



ALCOTT ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2014-2015

**Submitted by:
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Principal
June 2014**

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2013 – 2014 School Advisory Council

Sharon Young, Principal, Co-Chair
Ramsay Trussell, Parent, Co-Chair
Jean Thuma, ELA Curriculum Specialist
Judy Olson, Math Curriculum Specialist
Michelle Heaton, Parent
Leslie Bergman, Parent
Denise Jantzen, Parent
Lisa Luby, Teacher
Becky Bristol, Teacher
Tim Gaudreau, Parent/Teacher
Laura Davidian, Community Representative

**ALCOTT ELEMENTARY SCHOOL
SCHOOL ADVISORY COUNCIL**

SCHOOL IMPROVEMENT PLAN

I. Council Composition

The Alcott School Advisory Council met regularly throughout the 2013-2014 school year. We met: September 9th, Oct. 7th, Nov. 4th, Jan. 6th, Feb. 3rd, March 3rd, April 7th and May 5th. Meetings were held in accordance with the Open Meeting Law and minutes were kept. These minutes are on file in the school's office and at the Town Hall.

II. School Advisory Council Summary for the 2013 – 2014 School Year

A. Grade 5 Community Service – The fifth graders completed a community service project, which involved working with the Minuteman ARC. During the winter, the ARC generated a wish list of items needed to support the children and adults who use this organization. The fifth grade organized a Mitten Tree, where each mitten identified one item the ARC needed to support those in need. In the spring, the students joined the Minuteman ARC for their annual May March. Students and families walked in support and raised money for this organization.

B. SAC reviewed and discussed events occurring in the school and community.

III. School Improvement Plan Goals Summary for 2013-2014

Goal # 1 – Students will demonstrate mastery of language arts skills:

- In June of 2014, we are projecting that 87% of the students K – 5 will meet benchmark on the end of the year ELA assessments.
- In June 2014, we are projecting that 57% of the students receiving special education services will meet the end of the year ELA assessments
- In June 2014, we are projecting that 65% of the students from Boston will meet the end of the year ELA assessments.
- ELA Specialist, Reading Specialist and Grade 5 team continued the Open response initiative to improve student response to writing. Five Open Response Passages were administered and scored throughout the year. After completion of the fourth passage, 86% of Grade 5 students scored a 3 or above on their written open response.

ELA	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
DIBELS	93%					
TC		88%	86%	85%	80%	92%
Special Education	100%	38%	63%	53%	43%	46%
METCO	75%	100%	60%	60%	25%	67%

- Kindergarten Teachers and METCO Tutor created an Extended Thursday Program for each student from Boston.
- ELA Specialists and Grade Level representative met in July of 2013 to make revisions to Writing Prompts and Rubrics and to align Report Card to the Common Core Standards.
- ELA Specialist and Reading Specialist organized, gathered materials, and participated in AP day for Grade 5 team to adjust curriculum to meet Common Core expectations.
- ELA Curriculum Specialist and Reading Specialist trained the Reading Tutors and Sped staff in Leveled Literacy Intervention (LLI) – a two-day workshop in June of 2013. We piloted the program in 2014 for RTI in Grades K-3. It was successful and we plan to meet in June 2014-15 to continue to adjust structure of RTI to focus instruction on students needs.
- ELA Specialist, Reading Specialist, and Grade 5 Teacher, participated in a two-day EDCO workshop on Close Reading with author Nancy Boyles. We shared information with Grade Levels and teachers have expressed an interest in learning Close Reading strategies.
- ELA Curriculum Specialist and Technology Specialist compiled 2012-2013 ELA student assessment data and inputted it into spreadsheets for upload onto Baseline Edge.
- ELA Curriculum Specialist and Technology Specialist piloted Track My Progress an online assessment program aligned to the Common Core Frameworks in Grades 2-5 and Special Education Students in Grade K-1. Students took the assessment in the Computer Lab four times throughout the year. Follow up discussion meeting with representatives from Track My Progress will be held at Alcott in June 2014.
- Grade 3 Team piloted the Daily 5 management system for their ELA block. It was successful and will continue next year – other grades levels have observed this system and may adopt it for next year.
- ELA Curriculum Specialist presented the Alcott ELA Program at a Principal's Coffee in November 2013. In January 2014, at the METCO night in Boston, the ELA Curriculum specialist presented and demonstrated a newly revised online program, LexiaCore5, for phonics and reading.
- ELA Curriculum Specialist, Math Curriculum Specialist, and Principal met with each Grade Level Team every six weeks, for two hours each, to discuss student

progress and create a Personal Intervention Plan for each student not making sufficient progress.

- ELA Curriculum Specialist, Math Curriculum Specialist and Principal created Extended Day Tuesday for students in grades 1-3 who needed extra support in ELA and Math. ELA Curriculum Specialist met with teachers to discuss program for each grade level and supplied ELA materials and discussed format for program.

Goal # 2 – Students will demonstrate mastery of math skills:

- By June 2014, we are projecting that 88% of the students will meet end of the year Math assessments.
- By June 2014, we are projecting that 61% of the students receiving special education will meet the end of the year Math assessments.
- By June 2014, we are projecting that 74% of the students from Boston will meet the end of the year Math assessments.

Math (% above 80%)	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Post- assessments			94%	81%	83%	94%	
Kathy Richardson	97%%	79%					
Special Education	100%	0%	83%	20%	50%	0% (all students not in TERC)	
METCO	100%	75%	83%	60%	25%	100% (2 students not in TERC)	

- Common District Assessments were given to students in grades 2-5. Data from assessments was used to identify student needs and trends in student work.
- Mid-year Progress Reports indicate 81% of the students are on track to meet end of the year Critical Standards in Mathematics.
- Mid-year average of post-test assessments in grades 2 - 5, 88.5% of the students were above benchmark.
- 100% of the fifth graders participated in the Math Olympiad.
- Kathy Richardson Assessments were given to students four times in grades K-1. Benchmarks were identified for each of the assessment sessions. Data from assessments was used to identify student needs and trends in student work.

- Kindergarten and First grade students who did not demonstrated proficiency with the Kathy Richardson assessment benchmarks were assigned to RTI groups to target skills specific to meet their needs.
- Data meetings were held every 6 weeks throughout the school year with each grade level, K-5. During the meetings we reviewed students with scores below benchmark and developed Personal Intervention Plans to meet individual needs.
- The Math Curriculum Specialist met regularly with grade level teachers to examine pre/post test data, Kathy Richardson assessment data, and student work, to inform instruction.
- Item Analysis Spreadsheets were created for each unit in grades 2-5. The spreadsheets assisted teachers with the identification of specific student needs.
- Continued to support students through our RTI small groups
- All students K-5 were provided with access to Dreambox, an adaptive math curriculum.
- The Alcott PTG continued to implement a before school Math Club for students in grades K-5. Each group was planned and organized by school staff.
- The Math Curriculum Specialist presented at a Principal's coffee about the math program.

Goal #3 – By June 2014, students and staff will demonstrate a positive school climate:

- Teachers continued to promote the school motto, "Alcott is a caring, cooperative, respectful community of learners."
- Seventy-four percent of the staff and teachers gave out Give-a-Hoot awards.
- Two hundred twenty (220) students received "Give a Hoot" awards for displaying the positive behaviors in our belief statement (as of 5/6/13).
- Nine classrooms received the Traveling Bronson, which was created by the Alcott Dads. All grade levels received the Traveling Bronson as least once.
- A group of teachers formed the Hallway Committee to reward hallway expectations. If the grade levels met the hallway expectations, they received a feather on the Hallway Spirit bulletin board. School wide goals were established and those grade levels meeting the goals earned a spirit day.
- Students from each class were asked to recite the pledge over the loud speaker each morning. These students were recognized with a certificate at an All-School Meeting.
- Teachers continued to be trained in the Open Circle Social Competency Program. The Open Circle Consultant (School Counselor) consulted with the new teachers throughout the year in order to ensure successful implementation of the program.
- Teachers in grades 3 – 5 implemented the Anti-Bullying Curriculum.
- Mid-year data showed a reduction in Mental Health referrals, with similar numbers to last year.
- School Counselor shared tips for increasing Anti-Bullying/Pro-Kindness activities for teachers.

- The Teen Buddy Program continued its work by bringing elementary students and high school students together. The Teen Buddy Program is a mentoring program analogous to the well-known Big Brother/Big Sister program.
- To improve consistency and skill with our Playground Supervisors, monthly meetings were established to discuss cafeteria and playground rules. Each morning, one playground supervisor met with the school counselor to discuss relevant issues/concerns.
- The School Psychologist and School Counselor maintained regularly rotating lunch groups at all grade levels throughout the year. All students who had permission participated in these groups at least once throughout the year.
- The School Psychologist and School Counselor met with students individually to focus on various social/emotional/behavioral issues on a short-term and long-term basis.
- Teachers worked with students to develop service projects, such as: Turkey Trot, Children's Bags for Open Table, support for Minute Man ARC, etc.
- Leadership Team examined feedback from 'Ticket to Leave' after each faculty meeting to make adjustments to overall school plan.
- Leadership Team led the implementation of the TELL Mass Plan to positive results.

Tell Mass Category	90% or higher Agreement of statements	80%-89% Agreement	70% - 79% Agreement	69% - 60% Agreement
Use of Time	29%	43%	14%	14%
School Facilities	100%			
Student Conduct	71%	14%	14%	0%
Teacher Leadership	11%	88%	0%	0%
School Leadership	55%	45%	0%	0%
Professional Development	33%	25%	33%	8%
Instructional Practices	75%	8%	17%	0%

Goal #4 –During the 2013-2014 school year, administrators and teacher leaders will lead all educators and teams to use student assessment data, research and best practices in instruction, assessment and technology to improve student learning.

- The Technology Specialist conducted Tech Tuesday professional development workshops for classroom teachers in grades 2 – 5 on the use of Google Apps For

Education. The focus was on how to use Google Apps as a productivity tool with students for word processing, spreadsheets, and presentations.

- The Technology Specialist conducted Tech Tuesday professional development workshops for specialist teachers and teachers in grades K – 1 on the use of Google Apps For Education. The focus was on how to use Google Apps as a professional tool to collaborate with teachers across the district.
- The Technology Specialist conducted a Tech Tuesday professional development workshop for special education teachers focused on student use of the iReady online math software.
- The Technology Specialist and the English Language Arts Specialist piloted the use of Track My Progress as an ELA online assessment tool for all students in grades 2-5, and certain students in K-1.
- The Technology Specialist and the English Language Arts Specialist compiled all of the 2012-2013 ELA student assessment data and inputted it into spreadsheets for upload onto Baseline Edge.
- Technology Specialist worked with the Art Teacher to update an online Alcott Student Art Gallery. Each student in Kindergarten – Grade 5 shared a piece of artwork, with an audio reflection attached to it.
- The Technology Specialist wrote a series of 3 emails to the Alcott School parent body, sharing at-home software opportunities for students in grades K – 5, including the use of Lexia Reading Core5, Fastt Math, Dreambox, Study Island, and Type To Learn 4.
- 100% of the fourth and fifth grade students participated in a Technology Use Survey in Library class. The survey was administered in September 2013 and again in May 2014. The Technology Specialist and Library Media Specialist studied the results and the data was incorporated into classroom instruction this year, as well as planning for 2014-2015.
- The Technology Specialist and the Library Media Specialist presented a Digital Citizenship workshop at a Principal's Coffee in May 2014. Together, they designed a "Teaching Children to be Safe and Responsible Online" informational pamphlet as a parent resource.
- The Technology Specialist and the Library Media Specialist co-taught a series of 4 Digital Citizenship and Online Safety lessons to teach to fifth grade students. At the conclusion of the lessons, an online assessment was administered and 97.6% of the students achieved a score of 90% or better.
- 50% of the fifth graders participated in the Explorer Podcast project. The students used GarageBand to create a podcast that was uploaded to classroom web pages.
- 100% of the teachers in grades 3 - 5 used Google Apps to encourage online digital writing. Students in grades 3, 4, and 5 used Google Apps to save online writing in their classroom, in the Art room, and in the Library. In addition, these students collaborated with their teachers and other students using a Shared folder within Google Drive.
- 100% of the kindergarten students were taught how to use KidPix as a computer-drawing program. In addition, the students learned how to access their server accounts and were taught the importance of password security.

- The Kindergarten teachers integrated 40 new iPad Mini's into their classroom after the Technology Specialist prepared them. A great deal of time was spent on Lexia, Dreambox, and other ELA and Math Apps that reinforced and remediated classroom instruction. The iPads were the result of a Concord Education Fund grant.
- The Music Teacher and the Math Specialist shared a cart of 21 iPads and used Apps that were integrated into the curriculum. Two fifth grade classrooms used the cart of iPads for a video project in Science.
- The Technology Specialist prepared and distributed new MacBook Air laptops to all third, fourth, and fifth grade classroom teachers, as well as the 5 special education teachers. These laptops were part of the 5-year CPS laptop-recycling plan.
- Classroom teachers integrated ActivInspire, Word, Excel, PowerPoint, Keynote, and Pages software into their curriculum units.
- The Music teacher integrated Apple's GarageBand software into the general curriculum with 100% of the fifth grade students.

IV. School Improvement Plan Goals for 2014 – 2015

Next year the Alcott staff will focus its attention on the following goals:

- Students will demonstrate mastery of the language arts skills
- Students will demonstrate mastery of the math skills
- Students and staff will demonstrate a positive school climate
- Students and staff will improve their use of technology

Concord-Carlisle Regional School District
 Concord Public Schools
 District Goals 2014-2015

DISTRICT SMART GOAL:

By June 2015, students in grades K – 12 will master critical end of the year grade level standards.

SCHOOL SMART GOAL:

By June 2015, students will demonstrate mastery of language arts skills, as evidenced by:

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Teachers will continue to integrate ELA Common Core Standards into Science/Social Studies curriculum.	1. Teachers will work with ELA Curriculum Specialist to use the DESE model units to meet the expectations of the Common Core Standards.	1. 80% of the K-5 students will demonstrate mastery of critical ELA standards.
2. Teachers will evaluate and select exemplars at each grade level from student samples for each writing genre (Narrative, Persuasive, Informational)	2. Students in grades 2 – 5 will continue to practice writing open responses to their reading embedded within the specific book genre.	2. 80% of the students will score a 3 or higher on final grade level rubric for open response (3 - 5)
3. Teachers will meet regularly to examine student data to determine best practices for students.	3. Teachers will work collaboratively to evaluate student work, analyze data, calibrate their expectations, and adjust their practice.	3. 80% of the students K – 5 will meet end of the year TC/GRADE/DIBELS benchmark.
4. Kindergarten, Grade 1, and Grade 2 students will participate in extended day programming to close their learning gap.	4. Grade level teams will meet every six weeks with ELA Curriculum Specialist and Principal to discuss student progress and RTI strategies.	4. 90% of the Grade 5 students will score in the Proficient/Advance level on MCAS
		5. 80% of the students participating in extended day RTI services will meet the end of year grade level benchmark.

Concord-Carlisle Regional School District
 Concord Public Schools
 District Goals 2014-2015

DISTRICT SMART GOAL:

By June 2015, students in grades K – 12 will master critical end of the year grade level standards.

SCHOOL SMART GOAL:

By June 2015, students will demonstrate mastery of math skills, as evidenced by:

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Teachers will continue to integrate Common Core Standards into current curriculum	1. Teachers will work with Math Curriculum Specialist to develop supplemental lessons/units to meet the demands of the Common Core Standards.	1. Development of supplemental lessons/units
2. Teachers will review materials used for RTI to best meet the range of student needs.	2. Teachers will build resources for unit re-teaching, extension, and problem solving.	2. 80% of students meeting 80% benchmark on post-tests in grades 2 - 5
3. Teachers will meet regularly to examine student data to determine best practices for students.	3. Teachers will work collaboratively to evaluate student work, analyze data, calibrate their expectations, and adjust their practice.	3. 80% of K-5 students will demonstrate mastery on the critical math standards
4. Kindergarten, Grade 1, and Grade 2 students will participate in extended day programming to close their learning gap.	4. Grade level teams will meet every six weeks with Math Curriculum Specialist and Principal to discuss student progress and RTI strategies.	4. 80% of the K and 1 students will meet benchmark on Kathy Richardson assessment.
		5. 80% of the fifth grade students will score proficient/advance on MCAS

Concord-Carlisle Regional School District
 Concord Public Schools
 District Goals 2014-15

DISTRICT SMART GOAL:

Increase K12 students' social and emotional well-being.

SCHOOL SMART GOAL:

By June 2015, Alcott students and staff will demonstrate a positive school climate, as evidenced by:

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Weekly Give-a-Hoot awards given to students displaying pro-social behaviors	1. By March 2015, a bulletin board will display pictures of students showing, 'caring, cooperative, and respectful behaviors' around the school.	1. 80% of staff nominating students for a Give-a-Hoot award for displaying 'caring, cooperative, and respectful behaviors.'
2. Implementation of Open Circle Curriculum (K – 5)	2. School Counselor will consult with newly trained teachers with implementation of Open Circle.	2. Staff and students will use and understand Open Circle vocabulary and concepts.
3. Continue to implement school-wide expectations for hallway behavior	3. Teachers will work with Leadership Team to develop positive classroom/school expectations for positive behavior across all settings	3. Traveling Bronson will be received by at least 10 classrooms of students who displayed school motto/belief statement.
4. Leadership Team will review the belief statement/motto and school-wide expectations with faculty to ensure successful implementation in classrooms and across school.	4. MHT will consult with teachers around developing and implementing effective classroom incentive plans.	4. K5 Mental Health Team behavioral referrals will remain low and not increase.
5. Leadership Team will continue to implement solutions to promote positive collaboration and collegiality.		5. Leadership Team will review staff feedback to questions on the 'Ticket to Leave' forms.

Concord-Carlisle Regional School District
 Concord Public Schools
 District Goals 2014-2015

DISTRICT SMART GOAL:

During the 2014-2015 school year, administrators and teacher leaders will lead all educators and teams to use student assessment data, research and best practices in instruction, assessment and technology to improve student learning.

SCHOOL SMART GOAL:

By June 2015, students and staff will improve their use of technology, as evidenced by:

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Grade 3 – 5 classroom teachers will provide opportunities for students to complete online writing activities.	1. Students will demonstrate digital citizenship through online writing and active participation during the lessons.	1. 100% of the students in grades 3, 4, and 5 will publish their writing online, demonstrating grade level expectations for writing and digital citizenship.
2. Students in grades 3, 4, and 5 will learn digital citizenship skills during library classes and generalize those skills throughout their work online.	2. Technology Specialist and Library Media Specialist will share grade level expectations for digital citizenship expectations with specialist and classroom teachers.	2. Implementation of Baseline Edge Program to analyze student data.
3. Grade 1 and 2 classroom teachers will provide opportunities for students to create digital writing projects.	3 Grade 1 and 2 students will use software and templates to create and save digital writing projects. Technology Specialist will work with teachers to determine projects for each grade level and 'coach' when/where needed.	3. All students in grades 1 and 2 will produce and publish a piece of writing using digital tools, demonstrating grade level expectations for writing and digital citizenship.

THOREAU SCHOOL IMPROVEMENT PLAN

2014-2015



**Prepared by
Thoreau School Advisory Council
in collaboration with the Thoreau Staff and the Thoreau Communication Team**

Thoreau School Advisory Council (SAC) Members 2013-2014

Parents

Dan Conti Year 2

Pam Goar Year 2

Suzanne Kelliher Year 2

Melissa Vela Year 2

Staff Members

Nancy Peterson Principal

Sue Howard Year 2

Karla Keefe Year 1

Roseanne Swain Year 2

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Part 2 SIP SMART Goals for 2014-2015 School Year

Part 1 Progress on SIP Goals for the 2013-2014 School Year

SMART GOALS:

By June 2014, Thoreau students K-5 will demonstrate proficiency in ELA

By June 2014, Thoreau students K-5 will demonstrate proficiency in Math

- Implemented common assessments: ELA – TC, GRADE, writing on demand; Math – pre/post math assessments (gr. 2-5), Kathy Richardson (K-1).
- In ELA, piloted Track My Progress, a computer adaptive test, in grades 1-5, as a universal screener and diagnostic tool.
- In math, piloted iReady Math, a computer adaptive test, grades 1-5, as a universal screener and diagnostic tool.
- Developed an end of year assessment in grade 5 to monitor progress in answering open response questions in math.
- Participate in field-testing of on-line PARCC assessments in math in grades 3 and 5.

ELA – Projected percentage of students meeting end-of-year benchmarks based on preliminary progress report data.

ELA (% above 80%)	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Clay DDM	80%					
TC		80%	93%	85%	92%	94%

Math – Projected percentage of students meeting end-of-year benchmarks based on available data as of 5/14/14.

Math (% above 80%)	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Post-assessments			91%	85%	96%	88%
Kathy Richardson (AMC)	84%	80%				
Special Education		0%	60%	75%	67%	44%
METCO	75%	100%	100%	25%	100%	67%

Progress Report Averages, based on teachers' projections of the number of students who will not meet the critical standards in ELA and math in June.

Progress Reports (% at benchmark)	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
ELA	94%	80%	93%	85%	92%	94%
Math	95%	93%	91%	92%	96%	95%

2013-2014 MCAS RESULTS

	Advanced/Proficient ELA (goal 90%)	Advanced/Proficient Math (goal 80%)	SGP for ELA (goal 50)	SGP for math (goal 50)
Grade 5	92%	90%	57.5	69

Implement progress monitoring procedure to track student progress.

- Progress monitoring is accomplished through common assessments and grade level data meetings.
- The I-Ready program is being used throughout the building grades 1-5 for math and piloted in two third grade classrooms for Language Arts. The program provides instruction as well as progress monitoring.
- Track My Progress is being used to progress monitor in Language Arts

Implement RTI strategies

Thoreau staff worked with a consultant throughout the year to develop and implement a consistent, rigorous RTI/Data Team process. A calendar for next school year has been developed identifying RTI/Data team meetings every six weeks where grade level teams including specialists will review students assessment data and plan for RTI interventions.

Weekly Grade level meetings

- Grade level teams meet weekly. Each grade has a team leader who is responsible for setting an agenda and sharing minutes.
- Grade Level Leaders serve on the building Communication Team, which collaborates monthly around school issues.
- Math and ELA specialists join grade level meetings to review curriculum and assessment data.

- Grade level teams have written common Team Goals, which focus on student achievement in either Math or Language Arts. These goals focused the Team work for the year.
- As part of the RTI training, grade level teams met in 2-hour blocks, three times at 6 week intervals to look at student assessment data

**SMART GOAL: Increase K-5 students' social and emotional well-being
Increase Faculty & Staff social & emotional well-being**

- 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 Guidance have developed team goals focusing on social skills and positive student interaction. School Psychologist and Social Worker have continued Lunch bunch groups for students recommended by teachers.
- The school has scheduled monthly "All School Meetings" to celebrate the school and the work being done by the students.

K5 reduction in incidents of hurtful behavior by 5%.

There has been over a 5% reduction in hurtful behavior. Data was gathered from behavior forms and Think About it Forms. Social competency programs have been implemented but the addition of the Three Be's may be a contributing factor to the reduction. Students are motivated to earn a Bee for pro-social behavior. Additionally, the Think About it Form may also have been helpful since it creates a clear communication between home and school. As a result, parents are more aware of problematic behavior at school and therefore the behavior may be getting addressed more.

There will be an increase in the percentage of positive responses in the Teacher and School Leadership categories of the 2014 TELL MASS survey compared to 2012

- Recommendations from the TELL Mass have been implemented. Thoreau School devoted Faculty meetings and Communication Team meetings to discuss and gather feedback. Areas addressed included: Communication, Collaboration, School Vision, & Leadership Opportunities
- 90% of Thoreau staff participated in the 2014 Tell Mass (up from 66%)

TELL Mass Teacher Leadership Highlights	2014	2012
Teachers are trusted to make sound professional decisions about instruction	71.1%	30.8%
Teachers are encouraged to participate in leadership roles	81.6%	66.7%
In this school we take steps to solve our problems	75.7%	33.3%
Teachers are effective leaders in this school	78.4%	44.4%
School Leadership Highlights		
There is an atmosphere of mutual trust and respect in this school	70.3%	10.3%
Teachers feel comfortable raising concerns	70.3%	17.2%
The school leadership consistently supports teachers	75.7%	18.5%
Teachers receive feedback that can help them improve teaching	84.4%	48.1%
Faculty are recognized for accomplishments	86.1%	30.3%
Overall, my school is a good place to work & learn	81.6%	51.9%

SMART GOAL: By June 2014, students in grades 1-5 will demonstrate proficiency in digital and on-line writing.

Grade 1 and 2 students have used a variety of digital tools for a variety of writing activities. Many classes have completed digital writing activities using tools such as Keynote and Explain Everything, and online tools such as Little Bird Tales. Writing projects include biographies, science journaling, storytelling, poetry, All About Books, and Henry Thoreau books.

