

# Concord Middle School Handbook



2011 - 2012

# Concord Middle School (CMS) Handbook

## Table of Contents

Contact Information	3
A Message from Your Principal	4
Our Philosophy on Education	4
Our Heritage	5
Organization of Concord Middle School	6
Student Schedule of Courses	7
CMS School Day: Arrival, Dismissal, and Visitors	8
CMS Bell Schedule	9
Lunch, Recess, and Snacks	10
Student Responsibilities	11
Concord Middle School Rules	12
Code of Conduct and the Progressive Disciplinary Process	15
Attendance: Absence and Tardiness	17
Transportation	18
Homework	21
Awards	23
Communication and Reporting	25
Health and Safety	27
Student Records and Regulations	32
Private School Application Process	33
Appendices	34

## 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

Staff Voicemail: 978.341.2490

CMS Staff can be reached via email: [username@colonial.net](mailto:username@colonial.net).

Most usernames are first initial, last name, for example: [lbeattie@colonial.net](mailto: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>.

*No person shall be excluded from or discriminated against admission to the public schools of Concord and the Concord-Carlisle Regional District, for admittance to State and federally funded grant programs, or in obtaining the advantages, privileges, and course of study presented in these schools, on account of race, color, gender, disability, sexual orientation, religion, homelessness or national origin. This non-discrimination applies to all persons, whether or not the individual is a member of a conventionally defined "minority group."*

## 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, and that will 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. The house structure enables staff to put collective efforts toward effecting positive student development and facilitating communication between home and school.

## Departments

CMS teachers coordinate curriculum, instruction, and assessment through content 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 heterogeneously as much as possible 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 a homogeneous grouping plan in mathematics, where students are placed into levels. Student level assignments are recommended by math 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.

### Number of Classes Per Week

Course	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
Applied Technology	---	---	2
Art	2	2	2
Developmental Language Arts*	---	4	4
English	5	5	5
FACS	---	2	---
Focused Math**	4	4	4
Foreign Language	3	4	4
Fundamentals	1	---	---
Health	1	FACS	2
Instructional Technology	1	---	---
Math	5	5	5
Music - General	2	2	---
Music Performance or Elective Cycle (multimedia, pottery, digital photo, drama, grades 7/8 only)	2	2	2
Physical Education	2	2	2
Science	5	5	5
Social Studies	5	5	5

\* Developmental Language Arts replaces foreign language

\*\*Focused Math replaces music and art in 6th and 7th, and art and health or P.E. in 8<sup>th</sup>

# 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.

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

## Early 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.

## 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

## 6th GRADE

HR		8:15	-	8:25
Period	1	8:25	-	9:12
	2	9:12	-	10:00
	3	10:00	-	10:48
Lunch		10:48	-	11:18
	4	11:18	-	12:06
	5	12:06	-	12:54
	6	12:54	-	1:42
	7	1:42	-	2:30

## 7th GRADE

HR		8:15	-	8:25
Period	1	8:25	-	9:12
	2	9:12	-	10:00
	3	10:00	-	10:48
	4	10:48	-	11:36
Lunch		11:36	-	12:06
	5	12:06	-	12:54
	6	12:54	-	1:42
	7	1:42	-	2:30

## 8th GRADE

HR		8:15	-	8:25
Period	1	8:25	-	9:12
	2	9:12	-	10:00
	3	10:00	-	10:48
	4	10:48	-	11:36
	5	11:36	-	12:24
Lunch		12:24	-	12:54
	6	12:54	-	1:42
	7	1:42	-	2:30

Tuesday

## 6th GRADE

HR		8:15	-	8:25
Period	1	8:25	-	9:08
	2	9:08	-	9:51
	3	9:51	-	10:34
Lunch		10:34	-	11:04
	4	11:04	-	11:47
	5	11:47	-	12:30
	6	12:30	-	1:15

## 7th GRADE

HR		8:15	-	8:25
Period	1	8:25	-	9:08
	2	9:08	-	9:51
	3	9:51	-	10:34
	4	10:34	-	11:17
Lunch		11:17	-	11:47
	5	11:47	-	12:30
	6	12:30	-	1:15

