. Somerville Public Schools Policy Manual**

The following policies are being presented this evening for second reading:

- File ADDA: Background Checks

Tabled.

- File ECA: Building and Grounds Security

Chair Normand asked Vice chair Ackman to take the podium so she could speak to this policy.

Ms. Normand explained that she went back and looked at her notes from Rules Management from last year and the intent of this policy was to capture a new practice, which was the teacher's badges and said that some of the language about security was put in to give it some context. She took this time to put forth a motion.

MOTION: Motion by Ms. Normand, seconded by Mr. Green to amend the title of this policy from "Buildings and Grounds of Security and Electronic Access Badge Policy" to delete the buildings and ground security and just have it read "File: ECA Electronic Access Badge Policy."

A discussion followed. Ms. Pitone disagreed with the change in the title and doesn't think it is necessary, she looked back at the MASC policies and File ECA is a standard buildings and grounds security policy. Ms. Normand wanted to further amend the policy because a lot of the current language was taken from the MASC policy. Her intention with these motions is to simplify the policy and to clarify what the initial intent was; A new badge policy was added so teachers could have easier access to the doors and so that doors became less likely to get propped open. Broader language was added when really the intent was to capture very specifically that a new procedure was added with the electronic badges. Ms. Normand suggested that if her motions caused concern of narrowing the policy too much from how it was originally put forth as a security policy, then it should go back to the Rules subcommittee. She wanted to move forward with additional motions tonight hoping to pass a policy that really just focused on the electronic badges, and the Rules subcommittee could later add a broader security policy if necessary. Mr. Green did not care about the title of the policy, and said that narrowing the policy could just mean giving it a different title from that of the MASC policy.

Mr. Green moved to question the motion and the Motion to change the policy title was approved by voice vote with only Ms. Pitone voting against it.

Dr. Phillips pointed out that the district already has a File ECA: Buildings and Ground Security Policy and Mr. Green explained that traditionally speaking, the committee has left it to the executive secretary and Secretary to handle the lettering of policies. It was concluded that Ms. Santiago would reach out to MASC to look at the variety of lettering and numberings and bring a recommendation back to body. Chair Normand then made a motion to delete the policy language all the way down to the paragraph that starts with "The Human Resource Department is responsible for activating..." and only keep the bottom two paragraphs. The motion was seconded by Ms. Krepchin. Dr. Phillips offered a friendly amendment suggesting to add a one sentence introduction that talks about why badges are important. Superintendent Skipper proposed they leave the paragraph beginning with "It shall be the policy of the school Committee to protect Somerville Public Schools' sites" and end it right before the sentence that reads "The Superintendent is authorized to institute as he or she deems desirable, the use electronic surveillance devices..."

Mr. Green was concerned that the current version of File ECA in our policy manual already addresses some of the suggested language. There was further discussion on the language change with Ms. Barish requesting that students be included and Dr. Ackman and Mr. Green suggesting that the policy be sent back to the Rules subcommittee to be looked at in conjunction with existing File: ECA to come up with language and titles for both policies in a consistent manner. In closing it was decided to table the electronic badge policy; chair Normand will draft the policy to include the superintendent's recommendations and work with Ms. Santiago on the new lettering to then bring it back to the full body for a vote.



**VIII. NEW BUSINESS**

**A. Children’s Cabinet Report** (Ms. Normand)

Chair Normand gave a quick report out to let constituents and new members know that there is a Children's Cabinet which came as a product of the By All Means process, which is a consortium of six or seven districts and cities across the country and Somerville is one of them. Their goal is to figure out how to put community, city and school resources in coordination to provide wraparound services. It's not something that has been reported on here in the past but wanted to say it exists and make this report out a consistent practice. Superintendent Skipper and Dr. Curley are part of it as well as Ms. Pitone. We’ve had it for about three years and it meets once a month. The main focus so far has been out of school time and early education. Ms. Pitone added that there's a website somervillema.gov/children’scabinet where you could see the mission and some updates on the work.

