TO: Concord-Carlisle School Committees  
FROM: Diana Rigby, Superintendent  
DATE: February 25, 2014  
SUBJECT: Vote to approve gift of books to CCHS

The CCHS library has received a donation of 36 titles from Concord resident Jeff Greene, 23 Southfield Circle, who was a publisher at Houghton Mifflin. The series is a great value to the Social Studies department and is already being utilized to enhance and develop curriculum.

*Motion:* That the Concord-Carlisle School Committee vote to accept the gift of books to CCHS.
TO: Concord-Carlisle School Committee

FROM: Diana Rigby, Superintendent

DATE: February 25, 2014

SUBJECT: Approve National Parks Trip

Ray Pavlik, CCHS science teacher, is seeking approval for an Earth Science/Geology fieldtrip to Glacier, Yellowstone & Grand Tetons National Parks on June 28 to July 5, 2014.

Attached please find backup information on the trip. Peter Badalament will be in attendance at the School Committee meeting to answer any questions.

Motion: That the Concord-Carlisle School Committee vote to approve the fieldtrip to the National Parks on June 28 to July 5, 2014.

Attachment
TO: Concord/Concord-Carlisle School Committees
FROM: Diana Rigby, Superintendent
DATE: February 25, 2014
SUBJECT: Final Reading and Approval of School Committee Policy – File: JICFB

Motion: That the Concord/Concord-Carlisle School Committees vote to approve the attached School Committee Policy.

- File: JICFB – Bullying Prevention

Attachment
## CONCORD-CARLISLE HIGH SCHOOL
### DRAFT #1
### 2014-2015 SCHOOL CALENDAR

#### SEPTEMBER
- **1 Labor Day**
- **2 & 3 Prof. Dev. Gr. 9 - 12**
- **4 Classes Begin**
- **25 Rosh Hashanah**

#### OCTOBER
- **13 Columbus Day**

#### NOVEMBER
- **11 Veteran's Day**
- **26 Half Day**
- **27-28 Thanksgiving**
- **Recess**
- **23 Classes Resume**

#### DECEMBER
- **11 Prof Day 6-12 Conferences**
- **24-31 Winter Recess**

#### JANUARY
- **1-2 New Years Day Holiday**
- **5 Classes resume**
- **19 Martin Luther King, Jr.**

#### FEBRUARY
- **2 Prof Day Gr. 9-12**
- **16 Presidents' Day**
- **16-20 February Recess**
- **23 Classes Resume**

#### MARCH
- **3 Good Friday**
- **20 Patriots Day**
- **20-24 April Recess**
- **27 Classes Resume**

#### APRIL
- **14 Good Friday**
- **20 Patriots Day**
- **20-24 April Recess**
- **27 Classes Resume**

#### MAY
- **25 Memorial Day**

#### JUNE
- **29 Last Day of School**
  - *includes five emergency days*
  - **30 Prof. Dev. Gr.9-12**

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**Approved by SC:**

- Holiday/Recess
- Half Day
- Professional Dev. Days
- First & Last Day of School
- Early Release K-5 only
- Early release 6-8 every Tuesday
### CONCORD PUBLIC SCHOOLS
### DRAFT
### 2014-2015 SCHOOL CALENDAR

**SEPTEMBER**

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1 Labor Day
Aug 27 & 28 Prof. Dev. Gr. K-12
2 Classes Begin
25 Rosh Hashanah

**OCTOBER**

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13 Columbus Day

**NOVEMBER**

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11 Veteran's Day
12 Prof Day K-5 Conferences
2 Prof. Day K-5 conferences
3 Good Friday
26 Half Day
20 Patriots Day
27-28 Thanksgiving
27 Classes Resume

**DECEMBER**

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11 Prof Day 6-12 Conferences
24-31 Winter Recess
11 Prof Day 6-12 Conferences
24-31 Winter Recess

**JANUARY**

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1-2 New Years Day Holiday
1-2 New Years Day Holiday
16 Prof. Day Gr. 6-8
19 Martin Luther King, Jr.
5 Classes resume
16 Prof. Day Gr. 6-8
19 Martin Luther King, Jr.

**FEBRUARY**

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16 Presidents' Day
16-20 February Recess
16 Presidents' Day
16-20 February Recess
23 Classes Resume
23 Classes Resume

**MARCH**

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13 Columbus Day

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2 Prof. Day K-5 conferences
3 Good Friday
20 Patriots Day
20-24 April Recess
20-24 April Recess
27 Classes Resume

**MAY**

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25 Memorial Day

**JUNE**

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25 Last Day of School*
25 Half Day K-8 Only
*includes five emergency days
26 Prof Day

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Approved by SC:

- Holiday/Recess
- Half Day
- Professional Dev. Days
- First & Last Day of School
- Early Release K-5 only
- Early release 6-8 every Tuesday
### Concord-Carlisle High School
#### Draft #2
##### 2014-2015 School Calendar

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**Approved by SC:**
- Holiday/Recess
- Half Day
- Professional Dev. Days
- First & Last Day of School
- Early Release K-5 only
- Early release 6-8 every Tuesday
February 14, 2014

TO: School Committees
FROM: Diana F. Rigby, Superintendent
RE: FY14 Goals Mid-year Progress Report

A. PROFESSIONAL PRACTICE GOAL

GOAL: By June 2014, communication strategies will be increased and varied for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout the school community.