Grade 3-5 students were frequently engaged in digital and online writing activities. These students used a variety of tools such as Pages, Keynote, Google Drive, Wordpress, and Kidblog. Completed projects include include arthropod research, turtle blogging, native american research, persuasive essays, narrative storytelling, literature reflections, weather brochures, and using Google Drive for collaborative group work.

All students participated in digital citizenship lessons within their library classes focused on the safe, responsible, and effective uses of technology and the Internet.

Teachers met regularly, both formally and informally, with their peers and the Instructional Technology Specialist for professional development, coaching, and consultation on digital and online projects for each classroom.

Part 2

Thoreau School Improvement Plan

SMART Goals for 2014-2015

DISTRICT SMART GOAL:

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

THOREAU SMART GOAL:

By June 2015, Thoreau students K-5 will demonstrate proficiency in **ELA** at each grade level, as evidenced by:

Key Actions	Process Benchmarks	Outcome Benchmarks
Plan instruction that meets the standards of the MA ELA Curriculum Frameworks.	Use tiered instruction, differentiated instruction, scaffolding	In all Thoreau classrooms, content, skills, and assessments are aligned with the MA Frameworks. Students will exceed or meet end-of-year grade level benchmarks with 80% mastery as determined by district common assessments.
Engage in job-embedded professional development to apply best practices in the Common Core Strands of Reading, Writing, Speaking and Listening, and Language.	Review and revise how grade level ELA curriculum meets standards and determine areas for improvement. All teachers and staff will promote positive collaboration in grade level teams.	Teachers will recommend learning needs and additional resources needed to apply best practices in the Common Core Strands. Teachers will apply their new learning insights into their instruction.
Data teams will identify appropriate intervention and adjust instructional practice for students who do not meet benchmarks as a Response to Intervention. Determine universal electronic screener.	Collect and analyze student performance. Continue building-wide use of Track My Progress, Lexia, and iReady.	Match Tier 2 and Tier 3 interventions with identified skill instruction. Grade level teams will plan and monitor interventions. Provide practice for all students with authentic reading, writing, speaking and listening, and language activities.
Strengthen our Writing Curriculum by understanding Lucy Calkins Revised Units of Study.	Schedule AP time for collaboration.	Teach writing topics and assess student's progress with the district prompts and rubrics.

DISTRICT SMART GOAL:

By June 2015, students in grades K – 12 will master critical end of year grade level standards.

THOREAU SMART GOAL:

By June 2015, Thoreau students K-5 will demonstrate proficiency in **Math** at each grade level, as evidenced by:

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Use research-based math curriculum in keeping with MA & Common Core Standards	<p>1. Grade level teams will plan & monitor instructional timeline</p> <p>Explore flexible grouping opportunities, as appropriate</p> <p>Investigate new instructional materials to support CCSS in math</p>	1. Achieve 80% Advanced/Proficient in Grade 5 Math MCAS
2. Refine District Determined Measures in grades K-5	<p>2. Monitor student progress with the following assessments: K -- Counting Assessment Gr. 1 – Changing Number Assessment Gr. 2 – pre/post tests Units 3, 6, 8 Gr 3-5 – pre/post tests Units 1-9</p> <p>Invite the Director of Teaching and Learning to attend grade level, data, and district-wide meetings to discuss the amount of assessing being done in grades 3-5</p>	2. Achieve 80% proficiency of Essential Standards of end-of-year Progress Reports (K-5)
3. Refine RTI model based on determined benchmarks	3. Evaluate and determine universal screeners at each grade level	3. Data Team will collect and analyze evidence of student performance

	<p>Determine what assessments are used for progress monitoring</p> <p>Determine model(s) for providing RTI support at each grade level</p> <p>Continue weekly grade level meetings</p> <p>Hold data meetings every 6 weeks to identify at-risk students</p>	
<p>4. Use iReady in grades 1-5 as a resource for providing RTI support and enrichment to students in the common core standards in mathematics.</p>	<p>4. Conduct periodic in-service trainings during the school year to support teachers in using iReady as a part of their instructional practices</p> <p>Discuss results of iReady diagnostic tests during grade level data meetings.</p>	<p>4. Students in grades 1-5 will show growth in each of the 4 strands in the diagnostic test (number sense, algebraic thinking, geometry, and measurement) by at least 5 months.</p>
<p>5. Continue implementation of Common Core Standards in mathematics.</p>	<p>5. Grade level teams will collaborate with math specialist to refine units to reflect the Standards for Mathematical Practice from the Common Core</p>	<p>5. Students will demonstrate accuracy when responding to open response questions</p>

DISTRICT SMART GOAL:

Increase K12 students' social and emotional well-being.

THOREAU SMART GOAL:

Increase the understanding of Thoreau K-5 students' social and emotional wellbeing.

Increase Faculty and Staff social and emotional well-being

Key Actions	Process Benchmarks	Outcome Benchmarks
1. The Thoreau Staff will provide Open Circle and Bullyproofing curriculums and other best practices (e.g. Mindfulness).	1. Students will participate in Open Circle and the Bullyproofing curriculum K-5.	1. K-5 5% reduction in the need for referrals to the Mental Health Team.
2. The Thoreau staff will be provided with professional development addressing students' social/emotional concerns: e.g. Self-regulation, ADHD, Anxiety, Executive Functioning.	2. A calendar and presenters for professional development will be determined in September 2014.	2. A staff survey will be conducted on the effectiveness of the professional development.
3. Administrators and staff will work collaboratively and collectively to implement the Dignity model.	3. A book group will be formed to read and discuss the Dignity book. In September a meeting will occur with the new principal to determine a process for the Dignity model. All staff will use the document of Principled Partnership.	3. A staff survey will be conducted on the effectiveness of the Dignity model.
4. Staff will continue to build a positive culture at Thoreau.	4. The Bee awards will continue. The school will hold monthly school meetings. There will be celebrations of student work.	4. 80% of students will receive a Bee award. Document monthly meetings and celebrations.

DISTRICT SMART GOAL:

During the 2014-2015 school year, administrators and teacher leaders will lead all educators and teams to use student assessment data, research and best practices in instruction, assessment and technology to improve student learning.

THOREAU SMART GOAL:

By June 2015, Thoreau students grades 1-5 will demonstrate proficiency in digital and online writing, as evidenced by:

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Grade 1-2 classroom teachers will provide opportunities for students to create digital writing projects.	1. Grade 1-2 students will use a variety of software and templates to create and save digital writing projects. Instructional technology specialist will work with teachers to determine projects for each grade level and “coach” when/where needed.	1. All students in grades 1-2 will produce and publish a piece of writing using digital tools, demonstrating grade level expectations for writing and digital citizenship.
2. Grade 3-5 classroom teachers will provide opportunities for students to engage in online writing activities.	2. Grade 3-5 students will use Google Drive to participate in online and collaborative writing activities. Instructional technology specialist will work with grade level teachers to determine projects for each grade level and “coach” when/where needed.	2. All students in grades 3-5 will engage in publishing their writing online using Google Docs demonstrating grade level expectations for writing and digital citizenship.
3. Grade 1-5 students will demonstrate age-appropriate digital citizenship within their classroom, school, and online communities, incorporating "The Three B's."	3. Students will participate in Digital Citizenship lessons within their library classes that are reinforced within their classrooms using strategies such as "The Three B's Online", community building, modeling, and open circle discussions.	3. All students in grades 1-5 will demonstrate age-appropriate digital citizenship within their classroom, school, and online communities. All Digital Citizenship infractions will be addressed immediately, on a case-by-case basis, by the teacher in charge at the time, with the support and assistance of the Digital Citizenship Incident Team including the classroom teacher, the Instructional Technology Specialist, the Librarian, the Mental Health Team, and the Principal as needed.

**School Improvement Plan
2014-2015**

**Willard School
Concord, MA**

Submitted by:
Patricia Fernandes
Principal
June 2014

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Patricia Fernandes, Principal, Co-Chair
Nancy Gruskin, Co-Chair
Elizabeth Berk, Community Representative
Sophie Kazanis, Parent
Kristin Martines, Parent
Liz Merrill, Teacher
Robin McManus, Teacher
Linda Schubnel, Parent
Janice Shear, Teacher

Review: School Improvement Plan 2013-2014

As developed by the 2012-2013 School Advisory Council, the Willard School Improvement Plan for the 2013-2014 school year identified the following goals:

- By June 2014, Willard students K - 5 will demonstrate mastery in the essential ELA standards at each grade level.
- By June 2014, Willard students K - 5 will demonstrate mastery of essential end of year math benchmarks at each grade level.
- By June 2014, Willard students and staff will demonstrate a positive school climate.
- By June 2014, students in grades 3, 4, & 5 will demonstrate age appropriate use of a collaborative digital platform. Students in grades 1 & 2 will engage in digital writing experiences. Students in grades 1- 5 will learn skills associated with digital citizenship. Teachers will use software for student data management and record keeping associated with professional goals.

Progress on the 2013-2014 School Improvement Plan

Goal #1 – English Language Arts

During the 2013-2014 school year, Willard continued to provide a strong focus on literacy through the established, research-based curriculum and the revised Massachusetts State Standards (Common Core). Every six weeks during Grade Level Progress Meetings, Teacher Teams planned and monitored students' progress in Guided Reading and/or Flexible Reading Groups, Literature Circles, and in the implementation of the Lucy Calkins Writing Curriculum, supplementing instruction with Empowering Writing lessons and materials, as appropriate, to develop proficiency with all writing genres: narrative, informational, persuasive. Job-embedded professional development in Close Reading strategies was provided to teachers in Grades 2 -5, in keeping with the increased rigor of the Common Core. Students in grades 2 -5 also developed their research skills. The Technology Specialist and the Library Media Specialist provided research support to students in many classrooms.

Goal 1a: Grades 1-5 incorporated more nonfiction into their Guided Reading and Flexible Reading groups to align with the MA Common Core Standards. Instruction in reading groups continued to stress essential elements of reading: vocabulary development, word analysis and phonics, the use of text features, fluency, comprehension and direct instruction in reading strategies in order to promote student progress. The instructional emphasis this year, in grades 3 -5, focused on the use of evidence-based terms in writing and on teaching students how to incorporate evidence from the text into their writing. In addition, teachers began to teach students about close reading strategies in keeping with Common Core standards. Writing Workshop in all grades addressed all writing genres: narrative, informational, and persuasive. In fourth grade a particular emphasis was placed on writing an on-demand piece in preparation for the MCAS Long Composition. The MCAS results for this year are not yet available. The excellent instruction delivered by exemplary teachers who teach, remediate, challenge, and enrich the literacy experiences of our students is expected to propel at least 90% of Willard to

achieve end-of-year benchmarks. In fact, 93% of Grade 5 students achieved scores of Advanced/Proficient on the 2013 MCAS.

Goal 1b: The DIBELS (K), Teachers College Assessment (1-5) and the GRADE (2-5) will have been completed by June and at this point Willard students appear to be on target to meet the 80% proficiency standard for end-of-year benchmarks. Results of these common literacy assessments were reviewed throughout the year to guide instruction and to identify students for RTI intervention. During the course of the year, Grade Level Teams met with the ELA Curriculum Specialist, Reading Teacher, and Principal to review assessment data in order to adjust instruction and plan for Tier 1 intervention (classroom based), Tier 2, and Tier 3 intervention outside of the classroom.

Goal 1c: Students in grades K-5 were selected for all Tiers of RTI based on teacher input and the data from the appropriate grade level assessments. Students received appropriate RTI support from one of the following: Reading Specialist, Language Arts Specialist, Special Education Teachers and Literacy Support Staff. The students' progress was monitored and adjusted to meet each student's evolving instructional needs.

The literacy progress of K - 2 students has been closely monitored through Common Assessments such as DIBELS, Teachers College, and via progress monitoring for RTI students using Benchmark Assessments, Read Naturally, Quick Phonics Screening, the DRA, & Story Grammar Marker. Tiers 2 and 3 intervention has been broadened to include more LLI (Leveled Literacy Intervention) groups. Students have moved between the tiers of intervention in first grade. Several children have received RTI support with Special Education staff. Four grade 2 Booster Club groups were differentiated by different skill needs: text level, decoding, comprehension, and fluency. Most progress monitoring discussions are occurring during Grade Level Progress Meetings and ongoing discussions occur between classroom teachers, RTI providers, and RTI liaisons.

As described above, the Literacy RTI models are flexible. First and second grade students can be moved up and down tiers or into appropriate skill groups. Most second graders receive support during a designated RTI block which eliminates scheduling issues in grouping children. A few children in grade 1 and grade 2, after receiving RTI support, have been or will be evaluated for Special Education.

Lexia, a computer-based program to teach and reinforce phonics and phonemic awareness, was another tool used to support literacy instruction through RTI. Regular and special educators used this program successfully with some students to improve their skills. A few grade levels piloted Track My Progress to measure literacy growth over the course of the school year.

Goal 1d: The teachers in grades 1-5 worked collectively in Grade Level Teams to develop and revise writing units. In addition, teacher teams worked collaboratively to score writing samples using the revised district writing rubrics.

Goal 1e: During the summer of 2013 a team of district staff members revised the grade level literacy standards on the K-5 Progress Report in order to reflect Common Core Standards. The

Essential Standards for each grade level were identified. The revised Progress Report also included a new reporting system. The progress of all regular education and special education students, with the exception of students in the Substantially Separate Classrooms, was measured with the new, more rigorous Progress Report. It is expected that most grade levels will achieve the 80% proficiency benchmark in most Essential Standards.

Goal #2 – Mathematics

Goal 2a: During the 2013-2014 school year, students in grades 1 - 5 received math instruction for 70 minutes each day. All teachers continued to implement the revised *Investigations in Number, Data, and Space (TERC)* curriculum. Teachers also used a variety of materials to supplement the program in order to meet new mathematics standards. Throughout the year, teachers participated in Grade Level Progress Meetings every 6 weeks with the Math Specialist and Principal. The meetings provided time to discuss the *Investigations* curriculum and to share supplementary materials. The meetings provided time to discuss students' performance on common assessments, align instruction with Common Core standards, review student work, and discuss Team Goals. The Math Specialist used Grade Level Progress Meeting time throughout the year to provide job-embedded professional development to all grade levels (e.g. place value and use of rekenreks in kindergarten and grade 1, Muffles' Truffles (multiplication) in grade 3, and math practice standards in grades 4 and 5). Although the 2014 MCAS results are not yet available, we expect that at least 80% of grade 5 students will achieve Advanced /Proficient status. In 2013, 91% of Grade 5 students scored Advanced/Proficient on MCAS.

Goal 2b: Common Assessments were implemented in all grades (K – 5). The Math Specialist and Principal met with Grade Level Teams at 6-week intervals throughout the year to review common assessment data and to discuss student learning. During the 2013-2014 school year, teachers were quite vigilant analyzing assessment data to guide instruction and to identify students who needed re-teaching and more narrowly focused RTI.

Goal 2c: Individual teachers and grade level teams monitored student progress at regular intervals. It is expected that at least 80% of students (K-5) will achieve Proficiency on most, if not all, of the essential standards on the end-of-the-year Progress Reports.

Goal 2d: Grade Level Teams continued their collaboration with the Math Specialist to align the curriculum with the Common Core standards and to align materials accordingly, shifting and sharing materials between and among grade levels, as appropriate.

Goal #3 – School Climate

Goal 3a: Open Circle is an integral part of the culture at Willard with the expectation that 100% of classrooms are engaged in 1 or 2 weekly sessions. The common vocabulary taught in Open Circle has become a school-wide vocabulary, evidenced by consistent use of Open Circle concepts and vocabulary by students and staff.

During the 2013-2014 school year, there was a significant reduction in office referrals for behavior. There are a few possible reasons for this decrease. The most likely reason is the effectiveness of Open Circle lessons. In addition, the School Counselor and the School Psychologist provided proactive intervention in Open Circle/Bullying Prevention programs in several classrooms may have contributed to this reduction in social conflicts. Furthermore, School Counseling numbers increased this year to an average of 40 students seen regularly each week. These counseling sessions play a dual role: helping to pre-empt social conflict and equipping students with the skills needed to avoid social conflict. Finally, at the first all school assembly in September, the principal launched the year-long initiative: Choose Kind.

Our School Psychologist and School Counselor, who is the Open Circle Coach, share responsibility for facilitating the resolution of student conflicts at the Peace Table. The Peace Table formalizes the peer conflict resolution process, and puts into practice the problem-solving steps that are taught in the Open Circle curriculum, grades K-5.

Goal 3b: The implementation of Open Circle and Bully Proofing curriculum has a systemic effect on the climate of the school, and does appear to have a positive impact on climate and social problem-solving among students, as evidenced by the social behavior of a majority of Willard students. The behavior data reflects a 50% reduction in behavior referrals in 2013-2014 compared with the previous school year.

Finally, Willard continued the practice of presenting a "Wow Willard Award" to deserving students. Students were nominated by staff members, and given verbal recognition by the principal during morning announcements and were called down to the office to receive a Wow Award for promoting positive behavior, acts of kindness, being an upstander, and other positive contributions to the school community.

The Willard School Community began the school year with an all school assembly. The Principal shared a read aloud of a picture book about Kindness. In order to promote kindness, the faculty reached consensus on the school wide theme *Choose Kind*. Throughout the year, students contributed to a seasonal Kindness Tree display, which gave students the opportunity to capture special acts of kindness and record the act on a leaf (fall), mitten (winter), or flower (spring). The year-long display was a powerful reminder of the ways that students chose to be kind,

Goal 3c: Over the course of the year, each grade level (Grades 1 – 5) planned and led an All School Assembly. Individual grade level teams determined the content of their assembly. In all cases, the assemblies provided students with an opportunity to perform publicly by sharing their learning with the entire school community. The assemblies provided students with an authentic opportunity to speak publicly, collaborate and cooperate with their peers, and to plan, organize, and problem solve with their peers. Singing the Willard School Song to conclude each assembly served as a unifying thread for the assemblies throughout the year.

Goal 3d: Many students opted to participate in Trick or Treat for UNICEF. Students collected almost \$670 to benefit UNICEF. This activity has been a Willard tradition for many years. In late

January, Willard School launched a *Souper Bowl* campaign to coincide with the Super Bowl. Students were invited to bring in canned soups or other canned goods. Willard Students placed their canned foods in front of one of two displays depicting Super Bowl teams. Students enjoyed seeing if they were able to predict the Super Bowl winner and Open Table benefitted greatly from the successful canned food drive. This year the Willard Annual Food Drive was a success, once again. Fifth graders worked directly with the School Counselor and their classroom teachers to promote, advertise, collect and organize the food donations sent to Open Table in Concord. In addition, Willard students celebrated half way day (the 90th day of school) by making a donation to Open Table in exchange for coming to school dressed in a silly half way fashion.

All grade 5 students participated in a Service Day in May. Under the supervision of parent volunteers, students completed service projects at Gaining Ground, The Old Manse, and Emerson Field. In addition, some 5th graders offered their time on Service Day in the Willard cafeteria creating craft items and centerpieces for Open Table.

Goal 3e: By the end of the year, students in grades kindergarten through 5th will have heard a Japanese folktale or other culturally relevant story. Grade 2 students learned about our sister city relationship with Nanae, Japan and practiced making origami. Many grade three students completed a Japanese culture webquest. A 5th grade teacher hosted a visit with a teacher from Nanae in the fall. This visit provided students with the opportunity to learn about Japanese schools and Japanese culture.

Goal 3f: This year several staff members participated in a building-based “Mindful Awareness Group” led by Julee Vitello. This activity helped to promote collaboration and collegiality. The group met for 10 sessions, for 40 minutes each session, before school. The group discussed ways to practice mindfulness strategies for the benefit of the classroom climate, teacher-to-teacher interaction and to promote feelings of success at work and in school through the development of the “Three R’s” from the Courage to Teach curriculum: Relational Trust, Reflection, and Renewal.

The group practiced secular mindfulness meditation, using a number of auditory, guided and unguided practices. The group discussed and gained a greater awareness of ways to manage stress, respond to the demands of the profession, and to maintain a calm and centered presence in the classroom. The goal of the group was to promote more positive feelings of well-being among staff, as well as learning strategies for modeling and integrating the practice of quiet reflection strategies into their work with children. The activity also resulted in more substantial bonds among staff members, in a different type of collaborative context. Many staff members also continue to participate in a weekly yoga class, after school, to promote health, well-being and connectedness among staff members.

In addition to the usual grade level and departmental meetings among staff, many staff members chose to participate in two follow-up sessions exploring case studies in Executive Functioning led by Sarah Ward. This training was extremely informative and beneficial to staff and the application of the strategies and techniques learned have had a very positive and productive

impact on students. The opportunity to collaborate in this endeavor has promoted greater collaboration and enhanced collegiality among staff.

In addition, the entire professional staff read Wonder by R. J. Palacio during the summer of 2013. Professional staff members discussed this book in the fall in grade level teams and as a staff as a whole. Reading this book as a staff, provided a shared opportunity for staff to have the shared experience reading about a unique and special child who overcame the teasing and unwanted scrutiny triggered by his significant facial deformities.

Many staff members collaborated on school-based activities that provided a sense of community building among staff and students: Family Reading Night, Souper Bowl, Willard Food Drive, Half Way Day, Spirit Days for Patriots/ Red Sox, Bruins.

Goal #4 – Technology (On-line Writing & Digital Citizenship)

Goal 4a: This year 100 % of students in grade 3-5 engaged in online writing experiences with Google Apps for Education. All students in grades 3 - 5 used Google Drive to collaborate online. Students completed writing assignments and classroom writing projects using Google Drive. The staff continues to deepen their knowledge of Google Drive, a digital platform where students can seamlessly continue working on their writing and/or school projects at home. The use of this platform has created a collaborative community at Willard School. Teachers have had the opportunity to support many digital writing skills as well as several digital citizenship skills with this platform. Students have learned the responsibility of having an online account, sharing appropriate content, and knowing how an online workflow functions.

All 5th grade students used KidBlog as part of their participation in Massachusetts Book Award reading project. Many students in other grades had experiences with KidBlog as well. KidBlog is a safe online blog service for students to create discussions, write comments and share information. Students learned how to participate in an online discussion and learned how to write to a larger audience beyond their classrooms.

Goal 4b: All students in grades 1-5 participated in the K-5 Library program We ARE Digital Citizens. In grades 1 and 2, the instructional focus was on the need for students to take a parent with them in cyberspace and convey the fact that not everything on the Internet is made for children. In grades 3-5, students learned about appropriate online behavior, responsible Internet use, and effective search strategies. Cyberbullying was also covered in the digital citizenship curriculum. Twenty-five 5th grade groups are working on "How To" videos. Approximately one-third of the groups are covering Digital Citizenship topics.

Goal 4c: In order to facilitate the implementation of the New Supervision & Evaluation all staff members received training in the use of Baseline Edge. Teachers used this platform to record all elements of the Supervision & Evaluation continuum: Self-Assessment, Student Learning Goals, Professional Practice Goals, and the evidence to support their work in achieving their goals as well as evidence to support their parent outreach and professional collaboration.

Concord-Carlisle Regional School District
 Concord Public Schools
 District Goals 2014-2015

DISTRICT SMART GOAL:

By June 2015, students in grades K – 12 will master critical end of year grade level standards.

WILLARD SMART GOAL:

By June 2015, Willard students K – 5 will demonstrate mastery in the essential ELA standards at each grade level, as evidenced by:

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Implementation of research-based curriculum (K-5) in keeping with the revised MA Framework (Common Core Standards)	1. Grade level teams will plan & monitor Guided Reading groups, Literature Circles and Lucy Calkins Writing work.	1. Achieve 90% Advanced/Proficient in Grade 5 ELA MCAS
2. Implement Common Assessments: Modified Marie Clay Observational Assessment & Phonemic Awareness Assessment, Teachers College, & GRADE	2. Grade level teams will analyze student assessment results and adjust instruction accordingly to promote student growth	2. Achieve 80% proficiency of Essential Standards of end-of-year Progress Reports (K-5)
3. Identify students at-risk and provide RTI assistance as needed: Tier 1, Tier 2, Tier 3. Provide consistent comprehension instruction in Tier 2 & Tier 3 support settings, as appropriate.	3. Grade level teams will monitor student progress at prescribed intervals. Classroom teacher will monitor student's progress and adjust instruction accordingly.	3. Students will make progress toward grade level benchmarks or the intervention will be changed or intensified.
4. Continue to strengthen our approach to Common Core Standards in writing (Narrative, Informational, Persuasive)	4. Grade level teams will collaborate and work with ELA Specialist to teach writing genres & assess students' progress with the district genre-specific rubrics drawing from a range of writing prompts.	4. Collect and score samples of student writing using genre-specific district rubrics in three genres. Determine percentage of students achieving proficient or above in all genres.
5. Further develop & implement Close Reading Strategies in grades 2 - 5.	5. Grade level teams & ELA Specialist will collaborate in the refinement of	5. Collect & score samples of students' responses to open response questions

Concord-Carlisle Regional School District
Concord Public Schools
District Goals 2014-2015

	Close Reading lessons and strategies.	based on close reading texts. 80% of students will score proficient or higher
6. Continue to strengthen student responses to Open Response type questions in grades 3 – 5.	6. Grade level teams will collaborate to develop lessons and techniques to address open response questions.	6. Collect and score student responses using a rubric. Provide feedback based on the rubric for students to incorporate in their future responses. 80% of students will score proficient or higher in Open Response Questions.