**B. Acceptance of Donations** (Recommended action: approval)

The Superintendent recommends the acceptance, with gratitude, of the following donations:

Donation	Donor	City, State	Value	Program Donated to
Gift Certificate	Barry Logue	Somerville, MA	\$150	Kennedy School Science Project – Unplugged Arcade

MOTION: Motion by Mr. Green, seconded by Dr. Ackman, to accept this donation with gratitude.  
Motion approved via voice vote.

**IX. ITEMS FROM BOARD MEMBERS**

**Mr. Green**

Invited constituents to join the Family Healey Math night the following day.

**Ms. Krepchin**

Wanted to make sure we are thinking about Black History Month and asked about events that may be happening at the schools. Superintendent Skipper reported that invitations would go out for all the different events that are happening across the district right now; each of the schools is doing a celebration, which includes assemblies, book readings and guest speakers.

**Chair Normand**

1. to SC members MASC Day on the Hill is on Tuesday, May 5<sup>th</sup>; it's a day that school committee members from across the state get together and then go over to the statehouse. Mr. Green made a request for student councils to be invited to attend.
2. The 18<sup>th</sup> Annual Brian Higgins Foundation Trivia Night will be on Thursday, March 19<sup>th</sup> for anyone who is interested in attending.
3. Traditionally school committee takes out an ad in the high school yearbook, members see Chair Normand about making a contribution

**X. CONDOLENCES**

The Somerville School Committee extends its deepest condolences to the families of **Jeanne H. Brunet**; Mother of Richard Brunet, Retired Culinary Teacher at Somerville High School.

**XI. ADJOURNMENT**

Meeting was adjourned via voice vote at 8:45 p.m.

**Related documents:**

- Agenda
- John F. Kennedy School - SIP
- File ECA: Building and Grounds Security
- File ADDA: Background Checks

Submitted by: K. Santiago

CITY OF SOMERVILLE, MASSACHUSETTS  
**SCHOOL COMMITTEE**  
 City Council Chambers – City Hall  
**REGULAR MEETING – February 3, 2020 – 7:00 P.M.**

**Somerville Public Schools - School Committee Goals 2019 - 2022**

Through the following long-range goals, we commit to addressing deep-rooted systemic barriers that have prevented us from achieving our district vision of equity and excellence and ensuring that all students, regardless of race or ethnicity, have the supports and resources they need to achieve educational success in our district now and in the future. By 2022, we will ...:

...increase the percentage of support staff of color by 6 percentage points, teachers and counselors of color by 5 percentage points, and administrators of color by 4 percentage points through evaluating and strengthening all elements of our human capital system.

... 1) conduct a district enrollment study to understand the prospective future population of the district and 2) craft a vision for school assignment and programming aligned with the district's equity policy.

... design, evaluate, and partially or fully implement student-based budgeting to ensure that every student has equitable access to rich learning opportunities that help them thrive.

... design a robust system of aligned developmental academic and social-emotional benchmarks which will be used to inform practices, policies, and resource allocation.

**ORDER OF BUSINESS**

**I. CALL TO ORDER**

Call to order with a moment of silence and a salute to the flag of the United States of America.

**II. Report of Student Representatives**

**III. public comment**

**IV. Approval of Minutes**

- November 18, 2019

**V. REPORT OF SUPERINTENDENT**

**A. District Report**

- MCAS Memo
- John F. Kennedy School - School Improvement Plan

**VI. Report of Subcommittees**

**A. School Committee Meeting for Rules Management:** January 21, 2020 (Dr. Ackman)

MOTION: To accept the report of the School Committee Meeting for Rules Management of January 21, 2020.

**B. School Committee Meeting for Educational Programs and Instruction:** January 27, 2020 (Ms. Pitone)

MOTION: To accept the report of the School Committee Meeting for Educational Programs and Instruction of January 27, 2020.

**C. School Committee Meeting for Finance and Facilities of the Whole:** January 29, 2020 (Mr. Green)

MOTION: To accept the report of the School Committee Meeting for Finance and Facilities of the Whole of January 29, 2020.

