

**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: May 14, 2013
SUBJECT: Seating of School Committee and Election of Officers

Annually at the first School Committee meeting following the conclusion of Town Meeting, the first order of business is to seat the new School Committee, to elect its officers and make other necessary appointments.

After a "Call to Order" of the Committee is made, I now will request that a Concord School Committee member move the motion to seat the Concord School Committee members by name. Following this, a request will be made for nominations for Chair of the Concord School Committee. Once the election of the Concord School Committee Chair is conducted, that individual or a designee will ask for nominations for Vice Chair.

This memorandum provides the motions and process to follow for this agenda item:

A. Seating of the Concord School Committee Members – CSC

A motion will need to be made by a School Committee member to:

"Recognize Pamela Gannon, Kathleen Snook, Johanna Boynton, Phil Benincasa and Jennifer Munn as members of the Concord School Committee".

B. Election of Officers of the Concord School Committee – CSC

Nominations will be accepted and voted on for Chair of the Concord School Committee.

Motion: To elect _____ Chair of the Concord School Committee.

Nominations will be accepted and voted on for Vice Chair of the Concord School Committee.

Motion: To elect _____ Vice Chair of the Concord School Committee.

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TO: Concord School Committee
FROM: Diana Rigby, Superintendent
DATE: May 14, 2013
SUBJECT: Staff Request for Child to Enroll in the Concord Public Schools

Joe Bodenrader, CCHS teacher, is requesting that we approve his request for his sons, who are entering kindergarten, to attend the Concord Public Schools beginning in September 2013.

There is sufficient space and, in line with policy and contract language pursuant to Article 11 of the Contract Agreement between the CCTA and the Regional School Committee, I would recommend this be approved.

Motion: That the Concord School Committee vote to approve Mr. Bodenrader's request to enroll his children in the Concord Public Schools and that tuition be waived.

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TO: Concord School Committee
FROM: Diana Rigby, Superintendent
DATE: May 14, 2013
SUBJECT: Staff Request for Child to Enroll in the Concord Public Schools

Corey Brown, CCHS teacher, is requesting that we approve her request for her son, who is entering kindergarten, to attend the Concord Public Schools beginning in September 2013.

There is sufficient space and, in line with policy and contract language pursuant to Article 11 of the Contract Agreement between the CCTA and the Regional School Committee, I would recommend this be approved.

Motion: That the Concord School Committee vote to approve Ms. Brown's request to enroll her son in the Concord Public Schools and that tuition be waived.

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TO: Concord School Committee
FROM: Diana Rigby, Superintendent
DATE: May 14, 2013
SUBJECT: Staff Request for Child to Enroll in the Concord Public Schools

Dana Graham, CCHS teacher, is requesting that we approve her request for her daughter, who is entering kindergarten, to attend the Concord Public Schools beginning in September 2013.

There is sufficient space and, in line with policy and contract language pursuant to Article 11 of the Contract Agreement between the CCTA and the Regional School Committee, I would recommend this be approved.

Motion: That the Concord School Committee vote to approve Ms. Graham's request to enroll her daughter in the Concord Public Schools and that tuition be waived.

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TO: Concord School Committee
FROM: Diana Rigby, Superintendent
DATE: May 14, 2013
SUBJECT: Staff Request for Child to Enroll in the Concord Public Schools

Kate Hiltz, Thoreau teacher, is requesting that we approve her request for her son, who is entering kindergarten, to attend the Concord Public Schools beginning in September 2013.

There is sufficient space and, in line with policy and contract language pursuant to Article 12 of the Contract Agreement between the CTA and the Concord School Committee, I would recommend this be approved.

Motion: That the Concord School Committee vote to approve Ms. Hiltz's request to enroll her son in the Concord Public Schools and that tuition be waived.

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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: May 14, 2013
SUBJECT: Staff Request for Child to Enroll in the Concord Public Schools

Eric Rivera, CCHS teacher, is requesting that we approve his request for his daughter, who is entering kindergarten, to attend the Concord Public Schools beginning in September 2013.

There is sufficient space and, in line with policy and contract language pursuant to Article 11 of the Contract Agreement between the CCTA and the Regional School Committee, I would recommend this be approved.

Motion: That the Concord School Committee vote to approve Mr. Rivera's request to enroll his daughter in the Concord Public Schools and that tuition be waived.

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TO: Concord School Committee
FROM: Diana Rigby, Superintendent
DATE: May 14, 2013
SUBJECT: Staff Request for Child to Enroll in the Concord Public Schools

Carla Sechman, CCHS teacher, is requesting that we approve her request for her son, who is entering kindergarten, to attend the Concord Public Schools beginning in September 2013.

There is sufficient space and, in line with policy and contract language pursuant to Article 11 of the Contract Agreement between the CCTA and the Regional School Committee, I would recommend this be approved.

Motion: That the Concord School Committee vote to approve Ms. Sechman's request to enroll her son in the Concord Public Schools and that tuition be waived.

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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: May 14, 2013
SUBJECT: Staff Request for Child to Enroll in the Concord Public Schools

Alyssa Walsh, Thoreau teacher, is requesting that we approve her request for her son, who is entering kindergarten, to attend the Concord Public Schools beginning in September 2013.

There is sufficient space and, in line with policy and contract language pursuant to Article 12 of the Contract Agreement between the CTA and the Concord School Committee, I would recommend this be approved.

Motion: That the Concord School Committee vote to approve Ms. Walsh's request to enroll her son in the Concord Public Schools and that tuition be waived.

A+ Student Intervention

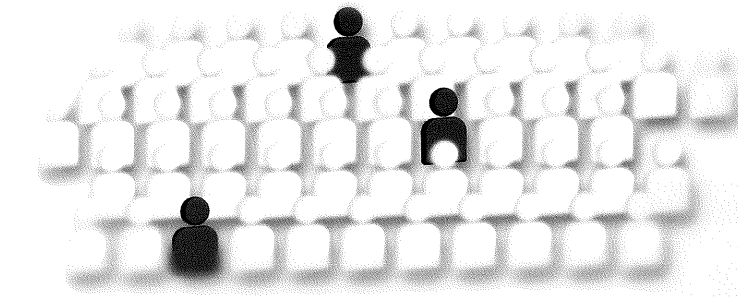
All data in a single place.

BaselineEdge brings all student data together in one location. Educators can sort and filter the data to identify at-risk students, pinpoint why a student is struggling, determine the best ways to support that student, and decide on strategies to implement.



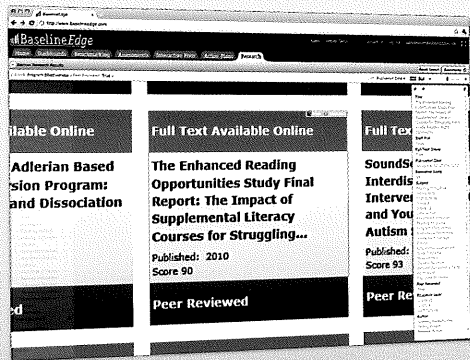
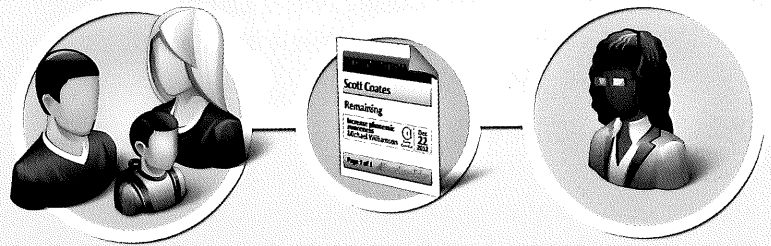
Intervention in a snap.

Because all student data is available at educators' fingertips and easily organized, teachers can quickly locate at-risk students and determine their specific needs. They can immediately implement an intervention plan, receive alerts when goals are not met or when tasks are overdue, and track the plan to completion—all in one spot.



Support from start to finish.

With BaselineEdge, students are supported in their unique intervention plans throughout the process. Students, parents and teachers will be empowered because they will know exactly what steps to take to achieve academic success.



Get connected.

BaselineEdge hosts a wide selection of best practice intervention templates and enables teachers to share strategies and ideas with an online community of educators. BaselineEdge contains over 1.4 million research articles to provide educators with invaluable and accessible information.

Information at your fingertips.

Having all data in one central location helps users gain a deep knowledge of their students and make highly effective, data-driven decisions. BaselineEdge makes it easy to sort data in order to see where and why disparities are occurring.



A+ Student Intervention

Challenges

Intervention is time-consuming: Teachers have struggling students who need intervention, but the process is difficult to manage and track. How can we help these students while still meeting the needs of other learners in the classroom?

Our data is dispersed: The data in my district is spread out over a variety of platforms and hard to organize. We need to create strong intervention plans but the process of collecting and analyzing data is tedious.

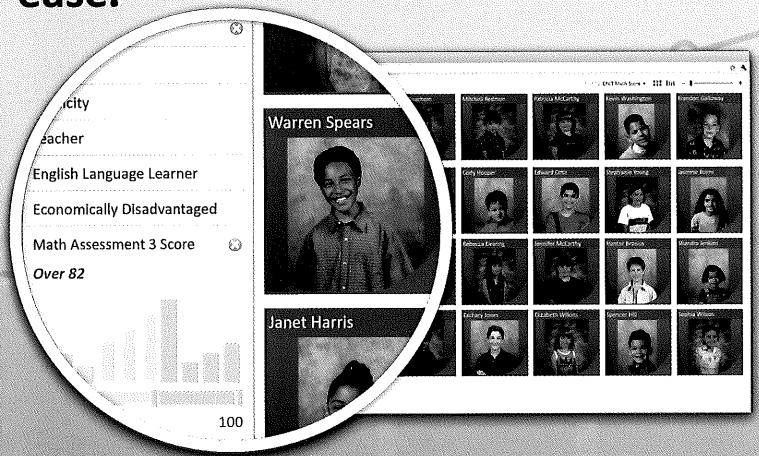
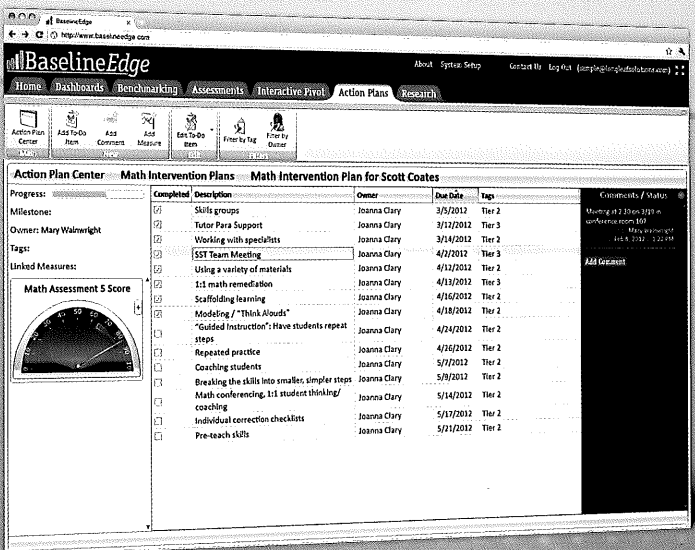
I want my school to be high-performing: What are concrete steps I can take to bring about positive changes in student performance? How do I know interventions are actually working?

Uncertainty in planning: Teachers are lacking time and resources to effectively collaborate and create the best intervention plans for students. Choosing a plan that meets the individual needs of a student can be ambiguous.

No crystal ball: There is no ideal way to predict early on which students will most need help. How can we quickly identify at-risk students so we can get teachers, parents, and the student involved in the intervention process before it is too late?



Finding at-risk students early is crucial to making an impact. **Effectively predict which students are struggling and assign, manage, and track intervention plans with ease.**



Inspire at-risk students.



Alcott School



Willard School



Thoreau School

2013-2014

Parent and Student Elementary School
Handbook

Concord Public Schools
Concord, Massachusetts

CONCORD PUBLIC SCHOOLS

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 plait 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

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.

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INTERFACE

School Calendar

- MISSION -

Educate all students to become independent lifelong learners, creative thinkers, caring citizens and responsible contributors in our increasingly diverse global society.

- CORE VALUES & BELIEFS -

- **Academic Excellence**
- **Continuous Improvement**
- **Education Equity**
- **Empathic and Respectful Community**
- **Professional Collaboration**

CONCORD SCHOOL COMMITTEE

2013-2014

PHIL BENINCASA
108 Commerford Road
Concord, MA 01742
(978) 369-6793

PAMELA GANNON
66 Monument St.
Concord, MA 01742
(978) 369-1905

JOHANNA BOYNTON
72 Chestnut Street
Concord, MA 01742
(978) 369-6614

JENNIFER MUNN
6 Bridgecourt Lane
Concord, MA 01742
(978) 287-5554

KATHLEEN G. SNOOK
542 Old Road to 9 Acre Corner
Concord, MA 01742
(978) 369-7908

Regular meetings are held on the 2nd and 4th Tuesday of each month in the Ripley Building, 120 Meriam Road. Meetings begin at 6:30 pm. Community members are encouraged to attend.

Concord School Administration
Ripley Building
120 Meriam Road
Concord, MA 01742
978-341-2490 ext. 8100
www.concordpublicschools.net

Diana F. Rigby, Superintendent
John Flaherty, Deputy Superintendent of Finance & Operations
Kathy Codianne, Director of Teaching and Learning

School Councils

The Massachusetts Education Reform Act of 1993 requires that each public school form a school council consisting of the principal, teachers elected by the professional staff, an equal number of parents elected by the parent community, and community members who do not have children in the school. The purposes of the council are to assist and advise the principal in adopting educational goals, identifying the educational needs of the students, reviewing the annual school budget, and formulating a school improvement plan.

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 the 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. c76, §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 Assistant 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 Assistant Superintendent of Schools. The Assistant Superintendent 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 Director of Teaching and Learning, Kathy Codianne, Concord Public Schools, 120 Meriam Road, Concord, MA, 978-341-2490, x 8131.

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.

Harassment

The Concord Public Schools and the Concord-Carlisle Regional District are committed to equal employment and educational opportunity for all employees and applicants, students, and members of the school community without regard to race, color, religion, sex, national origin, age, sexual orientation, or handicap in all aspects of employment and education. The members of the school community include the School Committee, administration, staff, students, and volunteers working in the schools, while they work and study subject to school authorities.

The Concord Public Schools and the Concord-Carlisle District are also committed to maintaining environments free of harassment based on race, color, religion, national origin, age, sex, sexual orientation, or handicap. The Concord Public Schools and the Concord-Carlisle Regional District expect all employees, students and other members of the school community to conduct themselves in an appropriate and professional manner.