Concord-Carlisle Regional School District
 Concord Public Schools
 District Goals 2014-2015

DISTRICT SMART GOAL:

By June 2015, students in grades K-12 will master critical end of year grade level standards.

WILLARD SMART GOAL:

By June 2015, Willard students K – 5 will demonstrate mastery of essential end of year math benchmarks at each grade level, as evidenced by:

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Teach research-based Math curriculum (<i>Investigations</i>) (K-5) in keeping with MA & Common Core Standards	1. Grade level teams will plan & monitor instructional timeline & flexible grouping opportunities, as appropriate	1. Achieve 85% Advanced/Proficient in Grade 5 Math MCAS
2. Implement Common Assessments (K-1 Kathy Richardson), Unit Pre & Post Tests Grades 2 – 5)	2. Grade level teams will analyze student assessment data and adjust instruction accordingly to promote student growth, re-teaching as needed.	2. Achieve 80% proficiency of Essential Standards on end-of-year Progress Reports (K-5).
3. Identify students at risk and provide RTI assistance as needed: Tier 1, Tier 2	3. Teachers and RTI providers will monitor student progress at regular intervals & adjust intervention & classroom instruction as needed.	3. Achieve 80% proficiency of Essential Standards of end-of-year Progress Reports (K-5).
4. Continue to align instruction & instructional materials to meet Common Core State Standards in Math and to include math practice standards into instructional practice.	4. Grade level teams will collaborate with Math Specialist to identify changes in Framework & align materials accordingly	4. Materials & resources will be shifted and shared to align with changed standards, as appropriate. Teachers will embed Math Practice Standards into lessons on a regular basis.

Concord-Carlisle Regional School District
 Concord Public Schools
 District Goals 2014-2015

DISTRICT SMART GOAL:
 Increase K-12 students' social and emotional learning.

WILLARD SMART GOAL:
 By June 2015, Willard students and staff will demonstrate a positive school climate, as evidenced by:

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Implementation of Open Circle Curriculum (K-5)	1. Each classroom will hold Open Circle meetings weekly or twice weekly. Mental Health staff will provide coaching and support, as needed.	1. All students and staff will use and understand Open Circle vocabulary and concepts
2. Each teacher will promote positive expectations of student behavior per Open Circle and Anti-Bullying Curriculum.	2. Teachers will develop positive classroom norms and will reinforce school norms and expectations for positive behavior across all settings. Encourage sharing of ideas that work.	2. 5% reduction in behavior referrals to Mental Health Team.
3. Each grade level team (Gr. 1 -5) will plan and lead one all school assembly.	3. Grade levels will collaborate as they plan, schedule, and lead an all school assembly to promote a sense of student/grade level pride and a strong sense of community	3. Students will plan and carry out the assemblies. Each grade level (1-5) will lead one assembly per year.
4. Students will participate in outreach and service opportunities.	4. Students will participate in established activities (Trick or Treat - UNICEF, Willard Food Drive, Souper Bowl, etc.), 5 th Grade Service Day & others, as appropriate.	4. Monetary and food donations will be made to UNICEF & Open Table and the results will be tabulated. Students will provide holiday cards for Emerson patients & others.
5. Mindfulness team will share mindfulness-based strategies at faculty meetings and offer professional development opportunities to staff.	5. Teachers and professional staff will draw from a variety of strategies & practices that promote calm classrooms, greater self-awareness and improved self-regulation.	5 Students will engage in healthy peer interactions as measured by fewer office referrals

Concord-Carlisle Regional School District
 Concord Public Schools
 District Goals 2014-2015

<p>6. Staff will learn Donna Hick's Dignity Model and will incorporate Dignity principles in our work across all settings.</p>	<p>6. Staff will learn and begin to practice the principles of Dignity in staff & committee meetings and other venues.</p>	<p>6. The dialogue/dynamic between and among all staff members will reflect the principles of Dignity.</p>
<p>7. Continue to implement Grade Level Progress Meetings every 6 weeks.</p>	<p>7. Grade Level Teams, ELA Specialist, Math Specialist, Technology Specialist, SPED staff, Reading Teacher will collaborate, plan, reflect, review student data, and engage in job-embedded professional development.</p>	<p>7. Staff will collaborate to make decisions about curriculum and will use assessment data to plan/adjust instruction. Staff will deepen their knowledge and learn new skills as a result of professional development.</p>
<p>8. Review 2014 TELL Mass data relating to Professional Development.</p>	<p>8. Discuss process for improving equitable access to professional development.</p>	<p>8. Develop a fair process for accessing building-based professional development.</p>

Concord-Carlisle Regional School District
 Concord Public Schools
 District Goals 2014-2015

DISTRICT SMART GOAL:

During the 2014-2015 school year, administrators and teacher leaders will lead all educators and teams to use student assessment data, research and best practices in instruction, assessment and technology to improve student learning.

WILLARD SMART GOAL:

By June 2015, students in grades 3,4, & 5 will demonstrate age-appropriate use of a collaborative digital platform. Students in grades 1 & 2 will engage in digital writing experiences. Students in grades 1-5 will learn and apply skills associated with digital citizenship. Teachers will use software for student data management and record keeping associated with professional goals.

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Technology specialist will work with gr. 3-5 teachers to strengthen the process of writing in a collaborative, digital environment.	1. Tech specialist will support writing in a collaborative, digital environment.	1. 100% of students in grade 3 – 5 will complete 2-3 writing pieces in a collaborative, digital environment.
2. Students in grades 1 – 5 will learn age-appropriate digital citizenship skills during library classes and will continue to apply these skills in the classroom.	2. Students will demonstrate an understanding of appropriate choices in a digital environment. Teachers will engage in ongoing professional development in digital citizenship skills for the classroom.	2. 100% of students will be aware of age-appropriate safe technology practices.
3. Train staff in the use of Baseline Edge (Student Data Module).	3. Teachers will learn to navigate the components of Baseline Edge (Student Data Module).	3. 100% of professional staff will have experience using Baseline Edge (Student Data Module).
4. Continue to hold Grade Level Progress Meetings every 6 weeks.	4. Grade Level Teams will collaborate with ELA, Math, & Technology Specialists to look at student work & assessment information, monitor student progress, adjust instruction, discuss curriculum, and engage in professional development.	4. Grade Level Teams will benefit from regular opportunities to meet and collaborate enhancing their ability to make informed instructional decisions, monitor student learning, and help all students achieve grade level benchmarks.



**CMS School Improvement Plan
2014 - 2015**

Submitted by:

**Lynne Beattie, Principal and SAC Co-Chair
Joyce Chutchian, Community Representative and SAC Co-Chair**

Concord Middle School Core Values

The Concord Middle School staff is committed to cultivating a climate that nurtures the following values in our students:

Community: the compassion and loyalty toward the world outside of the self.

High Achievement: the confidence and willpower to learn from mistakes, appreciate success, and grow towards one's potential.

Lifelong Learning: the passion to discover new interests and to uncover the fascinating in the mundane.

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I. School Advisory Council Composition 2013-2014

Lynne Beattie, Principal, co-chair
Joyce Chutchian, Community Representative, co-chair
Lori Franck, Parent
Joanne Mathias, Parent
Cynthia Rainey, Parent
Kate Bell, Teacher
Wendy Pfaffenbach, Teacher

Meeting Dates: Concord Middle School SAC Meetings took place in the Sanborn Library, FACS Room or Sanborn Library as listed below:

Thursday, October 17th @ 7 p.m. - Sanborn Library
Thursday, November 14th @ 7 p.m. - Sanborn Library
Thursday, December 5th @ 6:15 p.m. - Sanborn Library
Wednesday, January 6th @ 6:30 p.m. - Boston
Thursday, February 13th @ 6:15 p.m. - Sanborn Library
Thursday, March 13th @ 6:15 p.m. - Sanborn Library
Thursday, April 10th @ 6:15 p.m. – Sanborn Library
Thursday, May 8th @ 8 a.m. – Peabody Forum
Wednesday, May 28rd @ **8 a.m. – Lynne’s Office
Thursday, June 5th @ 8 a.m. - Lynne’s Office, Sanborn

Meeting Summary: The 2013-2014 Concord Middle School (CMS) School Advisory Council (SAC) was comprised of seven members – Two teachers, three parents, one community representative and the principal. A schedule of the monthly meetings is listed above. Meetings were held in accordance with the Open Meeting Law and minutes were kept. These minutes are on file at the Town Clerk and Principal’s offices.

At each meeting, Council members were updated on progress with the school improvement plan. The CMS handbook was reviewed and revisions were made, as submitted to and approved by the CPS School Committee. The handbook continues to be distributed in eco-friendly electronic format, though will be provided in hard copy by request. The Council set two objectives for the year: to seek input from the parent community about use of the CMS web site, and to identify ways to connect with the community and to deepen understanding of race and culture in our community. The Council designed and conducted a survey related to parent use of the CMS website and based on analysis of the data collected using Survey Monkey, determined the following items to be incorporated into a revision of the web site: Redesigned and simplified homepage at cms.colonial.net, reduced layers leading to more direct access to frequently sought information, frequent updates, and restructured teacher and House information. Related to race and culture in the community, the Council proposed a unification of arts and culture with a series of evenings encompassing visual and performing arts.

CMS School Improvement Plan Progress Report 2013-2014

Goal 1: Growth and Achievement

DISTRICT SMART GOAL:

By June 2014, students in grades K – 12 will master critical end of year grade level standards.

CMS SMART GOAL 1: Growth and Achievement

By June 2014, students in grades 6-8 will master critical academic standards at each grade level and subject.

Key Actions	Process Benchmarks	Outcome Benchmarks
Refine implementation of district core curriculum 6-8 incorporating CCSS in ELA, Math and SS & Science Literacy	6-8 English, science, and social studies teachers will collaborate to develop common rubrics and language around literacy	Common instruction and assessment tools (i.e. Common Graphic Organizers, Rubrics, Feedback sheets) will be used for instruction and assessment of CCSS standards in English, science and social studies.

- Atlas Curriculum maps articulate CCSS in ELA, math, and SS and Science Literacy within individual content areas grades 6-8.
- Common Core Literacy Standards: common writing rubrics:
 - complete in 6-8 ELA and Social Studies; used to score common assessments
 - integration into science literacy in process, to be completed summer 2013-14

Key Actions	Process Benchmarks	Outcome Benchmarks
Implement common assessments in five academic subject areas 6-8 Pilot common assessments in art, health/PE, music, IT, frequency to be determined by subject area and grade level	Teacher teams analyze summative and formative common assessment data and use the data to adjust practice and identify and/or implement appropriate differentiated interventions	Administration of district-adopted common assessments for critical subject area standards in each subject. At least 80% of 6-8 students at each grade level demonstrate proficiency (score 80% or higher) or 40% Student Growth Percentage in each subject area on summative common assessments of critical knowledge and skills. Common assessments will be identified for implementation in art, health/PE, music, and IT in the 2014-15 school year.

- Common assessments have been implemented in ELA, math, science, social studies and foreign language
- Pilot common assessments have been integrated in all other subject areas
- Summative common assessment data has been collected, and will be complete by the close of term 3 2013-2014 and achievement data for the year will be analyzed. At the close of Term 2, March 2014, achievement data shows students at each grade level on track to meet or exceed the benchmark of 80% achievement.

Key Actions	Process Benchmarks	Outcome Benchmarks
Analyze data to identify students not meeting outcome benchmarks; identify “student learning issues” so as to identify appropriate intervention and adjust instructional practice to improve student achievement	Implement progress-monitoring procedures to track students’ progress Implement building based structures and explore alternative options to support students not meeting benchmarks	Students in grades 6-8 receiving special education services achieve at least 90% of the goals on IEPs. At least 90% of 6-8 students at each grade level score Advanced or Proficient or 40% Student Growth Percentile on ELA MCAS. At least 80% of 6-8 students at each grade level score Advanced or Proficient or 40% Student Growth Percentile on Math MCAS At least 80% of 6-8 students at each grade level earn a B- or higher in all subject areas on CMS year-end grade reports.

- All 6-8 students receiving special education services will achieve at least 90% of current IEP goals.
- 2014 MCAS scores are not returned yet. 2013 Aggregate percentages of students scoring Adv/Prof:

Subject	Grade 6	Grade 7	Grade 8
ELA	91%	95%	95%
Math	81%	84%	82%
Science	--	--	64%

- Grade reports for the year will be complete as of June 27; on track to meet 80% achievement target based on scores in terms 1 and 2:

Grade Level/Subject Aggregate Percentage Students Scoring $\geq 80\%$	6	7	8
English	94%	88%	90%
Math	74%	81%	83%
Science	99%	88%	80%
Social Studies	91%	91%	90%
Foreign Language	94%	97%	94%

<p>Expand pilot of one-to-one laptop program to include grades 6 and 7.</p>	<p>Students in grade 6 & 7 will increase use of digital tools to demonstrate mastery of content standards through curriculum.</p> <p>Teachers participate in training course related to technology integration.</p> <p>Plan for parent support forums is designed and piloted.</p>	<p>Curriculum maps include student-centered technology integration in grades 6 and 7.</p> <p>Technology plan to address teacher training and support</p> <p>Articulated plan for parent support forums</p>
---	--	--

- MacBook Air laptop computers were assigned and distributed in October 2013 to all 456 sixth and seventh grade students
 - A parent information meeting was held September 24, 2013
 - A two-day student training for 6th graders and a one-day refresher for 7th graders were each conducted by technology specialists in each building following distribution of computers
- Twenty CMS staff participated in Ed Tech Teacher professional development course, focused on integration of tools promoting critical thinking, creating, collaborating, and communicating. Tools used included Google Apps, Voice Thread, Quizlet, Moodle Tools, blogs, Moodle, online textbooks, and virtual science sites. Course will be further revised for 2014-2015.
- All students 6-8 have Google Apps accounts
- All teachers 6-8 post homework using Google Calendar
- Teachers 6-8 have implemented various practices using digital tools and students have experienced a variety of new technology integration opportunities. *See CMS School Committee Presentation on Technology Integration 4.16.14 at <http://cms.colonial.net>*

Goal 2: Professional Practice

DISTRICT SMART GOAL:

During the 2013-2014 school year, administrators and teacher leaders will lead all educators and teams to use student assessment data, research and best practices in instruction, assessment and technology to improve student learning

CMS SMART GOAL 2: Professional Practice

During the 2013 - 2014 school year, CMS principal, assistant principal, department chairs and teachers will implement the new educator evaluation system in order to achieve improved results in student learning.

Key Actions	Process Benchmarks	Outcome Benchmarks
<p>Principal, assistant principal, department chairs and teachers, will participate in training for the new educator evaluator system.</p> <p>Evaluators and teachers will continue development of collaborative inquiry for the purpose of improving student growth and achievement through revised curriculum and instruction.</p>	<p>During professional days, faculty meetings, department meetings and grade level meetings principal and assistant principal facilitate learning the process for the new educator evaluation system; teacher teams will work toward understanding and implementation of the new regulations (SMART goals, understanding rubrics, developing portfolios, etc.)</p> <p>Evaluators and teachers practice collaborative inquiry during grade level and department meetings.</p>	<p>Completion of the required procedures and documentation as outlined by the new evaluation system (principal, assistant principal, department chairs)</p> <p>Completion of the required material for their designated evaluative year under the new evaluation system (teachers)</p> <p>Process for data collection and analysis in all subject areas</p>

- A team of 12 CMS staff, including Department Chairs, Teaching and Learning Liaisons, Principal, Assistant Principal, and CTA Rep attended DESE-based training, planned and executed training sessions for all staff from September through December. As part of the training, members created exemplars for SMART Goal and Action Plans as well as educator artifacts.
- Teachers have used the *Baseline Edge* web application to submit goals and action plans, and to create portfolios of evidence of their practice.
- Administrators and Department Chairs (primary and secondary evaluators) have used *Baseline Edge* to document and share observation feedback, formative assessments, and formative and summative evaluations.
- Goals conferences were held by all teachers with evaluators, and formative, and summative conferences were held by evaluators for teachers by request; almost all teachers chose to conduct a conference to review evidence.

- Grade Level or Department meetings were scheduled twice per month school wide on Tuesday afternoons and once per week in addition for English, math, science, and social studies teachers. Both formative and summative assessment data informed discussion as did collaboration to create those assessments. Analysis of student performance informed practices teachers used to respond to situations in which students were not meeting benchmarks. Teachers collaborated to share how they responded and adjusted practice. Next steps include determining a consistent process for collecting data across different subjects when there are a variety of assessments, and developing a database of responses to various learning needs using data collected this year.
- Teachers across all subject areas have implemented and documented a variety of formal and informal formative assessments, data from which have been the basis of instructional planning both throughout curriculum units to respond to student need and at the end of units to inform necessary revisions for future instruction.

Goal 3: Community and Climate

DISTRICT SMART GOAL:

Increase K12 students’ social and emotional well-being

CMS SMART GOAL 3: Community and School Climate

During the 2013-2014 school year, CMS will improve school climate through increased social competency opportunities to reduce incidents of hurtful behavior among students ~~and further implementation of recommended actions as reported by staff related to TellMASS data.~~

Key Actions	Process Benchmarks	Outcome Benchmarks
<p>Continue CMS Stands Together curriculum integrating <i>One school, One Book</i> experience</p> <p>Evaluate current community-building practices: Peer Mentors, Student Leaders, House Huddles with regard to participation level and focus on positive community action and support</p>	<p>Develop and implement new process for instruction throughout the year; teachers and guidance staff collaborate to provide bullying prevention and intervention programming</p> <p>Identify ways to increase participation in Peer Mentors and Student Leaders</p> <p>Identify ways for student leaders to further empower student impact on social competency in the community</p>	<p>Student participation in CMS Stands Together curriculum</p> <p>Implementation of <i>One School, One Book</i> model with <i>Wonder</i></p> <p>5% increased participation of students engaging in positive activities sponsored by student groups to reduce hurtful behavior</p>

- CMS Stands Together was revised from one 2 ½ day experience to five single-class blocks of instruction from December – February. An exit survey will be given to 8th graders and teachers to evaluate needs for further revision for the fall.
- All CMS students read *Wonder*: students were assessed on their reading in English classes to gather baseline data on literacy skills.
- Baseline data was gathered on after-school program participation for monitoring of future increased participation. Four new, student-initiated, activities were added: Dungeons and Dragons, Debate Club, Dodge Ball, and Origami. Animals and Planet expanded community outreach by organizing the *Pet Palooza* dog show and fundraiser to be held June 7th, 2014.

Goal 4: Community and School Climate

CMS SMART GOAL 4: Community and School Climate

During the 2013-2014 school year, CMS administration will improve school climate through actions recommended by staff following the TellMASS survey.

Key Actions	Process Benchmarks	Outcome Benchmarks
<p>Principal/assistant principal provide increased visibility and response to staff and students</p> <p>Principal works with School Leadership Focus Group to ensure transparency around and increased opportunities for input from staff</p> <p>Principal/Assistant Principal facilitate Schedule Task Force to construct alternative models for student programming and non-instructional time</p>	<p>Implementation of regularly scheduled rounds.</p> <p>Improved response time to emails from staff</p> <p>Evaluate leadership teams (Chairs, House Leaders, Tech Advisory Group, Student Support team) and current communication structure and identify necessary revisions</p> <p>Expand leadership team to include representation from a broader spectrum of subject areas</p> <p>Objectives for models and evaluations to be constructed</p> <p>Evaluate/implement pilots for revised use of homeroom time, reallocated teacher duties, restructured teacher meeting time.</p>	<p>Rounds conducted at least twice weekly throughout the school year</p> <p>Consistent 24-48 hour response to emails</p> <p>Analysis of function of leadership and communication structure</p> <p>Evaluation of impact and compensation of additional Teaching and Learning liaison roles.</p> <p>Options for schedule articulated.</p> <p>Viable pilots implemented or planned for implementation in the following school year.</p>

- 88.5% of CMS teachers responded to the TellMASS Survey
- Some progress was illustrated by the survey directly related to actions; at the time the survey was administered, most were in initial stages of implementation; impact not yet measurable:
 - Implementation of regularly scheduled rounds and improved response time to emails from staff: email response time is regularly 24-48 hours, with few exceptions; consistent implementation of rounds has not been maintained and needs further examination to determine the potential to differently allocate administrative time in order to increase time in classrooms.
 - Leadership teams (Chairs, House Leaders, Tech Advisory Group, Student Support team) have implemented a consistent format for minutes, explicitly stating items for action and communication.
 - The Teaching and Learning Team was created, an expansion of Department Chairs (English, math, science, social studies, and foreign language) to include representation from a broader

spectrum of teachers across other subject areas (four representatives from music/art, health/physical education, library/technology, and special education/guidance).

- A decision-making process has been introduced, and was implemented for the purpose of implementing a new schedule model for FY15.
 - A pilot was implemented for flex blocks during the school day, and was evaluated. Feedback was considered as part of development of a new schedule.
 - The Schedule Task Force, facilitated by the principal, designed a 6-day/6-block rotation schedule to be implemented as a one-year pilot in the fall, 2014. Three options for a 6-day rotation were presented to and processed by staff with opportunities for input. The selected model is supported by 64% of the teachers strongly favoring this model over options that would reduce integration of arts in the core CMS program. The Task Force will complete an articulation of the criteria and process for evaluation to be conducted during the 2014-2015 school year.
-
- Overall teacher and school leadership results were disappointing; initial drill-down into faculty responses indicates that lack of visibility and communication challenges are high contributors to dissatisfaction and are significantly impacted by the two building model. These need to be addressed; a recommendation to increase administrative staff for the FY16 school year will be made.

Introduction:

The CMS 2014-15 School Improvement Plan includes S.M.A.R.T. goals intended to improve growth and achievement among CMS students, professional practice among staff, and community and climate for all. We will continue to use data to inform practice in order to design and implement interventions to help our learners. Our focus on climate, for both students and adults, will lead to a positive educational environment.

Goal 1: Growth and Achievement

DISTRICT SMART GOAL:

By June 2015, students in grades K – 12 will master critical end of year grade level standards.

CMS SMART GOAL 1: Growth and Achievement

By June 2015, students in grades 6-8 will master critical academic standards at each grade level and subject.

Key Actions	Process Benchmarks	Outcome Benchmarks
Continue to refine implementation of district core curriculum 6-8 incorporating CCSS in Science Literacy	6-8 science teachers will adapt the common humanities rubric for science and develop writing prompts for science curriculum to assess literacy skills with science content	Rubrics will be used for instruction and assessment of CCSS standards in science.
Implement common assessments identified as District Determined Measures in all subject areas, grades 6-8	Teacher teams analyze summative and formative common assessment data and use the data to adjust practice and identify and/or implement appropriate differentiated interventions	Administration of district-adopted common assessments for critical subject area standards in each subject. At least 80% of 6-8 students at each grade level demonstrate proficiency (score 80% or higher) or ≥40% growth in all subject areas on summative common assessments of critical knowledge and skills.

<p>Analyze data to identify students not meeting outcome benchmarks; identify “student learning issues” so as to identify appropriate intervention and adjust instructional practice to improve student achievement.</p>	<p>Implement progress-monitoring procedures to track students’ progress.</p> <p>Implement House-based intervention process to support students not meeting benchmarks.</p> <p>Design and implement an achievement program focused on Boston resident students.</p>	<p>Students in grades 6-8 receiving special education services achieve at least 90% of the goals on IEPs.</p> <p>Decrease the achievement gap between Boston resident students and CMS aggregate scores.</p> <p>At least 90% of 6-8 students at each grade level score Advanced or Proficient or 40% Student Growth Percentile on ELA MCAS.</p> <p>At least 80% of 6-8 students at each grade level score Advanced or Proficient or 40% Student Growth Percentile on Math MCAS.</p> <p>At least 80% of 6-8 students at each grade level earn a B- or higher in all subject areas on CMS year-end grade reports.</p>
<p>Expand pilot of one-to-one laptop program to include grades 6-8.</p>	<p>Students in grade 6-8 will increase use of digital tools to demonstrate mastery of content standards through curriculum.</p> <p>Teachers participate in professional development related to technology integration.</p> <p>Data collection on technical support needs</p> <p>Plan for parent support forums is designed and piloted.</p>	<p>Curriculum maps include student-centered technology integration in grades 6-8</p> <p>Technology plan to address ongoing teacher training and support</p> <p>Articulated plan for parent support forums; parent forums held</p> <p>Articulated plan for evaluation of impact on habits of mind; data to be used to guide decisions about curriculum and instruction.</p>

Goal 2: Professional Practice

DISTRICT SMART GOAL:

During the 2014-2015 school year, administrators and teacher leaders will lead all educators and teams to use student assessment data, research and best practices in instruction, assessment and technology to improve student learning

CMS SMART GOAL 2: Professional Practice

During the 2014 - 2015 school year, CMS principal, assistant principal, department chairs and teachers will refine implementation of the new educator evaluation system in order to achieve improved results in student learning.