**VII. UNFINISHED BUSINESS**

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- File ADDA: Background Checks
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Gift Certificate	Barry Logue	Somerville, MA	\$150	Kennedy School Science Project – Unplugged Arcade

**IX. ITEMS FROM BOARD MEMBERS**

**X. CONDOLENCES**

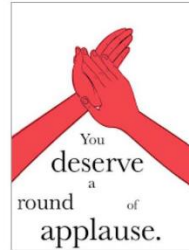
**XI. ADJOURNMENT**

## Accountability Information

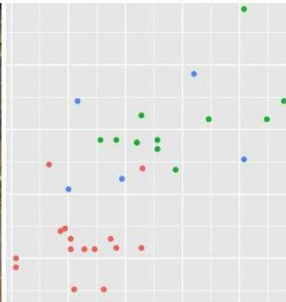
Overall Classification	No assistance or intervention
Classification	Meeting Targets
Progress toward improvement targets	80% - meeting targets
Accountability Percentile	88%

# John F Kennedy School SIP

February 2020

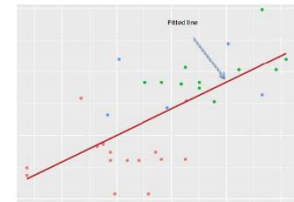


## Problem(s)



### Shifted To Problem Solving

- Select & Analyze a High Impact Problem
- Research and Finalize Strategies
- Sandbox (beta)
- Communicate & Over Communicate
- Pre- Assess, Monitor, Measure
- Impact



## Strategy

2018 - Created Interventionist Specialist Position for Grades 2,3,4:

- Utilized Math Teacher with SGP of 70 and Meeting & Exceeding of 90% to oversee intervention
- Set up 6 weeks, 4 days, 40 min intervention blocks with exemplary math educator to close gaps for students in grades 2, 3, 4
- 960 minutes of strategic instruction with talented educator

2019 -

- Median **SGP 72**
- Gr. 4 Avg Scaled Score **Increase: 10pts**; 2018: SC - 494 to 2019: SC:504 (Proficiency is 500)
- Child X- latino, male, started year in Sp.Ed Program. Full inclusion: SGP -99; From 464 to 504

2020 Expansion: K &1 pilot with Lexington Math School [Gap Closing]



## Academic



### Academic Focus:

- Goal: Grade 5 Math will increase their SGP of 35 (2018) and 39 (2019) by 11 pts



- Intervention Thread:
  - Ongoing math coaching
  - Frequent observation feedback from principal and district curriculum coordinator
  - targeted data work
- Added: 2020 Math Intervention support for struggling students (2 cycles)

Grade level	MATH SGP
4	58
5	39
6	82
7	54
8	51

## Wellness Focus



## Chronic Absenteeism- 2018 Measure of Impact

Progress toward improvement targets		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
Indicator	Points earned	Total possible points	Weight	Points earned	Total possible points	Weight	
Achievement	English language arts achievement	4	4	-	4	4	
	Mathematics achievement	4	4	-	3	4	
	Science achievement	0	4	-	-	-	
	<b>Achievement total</b>	<b>8</b>	<b>12</b>	<b>67.5</b>	<b>7</b>	<b>8</b>	<b>67.5</b>
Growth	English language arts growth	4	4	-	4	4	
	Mathematics growth	4	4	-	3	4	
	<b>Growth total</b>	<b>8</b>	<b>8</b>	<b>22.5</b>	<b>7</b>	<b>8</b>	<b>22.5</b>
High school completion	Four-year cohort graduation rate	-	-	-	-	-	
	Extended engagement rate	-	-	-	-	-	
	Annual dropout rate	-	-	-	-	-	
	<b>High school completion total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	
	Chronic absenteeism	4	4	-	4	4	
Additional indicators	Advanced coursework completion	-	-	-	-	-	
	<b>Additional indicators total</b>	<b>4</b>	<b>4</b>	<b>10.0</b>	<b>4</b>	<b>4</b>	<b>10.0</b>
Weighted total	7.0	10.0	-	6.7	7.6	-	
Percentage of possible points	71%			88%			
Criterion-referenced target percentage			80%			88%	