Harassment on the basis of race, color, religion, national origin, age, sex, sexual orientation, or handicap in any form will not be tolerated. Such harassment includes unwelcome remarks, gestures or physical contact, display or circulation of written materials or pictures derogatory to either gender or to racial, ethnic, and religious, age, sexual orientation or handicapped individuals or groups.

Sexual Harassment

Definition of Sexual Harassment: Unwelcome sexual advances; requests for sexual favors; and other verbal or physical conduct of a sexual nature may constitute sexual harassment when:

1. submission to such conduct or communication is made a term or condition either explicitly or implicitly to obtain or maintain employment, academic achievement, athletic opportunities, educational development or other opportunities, or
2. submission to or rejection of such conduct by an individual (employee, student or other) is used as the basis for employment or education decisions affecting such individual, or
3. Such conduct or communications has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive work or educational environment.

Any violation of this policy should be brought to the attention of the grievance officer, Kelly McCausland, Director of Human Resources, 120 Meriam Road, Concord, MA 01742, 978-341-2490, who will conduct an investigation and take appropriate action.

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

Under certain circumstances, sexual harassment may constitute child abuse under Massachusetts law, G.L.c. 119,51A. The Concord Public Schools and the Concord-Carlisle Regional District shall comply with Massachusetts laws in reporting suspected cases of child abuse.

Criminal Offender Record Information (CORI)

On November 27, 2002, as part of the continuing effort to protect children in Massachusetts, Chapter 385 of the Acts of 2002, "An Act Further Protecting Children," was signed into Massachusetts law. This Act imposes among other things, several new and significant obligations on public schools, accredited private schools and operators of camps and other child-service programs with respect to criminal background checks of prospective and current employees and volunteers. Specifically, the Act imposes the following obligations:

The school committee and superintendent of any city, town or regional school district and the principal, by whatever title the position be known, of a public or accredited private school of any city, town or regional school district shall have access to and shall obtain all available criminal offender record information from the department of criminal justice information services of any current or prospective employee or volunteer of the school department, who may have direct and unmonitored contact with children, including any individual who regularly provides school related transportation to children. Such school committee, superintendent or principal shall periodically, but not less than every 3 years, obtain all available criminal offender record information from the department of criminal justice information services on all such employees and volunteers during their term of employment or volunteer service. Said school committee, superintendent or principal shall also have access to all criminal offender record information of any subcontractor or laborer commissioned by the school committee of any city, town or regional school district to perform work on school grounds, and who may have direct and unmonitored contact with children.

Access to such information shall be obtained in accordance with sections 167 to 168, inclusive, of chapter 6. A school committee, superintendent or principal obtaining information under this section shall prohibit the dissemination of such information for any purpose other than to further the protection of school children.

Attendance

Regular and punctual school attendance is essential for success in school. Concord elementary schools begin at 8:55 am and end at 3:15pm. We need your assistance in ensuring that your student attends school regularly in accordance with state law. Under state law, necessary absences by a student may not exceed seven (7) day sessions or fourteen (14) half-day sessions in any six month period. As an educational community, we have developed procedures and strategies to support your efforts in improving punctual daily attendance.

If your student is tardy, dismissed, or absent for more than five days we will request a physician's statement certifying such absences to be justifiable. (School committee policy JH) You will also receive a phone call from the classroom teacher to discuss the irregular attendance.

If the tardies, dismissals, or absences increase to ten or more, the school will schedule a parent conference with the classroom teacher, social worker, and school principal. At that time, a school attendance improvement plan will be developed.

If the irregular attendance continues, the principal, social worker, and School Resource Officer will meet with parents to identify local resources and organizations such as the Department of Children and Families that can assist with ensuring that students have the best possible attendance at school.

LEGAL REFS.: M.G.L. 76:1; 76:16; 76:20

Whenever your child will be absent or tardy we need to hear from you. Please call the direct voice mail number for your child's school. To report an absence, you may call on or before the day of the absence stating the date, the child's name, the teacher's name and the reason for absence. A child will be considered absent if they miss more than one half of the school day. To ensure the safety of each child, we will contact you at home or at work to verify your child's absence if we do not hear from you by 9:30 AM. We will also be able to monitor illnesses that may be causing absences through this system.

Absentee Lines: Alcott – 978-318-0679 Option #2
Thoreau – 978-341-2490 x 3690
Willard – 978-341-2490 x4690

School Hours

	M-W-F	T-Th	Nov. 27/June 23
Kindergarten	8:55 – 3:15	8:55 – 12:25	8:55 – 12:25
	M-T-W-Th-F	Tuesday (½)	Nov. 27/June 23
Grades 1-5	8:55 – 3:15	8:55 – 12:25	8:55 – 12:25

Early Dismissal

If you wish to have your child dismissed early, please send a note to your child's teacher requesting early dismissal. In the note please designate the person who will pick up your child. When you arrive at the school, please go to the Administrative Office to meet your child. As a safety precaution, we are requiring that adults "sign out" children by signing an **Early Dismissal Log**, which is kept in the office. If early dismissal is due to illness, a similar sign out log is in the Health Office. Children must always be picked up at the Administrative Office or the Health Office, if they leave the school early. Playground aides are not permitted to release students from the playground.

Cancellation or Delayed Opening of School

ConnectEd is the communication system that will be used when school is canceled or delayed. An automated telephone call will go out to all students with a message that school is canceled or that there will be a delayed opening.

Announcements will also be made on local radio and TV stations for news of delayed openings and school cancellations. Announcements will be made on television stations WCVB TV5, WHDH TV7, WBZ TV4, radio station WBZ, and posted on website www.concordpublicschools.net.

On days when school is cancelled or delayed, there will be no Before School programs (Recreation Department, Language classes, etc.).

Home or Hospital Instruction

Parents of students who, in the judgment of the child's physician, will have to be absent from school or in the hospital for health or safety reasons for a period of not less than fourteen school days, may request home or hospital instruction. These services may also be provided for students who are chronically ill for recurrent periods of less than 14 days each, with written documentation from the child's physician. To obtain home or hospital instruction, contact your child's principal or school counselor and provide the requested written documentation from the physician.

English Language Learners Program (ELL)

Students for whom English is not their primary language have equal rights of access to all courses of study in regular, special, technical and vocational school programs. They also have the right to participate in all school-sponsored activities.

All students entering the Concord Public Schools who speak a language other than English at home are evaluated for English language proficiency. If services are recommended, parents are advised of their choices. They have the right to accept or reject the services available.

Instruction for English Language Learners (ELL) is provided for all students who have a limited proficiency in English. Services are tailored to the individual language and educational needs of the student. Concord Public Schools currently offers an ELL program at all of its elementary schools and secondary schools.

For further information, contact the office of the Director of Teaching and Learning at 978-341-2490.

Parents Advisory Council for Special Education (PAC)

The Parents Advisory Council for Special Education is an organization of parents of children with special educational needs, parents of typical children, special education staff and interested members of the community. Chapter 766 requires that every school district establish a PAC “to advise the School Committee on matters that pertain to education, health and safety of children with special needs.” The role of the PAC is to ensure that the local school department is responsive to the needs of children receiving special education services. PAC members also offer parent-to-parent support, advice and information about obtaining quality special education and related services. Ask your principal for the name and number of your school’s PAC resource parent.

Special Education

CHAPTER 71B – CHILDREN WITH SPECIAL NEEDS is a state law that requires schools to provide a free and appropriate education in the *least restrictive environment* to students who, because of a disability, are unable to progress effectively. The disability may be a developmental delay, autism, or an intellectual, sensory, neurological, emotional, communication, physical or health impairment, a specific learning disability or a combination of the foregoing impairments that requires specifically designed instruction or related services in order to successfully address the child’s individual education needs.

A student can be referred for evaluation for special education by a parent or a member of the school staff. The purpose of an evaluation is to gather comprehensive information to explain why the student is not progressing effectively. Based on the results of the evaluation, a multi-disciplinary TEAM consisting of the student’s parents and school staff determines eligibility for services and, if appropriate, develops an Individualized Education Plan (IEP).

The IEP identifies goals and objectives for the student and the modifications and related services that are necessary to address the student's educational needs.

Under Chapter 71B, the Massachusetts Comprehensive Special Education Law, every student must be given an adequate and appropriate education with special services and special programs when needed. A student is entitled to special education services if he or she meets all three of the following requirements:

1. He or she is between the ages of 3 and 21;
2. He or she has not obtained a high school diploma or its equivalent; and
3. He or she has a physical, emotional or educational disability which keeps him or her from progressing effectively in a regular classroom.

Parents have the right to initiate, monitor or terminate the Special Education process for students under the age of 18. However, the following rights are the student's regardless of his or her age:

1. A student has the right to stay in his or her program until an evaluation, the writing of the educational plan, and any appeal of the educational plan have been completed.
2. A student is entitled to an equal opportunity to participate in all aspects of the school program, both academic and extracurricular, and may not be discriminated against on the basis of his or her disability.

State regulations governing the Special Education process are available in all schools for review.

Section 504 Accommodation Plan

Section 504 and the ADA (Americans with Disabilities Act) are federal statutes which prohibit discrimination against disabled individuals on the basis of their handicap. 34 C.F.R. 104.11. A disabled person is defined, under Sec. 504, as any person who (i) has a physical or mental impairment, which substantially limits one or more major life activities, (ii) has a record of such impairment, or (iii) is regarded as having such an impairment. 34 C.F.R. 104.3. A Section 504 Accommodation Plan is designed to identify classroom and instructional accommodations to assist students with impairments in the regular education setting.

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 with respect to suspension, expulsion and decisions the student believes injures his rights. Due process means that the student is notified of the charge and is given an opportunity to share his/her side.*
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 distribute annually.

LEGAL REFS.: M.G.L. 71:37H; 71:82 through 71:86

Student Conduct

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 M.G.L. 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.

3. Any student who is charged with a violation of either (1) or (2) above 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 the Principal may decide to suspend rather than expel a student.
4. Any student who has been expelled shall have the right to appeal to the Superintendent.
5. When a student is expelled under the provisions listed above and applies for admission to another school for acceptance, the Superintendent of the sending school shall notify the Superintendent of the receiving school of the reasons for the pupil's expulsion.

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 REF: M.G.L. 71:37H

Tobacco Use by Students

Smoking, chewing, or other use of tobacco products by staff, students, and members of the public shall be banned from all District buildings and grounds. All forms of tobacco use shall be prohibited on all District property. In addition, tobacco use by students is banned at all school-sponsored events, even when this use does not take place on school grounds.

Substance Abuse

A goal of the Concord Public Schools is to promote and maintain a safe and drug-free learning environment for all students. The use of alcohol and/or other drugs interferes with the learning, growth and well being of students, families and the entire school community. Alcohol and other drugs do not have a place in an educational environment and will not be tolerated during school hours, on school property or at any school-sponsored event.

Drugs include:

- Alcohol
- Controlled substances as defined in M.G.L., Ch.94C (e.g. cocaine, marijuana, LSD, steroids)
- The misuse of prescription or over-the-counter drugs
- Products misused for the purpose of mind-altering effects (aerosols, solvents, etc.)

Students are strictly prohibited from actions involving drugs/alcohol during school hours, on school property, or at any school-sponsored event. Prohibited activities include, but are not limited to:

- Using or having used
- Possession
- Attempting to purchase
- Intending or attempting to sell/distribute
- Selling or distributing
- Possession of drug paraphernalia

Students who violate the substance abuse policy will be subject to disciplinary action up to and including expulsion. Also, the schools will fully cooperate with the Police Department to deal with violations of the law as outlined in the Memorandum of Understanding between Concord Public Schools and the Concord Police Department. In addition to the disciplinary response, prevention and intervention services will be offered to students and families to support the system-wide goal of a safe and drug free environment.

In a case where a student self-discloses or seeks help regarding an alcohol or other drug use problem which is not in current violation of school policy, no disciplinary action will be taken. However, because the use of alcohol/drugs by students at any time creates potential problems, a range of supportive services will be offered based on the best interest of the student and school community.

Disciplinary Process

Every student is responsible for knowing and complying with school rules. A student who violates school rules is subject to immediate corrective responses

from school staff. Depending on the nature and severity of the violation, classroom teacher and school principal will determine the appropriate intervention and parent notification. Before a student is suspended, parents and student will meet with the principal to discuss the serious violation, and student and parent will be able to respond to the allegations. If a parent wishes to appeal the decision of the school principal in regards to the suspension, s/he may appeal in writing to the Director of Teaching and Learning, 120 Meriam Rd., Concord, MA, 01742, 978-341-2490, within 10 school days of the decision.

Discipline Procedures for Students with Special Needs (Students with IEP's and Students with Section 504 Accommodation Plans)

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 978-318-8142.

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 978-318-8131.

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

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 understand that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. 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 ([include link to website](#)) 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 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 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 from 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

rev. 2/11/2011

School Bus Safety

The school bus is an extension of the school and, as such, expectations for behavior on the bus are consistent with CPS' expectations for respectful and responsible behavior at school.

Conduct on Buses

Expectations for school bus behavior apply to all students. The rules are intended to ensure the safety of everyone on the bus. All rules and regulations of conduct that are enforced in school also apply to students 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.

All students are expected to behave in a manner that demonstrates respect for themselves, their schoolmates and the adults with whom they come into contact. Student's misconduct while riding the bus will result in disciplinary action that may range from temporary loss of student bus privileges to suspension from school.

For the safety of all, students must adhere to the following Rules and Regulations:

- Be courteous, use no disrespectful language or yelling.
- Do not eat or drink on the bus.
- Cooperate with the driver and monitor.
- Remain in your seat; no standing while the bus is in motion.
- Keep all body parts inside of the bus (including head, hands and feet).
- Do not throw objects within or outside of the bus.
- Do not bring flammable materials on the bus.
- Do not bring pets on the bus.
- Cell phones must remain in school bags at all times.

The bus driver or monitor are authorized to assign seats if they deem it necessary. Cell phone use by students is not allowed in school or on the bus, except in the case of emergency, and with the approval of the bus monitor or bus driver.

Students who do not follow these rules will receive one verbal warning from the monitor or driver. The bus monitor or driver will inform the Principal of the warning. If inappropriate behavior continues, the bus monitor or bus driver will fill out a bus conduct slip and give it to the Principal who will then contact the student's parent. Parents will sign the conduct slip and return it to the Principal via the bus monitor. Persistent misbehavior on the school bus will require a meeting between parents and the principal.

The following offenses result in **an automatic bus suspension**:

- Fighting
- Hazing
- Harassment
- Use of profane, obscene, or abusive language
- Carrying a weapon
- Possessing or consuming alcoholic beverages
- Possessing or using illegal drugs
- Inappropriate physical contact
- Possessing or smoking cigarettes
- Possessing stolen goods on the bus
- Tampering with bus equipment
- Damaging or defacing the bus
- Insubordination or refusal to cooperate with the bus driver or monitor

Only the school principal can suspend a student from the bus. Parents are responsible for transporting their children to and from school during bus suspensions. Students who have been suspended from the bus are still responsible for coming to school and/or making up any work they may miss.