Key Actions and Progress:

1. Lead principals and faculties to discuss TELL Mass data and implement site actions to improve teacher and school leadership conditions.

   • During bimonthly Administrative team meetings, principals reported on their progress for improving the professional culture.

   • Alcott – Implemented recommendations for improvements in teacher leadership, student conduct, and non-instructional time. After each monthly faculty meeting, teacher feedback was collected to assess progress of TELL Mass recommendations: #1 “We are implementing our TELL Mass Plan in the areas of Time and School Leadership” – 97% agreed with additional thoughts, “Would be great to have half days again, Hopefully begin in August and end earlier in June”, Let’s make decisions and move on”. #2 “The Core Values activity helped me to better understand these values” – 95% agreed with additional thoughts, “Made the information more clear”. #3 “We are implementing our TELL Mass Plan in the areas of Teacher Leadership and School Conduct” – 95% agreed with additional thoughts, “One idea about student communication might be early on in school year (say half day Tuesday) have one grade level available for 30 – 40 minutes to answer questions, provide information about former students to next grade level teachers, if needed (a carved out time to help one another being surrounded by early on)”, But I think we could do more”, We should talk more about the CC with all subjects”, Are there only the 2 on the list?”

   • Thoreau – Implemented recommendations from Meg Anderson’s 2013 report and TELL Mass survey results in four areas: Communication, Collaboration, School Vision, and Leadership Opportunities. Thoreau’s principal created a Communication Team that meets monthly to discuss progress of implementation. Monthly faculty meetings have also addressed these areas of improvement and the following progress has been made: Communication - clear decision making process; Collaboration – Communication Team format, professional development
in RtI, and new educator evaluation system; School Vision- Dignity workshop and 3 Be’s (Be Respectful, Be Responsible, and Be Safe); Leadership Opportunities – Faculty meeting format, “Spotlight on Thoreau Teams”, All School Monthly Meetings, Communication Team, and Educator Evaluation team training.

- Willard – Implemented recommendations from the 2012-13 TELL Mass survey and faculty responded to a following mid-year survey: #1 “Inform staff about the Admin mtg information in a more timely manner (morning bulletin)” - 100%, #2 “Implement revised Meeting schedule for grade level teams every six weeks” – 77%, 23% NA, #3 “Continue to support the needs of grade level teams to work together to collaborate for Common Core Planning” – 65%, 35% NA, #4 “Foster Trust and Respect between and among all constituents” – 95%, #5 “Continue to promote community-building activities in the building” - 94%, 5% NA, #6 “Promote collaboration, communication, and sharing among grade levels” – 85%, 13% NA, #7 “Provide flexibility within meeting structures to problem-solve issues that arise” – 92%, 5% NA.

- Concord Middle School – CMS faculty recommended five actions to improve school climate in response to the TELL Mass survey results: Principal and Asst. Principal provide 24-48 hour response time for emails and conduct school rounds 2x week; CMS principal worked with the School Leadership focus group to increase communication for staff input and teacher leadership opportunities; A new format for leadership meeting minutes has been implemented; A pilot for flexible use blocks was implemented 2x week and will be evaluated; and Principal worked with the Schedule Task Force to develop schedule options to maximize student programming and teacher collaboration time.

- Concord-Carlisle High School – Implemented the following actions to address results of 2012-13 TELL Mass survey: Further developed working norms at: faculty, Dept. Chair and Admin team level, hosted a voluntary faculty meeting on concerns, received feedback on better communication between DCG & the department members (utilizing a clear decision loop that is noted on every DCG Agenda, hosting 1-to-1 conversations with dozens of faculty members and presenting findings from interviews to the entire faculty meeting, improved visibility of Admin in the building (halls, Dept. rooms and classrooms) and eating lunch with each Dept. multiple times per year, collaborating with DCG on every faculty meeting agenda, continued training n the new educator evaluation system and on protocols for analyzing student work at the Department Chair level as well as within the departments and working with the CCTA to present recommendations at a school committee meeting, and plan the use of a protocol to look at 2012 -13 TELL Mass data with a MTA facilitator.

2. Meet monthly with the CPS administration and CTA Executive Board to discuss and resolve labor issues using conflict resolution strategies.

- CPS administrators and the CTA executive board have met 5x to discuss ways to increase non-instructional time to support professional collaboration.
3. **Implement Dr. Donna Hick’s Dignity model of conflict resolution to improve labor management relationships.**

- CPS administrators, 9 CTA members, and 2 SC members have met together and separately to participate in Dignity training. Elements of dignity are practiced during meetings.

4. **Meet monthly with CCHS administration, SC members, and CCTA to discuss and resolve labor issues using conflict resolution strategies.**

- CCHS administration, SC members, and CCTA have met monthly to discuss labor contract issues. There are no grievances.

5. **Implement social media tools to engage school community in conversations over time.**

- Implemented “Your Voice Matters” and report is attached. Implemented Twitter and now have 271 followers.

