

HEAD INJURY PROCEDURE

Care and management of head injuries in the school setting requires close collaboration between families, school nurses, coaches, athletic trainer, athletic director, administrators, guidance counselors, school physicians, and Health and Wellness teachers. This procedure was developed in accordance with M.G.L. c. 111, §222 requirements.

A) Baseline Neurocognitive Testing: All 9th grade and new students participating contact sports are offered a computer-based neurocognitive test. This test provides baseline data that can later be used in post-injury assessment (ImPACT, 2011). Information may be shared with the student's physician upon the family's request.

B) Annual Training: Training of coaches, licensed athletic trainers (CATs), trainers, game officials, volunteers, school and team physicians, school nurses, athletic directors, marching band directors, participants and parents in recognition of sports-related head injury is completed and documented annually. Students may not participate in activities until training is completed by both the parent and the student. Coaches, certified athletic trainers, trainers, and volunteers teach form, techniques, and skills and promote protective equipment use to minimize sports-related head injury, and prohibit athletes from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete. Verifications of completion of annual training and receipt of materials are maintained by the athletic director.

C) Seasonal Health History: Before the start of every sports season, the parent/guardian completes and submits an athletic form that provides updated information relative to concussion history. Students may not participate in athletic activities until the form is submitted to the coach, who submits them to the athletic director. Forms indicating a history of concussion are forwarded to the CAT. The CAT consults with the team physician as appropriate regarding recommendations for participation for students with multiple concussions. Given the risk of second-impact head injuries, the school may use a student's health history as a factor to determine whether to allow the student to participate in an extracurricular athletic activity, or whether to allow such participation under specific conditions or modifications. The team physician's recommendation is documented on the form and forwarded to the Athletic Director and school nurse.

D) Head Injury Assessment:

1) Any student who sustains a head injury during the school day or athletics with loss of consciousness is evacuated for evaluation at a local Emergency Department, and the parent is immediately notified.

2) For any head injury that occurs during the school day, the student is escorted to the health office for concussion assessment, and the parent/guardian is notified of

injury and assessment results. If traumatic brain injury (TBI) is assessed, the student is dismissed with a parent/guardian for physician follow up. The parent/guardian is provided with standardized concussion educational materials, and a graduated reentry plan for return to full academic and extracurricular athletic activities. Report of head injury is sent to administrator, teachers, guidance and athletics with parent/guardian copied.

3) If a student sustains a head injury outside of the school day or athletic activity, and no physician visit was made, the student will be assessed at school by the school nurse or athletic trainer and referral to MD made per assessment. If an MD visit was made, the parent submits a physician's note to the school nurse. Any student who is symptomatic during the school day will be assessed by the school nurse. All participating athletes will subsequently be monitored by the Athletic Trainer. All others will be monitored by the school nurse. The parent/guardian is provided with standardized concussion educational materials, and a graduated reentry plan for return to full academic and extracurricular athletic activities.

4) If a student sustains a head injury during an athletic activity, the player is referred to the athletic trainer for evaluation, and the coach communicates the nature of the injury to the athletic trainer. There is no return to play that day if concussion is suspected. Coaches also contact a parent/guardian. If the AT is not available at a practice or contest, the coach holds any athlete suspected of having a concussion out of participation until evaluated by the AT, and contacts a parent/guardian. After assessing the student, the athletic trainer notifies parent/guardian, and recommends next steps for evaluation and care. The parent/guardian is provided with standardized concussion educational materials, and a graduated reentry plan for return to full academic and extracurricular athletic activities. Report of Head Injury is sent to administrator, school nurse and athletic director, and forwarded to teachers and guidance by the school nurse with parent/guardian copied. Graduated academic and athletic return plan is facilitated and monitored by the academic team and athletic trainer.

F) Athletic Return to Play: Scheduled follow up assessments for occur via the athletic trainer or school nurse, depending on athletic participation status. Only the following individuals may authorize a student to return to play: a duly licensed physician, or a duly licensed certified athletic trainer, nurse practitioner, physician assistant or neuropsychologist, each of whom is working in consultation with a licensed physician. Documented medical clearance must be submitted and reviewed by the athletic trainer or school nurse as appropriate before the Gradual Return to Play procedure is initiated.

G) Graduated Academic Re-Entry: All students with concussions follow a written Gradual Return to Academics and Athletics with responsibilities of parents, students and school staff outlined. Medical documentation is required for academic accommodations to be implemented. The plan is monitored by the student's guidance counselor, school nurse, neuropsychologist if available or involved, parent,

members of the building-based student support and assistance team or individualized education program, team and in consultation with the physician who is managing the student's recovery as required.

H) Record Maintenance:

The Superintendent shall maintain or cause to be maintained complete and accurate records of the district's compliance with the requirements of the Concussion Law, and shall maintain the following records for three years or, at a minimum, until the student graduates, unless state or federal law requires a longer retention period:

1. Verifications of completion of annual training and receipt of materials;
2. DPH Pre-participation forms and receipt of materials;
3. DPH Report of Head Injury Forms, or school based equivalents;
4. DPH Medical Clearance and Authorization Forms, or school based equivalents; and
5. Graduated reentry plans for return to full academic and extracurricular athletic activities.

I) Penalties: If a student or staff member fails to comply with school policy for head injury management, penalties may be implemented, including but not limited to personnel sanctions and forfeiture of games.

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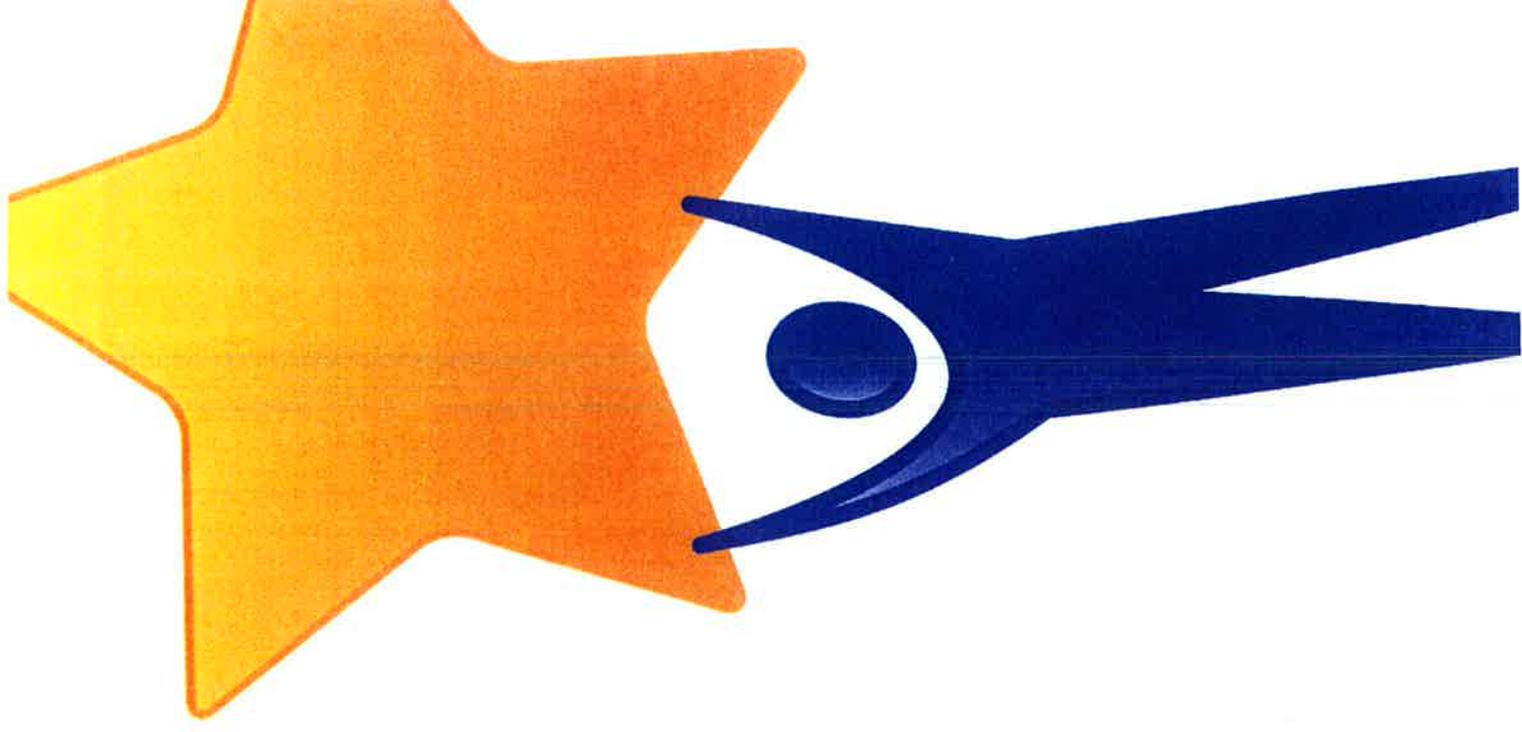
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The Massachusetts Model System for Educator Evaluation

Webinar

January 10th 2012



Massachusetts Department of
**ELEMENTARY & SECONDARY
EDUCATION**

Introduction

★ Welcome

★ Webinar Logistics

- Technical issues?
- Questions?