Three (3) bus suspensions in a school year may jeopardize a student's right to ride the school bus

In addition to helping children understand the rules for appropriate bus conduct, parents can help reinforce bus safety by stressing the following rules:

1. All rules and regulations of conduct, which are reinforced in school, apply to students traveling in school buses. The school system is responsible for the conduct of its students while they are using the transportation system as well as when they are in a school building.
2. The waiting area is not within the jurisdiction of the school department, but any discipline problems, which arise, can be reported to the school principal who will refer them to the proper authority.
3. Students should board their bus one at a time and be seated promptly. Everyone must be sitting down before the bus moves away.
4. Students should remain seated until the bus comes to a full stop.
5. Students who are crossing the street are to move to a position approximately ten feet in front of the bus so they can be seen by the driver and then cross all the way over so that they are out of the street.
6. Students who are staying on the same side of the street are to exit straight out from the school 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 they drop something, they should wait until the bus has left the area before picking it up.
7. No smoking is permitted at any time, No fighting, horseplay or loud conversation, No arms or objects placed outside the bus.

8. Bus switches are not allowed to facilitate after school events or childcare needs, other than those pre-established by the Transportation Department on a regular basis. Any child may get off their regular bus at a different stop than usual with a note from a parent/guardian. Bus routes are tightly scheduled and some are just about at maximum capacity. Under extraordinary conditions or in an emergency, exceptions can be made through the Transportation Department, but not for social reasons.

Transportation

Please call (978) 318-1433 and ask for Wayne Busa, the manager/dispatcher of transportation, if you have any questions or concerns.

METCO

All Concord elementary schools participate in the METCO program. “The Metropolitan Council for Educational Opportunity believe(s) that educational experiences which are racially and culturally integrated have strong influences on student personality development and academic achievement. “An integrated education provides the best testing ground for preparing students for a multi-ethnic society....”. For information concerning METCO, please call the METCO office at CCHS, 978-341-2490 ext. 7117.

School Visitors

Parents are always welcome to visit your child’s elementary school. The principal is available to show you the school and answer any questions about the total school program; however, such visits need to be scheduled in advance. The principal or a member of the school staff will accompany parents/visitors who wish to tour or observe. Please feel free to call us.

All visitors to the building and volunteers helping in classrooms should check in and out through the office. When signing in at the office, the visitor or volunteer must take a badge to identify that you have previously checked into the office. All badges need to be returned upon signing out.

When parents drop off and pick up children during the school day, they must do so from the office only. Any parent escorting a child to a classroom or reporting to a classroom for any reason is also required to sign in and out and wear a visitor badge.

Clothing

Each child is provided with a locker or cubby where outside clothing and personal items are kept. All clothing should be marked with the child's name for easy identification. Lost and Found items are displayed in a designated area at each school. Children will go outside for recess if the playground is in a safe condition, even if it is cold. Please make sure your child is dressed appropriately, including hat and gloves/mittens.

The responsibility for the dress and appearance of the students will rest with individual students and parents.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

Footwear

There are many children who are injured with twisted ankles, abrasions and lacerations because of the type of shoes or sandals they wear. All clothing should enable children to use their gross and fine motor skills without impairment. Please note the following recommendations for appropriate footwear in school:

- Clogs and slip-on sandals are not safe for school activities.
- Tied shoes and sneakers provide the best support and stability for physical education class and playground activities.
- Socks and shoes are recommended to prevent twisted ankles, stubbed toes, slivers from wood chips, and insect stings to the feet.
- "Heelies" are not permitted at school.

Lunches

Lunches are available Monday through Friday and on full-day Tuesdays. Lunch costs \$3.00 and includes milk. Milk may be purchased separately for \$.50. Student may bring a lunch from home.

For students who purchase lunch, we use a prepayment system for all school meals, milk, and a la carte purchases. There are two options to participate in the prepayment system.

One option is to pay by check. Checks should be payable to the Food Service Department. Checks can be mailed to the Ripley Building, 120 Meriam Road, Concord, MA 01742 Attention: Food Service Dept. or delivered to your child's school office.

The other option is to pay online at **MySchoolBucks.com**; however, the **MySchoolBucks.com option will not be available for new students until September 23, 2013.**

It is recommended that you place funds into the lunch account for your child by mailing a check to the Food Service Department by **August 19, 2013**, to allow us time to process your payment prior to the beginning of school. We suggest a \$50 minimum. The funds will be available to your child when school begins. Having the money ready will provide your child funds should he/she decides to purchase a lunch or milk. Children often purchase food and milk, even when a lunch is brought from home.

Free and Reduced Lunch Applications are available through **Food Service Department, 120 Meriam Road, Concord, MA 01742**, and at your child's school.

For assistance, please call Maria Barker, Director of Food and Nutrition, at 978-202-1165 or email at mbarker@colonial.net, or call Patty Siekman at 978-202-1124 or email at psiekman@colonial.net.

Peanut and Nut-free Table Information

Some children within our school have a serious allergy to peanuts and/or nuts. A life-threatening allergic reaction called anaphylaxis can develop from ingestion or, in some cases, from these foods coming in contact with the child's skin, or even the inhalation of the vapors of peanut or nut products. **Complete avoidance of peanuts, nuts and products made with peanuts and nuts is the only way to prevent a serious allergic reaction.**

In an effort to prevent a severe allergic reaction in the cafeteria, we have instituted a permanent peanut and nut-free table at lunch for all grade levels. The peanut and nut-free table is available to any child who has no peanuts, nuts,

or anything made with nuts or peanuts or their products, as part of their lunch. The following information will help to ensure the table is kept peanut and nut free:

1. The table is permanently designated by labeling and location in the cafeteria.
2. The table is cleaned with a cloth and labeled bucket to be used only on the peanut/nut free table. The labeled gloves should be worn by the person who wipes this table. The gloves are for this table only. All these precautions are taken to prevent cross contamination.
3. The noon aides supervise the children to maintain the table peanut and nut free. This includes the omitting of peanut butter, granola bars, chocolate bars, and cookies or brownies with peanuts or nuts in them. If in any doubt about whether a product contains peanuts, nuts or their products, the child will be directed to sit elsewhere in the cafeteria.

Thank you for your assistance in providing a safe environment for those children who have peanut or nut allergies. If you have any questions, please see the school nurse.

Children using the cafeteria are expected to:

- Behave in an orderly manner at all times.
- Use good table manners.
- Talk to their neighbors in normal conversational tones.
- Tidy their areas before leaving the table, and use the proper disposal containers.
- Leave the cafeteria quietly as soon as they have received permission to do so from the noon aides.
- No food is to be taken from the cafeteria to be eaten outside.

Playground Rules

All children must stay within the bounds of the playground. Activities on the playground must be such that they are not dangerous to any person. The following activities are **not** permitted unless otherwise directed by the principal:

1. Fighting or hurting anyone
2. Snowball throwing
3. Tackle football
4. Using hard rubber coated or hard balls
5. Rock throwing
6. Frisbee throwing
7. Tree climbing
8. In-line skating/skateboarding/scooters
9. Using lacrosse/hockey sticks
10. Leaving school grounds

Winter Guidelines

1. Students need to be appropriately dressed when they go outdoors (including snow pants and boots to go on the snow).
2. Students must stay off the ice.
3. Students must stay on the hardtop when the field is muddy.
4. Students are to be in areas visible to supervisors.

Class 3 Laser Pointers

Class 3 laser pointers are pen-sized lights, which are used during presentations to direct a small red dot at a viewing screen or object across a room. If they are momentarily flashed into someone's eye it almost always causes the person to blink and avert the light, thereby preventing damage. If, however, there is exposure for more than 10 seconds it is possible to cause retinal damage. Class 3 lasers are not to be used by children at school.

Student Activities Involving Photographs, Videotapes and Audiotapes

Students may be photographed, videotaped or audiotaped by other students or by school staff as part of the educational activities of a class or in connection with student activities such as the production of class or school yearbooks, school newspapers, drama productions, etc. If you do not want your child to be photographed, videotaped or audiotaped when participating in school activities, please indicate on the parent permission form sent home at the beginning of the year or ask the office for a form.

Telephone/Electronics Policy

At the elementary school level, students may not use cell phones, iPods, or other electronic devices or games on school grounds and during the school day without permission. Permission will be granted by the principal or principal designee.

Homework Guidelines

What is homework?

Homework is any assigned activity done outside of school which relates to any phase of learning. It should be enrichment and reinforcement of the learning activity. It should not be used to teach something new, to fulfill a time requirement, or to punish. From time to time homework may also be used to

encourage discussion among family members and to provide linkages between home and school.

Purpose of Homework

1. To supplement and reinforce skills and work done in class.
2. To enrich the child's school experience.
3. To provide opportunities to use skills/knowledge learned in school in creative ways outside of school.
4. To promote individual responsibility.
5. To teach children how to budget time and organize materials.
6. To promote independent study and research skills.
7. To develop leisure interests in learning that will enhance later experiences in life.

Guidelines for Time and Frequency

<u>Grade Level</u>	<u>Time</u>	<u>Frequency</u>
Kindergarten	Discretion of Teacher	
Grade 1	Discretion of Teacher	
Grade 2	Discretion of Teacher	
Grade 3	20 minutes*	Monday through Thursday
Grade 4	30 minutes*	Monday through Thursday
Grade 5	45 minutes*	Monday through Thursday

*A guideline is by its nature an approximate standard meant to convey to parents the average amount of time the teacher anticipates a student will need to spend on homework. Homework time will vary from student to student and from day to day. Teachers may also give additional assignments such as reading independently, writing journals, or keeping up with current events. They may also give long-term assignments such as research reports or book-related projects.

Progress Reports and Parent/Teacher Conferences

Concord's progress reporting system consists of parent conferences and progress reports. Parents receive feedback four times a year with one fall conference and progress report at the end of the first semester in January; and a second conference in the spring and a June end-of-the year progress report. The progress report informs parents of the student's academic progress in relation to Concord's essential grade level standards. These standards are based on Massachusetts Department of Education Frameworks and national standards. The progress report also includes each student's personal and social growth.

The parent conferences are valuable components of the progress reporting system as parents are provided the opportunity to discuss their child's strengths

and weaknesses as a learner. Both the conferences and progress reports are designed to promote parent-teacher relationships in supporting your child's academic and social growth.

Network Usage Guidelines

The Concord Public Schools (CPS) system offers Internet Access to its students at all levels. Access to the school computer network and to Internet and e-mail services is a privilege, not a right. The intent of the Internet Safety guidelines is to ensure that students utilize this access in a responsible manner consistent with the purpose of providing these services.

The Internet is a vast, global network linking computers around the world. Internet use provides valuable opportunities for research, curriculum support, and career development. The Concord Public Schools computer network exists solely for educational purposes, which are defined as classroom activities, career and professional development and high quality self-discovery activities of an educational nature. The CPS computer network is not a resource intended for use as a public forum or for any purpose that is not directly related to the delivery of educational services. The CPS system reserves the right to place reasonable limits on materials posted or accessed through its computer network.

Because of its enormous size, the Internet's potential is without boundaries. With such great possibilities for education also comes the potential for abuse. Members of the Concord Public Schools community are responsible for good behavior on school computer networks just as they are in a classroom or school building. General school rules for behavior and communications apply. Access to network services will be provided to those who act in a considerate and responsible manner.

The Concord Public Schools will make every reasonable effort to minimize the risk that users will encounter objectionable material on the Internet. Through education, supervision and responsible use, the Concord Public Schools believe that the Internet can be used safely and effectively. However, there is no absolute guarantee that this will happen.

The Concord Public Schools believe that the benefits to students from access to information resources and the opportunity for collaboration available through the Internet exceed any potential disadvantages. However, the parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Concord Public Schools respects each family's right to decide whether or not their child will have access to the Internet and electronic mail at school.

In order for a member of the Concord Public Schools Community to use the computer network, s/he must read the following guidelines and sign the User Contract. For users under the age of 18, a parent or guardian must sign the User Contract.

1. Network access is a privilege, not a right. The use of the network must be consistent with, and directly related to, the educational objectives of the Concord Public Schools.
2. Violations of this Internet Safety Policy include, but are not limited to, the following conduct:
3. Revealing personal information such as last names, addresses, telephone numbers, photographs, etc. that could identify the user or other students.
4. Revealing one's password to anyone else, using anyone else's password, or pretending to be someone else when sending information over the computer network. (Passwords and ID's are provided for each user's personal use only and should not be shared with anyone.)
5. Using profane, vulgar, threatening, defamatory, abusive, discriminatory, harassing or otherwise objectionable or criminal language in a public or private message.
6. Violating copyright laws. (Users should assume that all materials available on the Internet are protected by copyright.)
7. Sending "chain letters" or "broadcast" messages to lists or individuals or subscribing to "listserves" or "newsgroups" without prior permission.
8. Seeking, accessing, or downloading material that is not relevant to assignments or course work.
9. Using the computer network for recreational purposes or activities relating to personal hobbies. For example, accessing 'chat rooms' is prohibited, and games must not be played, accessed, or downloaded.
10. Participating in other types of use which would cause congestion of the network or interfere with the work of others.
11. Attempting to harm, modify or destroy data of another user.
12. Distributing or intentionally accessing materials that are obscene, sexually explicit, or without redeeming educational value.
13. Attempting to gain unauthorized access to system programs or computer equipment, including attempts to override any firewalls established on the network.
14. Vandalizing school computers by causing physical damage, reconfiguring the computer system or destroying data.
15. Failing to log off the computer network at the request of system administrators.
16. Using the Concord Public Schools technology network for political campaigning purposes, including attempts to influence ballot questions or to promote or oppose a candidate for public office.
17. Using the Concord Public Schools technology network for commercial purposes. Users may not create web pages or use network services to

advertise or sell products or services and may not offer, provide, or purchase products or services through the Concord Public Schools network.

18. Using the network in a manner that would violate any U.S. or state law or subject the user or the Concord Public Schools to any civil or criminal action. This includes, but is not limited to, the transmission of threatening material, the spreading of computer viruses, participating in software piracy, using the Concord Public Schools technology network for gambling, or arranging for the sale or purchase of drugs or alcohol.
19. Receiving or transmitting information pertaining to dangerous instruments such as bombs or other explosive devices, automatic weapons or other firearms, or other weaponry.

The Concord Public Schools assumes no responsibility for:

- Any financial obligations arising out of unauthorized use of the system.
- Any cost, liability or damages caused by a user's violation of these guidelines.
- Any information or materials that are transferred through the network.
- The reliability of the data connection. The Concord Public Schools shall not be liable for any loss or corruption of data resulting while using the network.
- A student's illegal distribution (pirating) of software.

