

# CONCORD CARLISLE HIGH SCHOOL



HANDBOOK  
FOR  
STUDENTS AND PARENTS

#### LANGUAGE SUPPORT

IF YOU ARE UNABLE TO READ ENGLISH WELL ENOUGH TO UNDERSTAND SCHOOL DOCUMENTS OR INFORMATION, PLEASE CONTACT MR. MASTRULLO, CCHS PRINCIPAL, AT (978) 318-1400. THE SCHOOL WILL PROVIDE ASSISTANCE.

#### CHINESE (TAIWAN)

如果你读不懂有关学校文件及信息的英文版，请联系校长MASTRULLO先。他的电话号码是978-341-2490。学校将提供帮助。

#### FRENCH

SUPPORT DE LANGUE SI VOUS ÊTES INCAPABLE DE LIRE L'ANGLAIS ASSEZ BIEN POUR COMPRENDRE L'ÉCOLE DOCUMENTS OU RENSEIGNEMENTS, VEUILLEZ COMMUNIQUER AVEC M. MASTRULLO, DIRECTEUR DE L'ESCC, À 978 341 2490. L'ÉCOLE FOURNIRA UNE ASSISTANCE..

#### GERMAN

SPRACHE UNTERSTÜTZUNG WENN SIE NICHT IN DER LAGE, ENGLISCH GUT GENUG ZU LESEN, ZU VERSTEHEN, SCHULE UNTERLAGEN UND INFORMATIONEN, KONTAKTIEREN SIE BITTE HERR MASTRULLO, CCHS PRINCIPAL, BEI 978 341 2490. DIE SCHULE WIRD UNTERSTÜTZUNG BIETEN.

#### ITALIAN

LINGUA SUPPORTO SE SI RIESCE A LEGGERE L'INGLESE ABBASTANZA BENE PER CAPIRE LA SCUOLA DOCUMENTI O INFORMAZIONI, SI PREGA DI CONTATTARE MR MASTRULLO, CCHS PRINCIPALE, A 978 341 2490. LA SCUOLA FORNIRÀ ASSISTENZA.

#### SPANISH

SOPORTE DE IDIOMA SI USTED ES INCAPAZ DE LEER EN INGLÉS LO SUFICIENTEMENTE BIEN COMO PARA COMPRENDER LA INFORMACIÓN O DOCUMENTOS DE LA ESCUELA, POR FAVOR PÓNGASE EN CONTACTO CON EL SR. MASTRULLO, DIRECTOR DE CCHS, A 978 341 2490. LA ESCUELA PROPORCIONARÁ ASISTENCIA.

#### UKRAINIAN

ПІДТРИМКА МОВИ ЯКЩО ВИ НЕ В ЗМОЗІ ЧИТАТИ АНГЛІЙСЬКА ДОСІТЬ ДОБРЕ РОЗУМІТИ ШКОЛИ ДОКУМЕНТІВ АБО ІНФОРМАЦІЇ, БУДЬ ЛАСКА, ЗВЕРТАЙТЕСЯ ПАН MASTRULLO, ГОЛОВНОГО CCHS, НА 978-341-2490. ШКОЛА БУДЕ НАДАВАТИ ДОПОМОГУ.

#### JAPANESE

言語サポートの場合、学校のドキュメントや情報を理解し、氏 MASTRULLO、CCHS の校長 978 341 2490 にお問い合わせください英語を十分に読むことができるされません。学校の支援を行います。

#### RUSSIAN

Языковой поддержки если вы не можете прочитать английский достаточно хорошо, чтобы понять школьных документов или информации, пожалуйста свяжитесь с г-н MASTRULLO, главный CCHS, на 978-341-2490. ШКОЛА БУДЕТ ОКАЗЫВАТЬ ПОМОЩЬ.

#### SWEDISH

SPRÅK STÖD OM DET INTE GÅR ATT LÄSA ENGELSKA TILLRÄCKLIGT VÄL FÖRSTÅ SKOLDOKUMENT ELLER INFORMATION, VÄNLIGEN KONTAKTA MR. MASTRULLO, CCHS UPPDRAGSGIVAREN, VID 978-341-2490. SKOLAN KOMMER ATT GE BISTÅND.

#### VIETNAMESE

NGÔN NGỮ HỖ TRỢ NẾU BẠN KHÔNG THỂ ĐỌC TIẾNG ANH CŨNG ĐỦ ĐỂ HIỂU TÀI LIỆU TRƯỜNG HỌC HOẶC THÔNG TIN, XIN VUI LÒNG LIÊN HỆ VỚI ÔNG MASTRULLO, CHỦ YẾU CCHS, TẠI 978-341-2490. NHÀ TRƯỜNG SẼ CUNG CẤP HỖ TRỢ.

### PORTUGUESE

SUPORTE DE IDIOMA SE VOCÊ NÃO CONSEGUIR LER INGLÊS BEM O SUFICIENTE PARA ENTENDER A ESCOLA DOCUMENTOS OU INFORMAÇÕES, ENTRE EM CONTATO COM O SR. MASTRULLO, DIRETOR DO CCHS, ÀS 978 341 2490. A ESCOLA IRÁ FORNECER ASSISTÊNCIA.

### KOREAN

언어 지원 경우 있습니다 학교 문서 또는 정보를 이해, 씨 MASTRULLO, 978-341-2490에서 CCHS 교장을 문의 영어를 충분히 읽을 수 있습니다. 학교 지원을 제공할 것입니다.

### DUTCH

TAAL ONDERSTEUNING ALS U ZIJN NIET IN STAAT OM TE LEZEN ENGELS GOED GENOEG OM TE BEGRIJPEN SCHOOL DOCUMENTEN OF INFORMATIE, NEEM CONTACT OP MET DE HEER MASTRULLO, CCHS PRINCIPAL, BIJ 978-341-2490. DE SCHOOL ZAL ASSISTENTIE.

### GREEK

ΓΛΩΣΣΑ ΥΠΟΣΤΗΡΙΞΗ ΕΑΝ ΕΙΣΤΕ ΔΕΝ ΕΙΝΑΙ ΔΥΝΑΤΗ Η ΑΝΑΓΝΩΣΗ ΑΓΓΛΙΚΑ ΑΡΚΕΤΑ ΚΑΛΑ ΩΣΤΕ ΝΑ ΚΑΤΑΝΟΗΘΟΥΝ ΣΧΟΛΕΙΟ ΈΓΓΡΑΦΑ Ή ΠΛΗΡΟΦΟΡΙΕΣ, ΕΠΙΚΟΙΝΩΝΗΣΤΕ ΜΕ ΤΟΝ Κ. MASTRULLO, CCHS ΚΥΡΙΟΣ, ΣΕ 978-341-2490. ΤΟ ΣΧΟΛΕΙΟ ΘΑ ΠΑΡΑΣΧΕΙ ΒΟΗΘΕΙΑ.

### POLISH

JĘZYK WSPARCIA JEŚLI JESTEŚ NIE MOŻNA ODCZYTAĆ ANGIELSKI WYSTARCZAJĄCO DOBRZE ZROZUMIEĆ SZKOŁY DOKUMENTÓW LUB INFORMACJI, SKONTAKTUJ SIĘ Z MR. MASTRULLO, GŁÓWNY CCHS, NA 978-341-2490. SZKOŁA BĘDZIE ZAPEWNIAC POMOC TECHNICZNĄ.

### TURKMEN

DIL KÖMEGI: EGER-DE-SIZ MEKDEP RESMINAMALARYNY YA-DA MAGLUMATLARY I LIS DILINDE DOLY OKAP WE DÜ ÜNIP BILMESE IZ MEKDEP MÜDIRINE 978-341-2490 BELGI BO UNÇA ÜZ TUTMAGY YSY HA Y ED ÄRIS. MEKDEP SIZE GOLDAW BERER

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## **DISTRICT MISSION**

The mission of the school district is to educate all students in becoming independent life-long learners, creative thinkers, caring citizens, and responsible contributors in a global society.

## **CONCORD-CARLISLE HIGH SCHOOL DISTRICT MISSION STATEMENT**

The mission of the Concord Public Schools and the Concord-Carlisle Regional School District is to educate all students to become lifelong learners, creative thinkers, caring citizens, and responsible contributors in our increasingly diverse global society.

Core Values and Beliefs:

Academic Excellence  
Respectful and Empathic Community  
Professional Collaboration  
Educational Equity  
Continuous Improvement

## **CONCORD-CARLISLE HIGH SCHOOL CORE VALUES AND BELIEFS**

Committed to excellence in and out of the classroom, the CCHS community believes that it is our mission to inspire our students from Concord, Carlisle and Boston to strive for and meet high levels of academic and personal achievement. We believe that the respectful, supportive and engaging learning environment at CCHS instills intellectual curiosity, a passion for learning as well as an understanding of one's role in the local community and in a diverse global society.

We are committed to the following beliefs about learning:

- Students learn best when engaging, relevant instruction that blends the best of the traditional with the innovative.
- Students learn best when they apply their knowledge and skills to authentic tasks.
- Students learn best when instruction is differentiated to meet the needs of all learners.
- Students learn best from a caring and committed learning community that help them cope with the challenges in their life with guidance and empathy.

We believe that students learn best when the school's rigorous curricula provide opportunities for:

- Students to develop critical and creative thinking skills.
- Students to pursue their individual interests.
- Students to engage in peer-to-peer and students-to-faculty collaboration.
- Students to develop self-monitoring skills and independence.

We further believe that students learn best:

- In an environment that encourages risk-taking and supports personal well-being.
- In a school that fosters respectful relationships among all members of the community.
- In a community that provides opportunities for faculty, staff and administration to engage in continual professional development, creating authentic collaboration in the service of student learning.

### **ACCREDITATION STATEMENT**

The New England Association of Schools accredits Concord-Carlisle High School and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. More information can be found by visiting their website at: <https://www.neasc.org/>

### **History of Concord-Carlisle Regional High School**

Concord was one of the first communities to establish a public high school, as we know it today. In 1852, classes were held in the Town Hall and the high school population numbered one teacher to 63 students. In the following years, courses in science, physical education and agriculture were added to the original curriculum, which consisted of literature, arithmetic, history and philosophy.

In 1881, students and staff occupied a new high school located at the corner of Hubbard and Stow Streets. It was a four-classroom building designed to serve 80 students. Another new high school, located at the corner of Stow Street and Sudbury Road was completed in 1890 and hailed at that time as “the latest that could be desired in school buildings.” Its 126 students were taught by five teachers, each of who “taught a department in the manner of a modern high school.”

The school’s football team, which had originally formed in 1883, played its first scheduled game in 1893. This contest between Concord High School and Lexington High School began the great Thanksgiving Day rivalry, which continued until 1972 when Bedford High School became the new regular Thanksgiving Day opponent.

In 1895, The Voice, Concord High’s student newspaper was first published. Its aim was to promote better relationships between classes, give students an outlet for their views and acquaint the townspeople with the activities and interest of the high school students. By this time William Eaton, who had become the Superintendent of Schools in 1892, had established the tradition of personalized service and support for students, which continues to this day. His successor, Superintendent Wells A. Hall, stressed the “giving of individual help to slower students during recitation periods.” This idea, considered revolutionary when introduced in 1910, is at the core of CCHS’s strong commitment to individual attention for students today.

The Concord High School was moved to the Emerson Building soon after its completion in 1929. This new facility included seven classrooms, chemistry and physics laboratories, a cafeteria that could accommodate 225 persons and a 480-seat auditorium. During World War II period, courses in radio code, electricity, auto mechanics and aeronautics were added to the curriculum. In 1947 a full time guidance program, which included group counseling and guidance trips to business workplaces, was initiated. A student council, “Graduates’ Return Day,” the student traffic guide system, choral group, science fair, and on-the-job training for students in commercial courses, was also initiated in 1947. Concord High School became Concord-Carlisle Regional High School in 1960.