Kerry
Callahan

Agenda

- ★ Participants
- ★ Intended Outcomes
- ★ Key Features of the Educator Evaluation Framework
- ★ ESE Model System
 - Today's release: 5 components
 - Future components
- ★ Next Steps: Getting Started
- ★ Wrap Up & Questions



Karla
Baehr

Agenda

- ★ **Participants**
- ★ **Intended Outcomes**
- ★ **Key Features of the Educator Evaluation Framework**
- ★ **ESE Model System**
 - Today's Release: 5 components
 - Future Components
- ★ **Next Steps: Getting Started**
- ★ **Wrap Up**



Claudia
Bach

Participants

- ★ 145 RTTT Districts
 - District teams: school committee chair, superintendent, union president, human resources or central office administrator, and a principal
- ★ 2011/12 Level 4 Schools
- ★ 2011/12 Early Adopters
- ★ ESE Educator Evaluation Team

Agenda

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- ★ **Intended Outcomes**
- ★ Key Features of the Educator Evaluation Framework
- ★ ESE Model System
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Claudia
Bach

Intended Outcomes

- ★ Know what the Model System is and be able to navigate its different components
- ★ Know key decisions district teams will need to make in coming months
- ★ Begin preparations for attending the regional “Getting Started” workshops

Agenda

- ★ Participants
- ★ Intended Outcomes

★ **Key Features of the Educator Evaluation Framework**

- ★ ESE Model System
 - Today's Release: 5 components
 - Future Components
- ★ Next Steps: Getting Started
- ★ Wrap Up & Questions



Luis
Rodriguez

Key Features of the Educator Evaluation Framework

Why are we doing this ...

- ★ To reinforce that effective teachers & leaders matter
- ★ To promote leaders' and teachers' growth and development
- ★ To place student learning at the center of the process

Who does this apply to ...

- ★ All educators serving in a position that requires a license

Key Features of the Educator Evaluation Framework

“Current evaluation practices in the state are wobbly, at best. We are often stuck in place, unable to move beyond simple compliance with procedures. The Task Force and the Board of Education have a chance to break this logjam. We can create a more ambitious, focused and growth-oriented framework. I am hoping for a breakthrough.”

Task Force Member, former Teacher and Principal

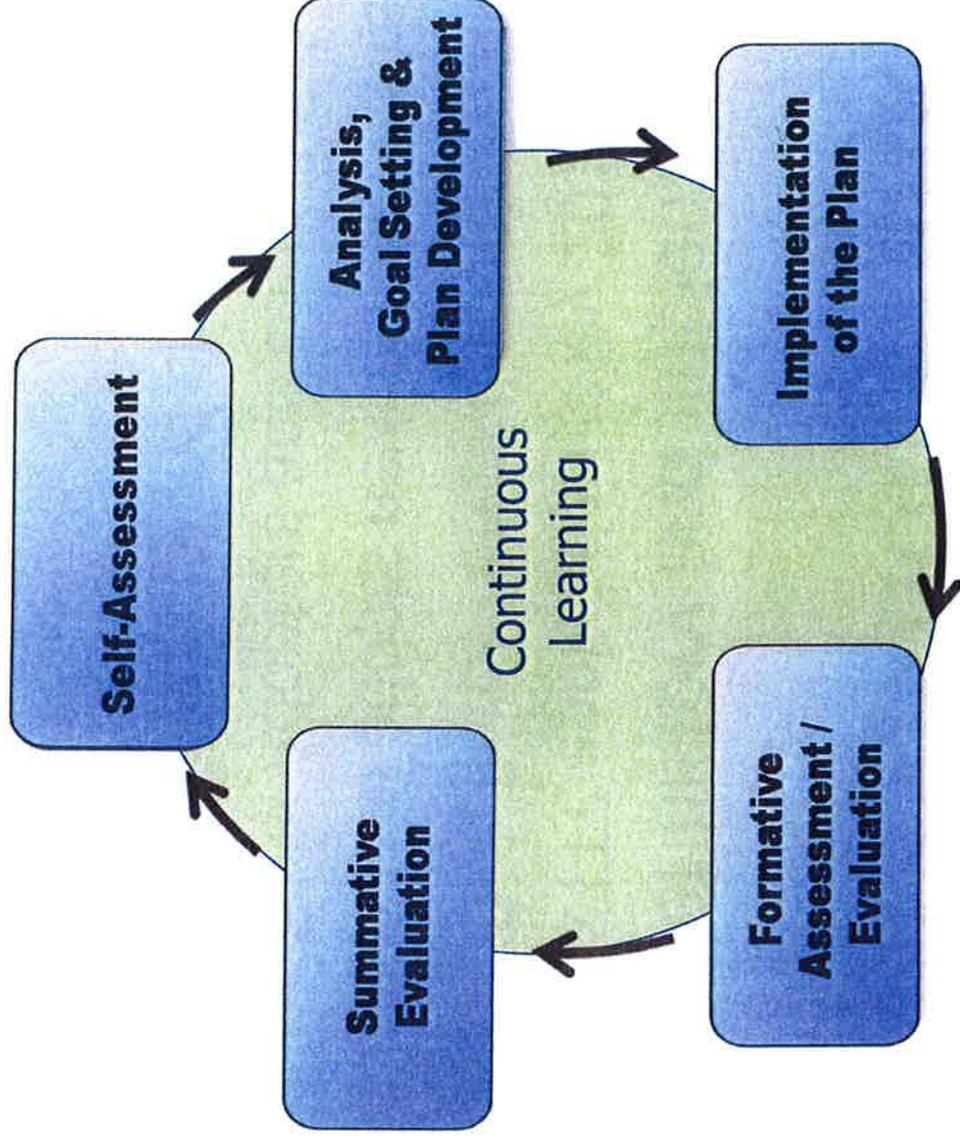
Key Features of the Educator Evaluation Framework

Brief history and implementation ...

- ★ RTTT application (May 2010)
- ★ Task Force “Breakthrough Framework” (March 2011)
- ★ Board adopts new evaluation regulations (June 2011)
- ★ Early Adopters and Level 4 Schools (2011/12 year*)
- ★ RTTT districts and charters schools (2012/13 year*)