If a user finds materials that are inappropriate while using the Concord Public Schools technology network, s/he shall refrain from downloading this material and shall not share the material with other students.

Should a user encounter any material that s/he feels may constitute a threat against the safety of fellow students, staff members or the property of the Concord Public Schools, that user is obligated to report his/her discovery of such material to a teacher or to his/her principal.

You must immediately disclose to your teacher any message that you receive that you believe is inappropriate or that makes you feel uncomfortable.

Internet and e-mail messages are public communication and are not private. Electronic mail messages and other use of electronic resources by students are the property of the Concord Public Schools and should not be considered confidential. Copies of all information created, sent or retrieved are stored on the computer network's back-up files.

While the Concord Public Schools does not plan to review cache files or back-up files on a regular basis, it reserves the right to access and monitor all messages and files on the computer system as it deems necessary and appropriate in the ordinary course of its business. These purposes include, but are not limited to, ensuring proper use of resources and conducting routine network maintenance. Network storage areas will be treated like school lockers that may be inspected

at anytime. Where appropriate, communication including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or receiver.

A violation of the terms of the Internet Safety Policy may result in suspension or termination of network access privileges (other than directly supervised access during classroom instruction) and may also result in other disciplinary action consistent with the disciplinary policies of the Concord Public Schools and could also result in criminal prosecution where applicable.

In the event that there is a claim that a student has violated any of the guidelines in this policy, s/he will be provided with written notice of the suspected violation and an opportunity to be heard.

The Concord Public Schools will cooperate fully with local, state, and federal law enforcement officials in any investigation relating to any illegal activities conducted through the Concord Public Schools computer network.

Immunization Requirements

The Massachusetts Department of Public Health requires that all school children be properly immunized. All students who are new to Massachusetts schools must also comply with this requirement. The only exceptions that can be made are for religious or medical reasons and a signed statement by the parent/guardian must be on file in the health record. Exceptions for medical reasons must have a note from the doctor. The School Nurse will notify parents/guardians of students with incomplete records. Immunizations must be completed prior to entry into school. Incomplete immunizations will result in exclusion from school until the requirements are met. The Massachusetts Department of Public Health has established the following immunization requirements for school entry:

- 1. Varicella (Chicken Pox)**
Effective September 1, 1999, all students entering Kindergarten must have one dose of the vaccine or physician-certified history of chicken pox disease.
- 2. Measles, Mumps, Rubella Vaccine (MMR)**
All students at entrance into kindergarten-second grade and seventh grade are required to have two doses of MMR vaccine or two doses of measles and one of mumps and rubella.
- 3. Diphtheria, Tetanus, Pertussis Vaccine (DPT)**
All students at entrance to kindergarten are required to have 5 doses of DPT vaccine unless the fourth dose was given after the 4th birthday, then only 4 doses are required.
- 4. Polio Vaccine**

All students at entrance to kindergarten are required to have 4 doses of polio vaccine unless the 3rd dose was given after the 4th birthday, then only 3 doses are required.

5. Hepatitis B Vaccine

All students at entrance to kindergarten are required to have 3 doses of hepatitis B vaccine if the child is born on or after January 1, 1992.

6. Lead Screening

All students at entrance to kindergarten must present evidence of having been previously screened for lead poisoning.

Physical Examinations

The Massachusetts Department of Public health requires physical examinations of students during the first year after entrance into the public school system or within six months before entrance. A student transferred from another school system shall be treated as an entering student unless health records are transferred showing that there has been adequate health appraisal in the school of transfer.

Students in the following grades must have a current physical examination on file in the health office:

1. All students at entrance to kindergarten, fourth grade, and seventh grade. It must be dated after January 1st of the entry year.
2. All middle school students who intend to participate in an interscholastic sport. There are no exceptions. This requirement must be met before a student is eligible to try out for a sport. Physicals expire one year after the date that the exam was done.

Medication

All medication to be taken during the school day should be brought to the school nurse by a parent or designated adult. Nurses will accept up to 30 days supply of medicine. Parent/Guardian permission must be in writing.

In addition, the following requirements must be met.

1. Over the counter medications

Physician authorization must be in writing for cough/cold remedies, throat lozenges, pain relievers such as Ibuprofen (Advil, Motrin, Aleve, etc.) or Acetaminophen (Tylenol, non-aspirin containing medications except for Acetaminophen if indicated on health card). ***All medication must be in manufacturer labeled bottles.***

2. Prescription medications

All medications must be in a pharmacy labeled bottle (ask the pharmacist to dispense a duplicate bottle for use at school). For short-term antibiotics or medications to be given for less than two weeks, the parent signature and properly labeled bottle is sufficient authorization. If the medication is to be administered for a longer time, physician authorization must be in writing.

Health Screening

In compliance with the Massachusetts Department of Public Health, height, weight, vision and hearing screenings are done annually on all Concord Public School students. Postural screening is done annually for all students in grades 5-9. Parents will be notified of any significant findings and appropriate referrals will be made.

School Attendance-Health Dismissal

The following guidelines are used to determine dismissals and may be helpful for parents to determine appropriate attendance. Keep your child home from school if he or she:

1. has been vomiting during the night.
2. has a cold with sneezing and coughing and a persistent runny nose.
3. has diarrhea.
4. has an oral temperature of 100 degrees or higher.
5. has a severe sore throat.
6. does not eat breakfast because of a stomachache.
7. has pink, blood shot eyes with yellow or green drainage.
8. has head lice and/or nits.
9. is on an antibiotic for a contagious disease, i.e. strep throat – keep your child at home for the first 24 hours.

Please report all illnesses to the school office before the start of the school day via the absentee line. Parents will be called if students are absent on the daily attendance without notification.

Any student who becomes ill or is injured during the school day must report to the Health Office. The student will be dismissed, if necessary, by the nurse after examination and communication with the parent or designated emergency contact person.

Communicable Diseases

Management of common communicable diseases shall be in accordance with Massachusetts Department of Public Health guidelines. A student, who is diagnosed with, or exposed to, a disease, as defined by law, that may be harmful to the health and welfare of other students and staff, may be excluded from school attendance. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. Concord Public Schools reserves the right to require a health care provider's statement authorizing the student's return to school.

The educational placement of a student diagnosed with a communicable disease, will be determined on an individual basis in accordance with this policy and administrative procedures. Those involved in the placement determination will include but not be limited to, administration, professional staff, and school nurse. A regular review of the placement determination will be done to maintain an appropriate educational placement for the student.

As a public health measure, any student who exhibits the following, regardless of whether they harbor a known blood-borne infection, should be excluded from school until these conditions are resolved:

- Any weeping or bleeding lesion that cannot be covered or controlled with medication.
- Inappropriate behavior that increases the likelihood of transmission.
- Evidence of infection, and are too ill to be in school.

The school district may request written authorization for school attendance from the student's health care provider once the condition is resolved.

LEGAL REF.: M.G. L. 71:55; 111:6

REF: Massachusetts Department of Public Health, Comprehensive School Health Manual, 1995

Student Allergy Procedures

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, had 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. 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.

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 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 / EpiPen 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 and 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 EpiPen 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 EpiPen.
 - h. Provide EpiPen to trained adults supervising after school activities / sports.

State Pupil Records Policy

State law and regulations govern our policies on student records.

The regulations call for the securing of records and the protection of student privacy. Only authorized school personnel such as the principal, counselor or teacher has access to these records. Information cannot be seen by or sent to a third party without the written permission of the parent or in accordance with the School Committee's Policy on the release of certain student record information. A copy of that Policy is included in this section of the booklet. In addition, there is a provision for a process for review and removal of information which the student or parent feels should not be in the record.

The student's permanent school record (name, address, phone number, parent information, course titles, grades, transcript, grade level completed and year completed) is to be kept for 60 years. The temporary record (all other information) is to be destroyed no later than seven years after the student leaves or graduates. Parents and students 14 years of age or older, or in grade 9, (whichever is first) have the right to see appropriate records. Parents or eligible students who wish to see a record should contact the school principal and ask for an appointment. Parents and eligible students may obtain a copy of all or any portion of the student's record upon request.

When a student transfers to a new school from the Concord Public Schools, the entire student record will be released to the new school without prior consent of the parent. Notification of this policy is given in accordance with GL 71, § 37L and 603 CMR 23.10(1).

A non-custodial parent's access to student records is governed by G.L. c.71, §34H. Contact your school principal for information about this law.

Confidentiality of Records

No individual or organization other than the parent, guardian, eligible student or school personnel working directly with the student is allowed access to a student's record without specific written consent of the parent, guardian or eligible student except in limited instances as specified by federal and state statutes and regulations governing student records.

Amendment or Deletion of Records

The parent, guardian or eligible student has the right to add relevant comments, information or other written material to the student's record. In addition, the parent, guardian or eligible student has the right to request that information contained in the record be amended or deleted except for information inserted in the record by a team evaluation. The parent, guardian or eligible student has a right to a conference with the school principal for the purpose of objecting to information contained in the record. Within a week after such conference, the principal must render a decision in writing on the objection. If the parent, guardian or eligible student is not satisfied with the principal's decision, he or she may appeal such decision to the school Superintendent and ultimately, to the School Committee.

Notification of Rights under the Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over the age of 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 to the school principal (or appropriate school official) clearly identifying 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 to 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 that to the extent that FERPA authorized 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 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 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. 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 record request unless it states in its annual notification that it intends to forward such records on request.)
 4. The right to file a complaint with the U.S. Department of Education concerning alleged failure by the *School Districts* to comply with the 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, DC 20202-5901

Notification of Rights under the Protection of Pupil Rights Amendment

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) -
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student or student's family;

3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors or ministers;
 7. Religious practices, affiliations or beliefs of the student or parents; or
 8. 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 to others.
 - **Inspect**, upon request, 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 education 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, DC 20202-5901

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 staffs 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.

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

Kathy Codianne, Director of Teaching and Learning at 120 Meriam Road, Concord, MA 01742, or 978-341-2490.

1. Section 504 of the Rehabilitation Act of 1973 (Federal)

No otherwise qualified, handicapped 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 of activity receiving Federal financial assistance.

2. Chapter 282 of the Acts of 1993, General Laws Chapter 76

(§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.

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 based on 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.

The following changes have been made to the Parent and Student Elementary Handbook for the 2013 – 2014 school year.

Page 3 Mission has been changed and Core Values & Beliefs has been added.

Page 4 The 2 New School Committee Members have been added and the 2 Former School Committee Members have been removed.

Page 8 School Hours:

Kindergarten November 27/June 23, 8:55 – 12:25

Grades 1-5 November 27/June 23, 8:55 – 12:25

Changed to reflect 2013 school year's day before Thanksgiving and Last Day of school in 2014

Page 31 **Lunches:** Edited for clarity regarding **MySchoolBucks.com** accounts. Director of Food and Nutrition Director, Maria Barker contact information added.

Lunches are available Monday through Friday and on full-day Tuesdays. Lunch costs \$3.00 and includes milk. Milk may be purchased separately for \$.50. Student may bring a lunch from home.

For students who purchase lunch, we use a prepayment system for all school meals, milk, and a la carte purchases. There are two options to participate in the prepayment system.

One option is to pay by check. Checks should be payable to the Food Service Department. Checks can be mailed to the Ripley Building, 120 Meriam Road, Concord, MA 01742 Attention: Food Service Dept. or delivered to your child's school office.

The other option is to pay online at **MySchoolBucks.com**; however, the **MySchoolBucks.com** option will not be available for new students until **September 23, 2013**.

It is recommended that you place funds into the lunch account for your child by mailing a check to the Food Service Department by **August 19, 2013**, to allow us time to process your payment prior to the beginning of school. We suggest a \$50 minimum. The funds will be available to your child when school begins. Having the money ready will provide your child funds should he/she decides to purchase

a lunch or milk. Children often purchase food and milk, even when a lunch is brought from home.

Free and Reduced Lunch Applications are available through **Food Service Department, 120 Meriam Road, Concord, MA 01742**, and at your child's school.

For assistance, please call Maria Barker, Director of Food and Nutrition, at 978-202-1165 or email at mbarker@colonial.net, or call Patty Siekman at 978-202-1124 or email at psiekman@colonial.net.

Page 34 **Telephone/Electronics Policy: “walkmen” was removed and “devices or” was added.** Now reads as follows:

At the elementary school level, students may not use cell phones, iPods, or other electronic devices or games on school grounds and during the school day without permission. Permission will be granted by the principal or principal designee.

Concord Middle School Handbook



2013 - 2014

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.

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

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 and Friday

<u>6th GRADE</u>			<u>7th GRADE</u>			<u>8th GRADE</u>		
HR	8:15	- 8:25	HR	8:15	- 8:25	HR	8:15	- 8:25
Period	1	8:25 - 9:12	Period	1	8:25 - 9:12	Period	1	8:25 - 9:12
	2	9:12 - 10:00		2	9:12 - 10:00		2	9:12 - 10:00
	3	10:00 - 10:48		3	10:00 - 10:48		3	10:00 - 10:48
Lunch		10:48 - 11:18	Lunch	4	10:48 - 11:36	Lunch	4	10:48 - 11:36
	4	11:18 - 12:06		5	11:36 - 12:24		5	11:36 - 12:24
	5	12:06 - 12:54		6	12:24 - 12:54		6	12:24 - 12:54
	6	12:54 - 1:42		7	1:42 - 2:30		7	1:42 - 2:30
7	1:42 - 2:30	7	1:42 - 2:30	7	1:42 - 2:30			

Tuesday

<u>6th GRADE</u>			<u>7th GRADE</u>			<u>8th GRADE</u>		
HR	8:15	- 8:25	HR	8:15	- 8:25	HR	8:15	- 8:25
Period	1	8:25 - 9:08	Period	1	8:25 - 9:08	Period	1	8:25 - 9:08
	2	9:08 - 9:51		2	9:08 - 9:51		2	9:08 - 9:51
	3	9:51 - 10:34		3	9:51 - 10:34		3	9:51 - 10:34
Lunch		10:34 - 11:04	Lunch	4	10:34 - 11:17	Lunch	4	10:34 - 11:17
	4	11:04 - 11:47		5	11:17 - 12:00		5	11:17 - 12:00
	5	11:47 - 12:30		6	12:00 - 12:30		6	12:00 - 12:30
	6	12:30 - 1:15		6	12:30 - 1:15		6	12:30 - 1:15

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. 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/>

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.

Snacks

Students may have a working snack in the afternoon (6th) or in the morning (7th & 8th). 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**. 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: Students may not have electronic devices visible and must not have the power on at any point during the school day. These devices include 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.

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.

Absence

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

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.

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** from the parent/guardian of **both** students affected must be given to the secretary upon the student's arrival to school. Bus passes will not be arranged during the day 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 assignment book daily to record assignments and due dates. Check them off as they are completed so you know you are done.*
- *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.*
- *Check the teacher's website. Email the teacher. Call a friend.*
- *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 doesn't 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, assignments and handouts 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*



Keep your assignment book in a consistent place, and make sure you always use one.