Key Actions	Process Benchmarks	Outcome Benchmarks
Evaluators and teachers will continue development of collaborative inquiry for the purpose of improving student growth and achievement through revised curriculum and instruction.	<p>Evaluators and teachers practice collaborative inquiry during grade level and department meetings using common formative and summative assessment data.</p> <p>Templates created for data collection</p>	Process for data collection and analysis in all subject areas

Goal 3: Community and School Climate

DISTRICT SMART GOAL:

Increase K12 students' social and emotional well-being

CMS SMART GOAL 3: Community and School Climate

During the 2014-2015 school year, CMS will improve school climate through increased social competency opportunities to reduce incidents of hurtful behavior among students.

Key Actions	Process Benchmarks	Outcome Benchmarks
<p>Continue CMS Stands Together curriculum integrating <i>One school, One Book</i> experience.</p> <p>Continue to develop Peer Mentors and Student Leaders with increased focus on positive community action and support.</p> <p>Increase sense of community within school and between home and school for Boston resident students.</p>	<p>Refine process for instruction throughout the year; teachers and guidance staff collaborate to provide bullying prevention and intervention programming.</p> <p>Identify key actions for student leaders to further empower student impact on social competency in the community.</p> <p>Design and implement a community component of the achievement program for Boston resident students, including mentoring programs, and two-way progress reports between home and school.</p>	<p>Student participation in CMS Stands Together curriculum</p> <p>Implementation of <i>One School, One Book</i> model with <i>Freak the Mighty</i></p> <p>5% increased participation of students engaging in positive activities sponsored by student groups to reduce hurtful and increase positive behavior exemplifying pride and participation in the community</p>

Goal 4: Community and School Climate

CMS SMART GOAL 4: Community and School Climate

During the 2014-2015 school year, CMS administration will improve school climate in response to the 2014 TellMASS survey results.

Key Actions	Process Benchmarks	Outcome Benchmarks
Principal/assistant principal provide increased visibility and response to staff and students	Analysis of administrative time allocation and articulation of plan to protect time during the school day	Implementation of plan to protect the school day; rounds conducted at least twice weekly throughout the school year
Pursue additional Assistant Principal for FY16 budget cycle	Evaluation of leadership teams (Chairs, House Leaders, Tech Advisory Group, Student Support Team), current communication and decision-making structures and identify additional revisions	Articulation and analysis of the function of leadership, decision-making and communication structures
Clarify roles and responsibilities in various situations (parental concerns, curriculum decisions, professional development) to ensure a common understanding of our student-centered actions	Implementation of refined and effective communication and decision-making models	Increased satisfaction with school leadership as measured by feedback collected
Principal/Assistant Principal facilitate faculty to evaluate schedule pilot	Evaluation of use of homeroom time, teacher duties, and restructured teacher meeting time as available in new schedule model.	

**Concord Public Schools
FY14 Year to Date Financial Report
June 5, 2014**

	FY2013 Adopted Budget	FY2013 Actual Expenditures	FY13 Budget to FY14 Budget Change	FY2014 Adopted Budget	YTD Actual	Encumb	YTD Balance
Regular Instruction	15,647,480	16,355,743	5.80%	16,554,621	13,576,316	3,447,306	(469,001)
Special Education	7,795,828	7,117,417	7.88%	8,410,279	6,896,406	1,389,789	124,084
Operations	4,213,614	4,108,122	-3.04%	4,085,535	3,717,773	386,491	(18,730)
Administration	2,033,670	2,111,267	0.40%	2,041,803	1,986,558	211,407	(156,162)
Fixed Costs	64,946	55,446	-25.63%	48,300	43,996	-	4,304
Grand Total	29,755,538	29,747,995	4.65%	31,140,538	26,221,050	5,434,993	(515,505)

Circuit Breaker Carry-Over	174,225
Balance	(341,280)
Remaining PROJECTED EXPENDITURES	(219,124)
Balance	(560,404)
Apply Current Year Circuit Breaker Projected Receipts	508,204
Total	(52,200)

ATT A

CONCORD PUBLIC SCHOOLS
CONCORD-CARLISLE REGIONAL SCHOOL DISTRICT

120 MERIAM ROAD CONCORD, MA 01742 PHONE: 978.318.1500 FAX: 978.318.1537 www.concordpublicschools.net

TO: Diana F. Rigby, Superintendent of Schools

FROM: John F. Flaherty, Deputy Superintendent of Finance & Operations 

DATE: June 11, 2014

RE: **Motion to Accept Concord Parent Donations**

Please see attached list of donations made by Concord Parent for field trip at the respective school sites. If you are in agreement, I am requesting that the School Committees vote to accept these generous donations.

Motion:

Vote to accept the donations as described on the attached list in a total amount of \$13,059.50.

Thank you for your consideration.

cc: Concord School Committee

Donations Received From Parents For Field Trips						
June 5, 2014						
		Alcott	Thoreau	Willard	CMS	Total
Butterfly Place	Gr. 1			760.00		760.00
Assabet River	Gr. 1	1,634.35	314.90			1,949.25
Drumlin Farms	Gr. 2	1,137.00	891.60			2,028.60
Bugworks	Gr. 3	683.50	652.00			1,335.50
Great Meadows	Gr. 4		169.00			169.00
Freedom Trail	Gr. 5	66.00	2,183.50			2,249.50
Meet Henry			37.55			37.55
MFA	CMS				2,851.00	2,851.00
Artquest	CMS				775.00	775.00
Shakespeare	CMS				804.10	804.10
Donation	CMS				100.00	100.00
		3,520.85	4,248.55	760.00	4,530.10	13,059.50

**CONCORD PUBLIC SCHOOLS
CONCORD-CARLISLE REGIONAL SCHOOL DISTRICT**

120 MERIAM ROAD CONCORD, MA 01742 PHONE: 978.318.1500 FAX: 978.318.1537 www.concordpublicschools.net

TO: Concord School Committee
FROM: Diana Rigby, Superintendent
DATE: June 10, 2014
SUBJECT: Vote to approve the CMS 2014-2015 Handbook

Motion: That the Concord School Committee vote to approve the CMS 2014-2015 Handbook.

Concord Middle School Handbook



2014 - 2015

CONCORD PUBLIC SCHOOLS

If you are unable to read English well enough to understand school documents or information, please contact the Director of Teaching and Learning, 978-341-2490 x 8131

French

Si vous êtes incapable de bien lire l'anglais ou de bien comprendre les documents de l'école, s'il vous plaît contactez Director of Teaching and Learning, at 978-341-2490 x8131. Ils vous aideront.

Italian

Se lei sono incapace per leggere il pozzo Inglese abbastanza per capire i documenti scolastici o le informazioni, contatta per favore Director of Teaching and Learning, 978-341-2490 x 8131. L'assisteranno.

German

Translation Results by SDL International:

Wenn Sie unfähig zu lesen Englisch ziemlich gut zu verstehen Schule Dokumente oder information sind, bitte scontact das Büro Director of Teaching and Learning, 978-341-2490 x 8131. Sie werden Ihnen helfen.

Korean

영어가 충분하지 않아 학교에서 나온 문서나 정보를 이해하기 어려운 경우엔, Director of Teaching and Learning, (어시스턴트 수퍼인텐덴트) 사무실로 전화 해주십시오. 978-341-2490 x 8131.

Spanish

Si usted es incapaz de leer inglés bien suficiente en entender documentos de escuela o información, avisan por favor Director of Teaching and Learning, 978-341-2490 x 8131. Ellos lo ayudarán.

Portuguese

Se são incapaz de ler suficientemente bem de inglês entender documentos de escola ou informação, por favor entra em contato com o Escritório para Director of Teaching and Learning, 978-341-2490 x 8131. Eles o ajudarão.

Traditional Chinese

Translation Results by SDL International:

如果你不能讀英語還不錯理解學校文件或資訊, 請連絡辦公室 Director of Teaching and Learning, 978-341-2490, x-8131.

Concord Public Schools School Committee

Members

Phil Benincasa

Johanna Boynton

Wally Johnston

Jennifer Munn

Kathi Snook

Contact Information

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120 Meriam Rd.

Concord, MA 01742

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Concord Middle School (CMS) Handbook

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Contact Information

Peabody Building

1231 Old Marlboro Road
Concord, MA 01742

Sanborn Building

835 Old Marlboro Road
Concord, MA 01742

Main Office	978.318.1360	Main Office	978.318.1380
Fax	978.318.1372	Fax	978.318.1392
Principal	978.341.2490 x5110	Principal	978.341.2490 x6110
Assistant Principal	978.341.2490 x5122	Assistant Principal	978.341.2490 x6122
Guidance	978.341.2490 x5102	Guidance	978.341.2490 x6102
Absence Line	978.341.2490 x5690	Absence Line	978.341.2490 x6690
Nurse	978.341.2490 x5158	Nurse	978.341.2490 x6158

Staff Voicemail: 978.341.2490

CMS Staff can be reached via email: username@colonial.net.

Most usernames are first initial, last name, for example: lbeattie@colonial.net.

Additional information can be found on the CMS website: <http://cms.colonial.net>.

School Cancellation or Delay

In the event of school cancellation or delay, parents will be notified by ConnectEd, the automatic email and phone system.

Information will also be posted at <http://www.concordpublicschools.net>.

(§ 5 amends Chapter 622 discrimination prohibition in the public schools of the Commonwealth of Massachusetts). No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation.

(Coordinator: Ms. Kelly McCausland, Director of Human Resources, Concord-Carlisle Regional School District, 120 Meriam Road, Concord, MA 01742 –Telephone: (978) 341-2490, X8117)

A Message from your Principal

Welcome to Concord Middle School! Whether new to our community, or returning for a second or third year, I hope you find this to be a place where you feel supported and are encouraged to reach your potential. Middle school is a time to try out new ideas and activities, and to begin preparation for your life as a young adult and beyond. Toward that end, we strive to help you achieve and develop habits of mind necessary for leadership and lifelong learning through academic and social opportunities in the community.

This handbook is designed to provide basic information that you may need throughout the year. In addition, our website is a resource for students, parents, and guardians, providing details on curriculum, after school activities and schedules as well as other relevant information.

I hope that you have a terrific year. I am looking forward to working with you!

Lynne Beattie, Principal

Our Philosophy on Education

Concord Middle School staff are committed to cultivating a climate that nurtures our core values and helps students develop habits of mind that are necessary for success.

Core Values

Community: compassion and loyalty towards the surrounding world

High Achievement: confidence and willpower to learn from mistakes, appreciate success, and build potential

Lifelong Learning: passion to discover and pursue new and fascinating interests

Habits of Mind

At Concord Middle School we place a high value on three types of thinking that we categorize as Habits of Mind: Critical, Creative, and Self-Regulated thinking. An emphasis on habits of mind in our curriculum and community activities promotes learning and use of higher-level thinking. These are skills that require explicit instruction, practice, and reflection. Lifelong learners use them on a daily basis to further develop the ability to apply complex thinking processes such as applying, analyzing, evaluating, and creating. Our goal is to help students expand the limits of their knowledge and abilities inherent in the CMS core values.

Our Heritage

We are proud to attend school in a community that holds a place in history. The two buildings of CMS are named for prominent educators.



Peabody Building - Opened in January of 1970, the Peabody Building is named for Elizabeth Palmer Peabody, educator and author. Born in Billerica, Massachusetts in 1804, she lived a life filled with accomplishments in education and literature. She founded two private schools in Boston and Lancaster and began the first American kindergarten in Hamburg, Germany. In addition, she published numerous textbooks of grammar and history. A contemporary

and close friend of Emerson, Hawthorne, Horace Mann, and the Alcotts, she spent a great deal of time in Concord where she frequently visited and taught at Alcott's Concord School of Philosophy. Miss Peabody died in Jamaica Plain at the age of ninety, and is buried in Concord near Emerson and Hawthorne.



Sanborn Building - Opened in 1965, the Sanborn Building honors a distinguished former citizen of Concord, Franklin Benjamin Sanborn. Mr. Sanborn was a prolific journalist and author who wrote countless magazine articles and more than ten books. As an educator, he helped found the Clark School for the Deaf in Northampton, Massachusetts and the Concord School of Philosophy. Mr. Sanborn

was also a strong supporter of the abolitionist cause and helped to improve conditions for the blind, the mentally ill, the poor, and those in prisons. Mr. Sanborn was born in Hampton Falls, New Hampshire in 1831 and died at the age of eighty-five in Plainfield, New Jersey.

Organization of Concord Middle School

The Concord Middle School is made up of the Peabody and Sanborn buildings, and administered by one Principal and one Assistant Principal. One group of academic and special area department chairpersons supervises instructional programs. With few exceptions, all middle school students participate in the same courses and activities without regard to their building assignment.

Houses

Students in each grade level at each building attend classes with their "house" team of teachers. Each house is assigned a special education case manager and a guidance counselor. House teachers work together, support students, and communicate with families.

Departments

CMS teachers coordinate curriculum, instruction, and assessment by subject area departments. Members meet weekly by grade-level and twice monthly as a whole to reflect on instruction and revise curriculum as needed to maximize student achievement.

Student Groupings

Students are grouped to ensure that the population of a house and building represents the full range of student abilities, interests, and needs of the entire school. The exception is in mathematics, where students are placed into levels. Student level assignments are recommended by teachers based on student performance, and are flexible in that they may change during the school year if student progress indicates a need.

School Advisory Council

CMS maintains a School Advisory Council in accordance with the Massachusetts Department of Education School Council regulations. The Council, including the principal, parents, staff, and a community member, serves as an advisory board to the principal regarding the school handbook, school improvement plan, and various initiatives that may arise. Elections for parent representatives are held annually with PTG oversight.

A Day in the Life...

Concord Middle School students come to school with abundant energy.

The day is filled with academic and social learning opportunities geared toward developing the needs of our children.

Student Schedule of Courses

Middle school students attend a full day of required courses and activity periods that provide a challenging and balanced program.

Courses by Grade:

6	7	8
Art	Art	Applied Technology
English	Developmental Language Arts*	Art
Focused Math**	English	Developmental Language Arts*
Foreign Language	FACS	English
Fundamentals	Focused Math**	Focused Math**
Health	Foreign Language	Foreign Language
Instructional Technology	Math	Health
Math	Music - General	Math
Music - General	Music Performance or Elective Cycle	Music Performance or Elective Cycle
Music Performance	Physical Education	Physical Education
Physical Education	Science	Science
Science	Social Studies	Social Studies
Social Studies		

* Developmental Language Arts replaces foreign language

**Focused Math replaces music and art in 6th and 7th, and art in 8th

Please note: Students will not be exempt from enrollment in CMS courses due to participation in activities that occur outside of the school day.

The CMS School Day

Arrival, Dismissal, and Visitors

Note: "Sanborn time" is seven minutes behind real time. School clocks are adjusted accordingly.

Arrival

- 7:55 a.m. Students may enter the building. There is no supervision before 7:55 a.m.
8:15 a.m. All students **MUST** be in assigned homerooms. Attendance is taken.
Students arriving after 8:15 a.m. should report to the main office to sign in.

School Day

You will spend the day in academic and special area classes within your grade-level houses. Every student must report to his/her regularly assigned classes on time.

Dismissal

- 2:30 p.m. Monday, Wednesday, Thursday, and Friday.
1:15 p.m. Tuesday every week.

All students must leave the building at dismissal time if not participating in a supervised after-school program or under the direct supervision of a staff member. If you are staying after school, you must report to your activity no later than 2:40 p.m.

Dismissal Due to Illness

Students may only be dismissed for illness after being evaluated by the school nurse. The nurse will contact parents if dismissal is warranted. Students must be signed out by a parent/guardian in order to be dismissed. Students may not call parents directly to request dismissal. (See Health and Safety for more information on guidelines for evaluating for attendance.)

Dismissal for Appointments

If dismissal is necessary for an appointment, students should bring a note from a parent or guardian to the main office upon arriving at school. Students will be called to the office and must be signed out by the parent or guardian.

Visitors

Due to safety concerns, and to ensure consistent promotion of an academic environment, student visitors are only welcomed to the school if they are Prospective students at Concord Middle School. Every visitor must obtain administrative approval prior to attending school.

CMS Bell Schedule



Monday, Wednesday, Thursday, Friday

55 min periods. 60 min last period. 30 min lunch.

Grade 6		Grade 7		Grade 8	
Homeroom:	8:15-8:25	HR	8:15-8:25	HR:	8:15-8:25
P1	8:25-9:20	P1	8:25-9:20	P1	8:25-9:20
P2	9:20-10:15	P2	9:20-10:15	P2	9:20-10:15
Lunch	10:15-10:45	P3	10:15-11:10	P3	10:15-11:10
P3	10:45-11:40	Lunch	11:10-11:40	P4	11:10-12:05
P4	11:40-12:35	P4	11:40-12:35	Lunch	12:05-12:35
P5	12:35-1:30	P5	12:35-1:30	P5	12:35-1:30
P6	1:30-2:30	P6	1:30-2:30	P6	1:30-2:30

Tuesday

45 min periods, 30 min lunch, No Homeroom

	Grade 6		Grade 7		Grade 8	
P1	8:15-9:00	P1	8:15-9:00	P1	8:15-9:00	
P2	9:00-9:45	P2	9:00-9:45	P2	9:00-9:45	
Brunch	9:45-10:15	P3	9:45-10:30	P3	9:45-10:30	
P3	10:15-11:00	Lunch	10:30-11:00	P4	10:30-11:15	
P4	Tuesday	P4	11:00-11:45	Lunch	11:15-11:45	
P5	11:45-12:30	P5	11:45-12:30	P5	11:45-12:30	
P6	12:30-1:15	P6	12:30-1:15	P6	12:30-1:15	

Sample 6th Grade Student Schedule						
	A	B	C	D	E	F
1	ENGLISH	MATH	MATH	ENGLISH	MATH	MATH
2	PHYS ED	MUSIC	ENGLISH	PHYS ED	ENGLISH	SS
3	SCIENCE	SCIENCE	F.L.	MUSIC	SCIENCE	SCIENCE
4	F.L.	ART	SCIENCE	MATH	F.L.	ENGLISH
5	SUPPLEMENTAL	SS	SUPPLEMENTAL	ART	SUPPLEMENTAL	SUPPLEMENTAL
6	SS	HEALTH	FUND.	SS	SS	IT

Lunch, Recess, and Snacks

The lunch/recess period is a wonderful opportunity to make new friends or to spend some time with friends you may already have. Eating a healthy lunch each day will ensure you have the energy to enjoy your complete school experience.

In each building, students at each grade level have a 30-minute lunch and recess period together every day (See Bell Schedule p. 11 for times). Lunch/recess periods are supervised by teachers. During this time, all students must be in the cafeteria or at recess unless they have obtained a pass to another location. When weather permits, students play outside.

On order to purchase lunch, snacks, or a beverage, a student must have a positive balance in his/her My School Bucks account. For information on My School Bucks, or to set up an account, visit <https://www.myschoolbucks.com/>. Lunch menus and nutrition information are available at <http://www.concordpublicschools.net/food-services>.

Remember... all members of the school community use the cafeteria

- Throw away your trash
- Push in your chair
- Play safely at recess
- Include others

Food Restrictions

Food cannot be brought in for celebration purposes. It can pose a risk to students with food allergies or health concerns, and can make other students feel left out.



Telephone and Cell Phone Use

Students may, on a limited basis, use the office phone during the lunch/recess period to check in with parents about after school activities. Cell phone use is not allowed during the school day; parents **should not** text students during the school day.

Snacks

Students may have a working snack in the afternoon (6th) or in the morning (7th & 8th). Individual teachers provide guidelines for eating snacks in their classes. Snacks must be brought to class, and should include water as the only beverage. Types of snacks may be restricted to meet the needs of students with allergies.

Student Responsibilities

In middle school students are expected to develop a higher degree of responsibility for themselves and their belongings. In order to support that growth, we uphold clear rules and expectations for independence.

Cell Phones

Cell phones must be off and out of sight once you enter the school building and throughout the school day. They may be used after school to arrange transportation.

Hall Passes and Signing Out of Classes

Students must have a hall pass that is plainly visible and properly authorized by the teacher whose room the student is leaving, except at regular passing times. When leaving a class while in session, students must always sign out with their first and last names and the time.

Lockers

During the first week of school, students are assigned a locker for storage of school and personal belongings. Lockers **MUST** be kept neat, orderly and **LOCKED AT ALL TIMES**. With the exception of Sanborn 8th graders, all students must store backpacks in lockers during the school day. It is critical that students do not share lockers or locker combinations with other students. *Reminder: Lockers belong to the school; therefore, school officials may search lockers when they believe it is in the interest of the health and safety of the student body.*

Books

Students are provided a set of textbooks to be kept at home for the school year. If you need a set of books for a second household, let the classroom teacher know. All students are responsible for the care and the return of all books, materials and equipment issued by the school at the end of the year or when a teacher requests it. Students will be charged for lost, damaged or destroyed materials.

Laptops/Computer Use

Students must adhere to the requirements of the CPS Acceptable Use Policy. It is expected that students participating in 1 to 1 computing comply with directed use by teachers and are responsible for the safekeeping of their loaned, leased, or owned equipment. Computers should be used solely for academic purposes at school. (See Appendix R for Acceptable Use Policy).

Lost and Found

Found items should be turned in to the main office and will be kept in the lost and found storage area in the cafeteria. Valuables will be kept in the main office. Clothing left for an extended time will be donated to charity.

Concord Middle School Rules

Through established rules and consequences, we hope to provide a clear set of expectations so that students understand the boundaries of safety in the community. Every student is responsible for knowing and complying with the rules. All school rules apply not only to activities within the school, but also to any school-sponsored activities, whether on school property or not. The school reserves the right to discipline a student if an action at a non-school activity causes a substantial disruption at school.

Rule 1: Students may not bring, possess or use any dangerous weapons at school.

These objects include, but are not limited to, knives and guns.

Why: It is a violation of MGL, Ch.71, Section 37a and Concord School Committee Policy.

Consequence of Violation: The items are confiscated and the Concord Police Department is notified. The student may be subject to suspension by the school Principal or expulsion by the School Committee.

Rule 2: Students may not bring, possess or use any alcohol or drugs at school.

Why: It is against state law and Concord School Committee policy for a person under the age of 21 to buy or possess alcohol or drugs. The use of drugs or alcohol is dangerous to students' health and impacts their ability to learn.

Consequence of Violation: The items are confiscated and the Concord Police Department is notified. The student may be subject to suspension by the school Principal or expulsion by the School Committee.

Rule 3: Students may not bring, possess or use any tobacco products at school.

Why: It is a violation of state law and Concord School Committee Policy to bring or possess tobacco products on school property.

Consequence of Violation: The items are confiscated and the Concord Police Department is notified. The student may be subject to suspension by the school Principal.

Rule 4: All fighting, physical contact, or any other activity that can cause injury to another student or staff member is forbidden. Students may not participate in a fight or intentionally hurt another student or staff member under any circumstances. The student will face discipline whether or not he or she started the fight.

Why: Every student and all staff members should feel safe. Students may be injured when they fight, and there are better ways to resolve differences.

Consequence of Violation: The student may be subject to suspension by the school Principal or, in the case of assault, expulsion by the School Committee.

Rule 5: Students may not bring objects that mimic weapons or dangerous objects to school. This includes, but is not limited to, "toy" guns, water pistols, knives, matches, laser pens or laser key chains.

Why: It is a violation of school rules and creates an unsafe environment.

Consequence of Violation: The student may be subject to suspension by the school Principal.

Rule 6: Bullying and harassment or threats of physical harm are strictly forbidden (see appendix for definitions).

Why: Bullying or harassment hurts students and staff and is extremely destructive to the school climate.

Consequence of Violation: The student may be subject to suspension by the school Principal, or expulsion by the School Committee.

Note: If a student has made a threat of physical harm to another student or to him/ herself, the school requires that the student see a medical doctor or medical health professional prior to her/his return to school. In order for the child to return to school, a medical health professional or medical doctor must provide a written recommendation stating that it is appropriate for the child to re-enter. The doctor, family and school will collaborate to develop an appropriate plan for helping the student to manage his/her behavior in the future.