6. **Held teacher and parent forums and collected feedback during the Thoreau principal search.**

7. **Distributed monthly district updates and worked with Communications manager to submit weekly Building Committee and School Committee updates to Concord Journal and Carlisle Mosquito.**

**B. STUDENT LEARNING GOAL**

**GOAL:** By June 2014, students in grades K-12 will master critical end of year grade level standards.

**Key Actions and Progress:**

1. **Implement district core curriculum K-12 incorporating CCSS in ELA, Math, SS, and Science literacy.**
2. **Implement common assessments in ELA and Math K5 and all subject areas grades 6-12.**
3. **Identify appropriate intervention and adjust instructional practice.**

* Alcott - Using Atlas software, teachers completed the alignment of the CPS curricula with the Common Core standards in all content areas. Teachers worked in the summer and at the start of the school year to realign our curriculum to meet the Common Core standards. Teachers are meeting regularly with ELA curriculum specialist to discuss implementation of ELA Common Core standards. Math curriculum has been aligned to the Common Core Curriculum. Curriculum Specialists examining other math curricular to pilot for future. Common assessments (Teacher’s College, GRADE, pre/post math assessments, Kathy Richardson, Writing On-Demand assessments) have been implemented and TRACK MY PROGRESS is
being piloted for grades 3-5 in ELA and grade 3 in Math. Mid-year student assessment data follows:

Open Response – Grade 5 (beginning of the year = 23%; mid-year = 80% meeting benchmark on common OR)

<table>
<thead>
<tr>
<th>ELA (% above 80%)</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIBELS</td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TC</td>
<td>82%</td>
<td>81%</td>
<td>83%</td>
<td>74%</td>
<td>81%</td>
<td></td>
</tr>
</tbody>
</table>

Special education students made progress, but only 11% met mid-year ELA benchmarks.
Boston students made progress, but only 45% met mid-year ELA benchmark.

<table>
<thead>
<tr>
<th>Math (% above 80%)</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-assessments</td>
<td>79%</td>
<td>50%</td>
<td>87%</td>
<td>86%</td>
<td>77%</td>
<td>88%</td>
</tr>
<tr>
<td>Kathy Richardson</td>
<td>0/1 = 0%</td>
<td>0/3 = 0%</td>
<td>4/6 = 67%</td>
<td>2/5 = 40%</td>
<td>1/4 = 25%</td>
<td>0 students (2 st. in .4)</td>
</tr>
<tr>
<td>Special Education</td>
<td>0/4 = 0%</td>
<td>0/4 = 0%</td>
<td>5/6 = 83%</td>
<td>2/5 = 40%</td>
<td>1/4 = 25%</td>
<td>2/3 = 67%</td>
</tr>
<tr>
<td>METCO</td>
<td>0/4 = 0%</td>
<td>0/4 = 0%</td>
<td>5/6 = 83%</td>
<td>2/5 = 40%</td>
<td>1/4 = 25%</td>
<td>2/3 = 67%</td>
</tr>
</tbody>
</table>

Progress Report averages:

<table>
<thead>
<tr>
<th>Progress Reports (% reached benchmark)</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>72%</td>
<td>79%</td>
<td>75%</td>
<td>57%</td>
<td>75%</td>
<td>81%</td>
</tr>
<tr>
<td>Math</td>
<td>82%</td>
<td>72%</td>
<td>83%</td>
<td>78%</td>
<td>78%</td>
<td>93%</td>
</tr>
</tbody>
</table>

To identify appropriate interventions for struggling students, Alcott’s principal meets with each grade level team every six weeks for two hours to discuss individual student progress, and to develop a Personal Intervention Plan for students performing below benchmarks in math, reading, and writing. Online intervention programs, DREAMBOX and LEXIA have also been implemented to provide more practice in math and reading skills.

* Thoreau – Common assessments have been implemented and Grade level teams have met to review student assessment data to adjust instructional practices and to provide interventions. The i-READY program is used in grades 1-5 for math intervention, and for ELA intervention in two third grade classrooms. TRACK MY
PROGRESS has been implemented to monitor student progress in reading. Thoreau staff will be working with a consultant to revise their RtI strategies and tiered instruction.

* Willard - Working in partnership with Willard’s ELA Specialist, Math Specialist, and Technology Specialist, Willard’s principal has supported Willard staff in adapting curriculum and assessments to reflect the Common Core. Grade Level Team Progress Meetings have been held weekly since September 2013. Each grade level meets every six weeks for 3 hours and the meeting is facilitated by the principal. Within the framework of each meeting, job-embedded professional development related to the Common Core is provided to teacher teams. Grade Level Teacher Teams meet regularly (at least every 2 weeks) and facilitated Grade Level Progress Meetings are held every 6 weeks. During these meetings, common assessments are reviewed and analyzed. Teachers use the assessment data to inform and improve their instruction, adjust their practice, and implement appropriate intervention. In some cases, the intervention is Tier 1 and is implemented by the classroom teacher. Tier 2 and Tier 3 interventions are implemented outside of the classroom by support staff. In addition, Grade Level Progress Meetings are utilized as opportunities to discuss Progress Monitoring data throughout the school year in order to adjust RtI groups and to adjust the focus of the interventions, as needed. The principal worked closely with the SPED staff, particularly the teachers of the 2 substantially Separate Classrooms, to address the needs of High Needs students. She met with both teachers to discuss strategies and students learning goals that would help to close this achievement gap. Both teachers developed Student Learning Goals that would promote improved decoding (lower grades) and improved fluency (grades 3 -5). In addition, both special education teachers of the Sub-Separate Classrooms attended a special writing workshop designed for Struggling Writer and are using these strategies to support their students. In order to improve the performance of these students in math, the math specialist is working with the special education teacher to help strengthen students’ math competencies by implementing direct instruction in the Math Practice Standards. iREADY will also be implemented in the special education classroom to increase math skills. All teachers implement RtI as needed in their classrooms and, all teachers provide the level of scaffolding that students need to access the curriculum successfully. The majority of Willard teachers have invested significant time in the Sarah Ward Executive Functioning Training at Willard during the 2012-2013 and 2013-2014 school year. Because of the training, teachers have been implementing a variety of Sarah Ward EF strategies (Get Ready-Do-Done, Time Robbers, etc.). Teachers also provide differentiated opportunities for students through flexible reading groups, flexible math groups, differentiated writing opportunities, and the use of digital tools to demonstrate their learning.