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!*

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 September. Parents will be notified of the results by mail. Parents will be able to opt-out of the screening by submitting a written request prior to the screening.

Parents will be notified of any significant findings with a recommendation for medical follow-up.

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 are sent home early in the school year so that parents may choose it, or not, as they please.

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. 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.

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.

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.

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.

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

If your child is applying to private school, please send recommendation forms and records release forms to the guidance secretary at your child's building. To ensure that this process is efficient and expedient for you and your child, please follow these guidelines carefully:

Prior to submitting any forms, please ensure that your child contacts each of the requested teachers/counselors to request their assistance in providing a recommendation.

Send all forms to the guidance secretaries as identified above — do **not** send recommendation forms directly to teachers or counselors. We use our own standard secondary school recommendation forms, not those of the individual school. Submitting forms directly to teachers will slow down the process.

In order to send records and recommendations to the private school, we **must** have a signed parental release. Typically this form is provided with the private school application materials. If not, included, please send a separate note giving us permission to send out the recommendations and records to each school.

Please label each recommendation form with your child's name, grade and any other relevant information. To prevent a delay in the process, please make sure that the materials you provide are complete.

Mailing Procedure: We ask that you include a large (10 x 13) **stamped** mailing envelope with the forms, so that we are able to mail them out quickly when the recommendations are complete. Please add a postage amount of **\$2.00**. We estimate that this should cover the cost of the mailing. Leave the **return address blank**, as we will fill this in indicating that the materials came from our school.

Timeline: We encourage you to submit all forms as early in December as possible. This will allow teachers and counselors ample time to complete recommendations. It is difficult to effectively process requests that come in too close to the deadlines. Even if you are not sure of all the schools to which your child may be applying, sending in one form will start the process. **Please submit all forms to the guidance office according to the application schedule:**

- By December 2, 2013 for a January 2, 2014 deadline
- By December 9, 2013 for a January 15, 2014 deadline
- By January 3, 2014 for a February 1, 2014 deadline

Please direct any questions about the status of recommendations to the guidance secretaries:

Peabody, Kerri Martinec: 978.341.2490 x5102

Sanborn, Mary Jo Scheid: 978.341.2490 x6102

Thank you very much for your assistance and cooperation with this private school application process.

~The CMS Guidance Department

Appendix

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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

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

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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Approved September 27, 2005

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

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

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. 71:37H School Committee Policy: JIC
Concord Public Schools and Concord-Carlisle Regional School District: File – JIC
Approved September 27, 2005

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.

- 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 understand that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. 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 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 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

rev. 2/11/2011

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 hereby agree to the District's Acceptable Use Policy:

Student Name

Student Signature

Date

Parent Signature

Date

2013-2014 CMS Handbook: <http://cms.colonial.net> Student and Parent Signature Page

September 2013

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 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 Middle School

Community • Achievement • Lifelong Learning

835 Old Marlboro Road, Concord, MA 01742

Phone: 978.318.1380 FAX: 978.318.1392

<http://cms.colonial.net>

CMS Handbook Revisions for 2013-2014

p. 6 Language changes to simplify for students; Houses and Departments sections.

p. 11 Section added

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 for Acceptable Use Policy).

p. 17 Section revised; new contact procedure, note required following extended illness.

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

p. 17 Addition

Voluntary absences have a negative impact on other students in the class, and have been found to decrease a child's motivation and allegiance to the value of school.

p. 23 Revisions to Email Communication Section

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!*

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).

Page 26 Physical Examinations

Revision:

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 with that sports season.

Addition:

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.

p. 30 Strike the following:

In addition to formal recognition, the award confers eligibility for a scholarship to support a summer or near term educational/enrichment experience.

May 14 SC



Concord Lions Club
Concord, Massachusetts

RECEIVED
SUPERINTENDENT'S OFFICE

April 24, 2013

APR 29 2013

Mr. John Flaherty
Business Manager
Concord School Department
Meriam Road
Concord, Massachusetts 01742

CONCORD PUBLIC SCHOOLS
CONCORD-CARLISLE REGIONAL SCHOOL DISTRICT

Dear John:

On behalf of the Concord Lions Club and our membership, we want to thank you for your assistance in helping us to obtain access to the Lions Club Den at the Concord Carlisle High School football field.

Each May, we distribute all the funds we raise during the year to Lions Eye Research, scholarships, camps for blind children etc. We rely on our pancake breakfast to help us sustain the worthwhile causes that we support.

Our Lions Club Secretary, Dick LaBossiere told us how you managed to make sure that we were able to retrieve our grilles and all the equipment at the construction site to make sure we could operate the Pancake Breakfast on Patriot's Day.

It takes team work to make a project work and your part was essential to our cause!

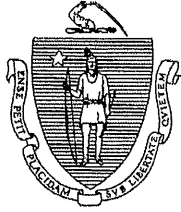
Thank you!

Sincerely,

Sherry Dee Mobley
Sherry Dee Mobley
Concord Lions Club President
2012-2013

*Please,
Thank you all!
J.M.*

cc: Diana Rigby, Superintendent



The Commonwealth of Massachusetts
Executive Office of Health and Human Services
Department of Public Health
250 Washington Street, Boston, MA 02108-4619

Correspondence

DEVAL L. PATRICK
GOVERNOR

TIMOTHY P. MURRAY
LIEUTENANT GOVERNOR

JOHN W. POLANOWICZ
SECRETARY

LAUREN A. SMITH, MD, MPH
INTERIM COMMISSIONER

RECEIVED
SUPERINTENDENT'S OFFICE

Tel: 617-624-5000
Fax: 617-624-5206
www.mass.gov/dph

MAY 09 2013

May 3, 2013

CONCORD PUBLIC SCHOOLS
CONCORD-CARLISLE REGIONAL SCHOOL DISTRICT

Dear Superintendent,

The Department's Public Health Council adopted regulations at 105 CMR 225.000 pursuant to passage of *An Act Relative to School Nutrition*, in July 2011. The School Nutrition Act required the Department of Public Health (DPH) to develop evidence-based nutrition standards for competitive foods, which are those foods and beverages provided as à la carte items in school cafeterias, stores, snack bars, and vending machines (see Mass. General Laws c.111, §223).

DPH is aware of the U.S. Department of Agriculture's (USDA) plans to update federal nutrition standards for competitive foods and beverages pursuant to the Healthy, Hunger-Free Kids Act of 2010. The USDA is currently accepting public comment on these standards, and once finalized, schools will be required to implement the adopted requirements. Therefore, DPH plans to review current standards for competitive food and beverages upon the release of these federal guidelines, including regarding topics such as caffeinated beverages and frozen desserts.

In anticipation of possible changes to federal policy, DPH will be delaying implementation of requirements at 105 CMR 225.200(A)(4), which would require schools to only provide or sell flavored milk or milk substitutes that contain the same amount or less sugar than plain fat-free or low-fat milk. This provision is currently scheduled to be effective August 1, 2013. DPH will request that schools make vendor choices for the upcoming school year meeting two key benchmarks: 1) flavored milk must meet a minimum standard of no more than 22 grams of sugar per eight ounces; and 2) schools are encouraged to make selections with a clear emphasis on flavored milk products with the lowest sugar content available on the current market. DPH will review implementation of 105 CMR 225.200(A)(4) in advance of planning for the 2014-2015 school year and in light of the changes to federal rules..

Please do not hesitate to be in touch with Laura York in the Coordinated School Health Program (Laura.York@State.MA.US) with questions or requests for additional information, or visit our website: <http://www.mass.gov/eohhs/consumer/wellness/wellness/policies-wellness/school-nutrition-legislation.html>

Sincerely,

Lauren A. Smith, MD, MPH

SC May 14 Correspondence

Diana Rigby

4/25/13

RECEIVED
SUPERINTENDENT'S OFFICE

2013 Annual Town Meeting Summary

MAY 09 2013

Borrowing Authorizations:

- Article 8 – Concord Public School Renovations (\$795,000)
- Article 45 – 2014 Road Program (\$900,000)
- Article 48 – Funding for Telecommunications Operation (\$1,000,000)
- Article 49 – Police/Fire Radio System (\$450,000)
- Article 50 – 51 Laws Brook Road and Rideout Field Site Improvements (\$100,000)
- Article 52 – 449 Barrett's Mill Road – McGrath Farm (\$525,000 from borrowing – see also FY14 Appropriations below)
- Article 55 – Town House Exterior Renovations (\$950,000 from borrowing – see also FY14 Appropriations below)

CONCORD PUBLIC SCHOOLS
CONCORD-CARLISLE REGIONAL SCHOOL DISTRICT

Debt Rescission:

- Article 63 – Debt Rescissions (\$900,000)

FY13 Appropriations:

- Article 19 – High School Debt Stabilization Fund – Addition and Use (Appropriation of \$750,000 from Free Cash, to be transferred to Fund in FY13; Appropriation of \$230,000 from Fund to pay for Concord's FY14 Debt Service Assessment)

FY14 Transfers:

- Article 19 – High School Debt Stabilization Fund – Addition and Use (see above)
- Article 22 – Light Plant PILOT (\$447,800)

FY14 Appropriations:

- Article 6 – Town Budget (\$35,908,470)
- Article 7 – Public School Budget (\$31,140,538)
- Article 10 – Concord-Carlisle Regional School Budget (\$16,908,064)
- Article 16 – Minuteman Regional High School Assessment (\$227,033)
- Article 17 – Free Cash Use (\$850,000)
- Article 18 – Elementary School Debt Stabilization Fund Appropriation & Use (\$735,000 from Stabilization Fund)
- Article 29 – Beede Swim & Fitness Center Enterprise Fund (\$2,524,938 appropriation for operating expenses and \$325,000 for capital expenditures, with \$2,430,364 from estimated FY14 revenues & \$419,574 from 6/30/12 fund balance)
- Article 51 – Community Preservation Committee Appropriation (\$397,700)
- Article 52 – Land Acquisition – 449 Barrett's Mill Road (\$925,000 appropriation--\$525,000 from borrowing and \$400,000 from CPA Funds)
- Article 54 – Land Acquisition/Easements at 121/131 Harrington Ave (\$38,800 from CPA Funds)
- Article 55 – Town House Exterior Renovations (\$1,750,000 appropriation--\$950,000 from borrowing and \$800,000 from CPA Funds)

(over)

Miscellaneous Financial/Enabling—No Appropriation:

- Article 23 – Light Plant Expenditures
- Article 24 – Road Repair Revolving Fund Expenditures (not to exceed \$120,000)
- Article 25 – Solid Waste Disposal Fund Expenditures
- Article 26 – Sewer System Expenditures
- Article 27 – Sewer Improvement Fund Expenditures
- Article 28 – Water System Expenditures
- Article 47 – Authorization of 10-Year Term for Actuarial Services Contract
- Article 57 – PILOT Agreement – Solar Project at Landfill Site

State Legislative Action Required (to send to State Legislators):

- Article 62 – Home Rule Legislation—Additional License for Sale of Alcoholic Beverages

Zoning Bylaw Amendments (to send to Attorney General):

- Article 31 – Frontage Definition
- Article 32 – Table III – Dimensional Regulations
- Article 33 – Limited Industrial Park #2
- Article 34 – Accessory Use Table
- Article 35 – Special Home Occupation
- Article 36 – Side Yards in Residence B Zoning
- Article 37 – Definition of Height in Residence B
- Article 38 – Government Utility and Other Public Service Corporation Uses
- Article 39 – Medical Marijuana Treatment Center
- Article 40 – Public Service Corporation Overlay District

General Town Bylaw Amendments (to send to Attorney General):

- Article 58 – Wetlands Bylaw Amendment

State Law Acceptance:

- Article 21 – Property Tax Exemptions

Miscellaneous:

- Article 4 – Ratify Personnel Board Classification Actions
- Article 5 – Personnel Board Classification & Compensation Plan for Regular-Status Employees
- ✓ Article 14 – Keep Concord School Bus Transportation Dept. on the Regional HS Property (Request to Regional School Committee)

ELL Enrollment for 2013-2014 as of April 2013

K	1	2	3	4	5	6	7	8	
3	7	9	5	4	4	0	1	4	37

By School

	Alcott	Thoreau	Willard	CMS	
	2	K	K	7	
	2	1	K	8	
	2	1	1	8	
	3	1	1	8	
	3	1	2	8	
	3	1	4		
	3	2			
	4	2			
	4	2			
	5	2			
	5	2			
		3			
		4			
		5			
		5			
Total Students	11	15	6	5	37

RETELL – Overview of the SEI Endorsement

- The Department of Elementary and Secondary Education (DESE) has established the SEI (Sheltered English Immersion) Teacher Endorsement in an effort to improve the academic achievement of English Language Learners (ELLs).
- Under newly revised regulations, all core academic teachers responsible for the education of ELL students, and the administrators who supervise and evaluate them, must earn an SEI Endorsement no later than July 1, 2016.
- Core academic teachers are defined by DESE as early childhood and elementary teachers, teachers of students with moderate and severe disabilities, and teachers of the following academic subjects: English, reading or language arts, math, science, civics and government, economics, history, and geography (603 CMR 7.02).
- DESE has assigned school districts to one of three cohorts which establish a time frame for core academic teachers and administrators to earn the SEI endorsement. **Concord Public Schools is in cohort two (2013-2016)**
- There will be approximately 40 CPS teachers over a three year period that will have to take the course or qualify under another route. (i.e. 14 in year one/14 in year two/12 in year three). We are in the process of identifying teachers of ELL students.
- There are different routes to obtaining the SEI endorsement. Core academic teachers that currently teach ELL students may have to take a DESE no cost course. More specific information will be available on this soon.
- After 2016 all educators will have to obtain the SEI endorsement to advance, extend, or renew a license. More specific information will be provided at a later time.
- More detailed and specific information is coming soon .
- Important links: <http://www.doe.mass.edu/retell/>
<http://massteacher.org/advocating/toolkits/RETELL.aspx>

PUBLIC PARTICIPATION AT COMMITTEE MEETINGS

All regular and special meetings of the School Committee shall be open to the public. These meetings are business meetings held in public settings. Executive sessions will be held as necessary and as prescribed by the Statutes of the Commonwealth of Massachusetts.

The School Committee welcomes citizens of the District to attend its meetings so that they may become better acquainted with the operations and programs of our local public schools.

If a citizen would like to comment to the School Committee, they may do so by mail or email at any time. During the course of a business meeting a citizen may be recognized at the beginning of the meeting to address the board for up to three minutes on a topic. The Committee requests prior notification of such comments. The School Committee will not respond to those comments at the time they are made.