Located on more than 80 acres, Concord-Carlisle Regional High School today offers a first-rate academic and extracurricular program for approximately 1250 students. The new building, located at



500 Walden Street, was dedicated in 2015. We are grateful for the outpouring of support for the new Building Project.

Through all of its growth in size, change in sites and modifications in programs, the school has placed and continues to place, a major focus on the development of the individual. Our professional team of educators and support staff are among the best found anywhere.

## **School Organization**

### **CONCORD-CARLISLE HIGH SCHOOL ADMINISTRATION**

Michael Mastrullo, Principal  
Katie Stahl, Assistant Principal  
Brian Miller, Assistant Principal

Address:  
500 Walden St.  
Concord, Massachusetts 01742

### **CONCORD-CARLISLE REGIONAL SCHOOL DISTRICT ADMINISTRATION**

Laurie Hunter, Superintendent  
Kristen Herbert, Director of Teaching and Learning  
Jared Stanton, Deputy Superintendent of Finance and Operations

Address:  
Ripley School Building  
120 Meriam Road  
Concord, Massachusetts 01742

### **REGIONAL SCHOOL COMMITTEE MEMBERS**

Heather Bout, CSC, CCSC  
Johanna Boynton, CSC, CCSC; Chair CSC  
Court Booth, CSC, CCSC  
Robert Grom, CSC, CCSC; Chair CCSC  
Wallace Johnston, CSC, CCSC; Vice Chair CSC  
Christine Lear, CCSC  
Mary Storrs, Vice Chair CCSC

Erin Higgins, Recording Secretary

### **CONCORD-CARLISLE PARENTS' ASSOCIATION**

Mary-Lynne Bohn  
Karen Smith

### **CONCORD-CARLISLE HIGH SCHOOL ADVISORY COUNCIL**

Michael Mastrullo, Principal  
Four (4) teachers  
Five (5) parents  
Two (2) students  
One (1) member of the school support staff  
One (1) member of the community-at-large

## **Contact Information**

If you have a question about a specific class or program, please contact the teacher or advisor first. All contact information is available on our website. If you still need further assistance, the following is a list of department chairs and supervisors. Email addresses for all faculty and staff follow the format firstinitiallastname@concordcarlisle.org and can be found on the department webpages. For example, Principal Michael Mastrullo's email address is mmastrullo@concordcarlisle.org

## **Concord-Carlisle Regional High School Telephone Directory**

For individual department voicemail lines, please call (978) 341-2490, and then enter the extension listed below

### **Absence Line x7690**

#### **Main Office**

Principal – Michael Mastrullo	x7237
Assistant Principal – Katie Stahl <i>Classes of 2021 &amp; 2023</i>	x7238
Assistant Principal – Brian Miller <i>Classes of 2020 &amp; 2022</i>	x7236
Athletic Director – Aaron Joncas	x7115
Athletic Trainer – Clayton Abrams	x7103
Attendance Office – Kathy Merry	x7233
Campus Monitor – Mark Hernandez	x7102
METCO Director – Andrew Nyamekye	x7625
Registrar – Transcripts/Permanent Records – Mary Tessari	x7239

#### **Departments**

Fine Arts – Joe Pickman	x7659
English – Kate Fleming, Department Chairperson	x7761
Guidance/Social Work – Alison Nowicki, Department Chairperson	x7221
Health and Fitness Education – Andrea Gillis, Department Chairperson	x7553
Health Office – Lisa Koski, MSN, RN, NCSN, School Nurse	x7500
Library Media Center – Robin Cicchetti, Librarian	x7664
Mathematics – Sara Kieselbach, Department Chairperson	x7865
Music, Choral – Deborah Smith	x7660
Music, Instrumental – David Gresko	x7657
Nurse -- Lisa Koski, RN	x7500
Science – Michael Vela, Department Chairperson	x7894
Social Studies – Meredith Fischer, Department Chairperson	x7773
Special Education – TBA Department Chairperson	x7208
Theatre Studies – Melissa Charych	x7655
World Language – Caitlin Smith, Department Chairperson	x7797

Administrative Asst. to Principal – Michelle McElroy	x7237
Senior Administrative Asst. – Adrienne Dunne	x7633
Administrative Assistant – Martha Hammer	x7100

METCO Administrative Assistant – Barbara Burgos	x7225
Guidance Administrative Assistant – TBA	x7224
Senior Administrative Assistant – Jill Tracy	x7200
Special Education Administrative Assistant – Roberta Nicoletta	x7300

Concord-Carlisle Regional School District Administration  
(Ripley Building) Numbers

For individual department voicemail lines, please call (978) 341-2490, and then enter the extension below:

Superintendent of Schools	Laurie Hunter	x8112
Director of Teaching & Learning	Kristen Herbert	x8131
Director of Finance and Operations	Jared Stanton	x8122
Food Services Director	Bryce MacKnight	x8165
Network & Data Services	Peter Kelley	x8152
Ruthie Grube	SPED Director	x8142
Transportation Office		978-318-1433
Adult Education Director – Jill Asser		978-318-1432
<i>Driver's Education is supervised by Adult Education</i>		

## **COMMUNICATION**

Information about the high school can be accessed from the Concord Carlisle High School website at <http://www.concordcarlisle.org>. In addition to the school calendar, there are links for athletics, guidance, the library, academic departments, student activities, and administration. We also publish a Daily Bulletin, which has daily announcements about upcoming events. We post on social media, so you can like our [Facebook page](#), follow us on Twitter, and subscribe to the [Principal's blog](#).

To put a notice in the daily bulletin, contact Mrs. Hammer in the Main Office. Notices must be signed by advisors and submitted by class/activity advisors or students no later than 2:30 p.m. of the day prior to an announcement.

## **ASPEN X2**

Concord Carlisle High School uses the student information system, Aspen X2, which has a parent portal where parents are able to view information about their children, including grades and attendance. Parents receive a letter with instructions containing individual login information. The purpose of the parent portal is to help strengthen the ability for students, parents, and teachers to communicate meaningfully and effectively regarding student progress. To facilitate this communication, teachers will update information regarding students' progress a minimum of every two weeks.

For further information or help, email [ParentPortal@concordps.org](mailto:ParentPortal@concordps.org). For student help with Aspen X2, please visit the Information Technology Team in 245A in the Learning Commons during the school day.

## **APPOINTMENTS**

To make appointments to see an administrator, teacher, or counselor, either call or see the administrative assistant in that particular area. Students should schedule appointments for times when they have a study hall or a free period. A pass will be issued when the appointment is scheduled. Parents or others who come to the school during the school day for appointments are requested to register at the main office before going to any other area of the high school.

## **CANCELLATION or DELAYED OPENING OF SCHOOL**

ConnectEd is the communications system that will be used when school is canceled or delayed. An automated telephone call will go out to all students with a message that school is canceled or that there will be a delayed opening. We also post this information on Facebook, Instagram, and Twitter. In the event of a delayed opening, buses will arrive at bus stops one or two hours later than usual in the morning to pick up students. Classes will end at the regular time, 2:41 p.m. In the best interest of public safety, we ask that you not call the police, fire or public works as their lines need to be kept open for emergency purposes.

If it is necessary to start the school day late due to weather conditions, the opening of school will be delayed one or two hours, as announced. Periods will be shorter following a special bell schedule. The school day will end as usual at 2:41 p.m.

## **ISSUE RESOLUTION**

A student or parent who may have an academic issue should first communicate with the teacher. If the result is not satisfactory, the student or parent should next speak with the staff member's department chairperson. If the teacher or department chair is unable to resolve the issue, the student or parent

should bring the issue to the attention of the Assistant Principal for that student's class. A student or parent who may be experiencing difficulty or problems of a general nature with respect to the school should call or see one of the Assistant Principals first and then, if necessary, the Principal.

In emergencies, students may be contacted by calling the main office. Students are called out of class ONLY in cases of EXTREME EMERGENCY.

For information about what you can do if your son or daughter is experiencing academic difficulty, please refer to the paragraph entitled "Academic Difficulty – What to do to get help" in the Academic Services section of this handbook.

### **SCHEDULES**

All bell schedules for the high school can be found by going to <http://www.concordcarlisle.org/calendar/>

### **SCHOOL ADVISORY COUNCIL**

The CCHS School Advisory Council is composed of four teachers, five parents, two students, one member of the school support staff, one member of the community-at-large, and the Principal. Council members serve two-year terms and act in an advisory capacity to assist the school Principal in adopting educational goals for the school, identifying the educational needs of students attending the school, reviewing the annual school budget and formulating a school improvement plan. All meetings are open to the public and adhere to Open Meeting Law.

## Safety and Security

### CRISIS INTERVENTION

A Student Crisis Team is usually comprised of an administrator, a counselor, the nurse and/or another staff member. If, in the opinion of the Student Crisis Team, a student is judged to be at-risk of harming himself/herself or others, the school may:

- Notify the child's parents/guardians of the concern
- Discipline the student in accordance with school rules and state and federal law
- Request that the parent(s)/guardian(s) pick the child up from school
- Propose a threat assessment or other appropriate mental health or psychological evaluation to be conducted by the school or by an outside agency or service provider. During the time the student is being evaluated the student will remain in school, unless the student has been removed from school pursuant to appropriate disciplinary action or unless the parents and the district agree to a new placement for the student.
- Please note that this is not an exhaustive list of actions the school may take when a student is judged to be at-risk of harming himself/herself or others

In the event of imminent mortal harm or extreme emergencies, school personnel may take any and all steps to ensure the safety of the student and the school community.

### **FIRE DRILLS**

At the ringing of the fire alarm, students are to leave their rooms under the direction of the teacher. They will follow the fire drill directions written and posted in each room. Students should be familiar with the directions in each classroom they attend. Doors and windows should be closed. When outside the building, students should go to their Advisory's "muster station" as reviewed at the start of the school year.

Teachers are expected to review these instructions with each class at the beginning of the year:

- Walk, do not run!
- All students and teachers will report to their muster stations in front of the Beede Center. Teachers are to urge students to move promptly to the designated areas.
- Advisors are responsible for the accounting and the supervision of the students in their Advisory during a drill or emergency.
- Teachers not assigned to an Advisory are to report to the nearest exit and assist during the drill or emergency.
- Teachers are responsible for closing all the classroom windows and doors when a class departs from an area.

### Alternate Route

All teachers and students must be ready to deviate from the drill pattern if an emergency should cause the closing of an exit or route.

### Provision for Physically Handicapped Students

The Special Education Department has developed plans for the evacuation of physically handicapped students during drills and in the event of an actual emergency. These plans are available for review in the Special Education Office.

### ALICE PROTOCOL

In the event of a threat to the safety of the school community we will initiate the Alert, Lockdown, Inform, Counter, Evacuate (“ALICE”) protocol. In the event of an evacuation, students should report to their Advisory’s “muster station”.

### GROOMING AND DRESS

While there is not a formal dress code at CCHS, there are certain expectations regarding grooming and dress. All students are expected to attend school dressed in a manner which is clean, within reasonable bounds of modesty, not hazardous to their health and safety, and not disruptive to the educational process. Clothing that may be disruptive to the educational process includes clothing upon which any of the following is displayed: obscenities, advertising or promotion of tobacco, alcohol, or illegal drugs, words or symbols that will predictably upset or incite others, or words or symbols which defame the beliefs or heritage of others. The state law of Massachusetts requires that shoes or sandals be worn in all public buildings.

As a matter of precaution, legally required safety items such as aprons, students participating in activities that require such items must wear goggles, or face coverings. In addition, all students must follow safety regulations, which require securing hair or loose clothing against hazards of fire or entanglement in equipment. Their teachers of any safety measures, which pertain to their particular class or activity, will inform students.