## 8th GRADE

HR		8:15	-	8:25
Period	1	8:25	-	9:08
	2	9:08	-	9:51
	3	9:51	-	10:34
	4	10:34	-	11:17
	5	11:17	-	12:00
Lunch		12:00	-	12:30
	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 Nutri Kids account. For information on Nutri Kids, or to set up an account, visit <http://www.concordpublicschools.net/financeandoperations/foodservices.php>

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 Celebrations

Please do not bring food to be shared 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 (6<sup>th</sup>) or in the morning (7<sup>th</sup> & 8<sup>th</sup>). 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

Except at regular passing times, students must have a hall pass that is plainly visible and properly authorized by the teacher whose room the student is leaving. Students must also sign out of a classroom 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 should be kept neat, orderly and LOCKED. 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.

## Lost and Found

Found items of clothing 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 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, 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: 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 10: 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 11: Students must wear appropriate clothing at all times to school.**

*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 12: 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 13: 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

### 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.

## The Disciplinary Conference

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. Every effort will be made to contact a parent or guardian when an absence is not called in. No notes are required once contact is made with a parent confirming the reason for the absence unless the absence extends beyond three days.

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 when students are absent for reasons other than those identified above.

## Tardiness

Students arriving after 8:15 a.m. should 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.*

# 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 a prior experience, 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. The Middle School 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 the time spent on studies at home be used profitably, and that students do not have an overwhelming after-school schedule. Select a regular time and a suitable place to do homework.

*If your child appears to have too much homework, please consider the following before you call your child's teacher:*

- Check your child's assignment notebook to verify that homework is properly recorded, including specific assignments and their due dates.
- Help your child to prioritize and allot appropriate time to assignments. Some students can spend hours embellishing a poster or revising a single paragraph.
- Help your child to plan for work that is assigned and due at some future time. Some students may wait until the night before a project is due and then be overwhelmed.
- House teachers give appropriate amounts of homework. If your child is spending an inordinate amount of time on homework, please consult with your child's teacher if the problem appears specific to a particular class, or call the Guidance Office to set up a meeting with the House teachers to discuss the individual needs of your child.

*If your child appears to have too little homework, please consider the following:*

- Make sure that your child understands that homework is not optional.
- Help your child to plan for work that is assigned and due at some future time. Your child may say there's no homework because nothing is due tomorrow; in reality, there may be several assignments due later in the week that he or she should be working on.

## Forgotten Homework

The school does NOT accept homework faxed to the office or e-mailed directly to the teacher. If a student forgets homework, they may use the school phone to call home. If this is a frequent occurrence, permission to use the office phone may be denied. It is the student's responsibility to come in and pick up any homework brought to the office. Individual teachers set their policy on accepting late work.

## Make-up Work

Students are given a reasonable time to make up work missed as a result of absence. If a student is absent for an extended period, it is their responsibility to make arrangements for make-up work with their teacher. During a one- or two-day absence, students must secure assignments by telephoning classmates. For longer periods of absence, assignments and books may be secured by calling the *Guidance Office*. Teachers are not expected to furnish assignments in advance if students are planning to extend vacation beyond the official school holiday closing. Students must take full responsibility for making up such work upon their return.

## Awards

*CMS presents awards 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.*

### Rotary Awards

This award is 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.

### 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.

### 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.

### 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
- a striving to be one's best

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

### 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.

## **Nick Ressler Award**

This award is an annual recognition given to an eighth grade *CMS* student in each building who demonstrates:

- A renaissance spirit: The pursuit of excellence in the arts, academics, and athletics.
- Inspiration for peers
- 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.

## 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.

As with any effective communication system, the challenge is to streamline it. We want to develop warm, trusting relationships with parents; at the same time, we do not want to distract the teacher from their primary responsibility, the daily instruction of the CMS students. For example, we ask that parents e-mail or phone teachers first when they have an academic concern before they schedule a face-to-face conference. It is also important that parents do not feel obligated to meet with teachers in order to show support for their child. We hope that the chart below makes clear what information you should expect from staff about your child's experience and his or her progress, and how you can obtain additional information if you feel that that is necessary. Please keep in mind that if you are not sure how to obtain certain information, you should feel comfortable asking any staff member to help you address the needs of your child.