Rule 7: Students may not damage school, staff, or student property. Students may not write on walls, desks, lockers, bathroom stalls, etc.

Why: Vandalism is a violation of state law, and destructive to the school climate.

Consequence of Violation: The Concord Police Department may be notified. The student may be subject to suspension by the school Principal, or expulsion by the School Committee.

Rule 8: CMS students may not go through the locker or bag of another CMS student or the property, desk or cabinet of a CMS staff member without his/her permission, or take the belongings of others without permission.

Why: This behavior is a violation of the student's or staff member's privacy and/or is theft.

Consequence of Violation: The Concord Police Department may be notified. The student may be subject to suspension by the school Principal.

Rule 9: CMS students may not share passwords, use another CMS student's network login or password, or access a network account not their own (see appendix for Acceptable Use Policy).

Why: This behavior is a violation of the CMS acceptable use policy and/or is theft.

Consequence of Violation: The student may be subject to loss of computer or network privileges and/or suspension by the school Principal. In circumstances involving theft, the Concord Police Department may be notified.

Rule 10: Students may not copy the work of another student or another source without giving credit to that source, or allow another student to copy his or her work.

Why: In order for teachers to be able to help their students, teachers must be able to trust that students are completing their own work.

Consequence of Violation: The student's parents will be notified. At the first violation, the teacher has the discretion to determine how it will affect the student's grade. At a second violation, the student may be subject to suspension by the school Principal. If repeated or egregious violations continue the student may be subject to expulsion by the School Committee.

Rule 11: With the exception of devices assigned or approved by CMS administration, students may not have electronic devices visible and must not have the power on at any point during the school day. These devices include, but are not limited to, MP3 players, electronic games and cell phones. If a student needs a device for educational purposes, the student must get the administration's approval prior to use.

Why: These devices can be extremely distracting for students.

Consequence of Violation: The items may be confiscated, parents may be called, and detention may be imposed.

Rule 12: Students must wear appropriate clothing to school at all times.

Why: Clothing cannot be a distraction to the learning process and purposes of the school.

Consequence of Violation: If a student is inappropriately dressed, a staff member will send him or her to the Main Office to change. If necessary, the school will supply appropriate clothing for the student. Repeated violations of the dress regulations will result in disciplinary action.

These guidelines should be followed:

- Tank tops should have straps 2 inches or more in width.
- Shorts and skirts should extend to mid-thigh or longer.
- No underwear should show (includes bra straps, boxers, briefs, thongs, etc.).
- T-shirts with inappropriate language or logos are not allowed (no drugs, alcohol, tobacco, or profanity)
- Shirts should provide adequate coverage. The student should be able to bend over comfortably without exposure. Bellies should be covered.
- See-through clothing is prohibited.
- Hats cannot be worn in the school building.
- Proper footwear should be worn at all times: No high heels or slippers; soles should protect feet.

Rule 13: Students may not skip class.

Why: The school is responsible for the welfare and safety of students during school time.

Consequence of Violation: The student may be subject to detention or, in the case of repeated infractions, suspension by the school Principal.

Rule 14: Students may not cause a disruption to school, on the school bus, or at any school-sponsored activities. Disruptions include, but are not limited to behaviors such as disrespectful behavior to staff or students, pushing, shoving, fighting, wrestling, "play-fighting," running, making loud noises or any other disruptions that interfere with the educational process in the school.

Why: The above actions interfere with learning.

Consequence of Violation: The student may be assigned a lunch or after-school detention with the teacher, or may be referred to administration. If the disruption is substantial or ongoing, the student may be subject to additional detentions, or in the case of repeated infractions, suspension by the school Principal. A student who repeatedly defies the authority of staff may be subject to expulsion by the School Committee.

An Act Relative to Bullying in Schools (Chapter 92 of the Acts of 2010)

Concord Public Schools has completed a bullying prevention and intervention plan in compliance with this act and has had it approved by the department of elementary and secondary education. The CPS bullying prevention plan can be found at <http://www.concordpublicschools.net>. The complete text of the law can be found at: <http://www.mass.gov/legis/laws/seslaw10/sl100092.htm>. Refer to Appendix K3 for a summary of the District Plan.

Code of Conduct and the Progressive Disciplinary Process

Our goal as educators is to help students develop the empathy, self-confidence, and sense of responsibility that will enable them to make valuable contributions to their community. At Concord Middle School we follow a process of progressive discipline and do our best to enforce this process in a consistent and unbiased manner. We promote reflection about choices and counseling on how to make more positive choices. Depending upon the nature and severity of a violation, a student may simply participate in a reflective discussion and or experience a verbal reprimand. In more serious situations, the student may face withdrawal of the privilege to participate in certain activities for a designated period of time, or possible suspension. When a student faces suspension or expulsion, the school follows state mandated requirements for due process in accordance with Chapter 71; Section 37H of the Massachusetts General Laws (see Appendices I and M).

Progressive Disciplinary Actions and Due Process

Verbal Reprimand

Students meet with an administrator and participate in a discussion about their actions, intentions, and understanding of the impact to the community, whether intended or unintended.

Lunch Detention

Students may receive lunch detention from teachers or administrators for many different reasons (i.e., inappropriate behavior in the hallways, in-class disruptiveness).

After-School Detention

After-school detention is assigned by teachers or administrators and held from 2:30-3:30 p.m. Students may take the 3:45 p.m. late bus home. An outside activity scheduled for the detention day does not excuse the student (i.e., sports practice, game, etc.). Failure to report for detention will result in two days of detention and a phone call to parents.

Detentions may involve sitting silently in the office or various community service activities such as assisting building maintenance staff.

Suspension or Expulsion

Suspension or expulsion from school results from significant infractions that impact the school community. Due process is followed as described below.

Due Process

Before a student is suspended or expelled, s/he will attend a Disciplinary Conference that his/her parents are invited to attend that will follow the procedure below.

A. Prior to the Disciplinary Conference:

1. Administration will notify parents and inform them of the allegation.
2. Administration will conduct an investigation to gather information. Sources may be...
 - a student's confession and/or
 - corroboration of the story from student sources and/or
 - a staff member's testimony.

B. At the Disciplinary Conference:

1. The administration will present the information it has gathered related to the alleged infraction.
2. The student and parents will have a chance to respond to the allegations.
3. The administration will determine the appropriate discipline based on the investigation, the disciplinary conference, and other sources of information.

C. Appeals Process for Suspension or Expulsion:

A parent wishing to appeal the decision of the Principal in regard to a suspension or expulsion may appeal in writing to the Superintendent within 10 school days of the decision.

D. Post-Suspension Re-Entry Process: Prior to re-admission a follow-up conference with the parent/guardian, student, and guidance counselor may be arranged. Our goal is to welcome students back with support and guidance.

Special Note on Dangerous Behaviors

In order to ensure safety, Concord Middle School has established a protocol - through close consultation with experts in the field - to respond to a student who exhibits dangerous behaviors. If a student threatens to self-injure, does self-injure, or threatens the safety of someone else, the staff follows the Concord Middle School Threat Protocol outlined in the Appendix. This protocol provides us with a consistent and effective approach to coordinating our efforts with the work of health professionals and parents. The specific protocols are available in the main office.

Attendance: Absence and Tardiness

CMS recognizes that student attendance is a critical component of both social and academic success. When responding to excessive tardiness and absence, our administration adheres to Massachusetts Law (76:1, 76:16, 76:20) and Concord School Committee Policy (Section JH), as we work together with families to ensure student success.

Please call the Absence Line by 8:30 a.m.

Absence

Peabody: 978.341.2490, x-5690

Sanborn: 978.341.2490, x-6690

If a student is ill or needs to miss school for other compelling reasons, parents should call the absence line before 8:30 a.m. Attendance is taken at the start of the day, and reconciled during first period. If we have not heard from you by 9:30, an automated phone call will go out to the primary phone number and email address listed for your family, informing you that your child is not in school. If we do not hear from you, the absence is unexcused.

In the event that a student is absent three or more days consecutively, a parent may call the guidance office to request work. Teachers will provide work within 24 hours of the request.

Students may not view or participate in after school activities if they have not attended school.

Excused and Unexcused Absences

In accordance with Concord School Committee Policy, **excused absences** are identified as:

Illness or quarantine

Bereavement or serious family illness

Weather so inclement as to endanger the health of the child

Observance of major religious holidays

In the event that an absence for a reason other than those listed above is unavoidable, permission from the principal must be requested in writing one month prior to the date of the absence. The school cannot provide advance homework or repeat instruction when students are absent for reasons other than those identified above. Voluntary absences that are not excused in accordance with CPS School Committee Policy JH have a negative impact on other students in the class, and may decrease a child's motivation and allegiance to the value of school.

Tardiness

Students arriving after 8:15 a.m. must report to the main office to sign in and receive a pass in order to proceed to class. For tardiness to be excused, a note from a parent or guardian explaining the reason for the tardiness is required.

Transportation

Buses

Bus transportation is a privilege which includes many responsibilities. All rules and regulations of conduct which are enforced in school apply to students waiting for and traveling in school buses. The school system is responsible for the conduct of its students while using the transportation system as much as when they are in a school building. Any misconduct will lead to appropriate disciplinary actions ranging from temporary loss of bus privileges to suspension from school.

In the case of injury, students on crutches must be able to board and exit the bus without assistance, and must ride in the front seat to ensure safe evacuation in case of emergency.

Changing Buses

Students must have a pass issued by the main office to "switch" buses to ride to after school activities such as visiting friends, taking music lessons, or attending non-school recreational events. In order to receive a pass, written notes or emails from the parent/guardian of **both** students affected must be given to the secretary upon the student's arrival to school or at lunch time. Bus change requests will not be accepted following the student's lunch period and phone calls home for this purpose will not be allowed. If a note from both households is not received, a bus pass will not be issued. Please note that some buses do not have room to carry additional students. Please check with the Main Office for a list of the "No Bus Passes Allowed" bus numbers.



Permanent passes will be issued upon the written request of parents/guardians to the Director of Transportation with the understanding that there will be no changes in established routes, time schedules, or designated stops. Students may be transported on other than regularly assigned buses for the following reasons:

- after-school activities described above
- to babysitters or day care centers as a 'permanent' year-long arrangement
- in the case of family hardship or an emergency situation to be evaluated on an individual basis by the Manager of Transportation

All requests should be made in writing to the Director of Transportation forty-eight hours in advance.

Late Buses

Late buses are provided for students who take part in sports, after-school activities, extra help, and detentions. Except Tuesdays, there are both 3:45 p.m. and 4:30 p.m. buses serving Concord. For Boston students, there is a 4:30 p.m. bus daily which runs straight to Boston. A mentor group meeting is held with Boston residents who attend an activity finishing prior to 4:30 p.m. Late buses have limited routes, but serve most students of Concord and Boston.

Conduct on Buses

The following conduct and safety issues are reprinted from the Concord Public Schools Transportation Department Handbook. Students should review these items.

General Rules

General conduct expectations of school apply to the bus.

- No standing up while the bus is moving.
- No fighting, horseplay or loud conversation.
- No arms, heads or objects placed outside the bus.
- No litter thrown on the floors or out the windows.
- No objects placed in the bus aisles or in front of the Emergency Door.
- No eating or drinking will be permitted on the bus.
- Strict adherence to the instructions of the driver.

To School

Students should board one at a time and be seated promptly. Everyone must be sitting down before the bus moves away.

- Get on/off vehicle at regular assigned stop.
- Arrive at the bus stop five minutes before the bus is scheduled to arrive.
- Wait off the road, lined up in an orderly and safe manner.
- Load one at a time, use handrails, and go directly to a seat.
- Remain in seats until the bus arrives at school and comes to a complete stop.
- Go directly into the school without loitering in the bus loading zone.

To Home

- Remain seated until the bus comes to a full stop.
- When crossing the street, walk approximately ten feet in front of the bus to be seen by the driver, and wait there until the driver signals it is safe to cross, then cross all the way over so to be out of the street.
- Students staying on the same side of the street should exit straight out from the bus door to the sidewalk or other point several feet away from the bus, and stand there until the bus pulls away.
- Students should **NEVER** walk alongside the bus or attempt to retrieve objects from the ground near the bus. If something drops, wait until the bus pulls away before picking it up.

"Carry On" Items

Only items that can be stored under a bus seat or in a student's lap are allowed on the bus.

Students who have to bring large musical instruments, ski equipment, or the like, must make other transportation arrangements. These items **will not** be allowed on the bus.

Fish bowls, cages or live animals are not allowed on the bus.

Skateboards, Rollerblades, and Ice Skates

Skateboards, rollerblades, scooters, and ice skates are not allowed on the bus unless packed in a bag. These items may not be used on school property.

Bicycles

If you ride your bicycle to school, lock it securely in one of the racks provided on the school grounds. You are not allowed to use your bicycle on the grounds during the school day.

Unauthorized use of a bicycle belonging to someone else is not permitted.

State law requires bicycle helmets for all children 12 years and under and we strongly urge all bicycle riders to wear helmets.

Our Philosophy on Homework

Homework is an important part of student activities at Concord Middle School. The carefully designed assignments prepare students for classroom work and discussion, reinforce learning, aid in development of skills needed for increased academic demands of upper grades, and in the long term, ensure mastery of curriculum and state educational frameworks.

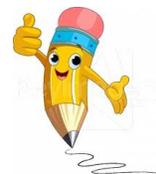
Students should expect homework in at least four of their five core subjects each night: Math, English, Science, Social Studies and Foreign language. Occasionally there are also assignments in other subject areas. CMS requires that in addition to their homework, students read an "outside reading book" regularly. Their academic teachers will help them select their outside reading book.

Time is not provided for homework completion during the regular school day. It is very important that students do not have an overwhelming activity schedule, and that the time spent on studies at home be used wisely. Select a regular time and a suitable place to do homework.

Homework is intended to take no more than 30 minutes per subject. If this is consistently not the case, use the tips below, or contact the teacher.

Homework Tips for Students

- *Use your Google Calendar account to subscribe to teacher homework pages. The task bar can be used to create a checklist for completion. *Please be aware that on occasion, homework assignments may change throughout the day.*
- *Prioritize and plan appropriate time frames for individual and long-term tasks.*
- *Don't leave the hardest subject for last.*
- *Bring home and use your class notes, textbook, and other resources from class, or bookmark important online resources.*
- *Contact a friend. Check the teacher's website. Email the teacher.*
<http://cms.colonial.net/TeacherWebPageHomework>
- *Do your homework thoroughly. Getting it done quickly is not the same as doing it well.*
- *Don't wait until the last minute! Plan for assignments due in the future.*



**Remember that homework is important and not optional -
Putting it off does not make it go away!**

Forgotten Homework

Students who forget homework may call home, then return to the office to pick it up. Individual teachers set their own policies on accepting late work, or work via email.

Make-up Work

Students returning from an absence are responsible for making arrangements for make-up work with their teachers. For absences three days or longer, handouts distributed in class may be requested for parent pick-up by calling the Guidance Office. In accordance with school committee policy, teachers are not expected to furnish assignments in advance if students are planning to take vacation time on regularly scheduled school days. Students must take full responsibility for making up such work upon their return.

Advocate for Your Own Success - Know Your Options

Approach your teacher.

Know that he/she wants you to do well and will help!

Think about...

- *when your teachers are available*
- *how you get permission to meet with teachers*
- *what communication methods are available to you*



Make sure you always use your Google homework calendar; make it your home page!

If you're not sure what to do, ASK... a friend ... a teacher ... another adult. You are likely not alone.

Remember - Every challenge has a solution!

Communication and Reporting

The CMS staff believes that student success is dependent upon the partnership between school personnel and families. We strive to communicate effectively about both intellectual and social-emotional progress. We have described several avenues below that are intended to provide information you need as a student or a parent. Please feel comfortable contacting staff at any time to ask a question or resolve a concern. However, as the teacher's primary responsibility is instruction of CMS students, an email or phone call is strongly recommended prior to scheduling a face-to-face conference.

If at any time you have a question, concern, or would like to provide feedback and are not sure who to contact, the secretary in the main office at either building will be happy to direct you.

Email Communication Guidelines

Email messages are typically an excellent way to initiate a contact with a teacher. Guidelines for successful communication via email:

- Allow 24-48 hours for response from CMS staff; if it is an urgent matter, please call the main office. Staff is not expected to read or respond to email outside of school hours.
- All members of the CMS Community should adhere to appropriate communication etiquette over email, including respectful tone, and proper language usage. *No "texting" abbreviations, please!*
- All CMS students are provided with a colonial.net closed network account. This account is for school-use only, and is set to send and accept email messages only from other colonial.net users.

Please keep in mind that Massachusetts General Law states that e-mails that pass through the Concord Public School e-mail system are considered public records and are subject to Public Records Law, M.G.L. c. 66, 10 (see Appendix).

Health and Safety

The School Nurse works closely with school, home, and community to support student health and wellness. The School Nurse provides emergency care, health guidance and maintenance for students and staff. The school's responsibility is primarily limited to first aid, defined as the immediate and temporary care given in order to prevent further injury until medical care can be secured. Transportation, except for emergencies is the responsibility of the Parent/Guardian and must be available; therefore, it is essential that the school have current emergency contact information on file.

Peabody Nurse: Mary Jenkinson Phone: 978.341.2490 x5158 FAX: 978.318.1372
Sanborn Nurse: Kate Bell Phone: 978.341.2490 x6158 FAX: 978.318.1387

When to Keep Your Child Home

The following guidelines may be helpful for parents to determine attendance. Keep your child home from school if he/she has:

1. vomited during the night
2. cold symptoms with sneezing, coughing and has a persistent runny nose
3. diarrhea
4. oral temperature of 100 degrees or higher
5. severe sore throat
6. does not eat breakfast due to stomach ache
7. pink, bloodshot eyes with yellow or green drainage

Immunization Requirements *Don't cause your child to miss school!*

The Massachusetts Department of Public Health requires that all school children be properly immunized. The only exceptions are for religious or medical reasons and a signed statement by the parent/guardian or health care provider must be on file in the school health record. Any student with incomplete immunizations who is exposed to a vaccine preventable disease will be excluded from school for a period of time after exposure.

The following immunizations are required for entry into 7th grade, or students will be subject to exclusion:

1. Measles Vaccine (MMR) - 2 doses
2. Diphtheria, Pertussis, Tetanus Vaccine (TDAP) - 1 booster dose if 5 or more years since last DPT.
3. Hepatitis B Vaccine - 3 doses
4. Varicella Vaccine (Chicken Pox) - 2 doses

Physical Examinations

1. All new students entering the Concord Public School District must provide a current physical exam.
2. All students entering 7th grade must provide a current physical exam dated after January 1, of their 6th grade year. Notification of physical exam and immunization requirements will be distributed to parents of all 6th grade students.
3. All middle school students who intend to participate in an interscholastic sport must provide a current physical prior to the beginning of tryouts. Physical exams are valid for 13 months. When a physical exam expires during the sports season, a new physical form must be provided to the school nurse for the student to continue to participate. Additionally, all students and their parents must complete a Sports Injury and Concussion Awareness Course yearly in order to try out. The websites are: www.nfhslearn.com/electiveDetail.aspx?courseID=15000 or https://www.cdc.gov/Concussion/Headsup/online_training.html
4. If a student suffers a concussion outside of school, the student's Primary Care Provider, or specialist must provide documentation of the event. This documentation must include Physical and Academic accommodations, as needed. Documentation is also required when the accommodations are no longer needed after the symptoms of the concussion are no longer present.

Medication Policies

All medications to be taken during the school day must be administered by the School Nurse unless they have been approved for self-administration. Students may not carry any medications except for the following: asthma inhalers, Epi-Pen, Cystic Fibrosis digestive enzymes and Diabetes Mellitus insulin administration systems. All medications to be taken during the day should be brought to the School Nurse by the Parent or designated adult. Nurses will only accept a 30 day supply of medication.

1. Over The Counter Medications - Physician authorization must be in writing for all over the counter medication. Medication must in manufacturer's original container.
2. Prescription Medications - All medications must be delivered to Health Office in original pharmacy labeled bottle. For short-term antibiotics, or medications to be given for less than 2 weeks, the parent signature and properly labeled bottle is sufficient.
3. Standing Orders - Diphenhydramine (Benedryl) and Epi-Pen (Epinephrine) are available in the Health Office in case of severe allergic reaction. Nurses can administer acetaminophen, ibuprofen, and cough drops based on her professional assessment with written parental permission.

4. Self-Administration of Inhalers - Students are allowed to carry and self-administer asthma inhalers during school based on knowledgeable use. An Asthma Action form along with a physician's order and parental consent must be current and on file in the Health Office.
5. Epi-Pen for diagnosed Anaphylaxis - Students with signed physician's orders and a completed Emergency Health Care Plan will be encouraged to carry an epi-pen. Members of the educational team will be notified of the student's diagnosis and epi-pen training will be provided. An epi-pen must also be available in the Health Office.

Health Screenings

Vision and hearing screening is done annually on all 7th grade students.

Postural screening is done annually on all 6th - 8th grade students. If signed documentation of postural screening by students primary care physician is given to the Health Office prior to the school screening, the postural exam will not be done in school.

Height, weight and body mass index (BMI) will be done annually on all 7th grade students in the fall. Parents will be able to opt-out of the screening by submitting a written request prior to the screening. Statistical information is provided to the MA Department of Public Health on an annual basis.

Parents who would like to be notified of the results should place a request with the health office.

School Accident Insurance

The Concord School Committee has authorized a school accident insurance plan covering expenses incurred in the event of injury to a student while engaged in school activities. Insurance applications can be found at <http://cms.colonial.net/Forms>.

Fire and Emergency

As part of our safety program, the Chief of the Concord Fire Department requires a report of fire drills held in each of the school buildings. These fire drills must be taken seriously and there are hard and fast rules which must be followed without exception. Directions for leaving the building are posted in every room.

Fire Drill Procedure

1. A teacher will lead each class from the building in a single line.
2. There can be no running or talking during fire drills.
3. All students gather by homeroom classes in a pre-determined spot.
4. Any student in a hallway or stairway when the alarm sounds should leave the building via the nearest exit and report to his/her homeroom teacher in the pre-determined location.
5. Each homeroom teacher accounts for every student.
6. The drill does not end until all students have returned to the classroom with their teacher.
7. The Fire Chief, Principal or Assistant Principal will notify the teachers when the drill is over.

The school conducts other types of drills throughout the school year in order to ensure that students are prepared for other types of emergencies. CMS follows portions of the A.L.I.C.E. response system in order to ensure that students are empowered to act to protect themselves or evacuate in the event that an adult is not available to direct them. Feel free to contact the Principal or Assistant Principal if you have any questions regarding emergency drills.

Other Safety Factors

Science, art, physical education, applied technology and FACS teachers stress safety procedures in using certain pieces of equipment that, if used improperly, could result in injury. Be sure that your child understands and abides by these written and unwritten guidelines, which will be addressed during the year.

CMS Awards

Awards are presented to those students who not only exemplify excellence in achievement, but set themselves apart as role models in the community, making contributions in a variety of fashions.

Philip A. Jones Award

The Philip A. Jones Award is given to a student in each eighth grade house each year in memory of Philip Jones who taught at the Concord Middle School for twenty years - his entire career. Mr. Jones' ideal, as a teacher, was to have all students work to their potential and make the most of their abilities. Being the top student or the bottom student wasn't important. What mattered was putting forth a consistent, honest effort and becoming a better learner and better person. Therefore, the Philip A. Jones Award is voted by the teachers and given to the student who best exemplifies these values.

Nick Ressler Award

This award is an annual recognition given to an eighth grade CMS student in each building who demonstrate a renaissance spirit illustrates by the pursuit of excellence in the arts, academics, and athletics, inspiration for peers, and leadership qualities. In addition to a plaque with formal recognition in each building, the award will include a monetary scholarship for a summer enrichment experience in the arts (musical, visual, or dramatic), academics, athletics or leadership.

Morton R. Seavey Award

The Seavey Award was established by the faculty in 1966 in honor of Mr. Seavey, who was a Principal in Concord from 1937 to 1965. The award goes to a member of the eighth grade, voted by the faculty as having made outstanding contributions in the areas of service, leadership, character and loyalty. One such award is given in each of the two middle school buildings.

Amy Osgood Upstander Award

This award, established in 2012, is given to a student in each eighth grade house each year in memory of Amy Osgood who was the library assistant and peer mentor supervisor at Concord Middle School. Mrs. O brought unending optimism and enthusiasm to the school community, reminding us all to "smile and carry on." The award is presented to the student who demonstrates the qualities that Mrs. O embraced: empathy, sense of humor, positive energy, mentoring of others, and a genuine desire to reach out to all in order to build a strong, caring school community.