### LOCKS AND LOCKERS

Lockers are assigned at the request of a student. Students are responsible for the lock and lockers that are issued to them at the beginning of the school year. We request that lockers not be changed or shared with other students. Students who are having any type of difficulty with their lockers should see the main office.

### STUDENT IDENTIFICATION CARDS

Each year student identification cards are provided free of charge to students. Pictures for these cards are typically taken during the first week or two of school. At that time, students have the option to order pictures for themselves and their families. Full information is sent to students in August from the photographer. Students may see the principal’s administrative assistant, Michelle McElroy, in the main office if they need a replacement ID. There is a \$1.00 charge to replace a lost ID.

### TOBACCO USE

All persons, students and adults are prohibited from using any tobacco product anytime, anywhere on school grounds. Students who violate this policy are subject to consequences consistent with the “Rules and Regulations” section of this handbook. Visitors who violate this policy will be asked to stop using tobacco products. If they continue, they will be asked to leave the property. Any student who would like to participate in a tobacco cessation program should speak with the school nurse or his/her guidance counselor for an appropriate referral.

### Legal References

Mass. Gen. Law 71, §37H - Adopted June 18, 2002

### UTILIZATION OF FACILITIES

To inquire about the use of the high school buildings or property, call the main office. If necessary you will be referred to the school’s Director of Financial Services at the Central Administration Office in the Ripley Building: <http://www.concordps.org/community-use-and-building-rental/>



## VIDEO SURVEILLANCE

A limited number of cameras are in place throughout the building and the parking lot. Anyone on school property is subject to video surveillance.

## VISITORS/GUESTS

Student guests are permitted to visit the school if they are considering enrolling at CCHS and wish to shadow a student. Former students, family relatives may not visit during the school day. All guests or visitors to the High School must be cleared by the Principal or student's Assistant Principal at least one day in advance of the visit. Once approved, the CCHS student must seek the approval of all their teachers using the Student Guest Approval Form. If permission is granted, the host student is expected to bring his/her guest to the Main Office to register as a visitor and to meet the Principal, or one of the Assistant Principals, at the beginning of the school day.

Students may not bring guests to school during the first half of January when students are preparing for and taking midyear exams, during the month of June, or for more than one day.

## STUDENT DRIVING

*All students are encouraged to use school transportation if at all possible.* Driving and limited parking on school grounds are privileges extended to responsible students who demonstrate that they can follow the few driving regulations that have been established for everyone who drives to school. A parking fee is charged to students who drive their vehicles to school.

### Registration of Vehicles

All vehicles must be registered in the main office. Registration forms are made available to students according to a schedule that is announced the first week of school. Only one parking permit per household will be issued. Parking permits will first be issued to seniors. Juniors may be issued permits on a space available basis but should have no expectation of or right to a permit.

To obtain a permit students must present their driver's license, the registration for the car they will be driving, and a completed CCHS Parking and Driving Contract (copies of the contract are available in the high school's main office). Sophomores will not be issued parking permits. If a vehicle registration number changes, or if the plates are transferred to another vehicle, the change must be recorded on the registration cards in the main office.

### Driving on School Grounds

All traffic and safety rules apply to driving on campus. Pedestrians and school buses always have the right of way on campus.

*Please refer to Group E for the consequences for violating school regulations pertaining to driving and parking.*

### Parking on School Grounds

1. All vehicles parked on school grounds must be parked in their assigned parking space and should be left locked.
2. Student parking is permitted only in the student lot. Specific locations for student parking are explained to students when parking permits are issued.

3. Visitors are requested to park in Visitor or Health Office Pick-Up parking spaces.

**ANY ILLEGALLY PARKED VEHICLES MAY BE TICKETED OR TOWED AT OWNER'S EXPENSE.**

## **BUS TRANSPORTATION AND BEHAVIOR**

### Rules

While on the school bus students are subject to all school rules and disciplinary procedures. In addition, students must conduct themselves in a manner, which promotes safety. Therefore the following are prohibited:

- Failure to remain seated when the bus is in motion
- Whistling/shouting
- Pushing/wrestling
- Unnecessary talking to the driver
- Throwing objects within the bus or out the window
- Climbing over or under seats
- Leaning out of the windows, including head, arms, hands or feet
- Defacing or damaging the bus
- Refusing to follow the directions of the bus driver

### Penalties

- **First Offense** – The Assistant Principal will call the parents to advise them of the misbehavior.
- **Second Offense** – Bus passes may be revoked for a two-week period, and parents shall be so notified by the Assistant Principal.
- **Third Offense** – Transportation privileges may be taken away from the student for the remainder of the school year, and the parents shall be so notified by the Assistant Principal.

### School Buses

School bus transportation is provided for all high school students who live farther than two miles from the school. Except for emergency situations, buses arrive at CCHS by approximately 7:50 a.m. The afternoon buses depart from the high school at 2:45 p.m. Late bus times will be announced in September. All school rules and regulations apply to students from the time they board the bus until they depart the bus.

Bus route information is published in the local papers each August and is available online at <http://www.concordps.org/transportation-2/>.

### Special Transportation of Students with Medical Problems

Please contact the CCHS Health Office with any short-term special transportation requests. The CCHS nurses will work with parents, students, physicians, and the Transportation Office to determine the best way to meet the student's transportation needs.

## Attendance

### STATEMENT OF PHILOSOPHY

The school attendance policy reflects the overall philosophy of Concord-Carlisle High School. We want our students to take their studies and obligations seriously, to meet their commitments, and to do their very best. We want them to grow up to be well-educated human beings with the motivation to be lifelong learners, caring individuals, and good citizens. We see our attendance policy and procedures as helping students meet those goals.

### STATEMENT OF PURPOSE

Students are required to attend classes regularly and punctually. Good attendance is essential to success. The school is concerned about students who cut classes, are tardy, have excessive excused absences, and/or have a pattern of absences on test days. We recognize that students will sometimes necessarily be absent from classes because of illness, unusual and important family matters, religious observances, and/or school-sponsored activities. We hope, however, that these excused absences will not be excessive so that they detract from regular classroom learning.

### ATTENDANCE REGULATIONS

**A student must attend a full day of school in order to participate in any after school activity, game, dance, etc. In extraordinary circumstances that result in an absence, the principal may rule on eligibility for participation in the afterschool activity.**

**According to state law, only a school official may excuse a student from class or school attendance. State law and school policy regulate such excuses.**

**School attendance is compulsory in Massachusetts through age 16.**

According to the policies of the Regional School District, all students are expected to attend all of their scheduled classes, study halls, and activities each school day unless an administrator excuses them for one or more of the following reasons:

1. Student or family illness
2. Bereavement
3. Religious reasons
4. School sponsored field trips
5. College or job interviews – *Approved ahead of time by the Principal*
6. Extraordinary circumstances *which are approved by the Principal*

### PARENT/GUARDIAN RESPONSIBILITY

Parents and guardians play a key role in the effort to administer the attendance policy fairly. Any time a student is sick or not able to attend school, the parent/guardian is asked to call or e-mail on the day of the absence. If the parent/guardian forgets, a note excusing the absence should be delivered to the main office the very day of the student's return to excuse the absences. The note should be delivered before the student reports to any class.

**Kathy Merry 978-341-2490 x7233; [cchsattendance@concordcarlisle.org](mailto:cchsattendance@concordcarlisle.org)**

**Martha Hammer 978-341-2490 x7100**

Parents are expected to call by 10:00 am to report their student out for all or part of the day. Please understand that the timeliness of the call or note is a critical piece of the attendance process.

#### ABSENCE FROM SCHOOL FOR AT LEAST ONE DAY

**Parents should call the Main Office on the day of the absence.** Please state the student's name, class year, reason for and date of absence. If there is no call, the attendance secretary will attempt to call later in the day to verify the absence. A student must bring a note to the office on the day of return to school unless the attendance office processed his/her parent's call. Notes must contain the student's full name, class year, date of and reason for absence, and signature of a parent/guardian. Students 18 years or older may sign their notes provided they have demonstrated a consistent pattern of responsible behavior, good attendance and provided there is a note on file from parents indicating that they are aware that the student will be writing his/her own notes and a Request to Exercise Rights Independently is on file.

When possible, the parent/guardian should contact Mrs. Merry or Mrs. Hammer in advance to excuse an impending, planned absence.

#### LATE ARRIVAL TO SCHOOL – ABSENCE FOR LESS THAN ONE DAY

**A student is late to school if he/she arrives after 8:00 a.m. In this instance, he/she should report first to the Main Office.** If a parent has not already called to notify the school of the tardiness, the student will be expected to present a note, signed by a parent, which includes the student's full name, class year, and reason for tardiness. (Students 18 years or older may sign their notes provided they have demonstrated a consistent pattern of responsible behavior, good attendance and a Request to Exercise Rights Independently is on file). The reasons for which the school will excuse tardiness are the same as those for which the school will excuse absences.

#### STUDENT RESPONSIBILITY

The student will take responsibility for being aware of his/her attendance with regard to this policy and for communicating with his/her parents regarding his/her status. Students should check their class attendance regularly in Aspen X2. We will make every effort to help the student fulfill his/her responsibility.

#### LATE ARRIVAL TO CLASS – TARDINESS

If a student arrives after the bell has rung to being in the period without a pass from another staff member, they will be considered tardy to class. The student should speak with the teacher at the end of the class period concerning the tardiness and any subsequent action to be taken. All teachers will explain to students (and to parents on Back to School Night) their practices regarding tardiness to class. They have been requested to report all cases of excessive tardiness (3 or more times) to the Assistant Principals for action in accordance with School Rules and Regulations, Group G.

Teachers have the right to assign either their own detention or a school detention if a student is tardy to their class three times. Any questions about the definition of tardiness and/or reasons for which the school will excuse tardiness should be addressed to an Assistant Principal. Questions about an individual teacher's policies with respect to tardiness should be addressed directly to that teacher.

#### DISMISSAL FROM SCHOOL

Students must be dismissed through the Main Office or the Health Office.

## ATTENDANCE COMMUNICATION

Attendance reports are available through the Aspen X2 Parent/Student Portal. Parents/guardians and students are expected to check attendance on a frequent basis. It is the student's responsibility to call any errors to the attention of the appropriate teacher and then report to the Attendance Office within seven (7) days of the incident for more information, please refer to the section on CREDIT REDUCTION, which follows for more information. Any questions regarding attendance/absence may be addressed to the appropriate Assistant Principal.

## CORRECTING ERRORS ON ATTENDANCE REPORTS

Please see the Attendance Secretary or an Assistant Principal.

## CREDIT REDUCTION

Each course has a number of credits. A specific number of credits are required in several areas of study in order to graduate. These requirements are outlined in the Program of Studies booklet or can be clarified with the Guidance Department.

Credit can be reduced when:

1. The student accumulates 2 unexcused absences in a course in a marking term or,
2. The student accumulates 8 excused absences and 1 unexcused absence in a course in a marking term.

Credit reduction does not affect a course grade, but can affect a student's ability to be promoted or to graduate. Absences are not accumulated from quarter to quarter.

## FAMILY VACATIONS

Parents and students are reminded that Massachusetts Law requires compulsory attendance for students. We strongly discourage family vacations when school is in session. In addition to compromising the attendance law, family vacations interrupt the educational process of each course in way that make-up work cannot reverse.

If family vacations are planned, a letter from the parent/guardian must be submitted to the Principal at least one month before the vacation due date. Please note that teachers are not required to make special provisions for students who miss school for family vacations.

## EARLY DISMISSAL FROM SCHOOL – END OF YEAR

All students are expected to remain in school through the last day. There is no early dismissal. Parents and guardians are requested to do everything possible to avoid the need to remove a student from school before the school year has finished. Any questions may be directed to the Principal.