### Communication Avenues

Topic	Information Resources	Contact Personnel	Additional Contacts
Academic	<ul style="list-style-type: none"> <li>- Back-to-School Night</li> <li>- Conference Day</li> <li>- Interim Report</li> <li>- Report Card</li> <li>- Grades &amp; Comments on Student Work</li> <li>- Phone Calls from Teachers</li> <li>- Emails from Teachers</li> <li>- Websites</li> </ul>	Classroom Teacher	<ul style="list-style-type: none"> <li>- Department Chair</li> <li>- Guidance Counselor</li> <li>- Administrator</li> </ul> <p><i>All will work with you to determine best next steps.</i></p>
Social Emotional	<ul style="list-style-type: none"> <li>- Report Card</li> <li>- Interim Report</li> <li>- Parent Coffees</li> <li>- Reports from student</li> </ul>	<ul style="list-style-type: none"> <li>- Guidance Counselor</li> <li>- House Leader</li> <li>- Administrator</li> </ul>	Administrator
Logistical	<ul style="list-style-type: none"> <li>- <i>The Missive</i></li> <li>- Daily PTG Bulletin</li> </ul>	<ul style="list-style-type: none"> <li>- Guidance Counselor</li> <li>- House Leader</li> <li>- Administrator</li> </ul>	Administrator

# Communication Methods

## Note on E-mail Communication

E-mail messages are typically an excellent way to initiate a contact with a teacher. 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).

## Interim Reports

During the first term, all students receive interim reports in all academic subjects mid-term. Parents and students should not expect to receive an interim report each term. In following terms, the Interim Report is intended to report any extreme changes in student performance in a particular subject, and is sent by individual teachers as needed.

## Report cards

Report Cards are mailed home three times a year. Each department determines the categories that it wishes to grade its students, i.e., reading, spelling, homework, work habits, conduct, etc.

## 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.

# Health and Safety

Effective management of health care needs requires a partnership among the student, the parent(s) or guardian(s), the primary care provider, and the adults who work with the student at school. The school nurse works closely with all disciplines to coordinate the resources of school, home and community as they pertain to the total health of individual students. The school health nurse has the responsibility to provide emergency care, health maintenance and health guidance for the students and staff.

The school's responsibility for the administration of emergency care is primarily limited to first aid. First aid is defined as the immediate and temporary care given in order to prevent further injury until medical care may be secured. All medical treatment is considered outside the province of school responsibility. Transportation, except for emergencies, is the responsibility of the parent or guardian. If you are unavailable by phone during the day, it is essential that the school have current emergency numbers.

**Transportation for a sick child must be available.**

## 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 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.

The school nurse will notify parents/guardians of students with incomplete records immunization records during the spring of the 6th grade. Immunizations must be completed prior to entry into 7<sup>th</sup> grade, or students will be subject to exclusion. In addition, any student with incomplete immunizations who is exposed to a vaccine preventable disease such as Varicella (chickenpox) may need to be excluded from school for a period of time after exposure. The following immunizations are required for school entry:

1. Measles Vaccine (MMR) - All students entering seventh grade are required have 2 doses of measles vaccine.
2. Diphtheria, Pertussis, Tetanus Vaccine (Tdap) - All students entering seventh grade are required to have one booster dose of Tdap if it has been 5 years or more since the last dose.
3. Hepatitis B Vaccine - All students entering seventh grade are required to have 3 doses of hepatitis B vaccine.
4. Varicella (chickenpox) - All students entering seventh grade are required to have two doses of varicella vaccine or physician certified reliable history of chickenpox disease.

## 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 year of transfer. Exemptions are allowed for religious reasons and a signed statement by the parent/guardian must be on file in the health record.

Students in the following grades must have a current physical examination on file in the Health Office:

1. All students entering seventh grade. It must be dated after January 1st of the entry year. Notification of physical examination and immunization requirements will be distributed to all students in grade 6. Entering seventh grade students who do not have a current physical examination on file may be excluded from school, per state law.