Comments should be directed to the Chair. Improper conduct or remarks will not be allowed. Defamatory or abusive remarks are always out of order. The Chairperson may terminate an individual address to the board if such behavior is exhibited.

Speakers may offer suggestions or criticisms of school operations and programs, but the committee will not hear personal complaints of school personnel nor against any member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.

The Citizen Comments section of the School Committee agenda, at the end of each agenda, exists for brief comments and statements at the end of a school committee meeting.

SCHOOL COMMITTEE-STAFF COMMUNICATIONS

The basic line of communication between the School Committee and the staff will be through the Superintendent.

Staff Communications to the School Committee

All communications or reports to the Committee or any of its subcommittees from Principals, supervisors, teachers, or other staff members will be submitted through the Superintendent. This procedure does not deny the right of any employee to appeal to the Committee for administrative decisions on important matters, except those matters that are outside of the Committee's legal authority, provided the Superintendent has been notified of the forthcoming appeal and that it is processed in accordance with the Committee's policy on complaints and grievances. Staff members are also reminded that Committee meetings are public meetings. As such, they provide an excellent opportunity to observe first hand the Committee's deliberations on problems of staff concern.

School Committee Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the Superintendent. The Superintendent, working with Principals, will develop appropriate methods to keep staff informed of the Committee's concerns and actions.

Visits to Schools

Individual School Committee members interested in visiting schools or classrooms will inform the Superintendent of such visits and make arrangements for visitations through the Principals of the various schools. Such visits will be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Official visits by Committee members will be carried on only under Committee authorization.

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PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL

Complaints about school personnel will be investigated fully and fairly. However, before any such complaint is investigated, the complainant must submit his complaint in writing. Anonymous complaints will be disregarded.

Whenever a complaint is made directly to the School Committee as a whole or to a Committee member as an individual, it will be referred to the school administration for study and possible solution.

The Superintendent will develop, for approval by the Committee, procedures that assure prompt and fair attention to complaints against school personnel. The procedures will require that an employee who is the object of a complaint be informed promptly and be afforded the opportunity to present the facts as he/she sees them.

If it appears necessary, the administration, the person who made the complaint, or the employee involved may request an executive session of the Committee for a formal hearing and decision. Statutory restrictions on executive sessions will be observed.

LEGAL REFS.: 603 CMR 26.09 and 26.10

CROSS REF.: BEC, Executive Sessions

PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL

The following procedures are established to ensure that a citizen's complaint is given respectful attention and that the integrity of the educational program is upheld. "Complaint" in this regulation will be restricted in meaning to that criticism of particular school employees by a citizen of the School District which includes or implies a demand for action by school authorities. Other comments and suggestions will be referred informally to affected personnel.

1. If a complaint comes first to the person against whom it is directed, he/she will listen courteously and may try to resolve the difficulty by explaining the background and educational purpose involved. If the complaint remains unsatisfied, the employee will refer him/her to the building Principal or other immediate supervisor to have his/her views considered further. Whether the complaint terminates with the individual staff member involved or seems likely to go further, the staff member will immediately inform his/her supervisor of the complaint.
2. If a complaint comes first to the Principal or other supervisor of the person criticized, he/she should listen courteously or acknowledge a letter promptly and politely, but should make no commitments, admissions of guilt, or threats. If the complaint involves a particular employee, the supervisor should suggest a conference between the complainant and the person criticized and should inform that person immediately of the complaint.

If the complainant has already met with the person criticized and remains unsatisfied, the supervisor should invite the complainant to file his complaint in writing and offer to send him the appropriate form regarding a school employee's behavior, character or qualifications.
3. If a complaint comes first to any other school employee, that employee will refer the complainant to the person criticized or his immediate supervisor and immediately inform both.
4. No further action on the complaint should be taken unless the complainant submits the complaint in writing.
5. When a written complaint form is received, the Principal or other supervisor will schedule a conference with himself, the complainant, the person criticized, and if advisable, the department chairman or other personnel that either the supervisor or the person criticized feels could contribute resolution of the problem.
6. If the complainant is not satisfied with the results of the conference above, he/she should then be referred to the Superintendent, who may handle the complaint personally or refer it to other personnel, as he/she may see fit.

7. Should dissatisfaction remain after the above steps have been taken, the matter will be placed on the agenda for the next regularly scheduled Committee meeting. The decision of the Committee will be communicated in writing to all interested persons.

LEGAL REF.: 603 CMR 26.09 and 26.10

Monthly Enrollments
10/1/2012 - 6/1/2013

Projected Fall 2013-14

Fall

Oct. 1, 2011 Enrollment with K-5 Ratios	K-5 Ratios 2011-2012	Oct. 1 2011	Oct. 1 2012	Nov. 1 2012	Dec. 1 2012	Jan. 1 2013	Feb. 1 2013	Mar. 1 2013	Apr. 1 2013	May 1 2013	May 1 2013	K-5 Ratios 2012 - 2013		
CCHS														
9		294	309	310	311	310	309	309	309	309				
10		300	295	295	295	296	297	297	297	297				
11		306	302	303	305	305	305	305	303	305				
12		309	310	308	308	307	306	306	306	305				
TOTAL CCHS:		1209	1216	1216	1219	1218	1217	1217	1215	1216	1256			
Peabody & Sanborn														
6		218	243	243	243	244	241	241	240	240	218			
7		209	234	234	236	235	234	235	235	233	240			
8		206	222	222	222	222	220	221	221	222	233			
TOTAL PEABODY & SANBORN:		633	699	699	701	701	695	697	696	695	690			
Alcott	2011-2012 Sections	10/01/11 Ratio										2012-2013 Sections	05/01/13 Ratio	
K	3	17.7	53	66	66	68	68	71	72	72	73	72	3	24.3
1	3	20.7	62	62	62	62	62	64	64	64	64	79	3	21.3
2	4	18.5	74	73	72	73	71	71	71	71	72	65	4	18.0
3	4	20.8	83	80	81	84	84	83	83	83	83	74	4	20.8
4	4	19.8	79	89	90	90	88	88	89	89	89	79	4	22.3
5	3	21.0	63	81	82	83	83	82	82	82	82	89	4	20.5
TOTAL ALCOTT:	21		414	451	453	460	456	459	461	461	463	458	22	
Thoreau	2011-2012 Sections	10/01/11 Ratio										2012-2013 Sections	05/01/13 Ratio	
K	4	18.3	73	84	84	84	84	83	83	83	84	78	4	21.0
1	4	18.8	75	77	77	77	77	78	78	80	80	86	4	20.0
2	4	18.8	75	80	80	80	80	80	80	80	80	83	4	20.0
3	4	21.3	85	76	76	76	76	77	77	77	78	82	4	19.5
4	3	18.3	55	92	92	93	93	93	93	93	93	75	5	18.6
5	4	21.3	85	64	64	64	64	63	62	62	63	95	3	21.0
TOTAL THOREAU:	23		448	473	473	474	474	474	473	475	478	499	24	
Willard	2011-2012 Sections	10/01/11 Ratio										2012-2013 Sections	05/01/13 Ratio	
K	4	18.5	74	76	76	76	76	75	75	76	76	81	4	19.0
1	5	18.8	94	77	77	78	78	76	78	78	78	77	4	19.5
2	4	21.8	87	103	103	102	102	101	102	103	103	80	5	20.6
3	4	16.3	65	89	89	89	89	89	89	89	89	104	4	22.3
4	3	22.3	67	62	62	63	63	63	63	63	63	87	4	15.8
5	4	18.8	75	72	72	72	72	71	72	72	71	66	3	23.7
TOTAL WILLARD:	24		462	479	479	480	480	475	479	481	480	495	24	

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AP/ February 15, 2013, 9:01 AM

Log

N.Y. student attends class remotely via robot



Devon Carrow (seen via remote video hookup) attends Winchester Elementary School from home while operating a robot in the classroom, in West Seneca N.Y., Jan. 24, 2013. Carrow's life-threatening allergies don't allow him to go to school. But the 4-foot-tall robot with a wireless video hookup gives him the school experience remotely. / AP Photo/David Duprey

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WEST SENECA, N.Y. In an elementary school hallway, a teacher takes her second-

graders to the library, leading a single-file line of giggling boys and girls that's perfectly ordinary until you get to a sleek white robot with a video screen showing the face of a smiling, chubby-cheeked boy.

Devon Carrow's life-threatening allergies don't allow him to go to school. But the 4-foot-tall robot with a wireless video hookup gives him the school experience remotely, allowing him to participate in class, stroll through the hallways, hang out at recess and even take to the auditorium stage when there's a show.



[10 Photos](#)

Robot sits in for student

What's most remarkable is how unremarkable this gee-whiz technology is viewed by his classmates. In a class of 7-year-olds raised on video games, avatars and remote-controlled toys, they don't see a robot. They just see Devon.

Just before class one recent day, a girl leaned toward the robot to tell Devon the joke making the rounds at Winchester Elementary School: Why did the boy eat his homework? The teacher told him it was a piece of cake.

That Devon isn't actually there is barely acknowledged. While making get-well cards for him during a hospital stay last year, his classmates all drew him as a boy, not a bot.

"In the classroom, the kids are like, 'Devon, come over, we're doing Legos. Show us your Legos,'" says teacher Dawn Voelker.

"I wondered how the little kids would take to him, thinking they'd be amazed," adds Principal Kathleen Brachmann. "But I think kids are so tech-savvy now that they accept it more than we do."

Even Devon doesn't quite get what all the fuss is about. Steering the four-wheeled robot through school and spinning around to see the classmates is just another mouse-and-keyboard challenge.

"It's so cool because it's like playing a game on the computer," says the boy with a mop of curly brown hair who always seems to be smiling. "It's like your objective is to just survive."

For a year now, Devon has attended school using VGo, a robot shaped a little like a chess pawn and best known for its appearance in a Verizon television ad showing the kind of technology possible using the company's wireless network.

Since it was introduced in 2011 by Nashua, N.H.-based VGo Communications, a handful of students across the country have used it, including in New Jersey, Wisconsin, Texas and Iowa.

It's also attracting attention in the medical and business worlds, allowing doctors to consult with patients and workers to virtually pop into the office, even while traveling.

For Devon, it was a chance to go to school, albeit remotely, for the first time in his life. He has eosinophilic esophagitis, caused by an allergic white blood cell that grows in his stomach and esophagus. He's also got anaphylactic shock syndrome, which causes life-threatening allergic reactions to triggers including milk and peanuts.

Even though attacks have put him in the intensive care unit twice in the past 18 months, Devon is outgoing and energetic, a jokester whose personality better suits him to the school experience rather than home-schooling.

But after teachers at Devon's previous school in the Buffalo suburb of West Seneca resisted the idea of having the VGo's camera in the classroom, his mother persisted, and Devon was welcomed at the district's Winchester Elementary.

-
-

1/2

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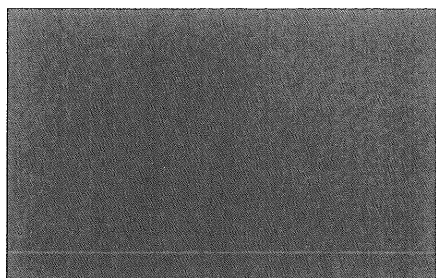
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Around the Web

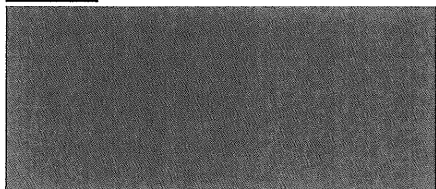
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What's this?

Popular in SciTech



- [Rare color photos from 1930s-40s Color photos from the Great Depression, World War II capture an era generally seen only in black-and-white](#)



Who is using VGo?

VGo's is in use by many different types of organizations including: healthcare, education and business.

In healthcare, doctors and nurses are using VGo to extend their reach to monitor and consult with patients in the hospital, skilled nursing facility and in the home. Family members are also using VGo to visit loved ones when they can't be there in person. Patient satisfaction and the standard of care are increased while re-admissions are decreased.

In education, home and hospital bound students are using VGo to go to school just as if they were there in person. They go from class to class and hang out with their friends between classes. The school doesn't have to provide any assistance and it's less expensive than providing an in-home tutor.

In business, remote and disabled workers are using VGo to go into the office and "be" with the team. Travelling managers are using VGo to check in and busy executives can establish their presence in remote offices more frequently without travelling.

Product

How does VGo work?

VGo's underlying technology is very sophisticated – but to the user, it's very simple, no training is required.

The remote person brings up the VGo App on their computer (Mac or PC), clicks on the location they need to visit – and instantly they are there.

VGo connects to the network (internet) using WiFi or Verizon 4G LTE service. VGo is continually connected to a purpose built cloud-computing network (VGoNet) that keeps track of its availability and initiates a remote visit upon request by a remote user. VGoNet Manager is a comprehensive administrator's tool for managing and limiting user's access to VGos within an organization.

How much does it cost?

A VGo costs about \$6000 plus an annual service contract which is about \$1,200. This includes up to 20 licenses for the VGo App which is used to operate the VGo by its remote visitors.

Why wouldn't someone just use a laptop and webcam?

There certainly exist applications where a laptop and webcam will work fine – simple face-to-face meetings for instance. The VGo provides high value capabilities that enable applications that can't be addressed with just PC videoconferencing. Since the VGo is a unique dedicated purpose-designed appliance that is 100% remote controlled, you don't need someone to take any action, or be trained at the site where the VGo is located. No one has to move equipment, get prepared or "answer a call" – instead you just go there. Once there, you go where you need to go, see who you need to see, solve the problems that need solving. The remote visitor is in complete control of Note: Depending on who's using the VGo, you can select a higher security level that requires that someone locally "let them in" to the facility.

How long does the battery last?

VGo can be used by a remote visitor for up to 6 hrs before needing a recharge. The optional extended life battery (adds 5 lbs to VGo's weight) will last more than 12 hrs. The remote visitor can charge the battery without any assistance by people where the VGo is located.

Can it spy on someone or can it spy on me?

No. You can always tell when the VGo is in use just by looking at it. Also, a number of controls are provided so that various levels of privacy and security can be enabled at any time.

How much bandwidth does it require?

VGo is designed to be efficient so that it can operate over common broadband internet connections found most anywhere. The VGo operates from about 200kbps up to 900kbps (up and down). We recommend at least 400k for best performance.

Can it climb stairs?

No. Organizations that have multiple floors will have units on each floor or since it is very light it can be easily carried up/down stairs. Stair climbing solutions have been delivered but they are very expensive, bulky and complex.

Can it go over floor objects?

The VGo can travel over differences in floor height up to 1 inch. If larger objects are detected, the remote user is alerted and VGo's resulting behavior depends on the user's wishes and type of object. VGo will not let you drive over drop-off, such as down a flight of stairs.