## WITHDRAWAL FROM SCHOOL

Students withdrawing from school must obtain a withdrawal form from Mary Tessari (Registrar) in the transcript office. The Registrar and/or the student's guidance counselor will explain the procedures to be followed to return all materials and to obtain teacher's signatures of the withdrawal form.

If a student has permanently left school without notification by a parent, they will still be considered enrolled unless an administrator sends a notice to the student and parent within 5 days of the 10<sup>th</sup> consecutive absence. The administrator will offer two dates for an exit interview to discuss the reasons for the student permanently leaving school. A team of personnel at the exit interview must give the

student information about the detrimental effects of early withdrawal from school, the benefits of a diploma and alternative education options.

#### FIELD TRIP POLICY

The following policies apply to school trips:

- **Purpose** – Field trips held on school days must be extensions of the school program. The purpose is to provide educational opportunities for acquiring skills, understandings, and attitudes, which cannot be offered within the building. Unless a field trip is connected in this way with the instructional program, the Principal will not recommend approval for proposed trips.
- **Participation** – For students who choose not to participate, worthwhile instructional activities shall be provided under the supervision of a classroom teacher, if at all possible, or else a qualified substitute.
- **Durations** – Field trips should occur during school time. If the trip requires more than one day, non-school time should be utilized. Forms and procedures are cleared through the Principal's office.
- **Funding** – If additional expenditures are required, supervisors of the trip shall make certain that funds are available to provide for students unable to finance additional cost themselves. Anyone planning a field trip or excursion trip should make certain that it is well within the financial reach of the participating group. Long expensive trips for large or small groups of students should be limited. Within each school, discreet procedures should be established which would allow and encourage students and/or parents to seek needed assistance. The School Committee's policy on fundraising shall be adhered to if non-school funds are to be raised for field trips.

#### RELIGIOUS AND CULTURAL HOLIDAY OBSERVANCES

Any student who is absent due to a religious or cultural observance will, upon notification by the parent or guardian, have his or her absence excused. Families are encouraged to notify the school of such plans at the start of the school year.

Classroom teachers are expected to plan curriculum, major assignments, and assessments based on their awareness of their students' attendance plans recognizing the impact of significant absences on the educational process.

Any student who is absent because of religious or cultural observances shall be provided the time and the opportunity to make up missed work, activities, and/or assessments. It is expected that students will meet with their teacher(s) in advance of a planned absence or at least upon the first day of their return to agree mutually upon a due date for missed work. In no case shall the timeframe to make up missed work be less than a week. Teachers will be responsible for providing students with missed materials relative to future assessment.

Similarly, families will be encouraged and invited to notify coaches, advisors, club leaders, etc. of student absences for religious or cultural observances. Students will not be penalized (e.g. held out of post absence participation) in their extra-curricular activities (e.g. sports, theater, clubs, etc.) for such absences. Open and timely communication between students, families, and educators shall ensure that the opportunity to make up work does not place an unreasonable burden upon any of the parties.

## Privileges

### ELIGIBILITY

Students who are in good standing and who have fulfilled all obligations (materials returned, fees paid, etc.) may be eligible for Open Campus privileges. Although open campus is a privilege earned during the junior and senior years, freshmen and sophomores should be aware of the criteria as their behavior does affect whether they will earn the privilege. The following overview serves as a reminder of what a student must do to earn and to keep open campus privileges.

- **Sophomores**

Make sure that you complete 10 hours of community service and do not do something that would cause you to be suspended during the fourth quarter of your sophomore year. Also, you must complete 50 academic credits by the beginning of your junior year to be eligible.

- **Juniors – First Semester**

In order to qualify for the open campus privilege, you must have earned 50 academic credits, have no 4<sup>th</sup> quarter suspension from your sophomore year, have completed 20 hours of community service, and have your parents' permission.

- **Juniors – Second Semester**

During the second semester, those juniors who have earned the open campus privilege may qualify to earn Off-Campus privileges. Juniors should complete another 10 hours of community service, for a total of 30 hours, so that they will be eligible for senior open campus privileges.

- **Seniors**

In order to qualify for senior open and off-campus privileges, a junior must have completed a total of 30 hours of community service before his/her senior year, earned 75 academic credits and have not been suspended during the 4<sup>th</sup> quarter of their junior year. Parent/guardian permission is also required.

Students who do not qualify for open campus privileges during their junior or senior years will be put into Directed Studies until they meet all of the criteria.

**No one has open or off-campus privileges until the Main Office notifies you in writing that you have met all of the criteria.**

**At no time during the school day, including lunchtime, should freshmen, sophomores or upperclassmen without Open Campus privileges be off school grounds.**

### OPEN CAMPUS

Open campus authorized areas include the cafeteria and adjacent courtyard, Learning Commons, academic resource areas, and Beede Center. Students are not to be anywhere behind the school, on the athletic fields, in the skateboard park, or in the student parking lot. Only students with off-campus and parking privileges who are returning or leaving the school should be in the parking lot during the academic day. No one should loiter in the parking lot. Juniors and seniors will have the opportunity to apply for open/off campus at the start of each academic year.



## **DIRECTED STUDIES**

### **Freshmen**

Required to stay in a scheduled directed study unless provided with a pass by another staff member.

### **Sophomores**

Required to stay in a scheduled directed study unless provided with a pass by another staff member. After the first quarter sophomore students are eligible to come to the Learning Commons before school and sign up for a pass to study hall in the Learning Commons. Students with at least one grade lower than C- are ineligible to sign out of directed study. Parents may elect to have their student remain in directed study.

Students who wish to visit teachers or counselors must have a signed pass prior to study period. Likewise, students requesting to use the Learning Commons should obtain a pass from one of their teachers. There is no card playing or games of any kind in study. Students are expected to bring study materials to study hall. Students should bring their work with them and take care of other tasks prior to study. There are no visiting privileges in study. Only those who have study should remain in the study areas.

Requests to go to the Learning Commons or other areas on campus during study halls are limited to available space. Students who have obtained a signed pass from a teacher prior to the study must present this pass to the study hall teacher after attendance has been taken. The student must return the slip, signed by the teacher he/she visited, to that study before the end of the period. Failure to do so should result in a denial of such a request for the duration of the quarter and possible detentions.

### **Juniors/Seniors**

Those who meet eligibility criteria may have access to Open Campus Privileges. Those who do not will be assigned to a Directed Study and will be required to attend or obtain a pass from another staff member.

Violations of the open or off-campus policies will result in a loss of open or off-campus privileges for up to ten weeks. A student must apply to their class Assistant Principal for restoration of privileges.

### **Elevator Use**

Students may only use the elevator if they have a medical reason which necessitates its use. Students may request an elevator pass from the health office. This pass must be displayed when students are on the elevator. Students with a pass may be accompanied by one person only. Students are required to return their pass to the nurse when it expires. Students using the elevator without staff permission will be assigned a minimum of one detention and may be subject to further disciplinary consequences.

## **STUDENT SUPPORT**

### **GUIDANCE COUNSELING**

Guidance counselors are located in the Student Support Services suite. Each student is assigned to a specific guidance counselor who is primarily responsible for delivery and/or coordination of support services. Guidance counselors assist students with their academic planning throughout their high school years, culminating with extensive post-high school planning in the junior and senior years. The members of the department also help students and their families to deal with adjustment difficulties and



emotional impediments to the students' academic progress. The counselors provide individual and small group counseling to students as well as numerous programs for parents. In addition, counselors collaborate with teachers and administrators regarding student progress and concerns and consult with outside agencies as needed. The department's emphasis is not only helping students who experience difficulties to adjust; it is also concerned with helping all students to cope with the normal developmental issues and problems that typically arise in childhood and adolescence.

A student who wishes to meet with their guidance counselor should schedule an appointment in advance for a free block or Directed Study period and obtain a pass *before* going to the Counseling Office to keep the appointment.

### COUNSELING SERVICES

School Adjustment Counselors and Social Workers are located in the Student Support Services suite. The primary purpose of the Counseling and Social Work Services Department is to promote the educational and social/emotional development of our students, with the goal of being proactive in working with students. Students may be assigned to work with a Counselor or Social Worker for a variety of reasons. For more information, please visit <http://www.concordcarlisle.org/guidance-and-counseling/>

### METCO

<http://www.concordcarlisle.org/metco/>

The Metropolitan Council for Education Opportunity (METCO) Program is a voluntary urban/suburban educational desegregation program. Concord-Carlisle was one of the first communities to enter into the METCO urban/suburban partnership and just celebrated its 50th anniversary with the program. Concord/Concord-Carlisle is the third largest METCO community, enrolling approximately 150 students in the school system. Boston resident students are usually placed into our METCO Program at the elementary school level. Occasionally, placements are made at the middle school or high school level when space exists. Our students are full members of their school community at all schools in Concord. METCO provides support services to students, staff, and parents around educational, cultural, and social issues.

Concord and Carlisle families are encouraged to support the METCO program through the Family Friends Program.

### SPECIAL EDUCATION PROGRAMS

The Concord-Carlisle High School has available a range of special education and related services for students who have been identified as having special education needs. Students are identified through an evaluation process set forth in IDEA 04 and related deferral laws. Parents and/or teachers may initiate a referral for a special needs evaluation for a student. Further information about the evaluation process and programs for students with special needs is available from the Special Education Department Chairperson.

## **HEALTH SERVICES**

The Health Office is in the Student Support Services suite. Registered nurses staff it during regular school hours. Many students visit the Health Office everyday for health assessment and care. They present a range of complaints from emotional issues to the common cold to potentially life-threatening problems. For this reason, it is very important that each student have emergency contact information in Aspen. Parents should update this information at the start of each school year. The family or school physician may be called if it is not possible to reach a parent.

If an accident or illness occurs after school, the student should report to the coach or athletic trainer, to the teacher supervising the after school event, or nearest available adult.

Health assessment includes a brief history of the problem, physical assessment and taking appropriate measures for the identified problem. Nursing care includes first aid, teaching, health counseling, emotional support, care plan development, referral for physician follow up or in rare cases, calling emergency services via 911. In the event of ambulance transport, parents are notified to meet the child in the Emergency Room.

### **Immunization Records**

The Massachusetts Department of Public Health requires that all students be immunized for attendance at school. The only exception is for documented religious or medical reasons. A religious exemption letter from the student's parent/guardian or a letter from their physician documenting the contraindication must be filed annually with the Health Office. Failure to meet immunization requirements can result in a student's exclusion from school until the requirements are met. Immunization records are routinely reviewed.

For more information about immunization requirements, please see <http://www.concordcarlisle.org/health-services/immunization-requirements/>

### **Physical Examinations**

The Massachusetts Department of Public Health requires that all school-aged children have physical examinations every 3 years. The only exceptions are for documented religious reasons. CCHS students are required to have a physical examination during 10th grade, and a copy of the exam must be on file in the Health Office.

All new students entering CCHS are required to have a physical examination done within the year prior to starting school. It is the responsibility of the student's parent or guardian to bring a copy of the physical examination to the Health Office with a copy of the completed immunizations on the day they register for school.

### **Physical Examinations for Participation in Competitive Sports**

All students who participate in competitive, interscholastic sports must have a physical examination **ANNUALLY. There are no exceptions.** The physical must be done and on file in the Health Office prior to participation in the sport, which includes practice and tryouts. The form must include the date on which the examination was given, if the student is physically fit for competitive sports and indicate if there are any necessary restrictions. By state law, physical exams are only valid for 13 months from the date of the exam. Students who have a valid physical exam at the start of the season and the expiration date occurs during the season become ineligible to participate on the date of expiration.

### Medical Excuse From Participating in Health & Fitness

A parent or guardian may request in writing that a student not participate in physical activities for two consecutive classes due to minor ailment or injury. A student who is 18 years of age may also make this request. The student will still be expected to report to class unless other arrangements were made specifically with the health and fitness instructor.