**Note: refers to implementing 5-step cycle with Summative rating*

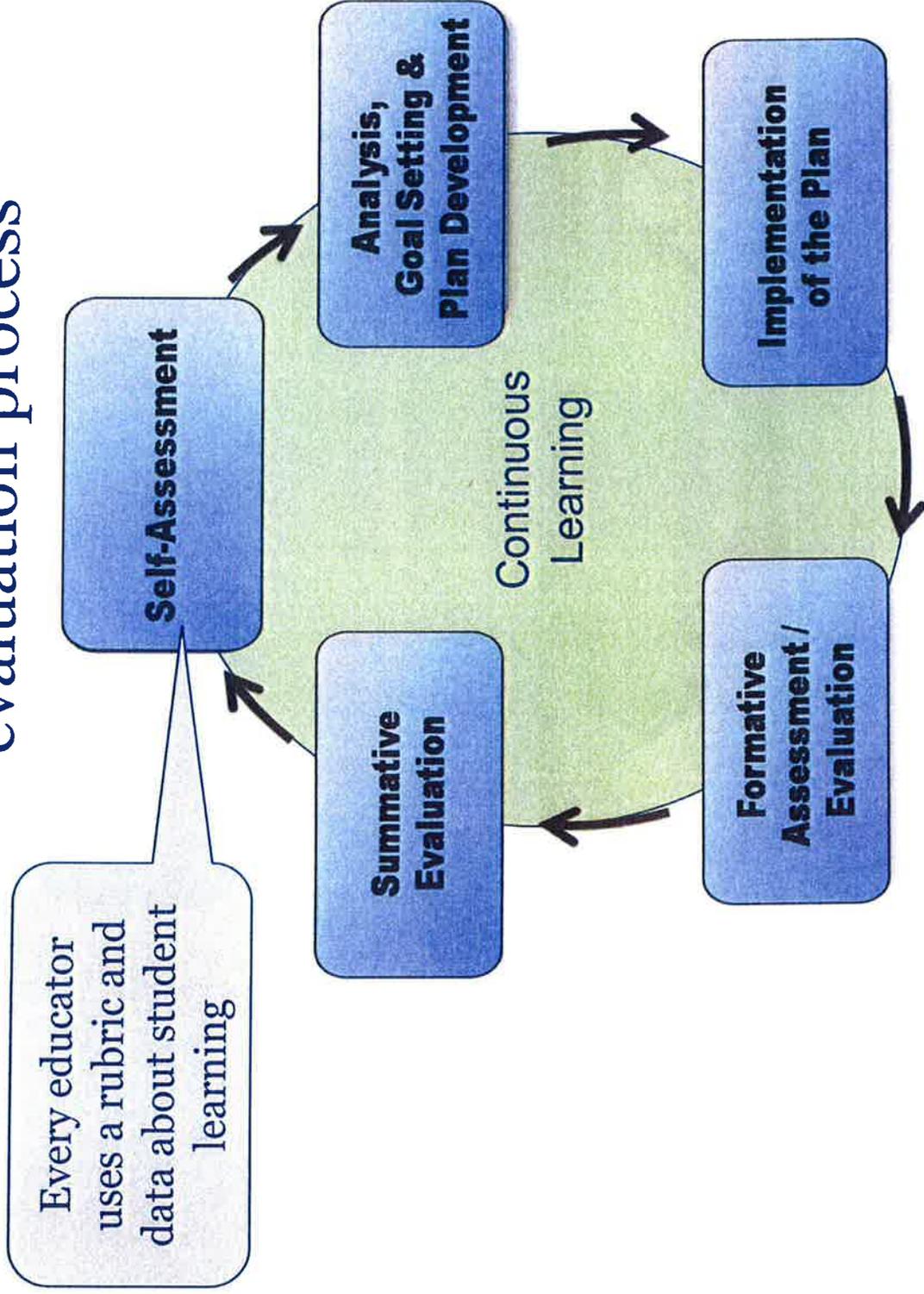
5 Step Evaluation Cycle



★ Every educator is an active participant in an evaluation

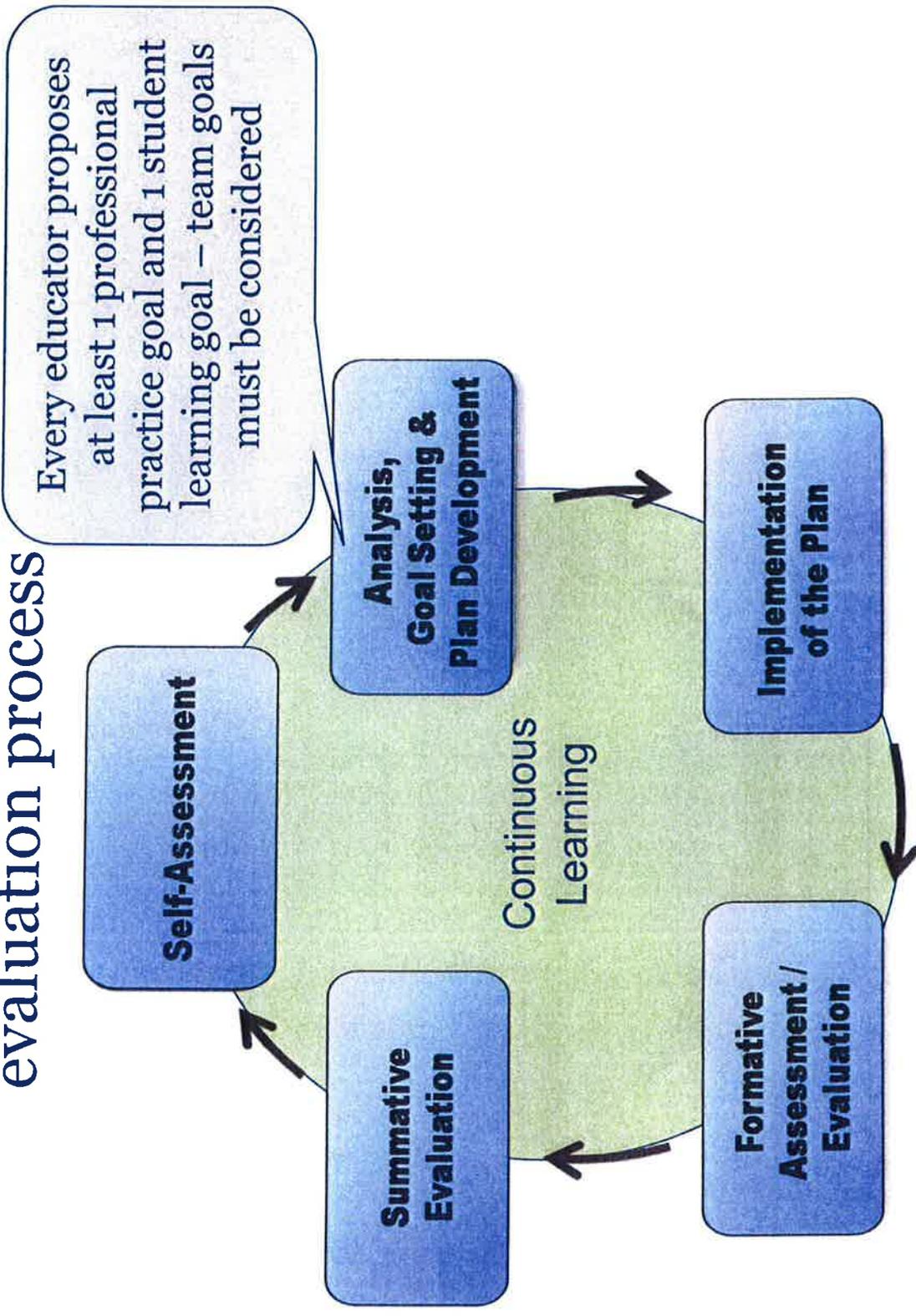
★ Process promotes collaboration and continuous learning

Every educator is an active participant in the evaluation process



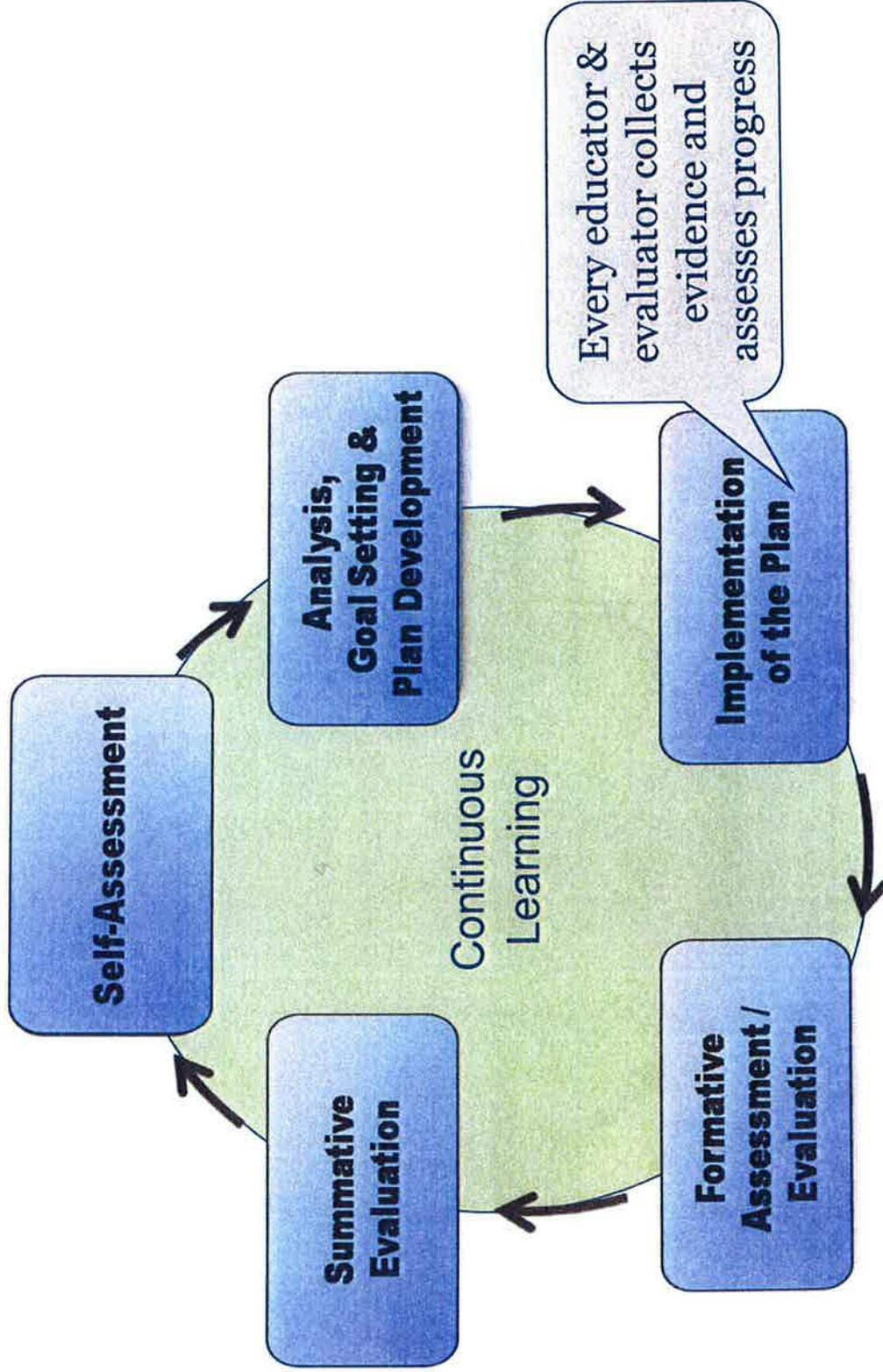
Collaboration and Continuous Learning are the focus