* Concord Middle School – Common humanities rubric is in place for common assessments in English and social studies; draft is in process in science. All classroom teachers have set professional practice goals to implement varied formative assessments shared analysis, and adjusted instruction. Fall common assessments were administered in English, foreign language, math, science, and social studies, and midyear assessments are in process. Term 1 report card grades show 75% of 694 students earning B- or better in all subjects; English, math, science, and social studies; and by individual subject: English, 87%; Math 88%; Science 94%; and Social Studies 89%.
• Concord-Carlisle High School – Administration and department teams analyzed “D and F” reports on a quarterly basis and revised instruction based on error analysis. During the professional day, each department reviewed midterm results to adjust instruction for the next semester. Teachers targeted interventions for individual students who needed additional instruction and support. Senior students are on track to maintaining 100% Competency Determination based on the MCAS with 90% of special education students passing the November 2013 retest. An additional study strategies course has been provided for Boston freshmen and their GPA has increased during quarter #1. Administration worked with the Department Chairs and faculty to develop new courses for 2014-15 to meet the differentiated needs of students: Python, English in the Digital Age, AP Capstone, and Digital Photography. Teachers in each department are developing common assessments to measure student growth over time.

C. ADDITIONAL DISTRICT GOALS

GOAL: Foster a respectful and empathic learning environment in which all students become more responsible citizens.

• Alcott - K5 Mental Health Team provides leadership and support for teachers to implement Open Circle, Bullyproofing curricula and mindfulness activities. School Psychologist offers lunch bunch groups for students and individualized support for struggling students.

• Thoreau- This year Thoreau implemented the 3 Be’s: Be Respectful, Be Responsible, Be Safe. As positive reinforcement, students “caught” modeling the 3 Be’s receive a Bee award which is displayed on a hallway board, and a card to share with their family. The 3 Be’s are announced by students every day during morning announcements. A second Open Circle Teacher Leader was trained this year. The Open Circle curriculum continues in all classrooms. School Psychologist and social worker have developed team goals focusing on social skills and positive student interaction. The school has scheduled monthly “All School Meetings” to celebrate the school and the work being done by the students. The meeting in February focused on MLK. Fourth grade students read Martin’s Big Words, grade two students documented the life of MLK, third grade students shared their “Dreams” and the whole school sang a song led by the music teacher.

• Willard - All K-5 teachers implement Open Circle. They deliver the Open Circle curriculum and use the language and concepts of Open Circle to guide their classroom routines, their interactions with students, and to promote pro-social behavior inside the classroom and outside of the classroom. The Peace Table serves as an optional approach to a facilitated session of problem solving and conflict resolution.

* Concord Middle School – CMS Stands Together curriculum was completed in a five-plus-one format: the curriculum and goals were introduced at assembly in each building which was followed by five instructional modules conducted between December and February. All students read Wonder, and the ELA baseline
assessment was based on the book. Four new student initiated clubs have been introduced this year: debate, origami, dungeons and dragons, and engineering. A formal process by which students can be involved in the PTG grant request cycle has been introduced, and the student leaders will facilitate this process for 2014-15 school year.

* Concord-Carlisle High School – Faculty collaborated with the Advisory Coordinator to strengthen Advisory program for all students. Anti-Defamation League (ADL) provided training for faculty and 25 students leaders to address the issues of race and bias with proactive strategies. The student leaders completed a three day seminar to prepare them to lead the ADL work during Advisory. School administrators collaborated with town organizations to sponsor Chris Herren who spoke to all students about making healthy decisions and avoiding substance abuse. Parents and students have been engaged as partners in school-wide decision making through Student Senate, School Advisory Council, and Parents Association Executive Board.

GOAL: Implement the new Educator Evaluation system with a focus on continuous improvement for teaching and learning.

- CPS teams from each school site have completed training from Teachers 21 on the five-step cycle, rubrics, self-assessment, goal setting, and gathering evidence. Each school site team has successfully trained their respective staff in each stage of the new system. All aspects of the new evaluation system to date are being completed by CPS educators. Teachers21 has worked with Concord Middle School Administrators and Department Chairs on calibrating observation reports. They have visited classrooms and learned new techniques for writing effective observations. A workshop with Teachers21 was held for all K-12 evaluators on calibrating observation reports and assessing performance for formative assessments. Baseline Edge has been implemented as the technology platform for the supervision and evaluation system. All educators have been trained and are successfully using the forms, evidence boards, and interactive features. The CTA and administration are scheduled to meet in March to review progress to date.