**If a student is medically excused from Health & Fitness classes, he or she may not participate in athletics for that period of time.**

For more information, please visit

<http://www.concordcarlisle.org/health-services/medical-excuses-for-sports-and-gym-policy/>

### Medications in School

No student may carry medications of any type on their person. The only exception is an inhaler for asthma, supplies for the care of diabetes, or an epinephrine auto-injector (Epipen) for severe allergic reactions, when the appropriate forms are on file in the Health Office. Per Massachusetts's regulations and due to potential side effects, allergic reactions, improper usage, or sharing of medications, the registered nurse in the Health Office must dispense all medications. **All students who are taking prescribed or over-the-counter medication during school hours must see the school nurse.**

It is recommended that parents complete the Student Health Information form on Aspen at the start of each school year. This form gives parents the opportunity to update the student's medical information. It is also required for the nurse to administer acetaminophen, ibuprofen, cough drops and caladryl to a student, as needed during the school day.

For more information, please see <http://www.concordcarlisle.org/health-services/medication-policy/>

### State Mandated Screenings

Massachusetts state law requires that schools screen students for posture, vision/hearing, and growth/Body Mass Index (BMI). The Health Office coordinates these screenings at appropriate grade levels. In the event that a parent/guardian does not want their child to participate in these screenings, they must notify the Health Office in writing.

For more information, please see <http://www.concordcarlisle.org/health-services/>

### Reporting Illness or Injury

Students who show signs of illness should remain at home for their own protection and that of others. Students must be fever free for 24 hours without the use of a fever-reducing medication to return to school. Any student who becomes ill or is injured during the school day must report to the nurse's office. **Under no circumstances should an ill or injured student leave CCHS without seeing the school nurse.** Passes are required to visit the Health Office except in an emergency, during passing time or lunch blocks. When a student is too ill or injured to remain in school a parent/guardian will be contacted for arrangements to dismiss the student. Any student who is returning to school following a contagious disease (i.e. chicken pox, infectious mononucleosis, etc.) must be readmitted to school by the school nurse or by a doctor's note submitted to the school nurse.

### Extended Illness and Return to School

Any student who is absent due to illness or injury for several days is encouraged to communicate with their teachers and Guidance Counselor. CCHS will provide a home or hospital tutor to any student who, in the judgment of the student's physician, will be required to remain at home or in a hospital for a

period of not less than 14 days. The school may also provide a home or hospital tutor for a chronically ill student who must remain out of school for recurrent periods of not less than 14 days each.

#### Head Injury Procedure

Any student who sustains a head injury during the school day or athletics with loss of consciousness is evacuated for evaluation at a local emergency department and the parent is immediately notified. For any head injury that occurs during the school day, the student is assessed in the health office and the parent/guardian is notified of injury and assessment results. If a student sustains a head injury during an athletic activity, the player is referred to the athletic trainer for evaluation and there is no return to play that day if concussion is suspected. If likelihood of traumatic brain injury is assessed by either the School Nurse or the Athletic Trainer, the student is dismissed with a parent/guardian for physician follow up, and the parent/guardian is provided with concussion education materials including a graduated plan for return to academic and athletic activities.

For more information, and a copy of our post-head injury return to school plan, please visit <http://www.concordcarlisle.org/health-services/>

#### Health Records

Health records are given to students when they graduate or withdraw from the high school. The health office does not keep copies of health records. It is recommended that parents keep these records in a safe place for future reference.

#### Student Transfers

As student health records may contain information that is particularly confidential, the school nurse will send the health record of a transferring student directly to the nurse of the new school.

#### Health Concerns

The school nurse is available to discuss health concerns with parents during regular school hours. Please call the Health Office at (978) 341-2490 x7500 to make an appointment.

## **VII. Academic Procedures**

- Graduation Requirements
- New Student Placement
- Curriculum Levels
- Course Recommendations / Course Overrides
- Course changes
- Obtaining Credit Outside of CCHS
- Credit Recovery Policy
- Incomplete Grades
- Community Service
- Grade Range & Scale
- Grade Point Average
- Honor Roll
- Transcripts / Inspection of Student Records
- School-Based Standardized Testing
- Student Records
- No Homework Nights
- Coordinated Assessment Days
- Q5

### **AWARDS AND SCHOLARSHIPS**

Information may be obtained from the Counseling Office and the Principal's Office.

### **MAKE-UP WORK**

The student has the obligation to secure the missing work and appropriate due dates from his/her teacher upon returning to school. The student is to have at least as much time to make up work as the number of days of class absence. Unexcused absences result in no opportunity for make-up work. All teachers will explain to students their practices with respect to absence and make-up work. Every effort will be made to assist students in making up work, which was missed due to excused absence, and sufficient time will be provided for make-up.

### **SUMMER SCHOOL**

Students planning to take summer school courses for credit must complete an application form PRIOR to taking the course. Only those courses that are approved in advance by the appropriate department chairperson will be recognized as those for which CCHS credit may be granted. For further information about summer school opportunities and procedures, students and parents should contact the Counseling Office.

### **GRADUATION CEREMONY ATTIRE**

All students eligible to participate in the graduation ceremony and who choose to participate will wear a cap and gown (the gown is to be worn closed). Jeans, shorts, beachwear, sneakers, and bare feet are not appropriate.

The Class Advisors and their Faculty Assistants will be responsible to ensure that all students participating in the graduation ceremony are dressed appropriately. Any student, who is found by the

Class Advisor to be flagrantly inappropriate, after having been given the opportunity to explain his/her side of the story to the Class Advisor and to correct the identified problem prior to leaving the school for the ceremony, will not be allowed the privilege of participating in the graduation ceremony. Any student who is denied the privilege of participating in the graduation ceremony, will receive his/her diploma at a time other than that graduation ceremony, such time to be specified by the school principal.

#### COURSE OF STUDY

A description of courses, programs, and graduation requirements will be found in the Program of Studies booklet given to each student at the time of registration. Occasionally, parent/student information evenings are planned to discuss curriculum. These programs are listed in the monthly school newsletter and/or class parent support group mailings. For further information about specific courses, please speak with the appropriate department chairperson, coordinator, or representative.

#### GRADUATION REQUIREMENTS

Complete information concerning course requirements may be found in the Program of Studies booklet given to each student at the time of registration. Only those students who have satisfied all graduation requirements by the last day of class for seniors may participate in the graduation ceremony. Any questions concerning requirements should be directed to the student's guidance counselor.

#### EARLY GRADUATION

Information regarding early graduation at the end of the first semester of the senior year may be obtained from the student's guidance counselor and the Principal's administrative assistant in the main office. Applications are made during the first quarter.

#### COURSE SELECTION

Each spring, students, in consultation with their parents, teachers, and guidance counselor, select their program of studies for the coming year. Each student must schedule and attend regularly a minimum of five courses, including health and fitness, each semester. The Principal must approve all exceptions. Every effort is made to ensure that course selections are appropriate to the student's needs.

#### ARENA

After all course selections are processed, schedules for the coming school year are distributed to students. Guidance counselors are available during a process called arena to help resolve course conflicts and to ensure an appropriate schedule. Students may also request arena appointments for preferential changes.

#### COURSE CHANGES DURING THE SCHOOL YEAR

There are three types of schedule changes that are processed during the academic year.

1. Students can move from one level of a course to another level of the same course. This is called a level-to-level change.
2. Students can add a course and drop a different course, or just add a course and not drop anything. This is called a course add.
3. Students can drop a course and add a different course, or just drop a course and not replace it with another course. This is called a course drop.

#### THE DEADLINES FOR MAKING THESE COURSE CHANGES ARE AS FOLLOWS:

- No course may be added without prior departmental approval after the first two full weeks of classes.

- First semester and full-year courses dropped before the last two weeks of quarter one will be completely removed from the record. Second semester courses dropped before the last two weeks of quarter three will be completely removed from the record. All courses dropped after these periods will receive a WP or WF as a final grade.
- If a student needs to drop a course within the last two weeks of the quarter, the student will still receive a quarter grade on the report card, but will receive a W as a final grade.
- Level-to-level changes may occur at any time during the school year IF initiated or approved by a Department Chair.

#### EXCEPTIONS TO THESE DATES MAY BE MADE IN THE FOLLOWING CIRCUMSTANCES:

- A special education student's Individualized Education Plan (IEP) requires a change.
- A student has failed a first semester sequential course and needs to change his/her second semester course selection.
- A senior needs to add a required course for graduation.
- An unusual circumstance occurs and the approval of the appropriate department chairperson is obtained to make an exception to the course change deadlines.

Students new to the school may be added to courses at any time. Information regarding the registration procedure for new students may be obtained from the Guidance Office. Once a student has registered and has scheduled a program, the deadlines and schedule change periods outlined above will apply.

#### HOW TO MAKE A SCHEDULE CHANGE

Before making a decision to request a change, please think it over carefully; discuss the change with your teacher, counselor, and parents. If it seems wise to make the change, follow these steps:

1. Make an appointment to see your guidance counselor during one of your free periods/study halls to discuss the change.
2. Your counselor will provide you with a **Schedule Change Request Form**. If you wish to drop a course only or add a course only, take the form to the appropriate department chair(s).
3. Next, take the form home so that your parent/guardian may sign the form to indicate that there is approval.
4. Return the signed form to the guidance counselor, who will then make the change.

#### GRADING AND TRANSCRIPT INFORMATION FOR SCHEDULE CHANGES IN FOREIGN LANGUAGE, MATHEMATICS, SCIENCE AND ENGLISH:

Type of Schedule Change:	Time of Schedule Change:	How Quarter Grade is Handled:	How Final Course Grade is Handled:
Move to the <b>same course at the same level</b> (but different block and teacher)	Any Time	<u>Dropped Course:</u> <ul style="list-style-type: none"> <li>• student receives no grade</li> </ul> <u>Added Course:</u> <ul style="list-style-type: none"> <li>• student receives grade based on a combination of grades from both teachers</li> </ul>	New teacher incorporates grades from previous teacher into final grade



Move to the <b>same course at a different level</b>	In the first 5 weeks of the course	<u>Dropped Course:</u> <ul style="list-style-type: none"> <li>student receives no grade and there will be no record of being in the class</li> </ul> <u>Added Course:</u> <ul style="list-style-type: none"> <li>student receives grade <b>based on work with new teacher only</b></li> </ul>	New teacher bases final grade only on the work in the added course
	After the first 5 weeks of the course (but not in the last 2 weeks of the quarter)	<u>Dropped Course:</u> <ul style="list-style-type: none"> <li>student receives a WP or WF</li> </ul> <u>Added Course:</u> <ul style="list-style-type: none"> <li>student receives a grade based on work completed in the added course, combined with <b>work completed in the dropped course, which includes a percentage adjustment for change of level</b></li> </ul>	New teacher bases final grade on any percentage-adjusted quarter grades from the dropped course along with grades from the added course
	In the last 2 weeks of any quarter	<u>Dropped Course:</u> <ul style="list-style-type: none"> <li>student receives a letter grade for the quarter on their report card (will become WP or WF on the permanent transcript)</li> </ul> <u>Added Course:</u> <ul style="list-style-type: none"> <li>student receives an N, meaning “no grade”</li> </ul>	New teacher bases final grade on any percentage-adjusted quarter grades from the dropped course along with grades from the added course
	During quarter 2, (but not in the last 2 weeks)	<u>Dropped Course:</u> <ul style="list-style-type: none"> <li>student receives a WP or WF</li> </ul> <u>Added Course:</u> <ul style="list-style-type: none"> <li>student receives a grade based on work completed in the added course, combined with <b>work completed in the dropped course, which includes a percentage adjustment for change of level</b></li> </ul>	New teacher bases final grade on any percentage-adjusted quarter grades from the dropped course along with grades from the added course
	At the end Quarter 3 or Quarter 4	A change this late in the year is not permitted without departmental approval and only based on unusual circumstances. If a move at this time is made, grading decisions will be on a case-by-case basis	

## AUDITING A COURSE

Audit status may be granted to a student:

1. Who is already receiving credit in at least six other courses, or
2. Whom the Principal has approved for audit status in accordance with an educational plan or a student review.
3. Audit status is encouraged for courses, which are lecture/discussion oriented rather than experience oriented.