Every educator is an active participant in the evaluation process



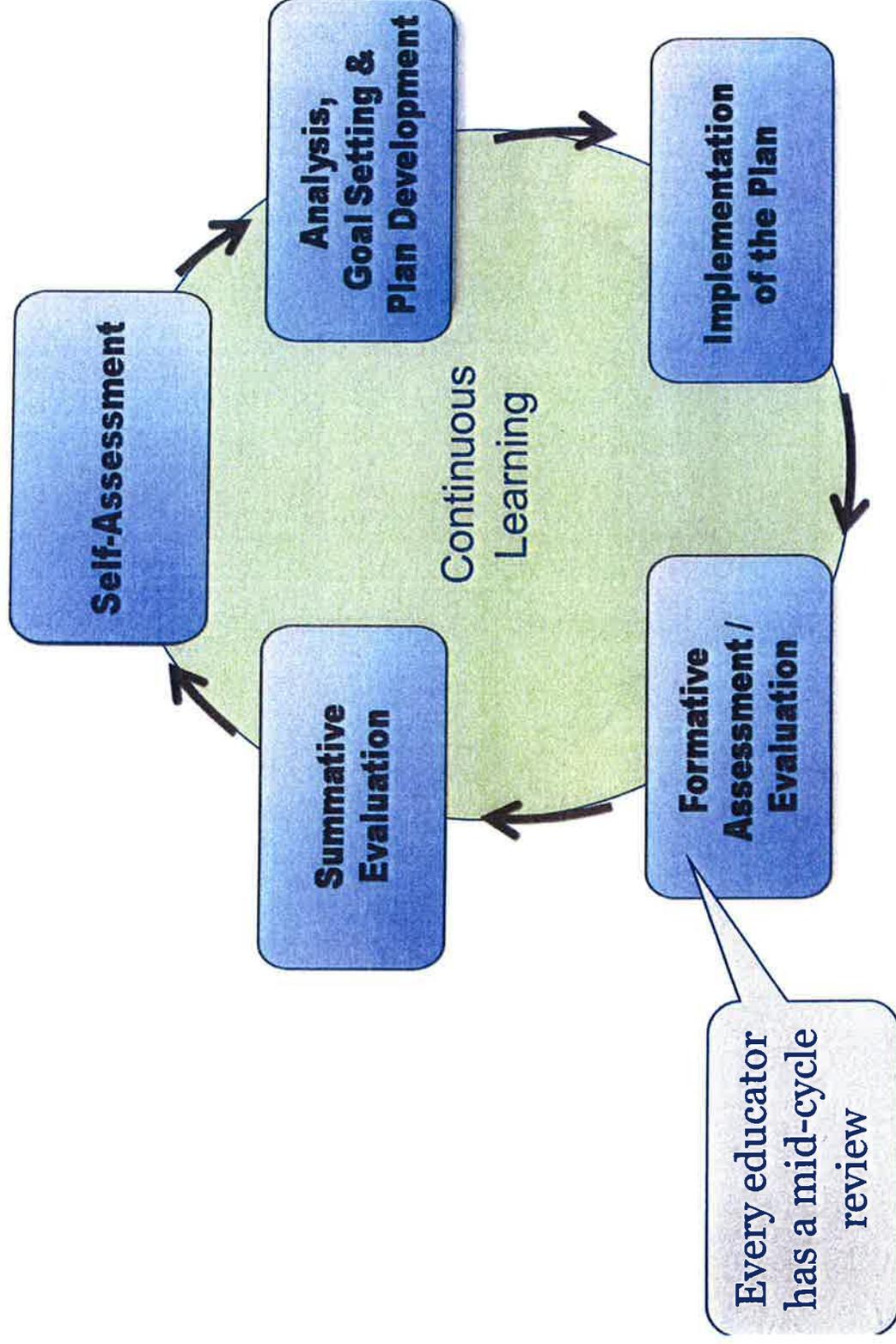
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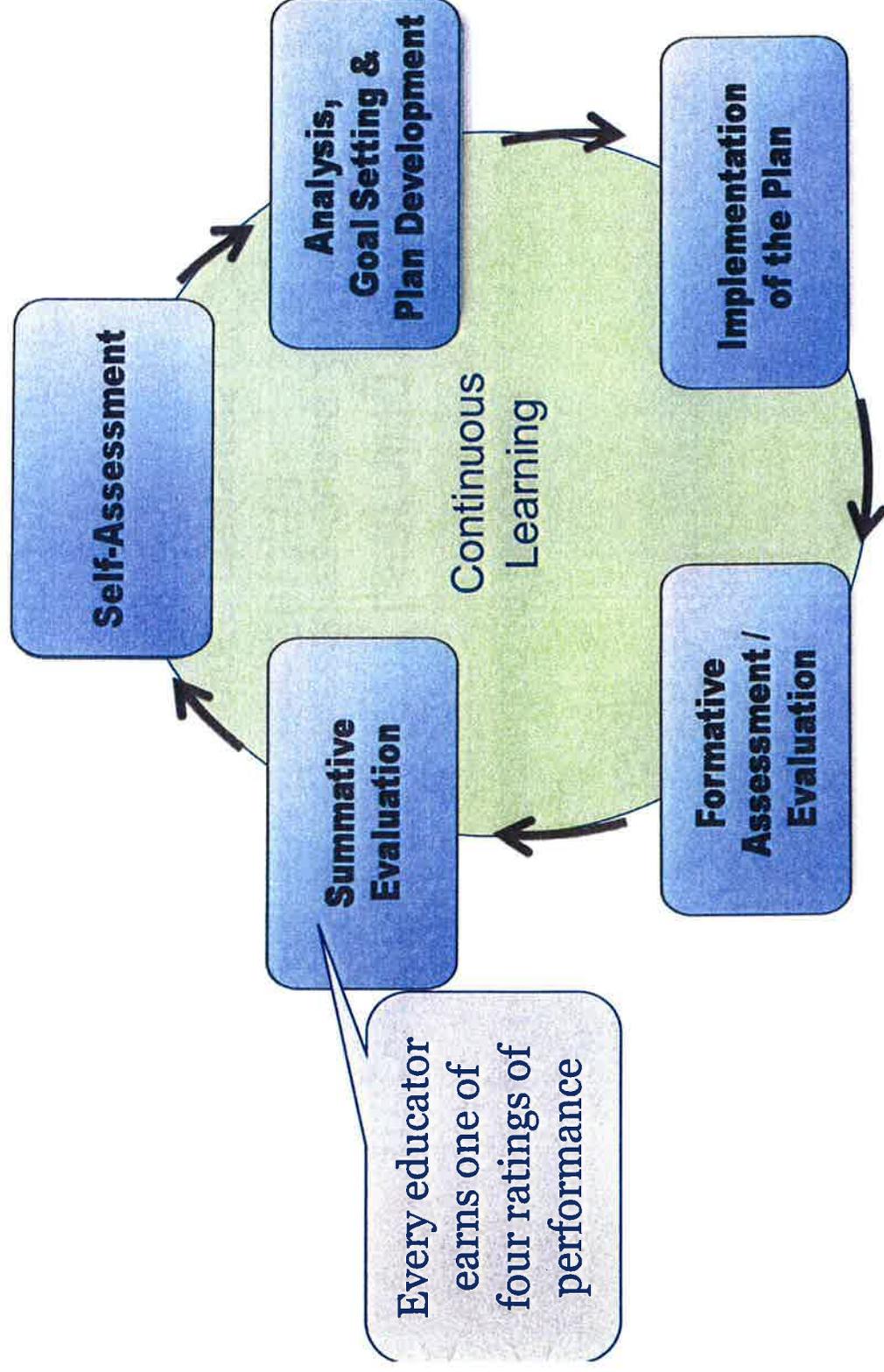
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Collaboration and Continuous Learning are the focus

Every educator is an active participant in the evaluation process



Collaboration and Continuous Learning are the focus

Ratings Summary

- ★ **Summative rating**
 - Rating on each of the Four Standards of Practice
 - Attainment of Goals
 - Other evidence
 - RTTT implementation in 2012/13

- ★ **Impact on Student Learning rating**
 - Districts identify measures during 2012/13 and begin implementing during 2013/14
 - Two district-determined measures (MCAS where applicable)
 - ESE guidance on district-determined measures in June 2012

- ★ **Link to Ed Eval Overview on ESE website**
<http://www.doe.mass.edu/edeval/101511Overview.pps>

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Karla
Baehr

What is the “Model System”?