GOAL: Provide students and staff with the resources, materials, and infrastructure to support high quality learning environments.

* The district administration worked with school principals, central office, and both school committees during Fall 2014 to prepare FY15 budgets and to respond to the Finance Committee’s budget data request. The core budgeting principles included the following:

- Students and their learning are at the center of decisions;
- Teaching and learning conditions matter for student success;
- Requested resources for programs, services, and activities reflect the districts’ core values of academic excellence, respectful and empathic community, professional collaboration, educational equity, and continuous improvement;
• Maintain balance between responsive and reasonable operating budgets and taxpayers; funding for the new high school project.

We met regularly with the administrative team and school committees to discuss the FY15 budgets and presented at three Finance Committee meetings in October and November, and at the Town Coordination Meeting in December. The Concord Finance Committee adopted the final guidelines on November 21, and the School Committees adopted the FY15 budgets on December 10, 2013. Included in the budget book are the Finance Committee presentations and the School Committee adopted budgets for FY15.

The districts continue to maintain excellent academic programs while meeting challenging funding goals. We have been able to sustain current programs without exceeding finance committee guidelines while enrollment and special education costs have continued to increase. State funding levels have stabilized but have not been increased to reflect expanded State data and reporting requirements. While our core budgeting principle of focusing all resources to support student learning and growth remains unchanged, an increasing portion of FY2014 CPS resources continue to shift towards enrollment driven staffing, special education and transportation needs. Conversely in FY2013, the CCHS resources had seen decreasing needs in special education, and this occurrence is not continuing in FY2014 as former K8 students are now entering the 9-12 setting. The district goals approved by the school committees provided direction to the budget process to support student learning opportunities. The district administration and school committees’ work was reflective of the new $92.5M high school project’s cost impact on taxpayers and collaboratively worked with the finance committees to develop responsible FY2014 budgets. The FY2014 CPS school budget at $31,140,538 represented a 4.65% increase above the FY2013 appropriation, and the FY 2014 operating budget for CCHS, $23,886,464, increased 1.01% above the FY2013 level. Both the CPS and CCHS budget requests were below levy limits and matched guidelines developed by the finance committees, and for the seventh consecutive year did not require overrides. Both school districts managed successful year-end closings, and the Regional School district will increase the CCHS Technology Stabilization Fund by $245,000. The Regional School District also committed $300,000 towards its OPEB liability in the year-end closing process. CCRSD’s strong Excess and Deficiency (E&D) fund balance for the previous fiscal year has been certified at the 4.9% level. The AAA bond rating has been maintained and the December 2012 $32,500,000 Bond sale was assigned the highest possible rating by Moody’s Investors Service on the borrowed funds at an effective interest rate of 3.0%.

In regard to the FY2015 budget development process we are pleased to extend our no override budget requests to an eighth year with a 3.0% CCRSD operating budget increase, and a 4.17% CPS increase. The five year average operating budget increase for the high school district decreases from 2.97% to 2.58%, and the CPS five year average increases from 2.75% to 3.23%. When contrasted to override driven five year average increases for Fiscal Years 2000 to 2004 of 7.6% for CPS and 7.1% for CCRSD the districts have demonstrated their commitment to developing budgets that support high academic achievement while recognizing fiscal constraints. The historical trends demonstrate the commitment to bring budget increase requests in as low as possible while maintaining strong academic programs.
The FY2015 budget development process begins with identification of escalating needs and cost drivers. Our process encompasses the aggregate needs of our two-school district, K12 system, the K8 Concord Public Schools and the 9 – 12 Concord-Carlisle Regional School District. Each district is distinct and legally requires a separate budget. There are eight collective bargaining units within the K12 system and the cost escalation within the contractual labor agreements must be reflected in the budget development process along with other cost increases in utilities, equipment, materials, enrollment changes, and other operating requirements. The most significant cost drivers in each district and representing the largest cost component in our system are the Concord Teachers Association (CTA) and the Concord-Carlisle Teachers Association (CCTA) contracts. The FY2015 Finance Committee approved and CPS School Committee adopted budget requests a 4.17% increase of $1,300,000, or $32,440,538. $732,178 is required for CTA contract obligations, $265,029 is required for enrollment driven staffing and instructional material increases, replacement of technology devices (computers, Activeboards, network components, etc.) at Willard and CMS require $365,000 and operating needs and utilities cost require $187,358. Collective bargaining costs in the building service workers, bus drivers, secretarial, maintenance contracts require $110,000, and $35,483 is required for non-collective bargaining employee escalation.

The needs above total $1,695,048 and exceed the Finance Committee Guideline of $1,300,000 by $395,048. To meet the Finance Committee Guideline CPS has built the following reductions into our FY2015 request: a reduction in the special education out-of-district tuitions budget of $217,681, a $60,000 elimination of two secretarial support positions (1.0 FTE at CMS, and .6 FTE at Ripley), a reduction in increased requests for professional development and building maintenance of $23,575 and $18,792 respectively. In addition to these actions we are seeking voter approval at Town Meeting to use $75,000 of existing monies in the Concord Public Schools Technology Stabilization to meet the technology replacement needs at the Concord Middle School and the Willard Elementary School. Please note that the Special Education Out-of-District tuition decrease is mainly associated with movement of students from the K8 level to the 9 – 12 level as reflected in the following CCRSD cost drivers information.