## 2018 - Targeted Goal

Reduce 7.6% chronic absenteeism rate to 5.6% in 2 years



## 2019 IMPACT

2019 Progress toward improvement targets		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
Indicator	Points earned	Total possible points	Weight	Points earned	Total possible points	Weight	
Achievement	English language arts achievement	4	4	-	2	4	
	Mathematics achievement	3	4	-	4	4	
	Science achievement	0	4	-	-	-	
	<b>Achievement total</b>	<b>7</b>	<b>12</b>	<b>67.5</b>	<b>6</b>	<b>8</b>	<b>67.5</b>
Growth	English language arts growth	4	4	-	3	4	
	Mathematics growth	3	4	-	3	4	
	<b>Growth total</b>	<b>7</b>	<b>8</b>	<b>22.5</b>	<b>6</b>	<b>8</b>	<b>22.5</b>
High school completion	Four-year cohort graduation rate	-	-	-	-	-	
	Extended engagement rate	-	-	-	-	-	
	Annual dropout rate	-	-	-	-	-	
	<b>High school completion total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	
	Chronic absenteeism	4	4	-	4	4	
Additional indicators	Advanced coursework completion	-	-	-	-	-	
	<b>Additional indicators total</b>	<b>4</b>	<b>4</b>	<b>10.0</b>	<b>4</b>	<b>4</b>	<b>10.0</b>
Weighted total	6.7	10.0	-	5.8	7.6	-	
Percentage of possible points	67%			76%			
Criterion-referenced target percentage			71%			76%	

## Year TO DATE IMPACT

Chronic absenteeism - Non-high school					About the Data		
Group	2018 Rate (%)	2019 Rate (%)	Change	Target	N	Points	Reason
All Students	7.6	2.3	-5.1	6.5	398	4	Exceeded Target
Lowest Performing	5.9	0.0	-5.9	2.6	51	4	Exceeded Target
High needs	11.8	5.4	-6.4	9.7	166	4	Exceeded Target
Econ. Disadvantaged	10.3	4.5	-5.8	6.0	112	4	Exceeded Target
EL and Former EL	2.9	0.0	-2.9	0.0	27	4	Exceeded Target
Students w/ disabilities	12.6	6.3	-6.3	10.1	96	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	15	-	-
Afr. Amer./Black	7.9	5.6	-2.3	4.9	36	3	Met Target
Hispanic/Latino	10.6	1.6	-9.0	6.4	63	4	Exceeded Target
Multi-race, Non-Hisp./Lat.	-	-	-	-	25	-	-
Nat. Hav. or Pacif. Isl.	-	-	-	-	1	-	-
White	7.4	2.3	-5.1	6.2	258	4	Exceeded Target



- Tracking students via Insights, Weekly Attendance Report
  - Parent meetings with all students chronically absent with **targeted information**: 2018 data, Overall, Breakdown by Minutes; and correlation to MCAS and graduation rates
- Example:
- 2018 absences=18 days; School Career Absences: 126 days or 52,920 minutes of education
- 2018 MCAS ELA = 499...How would this score have been impacted if absences were decreased?

## Ongoing Interventions

- Data Reviews and Action Plans
- Strong Collaboration with Attendance Officer, Staff and Clerk
- Positive Intervention, Support Plans & Relationships
- Grades 4,5 and 3 Sp.Ed Classes having Yoga & Wellness Classes for 4 weeks with certified Children's Yoga Instructor (2x/week & 40 mins)
- Positive Check-Ins with Families and Strong Relationships

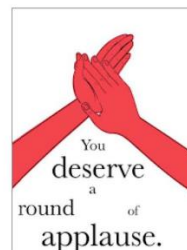
## Results and Ongoing Focus -2 year plan

- Reduced Chronic Abs by -5.1 pts (2018: 7.6% to 2019: 2.3%)
- Surpassed State Target of 6.5 by 4.1 pts
- Equity Work: Hispanic/ Latino -9 drop (2018: 10.6 to 2019: 1.6)
- 8/9 indicators - exceeded target**
- 2019-2020 YTD: **Attendance 98.32%; Chronic Abs- 3.65%**
- We are seeing a big culture shift in attendance behavioral norms- esp. With our conversations in lower grades