The *Model System* shall mean:

“the comprehensive educator evaluation system designed and updated as needed by the department, as an exemplar for use by districts. The Model System shall include tools, guidance, rubrics and contract language developed by the department that satisfy the requirements of 603 CMR 35.00.”

What is the “Model System”?

- 1) District-Level Planning & Implementation Guide**
- 2) School-Level Planning & Implementation Guide**
- 3) Guide to Model Rubrics**
- 4) Guide to Model Contract Language**
- 5) Implementation Guide for Principal Evaluation**
- 6) Implementation Guide for Superintendent Evaluation**
- 7) Rating Educator Impact on Student Learning**
- 8) Using student and staff feedback**

Why have a “Model System”?

- ★ One more initiative?
- ★ The Task Force’s Vision
- ★ District choices:
 - **Adopt it**
 - **Adapt it**
 - **Revise** an existing evaluation system so that it is consistent with the regulations

1) District-Level Planning & Implementation Guide



Karla
Baehr

- ★ **Intended Audience:**
 - School Committee
 - Superintendent and district administrators
 - Union leaders
 - Principals
- ★ **Purpose:**
 - Help district leaders understand practical requirements and strategic opportunities

1) District-Level Guide: Practical Requirements

- ★ Explain the regulations
- ★ Navigate the model
- ★ Decide: **Adopt, Adapt or Revise**
- ★ Conduct collective bargaining
- ★ Access technical assistance and PD
- ★ Report results

1) District-Level Guide: **Strategic Opportunities**

- ★ **Ensure Coherence**
- ★ **Build Capacity: Educator growth & development**
- ★ **Support School Implementation**

2) School-Level Planning & Implementation Guide



Samantha
Warburton

- ★ **Intended Audience:**
 - School Leadership Teams
 - Evaluators & Educators
 - District Leadership
- ★ **Purpose:**
 - Help schools understand practical requirements and strategic opportunities
 - Guide conversation and collaboration
 - Help district leaders understand areas for support

2) School-Level Planning & Implementation Guide

Content Overview
The Massachusetts Model System for Educator Evaluation
Step 1: Self-Assessment
Step 2: Goal Setting and Plan Development
Step 3: Implementation of the Plan
Step 4: Formative Assessment and Evaluation
Step 5: Summative Evaluation
Appendices: Forms for Educator Evaluation, Setting SMART Goals

2) School-Level Planning & Implementation Guide

- ★ Getting Started
 - Conditions for Readiness
 - Considerations for Planning
 - Suggested Resources
 - Tools from the Model System

2) School-Level Planning & Implementation Guide

- ★ Highlights:
 - Early lessons from the field
 - Step-Specific Topics
 - Establishing effective teacher teams
 - Conducting observations
 - Guidance on goal proposal
 - Aligning evaluation activities with Individual PD Plans

3) Guide to Model Rubrics

- ★ **Intended Audience:**
 - All educators and their evaluators

- ★ **Purpose:**
 - Describe the development process and structure of the model system rubrics
 - Support educators and evaluators in how to use rubrics to guide conversation and evaluation
 - Share the superintendent, principal, and teacher model rubrics



Sheryl
Leo

3) Guide to Model Rubrics

Content Overview
Where the Rubrics Fit in the Evaluation Process
Structure of the Model Rubrics
Performance Levels in the Model Rubrics
Design of the Model Rubrics
Different Contexts, Roles and Responsibilities
Support for Effective District Implementation
Select Appendices: Teacher, Principal and Superintendent model rubrics

3) Guide to Model Rubrics

- ★ The power of rubrics
 - Create a shared understanding of proficient performance
 - Organize evidence
 - Inform professional judgments

3) Guide to Model Rubrics

- ★ Structure and design choices
 - Regulations define Standards and Indicators
 - *Proficient* is the rigorous, expected level of performance
 - Used to understand patterns in evidence gathered across multiple points in time

Standard II: Teaching All Students. *The teacher promotes the learning . . .*

Indicator II-A. Instruction: Uses instructional practices that reflect high expect. . .		Proficient	Exemplary
II-A. Elements	Unsatisfactory	Needs Improvement	Exemplary
II-A-1. Quality of Effort and Work	Establishes no or low expectations around quality of work and effort and/or . . .	States high expectations for quality and effort, but provides few exemplars and rubrics, limited guided practice, and produce high-quality work. Is able to model this element.
II-A-2. Student Engagement	Uses instructional practices that leave most students uninvolved and/or passive . . .	Uses instructional practices that motivate and engage some students but leave others uninvolved and/or passive during independent and home work. Is able to model this element.

4) Guide to Model Contract Language



Karla
Baehr

- ★ **Intended Audience:**
 - School Committees, Union leaders, Superintendents, HR administrators, & principals

- ★ **Purpose:**
 - Provide at least a starting point for collective bargaining

4) Guide to Model Contract Language

- ★ **By January 17th: Teacher contract language**
- ★ **By March 15th: Administrator contract language**
- ★ **Future: Peer Assistance and Review (PAR)**

5) Implementation Guide for Principal Evaluation



Preeya
Pandya

- ★ **Intended Audience:**
 - Superintendents and principals
- ★ **Purpose:**
 - Provide a common understanding of the model process for evaluating principals
 - Guide conversation and collaboration between principals and superintendents

5) Implementation Guide for Principal Evaluation

Content Overview
The Model Evaluation Process for Principals
Guidance for Conducting the Evaluation Process
Cycle of Continuous Improvement
Select Appendices: Administrator Standards and Indicators, Evaluation Reports, Roles and Responsibilities, SMART Goals, Samples

5) Implementation Guide for Principal Evaluation

★ Highlights:

- Helps principals understand and model the process for all educators
- Team goals
- Involved stakeholder groups

★ Future:

- Guidance for evaluation of other school leaders

6) Implementation Guide for Superintendent Evaluation



Claudia
Bach

- ★ **Intended Audience:**
 - Superintendents and School Committees

- ★ **Purpose:**
 - Provide a common understanding of the model process for evaluating superintendents
 - Guide conversation and collaboration between superintendents and school committees

6) Implementation Guide for Superintendent Evaluation

Content Overview
The Model Evaluation Process for Superintendents
Guidance for Conducting the Evaluation Process
Cycle of Continuous Improvement
Select Appendices: Superintendent Standards & Indicators, Evaluation Reports, Roles & Responsibilities, SMART Goals guide and samples, Guidelines for new superintendents

6) Implementation Guide for Superintendent Evaluation

- ★ Highlights:
 - Alignment with all educator's evaluation process
 - Endorsed by MASC and MASS representatives
- ★ Future:
 - Guidance for evaluation of other district leaders

Future releases



Claudia
Bach

- ★ **March 2012 Update**
 - Caseload Educator model rubric and guidance on adapting rubrics with role specific indicators
 - Model Contract Language for administrators
 - ESE review process for districts that are adapting or revising the model system
- ★ **July 2012 Update**
 - Implementation Guide for Rating Educator Impact on Student Learning using District-Determined Measures
 - Model Contract Language for State- and District-Determined Measures
- ★ **Fall 2012 Update**
 - Guidance for Peer Assistance and Review
- ★ **May 2013 Update**
 - Implementation Guide for Using Staff and Student Feedback

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Karla
Baehr

Next Steps: Getting Started

- ★ Prep for Regional *Getting Started* workshops
 - ESE criteria for reviewing district plans & systems
 - Additional resources ESE will make available
 - Professional Development modules
 - Technical Assistance partner vendors
 - Technology &/or tools
- ★ Begin to review Model System materials
 - e.g. school committee and superintendent can look at the Implementation Guide for Superintendent Evaluation

**CONCORD CARLISLE HIGH SCHOOL
CONCORD PUBLIC SCHOOLS
HEAD INJURY MANAGEMENT POLICY**

The following policy was developed in accordance with M.G.L. c. 111, §222; 105 CMR 201.000.