The FY2015 CCRSD budget development process identified the following cost drivers for the Regional High School budget: $384,029 required for anticipated CCTA contract obligations, an increase of $273,046 required for Other Post-Employment Benefits (future Retiree health insurance benefits) funding, an increase in Special Education Out-of-District tuitions of $328,152, and a Transportation Services increase of $61,249 for increased operating costs. These cost drivers total to $1,046,476 and exceed our $719,042 increase by $327,434. The FY2015 Concord Finance Committee guideline operating budget allows a 3.01% increase of $719,042 or $24,605,506. The $24,605,506 operating budget level was adopted by the Concord-Carlisle School Committee. In our initial operating budget request, the following reductions were made: $50,000 in computer hardware, $27,345 in utilities, $50,000 in legal costs, $62,500 in capital outlay and maintenance costs, $20,500 in insurance, and a net decrease of $59,795 in other line items were included in the Regional District's initial budget plan. Subsequently, in order to meet the Finance Committee Guideline, additional reductions were necessary to close the remaining $57,294 shortfall. These included elimination of a Ripley based secretarial position at $25,000, and reductions in several instructional materials and athletic accounts.
totaling $32,294 were implemented.
Interested in learning about the geology of some of America’s most amazing National Parks? Want to hike, kayak and raft in some of the most beautiful places in the world?

Join us this summer from June 28th - July 5th as we explore Glacier, Yellowstone and Grand Tetons National Parks. We are working with the professional travel company Grand Classroom to plan every aspect of the trip.

For the price of $2,860 everything on the trip will be covered; all transportation, hotel accommodations, meals, sightseeing and evening activities as well as medical insurance.

If you are interested, please fill out the application and return it to any of the trip leaders by March 21st.

If you have any questions, you can email any of the trip leaders. We look forward to providing a fun and educational adventure that your child will remember for a lifetime!

Trip Leaders: Ms. Anderson, Mr. Nichol, Mr. Pavlik and Mr. Savage

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**Sample Itinerary**

**Day One**
- Arrive Montana
- Hike Trail of Cedars
- Check into hotel Kalispell, MT

**Day Two**
- Enter Glacier National Park
- Going-to-the-Sun Road with stops for hikes and overlooks
- Return to hotel

**Day Three**
- Canoe trip on Clearwater Canoe Trail
- Check into hotel Bozeman, MT

**Day Four**
- Yellowstone National Park
- Mammoth Hot Springs
- Specimen Ridge Hike

**Day Five**
- Yellowstone National Park
- Mud Volcano
- Grand Canyon of Yellowstone
- Hayden Valley
- Return to hotel

**Day Six**
- Enter Yellowstone National Park
- Norris Geyser Basin
- Old Faithful
- Continental Divide Hike
- Grand Teton National Park
- Hotel in Jackson, WY

**Day Seven**
- Enter Grand Teton National Park
- Ferry across Jenny Lake to Hidden Falls and Inspiration Point
- Rafting on the Snake River to private campground
- Overnight camping on the Snake River

**Day Eight**
- Whitewater rafting from camp on the Snake River
- Depart for Salt Lake City
- Free time for shopping in Salt Lake City
- Depart for home
Application Form - Summer 2014
Glacier, Gran Teton and Yellowstone National Parks

It is anticipated that more people will be interested than the 24 slots that we have. Therefore, we are asking all of those interested in coming on the trip to fill out the following application. This application is due by Monday, March 21st. Final decisions about acceptance will be completed by March 28th. Please return to Ms. Anderson, Mr. Nichol, Mr. Pavlik or Mr. Savage.

| Student Name: ______________________________ |
| Year of Graduation: _________ |
| Earth Science Teacher: __________________________ |
| Non-Science teacher who will serve as a reference ______________________________ |

Please use the space below or accompanying sheet to tell us what YOU would offer to the success of the trip:

Parent/Guardian:

Please sign below acknowledging that you have read the brochure, are aware that the trip will run from 6/28 – 7/5, that the final cost of the trip will be $2860.00 and if accepted your child will be able to attend.

______________________________    _____________
Parent/Guardian                  Date
Concord-Carlisle School District
Adult & Community Education
February 1, 2014 Director’s Report

Distribution: Advisory Committee, School Committee Liaison, Superintendent, Director of Teaching & Learning, CCHS Principal, Office Staff.

Courses and Enrollment activity

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Education (extended day continuing ed) Winter 14</td>
<td>422</td>
</tr>
<tr>
<td>Instrumental Music (semester-long series)</td>
<td>264</td>
</tr>
<tr>
<td>Driver Education</td>
<td>300</td>
</tr>
</tbody>
</table>

The 2013-2014 FY revenue/expense year-to-date for the period July 1-Dec. 31, 2013

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>$473,550.81</td>
</tr>
<tr>
<td>Expense</td>
<td>$364,083.71</td>
</tr>
<tr>
<td>YTD Balance</td>
<td>$109,467.10</td>
</tr>
<tr>
<td>Fiscal Year Starting Balance</td>
<td>$88,877</td>
</tr>
<tr>
<td>Current Revolving fund balance</td>
<td>$198,344.10</td>
</tr>
<tr>
<td>Current expenses from accrued revenue</td>
<td>$125,000</td>
</tr>
</tbody>
</table>

January 2014

We started the new CC Chess Club; the Journal has been covering the remarkable turnout. All ages and abilities are enjoying this Sunday afternoon class and club.