#### AUDIT STATUS:

1. Requires the approval of the teacher of the course to be audited, and may require a contract spelling out expectations.
2. May only be granted before a course begins, or within the time limit allowed for adding courses (See the scheduling section of this handbook for dates).
3. Will be granted only for those courses that have available space. (Courses with a waiting list for a closed section are not available to audit students).

#### AUDITING STUDENTS

1. Must follow the same attendance procedure, which applies to regular credit course.
2. May not submit written work for correction or take quizzes or tests. \*
3. May not use an audited course as a prerequisite for a subsequent course.\*

\*At the discretion of the teacher, with the support of the department chairperson, these provisions may be waived.

Course audit request forms are available in the guidance office.

#### INDEPENDENT STUDY

Independent study is an enrichment experience, which allows students to pursue learning opportunities not available to them in the existing curriculum. It can range from an in depth exploration of a topic to an extension of the curriculum in a specific discipline. It is a privilege reserved for students who are serious about learning and who are willing to accept the responsibilities of being an independent learner. Independent study is not intended as a means to make up courses or those that have been failed, nor as a remedy for credit reduction. The availability of an independent student experience depends on the willingness of a faculty member to offer it and on the permission of the chairperson of the department in which the student wishes to study. **Students who are interested in an independent study should speak first to the chairperson of the department in which they wish to study.**

#### DIRECTED STUDY

Many students will have a Directed Study on their schedule at least one day per week. Directed Studies are set aside for supervised study; attendance is required and monitored daily. Students are expected to come prepared with the necessary books and materials for individual study. Students assigned to Directed Studies may be issued passes to learning areas, such as the language lab, science lab, learning commons or guidance or health office. Student may also get a pass to see a teacher. Juniors and seniors with Open Campus privileges will not be assigned to a Directed Study and instead may go off campus or to another area of campus. For more information, see the “privileges” section earlier in this handbook.

#### HOMEWORK

Homework is regularly assigned to all students. Students and/or parents who have a question about a specific homework assignment or who are concerned about the amount and/or nature of specific homework assigned should speak with the teacher involved. If parents/students do not find the responses to be satisfactory, they should next speak with the department chairperson and then with the appropriate Assistant Principal. Questions or concerns about homework that are general in nature should be referred to the appropriate Assistant Principal or Principal.

Any student who is absent due to illness for more than two days can obtain homework assignments online. If the illness will extend beyond two weeks, the student's parent should contact the guidance office to inquire about academic assistance for the student.

#### NO HOMEWORK NIGHTS

We believe that students should work hard, and that they should occasionally take a break from schoolwork. Holidays and family vacation time is important to maintaining balance in the lives of our students. To help with this, we have a policy of "homework-free vacations". This also means that there are no assessments to be given in class, or papers/projects due, for the first two (2) days upon return to school from a holiday break. [CCHS Homework Policy](#).

#### EXAMS

In addition to quizzes, tests, and exams, which are regularly given by classroom teachers, there is a mid-year and a final exam period for the entire school. Mid-year exams take place during the last four days of the first semester. Final exams take place during the last four days of the school year. Typically, two exams are administered each day during the exam period and each session lasts approximately one hour and forty minutes. Students must remain in their exam rooms for the entire period. For the most part, exams are written and students receive full information from their teachers in advance so that they will be aware of the nature of the exam. In some classes a project is assigned in lieu of a written exam. These major exams are designed to provide a planned review of the work for the semester or course and are considered a valuable means of evaluating individual and class progress. Final exam papers are kept on file in the department office until the end of September following the June exam period and may be reviewed with the teacher by making an appointment to do so.

It is important to note that it is the policy of the high school to administer these major exams only during the scheduled exam period and during the scheduled make-up periods, which are announced ahead of time. Students are expected to be in attendance for their exams when they are scheduled. If a student is absent on the day of an exam and cannot make arrangements to take that exam on another day of the exam period, he/she will receive a grade of Incomplete ("I") until the exam is made up during the scheduled make-up period. At that time the "I" will be changed to the grade that has been earned. If the exam is not made-up within the time allotted for make-up (extension may be granted in cases of extenuating circumstances), the "I" will become an "F".

The make-up period for final exams (those exams that are administered the last four days of the school year) is arranged through the Principal. **(Please Note: Incompletes due to rescheduled exams may affect athletic eligibility).** Except in unusual circumstances (e.g. a family will be moving away before the last day of school), final exams cannot be administered prior to the final exam period.

A student with an unavoidable conflict may request permission to take a final exam at another time (within the exam period) by submitting a written request, signed by a parent, to the Principal. If approved, the Principal will permit the teacher and student to seek a mutually agreeable time to administer the exam. If mutual agreement on a test administration time cannot be reached the student will take the exam during the designated make-up time.

#### COORDINATED ASSESSMENT DAYS

Before an extended school vacation period and before the end of a quarter are common assessment times in many classes. To help prevent students from having more than two major assessments on a

given day, we have implemented Coordinated Testing Days. Only two academic departments may give assessments or have a major paper or project due on these days, following the schedule outlined below.

Department	Assessment Days*
Social Studies	Monday, Thursday
Math	Tuesday, Friday
English	Monday, Wednesday
Science	Tuesday, Thursday
World Language	Wednesday, Friday
* If a class does not meet on the prescribed assessment day, the assessment may be given the following day. For example, an H block World Language class may have an assessment on Thursday.	

## GRADING

The grading system used at the high school is noted below. Report cards are issued four times a year and are available online via Aspen X2. Please see school calendar for marking period dates.

**A** = Excellent      **B** = Good      **C** = Fair      **D** = Poor      **F** = Failing  
**P** = Pass      **I** = Incomplete      **AU** = Audit\*

**N** = No Grade This Term\*

**W** = Withdrew from CCHS\*

**WP** = Withdrew Passing from Course\*

**WF** = Withdrew Failing from Course\*

\* No Credit is Granted

## GRADING SCALE

97-100=A+	87-89=B+	77-79=C+	67-69=D+	
93-96=A	83-86=B	73-76=C	63-66=D	
90-92=A-	80-82=B-	70-72=C-	60-62=D-	<60=F

Note: Course grades of Incomplete ("I") which are not made up by the end of the following quarter (marking period) become grades of "F", except in cases where extenuating circumstances such as prolonged illness or temporary disability prevent make-up within this time period. In such cases the teacher(s) and student(s) shall arrange for a reasonable extension to complete work. If grades of Incomplete ("I") are not made up within this reasonable amount of time, given allowances for extenuating circumstances, they will become "F".

Teachers will explain their grading policies and departmental credit policies to students the first day of class and to parents at Back-To-School-Night in September. Parents or students who have a question regarding a grade or credit given for a particular course are encouraged to speak directly with the teacher.

HONOR ROLL:

The CCHS Honor Roll is published each marking period. Students may earn high honors (91% average) or honors (87% average) by meeting the following requirements:

The student must receive a letter grade in a minimum of five courses for the marking period.

- Courses graded on a pass/fail basis do not figure into the honor roll.
- A grade of Incomplete ("I") for any course or a credit reduction for any course, regardless of the number of letter grades, will result in the student's being ineligible for the honor roll or high honors.
- In those exceptional cases where it is impossible because of scheduling for a student to have five courses, which grant letter grades, four courses will be accepted.
- More than one grade of B- or lower will result in the student's being ineligible for the honor roll or high honors.

To calculate honor roll averages, the midpoint of each grade range is used.

(i.e. if you received an A on your report card, 94.5% is used.)

(i.e. if you received a B+ on your report card, 88% is used.)

## **ACADEMIC DIFFICULTY – WHAT TO DO TO GET HELP**

### **STUDENT REVIEW MEETINGS**

When a student is experiencing academic difficulty, he/she should always consult with his/her teacher first regarding opportunities for academic support. If he/she continues to struggle academically after working with his/her teacher, the student, parent, or teacher should contact the guidance counselor to schedule a student review meeting. Guidance Counselors may also schedule a student review meeting upon learning that a student is struggling in more than one class.

When a student review meeting is held, the student's teachers, his/her parents, the guidance counselor and other affiliated staff are invited to a meeting to review student progress in all areas. Meeting participants discuss teacher and parent observations relative to the student's learning style and course demands, and attempt to develop strategies, which can alleviate areas of concern. Regular education support services (e.g. SSERC, MARC, counseling) are considered as a means of addressing identified needs, and scheduled, when possible, during the school day. For information about the SSERC and MARC, refer to the section "STUDY RESOURCE CENTERS" in this handbook.

After classroom accommodations and learning supports have been put in place, the student should communicate frequently with teachers to be sure that academic achievement is improving. If after a marking period it is determined that these supports have not positively impacted achievement, or if a learning disability is suspected, a referral for evaluation under special education may be initiated. The student, parent, and teacher or guidance counselor can make referrals for a special education evaluation by contacting the special education department.

### **REFERRAL FOR EVALUATION**

If a learning disability is suspected, a referral can be made for an evaluation under special education. For assistance in making the referral, contact the special education department. To make the referral it will be necessary to describe the presenting concern(s)/problem(s) and what have already been done to address them.

The referral will lead to an evaluation that can result in one of three findings:

- There is no evidence of a need for specialized instruction or a need for any accommodations within the regular education program, and the student should access regular education supports.
- Accommodations to the regular education program are needed instead of a special education plan, and a 504 Plan will be written to address the needed accommodations.
- A special education plan (IEP) is needed and will be written to address the identified learning disability.

For more information about special education evaluations, contact the special education department. Additional information about Section 504 or the Rehabilitation Act of 1973 and 504 Plans are contained in this handbook.

## **ACADEMIC SUPPORT CENTERS**

### **MATHEMATICS RESOURCE CENTER (MARC)**

Located on the fourth floor, the MARC is open from 8:00 am to 2:40 pm each school day. Math teachers to help students with homework, to explain concepts with which they are having difficulty, and to provide general support in math-related areas, staff it. Students can obtain a pass from their math teacher to go to the MARC during a study hall. They are then required to stay for the entire class period. Juniors and seniors with open campus privileges may use the MARC during any of their free periods.

### **SOCIAL STUDIES/ENGLISH RESOURCE CENTER (SSERC)**

Located on the third floor, the SSERC is open from 8:00 am to 2:40pm each school day. It is staffed by a special education tutor to help students with homework, to explain concepts with which they are having difficulty, and to provide general support in Social Studies, English and related areas. Students can obtain a pass from their Social Studies or English teacher to go to the SSERC during a study hall. They are then required to stay for the entire class period. Juniors and seniors with open campus privileges may use the SSERC during any of their free periods.

### **WORLD LANGUAGE RESOURCE CENTER**

The world language department staffs a resource area, which is located in the *Language Laboratory*. It is open from 8:00am to 2:41pm each school day. Students may receive assistance with homework and/or language concepts with which they are having difficulty. Students can obtain a pass from their world language teacher to go to the language lab during a Directed Study. They are then required to stay for the entire class period. Juniors and seniors with open campus privileges may use the language lab during any of their free periods by making prior arrangements with their world language teacher.