Care and management of head injuries in the school setting requires collaboration between families, providers and school medical, athletic and guidance staff.

Seasonally-updated health history information is collected and reviewed for every student grade 6-12 participating in athletic activities.

Concussion training is required and documented annually for athletic staff and volunteers, school nurses, students participating in school athletic activities and their parents/guardians.

Suspected concussions that occur during school activities are reported immediately to families for referral to a provider. Head injuries occurring outside of the school day or athletic activities are reported by families for school follow up. Educational materials are provided, and the student's academic team is notified.

Medical clearance for gradual return to academics and athletics may be given only by a physician, or one of the following professionals working in consultation with a physician: a neuropsychologist, certified athletic trainer, nurse practitioner, or physician assistant. Students are then able to complete their plan for full return to activity and academics, which is coordinated by school medical and guidance staff.

Per MA DPH guidelines, if a student or staff member fails to comply with school policy for head injury management, penalties may be implemented, including but not limited to personnel sanctions and forfeiture of games.

This policy shall be updated every two years at a minimum following review by the Head Injury Management Committee.

Rivers and Revolutions

DRAFT Program Overview
Prepared by Michael Goodwin
For School Committee
January 24, 2011

Contents

1. Introduction
2. Program description
3. Learning objectives
4. Alignment with CCHS goals 2011-2012
5. Assessment program
6. A week in the life
7. Sample curriculum
8. Salient excerpts

Introduction

This document is designed to offer an overview of *Rivers and Revolutions*, a pilot program scheduled to launch at Concord-Carlisle High School in the school year 2012-2013. The document reflects the collaboration of many faculty members, administrators, and students from across the district, including: Michael Goodwin, Diana Rigby, Kathy Codianne, Peter Badalament, Jessica Truslow, Johanna Glazer, Mary McCabe, Ray Pavlik, Shane DiCristina, Margaret Perko, and the CCHS department chairs group.

Rivers and Revolutions first ran as a summer course in August 2010. Led by a team of seven educators – including Concord-Carlisle faculty and staff members Michael Goodwin, Anthony Beckwith, Mary McCabe, and Patrick Savage – a group of twenty students from across the state came to Concord to participate in a successful two-week, tuition-free program (www.riversandrevolutions.org). Following the success of the summer course, the CCRSD administration approached Michael Goodwin about the possibility of bringing the program to the high school. Since the fall of 2010, the program has been continually developed in anticipation of its implementation as a full immersion semester long program in the fall of 2012.

The school year 2011-2012 has been marked by continued collaboration between students, faculty, administration, and the Concord-Carlisle Teacher's Association. Additionally, professors and students at the Harvard Graduate School of Education have been brought into the development process and will continue to play a role throughout the rest of the implementation process and after the program launches.

Program description

Governed by an overarching thematic arc, the semester will be divided into 1-3 week units. The program will operate on a 1:1 classroom to field ratio, though not necessarily on a daily or even weekly basis. Each day of the week will be devoted to a particular discipline, or lens, through which students and teachers will engage the subject matter.

- Monday: English
- Tuesday: Social Studies
- Wednesday: Science
- Thursday: Mathematics
- Friday: Arts

Though the same curriculum will be offered each semester, different field site visits will necessarily make the spring semester a different experience from the fall. Types of field activities include, but are not limited to: attending plays, performances, panel discussions, visiting museums, libraries, natural areas, National and State Parks, Conservation Lands, and other sites of salience.¹

The program will be of a contiguous nature and as such, students and teachers will have the opportunity to continually reference the collective body of material at any given time. In other words, though direct instruction in mathematics might only take place on Wednesday, student might apply their mathematical understanding on Friday as they decide collectively how to create a painting on a twenty-foot canvas.

This interdisciplinary, experiential program will offer students a coherent and rigorous academic experience. The curriculum will provide students with the opportunity to consider the relationship among different ways of understanding and engaging the world, create connections between seemingly disparate things, and investigate links between the content and their own lives. The program is designed to work for all types of learners.

Further, *Rivers and Revolutions* will offer teachers a robust and embedded form of professional development. Apart from the daily common planning time which will be used to discuss practice as well as content, instructors will observe each other on a daily basis and will each interact with the entire curriculum.

Students and teachers will embark on a shared journey of exploration and will continually investigate the relationship between student, teacher, and content.

¹ A sampling of likely sites includes: Walden Pond, Minuteman National Historical Park, Estabrook Woods, Sleepy Hollow Cemetery, Orchard House and the School of Philosophy, Emerson House, Hugh Cargill Community Gardens, Caesar Robbins Interpretive Center, Great Meadows NWR, Concord Museum, Concord Free Public Library, Concord Art Association, Concord Conservation Lands, Carlisle Cranberry Bogs, DeCordova Sculpture Park, Harvard Museum of Natural History, The Huntington Theater, The Black Heritage Trail, Boston Public Library, The State House.

Students

Fifty students in total will participate in the program each semester. Students entering their junior or senior year will be eligible to apply. All efforts will be made to recruit a diverse student body. Once applications have been received, a lottery process will determine which students are placed in the program. In case of oversubscription, all CCHS students must also sign up for a full course load in the mainstream.

CCHS students participating in the program will earn 2.5 credits for English, Social Studies, Science, Mathematics, and Art.

Faculty

The *Rivers and Revolutions* faculty will be identified in early 2012. Positions will first be offered to current members of the CCHS faculty so long as there is interest, and so long as the candidate is suitable for the position. Though the core faculty will consist of five teachers – one per discipline – additional support will likely be required to meet 504 and IEP requirements.

Further, formal and informal professional development opportunities will be offered to teachers outside of the program while the program is in session.

Learning objectives

1. Students will come to a clearer understanding of the purpose, use, and depth of each academic discipline, and will begin to grasp the holistic relationship of academic disciplines to one another. Further, students will become more adept at using different expressions of each discipline to articulate their conceptual understanding of the material.
2. Students will develop their capacities to make connections between the content and their own lives.
3. Students will understand the different domains of group work and will become more effective at working with groups to accomplish collective goals.
4. Students will, in the net, enjoy the learning process and will further develop their capacities to educate themselves in their quest to become life-long learners. To this end, the collected faculty will allow students a significant amount of choice and control in engaging in the work of the program.
5. Students will come to a clearer understanding of how their actions impact others, and will explore the myriad ways in which they may shape the world in which they live.

Alignment with CCHS goals 2011-2012

Rivers and Revolutions aims to assist CCHS meet some of goals stated in the 2011-2012 school improvement plan. These goals include:

1. Goal 1: *21st century learning*
 - Continue curriculum mapping project
 - Continue practice of instructional rounds
2. Goal 3: *Achievement Gap*
 - Improve academic achievement for Boston students
 - Improve academic achievement for students receiving D/F grades
 - Continue interdisciplinary work between departments
3. Goal 4: *Student Stress Reduction*
 - Reduce student stress levels

Assessment program

Students

Rivers and Revolutions aims to meet the needs of all students by creating a learning community in which the curriculum and assessment tools will be tailored to the individual needs of each student.

Students will be assessed through individualized rubrics created by students and faculty at the start of the program. Each faculty members will be responsible for overseeing the rubric portfolio of ten students in the program and will meet with each student at the conclusion of each unit in order to review the rubric specific to the unit as well as to revisit the rubrics from previous units. The rubric structure is as follows:

UNIT	ASSESSMENT
------	------------

1. Rivers	Rubric development ²
2. Revolutions	Rubric A: Relationship of sub-disciplines to discipline ³
3. Air	Rubric B: Relationship of disciplines to one another
4. Fire	Rubric C: Relationship of units to one another
5. Love	Rubric D: Relationship of content to thematic arc
6. Seasons	Rubric E: Relationship of thematic arc to self
7. Migration	Rubric F: Relationship of self to others
8. Equilibrium	Summative assessment: Ten Presentations, students submit rubric portfolio

Samples of student work applied to these rubrics will form the heart of the interim assessment system; the data collected from these meetings will allow teachers to adjust instruction midstream.

At the conclusion of the semester, students will be graded based on their own movement through these rubrics. As such, it is possible that a student whose work is of higher quality might not do as well as a student whose work is of lower quality if the latter student has made more progress over the course of the semester. Levels of proficiency in each domain, as stated on the rubrics, will be attached to letter grades though the final grade will take the developmental trajectory into account. At the conclusion of the semester, students will receive extensive written feedback as well as letter grades in each subject.

Factors that will be taken into account to assess each student's development include: class participation, nightly homework assignments, unit projects, group projects, and a final presentation. The final presentation will give students the opportunity, in groups of five, to take ownership of a full day of the program, using the five primary disciplines to present a topic of their choosing

Faculty

² Teachers and students will work together to review and personalize the rubrics and discuss the assessment system.