We are training a new person for certification as a Driving School instructor.

We are planning for a 60th anniversary event, scheduled for Sunday, March 30, 2-4 PM at CCHS.

We help a successful workshop for students (Concord, Carlisle, and independent schools) preparing for their music auditions and competition. The Music School also held a successful Recital.

We started our first Winter semester courses in January, and another 50 will begin in February and March.

We went through the annual audit process, and a thorough on-site review of our collection and deposit practices.

We prepared our 2013 Annual Report for the School Committee, Town Reports for both towns, and an application for funding renewal from the Community Chest to enable financial aid for needy students.

We started Spring and Summer planning and summer volunteer recruitment. We hope to start programming on June 30, if winter snow cancellations permit.

Respectfully submitted,
Court Booth

2.1.14
BULLYING PREVENTION

The Concord Public Schools and the Concord-Carlisle Regional School District are committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

“Bullying” is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target’s property;
- places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

“Cyber-bullying” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- wire
- radio
- electromagnetic
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.
Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds;
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the Concord Public Schools and the Concord-Carlisle Regional School District;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Concord Public Schools and the Concord-Carlisle Regional School District if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.
Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action. Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target’s needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school’s resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.
Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying, shall be prohibited.

Target Assistance

The Concord Public Schools and the Concord-Carlisle Regional School District shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Concord Public Schools and the Concord-Carlisle Regional School District website.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended
Federal Regulation 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
603 CMR 26.00
M.G.L. 71:37O; 265:43, 43A; 268:13B; 269:14A

REFERENCES: Massachusetts Department of Elementary and Secondary Education’s Model Bullying Prevention and Intervention Plan
CROSS REFS.: AC, Nondiscrimination
ACAB, Sexual Harassment
JBA, Student-to-Student Harassment
JICFA, Prohibition of Hazing
JK, Student Discipline Regulations

SOURCE: MASC August 2013
Article 13 Concord-Carlisle Regional High School Budget

Motion: that the Town raise from the tax levy and appropriate the Town’s apportioned share of $17,715,062 for the Concord-Carlisle Regional School District for the fiscal year ending June 30, 2015; and that the same be expended only for such purposes and under the direction of the Concord-Carlisle Regional School Committee.
Article 13
Thank you again!
Article 13
Performance Highlights

• 100% CCHS Class of 2013 passed both ELA and Math MCAS
• More than 95% graduates attend college
• Average SAT score was 1840 (1527 State avg.)
• 6 students National Merit Scholar Finalists
• 97% AP exams received a passing score
• 82% graduates admitted to first or second college choice
• Students participated in more than 25,000 hours of community service
Article 13
Performance Highlights

• CCHS Repertory & Concert Bands – MICCA Gold Medal
• All Eastern Music Honors for numerous students
• Boston Globe Scholastic Art Awards
• Tournament play in League Championships for almost every Fall, Winter and Spring team
• 150 student performers in the Spring musical, “Chorus Line”
• Student Exchanges with Ecuador, France & Turkmenistan

More than 90% of CCHS students participate in extracurricular activities.
Article 13
Core Budgeting Principles

• Place students and their learning at the center of decisions.

• Develop a budget supporting district goals for school improvement while recognizing fiscal climate.

• Recognize that contractual and legally mandated costs continue to drive budget increases.
Article 13
Student Learning

• Provide rigorous and progressive learning programs.
• Prepare students for college and career readiness.
• Integrate digital tools to increase student learning.
• Support teachers & staff in their professional growth.
• Build a state-of-the-art facility to support 21\textsuperscript{st} Century learning and educational excellence.
Article 13  CCRSD Enrollments

Grades 9 - 12, 2003 - 2014

Enrollments:
- 2003: 1,208
- 2004: 1,204
- 2005: 1,242
- 2006: 1,244
- 2007: 1,257
- 2008: 1,259
- 2009: 1,268
- 2010: 1,245
- 2011: 1,221
- 2012: 1,209
- 2013: 1,216
- 2014: 1,225
Article 13
CCRSD Projected Enrollments
## Article 13
Concord-Carlisle Assessment Ratios

<table>
<thead>
<tr>
<th>Year</th>
<th>Concord</th>
<th>Carlisle</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2011</td>
<td>69.73%</td>
<td>30.27%</td>
</tr>
<tr>
<td>FY2012</td>
<td>70.39%</td>
<td>29.61%</td>
</tr>
<tr>
<td>FY2013</td>
<td>71.77%</td>
<td>28.23%</td>
</tr>
<tr>
<td>FY2014</td>
<td>72.85%</td>
<td>27.15%</td>
</tr>
<tr>
<td>FY2015</td>
<td>73.10%</td>
<td>26.90%</td>
</tr>
</tbody>
</table>
# Article 13
## Operating Budget Increase History