Rotary Awards

Awards are given in each subject area to a student in each house, at each building, at the end of the eighth grade year recognizing outstanding scholarship.

Joseph D. Tolwinski Memorial Award

This award is an annual recognition to be given to a seventh grade CMS student in each building who best demonstrates, kindness and generosity of spirit towards others, supportive and encouraging behavior towards classmates, an enthusiastic and spirited approach to life, and a striving to be one's best.

Faith H. Trela Award

This award is given each year in memory of Faith Trela, a former teacher at CMS. This award goes to a sixth grade student in each building who, for reasons other than desire for popularity or self interest, best exemplifies generally unselfish and consistent helpfulness and caring for other students.

Principal's Recognition List

The Middle School Principal has established the Principal's Recognition List. Specifically, students will be recognized by a letter from the Principal at the end of each trimester. To qualify, students must attain grades of B- or better for every grade received on their report cards.

Student Records and Regulations

The confidentiality of a student's permanent record, as required by state statute (Chapter 71, 34E of 1973) is respected. A parent or legal guardian may inspect the contents of their child's record by filing a written request with the principal. A staff member will review the record with parents. The release of any information contained in student records to a third party (such as for school pictures, newspaper articles, etc.) will not be permitted unless consent is given by the parent. A form to provide such consent is sent home at the start of each school year.

When a student transfers from Concord Middle School to another public school system, it is the practice of Concord Middle School to forward a student's complete record to the public school in which that student enrolls. (Code of Massachusetts Regulations: 603 CMR 23.00 -23.07)

The school procedures for student records comply with the requirements of Chapter 71 of the General Laws of Massachusetts and Section 438 of the General Education Provisions Act, a federal statute also known as the "Buckley Amendment." Some of the major provisions of these laws are:

1. Any parent, or student who is 14 or has entered the ninth grade, has the right to examine all records that are maintained on the student by the school system, regardless of the record's physical form or location. This includes standardized test scores, subjective evaluations by teachers or others, psychological tests, and discipline records. Copies of documents in a student's record folder are available from the Guidance Office.
2. Any parent or eligible student has the right to add any materials or statement to the student record. Any parent or eligible student may request the principal to remove or amend material from a student record. The parent or student has a right to appeal an adverse decision by the principal to the superintendent, the school committee, the courts, and the Department of Health, Education, and Welfare.

Moving/Leaving Concord Middle School

Parents should notify the Main Office in writing when a student leaves the middle school or has a change of address and/or telephone number (either home number or parent's work number). Please see the process for applying to private school on page 33 of this handbook if needed.

Private School Application Process Guidelines

Please follow the steps below when applying to private schools. We require that you complete all private school applications electronically unless an electronic option does not exist.

Contact EACH teacher and guidance counselor from whom you need a recommendation, request a recommendation, and advise them of the process particular to your school. CMS staff will not complete paper recommendation forms unless it is the only option. *We recommend you familiarize yourself with the electronic application process for your school, as they vary.* Some electronic applications require teacher email addresses then collect the recommendations themselves. Others request that teachers log on to a website to complete the recommendation. Most systems allow you to monitor the status of submitted recommendation forms as part of your online application. The CMS Guidance Department will not keep track of your application status, forms, or any other part of the process.

Submit a signed, written release of records form AND a 10x13 stamped (\$2.00) envelope for each school to which you are applying to Mary Jo Scheid, Guidance Secretary, Sanborn Building.

- A copy of the release form can be found on the following page, online at <http://cms.colonial.net/Depts/Guidance/PrivateSchool>, or is often included with the private school's application materials. These can be handed into the guidance office or mailed to CMS, Sanborn Building, 835 Old Marlboro Rd., Concord, MA 01742
- The envelope(s) will be used to mail transcripts and MCAS reports to the schools.

Timeline

We encourage you to complete these two steps as early as possible in December. Even if you are not sure of all the schools to which your child may apply, requesting recommendations and submitting the signed release form will start the process. Please do so according to the application schedule:

- By December 1 for a January 2 deadline
- By December 11 for a January 15 deadline **most common*
- By January 6 for a February 3 deadline

Thank you in advance for respecting the time and consideration it takes for teachers to reflect upon your child and write a thoughtful recommendation by giving them appropriate lead time. Please call Mary Jo Scheid, Guidance Secretary, with any questions. 978-341-2490 x 6102

-The CMS Guidance Department

Appendix

Appendix A:	Equal Educational Opportunities
Appendix B:	Non-Discriminatory Policies – Title IX, Section 504
Appendix C:	Declaration of Compliance
Appendix D:	Student Absences and Excuses
Appendix E:	Chapter 76: School Attendance
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Appendix I:	Student Conduct
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Appendix M:	Offenses That May Result in Expulsion and Procedures for Expulsion
Appendix N:	Discipline Policy for Special Needs Students
Appendix N-1:	Discipline Procedures for Students with Special Needs (Students with IEP's and Students with Section 504 Accommodation Plans)
Appendix O:	Notification of Rights under FERPA for Elementary and Secondary Schools
Appendix P:	Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)
Appendix Q:	Public Records Law
Appendix R:	Student Acceptable Use Policy
Appendix S:	CMS Handbook Parent-Student Signature Page

Appendix A: Equal Educational Opportunities

In recognition of the diversified characteristics and needs of our students and with keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, religion, national origin, sexual orientation or physical and intellectual differences.

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law (known as Chapter 622 of the Acts of 1971), which prohibits discrimination in public school admissions and programs. The law reads as follows:

No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, religion, national origin or sexual orientation.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Education in compliance with this law will be followed.

Legal References:

Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal
Employment Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375
Title IX, Education Amendments of 1972
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
Board of Education Chapter 622 Regulations Pertaining to Access to
Equal Educational Opportunity, adopted 6/24/75, amended
10/24/78
Board of Education, Chapter 766 Regulations 10/74 – amended
through 3/28/78
603 CMR 26:00

Cross Reference: AC, Nondiscrimination

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Appendix B: Non-Discriminatory Policies-Title IX, Section 504

Concord Public Schools is an equal opportunity employer and does not unlawfully discriminate because of race, color, sex, religion, national origin, disability, homelessness, sexual orientation or age in its employment policies or in the enrollment or participation of students in its educational and school-sponsored programs and activities, all in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the education Amendments 1972 Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, the Americans with Disabilities Act and G. L. Chapter 76, Section 5.

Discrimination

State and federal laws prohibit discrimination in education. Concord Public Schools does not discriminate on the basis of race, color, sex, religion, national origin, disability, homelessness, or sexual orientation with regard to admission, access to programs or activities or employment opportunities. In the Concord Public Schools:

1. No student shall be excluded from participation in, denied the benefit of or subjected to discrimination in any academic, extracurricular, research, vocational or other school-sponsored activity because of such student's race, color, sex, religion, national origin, disability, homelessness, or sexual orientation.
2. No student shall be excluded from any school program or school-sponsored activity because of pregnancy except where required by health considerations, or because of marital or parental status, where the educational process would be disrupted.

Procedure for Filing Complaints Related to Discrimination

If a student feels he or she has been discriminated against on the basis of race, color, sex, religion, national origin, disability, homelessness, or sexual orientation, he or she may complain to the principal of his or her school or to the School Committee through the school Superintendent. It is the policy of the Concord Public Schools to deal with discrimination complaints at the individual school level whenever possible. However, if a satisfactory resolution cannot be achieved, a student may file a written complaint with the Superintendent of Schools or his/her designee. The Superintendent or his or her designee shall respond in writing within 30 days. If the individual is not satisfied with the response, he/she may take the complaint to Massachusetts Department of Education, Program Quality Assurance, 350 Main Street, Malden, MA 02148-5023 or other appropriate federal or state agency. The Section 504, Title VI and Title IX Coordinator for Concord Public Schools is the Assistant Superintendent, Concord Public Schools, 120 Meriam Road, Concord, MA 01742, or 978-341-2490, x-8131.

Appendix C: Declaration of Compliance

All Concord Public School operations and procedures comply with applicable state and federal legislation. All programs, activities and employment opportunities are offered without regard to race, color, sex, religion, homelessness, national origin, sexual orientation and disability. Provided below are those statutes that are particularly relevant. Any questions about the legislation, school policies and practices referenced in this section and/or other legislation or school policies and practices may be directed to the Principal or the Assistant Superintendent at 120 Meriam Road, Concord, MA 01742, or 978-341-2490, x-8131.

- 1. Section 504 of the Rehabilitation Act of 1973 (Federal)**
No otherwise qualified individual ... shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.
- 2. Chapter 282 of the Acts of 1993, General laws Chapter 76**
(Section 5 amends Chapter 622 discrimination prohibition in the public schools of the Commonwealth of Massachusetts.) No person shall be excluded from or discriminate against in admission to a public school of any town, or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation.
- 3. Title I of the Americans with Disabilities Act of 1990**
Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment.
- 4. Title II of the Americans with Disabilities Act of 1990**
Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment.
- 5. Title VI of the Civil Rights Act of 1964**
Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of race, color and national origin.
- 6. Title IX of the Educational Amendments of 1972**
(Prohibition of discrimination on the basis of sex.) No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Any employee, student, or other member of the school community found to have engaged in discrimination shall be subject to sanctions, including but not limited to, warning, suspension, expulsion/termination, subject to applicable procedural requirements.

Appendix D: Student Absences and Excuses

Regular and punctual school attendance is essential for success in school. The (School) Committee does recognize that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons:

1. Illness or quarantine.
2. Bereavement or serious illness in family.
3. Weather so inclement as to endanger the health of the child.
4. Observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the school administrator.

A student's understanding of the importance of day-to-day school work is an important factor in the shaping of his character. Parents can help their children by refusing to allow them to miss school needlessly.

Accordingly, parents will provide a written explanation for the absence and tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justifiable.

Legal References: M.G.H. 76:1; 76:16; 76:20

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Appendix E: Chapter 76: School Attendance

Chapter 76: Section 5. Place of attendance; violations; discrimination

Section 5. Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation.

Appendix F: Student Rights and Responsibilities

The School Committee has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights, there are responsibilities that must be assumed by students.

Among these rights and responsibilities are the following:

1. Civil rights – including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
3. The right to due process of law with respect to suspension, expulsion, and decisions the student believes injure his rights.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right to privacy, which includes privacy with respect to the student's school records.

It is the School Committee's belief that as part of the educational process students should be made aware of their legal rights, and of the legal authority of the School Committee to make and delegate authority to its staff to make rules regarding the orderly operation of the schools.

Students have the right to know the standards of behavior that are expected of them, and the consequences of misbehavior.

The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents through handbooks distributed annually.

Legal References: M.G.L. 71:37H; 71:82 through 71:86

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Appendix G: Student Publications

Students will enjoy the constitutional rights of freedom of expression. They will have the right to express their views in speech, writing, or through any other medium or form of expression within limitations specifically designed for children and youth in a school setting.

The School Committee will encourage student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views.

All student publications will be expected to comply with the rules for responsible journalism. This means that libelous statements, unfounded charges and accusations, obscenity, defamation of persons, false statements, material advocating racial or religious prejudice, hatred, violence, the breaking of laws and school regulations, or materials designed to disrupt the educational process will not be permitted.

The Superintendent will establish guidelines that are in keeping with the above and provide for the review of the content of all student publications prior to their distribution.

Review of content prior to publication is not censorship but part of the educational process as this concerns student publications. It can be pointed out to students, as it frequently is to journalists, that a publisher (in this case, the school system) enjoys freedom to determine what it will and will not publish.

Distribution of Literature

While the Principal will reasonably regulate the time, place, and manner of distribution of literature, students have a right to the distribution. The Principal may require that literature be distributed to him/her in advance of distribution. The Principal may prohibit the distribution in school buildings if the literature does not comply with rules for responsible journalism.

LEGAL REF.: M.G.L. 71:82

School Committee File: JICE

Appendix H: Student Allergy Policy

The Districts recognize the increasing prevalence of student allergies and the life-threatening nature of the allergies for many students. The administration shall develop and implement procedures to minimize the risk of exposure to allergens that pose a threat to students, to educate all members of the school community, and to plan for the individual needs of students with life-threatening allergies. Further, these procedures will aim to assist students in assuming more individual responsibility for their health and safety as they grow older, and to ensure full participation in school activities.

The procedures will be reviewed annually and modified as appropriate and will include the following:

- A. Education and training: The District will provide annual education and training to all appropriate personnel on management of student allergies. The training will address prevention efforts, information about common allergens, and recognition of signs of an allergic reaction, emergency response plan, and Epi-pen administration where appropriate.
- B. Individualized planning and accommodations: An Individual Health Care Plan (IHCP), or Emergency Health Care Plan that addresses the management of anaphylaxis will be developed for each student with a medically diagnosed life-threatening allergy.
- C. Classroom management procedures: Appropriate accommodations will be made in the classroom, including designation of the classroom as “allergen-free” as necessary. The use of food for celebrations and rewards will be minimized and bake sales will not be permitted at elementary and middle schools during the day.
- D. Common use areas: The procedures will address foods used in common areas and cleaning of those areas, including use of those areas by groups other than students.
- E. Kitchen and cafeteria procedures: The food service staff must make reasonable efforts to ensure that all food items offered to a student with life-threatening allergies are free of foods suspected of causing the allergic reaction.
- F. Transportation procedures: School buses and vans must have a working means of two-way communication and a plan to check the communication system periodically. Bus and van drivers must have an emergency response plan. The eating and sharing of food will be prohibited on transportation routes unless medically indicated for a student.
- G. Field trip procedures: Planning for field trips will include plans to implement a student’s IHCP, and identification of the communication system (cell phone, walkie-talkie, etc.). A trained staff member designated by the school nurse will attend field trips which include a student with a life-threatening allergy in the event that the parent doesn’t attend.

- H. Emergency response procedures: All staff members supervising students with life-threatening allergies must have a means of communication to call for assistance. The school nurse or another school staff member trained to administer epinephrine in accordance with 105 CMR 210 must be available in each school facility during the school day.

- I. Procedures for handling epinephrine: Each school must maintain a current supply of epinephrine by auto-injector (Epi-pens) and must comply with all Department of Public Health regulations for administration, storage, and record-keeping concerning epinephrine. The school nurse chairperson shall register with the Department of Public Health and shall train other school personnel to administer epinephrine in accordance with 105 CMR 210. All staff members will be informed of the location of the Epi-pens.

Appendix H-1: Student Allergy Procedures

Background

Concord Public Schools is committed to fostering a sense of inclusiveness for all students. The number of students with life-threatening allergies, especially food allergies, has increased substantially in recent years. As with all students with special needs, it is important that students with allergies be able to access all school activities. The following procedures were adapted from the Massachusetts Department of Education publication, *Managing Life Threatening Food Allergies in Schools* (Fall 2002) to provide accommodations in the school environment to minimize the health risk for students with life-threatening allergies. The implementation of these procedures requires a team approach and cooperation among administrators, school nurses, teachers, and other staff members, parents, and students.

Classroom Procedures (Grades 6 to 12)

1. At the start of the school year, the school nurse will provide all appropriate teachers and staff information regarding their students with allergies, and the signs and symptoms of an anaphylactic reaction. The allergy policy/procedures will be provided at this time.
2. A copy of the student's IHCP and/or Emergency Health Care Plan will be given to the student's core subject teachers and appropriate staff. Copies of all IHCP's or Emergency Health Care Plans will be placed in the substitute folder by the teachers.
3. The nurse will specifically inform teachers concerning any accommodations provided in a student's IHCP or Emergency Health Care Plan.
4. The teachers, in collaboration with the school nurse, and with input from the parents of the allergic student, will develop classroom-specific procedures regarding the management of allergens in the classroom (ex: food, latex, animals). The same procedures will hold true for grade or school-wide activities during school hours. After this consultation, the classroom may be designated allergen-free. It is recommended that the use of food for celebrations and rewards will be minimized and no unannounced foods be brought into the classroom.
5. An age-appropriate review of allergies will be conducted with students at the beginning of the school year. This will be done by core teachers, in consultation with the school nurse. It will include no sharing or trading of food or utensils.
6. All classroom teachers of a student with a life-threatening allergy will be provided a means to communicate with the school nurse and the administration office in the event of an emergency.
7. All classroom teachers will provide clear written instructions for any substitute teacher about the classroom-specific allergy procedures. Should the substitute need clarification, he/she will consult with the school nurse.

Field Trip Procedures

1. The school nurse must be notified of all field trips two weeks prior to the scheduled date.
2. The student's medication and/or Epi-pen and Emergency Health Care Plan will be sent on the field trip. The school nurse will review the signs/symptoms of an anaphylactic reaction and administration of medication/Epi-pen prior to the trip. Planning for the trip will include designation of persons carrying medication/Epi-pen.
3. The teacher will carry a cell phone or other means of communication, and will be instructed to follow the Emergency Health Care Plan, and to call 911 in the event of a suspected allergic reaction.
4. Plans for lunch and snack will be discussed prior to the field trip. If eating takes place outside of school, the same precautions in place at school will be followed on the field trip. While eating on the bus is not permitted, if lunch or snack must be held on the bus because of weather or unforeseen conditions, the allergic student(s) will sit in an area designated to maintain necessary safety and separation from any possible allergens. Lunches of students with food allergies should be stored separately to minimize cross-contamination. Students and staff should use hand washing or hand wipes after consuming food.

Cafeteria Procedures

1. All staff on lunch duty will be informed of students with food allergies and will be trained in recognizing symptoms of an anaphylactic reaction and emergency procedures.
2. For grades 6 – 12, an allergen-free table (or areas of tables) will be provided as needed and will be clearly identified. These tables will be washed with separate cleaning supplies before each lunch period.
3. All students will be discouraged from sharing or trading food or utensils in all cafeterias.

School Nurse Responsibility

1. Discuss the child's allergy with the parent and develop an Individual Health Care Plan (IHCP) at the start of the school year, or as needed when a student's allergy is identified. The plan will be reviewed annually.
2. Obtain authorization to communicate with the Health Care Provider of all students with diagnosed life-threatening allergies at the start of the school year.
3. Consult with the classroom teachers to develop classroom-specific procedures to accommodate students as needed.
4. Provide training to all staff members on the management of student allergies. The training will address prevention efforts, information about common allergens, recognition of signs of an allergic reaction including anaphylaxis, location of emergency epinephrine/Epi-pen storage, and the emergency response plan. The training will be provided annually at the start of the school year.

5. Provide training to appropriate staff members regarding the administration of emergency epinephrine/Epi-pen, as outlined in the Department of Public Health regulations. This training will be reviewed periodically during the school year as needed, such as prior to a field trip.
6. Maintain a list of all staff members trained in the use of emergency epinephrine/ Epi-pen.
7. Keep a record of all emergency epinephrine/Epi-pen, along with physician orders and IHCP's/Emergency Health Care Plans.
8. Meet with the building Food Service Director each year to provide information about specific student allergies and associated safety needs.
9. Arrange for a trained professional to attend field trips with a student with a life-threatening allergy in the event a parent cannot attend (K-5). Make sure emergency communication is available.
10. Provide parent/guardian of students with life-threatening allergy a copy of "Parent Responsibility" section of Student Allergy Policy on a yearly basis, and have Student Allergy Policy and Procedure available.

Administration Responsibility

1. Follow the "911 Emergencies" plan as detailed in the yellow Emergency Response Plan. Include delegation of emergency duties to appropriate staff members. Practice this plan twice each school year.
2. Ensure that an IHCP/Emergency Health Plan for each student with a life-threatening allergy is created and implemented through consultation with school nurse.
3. Establish cleaning procedures for classrooms, cafeteria, and other areas of the building. This includes the cleaning of allergen-free tables in classrooms with separate cleaning supplies, and in cafeteria, before each lunch period.
4. Emphasize the procedure of how and when to communicate with the main office and school nurse in the event of an emergency. The plan should include all school staff; coverage plans for the teacher and nurse, and specific equipment to facilitate communication.
5. Adopt and maintain a "no sharing/no trading" food policy.
6. Provide opportunity for teachers to teach hand-washing techniques before and after eating.
7. Ensure that adequate supplies of soap in the classrooms and hand wipes in the cafeteria are available in all schools.
8. Support the ideas of minimizing the use of food for classroom and school-wide functions, celebrations and rewards, and that no unannounced foods be brought into the classroom.
9. Prohibit food on routine school bus routes except for specific students with medical needs. (Food may be allowed on longer trips with appropriate supervision by school personnel)

10. Maintain the school district policy of no bake sales during the school day. (K-8)
11. Provide guidelines for monitoring snack and lunch. In classes where students have a life-threatening food allergy, the principal, with the school nurse may send a letter requesting that certain foods not be brought into the classroom; and establish within classroom/cafeteria, allergen-free eating areas.
12. Provide school nurse opportunity to provide training sessions of allergy awareness/emergency epinephrine or Epi-pen training at the beginning of each school year.

Staff Responsibility

1. Implement IHCP/Emergency Health Plan as it pertains to the classroom and class activities.
2. Implement the Classroom Procedures as stated above.
3. Participate in meetings/trainings regarding the IHCP/Emergency Health Plan, prevention measures, information about common allergens, recognition of signs of allergic/anaphylactic reaction, emergency response plans, and administration of emergency epinephrine or Epi-pen where appropriate.

Food Services Manager Responsibility

1. Receive and post a list of all students with food allergies, and consult with school nurse and classroom teacher as needed.
2. Ensure that kitchen staff is informed of students with food allergies and trained in recognizing symptoms of allergic reactions and emergency procedures.
3. Review the legal protections for a student with life threatening food allergies.
4. Make available to parents, copies of ingredient lists of all foods used in food production and service.
5. Read all food labels and recheck routinely for potential food allergens.
6. Review and assure that proper food handling practices are followed to avoid cross contamination of potential food allergens. Assure that all products containing peanuts/nuts be clearly marked and individually wrapped.
7. Ensure that non-latex gloves be used for all food preparation.
8. Ensure that strict cleaning and sanitation protocol is followed to avoid cross contamination.
9. Set up policies for the cafeteria regarding food allergic students.
10. Create specific tables that will be allergen free, in consultation with school nurse, away from food preparation and disposal.
11. Provide advance copies of the menu to parents/guardians and notification if menu is changed.

12. Have functioning intercom, walkie-talkie, or other communication device to support emergencies.

Parent/Guardian Responsibility

1. Notify the school nurse and principal of your child's allergies.
2. Provide current medical documentation of allergy from health care provider to school nurse.
3. Provide school nurse with written authorization to communicate with child's Health Care Provider regarding life threatening allergy management.
4. Provide a list of foods and/or ingredients to the school nurse that would potentially cause a life-threatening reaction.
5. Submit all required medical forms to school nurse prior to the start of school.
6. Deliver prescribed medications in original containers to school nurse on or before the first day of school.
7. Meet with the school nurse to develop an Individual Health Care Plan (IHCP), review Emergency Care Plan, and meet with classroom teacher as needed.
8. Educate student in the self-management of their allergy age appropriately, including safe and unsafe foods, strategies for avoiding the allergen, symptoms of an allergic reaction, how and when to tell an adult a reaction is starting, how to read food labels, and avoidance of sharing food.
9. Purchase a medical alert bracelet/necklace and encourage student to wear at all times.
10. Provide school with safe snacks to be used as stipulated in the IHCP.
11. Investigate field trip destinations for potential issues (exhibits, activities) that may pose a risk.
12. Go on field trips with student, if possible. (Preschool-5)
13. Inform the bus or van driver and any substitute driver if possible about student's food allergy.
14. Provide Student's IHCP/Emergency Care Plan and emergency epinephrine/Epi-pen to persons responsible for before/after school activities located at the school or sponsored by the school.
15. Contact Food Service Manager with questions/concerns about cafeteria food/ ingredients as needed.

Student Responsibility

1. Take as much responsibility as possible for avoiding allergens.
2. Do not trade or share foods.
3. Wash hands before and after eating.
4. Learn to recognize symptoms of an allergic reaction.
5. Promptly notify an adult as soon as accidental exposure occurs or symptoms appear.
6. Seek out adults if feeling unsafe or are being teased about allergy.
7. Take more responsibility for allergy management as age/maturity allows.
 - a) Wear a medic alert bracelet/necklace.
 - b) Share information about your allergy with your friends.
 - c) Tell the bus driver about your allergy.
 - d) When age appropriate, carry your Epi-pen with you. Keep it readily available at all times.
 - e) Talk to the cafeteria staff about your allergy and review ingredient labels
 - f) Read ingredient labels before eating any foods/drinking any liquids.
 - g) Notify after school activity advisors/coaches of your allergy and location of Epi-pen.
 - h) Provide Epi-pen to trained adults supervising after school activities/sports.

Appendix I: Student Conduct

Good citizenship in schools is based on respect and consideration for the rights of others.

Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Any of the following actions may subject a student to expulsion by the Principal under the terms of **Massachusetts General Law 71:37H:**

1. Found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon or a controlled substance.
2. Who assaults a Principal, Assistant Principal, teacher, teacher's aide or other educational staff member on school premises or at school-sponsored or school-related event including athletic games.

Any of the following actions will subject a student to suspension, expulsion, subject to School Committee action, or other disciplinary measures:

1. Intentionally causing or attempting to cause damage to school property; or stealing or attempting to steal school property.
2. Intentionally causing or attempting to cause damage to private property; stealing or attempting to steal private property.
3. Intentionally causing or attempting to cause physical injury to another person except in self-defense.
4. Using or copying the academic work of another and presenting it as his own without proper attribution.
5. Repeatedly and intentionally defying the valid authority of supervisors, teachers, or administrators.

The above prohibited actions will be printed in a handbook or other publication and made available to students and parents.

School building administrators will not suspend a student, or recommend a student for suspension or expulsion, unless the student has engaged in one of the prohibited actions mentioned above while on school property or taking part in a school activity off school grounds.

Legal Reference: M.G.L. 71:37HSchool Committee Policy: JIC
Concord Public Schools and Concord-Carlisle Regional School District: File – JIC
Approved September 27, 2005

Massachusetts General Law 71:37H1/2:

Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

[Second paragraph effective until July 1, 2014. For text effective July 1, 2014, see below.]

Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

[Second paragraph as amended by 2012, 222, Sec. 2 effective July 1, 2014. See 2012, 222, Sec. 12. For text effective until July 1, 2014, see above.]

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan, under section 21 of chapter 76.

SECTION 37H ³/₄: Suspension Or Exclusion Not Involving 37H or 37H ¹/₂

SECTION 37H ³/₄. (a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H¹/₂.

(b) Any principal, headmaster, superintendent or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion; consider ways to re-engage the student in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.

(c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.

(d) If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of

the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

(e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

(f) No student shall be suspended or expelled from a school or school district for a time period that exceeds 90 school days, beginning the first day the student is removed from an assigned school building.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan, under section 21 of chapter 76.

Appendix J: Concord Middle School Threat Protocol

Immediate Response

- A. If a student or staff member identifies a threat of any kind, he/she reports the threat immediately to administration.
- B. The student identified is immediately contained to ensure safety.
- C. The Threat Assessment Team does an initial assessment of the situation, and if deemed necessary, the threat report process continues. Furthermore, Concord Police are contacted if necessary.
- D. The school contacts the parents immediately after ensuring the safety of all involved.

Assessing the Threat

- A. Guidance and/or Administration will generate an Incident Report in order to determine the risk level of threat either being low, moderate, or high. If appropriate, the Threat Assessment Team may deem it necessary to administer the student the Threat Assessment Questionnaire.
- B. The team will review the incident report which consists of interviewing, background knowledge, prior history and, if appropriate, the Threat Assessment. All information gathered in the incident report will determine threat risk level.
- C. Parents of threatened student and/or staff member are informed of the threat.
- D. Depending upon the severity of the threat, administration will determine what will be the next steps. Some steps could include but are not limited to the following:
 - Parent, student, administration meeting to discuss consequences and plan
 - Ongoing police involvement
 - Discipline: Including suspension and, possibly, expulsion
 - Daily searches of student
 - 100% supervision of student
 - Regular meetings with guidance counselor
 - Outside counseling.
 - Altering of student's school day

Next Steps

- A. Upon return to school, the school psychologist and administration will conduct an evaluation to determine if the student is safe to return.
- B. After discipline and evaluation is completed, and if school determines that the student is safe to return, the Student Support Team institutes a health track plan that incorporates aspects of above.
- C. The plan is put into writing and signed by parents, student, guidance, and administration.
- D. Teachers/guidance send periodic updates to administration to monitor progress.
- E. Parents and Student Support Team have follow-up meeting to insure that the plan is working.

Appendix K: Explanations – Bullying, Harassment and Hazing

Bullying:

A student is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional.

- A negative action is when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another.
- These actions can be achieved by physical actions, *threatening drawings*, words and/or gestures.

Harassment: Detailed Explanations

Middle school is often a time when a student's relationships to his or her peers have a profound impact on his or her self-esteem. Therefore, it is extremely important that as a school we do whatever we can to eliminate behaviors that might marginalize students. Our elaborate network of mentoring and counseling opportunities and our rich co-curricular programming give students substantial support in developing a network of peers that can help them blossom as pre- and early adolescents. It is crucial as well, that our rules at CMS protect students from becoming targets of bullying and harassment. Below, we have explained further what we mean by the "harassment" that was briefly described in Rule #5 above. Keep in mind that bullying is harassment that occurs one time.

Explanation of Verbal Harassment - Verbal harassment is prohibited at Concord Middle School. Threats or abusive messages, communicated through speech, written notes or over the school's computers are strictly forbidden and will result in suspension. In the past few years, there has been a significant increase in students using home computers to write hurtful messages to other students. While some of this is obviously beyond the ability of the school to control, the school hopes that parents will help the school to keep this kind of unfortunate behavior to a minimum. If the school finds out that students are being deliberately hurtful outside of school, the school will notify the parents of the students involved.

Explanation of Sexual Harassment - Sexual harassment is prohibited at Concord Middle School. Sexual harassment includes unsolicited remarks, gestures, physical contact, and display or circulation of written materials or pictures derogatory to individuals because of gender or sexual orientation. In addition, sexual advances (expressed through talk, gifts, written notes), requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when such conduct creates an intimidating, hostile, or offensive educational environment not only for the victim but for any witnesses in the community. Because sexual harassment can be so damaging to the school community, some actions that may be considered acceptable outside of school are deemed unacceptable.

Under both Federal and State law, sexual harassment is prohibited by Federal Law, Title VII of the Civil Rights Act of 1964, and by Massachusetts Law, GL.c.151 and 151B. The following list should not be interpreted as a complete list, but rather as examples of sexual harassment.

- A student calls another student offensive names.
- A student sends obscene notes or letters to another student.
- A student spreads sexual rumors about another student.
- A student writes graffiti of a sexual nature about another student
- A student teases or spreads rumors about another student's sexual orientation.
- A student makes repeated and unwelcome sexual advances toward another student.
- A student pulls down the pants or shorts of another student

Reporting Harassment: Any student who feels that he or she has been subject to harassment should approach a staff member with these concerns (any teacher, guidance counselor, or member of the Concord Middle School with whom the student feels comfortable). All such concerns will be brought to the attention of the administration in a manner that protects the dignity of the reporting individual. No individual will be subject to any form of coercion, intimidation, retaliation, interference, or discrimination for filing a harassment report.

Action: All reports of harassment will be investigated by the Concord Middle School administration. Facts will be gathered and discussions will take place. A determination will be made regarding disciplinary action. It is the policy of Concord Middle School to resolve conflicts. When necessary, meetings will be set up among students or groups of students, staff, parents, and mediation teams (as is deemed appropriate).

Hazing: Explanation

A hazing law was enacted by The Commonwealth of Massachusetts and according to the regulations established, every student at the Middle School must receive a copy of the law if he/she participates in any co-curricula function. It should be noted that students and/or school officials who are present during an act of hazing have an obligation to report the incident to local law enforcement authorities. All students are asked to report incidents directly to the Principal or Assistant Principal for investigation and further action.

While we experience and foster a supportive and cooperative atmosphere among our student body and staff, it should be noted that any act of hazing will result in an immediate conference with the Principal or Assistant Principal and suspension of one (1) to ten (10) days depending on the seriousness of the incident. This will result for those individuals who are identified as participants in such an act and includes physical or verbal hazing.

Massachusetts General Law, Chapter 269, Sections 17-19 (as amended by Chapter 665 of the Acts of 1987): An Act Prohibiting the Practice of Hazing and Increasing the Penalties.

Section 17 - Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars (\$3,000.00) or by imprisonment in a house of correction for not more than one (1) year, or both such fine and imprisonment.

The term "hazing" as used in this Section and in Sections 18 and 19, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this Section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18 - Whoever knows that another person is the victim of hazing as defined in Section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such a crime shall be punished by a fine of not more than one thousand dollars (\$1,000.00).

Section 19 - Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this Section and Sections 17 and 18; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this Section and Sections 17 and 18 to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this Section and Sections 17 and 18 to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually to the institution an attested acknowledgment stating that such group, team or organization has received a copy of this Section and said Sections 17 and 18, that each of its members, plebes, pledges, or applicants has received a copy of Sections 17 and 18, and that such group, team or organization understands and agrees to comply with the provisions of this Section and Sections 17 and 18.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this Section and Sections 17 and 18.

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this Section and Sections 17 and 18 and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of regents and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such a report.

Appendix K-1: Student-to-Student Harassment

Harassment of students by other students will not be tolerated in the District. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion.

Harassment means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities.
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or;
- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Verbal, physical or written harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

The District will promptly and reasonably investigate allegations of harassment. The Principal of each building will be responsible for handling all complaints by students alleging harassment.

Retaliation against a student, because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding, is prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension and expulsion.

The Superintendent will develop administrative guidelines and procedures for the implementation of this policy.

Legal References: M.G.L. 151B:3A
Title VII, Section 703, Civil Rights Act of 1964 as amended
Board of Education 603 CMR 26:00

Reference: "Words that Hurt," American School Board Journal, September 1999
National education Policy Network, NSBA

Concord Public Schools and Concord-Carlisle Regional School District: File – JBA
Approved September 27, 2005

Appendix K-2: Prohibition of Hazing

In accordance with Massachusetts General Laws, Chapter 536 of the Acts of 1985, the School Committee hereby deems that no student, employee or school organization under the control of the School Committee shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of the location. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.

Any student who observes what appears to them to be the activity of hazing another student or person should report such information to the Principal including the time, date, location, names of identifiable participants and the types of behavior exhibited. Students and employees of the District are obliged by law to report incidents of hazing to the police department.

Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against that student and could involve suspension from school for up to three days.

Any student who participates in the hazing of another student or other person may, upon the approval of the Superintendent of Schools, be suspended from school for up to ten (10) school days.

Any student determined by the Principal to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant.

In all cases relating to hazing, students will receive procedural due process.

Legal Reference: M.G.L. 269:17, 18, 19

Concord Public Schools and Concord-Carlisle Regional School District: File – JICFA
Approved September 27, 2005

Appendix K-3: Bullying Prevention and Intervention

All members of the Concord Public Schools and Concord-Carlisle Regional School District school's community will treat each other in a civil manner and with respect for differences.

The district is committed to providing all students with a safe learning environment that is free from bullying and cyber-bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We recognize that students are more vulnerable to bullying based upon actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by associations with other people who may have one or more of these characteristics. The district will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan, found at <http://concordpublicschools.net> is a comprehensive approach to addressing bullying and cyberbullying. The School Districts are committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Bullying Prevention and Intervention Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation.

The principal is responsible for the implementation and oversight of the Plan at his/her school.

POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

Reporting Incidents of Hurtful Behavior and Bullying or Retaliation

Hurtful Behavior – Any and all verbal, written, physical or electronic attempt to harm another person or their property must be reported to the principal or his/her designee immediately. Reports may be verbally or in writing. Electronic communication used to report an incident should not include students' full names.

Bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated mailing address, and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report; however, the person receiving the report will be required to document the incident.

The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the school or district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policy for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

Faculty, staff, parents and students will be required to sign a statement indicating that they have received and read the districts' policy and procedures. The districts will keep a record of these signed statements.

Reporting by Staff

A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be hurtful, bullying or retaliation. It is the responsibility of the staff member to intervene to the behavioral incidents consistent with districts' policy and procedures for behavior management and discipline first and then report it to the principal or designee as previously indicated. Our districts regard faculty and staff's obligation to report as analogous to the mandate to report child abuse or neglect (51A).

Reporting by Students

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

Students may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

Reporting by Parents or Guardians, and Others

The district expects parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report.

Reporters need to understand that any report of bullying and retaliation requires the school to conduct an initial investigation. If you call to make a report, it will be documented and investigated if appropriate. Because of the schools' responsibility to prevent bullying and intervene when incidents of hurtful behavior, bullying or retaliation occur, it is advisable to file a report even if it isn't a complaint.

Students, parents or guardians, and others who want to report an instance of bullying or retaliation involving a student will be able to access a PDF version of our Reporting Form on our website. A hard copy of our Reporting Form will be included in our back to school packets and will be available in school and district offices. The districts will consider establishing a telephone "tip line."

Responding to a report of bullying or retaliation.

Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety will include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents will comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

- b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

Investigation

The Principal or designee, upon receipt of a viable report, will 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 will be discussed.

The school principal or a designee will promptly investigate the report of bullying, using the Incident Investigation Form designed to document either hurtful behavior, bullying or retaliation. The investigation may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

The Principal or designee will 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 will 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 will take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal will 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 Principal or designee will contact the parents or guardians as to the status of the investigation. Upon completion of the investigation, the parents or guardians will be contacted 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.

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

Each school will document any incident of bullying that is reported per this plan and a file will be maintained by the Principal or designee.

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

The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

Determinations

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1)

determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation. If bullying or retaliation is found, the action being taken to prevent further acts of bullying or retaliation will be communicated to the parents of the aggressor. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations. If bullying or retaliation is found, the parents of the target will be informed of the school's plan to monitor the situation and to help ensure the safety of their child.

Responses to Bullying

Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school use a range of responses that balance the need for accountability with the need to teach appropriate behavior to the aggressor. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation.

Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with this Plan and with the schools' or districts' code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. Possible strategies may include but are not limited to

- Increasing adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur,
- Adjust transportation arrangements
- Change schedule
- Teaching skills that will increase the child's resiliency
- Notify relevant faculty and staff to alert them to the need for increased vigilance

Follow-up

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

COLLABORATION WITH FAMILIES

Parent education and resources.

The district offers education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs are offered through our

- Center for Teachers and Parents
- Open Circle Program
- Concord-Carlisle Parent Initiative Organization
- Parent Teacher Groups
- Special Education Parent Advisory

We also benefit from partnerships with community organization such as The Massachusetts Department of Mental Health

- The Elliot Center
- The Concord Clergy Laity Group

- Project Interface
- The Concord-Carlisle Community Chest
- The Concord Youth Services Coordinator
- Social Worker for the Town of Concord
- Concord Police Department – School Resource Officer

Notification requirements

Each year the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school or district will post this Plan and related information on its website.

PROHIBITION AGAINST BULLYING AND RETALIATION

The law requires each Plan to include a statement prohibiting bullying, cyberbullying, and retaliation. The statement must be included in the Plan and included in the student code of conduct, the student handbook, and the staff handbook. The following statement is incorporated directly from M.G.L. c. 71, § 37O(b), and describes the law's requirements for the prohibition of bullying. It may be tailored to meet the specific priorities of the school or district. Alternative language is included in the draft priority statements in Part I.D above.

Acts of bullying, which include cyberbullying, are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

DEFINITIONS

Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below. Schools or districts may add specific language to these definitions to clarify them, but may not alter their meaning or scope. Plans may also include additional definitions that are aligned with local policies and procedures.

Aggressor is a student or adult who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

Bullying Prevention and Intervention INCIDENT REPORTING FORM

Name(s) of Student(s) Involved:	Reporter:
	Date/Time of Incident:

Please describe the incident to the best of your ability. Note as many details as possible, including the exact location, any quotes that were used, and the names of actual or possible witnesses. Attach additional information as needed. Then, answer the questions below.

Details of Incident:

Witnesses (if any):

In your opinion, was this an incident of bullying? (repeated and intimidating in nature)	In your opinion, was this incident provoked by race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability?	Prior to this incident, have you witnessed and had to address similar behavior with any student(s) involved in the incident? If so, note any action that you have taken. Please attach additional information as needed.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	<input type="checkbox"/> Verbal Reminder(s) <input type="checkbox"/> Call to Parent/Guardian <input type="checkbox"/> Detention <input type="checkbox"/> Conference w/Parent/Guardian <input type="checkbox"/> Student Conference <input type="checkbox"/> Other

Please sign and return this form to the Main Office as soon as possible after the incident. After being reviewed by the principal (or designee), you will receive the pink carbon copy. Upon completion of the investigation, you will receive an additional follow-up notice from the Main Office.

Reporter's Printed Name/Signature: _____	Date: _____
Principal (or designee) Signature of Review: _____	Date: _____

White - Principal's Copy

Yellow - Processing Copy

Pink - Reporter's Copy

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Appendix L: Searches and Interrogations

School administrators have the responsibility for maintaining a safe school environment so that students and staff may focus on learning.

School administrators have the authority to follow procedures and guidelines when it is determined that a threat to the safe school environment exists.

School administrators, upon becoming aware of a compromise to safety, will conduct searches of students, student belongings, student lockers and student automobiles, if parked on campus, in accordance with the parameters established by law.

Searches by Staff

The right of inspection of students' school lockers is inherent in the authority granted school committees and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own and school property.

Nevertheless, exercise of that authority by school officials places unusual demands upon their judgment so as to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools.

Searches by school officials of students' automobiles or the student will be conducted in a way that protects the students' rights consistent with the responsibility of the school system to provide an atmosphere conducive to the educational process.

Interrogations by Police

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. Therefore:

1. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school Principal or his/her designee will be present when possible. An effort will be made to contact the student's parent or guardian so that the responsible individual may be notified of the situation.
2. If custody and/or arrest are involved, the Principal will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement officials.

Appendix M: Offenses That May Result in Expulsion and Procedures for Expulsion

Massachusetts General Law, Chapter 71, Section 37H

a) “Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or the school district by the principal.”

b) “Any student who assaults a principal, assistant principal, teacher, teacher’s aid or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.”

c) “Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).”

d) “Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.”

e) “When a student is expelled under the provisions of this section, no school or school district within the Commonwealth shall be required to admit such student or to provide educational services to said student. If the student does apply for admission to another school or school district, the superintendent of school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.”

Appendix N: Discipline of Special Needs Students

The Individuals with Disabilities Education Act (IDEA) and related regulations provide eligible CPS students with certain procedural rights and protections in the context of student discipline. A brief overview of these rights is provided below.

In general, CPS special education students may be excluded from their programs, just as any other student can be, for up to ten school days per year. However, when a special education student is excluded from his/her program for more than ten school days in the school year, school staff may be required to provide alternative educational services for the student. In addition, in many instances, the student's special education Team must convene to determine whether the student's behavior was a direct result of his/her disability (a "manifestation determination").

If the Team determines the behavior was not a direct result of the student's disability, the school may discipline the student according to the school's code of student conduct, except that the district must continue to provide the student with educational services during the period of suspension or expulsion. However, if the Team determines that the behavior was a direct result of the disability, the student may not be excluded from the current educational placement (except in the case of weapons, drugs, or serious bodily injury) until the Team develops and the parent(s)/guardian(s) consent(s) to a new Individualized Educational Program. The Team also must conduct a functional behavioral assessment and develop or revise a behavioral plan for the student.

In the event a student possesses, uses, sells or solicits a substance or possesses a weapon, or seriously injures an individual at school or a school function, a school may place a student in an interim alternative education setting for up to 45 days. Hearing officers may also order the setting for up to 45 days upon determination that the current placement is substantially likely to result in injury to the student or others.

When a parent(s)/guardian(s) disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent(s)/guardian(s) has a right to request an expedited due process hearing from Bureau of Special Education Appeals.

Additional information regarding the procedural protections for special education students can be obtained from the Director of Special Education who can be reached at 978-341-2490, ext. 8142.

Discipline of Students Subject to Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act provides eligible students some of the same procedural rights and protections as does IDEA. Additional information regarding the procedural protections for students eligible for services under laws providing for services for students with disabilities can be obtained from the Director of Teaching and Learning who can be reached at 978-341-2490, ext. 8131.

Discipline of Students Not Yet Determined Eligible for Special Education

The IDEA protections summarized under the Discipline of Special Needs Students also apply to students who have not yet been found eligible for IEPs if the school district is deemed to have knowledge that the students were eligible for IEPs before the conduct that precipitated the disciplinary action occurred.

The IDEA provides that a school district is “deemed to have knowledge” if:

- (1) The child’s parent/guardian had expressed concern in writing to district supervisory or administrative personnel or the child’s teacher that the child needs special education and related services;
- (2) The child’s parent/guardian had requested an evaluation of the child to determine eligibility for special education services; or
- (3) The teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district’s director of special education or to other supervisory personnel.

However, a school district is not “deemed to have knowledge” if the district evaluated the student and determined that the child was not eligible for special education services or the child’s parent refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by the school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

Additional information regarding the procedural protections for special education students can be obtained from the Director of Special Education who can be reached at 978-318-8142.

Appendix N-1: Discipline Procedures for Students with Special Needs (Students with IEP's and Students with Section 504 Accommodation Plans)

When a special needs student violates a school district's policies as articulated above, the district may remove the child from his or her current placement for up to ten cumulative days during the school year without the need to provide services during those days. 34 C.F.R. § 300.520(a)(1)(ii). If the removal exceeds ten cumulative days, the district must:

- Convene a team meeting within ten business days to conduct a functional behavioral assessment (a process that assesses the behavior and recommends programming to address it) or review an existing assessment.
- Develop or review a behavior intervention plan.
- Consider alternative educational services for the student.

34 C.F.R. § 300.520(b)(1)(i). In addition, a removal for a period longer than ten consecutive school days constitutes a "change in placement" that will require a team meeting and a manifestation determination.

If the school district has no knowledge that a student is an eligible student under the IDEA or 504 before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

Physical Restraint Policy and Procedure

Definitions:

- Physical restraint is the use of bodily force to limit a student's freedom of movement.
- A physical escort is touching or holding a student without the use of force for the purpose of directing the student.
- An extended restraint is a physical restraint the duration of which is more than twenty minutes.

Purpose:

The purpose of the physical restraint policy is to ensure that every student is free from the use of unreasonable physical restraint. Physical restraint shall be used with extreme caution and only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate. The two goals are:

1. To administer physical restraint only when needed to protect a student and/or member of the school community from imminent, serious, physical harm; and
2. To prevent or minimize any harm to the student as a result of the use of physical restraint.

Nothing in 603 CMR 46.00 precludes any teacher or employee from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm. In addition, nothing in these regulations should interfere with or prohibit law enforcement, judicial authorities or mandated reporter responsibilities.

Program:

The physical restraint program may only be used when:

- Non-physical interventions would not be effective
- The student's behavior poses a threat of imminent, serious, physical harm to self and/or others.

Physical restraint shall not be used as a means of punishment or as a response to property destruction, disruption of school order, refusal to comply, or verbal threats. A person administering physical restraint shall use the safest method available and shall discontinue the restraint as soon as possible. The student's physical status shall be monitored continuously and the restraint will be terminated immediately if the student demonstrates physical distress. Persons who administer physical restraint shall review and consider any known medical or psychological limitations or behavior intervention plans for individual students. Following the release of a student from a physical restraint, the staff shall implement follow-up procedures, including notification to parents/guardians and completion of the Physical Restraint Reporting form (copy attached). In addition, this shall include reviewing the incident with the student and with the staff who administered the restraint, and may include follow-up with students who witnessed the incident.

Training Requirements:

Within the first month of each school year, the executive director or his designee will provide all staff with policy and procedural information regarding physical restraint. Employees hired after the start of the school year will receive this information within a month of their employment. This presentation will address:

- The School District's physical restraint policy.
- Interventions that may preclude the need for physical restraint, including de-escalation strategies.
- Types of restraints and related safety considerations.
- Administering physical restraint in accordance with known medical or psychological limitations or behavior plans of individual students.
- Identification of staff who have received in-depth training in the use of physical restraint.

The executive director shall identify program staff who are authorized to assist in ensuring proper physical restraint. Initially, these staff members will participate in in-depth physical restraint training. They will then have review sessions to reinforce practices and procedures annually. Whenever possible, these trained staff members will be called upon to administer necessary physical restraint.

Reporting and follow-up Procedures:

All instances of physical restraint will be reported. The staff member who administered the physical restraint shall verbally inform the program administrator as soon as possible, and shall submit a written report no later than the next school working day. (A copy of the written report form is attached to this policy.) The program administrator shall inform the executive director within twenty-four hours of the restraint. The program administrator shall inform the student's liaison within twenty-four hours of the restraint. The executive director or his designee shall maintain an ongoing record of all reported instances of physical restraint, which shall be made available for review by the Department of Education, upon request.

The program administrator shall verbally inform the student's parents or guardians of the restraint as soon as possible. A written report, in the native language of the parents or guardians shall be mailed to them, postmarked no later than three school working days following the incident.

When a physical restraint has resulted in a serious injury to a student or staff member, or when an extended restraint (more than 20 minutes) has been administered, the school district shall provide a copy of the written report to the Department of Education within five days of the incident. A copy of the record of physical restraints maintained by the executive director or his designee for the thirty day period prior to the reported restraint shall also be submitted.