³ Note that there will be five different versions of Rubric A (one per discipline), Rubrics B-F will be interdisciplinary in nature. For example, in mathematics, part of Rubric A would assess a student's capacity to describe the relationship between geometry and trigonometry.

Faculty members in the program will have the opportunity to assess each other's instruction, through both formal and informal means.

Faculty members will periodically assess their efficacy as a group by following a group rubric. Further, students will have the opportunity to assess the instruction of the program and will share their results with the faculty.

Individual faculty members will also be subject to the required evaluation processes; this will entail the input of department chairs, the building principal, and the *Rivers and Revolutions* program director.

Program

At the conclusion of the semester, the program will be assessed to the degree to which it meets the program objectives and works towards the goals as stated on the CCHS School Improvement Plan. Also taken into account will be the impact the program has on programming school-wide.

A week in the life

This section offers a description of a “week in the life” of a *Rivers and Revolutions* student and teacher from the vantage point of the science instructor. Though the nature of the program is such that each week will look slightly different, the following offers a clear window into the working conditions of each of the five faculty members and all fifty students.

A week in the life of the Rivers and Revolutions Science instructor

Monday (English)⁴

7:30-8:30: *Rivers and Revolutions* (RR) common planning time

- All RR faculty will meet to engage in some or all of the following tasks: debrief on the lesson from the day before, review the lesson for the day, discuss progress of and strategies for individual students, review 504s/IEPs, discuss projects, alter the schedule/syllabus, faculty self-assessments (as individuals and as a group).⁵

8:30-8:45: RR morning meeting

⁴ This denotes the organizing discipline of the day

⁵ During this time, Students will either be taking a class in the mainstream or will have the block free.

- The lead teacher for the day, in this case the English instructor, will lead the morning meeting. The meeting will include: announcements, responding to questions, calisthenics. The science instructor would also participate in this meeting, offering additional announcements, responding to questions and participating in the calisthenics. As the semester progresses, students will take ownership of this phase of the day.

8:45-9:30: Observe English instruction (Introduction to day's topic)

- For the initial phase of the lesson, the science instructor will observe the introduction to the day's topic, chiming in with questions or connections to other aspect of the curriculum as he/she sees fit.

9:30-11:00: Participate in English instruction

- This phase of the lesson will largely be marked by work in smaller groups. During this phase of the lesson, the science instructor will assist the English instructor in the exercise/activity. This might include: leading a discussion group, rotating among groups to push students/pose questions/draw connections across disciplines and units/provide support, general oversight.

11:00-11:45: Lunch

- Faculty members and students will have the choice of eating together or separately; there will be no instruction offered during this time.

11:45-2:10: Field work

- For three out of five afternoons of the week, the science instructor will participate in the field work. As the nature of the field work will differ greatly from day to day, the responsibilities of the science instructor will depend on the needs of the day's lead teacher. This work might include: Helping students make connections to the lesson/topic/unit/thematic arc, general oversight and logistical support. Some afternoons will be dedicated to meeting with individual students to review rubrics and assess progress,⁶ and to student network meetings.⁷

Tuesday (Social Studies)

⁶ Each RR faculty member will be in charge of overseeing the rubric portfolio of ten students in the program, and at the conclusion of the semester, will be responsible for writing the summative assessment for each of these students.

⁷ At the start of the semester, students will be assigned to small network groups – periodically these groups will meet to engage in a variety of exercises and protocols pertaining to the curriculum.

7:30-8:30: RR common planning time
8:30-8:45: RR morning meeting
8:45-9:30: Observe history instruction
9:30-11:00: Participate in history instruction
11:00-11:45: Lunch
11:45-2:10: Prep

- This afternoon and Thursday afternoon are dedicated to individual preparation time for the science instructor; faculty members might also use this open time to meet with other students and faculty in the mainstream.

Wednesday (Science)

7:30-8:30: RR common planning time
8:30-8:45: RR morning meeting
8:45-9:30: Provide instruction

- The science instructor will introduce the topic of the day, providing a mix of direct and indirect instruction.

9:30-11:00: Lead activity

- With the support of the other faculty members, the science instructor will direct the morning activity.

11:00-11:45: Lunch

11:45-2:10: Lead Field work

- Having taken the primary role in planning the field work, the science instructor will lead the group with the support of two other faculty members (on any given afternoon, two of the five faculty members will be engaged in individual prep work, away from the group).

Thursday (Mathematics)

7:30-8:30: RR common planning time
8:30-8:45: RR morning meeting
8:45-9:30: Observe mathematics instruction
9:30-11:00: Participate in mathematics instruction
11:00-11:45: Lunch
11:45-2:10: Prep

Friday (Arts)

7:30-8:30: RR summative exercise

- Friday is the one day of the week where the fully assembled team (students and teachers) begin the day together. Faculty members and students will share responsibility for designing activities that aim to synthesize the week's material. Note, however, that some Friday mornings will also begin with the introduction to the day's topic, as the shifting schedule prevents each week from looking identical

8:30-9:30: Observe arts instruction

9:30-11:00: Participate in arts instruction

11:00-11:45: Lunch

11:45-2:10: Studio work

Sample curriculum

The following sample curriculum served as the foundation for the work of faculty members who participated in the *Rivers and Revolutions* Professional Development Program. This group – comprised of faculty members from across departments – used the following sample as a model by which to create a new version of the curriculum⁸. The work generated by this committee will be handed over to the *Rivers and Revolutions* faculty. At this point, the *Rivers and Revolutions* faculty members will use this wealth of material to finalize the day-by-day curriculum and will begin the intensive process of collaboratively building the final curriculum.

Key

E: English

SS: Social Studies

M: Mathematics

S: Science

A: Arts

G: All disciplines

Quarter one

⁸ Though the work of the PD group was focused on generating material, the professional development program was designed to meet the following learning objectives for all participants:

- To develop our capacities to create connections across disciplines in the service of providing a greater number of access points for our students.
- To explore various ways of presenting material from across disciplines in the service of providing a greater number of access points for our students.
- To strengthen our relationships in the service of increasing the level of teacher collaboration at CCHS.

Opening ceremonies (day 1)

Rivers (days 2-13)

- E: The River and the Human Condition
- SS: 1635: Floodplains, Egg Rock and the Natives of Massachusetts
- S: One and the Many: Molecules and Riparian Ecology
- M: What does X have to do with 7? Symbols and Inflection Points
- A: Andy Goldsworthy and the River Systems of Massachusetts
- G: Rubric Development
- E: Rivers and Human Conditions, Robert Frost's "Directive"
- SS: The Wheel
- S: Water Tables, Dams, Evaporation
- M: The Circle: A Geometric and Trigonometric Perspective
- A: River gallery walk
- G: Group synthesis

Commence work on Ten Presentations (day 14)

Revolutions (day 15-21)

- SS: Education and Obligation
- S: The big bang, seasons, and glaciers
- M: Pablo Picasso and Jackson Pollack
- E: Tone - From the Transcendentalists to Edward Abbey
- A: At the forefront: From Hieronymus Bosch to Virginia O'Keefe
- G: Group Synthesis

Air (day 22-33)

- S: Gravity, Frogs and the Stratosphere
- M: Pollution: Linear Equations and Inequalities
- A: Skyscapes
- E: The Stratosphere, Frogs, and Gravity
- SS: Changes in the Climate
- S: Transpiration and The respiratory system
- M: Parabolas: up into the air and down again
- A: Reflections
- E: Birds
- SS: From Lindbergh to the Enola Gay to the decline of NASA
- G: Group Synthesis

Fire (day 33-40)

- M: Probabilities and Thresholds

- A: Mood
- E: Playing with the Flames: Prometheus/Socrates/Annie Dillard/Martin Luther King Jr.
- SS: From Prehistoric Caves to the Congo to the Firebombing of Tokyo
- S: The sun
- G: Group synthesis

Quarter two

Love (day 41-51)

- A: Portraits
- E: Form? The Sonnet, Emily Dickinson, and ee cummings
- SS: The progressive era
- S: Molecules and Mating behaviors
- M: Limits and multiple variables
- A: To All Which We Declare
- E: Richard Goodwin's *The Hinge of the World*
- SS: Marriage
- S: Forces of attraction
- M: The Beckwith mystery: the square root of 17
- G: Group synthesis

Seasons (day 51-66)

- E: So Much Has Changed, So Much Remains the Same: assorted passages from Henry David Thoreau, Jhumpa Lahiri and Franz Kafka
- SS: Human Development - a psychological retrospective, introspective
- S: From solstice to equinox and back again
- M: Avian Architecture
- A: Cave Art and Public Murals
- E: Summer
- SS: Fall
- S: Winter
- M: Spring
- A: Summer
- E: Fall
- SS: Winter
- S: Summer
- M: Spring
- A: The Globe
- G: Group synthesis

Migration (day 67-72)

- SS: The Great Migration: A sociological investigation

- S: Birds and whales
- M: Calculus
- A: Vernal Pools
- E: Across the ocean
- G: Group synthesis

Equilibrium (day 73-79)

- S: Rivers
- M: From Two to One to Zero
- A: Breathing
- E: The River and the Human Condition
- SS: Native

Ten presentations (day 78-88)

- Group 1 - TBD
- Group 2 - TBD
- Group 3 - TBD
- Group 4 - TBD
- Group 5 - TBD
- Group 6 - TBD
- Group 7 - TBD
- Group 8 - TBD
- Group 9 - TBD
- Group 10 - TBD

Closing ceremonies (day 89-90)

- 1/2- Final Meetings with academic advisor/networks
- 2/3- Final group synthesis/closure

Salient excerpts

These excerpts speak to many of the pedagogical underpinnings of the program.