Enrollment Working Group Update

Pamela Gannon, Phil Benincasa,
Diana Rigby, John Flaherty

Goals

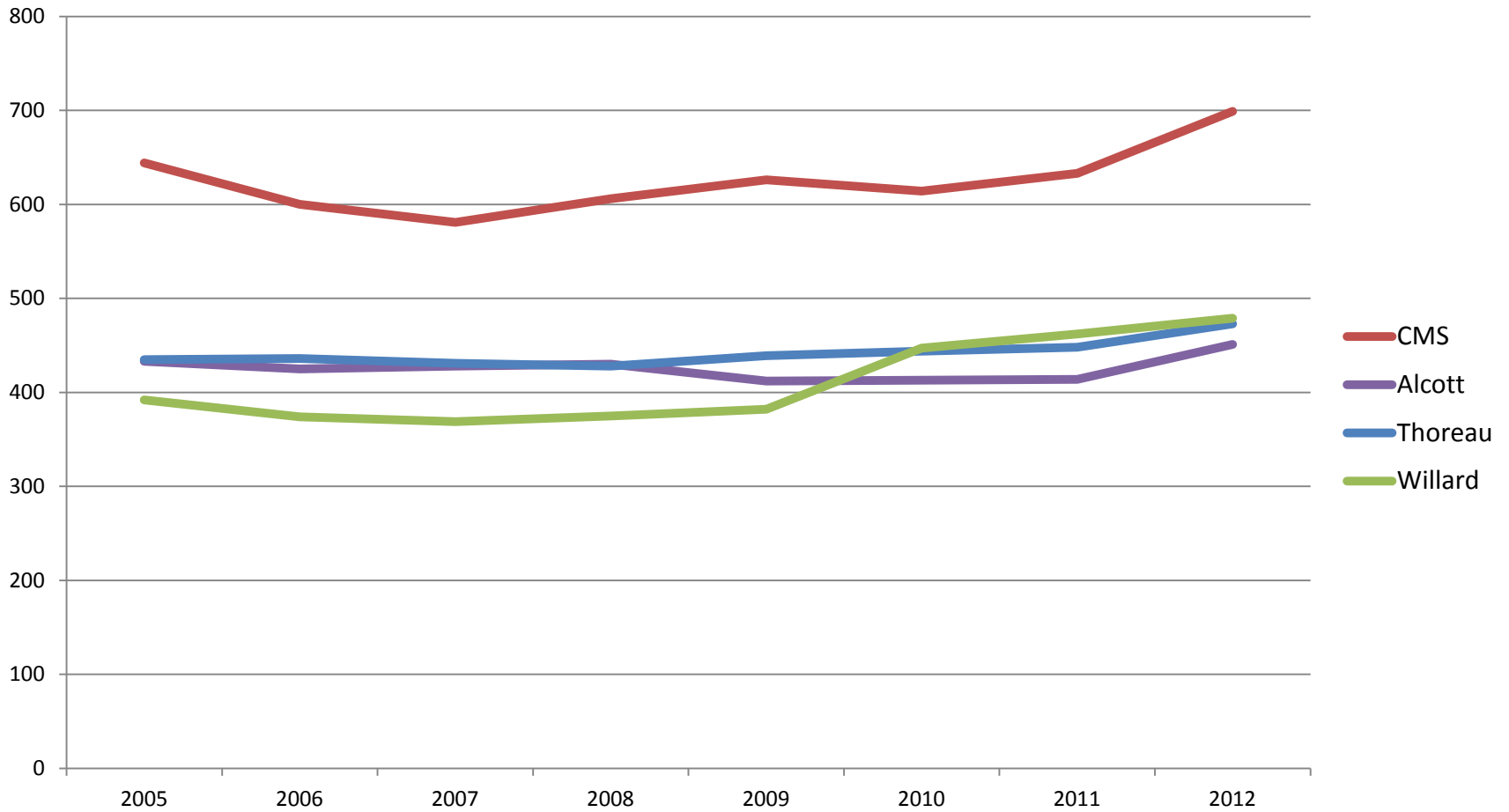
- Focus on K-8 Enrollment
- Historical Enrollment
- Projected Enrollment
- External Factors

Group met 3 times: December, January, April

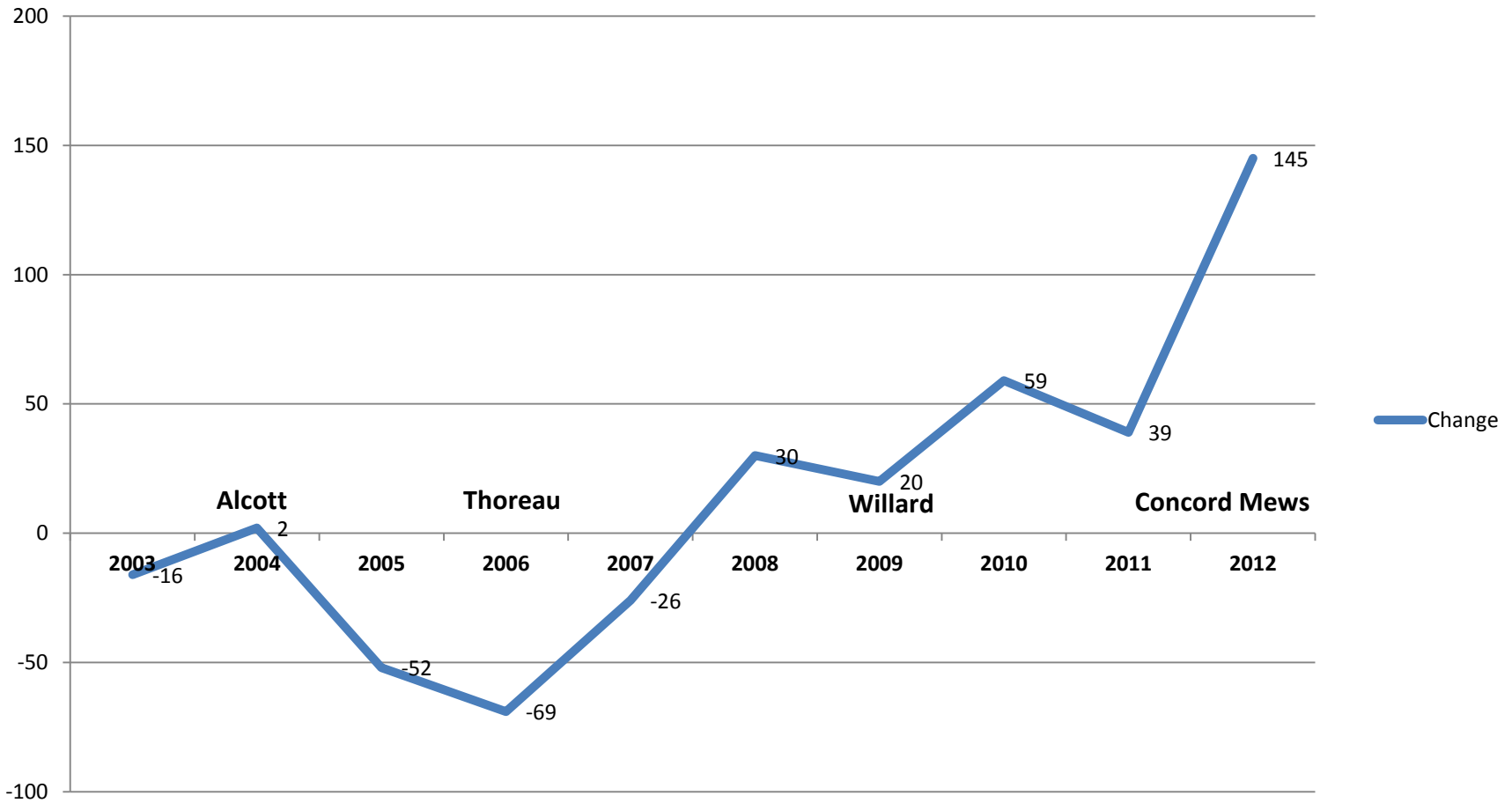
References/Sources

- New England School Development Council (NESDEC) Enrollment Projections
 - Cohort Survival Method
 - Published birth rates + 5 years enrollment progression for each school by grade
- Town of Concord Planning Department, Marcia Rasmussen, Director
- Barrett & Company Report, Single Family Home Sales Report