## Accountability Information

Overall Classification	No assistance or intervention
Classification	Meeting Targets
Progress toward improvement targets	80% - meeting targets
Accountability Percentile	88%



~~**BUILDINGS AND GROUNDS SECURITY**~~ **ELECTRONIC ACCESS BADGE POLICY**

School buildings, building contents, sites and site facilities constitute one of the greatest investments of the community. The School Committee believes it to be in the best interest of students and taxpayers for the School Committee to exert every reasonable means to protect the investment adequately.

Security means more than having locks and making certain that doors are locked at the proper times.

Security also means:

- minimizing fire hazards
- reducing the possibility of faulty equipment
- keeping records and funds in a safe place
- protection against vandalism and burglary

It shall be the policy of the School Committee to protect the Somerville Public Schools' sites, site facilities, buildings and building contents against attempts at vandalism, destruction or unlawful entry. The School Committee authorizes and directs the Superintendent, in coordination with the Somerville Police Department, to develop and implement a program of security for the school district's buildings, building contents, sites and site facilities. ~~The Superintendent is authorized to institute, as she or he deems desirable, the use of electronic surveillance devices and the use of security services to safeguard school buildings.~~

The Human Resources Department is responsible for activating and de-activating electronic access badges for all SPS employees. Principals in each school shall be responsible for maintaining physical control of access badges and keys over the summer, and shall be responsible for use of the school by any staff under their jurisdiction.

The Superintendent shall inform all school principals that it is the policy of the Somerville Public Schools that all school doors always be secured from the outside to prevent unauthorized entry to school buildings, and that all individuals entering the building after the beginning of school report first to the main office.

*Adopted:*

## **BACKGROUND CHECKS**

It shall be the policy of the 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, 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 CHRI (Criminal History Record Information) 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.

### **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. " **This means, for example, that a parent or family member known to school employees may volunteer to provide chaperone services in their students' school or on a school-sponsored field trip, on which their child is to participate, when the field trip is supervised by an employee of SPS, and that such volunteer service does not constitute "direct and unmonitored contact" within the meaning of CORI regulations. The Building Administrator shall retain the authority to decline an offer of volunteer chaperone services when, in his or her judgment, a suitability determination cannot be made.** 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 reviewing personal identification of potential volunteers SPS may consider, in addition to U.S. or Commonwealth of Massachusetts government issued identification documents, documents such as a Passport or Birth Certificate issued by a non-U.S. government entity. In the absence of the availability of such non-U.S. documents, SPS may, but shall not be required to, consider whether the potential volunteer is a parent or guardian of a current student and is personally known to the teacher or administrator, in which case the teacher or administrator shall verify in writing the length of time they have known the individual, the manner in which they came to know them, the frequency of contact they or other school employees have had with the individual and, as applicable, the applicant's previous experience providing services to or participating in SPS activities.** 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.

The Superintendent shall amend employment applications to include questions concerning criminal records which the Massachusetts Commission against Discrimination has determined may be legally asked of prospective employees. Any employment application which seeks information concerning prior arrests or convictions of the applicant shall include the following statement: "An applicant for employment with a sealed record on file with the commission of probation may answer 'no record' with respect to an inquiry herein relative to prior arrests or criminal court appearances. In addition, any applicant for employment may answer 'no record' with respect to any inquiry relative to prior arrests, court appearances and adjudications in all cases of delinquency or as a child in need of service which did not result in a compliant transferred to the superior court for criminal prosecution."

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](#)  
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 May 2014

Adopted by the Somerville School Committee:

Amended: October 2014

Updated: January 2020

**NOTE: The Department of Criminal Justice Information Services (DCJIS) has adopted regulations requiring that it maintain a model CORI policy and that any written policy must meet the minimum standards as found in the model. Therefore, MASC recommends that school districts retain both the school district specific policy incorporated here and the DCJIS model policy attached as ADDA-R.**