John Muir (1911) “When we try to pick out anything on its own, we find it hitched to everything else in the universe.”

Annie Dillard (1974) “What is the difference between a cathedral and a physics lab? Are not they both saying: hello?”

Andy Goldsworthy (2000) “The older I become, the more connections I can make between time, experiences, and places. I have always felt uncomfortable with the easy categorizations that people sometimes apply to my art.”

David Orr (1994) “We have fragmented the world into bits and pieces called disciplines and subdisciplines, hermetically sealed off from other such disciplines... (this) explains why our national accounting systems do not subtract the costs of biotic impoverishment, soil erosion, poisons in our water and air, and resource depletion from our gross national product”

Thich Nhat Hanh (1993) “When we believe something to be absolute truth and cling to it, we cannot be open to new ideas.”

Will and Ariel Durant (1968) “We must operate with partial knowledge, and be provisionally content with probabilities; in history, as in science and politics, relativity rules, and all formulas should be suspect.”

John Keegan (1998) “But then, The First World War is a mystery.”

Amos Bronson Alcott (1882) “In this school... the broadest meaning will be given to the expressions...”

Aldo Leopold (1949) “One day, I buried myself prone in the muck of a muskrat hole.”

S. Paris and J. Turner (1994) “...it is the perception of students in these situations that is paramount and if they perceive that they have choice and control, and if they can take responsibility for reaching their goals, then indeed they can display appropriate and continued motivation.”

Marzano and Kendall (2007) “The self-system contains a network of interrelated beliefs and goals that are used to make judgments about the advisability of engaging in a new task.... If a task is judged important, if the probability of success is high, and positive affect is generated or associated with the task, the individual will be motivated to engage in the new task”

John Bransford et al (2000) “Effective teachers help people of all ages make connections between different aspects of their knowledge.”

Roger Goddard et al (ND) “When educators having unique knowledge of a child operate in isolation, the child’s educational experience becomes fragmented and the child’s needs may go unmet.”

Alan Bandura (1997) “In competitive systems, the successes of skilled members spell failure for the less able. Victors enhance their self-appraisal. Losers suffer self-devaluation. The negative impact may be lessened if different people find different things at which they can excel.”

Alan Bandura (1997) “Educational practices should be gauged not only by the skills and knowledge they impart for present use but also by what they do to children’s beliefs about their capabilities, which affects how they approach the future. Students who develop strong belief in their efficacy are well-equipped to educate themselves when they have to rely on their own initiative.”

Carol Dweck (2000) “(Self-esteem) is something we equip them to get for themselves – by teaching them to value learning over the appearance of smartness, to relish challenge and effort, to use errors as routes to mastery.”

Lev Vygotsky (1978) “(The zone of proximal development) is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance of collaboration with more capable peers.”

David Jackson and Julie Temperly (2006) “Both logic and evidence from practice tells us that purposeful collaboration is more fruitful to learning than competition.”

Thomas Guskey (1974) “...change is a learning process for teachers that is developmental and primarily experientially based.”

Linda Darling-Hammond et al (2008) “The traditional episodic and fragmented approach of traditional professional development does not afford the time necessary for learning that is “rigorous” or “cumulative.”

Roger Goddard et al (ND) “...when teachers work together they are not only less isolated, but also more focused on academic and behavioral outcomes for students than when they work alone.”

Transportation Report

January 24, 2012

Diana F. Rigby, Superintendent of Schools

John F. Flaherty, Deputy Superintendent of Finance & Operations

Transportation Report

Department Overview

- 36 buses and drivers, 3 mechanics, 3 administrators
- Bus repair and maintenance building
- Bus parking area
- Administration building
- Fuel storage & pumping facility

Combined CPS & CCRSD FY2013 budget of \$1,895,120

Combined Budgets for Benefits \$290,000

Total Cost \$2,185,120

Transportation Report

Timeline

- Summer 2011 – CCHS building project design and site selection discussion indicate transportation facility may be affected
- Impact and options assessment initiated
- August 2011 - Administration retains consultant for bid development to outsource bus operations as a potential option

Transportation Report

September 28, 2011

- MSBA commits \$28M to \$92.5M CCHS building project with location that impacts transportation facility
- Impact to transportation operation is now definite

October 5, 2011

- Transportation staff notified of range of changes being assessed

Transportation Report

- October 2011 – Bus bid specifications developed
- Specifications required to mirror existing level of service and routes to minimize impact for students and parents and to provide fair cost comparison to school system operation
 - School system will retain ownership of school bus fleet for future flexibility

Transportation Report

CPS/CCRSD Transportation Bid Timeline

- 11.7.2011 Legally required advertisement
- 11.16.2011 Mandatory Pre-Bid Meeting Held
 - 12 bus companies attend
- 12.7.11 Bids are due; 2 companies submit bids
- 12.8.2011 Bids are analyzed and First Student is determined to be responsive and responsible bidder with lowest cost of \$1,811,829

Transportation Report

January 2012- Administration concludes internal assessment of school system operated transportation service delivery options

- Impact of losing in-house repair capabilities
 - Increased cost of bus repairs \$215K - \$300K
- Shared cost of building in house capabilities determined as \$1.2 to \$1.3M without land cost
 - Bus Repair Garage \$400K
 - Paving & Parking Infrastructure \$375K
 - Fuel Tanks & Pumps \$225K
 - Relocate or Replace Admin Building \$185 - \$300K

Transportation Report

Savings With Contractor Operated Fleet

- Inhouse Cost	<u>Savings</u>
	\$2,185,120
- Contractor Cost	<u>\$1,811,829</u>
	<u>Savings</u>
	<u>\$373,291</u>

Transportation Report

Conclusions

- Annual Savings with Contractor \$375K
- Contractor does not require \$1.2M capital cost
- FY2013 budgets do not include \$285K for purchasing 3 new buses

Transportation Report

School Bus Survey
12/20/2011

District	Own/Operate Fleet (y or n)	Charge Fee (y or n)	Fee Details
Acton	y	n	no fees
Carlisle	n	y	Free for students K-6; fees for all 7-8 riders: 1st child \$395; each additional child \$197.50; no family cap. Reduced or waived fees may be considered for eligible families.
Lincoln	n	y	Free for students K-6, >2 miles; fees for <2 miles and all 7-8 riders: 1st child \$275; 2nd child \$200; 3rd child \$100; family cap \$575. Reduced or waived fees may be considered for eligible families.
Sudbury	n	y	Free for students K-6, >2 miles; fees for <2 miles and all 7-8 riders: \$350 per child, family cap \$635. Financial assistance/scholarships available.
Bedford	n	n	no fees
Lexington	n	y	Free for students K-6, >2 miles; fees for <2 miles and all 7-8 riders: \$550 per child pre May 27 and \$600 post May 27, family cap \$1,600. \$275 each additional route. Financial assistance available.
Needham	n*	y	Free for students K-6, >2 miles; fees for <2 miles and all 7-8 riders: K: \$185 one-way, \$370 round trip pre June 13, post is \$210 and \$420. 1-8: \$370 per child pre May 1 and \$420 post May 1, family cap \$750 pre and \$750 plus \$50 post. Financial assistance available.
Wayland	n	y	Free for students K-6, >2 miles; fees for <2 miles and all 7-8 riders: \$180 per child pre June 30 and \$230 post June 30, family cap \$500. Financial assistance available.
Wellesley	n	y	Free for students K-6, >2 miles; fees for <2 miles and all 7-8 riders: 1st child \$512; family cap \$1,124. Reduced or waived fees may be considered for eligible families.
Weston	y	n	no fees