### **COMMUNITY SERVICE**

#### **Philosophy**

The Community Service Program at CCHS began in the 1980's, as a way to provide a system for linking students with community needs. Just like academic courses of study, the structure put in place was intended to help introduce students to the wider world outside of school and participation in the Community Service Program became a requirement for graduation, just like at many schools nationwide. The School Committee and the CCHS Faculty and Administration continue to strongly support participation and continue to assist students in the fulfillment of this requirement. In addition to school support for the program, a group of community volunteers, called 2Volunteer, was formed to

facilitate the connection between the needs of the community and individual students. 2Volunteer solicits and maintains an active list of service needs on its website, [www.2volunteeronline.org](http://www.2volunteeronline.org).

#### Requirements

- Minimum of 40 hours of documented Community Service before graduation
  - 10 hours prior to junior year, 20 hours before second semester junior year, and 30 hours of prior to senior year to be eligible for Open Campus privileges
- Students may begin in the summer after 8<sup>th</sup> grade
- Performed during the school day, after school, evenings, weekends and during the summer
- Can be done on a regular, ongoing basis or as a project

For more information, including guidelines and examples of eligible and ineligible community service, please visit <http://www.concordcarlisle.org/2volunteer-about/>

If you have any questions regarding a particular volunteer activity, please contact Ms. Hammer or the Assistant Principal for your graduating class.

### **CCHS LEARNING COMMONS AND LIBRARY SERVICES**

<http://libguides.concordps.org/home>

The Learning Commons is a technology rich area devoted to supporting students in meeting the school goals and learning expectations for 21<sup>st</sup> century skills. Librarians are on hand throughout the school day and via email to support student work, research, and digital projects, help solve issues with various student accounts, and facilitate learning.

#### LC Expectations

- Courtesy to one and all
- Students in directed study are required to sign in and out for attendance purposes
- No food or drink, as per school-wide policy
- If the LC gets crowded students may have to wait for access
- Technology use is expected to be consistent with the CCHS Guidelines of Acceptable Use
- Students may lose privileges if there are problems with attendance or behavior

#### Checking Out Material

All material leaving the library MUST be checked out. Student may check out up to 10 books at a time. The materials must be returned in 3 weeks. Material may be renewed if another student does not reserve them.

#### Overdue & Late Fees

Overdue Notices will be sent out by student email.

#### Lost or Damaged Items

Students are charged a replacement cost for lost and/or damaged material.



## **Extracurricular Activities / Athletics**

### **PHILOSOPHY**

CCHS offers a variety of activities outside the classroom to encourage the total development of students. Full information regarding clubs and activities may be found on the CCHS website under Students → Co-Curricular. Students wishing to start a club or activity, which does not currently exist, please see an Assistant Principal.

### **ELIGIBILITY**

To participate in any co-curricular activity, including practices, rehearsals, games, academic competitions and class-sponsored events, a student must:

1. Attend all classes/study halls the day of the activity unless specifically excused ahead of time by the Principal or one of the Assistant Principals for reasons such as a college interview, a school sponsored field trip, or a funeral. Not feeling well early in the day, oversleeping, running errands, etc. are not acceptable reasons for being excused ahead of time.
2. Be scheduled for at least 10.00 credits of coursework during the current semester (i.e. a minimum of four “major” credit courses such as English, math, science and foreign language).
3. Have earned at least 10.00 credits during the previous marking period (quarter) unless an entering freshmen.
4. Have a cumulative passing average in course equaling at least 10.00 semester credits through the previous marking period (quarter). To be eligible for Fall activities, all incompletes from the previous year of high school must be made up and a matter of record within one week of the date on which school opens for the year.
5. Be less than nineteen years of age prior to September 1 of the current school year. Freshmen must be under sixteen years of age prior to September 1 of the current school year. (*Athletics only*)
6. Transfer students should check with an Assistant Principal to determine eligibility.

### **ELIGIBILITY FOR LEADERSHIP POSITIONS**

Officers and captains are elected by members of the activity or club and, in some cases, appointed by advisors or coaches. Prior to the selection procedure students are informed by the advisor of the criteria for selection and obligations of the position. The position of captain or officer is one of honor, leadership and responsibility. As a result, a student serving in that capacity is expected to conduct themselves in an exemplary manner both in and outside of school. Any student found in violation of the School's discipline code that results in a suspension from school, or any student who is found to be involved with drugs, alcohol, weapons or crimes outside of school, will lose the ability to serve in any leadership position, including as an officer or a captain, for one calendar year. During this year they remain eligible to be elected to a position of leadership. Any sitting officer or captain of a Concord-Carlisle High School activity will have that position rescinded and will be ineligible to serve for a period of one calendar year.

### **ATHLETICS**

CCHS is a member of the Massachusetts Interscholastic Athletic Association (MIAA) and therefore adheres to all MIAA policies and procedures. The interscholastic athletic program is divided into Fall, Winter and Spring seasons. Many of the teams have three levels – Varsity, Junior Varsity and Freshmen.

The School Committee has established a \$300 user fee payable at the beginning of each season of athletic participation with a \$900 family maximum. For information about the CCHS Interscholastic Athletic Program please review the Athletic Handbook.

For more information, including tryout dates and team schedules, please see <http://www.concordcarlisle.org/athletics-overview/>. Game and match schedules can also be found at <https://ccpatriots.org>

### **CHEMICAL HEALTH – MIAA RULE AND CCHS IMPLEMENTATION**

From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; vaping paraphernalia, including vape juice and vape pens; marijuana; steroids; or any controlled substance. This policy includes products such as “NA or near beer”. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student’s own use by his/her doctor. This rule is in effect 24 hours per day 7 days a week.

When a violation of the chemical health rules is reported to the Principal, Assistant Principal, or Athletic Director by a school employee, an officer of the law, or another responsible adult, the student will be given an opportunity to explain and the parent/guardian will be informed. After due process, if the investigating administrator confirms the violation of the chemical health rule, the student will lose activities eligibility for the period listed below.

#### **FIRST VIOLATION MINIMUM PENALTIES:**

When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. For the student, penalties will be determined by the current or next season of participation. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. Any fractional part of an event will be dropped when calculating the 25% of the season.

#### **SECOND & SUBSEQUENT VIOLATIONS AND MINIMUM PENALTIES:**

When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. For the student, penalties will be determined by the current or next season of participation. Any fractional part of an event will be dropped when calculating the 60% of the season.

If after the second or subsequent violations the student of his/her own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events provided the student was fully engaged in the program throughout that penalty period. The high school principal, in collaboration with a Chemical Dependency Program or Treatment Program, must certify that student is attending or issue a certificate of completion. If student does not complete program, penalty reverts back to 60% of the season. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 40% of the season.



Penalties shall be cumulative each academic year, but serving the penalty could carry over for one year. Or, if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year. (e.g. A student plays only football: he violates the rule in winter and/or the spring of same academic year: he would serve the penalty(ies) during the fall season of the next academic year.)

The CCHS administration will work with advisors to administer this Chemical Health rule as written, keeping as the foremost goal the ultimate health and well being of the student. These rules apply to all students. In all cases the matter will be referred to the appropriate counseling staff that will invite the parents and student to a conference for the purpose of assessing the situations that resulted in the violation.

### **NATIONAL HONOR SOCIETY**

The purpose of the National Honor Society (NHS) is to identify and recognize students who demonstrate exemplary scholarship, character, service and leadership within the Concord-Carlisle and Boston communities.

From the national NHS website: "The student of good character is cooperative; demonstrates high standards of honesty and reliability; shows courtesy, concern, and respect for others; and generally maintains a clean disciplinary record."

In the fall, students at CCHS are invited to participate in the National Honor Society. All juniors and non-member seniors who have completed at least one full semester at CCHS prior to September 1<sup>st</sup> will be considered for membership. A faculty council, appointed annually by the Principal, invites students to join NHS based on the national organization's criteria of scholarship, service, character and leadership.

### **MEMBERSHIP**

A faculty council, appointed annually by the Principal, selects members of the (NHS). Membership criteria in the NHS include:

1. A minimum grade point average of 3.33 (B+)
2. Being a member of the Junior or Senior Class
3. Completing at least one full semester at CCHS prior to induction
4. Significant demonstration of character, leadership and service.
5. Participation in service projects both within the school and in Concord, Carlisle and Boston.

### **STUDENT SENATE**

We believe that all members of the school community should have a meaningful voice in determining the policies of the school, in promoting a positive school climate, and in shaping the future of the school. It is essential that each member be kept informed through effective communications and has the power to influence decisions made at Concord-Carlisle Regional High School. For this purpose the Concord-Carlisle Regional High School Senate was established.

The Senate is comprised of six students from each class, elected by their peers, and one faculty representative. The rising sophomore, junior and senior members shall be elected in May. Freshmen class representatives shall be elected within the first month of school.

## WORK PERMITS

Work permits may be obtained, free of charge, in the main office. Students must have a job before requesting a work permit. For more information, students should speak with Ms. Sheahan in the main office.

# CODE OF CONDUCT

## GUIDING PRINCIPLES

Be kind; Respect all  
Respect the right to teach and learn at all times.  
Respect other people's property and our campus.  
Be safe, honest and responsible.

Concord-Carlisle High School strives to provide all students with a quality education in a safe school environment. Students are expected to conduct themselves in a manner, which promotes a safe, orderly learning environment within the schools and may be subject to disciplinary action if they fail to do so. In imposing disciplinary action the school staff should consider the need to maintain or restore an orderly learning environment, the overall disciplinary record of the individual student, and the need to improve the student's behavior.

A student whose safety or learning at school is jeopardized by other students is expected to report the matter to a staff member. Staff members who are aware of disruptive students should take the appropriate action, including immediately reporting matters, which cannot be appropriately handled in the classroom to the school administration.

A student who engages in any behavior, which disrupts the safe and orderly environment of the school, is subject to disciplinary action. **Thus, what is contained in The Code of Conduct are merely examples of conduct which is prohibited.**

Discipline which may be imposed includes but is not limited to: contact with parents by mail, telephone or conferences; after-school detention; service duty to the school; monetary restitution; loss of open /off campus privileges; loss of parking privileges; town fines; temporary or permanent removal from classes; in-school suspension; suspension from school; expulsion.

## **BULLYING PREVENTION AND INTERVENTION**

On May 3, 2010 Governor Patrick signed an *Act Relative to Bullying in Schools*. This new law prohibits bullying retaliation in all public and private schools, and requires schools and school districts to take certain steps to addressing bullying incidents. Parts of the law (M.G.L. c. 71, § 37O) that is important for students and parents or guardians to know are described below.

### **DEFINITIONS**

*Aggressor* is a person who engages in bullying, cyber bullying, or retaliation.

*Bullying* is the repeated use by one or more students or by a member of school staff including but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to himself/herself or of damage to his/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. Bullying includes cyber bullying.

*Perpetrator* is a student or a member of a school staff including but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional.

*Cyber bullying* is bullying through the use of technology or any 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.

*Hostile environment* 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 the student's education.

*Target* is a person against whom bullying, cyber bullying, or retaliation is directed.

*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.

### **Prohibition Against Bullying**

Bullying is prohibited:

- On school grounds
- On property immediately adjacent to school grounds
- At a school-sponsored or school-related activity, function, or program, whether it takes place 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
- Through the use of technology or an electronic device that is owned, leased or used by a school district or school (for example, on a computer or over the Internet)
- At any program or location that is not school-related, or through the use of personal technology or electronic device, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of a school.

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

### Reporting Bullying

Anyone, including a parent or guardian, student, or school staff member, can report bullying or retaliation. Reports can be made in writing or orally to the principal or another staff member, or reports may be made anonymously.

School staff members must report immediately to the principal or his/her designee if they witness or become aware of bullying or retaliation. Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, or paraprofessionals.

When the school principal or his/her designee receives a report, he or she shall promptly conduct an investigation. If the school principal or designee determines that bullying or retaliation has occurred, he or she shall (i) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parents or guardians of an aggressor; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against the aggressor.