Complaint Procedures:

Students, parents or guardians who have a complaint regarding physical restraint procedures may request a meeting with the executive director to discuss their concerns. If the parents'/guardians' issues are not resolved at this level, they may appeal to the School Committee

Methods for Preventing Student Violence and the De-Escalation of Potentially Dangerous Behavior:

The School Districts' emphasis is on de-escalation, which reduces the risk of injury to both students and program staff. Staffs focus is on what the student is actually saying or doing, rather than their becoming fearful or distraught. Staffs verbal and non-verbal behaviors work to facilitate de-escalation of the situation instead of inadvertently making it worse. The emphasis is always on the care, safety, and welfare of our students and the primary technique used is verbal de-escalation.

As taken from the Crisis Prevention Institute, Brookfield, Wisconsin, the following tips for crisis prevention are used by staff:

1. Be empathic: Staff try not to be judgmental of the student's feelings. Those feelings are real and are attended to.
2. Clarify messages: Staff listen to what is really being said and ask reflective questions.
3. Respect personal space: Staff recognize that encroaching on personal space tends to arouse, and escalate a student's behaviors.
4. Be aware of body position: Staff position their body in such a way (one leg length away and at an angle off to the side so they do not send a challenging message to the student.
5. Permit verbal venting when possible: Staff allow the students to release as much energy as possible by verbal venting.
6. Set and enforce reasonable limits: Staff state limits and directives clearly and concisely.
7. Avoid overreacting: Staff will remain calm, rational, and act in a professional manner at all times.
8. Ignore challenging questions: When the student challenges the staff's position, training, policies, etc., staff will redirect the student's attention to the issue(s) at hand.
9. Keep nonverbal cues non-threatening: Staff will remain aware of their body language, movement, and tone of their voice.

Appendix O: Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

- 1) The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- 2) The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- 3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

(Optional) Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. (NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.)

- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

Appendix P: Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –
 - i. Political affiliations or beliefs of the student or student’s parent;
 - ii. Mental or psychological problems of the student or student’s family;
 - iii. Sex behavior or attitudes;
 - iv. Illegal, anti-social, self-incriminating, or demeaning behavior;
 - v. Critical appraisals of others with whom respondents have close family relationships;
 - vi. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - vii. Religious practices, affiliations, or beliefs of the student or parents; or
 - viii. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of* –
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- *Inspect*, upon request and before administration or use –
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

Appendix Q: Public Records Law

(a) Every person having custody of any public record, as defined in clause Twenty-sixth of section seven of chapter four, shall, at reasonable times and without unreasonable delay, permit it, or any segregable portion of a record which is an independent public record, to be inspected and examined by any person, under his supervision, and shall furnish one copy thereof upon payment of a reasonable fee. Every person for whom a search of public records is made shall, at the direction of the person having custody of such records, pay the actual expense of such search. The following fees shall apply to any public record in the custody of the state police, the Massachusetts bay transportation authority police or any municipal police department or fire department: for preparing and mailing a motor vehicle accident report, five dollars for not more than six pages and fifty cents for each additional page; for preparing and mailing a fire insurance report, five dollars for not more than six pages plus fifty cents for each additional page; for preparing and mailing crime, incident or miscellaneous reports, one dollar per page; for furnishing any public record, in hand, to a person requesting such records, fifty cents per page. A page shall be defined as one side of an eight and one-half inch by eleven inch sheet of paper.

(b) A custodian of a public record shall, within ten days following receipt of a request for inspection or copy of a public record, comply with such request. Such request may be delivered in hand to the office of the custodian or mailed via first class mail. If the custodian refuses or fails to comply with such a request, the person making the request may petition the supervisor of records for a determination whether the record requested is public. Upon the determination by the supervisor of records that the record is public, he shall order the custodian of the public record to comply with the person's request. If the custodian refuses or fails to comply with any such order, the supervisor of records may notify the attorney general or the appropriate district attorney thereof who may take whatever measures he deems necessary to insure compliance with the provisions of this section. The administrative remedy provided by this section shall in no way limit the availability of the administrative remedies provided by the commissioner of administration and finance with respect to any officer or employee of any agency, executive office, department or board; nor shall the administrative remedy provided by this section in any way limit the availability of judicial remedies otherwise available to any person requesting a public record. If a custodian of a public record refuses or fails to comply with the request of any person for inspection or copy of a public record or with an administrative order under this section, the supreme judicial or superior court shall have jurisdiction to order compliance.

(c) In any court proceeding pursuant to paragraph (b) there shall be a presumption that the record sought is public, and the burden shall be upon the custodian to prove with specificity the exemption which applies.

(d) The clerk of every city or town shall post, in a conspicuous place in the city or town hall in the vicinity of the clerk's office, a brief printed statement that any citizen may, at his discretion, obtain copies of certain public records from local officials for a fee as provided for in this chapter.

The executive director of the criminal history systems board, the criminal history systems board and its agents, servants, and attorneys including the keeper of the records of the firearms records bureau of said department, or any licensing authority, as defined by chapter one hundred and forty shall not disclose any records divulging or tending to divulge the names and addresses of persons who own or

possess firearms, rifles, shotguns, machine guns and ammunition therefore, as defined in said chapter one hundred and forty and names and addresses of persons licensed to carry and/or possess the same to any person, firm, corporation, entity or agency except criminal justice agencies as defined in chapter six and except to the extent such information relates solely to the person making the request and is necessary to the official interests of the entity making the request.

The home address and home telephone number of law enforcement, judicial, prosecutorial, department of youth services, department of children and families, department of correction and any other public safety and criminal justice system personnel, and of unelected general court personnel, shall not be public records in the custody of the employers of such personnel or the public employee retirement administration commission or any retirement board established under chapter 32 and shall not be disclosed, but such information may be disclosed to an employee organization under chapter 150E, a nonprofit organization for retired public employees under chapter 180 or to a criminal justice agency as defined in section 167 of chapter 6. The name and home address and telephone number of a family member of any such personnel shall not be public records in the custody of the employers of the foregoing persons or the public employee retirement administration commission or any retirement board established under chapter 32 and shall not be disclosed. The home address and telephone number or place of employment or education of victims of adjudicated crimes, of victims of domestic violence and of persons providing or training in family planning services and the name and home address and telephone number, or place of employment or education of a family member of any of the foregoing shall not be public records in the custody of a government agency which maintains records identifying such persons as falling within such categories and shall not be disclosed.

The General Laws of Massachusetts, Chapter 66: Section 10. Public inspection and copies of records; presumption; exceptions.

Appendix R: Concord Student Acceptable Use Policy

Our Technology Resources Mission: Access to network resources, electronic communications, the Internet, database systems, computers and other information technology (IT) resources is essential to the mission of the Concord Public Schools and the Concord-Carlisle Regional School District (CPS/CCRSD).

Further, the purpose of our information technology resources is to help us communicate, collaborate, create, integrate, transfer and apply knowledge, record, track, store, and develop quality educational materials in the pursuit of excellence in teaching and learning. Toward this end, the CPS/CCRSD provides a number of IT services to students. By accepting access to these services, students are charged with the responsibility to use them appropriately.

The network connection, email system, all software and hardware are the property of the CPS/CCRSD.

Supervision and Monitoring:

- The use of these components is a privilege which may be revoked at any time for inappropriate use.
- CPS/CCRSD School District Administrators will deem what is inappropriate use. Also, the network administrators may close an account at any time as required. The administration, faculty, and staff of the CPS/CCRSD may request the network administrators to deny, revoke or suspend specific user accounts.
- Files stored on the CPS/CCRSD servers are not private. CPS/CCRSD reserves the right to examine all data stored on servers, networked computers and individual computers to ensure that students are in compliance with this policy.
- All use of CPS/CCRSD computers and servers must adhere to these terms and conditions of acceptable use.

This policy is not all-inclusive. CPS/CCRSD reserves the right to notify a student of any other impermissible action regarding the use of the computer or Internet. Due to the rapid evolution of technology, this policy will need periodic review.

Student Roles and Responsibilities: Students and all members of the Concord Public Schools and the Concord-Carlisle Regional School District community are expected to adhere to the following policies for appropriate use:

1. Respect and protect the integrity, availability, and security of all electronic resources.

Our network systems provide important access to educational resources. The destruction, vandalism, hacking, or damaging of data, networks, hardware, software, backend systems, or disruption of this or other resources used by CPS/CCRSD is prohibited and may result in disciplinary and/or legal actions.

- Resources shall be used in a manner consistent with the mission of the CPS/CCRSD.
- Network and account security is the responsibility of all members of the CPS/CCRSD community. Any security risks should be reported to a teacher or network administrator.
- Students will not utilize the Internet or any technology resource to perform any act that can be construed as illegal or unethical.
- Students will report any suspicious or unusual activity immediately to the supervising or appropriate staff member.
- Computers not owned and managed by the CPS/CCRSD may not be connected to the CPS/CCRSD network without specific permission.
- Devices that disrupt the educational process or operation of the CPS/CCRSD are prohibited, will be removed, may be held and searched, and may result in disciplinary and/or legal actions.
- Students will not deliberately cause the loss of other users' work or damage to any of the District's systems.
- Students will not override or encourage others to override any firewalls, desktop management or security measures established on the network.

2. Respect and protect the intellectual property of others. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours. Students will follow guidelines regarding the misuse of plagiarism outlined in the student handbook. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, students will follow the expressed requirements.

- Students will not plagiarize the work of others.
- Students will not infringe copyrights. Students may not make illegal copies of music, games, movies, software, or other materials under copyright.
- Students must properly cite the work of others in school work and research papers.

3. Respect and protect the privacy of yourself and others.

- Practice legal and ethical behavior. Proper safety and etiquette is expected of all users. Be mindful of your digital footprint.
- Students will login to their own accounts, not accounts belonging to someone else.
- Students will not share passwords.
- Students will not view, use, or copy passwords, data, or access networks to which they are not authorized.
- Students will not reveal their personal address or phone numbers, or those of other students.
- Protect your privacy. Do not distribute private information about yourself or others.
- Students will not capture, record, or distribute audio, video, or pictures of any school activity without permission from the staff and students involved.
- Be authentic; do not pretend to be someone else online.

4. Respect and practice the principles of community. Communicate only in ways that are kind and respectful. Students are expected to be courteous and use appropriate language. Remember that anything you write online may be discoverable forever.

- Communicate only in ways that are kind and respectful.
- Report threatening or discomfoting materials to a teacher.
- Do not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
- Do not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
- Do not use the resources to further other acts that are criminal or violate the school's code of conduct.
- Do not send spam, chain letters, or other mass unsolicited mailings.
- Do not buy, sell, advertise, or otherwise conduct business, unless approved as a school project.

Consequences for Violation: Violations of any portion of this policy may result in disciplinary measures up to and including suspension and/or legal actions.

**Concord Public Schools and
Concord-Carlisle Regional School District**

Student Acceptable Use Policy Agreement

I have read carefully and hereby agree to the District’s Acceptable Use Policy:

Student Name

Student Signature Date

Parent Signature Date

Appendix S: CMS Handbook Parent-Student Signature Page

2014-2015 CMS Handbook: <http://cms.colonial.net>

Dear Student and Parent(s):

This year the CMS Handbook will be shared electronically from our web site at <http://cms.colonial.net> instead of by paper distribution. If you do not have internet access or would like a hard copy of the handbook, please call the office or send an email to request a printed copy. We will be happy to send one.

Because the Handbook articulates the framework for our school's culture it is absolutely critical that both you and your parents read the entire handbook carefully. If you ever have any questions or concerns, please feel free to speak to the principal, assistant principal, or a guidance counselor. We want Concord Middle School to be a place where you feel safe and where you can shine.

All students and parents are required to sign below stating that you have read the handbook and discussed it. Please turn in this page and the signed Student Acceptable Use Policy page on the reverse side to your homeroom teacher with your back-to-school paperwork.

Thank you. We are very excited to work with you this school year.

Sincerely,

Lynne Beattie, Principal

Directions for the student and her/his parent(s): After reading and discussing the handbook, please sign below and then turn in this page and the signed Student Acceptable Use Policy page to your homeroom teacher with your back-to-school paperwork.

We have read the CMS Handbook outlining the school's policies. In particular, we understand the school's policy regarding bullying and harassment and the consequences that will occur if a student is found to have violated these rules.

Print Name of Student

Student's Signature

Print Name of Parent(s)

Signature of Parent(s)

CONCORD PUBLIC SCHOOLS
CONCORD-CARLISLE REGIONAL SCHOOL DISTRICT

120 MERIAM ROAD CONCORD, MA 01742 PHONE: 978.318.1500 FAX: 978.318.1537
www.concordpublicschools.net

June 10, 2014

TO: CPS SCHOOL COMMITTEE
FROM: DIANA F. RIGBY, SUPERINTENDENT
RE: PARCC VS. MCAS FY15

Background Information: Commissioner Chester is providing school districts with the opportunity to choose whether to administer PARCC or MCAS in their own district in Spring 2015. This year, Thoreau and CMS students participated in the PARCC field tests and student/teacher feedback was positive. Students participating in PARCC will have a head start on experiencing a “next generation” assessment that will replace MCAS and will be implemented in all schools in FY16. There will be no double testing next year; student will either take MCAS or PARCC, accountability levels for schools will be held harmless, and PARCC will not cause any impact in the district’s ability to use student growth percentiles for educator evaluation. (See attached).

Recommendation: The administrative team has discussed this opportunity with their faculties, and I recommend that the School Committee vote to approve the administration of PARCC to replace MCAS for FY15.



PARCC or MCAS in Spring 2015?

Why districts should choose to administer PARCC

In November 2013, the Massachusetts Board of Elementary and Secondary Education endorsed a two-year "test drive" of a new, high quality, 21st century student testing program called PARCC (Partnership for Assessment of Readiness for College and Careers).

PARCC is aligned to the 2010 Massachusetts Curriculum Frameworks in English Language Arts and Mathematics, which incorporate the Common Core State Standards. PARCC has the potential to deliver clearer signals to schools, colleges, employers, and parents about students' readiness for the next grade level and, in high school, readiness for college and careers.

This year (2013-14) in Year 1 of the two-year tryout, more than 81,000 students in Massachusetts are participating in a PARCC field test. The lessons we learn about the test items and the new technology platform used for the online administration will help us to refine PARCC and make it a better assessment for when it counts next year.

Next year (2014-15) in Year 2 of the tryout, districts in Massachusetts will have the choice to administer either PARCC or MCAS (with the exception that all high school students through at least the class of 2018 must continue to pass the grade 10 / high school MCAS tests in ELA, Mathematics, and Science and Technology/Engineering to satisfy the state graduation requirement).

So why should a district elect to administer PARCC instead of MCAS in spring 2015?

- 1. Students:** Students participating in PARCC will have a head start on experiencing a next generation assessment system which is aligned to our new learning standards and could replace MCAS in two years.
- 2. Accountability:** Districts that choose to administer PARCC in spring 2015 will have their 2015 accountability levels "held harmless." That means a district's accountability level can only improve or remain the same based on student performance on PARCC – it cannot decline from its 2014 level next year.
- 3. Paper vs. Online PARCC:** PARCC will provide both a paper and online version of its assessments next year. We will allow districts choosing to administer PARCC in spring 2015 the opportunity to select the format that best fits their profile based on technology readiness and comfort with the online format. The paper version of PARCC provides a great way to enable students to experience the new test.
- 4. No Double-Testing:** Students will take either PARCC or MCAS next year; generally speaking, there will be no double-testing of students in spring 2015.
- 5. Educator Evaluation:** PARCC will not cause any interruption in a district's ability to use student growth percentiles (SGPs) for educator evaluation. SGPs are calculated using a relative comparison of each student with his or her "academic peers." With a sufficiently representative sample, we can reliably calculate SGPs when a student takes MCAS one year and PARCC in the next year.

Training and Decision Timeline for Superintendents, 2014-2015

2014	May	<ul style="list-style-type: none"> ▪ Early May: First of weekly conference calls to give districts information about choice ▪ May 19: M.A.S.S. Drive-in Conference and release of PARCC/MCAS choice tool
	June 30	<ul style="list-style-type: none"> ▪ CHOICE 1st Deadline: Districts interested in choice 'guarantee' submit decision (PARCC or MCAS for grades 3-8) for spring 2015*
	July	<ul style="list-style-type: none"> ▪ One-day workshop for districts administering PARCC online in 2015
	October	<ul style="list-style-type: none"> ▪ October 1: CHOICE Final Day: Districts submit decision (PARCC or MCAS) for spring 2015, pending availability ▪ October 31: Final decision for PARCC online or paper test administration
2015	Winter	<ul style="list-style-type: none"> ▪ PARCC and MCAS trainings ▪ Data uploads for online PARCC testing
	Spring	<ul style="list-style-type: none"> ▪ PARCC and MCAS test administrations (see dates below)

* Grades 9 and 11 are optional and subject to appropriation

MCAS 2015 Testing Dates

- ELA testing window: March 23-April 6
- Math and G5/G8 STE testing window: May 4-May 19
- HS STE testing window: June 2-5

PARCC 2015 Testing Dates (tentative)

- Performance-Based Assessment: March 16-April 10 for computer-based testing; March 23-April 3 for paper-based testing
- End-of-Year: May 4-29 for computer-based testing; May 11-22 for paper-based testing



PARCC: 2014 Field Test vs. the 2015 Operational Test

The **2014 PARCC Field Test** includes a representative sample of 81,000 Massachusetts students, or about 13 percent of all students statewide who are enrolled in the assessed grades (3-11). The purpose of the field test is to "test the test" and determine the validity, accuracy, and reliability of the test items.

The **2015 PARCC Operational Test** will include all students in the assessed grades in those districts that choose to administer PARCC. Participating students will take the entire PARCC assessment (paper or online) in both English Language Arts (ELA) and Mathematics. Students in grades 5, 8, and high school will also continue to take the MCAS Science and Technology/Engineering tests.

	Spring 2014 PARCC Field Test	Spring 2015 PARCC Operational Test
<i>Choice of PARCC or MCAS</i>	Districts were randomly sampled to participate. Districts taking the Performance-Based Assessment had a choice to also take MCAS, or exempt students from MCAS.	Districts will choose either PARCC or MCAS, not both. Separate choices will be made for Grades 3-8 and for grades 9 & 11. Grade 10 MCAS continues to be required.
<i>Student Participation</i>	In participating districts, students from a small number of classrooms were randomly selected to take parts of the ELA or Mathematics test, not the entire test.	All students in grades 3-9 and 11 selected to participate will take the complete PARCC tests in both ELA and Mathematics.
<i>Test Format</i>	Schools were assigned to take either the paper version or the online version of the assessments.	Districts administering PARCC will have the opportunity to select whether students will take the paper or online version of the assessments.
<i>Performance Results</i>	No district, school, or student-level results were produced.	District, school, and student-level results will be produced and publicly reported.
<i>Student Rosters</i>	District or school personnel were required to load classrooms of students into PearsonAccess using the student data upload process.	The Department will upload all students enrolled as of the October 2014 SIMS. Schools will only need to add or remove any students who were not reported on the October 1 enrollment report.
<i>Technology</i>	Online delivery: TestNav 8.0 (1st administration).	Online delivery: TestNav 8.0 (with more functionality to enhance usability and accessibility).

2015 School and district accountability reporting: “Hold harmless” approach for schools administering PARCC

Both federal and state law require ESE to generate accountability determinations for schools and districts each year. Typically, results from spring MCAS tests are used in school and district accountability and assistance level calculations for the following school year. In spring 2015, some schools will administer MCAS and others will administer PARCC.

Will accountability reporting be different in 2015?

Yes, but only for schools that administer PARCC.

- Schools administering PARCC will have their 2015 accountability and assistance level held harmless, meaning the level will stay the same or improve from 2014, but cannot decline.
- Schools administering MCAS will be classified into a level as usual, and will not be held harmless.

Will data be reported for a school that chooses PARCC?

Yes, ESE intends to report assessment and accountability data for all schools, whether they administer MCAS or PARCC. Through a statistical approach called “equipercetile linking”, ESE will link 2015 MCAS and PARCC results and, as a result, calculate and publish achievement levels and Composite Performance Index (CPI) scores for each school regardless of whether it administers MCAS or PARCC. We will also calculate student growth percentiles (SGPs) for schools that administer PARCC. We will use these data to calculate new levels for all schools; however, we will not allow the level for a school taking PARCC to decline in 2015.

The key requirement for equipercetile linking and SGP calculations is having a representative sample of students take PARCC.[1] Representative in this case means students who reflect the entire state’s student population, both in terms of MCAS performance and demographics.

Why hold school levels harmless if you can calculate accountability data?

Commissioner Chester has pledged that any school participating in the spring 2015 administration of the operational PARCC assessments will be able to do so without concern that its PARCC participation may adversely impact its accountability level.

What will hold harmless look like in practice?

Below are three hypothetical examples of 2015 accountability determinations for schools that participate in PARCC in spring 2015.

As a reminder, schools that have a school percentile of 20 or lower are normally classified in Level 3 or below, and schools that do not meet the cumulative PPI target of 75 for all students and/or high needs students are classified in Level 2. A district is classified into the level of its lowest performing school unless it has been placed in Level 4 or 5 by the Board of Elementary and Secondary Education independent of the level of its schools.

	2014				2015				
	Cumulative PPI		School Percentile	Level	Cumulative PPI		School Percentile	Level – Effect without Hold Harmless	Level - Effect with Hold Harmless
	All students	High needs			All students	High needs			
School A	78	76	45	Level 1	76	70	43	Level 2 <i>(declines)</i>	Level 1 <i>(remains the same)</i>
School B	85	68	24	Level 2	74	73	17	Level 3 <i>(declines)</i>	Level 2 <i>(remains the same)</i>
School C	73	70	19	Level 3	77	71	24	Level 2 <i>(improves)</i>	Level 2 <i>(improves)</i>

[1] With a representative sample, schools that choose to administer PARCC will be able to continue to use SGPs as district-determined measures (DDMs) for educator evaluation purposes.



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Stephen J. Finnegan, General Counsel

VIA REGULAR MAIL AND FACSIMILE

Mr. Glenn Koocher
Massachusetts Association of School Committees, Inc.
One McKinley Square
Boston, MA 02109

May 27, 2014

RE: The School Committee Policy Authority to Establish Whether PARCC or MCAS Should Be Administered in the Spring of 2015.

Dear Mr. Koocher:

Part of the information you forwarded to me included a recent Update from the Department of Elementary and Secondary Education (DESE) that states, in part, as follows: "Commissioner Chester will provide school districts with the opportunity to choose whether to administer PARCC or MCAS in their own district in spring 2015." You have requested an opinion from me as to whether the superintendent or the school committee has the authority to make the decision for the school district.

The general powers and duties of school committees are enumerated in M. G. L. c. § 37. This section of the law has been interpreted by the courts on many occasions, most notably in *Leonard v. The School Committee of Springfield*, 241 Mass. 435 (1922) which states, in pertinent part, as follows:

"The policy of the Commonwealth from early times has been to establish a board elected directly by the people separate from other governing boards of the several municipalities and to place the control of the public schools within the jurisdiction of that body unhampered as to the details of administration and not subject to review by any other board or tribunal as to acts performed in good faith."

This broad grant of authority as referenced in *Leonard* has consistently been cited in many subsequent cases. The General Court is the source of authority of school committees and can limit or extend their power (Opinion of the Justices (1955) 332 Mass. 785). Mass. General Laws, chapter 71, § 37 was amended by the so-called Education

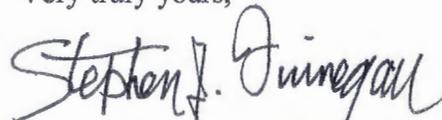
Reform Act of 1993 by deleting the school committees authority to exercise “general charge of all the public schools” and inserting in place thereof, in pertinent part, the following:

“The school committee in each city and town and regional school district shall have the power to select and to terminate the superintendent, shall review and approve budgets for public education in the district, *and shall establish educational goals and policies for the schools in the district consistent with the requirements of law and statewide goals and standards established by the board of education.*” [Emphasis added]

The authority of a school committee to establish educational goals and policies is undiminished by the 1993 amendment and is central to the mission of the school committee. The superintendent is charged with managing the school district subject to state law and the policy determinations of each school committee (M.G. L. c. 71 § 59). The decision to administer PARCC or MCAS is a major policy decision similar to examples given in the DESE Advisory on Governance (November 1995) that requires the approval of the school committee. The Department of Elementary and Secondary Education has chosen to devolve the decision concerning whether to administer PARCC or MCAS for the spring of 2015 to school districts. It is my opinion for the above stated reasons that the decision to administer PARCC or MCAS in the spring of 2015 requires the approval of the school committee, and I would suggest that the school committee should solicit the recommendation of the superintendent.

If you have any further questions please contact me.

Very truly yours,


Stephen J. Finnegan, Esq.

CP