<table>
<thead>
<tr>
<th></th>
<th>FY2011</th>
<th>FY2012</th>
<th>FY2013</th>
<th>FY2014</th>
<th>FY2015 Adopted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budget</strong></td>
<td>$22,374,192</td>
<td>$23,233,274</td>
<td>$23,647,387</td>
<td>$23,886,464</td>
<td>$24,605,506</td>
</tr>
<tr>
<td><strong>% Increase</strong></td>
<td>4.96%</td>
<td>3.84%</td>
<td>1.78%</td>
<td>1.01%</td>
<td>3.01%</td>
</tr>
<tr>
<td><strong>10/1 Enrollment</strong></td>
<td>1,221</td>
<td>1,209</td>
<td>1,216</td>
<td>1,228</td>
<td>TBD</td>
</tr>
<tr>
<td><strong>$ per Student</strong></td>
<td>$18,464</td>
<td>$19,216</td>
<td>$19,447</td>
<td>$19,491</td>
<td>TBD</td>
</tr>
</tbody>
</table>

FY2015 Budget Increase $719,042

**NOTE:** NO PROPOSITION 2 ½ OVERRIDE REQUEST FOR THE PAST EIGHT YEARS
Article 13
FY15 Increasing Cost Drivers

Contractually Mandated for Teacher FTEs

- Salaries: 15 steps @ 4% $217,740
- Lanes: 8 lanes@ 2.5-11.4% $60,000
- Scale Estimated @ 1.0% $106,289

Subtotal $384,029

- Retirement Obligations $273,046
- Out of District Tuitions $328,152
- Transportation $61,249

Subtotal $662,447

Total Increases $1,046,476
Article 13 FY15 Reductions

- Computer Hardware $50,000
- Natural Gas $27,345
- Legal $50,000
- Capital Outlay Maintenance $62,500
- Insurance & EAP $20,500
- Ripley Administrative Support $25,000
- Athletics Accounts $12,500
- Instructional Supplies & Materials $79,589

Total Reductions $327,434
Total Increases $1,046,476
- Less Total Reductions $327,434
Net Budget Growth $719,042
# Article 13 CCRSD Budget

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>FY15 SC Adopted Budget = FINCOM GL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOURCES OF REVENUE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LOCAL SOURCES</strong></td>
<td></td>
</tr>
<tr>
<td>ASSESSMENTS</td>
<td>$24,234,011</td>
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<tr>
<td>EXCESS &amp; DEFICIENCY</td>
<td>580,000</td>
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<tr>
<td>INVESTMENT INCOME</td>
<td>15,000</td>
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<tr>
<td>MISCELLANEOUS INCOME</td>
<td>5,000</td>
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<tr>
<td><strong>STATE SOURCES (DOE)</strong></td>
<td></td>
</tr>
<tr>
<td>CHAPTER 70</td>
<td>1,867,899</td>
</tr>
<tr>
<td>REGIONAL TRANSPORTATION AID</td>
<td>387,114</td>
</tr>
<tr>
<td>CHARTER TUITION REIMBURSEMENTS</td>
<td>59,356</td>
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<tr>
<td><strong>OTHER STATE SOURCES (MSBA)</strong></td>
<td></td>
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<tr>
<td>SBAB REIMBURSEMENT</td>
<td>288,950</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$27,437,330</strong></td>
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<tr>
<td><strong>PROJECTED USES OF REVENUE</strong></td>
<td></td>
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<tr>
<td>SALARIES</td>
<td>$16,124,599</td>
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<tr>
<td>NON-SALARIES</td>
<td>$8,130,907</td>
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<tr>
<td>DEBT SERVICE</td>
<td>$2,831,824</td>
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<tr>
<td>OPEB LIABILITY</td>
<td>$350,000</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$27,437,330</strong></td>
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</table>
### Article 13 CCRSD Budget

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>FY11 SC Budget</th>
<th>FY12 SC Budget</th>
<th>FY13 Budget</th>
<th>FY14 Budget</th>
<th>FY15 SC Adopted Budget = FINCOM GL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NET OPERATING BUDGET</td>
<td>$22,374,192</td>
<td>$23,233,274</td>
<td>$23,647,387</td>
<td>$23,886,464</td>
<td>$24,605,506</td>
</tr>
<tr>
<td>OPERATING BUDGET % INCREASE</td>
<td>4.95%</td>
<td>3.84%</td>
<td>1.78%</td>
<td>1.01%</td>
<td>3.01%</td>
</tr>
<tr>
<td>5 Year Operating Average Increase</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.42% 2.92%</td>
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<tr>
<td>OPERATING INCREASE - net of OPEB (Other Post Employment Benefits)</td>
<td>2.72%</td>
<td>0.60%</td>
<td>0.69%</td>
<td>1.87%</td>
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<tr>
<td>3 Year Operating Average Increase net of OPEB</td>
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<td></td>
<td></td>
<td></td>
<td>1.34% 1.05%</td>
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<tr>
<td>OPERATING BUDGET FUNDING IMPACT</td>
<td>$1,055,952</td>
<td>$859,082</td>
<td>$414,113</td>
<td>$239,077</td>
<td>$719,042</td>
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<tr>
<td>Concord Assessment</td>
<td>$15,856,221*</td>
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<td></td>
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<tr>
<td>--------------------</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Carlisle Assessment</td>
<td>$5,834,916</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Including $1,858,841 of projected debt service brings total assessment to $17,715,062
Article 13 Concord-Carlisle Regional High School Budget

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