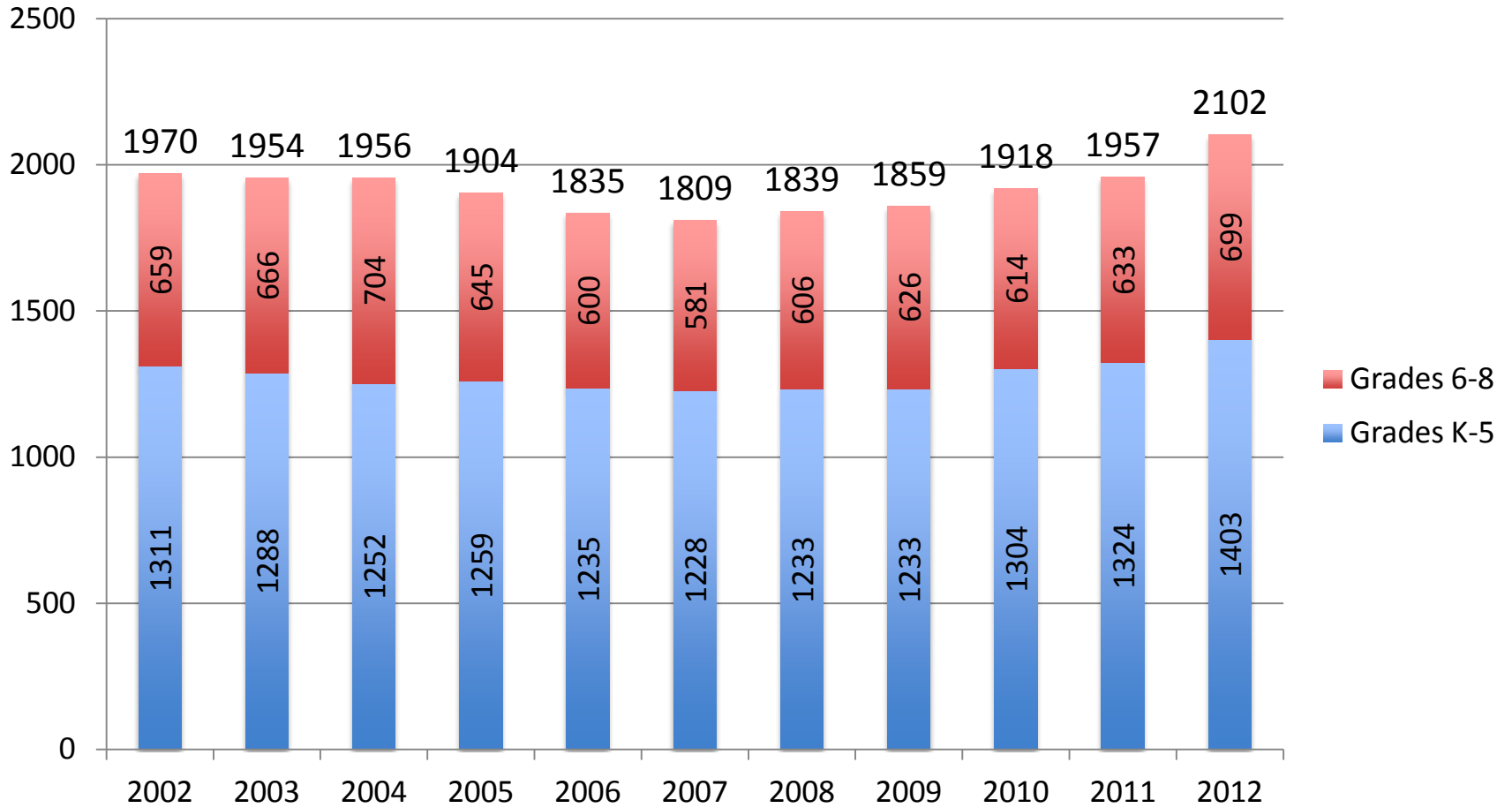
Historical Enrollment by School



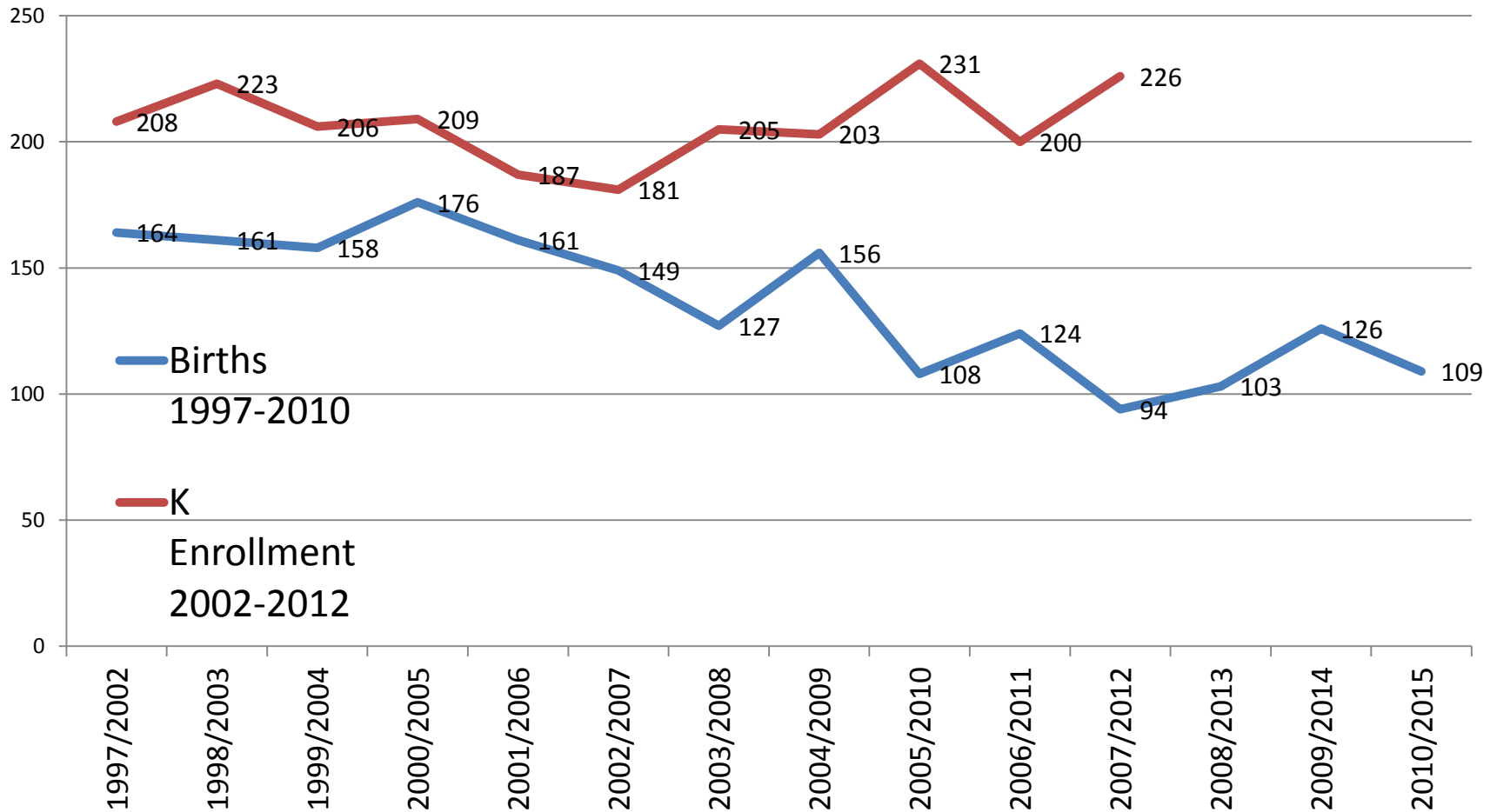
Historical Change in Enrollment K-8



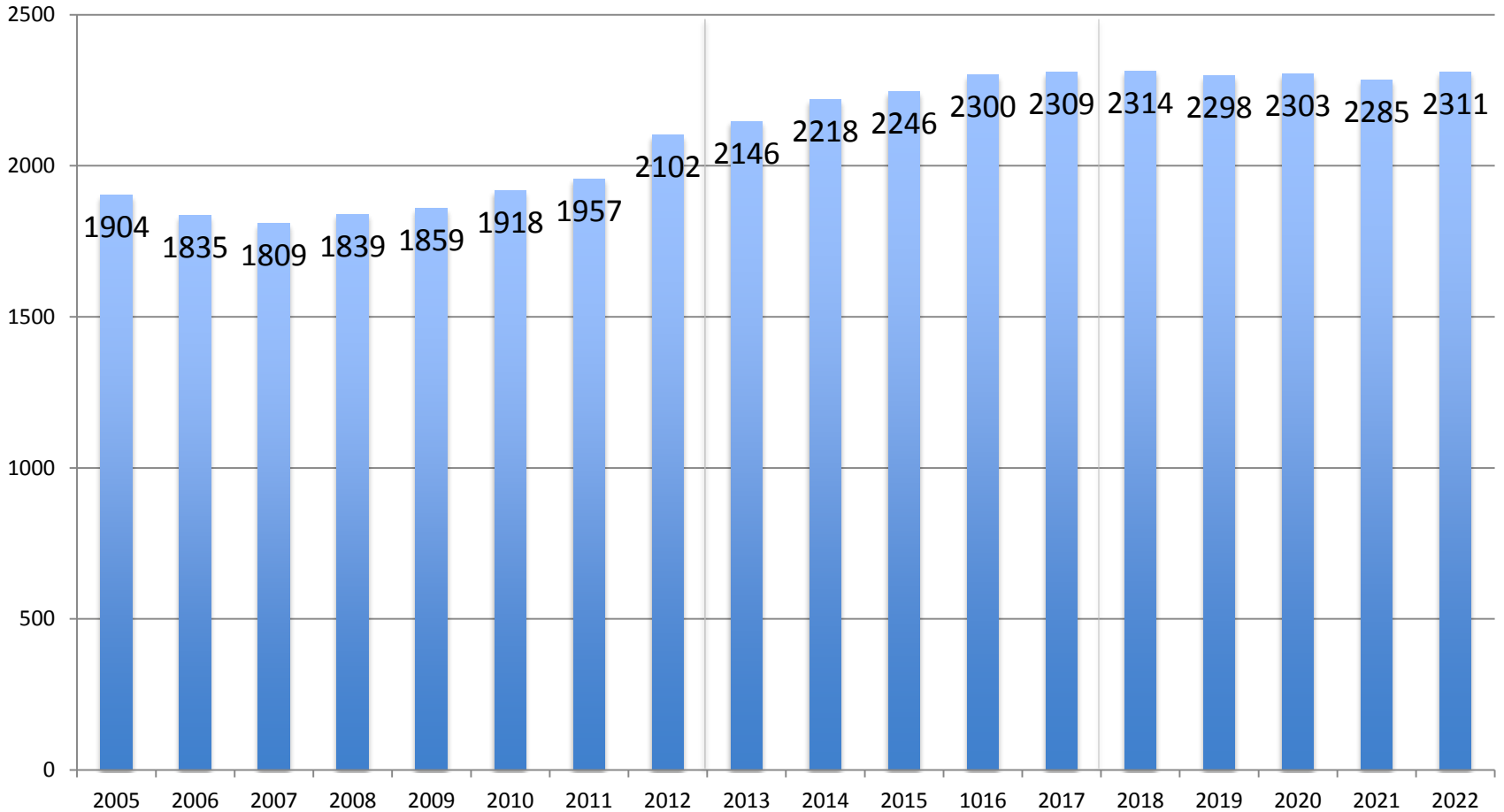
Overall Historical Enrollment



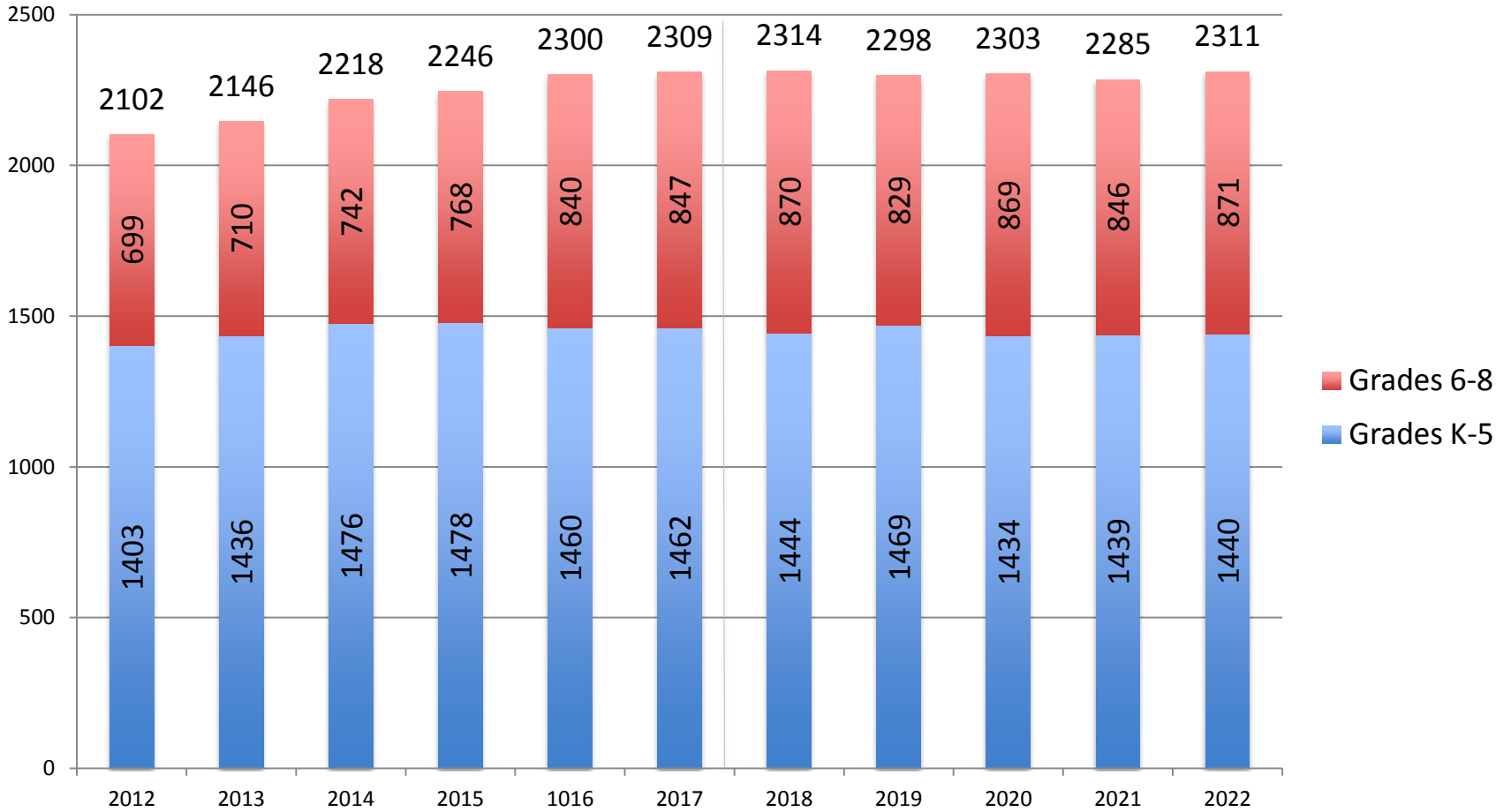
Birth to Kindergarten Relationship



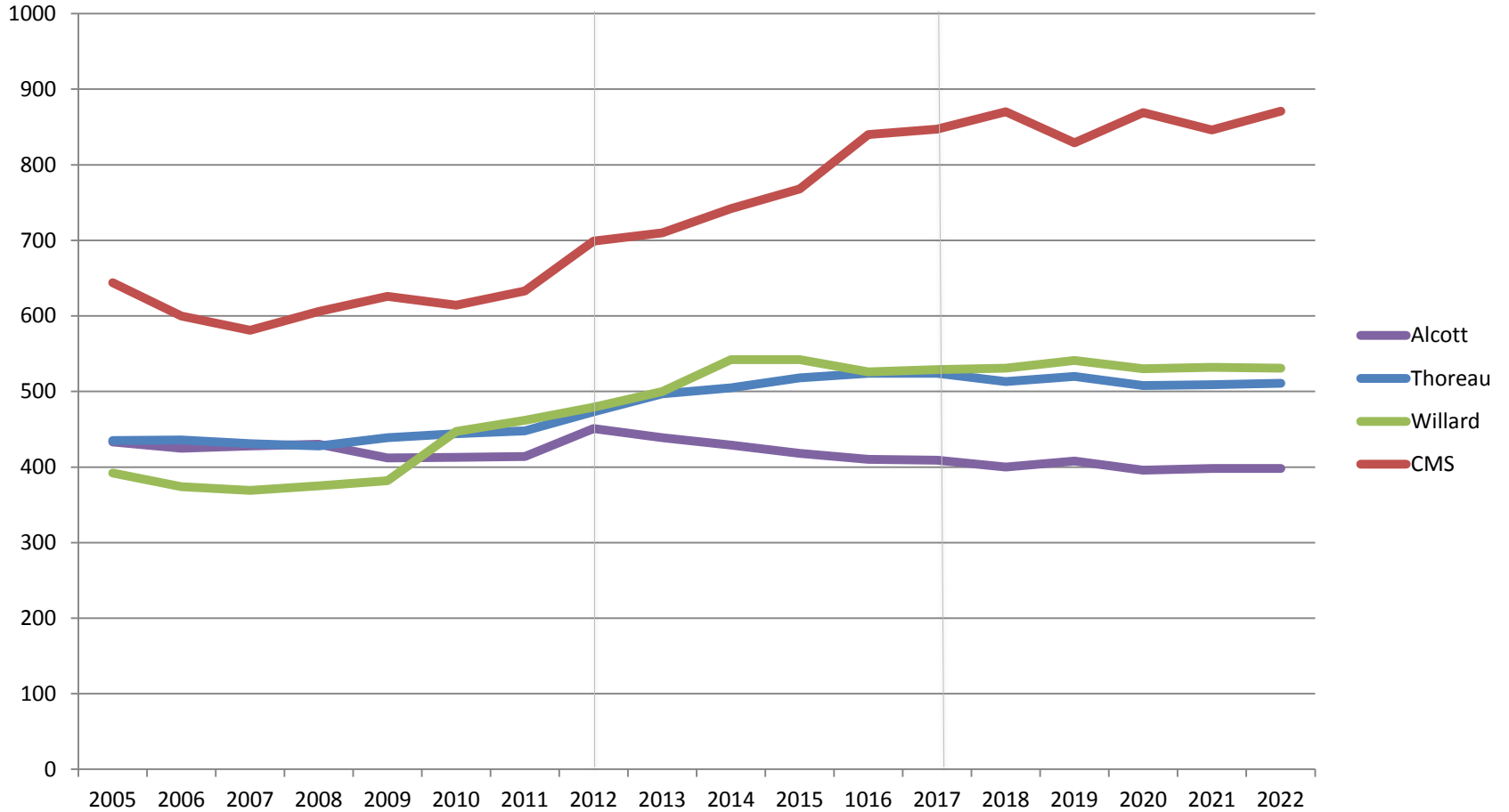
Actuals and Projections Grades K-8



Overall Projected Enrollment



Projected Enrollment by School



Planning Department Information: Approved Housing Projects

Approved:			Est. (by me)
506 Old Bedford Rd On right past Bronson Way	8: 2-3 bedroom units	Alcott	8-16
Monsen Farm Scimone land	8: 4-5 bedrooms	Alcott	8-24
Middlesex School Faculty Housing on Lowell Rd	5: 3 bedroom units	Thoreau	5-12
Elm Street On 2A past rotary on left	8: 6 3br, 2 2br	Thoreau	6-14

Alcott	Low 16	High 40
Thoreau	Low 11	High 26

Planning Department Information: Proposed Housing Projects

Beharrel Re-development	74: studio, 1br, 2br	Thoreau	??
West Concord Center	Submitted to ZBA		
Millbrook Tarry Re-development	54	Alcott	??
Concord Center - Lowell Rd			
Winthrop St Extension	At least 24	Thoreau	??
Off Commonwealth Ave			
Cahner's land	19	Thoreau	??
Off Commerford Rd			
100 Main St	11	Alcott	??
Welch's building			

2012 Real Estate Transactions

2012 Single Family Home Sales

60 Alcott

70 Thoreau

67 Willard

197 Total

Mean 65.7

Std Dev 5.13

2012 Condominium Sales

6 Alcott

16 Thoreau

16 Willard (11 Concord Greene)

38 Total

Projected Fall 2013 Enrollment

	October 1 2011	October 1 2012	October 1 2013	October 1 2013	Difference
	<i>Actual</i>	<i>Actual</i>	<i>Pre-enrollment</i>	<i>NESDEC</i>	
CMS	633	699	691	710	-19
Alcott	414	451	458	439	+19
Thoreau	448	473	499	497	+2
Willard	462	479	495	500	-5

Summary

- Enrollment K-8 is projected to increase, particularly at CMS
- BUT there are many variables
- Administration monitors enrollment monthly
- NESDEC projections are most accurate for 1-5 years out and are adjusted annually
- Recommendation: to maintain Enrollment Working Group for 2013-2014