2. All middle school students who intend to participate in an interscholastic sport. The physical examination must be on file, and the student must sign up for the sport at least 2 school days before the first tryouts. Students will sign-up for sports at lunchtime or in the Main Office of both the Sanborn and Peabody buildings. If the school nurse receives a current physical prior to try-outs and the student has signed up properly, then the student can try out.

Physical exams for interscholastic sports are valid for 13 months after the date of the examination. There will be no doctor extension letters allowed per M.I.A.A. (Massachusetts Interscholastic Athletic Association) regulations. A physical that is valid on the first day of the sport's season is now valid for the remainder of that sport's season. For example: Fall sports begin on September 10. If a student's physical is dated August 15 of the previous year, it will expire on September 15. The student will now be eligible to try out and participate in the complete fall sport season. He/she will need to get a new physical to participate in a winter sport.

## Medication Policies

In compliance with the Massachusetts Department of Public Health, all medications to be taken during the school day must be administered by the school nurse, unless they are approved for self-administration by the school nurse. Students may not carry any medication during school or during any school activities, except for the following: asthma inhalers, allergy EpiPen, cystic fibrosis digestive enzymes and diabetes mellitus glucose monitoring and insulin administration systems, which are the approved self-administration medications. All medications to be taken during the day should be brought to the nurse by a parent or designated adult or designated adult. Nurses will only accept up to 30 days supply of medication. Parent/guardian permission must be given in writing. In addition, the following requirements must be met:

1. **Over the Counter Medications** - Physician authorization must be in writing for all over the counter medication, including: cough/cold remedies, throat lozenges, and pain relievers such as Aleve. **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.
3. **Standing Orders** - Diphenhydramine (Benadryl) and EpiPen (epinephrine) are available in the Nurse's Office in case of severe allergic reaction. Nurses can administer Acetaminophen (Tylenol) or Ibuprofen (Advil) based on her professional assessment and with written parental permission.
4. **Self-Administration of Inhaler Medication** - A protocol has been developed to allow the responsible use of inhalers at school. After consultation with the school nurse and the self- administration form has been signed and understood by both parent and student, an inhaler will be allowed to be carried and self-administered.
5. **EpiPen for Diagnosed Anaphylaxis** - With signed physician's orders and a completed Allergy Emergency Health Care Plan, a student will be allowed to carry an EpiPen to have available in case of anaphylaxis. Members of the educational team will be notified of the student's diagnosis and EpiPen administration training will be provided. An EpiPen for that student must also be available in the Nurse's Office.

## Health Screening

In compliance with the Massachusetts Department of Public Health, vision and hearing screening is done annually on all Concord Public School Grade 7 students. Postural screening is done annually for all students in grades 5-9. Parents will be notified of any significant findings with a recommendation for medical follow-up and appropriate referral. (If signed documentation of scoliosis screening by student's primary care provider is given to the school Health Office prior to the school screening program, the scoliosis screening exam will not be done in school.)

Based on new state law and regulation (MGL, Chapter 71, Section 57 and 105 CMR 200.000), height, weight, and Body Mass Index (BMI) screening will be done in grades 1, 4, 7 and 10, and all parents will be notified of the results. Parents will be able to opt out of the screening at school by submitting a written request prior to the screening.

## Using Crutches in School

A child who needs to use crutches at any time during the school year must let the building nurse know. The nurse will show them how to use the elevator and the evacuation procedures, should they be needed.

## 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 stomach ache
7. has pink blood shot eyes with yellow or green drainage

Please report all illnesses to the school Office before the start of the school day. 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 Nurse's Office**. The student will be dismissed, if necessary, by the nurse after examination and communication with the parent or designated emergency contact person.

## 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

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.

When the fire signal is sounded, a teacher will lead each class from the building in a single line. There will be no running or talking during fire drills. All students will gather by homeroom classes in a pre-determined spot. If a student is in a hallway or on a stairway when the alarm sounds, he/she should go directly from the building by the nearest exit and then report to his/her homeroom teacher when he/she is in the pre-determined location. It is important because each homeroom teacher must account for every student. The drill does not end until all students have returned to their room with their teacher. The Fire Chief, Principal or Assistant Principal will notify the teachers when the drill is over. Directions for leaving the building are posted in every room.

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.

## 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.

# 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, 2011 for a January 2, 2012 deadline
- By December 9, 2011 for a January 15, 2011 deadline
- By January 6, 2011 for a February 1, 2011 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

- Appendix A: Equal Educational Opportunities
- Appendix B: Non-Discriminatory Policies – Title IX, Section 504
- Appendix C: Declaration of Compliance
- Appendix D: Student Absences and Excuses
- Appendix E: Chapter 76: School Attendance
- Appendix F: Student Rights and Responsibilities
- Appendix G: Student Publications
- Appendix H: Student Allergy Policy
- Appendix H-1: Student Allergy Procedures
- Appendix I: Student Conduct
- Appendix J: Concord Middle School Threat Protocol
- Appendix K: Explanation: Bullying, Harassment and Hazing
- Appendix K-1: Student-to-Student Harassment
- Appendix K-2: Prohibition of Hazing
- Appendix K-3: Bullying Prevention and Intervention
- Appendix L: Searches and Interrogations
- Appendix M: Offenses That May Result in Expulsion and Procedures for Expulsion
- Appendix N: Discipline Policy for Special Needs Students
- Appendix N-1: Discipline Procedures for Students with Special Needs (Students with IEP's and Students with Section 504 Accommodation Plans)
- Appendix O: Notification of Rights under FERPA for Elementary and Secondary Schools
- Appendix P: Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)
- Appendix Q: Public Records Law

## Appendix 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

Concord Public Schools and Concord-Carlisle Regional School District: File – JH  
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.

CPS/CCRSD: September 27, 2005

## 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.

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

## **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.

# 2011-12 CMS Handbook: <http://cms.colonial.net> Student and Parent Signature Page

September 2011

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 this page in 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 this page in 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**

---

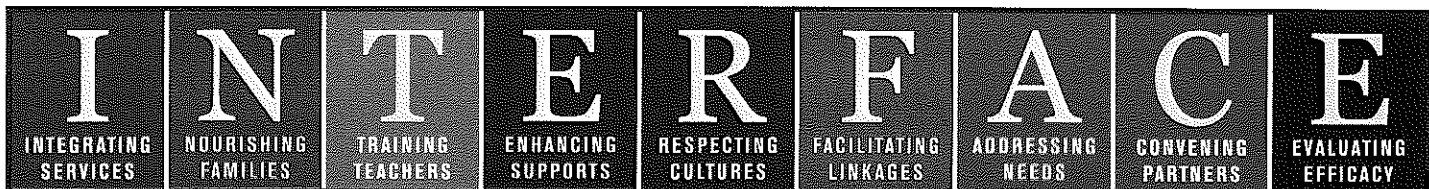
---

**Print Name of Parent(s)**

**Signature of Parent(s)**

---

---



# Wondering About Mental Health Services?

What services exist in and around your community?  
How do you navigate the mental health system in Massachusetts?  
Where can you find information about topics related  
to a child's or family's mental health?

**Find answers at Project INTERFACE**  
[www.projectinterface.org](http://www.projectinterface.org)

Project INTERFACE works to increase awareness of mental health issues impacting children and families and to facilitate access to appropriate services. Visit the website to learn more about anxiety, bullying, depression, divorce, eating disorders, grief/loss, and much more. In addition, several area communities have funded Helpline services for their residents:

**In Boston, Concord, Lincoln, Needham, Newton, Waltham or Wellesley:**

Call the Project INTERFACE Helpline at 617-332-3666 x411 for resource information and/or provider referrals from a mental health professional experienced in working with children and families.

**In Newton only:**

In-person consultations are also available.

*Project INTERFACE, based at WarmLines in Newton, is a program of the Massachusetts School of Professional Psychology, and works in collaboration with Riverside Community Care and The Newton Partnership. Contact Beth Rogan ([brogan@warmlines.org](mailto:brogan@warmlines.org)) to learn more about Project INTERFACE, including how to bring valuable Helpline services to your community.*

**Resource  
Information**

**WarmLines**  
The Freedman Center at MSPP

**Provider  
Referrals**