### Professional Development for School and District Staff

Schools and districts must provide ongoing professional development to increase the skills of all staff members to prevent, identify, and respond to bullying.

The content of such professional development is to include, but not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying; (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; (v) information on the incidence and nature of cyber bullying; and (vi) Internet safety issues as they relate to cyberbullying .

Additional information about the school's or district's Bullying Prevention and Intervention Plan will be made available when it is finalized.

## OUR RESPONSIBILITIES AS MEMBERS OF THE CCHS COMMUNITY

As Members of the CCHS Community, it is our responsibility to create a school culture of respect and demand that all individuals recognize disrespectful behaviors and take action. Every student at CCHS has the potential and the responsibility to affect the school culture and is strongly urged to act in concert with the following guidelines.

- Treat others with courtesy, consideration and respect.
- Tell individuals behaving in a disrespectful manner toward you that you want them to stop.
- Tell individuals behaving in a disrespectful manner toward someone else that you want them to stop.
- Report the behavior to a teacher or administrator if it does not stop.

### INVESTIGATING A COMPLAINT

The Assistant Principal assigned to the class of the student will conduct an investigation into the complaint.

### RESOLUTION AND CORRECTIVE ACTION

The Assistant Principal will meet with the grievant to review the information gathered and, if applicable, to propose a resolution to the complaint. Corrective action may include, but is not limited to, directions to stop the offensive behavior, mediation, counseling, education, and/or disciplinary action up to and including expulsion, subject to the requirements of applicable law and district policies.

### REPRISAL

It is a violation of this policy for any person to retaliate, coerce, intimidate, harass, or interfere with a member of the school community, or any other official, who has filed a report regarding bullying or harassment or assisted with an investigation. This includes any person who reports an alleged violation of this policy or any person who assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment. Such retaliation may result in disciplinary action, up to and including expulsion, subject to applicable procedural requirements.

### Legal References

*Title VI and VII of the Civil Rights Act of 1964, title IX of the 1972 Education Amendments to the Civil Rights Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, the Americans with Disabilities Act, Chapter 622 of the Acts of 1971, G.L.c. 151B and G.L.c. 151C. (safe schools, Mass Law Chapter 76, section 5). - Adopted February 7, 2000, Commonwealth of Massachusetts Act Relative to Bullying in Schools*

## **BULLYING PREVENTION AND INTERVENTIONS**

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 cyberbullying . 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, cyber bullying , or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyber bullying , 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 (<http://www.concordpublicschools.net/index.php>) 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, cyber bullying 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

#### [CCHS Bullying Report Form](#)

*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 district's 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 district's 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 school's 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 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 perpetrator of bullying. The actions being taken to prevent further acts of bullying will be discussed.

The school Principal or a 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 the Principal or designee will maintain a file.

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.

The principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate, may conduct interviews. 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 are 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 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.

### Disciplinary Action for Bullies and False Reporters

The following Groups from CCHS Rules and Regulations may apply when a student is involved in a bullying incident:

Organizing or participating in any act of bullying or harassment (persistent acts of annoyance, threats, or intimidation) hazing or initiation. (Additional information on hazing/initiation and the penalties under the law for engaging in such activity are contained in this handbook.)

**MINIMUM PENALTY:** Three to five day suspension from all classes and school activities (some of the suspension time may be served in school at the discretion of one or both of the Assistant Principals), revocation of open campus privileges for a minimum of 10 weeks and up to the remainder of the year with a review at the end of each quarter, restitution for any damage, involvement of the Police as appropriate, loss of school bus transportation privileges for the remainder of the semester if the

violation occurs on a school bus, determination as to whether additional action as noted below is warranted.

**ADDITIONAL ACTION:** One or more of the following: Up to five additional days of suspension from all classes and activities, loss of school bus transportation privileges for up to the remainder of the year if the violation occurs on a school bus, compensatory work, school probation, expulsion.

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
- 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 cyber bullying 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 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.

## **RULES REGARDING ACTS OF HAZING**

Hazing carries possible criminal penalties as described below. The following sections from the Massachusetts General Laws concern the crime of hazing:

**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 one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, 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 the 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.

**Section 18.** Whoever knows that another person is the victim of hazing as defined in section seventeen 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 crime shall be punished by a fine of not more than five hundred dollars.

### **Use of Lockers and Private Property on Campus – (Search and Seizure Policy)**

#### **RATIONALE**

The High School administrators as well as the faculty, students and all members of the community have an obligation to work toward maintaining an environment that is conducive to the educational process and ensures the safety of all its members. Students are not to bring to school objects, which disrupt the educational environment or endanger the safety of others.

#### **SEARCH OR SEIZURE OF PROPERTY**

Weapons, controlled substances, and other illegal, inappropriate items are not to be kept in the school's lockers. Students should not assume a legitimate expectation to privacy within their lockers. Lockers assigned to students remain the property of the Concord-Carlisle High School and are subject to search by school officials at any time. These searches may be conducted without warning. Personal locks should not be placed on a locker.

Furthermore, students are not to have in their possession, on their person or in their personal belongings, weapons, controlled substances, or other illegal, inappropriate items. If school officials have a reasonable suspicion that a student is in possession of weapons, controlled substances, or other illegal or inappropriate items, that student and his/her personal belongs may be subject to search.

#### **LEGAL ISSUES**



Through United States Supreme Court rulings and Massachusetts Supreme Judicial Court rulings, schools have been given wide latitude for searching lockers, personal possessions, and students. The sum total of the rulings is that students have no legitimate expectation of privacy for the school lockers, which have been assigned, to them. The search can include the student's person, clothing, handbag, knapsack, and automobile, if the car is parked on campus. The search is justified whenever there are reasonable grounds to suspect that a search will uncover evidence that a school rule has been violated.

When school staff has a reasonable basis for believing that a crime has or is being committed by a student on school property or at school- related events, such matter shall be reported to the police. (Mass. Gen. Law, c.265, §43), and/or hazing (Mass. Gen. Law, c.269, §17).

## **Policy on Use of Drugs and Alcohol on School Premises**

### **PURPOSE AND SCOPE**

The use, sale, delivery, or other possession of alcohol or drugs, except for medicinal purposes, within all school buildings, school facilities, or on school grounds or school buses of the Concord-Carlisle High School by any individual is prohibited at all times. For the purpose of this policy, the term “drugs” includes alcohol, controlled substances as defined in Mass. Gen. Laws, Ch. 94C (including, but not limited to marijuana, heroin, cocaine), as well as restricted drugs, such as prescription or over the counter drugs that are misused, steroids, and products misused for the purpose of mind altering effects (aerosols, solvents, etc.).

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code.

### ***Legal References***

*Mass. Gen. Law c. 71, §37H (students-controlled substances)*

*Mass. Gen. Law c. 138, §§34, 34A, 34C (alcohol)*

*Mass. Gen. Law c. 94C (controlled substances)*

*Mass. Gen. Law c. 270, §6 (glue-toxic substances)*

*Mass. Gen. Law c. 272, §40A (alcohol on school property)*

*Drug-Free Workplace Act of 1988*

*Drug-Free Schools and Community Act Amendments of 1989*

*Approved June 18, 2002*

## **DISCIPLINARY PROCEDURES**

No student shall be disciplined without being afforded appropriate due process. Prior to discipline which does not involve exclusion from school or school related activities, the student should be informed of the charges against him/her and given an opportunity to present his/her side of the story. For discipline involving exclusion, the following procedures will be followed.

The procedures that will apply, and the rights of a student in connection with those procedures, will vary based on the requirements of the different state laws which apply to different types of student conduct. For your information, three of the most significant statutes in this area are reprinted on the pages that follow. Section 37H 1/2 of Chapter 71 of the General Laws applies to the issuance of a criminal complaint charging a student with a felony or the issuance of a felony delinquency complaint

against a student, as well as to a student's conviction of, or adjudication or admission in court of guilt with respect to, such a felony or felony delinquency. Section 37H of Chapter 71 of the General Laws applies to student possession (on school premises, or at school sponsored or school-related events, including athletic games) of controlled substances or dangerous weapons, or a student's assault (on school premises, or at school sponsored or school-related events, including athletic games) on a member of the educational staff. Section 37H 3/4 applies to other disciplinary offenses, not covered by either Section 37H or 37H 1/2. Students should also be aware of the regulations implementing these statutes, which may be found on the website for the Massachusetts Department of Elementary and Secondary Education.

## **SUSPENSIONS AND EXCLUSIONS**

### *SUSPENSION OR EXCLUSION NOT INVOLVING 37H OR 37H1/2*

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

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

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

(d) If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the

purposes of this section, the term “out-of-school suspension” shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

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

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

#### ADMINISTRATIVE DETENTION PROCEDURES

In situations when an administrative detention is warranted, the Assistant Principal will meet with students to assign the detention. After-school activities such as clubs, sport teams, and work are not valid reasons for missing an assigned detention. Detention is held (Monday, Tuesday, and Wednesday) throughout the school year, from 2:45 - 4:15 p.m. Failure to report to detention on the day detention is assigned or the next school day following the assignment may result in a one-day suspension. In lieu of a detention after school, students may be assigned to directed study or lunch detention during the school day, at the discretion of the Assistant Principal.

Students who are disruptive once detention begins will be asked to leave. The student’s Assistant Principal will then meet with the student to discuss the incident before determining further disciplinary action.

#### SUSPENSION AND EXCLUSION

##### Short Term Suspension and Exclusion from School-Related Activities

In general, suspensions will be in the main office unless it is determined that the student cannot be appropriately supervised or that the presence of the student in school will be disruptive or create a potential danger to self or others or that the school does not have adequate staff to supervise in-house suspension.

Unless a student presents a danger or substantial disruption to the educational process, the student shall receive the following prior to suspension of one to ten days or the exclusion from school related activities: (1) oral or written notice of the charges against him/her; (2) oral or written explanation of the facts which form the basis for the accusation; and (3) an opportunity to present his/her side of the story. In the case where the student’s presence poses a threat of danger or a substantial disruption, this

process will occur immediately after rather than before suspension. Written confirmation of the suspension will be provided.

A student who is suspended may not be on campus outside of the school day and is ineligible to participate in all co-curricular activities, athletics, class, club and special activities sponsored by the school during the suspension time. In the case of substance use, opportunities to shorten this ineligible period may exist through participation in approved treatment program.

Students in a leadership position of sports, student government, a club, or activity may relinquish that position upon suspension. Students may also be referred to counseling staff for appropriate assessments and interventions.

#### EXPULSION OR LONG-TERM SUSPENSION

Prior to expulsion or suspension longer than ten days, the student shall receive (1) written notice of the charges against him/her; (2) written notice of the underlying facts which form the basis for the charges; (3) an opportunity for a hearing, including an opportunity to hear the evidence against him/her, to present witnesses and other evidence on his/her own behalf, and representation by a parent, attorney or other adult.

In the case of a student who is charged with possessing a dangerous weapon or controlled substance as defined in Mass. Gen. Laws. ch. 94C (including but not limited to marijuana, cocaine and heroin) at school or school-related events, or assaulting staff, the hearing shall be held before the Principal with appeal to the Superintendent.

Except as specified in the paragraph above, hearings for long-term suspension or expulsion may be held before the School Committee.

#### APPEALS OF DISCIPLINE

Short-term suspensions may not be appealed. Disciplinary action imposed against a student by a teacher shall have one level of appeal.

1. Discipline initially imposed by a teacher may be appealed to an Assistant Principal

#### PARTICIPATION IN SCHOOL ACTIVITIES

A student who has been suspended may not participate in any form of school activity, from the imposition of the suspension through midnight of the last day of suspension. This includes all athletic practices and games, all rehearsals, and any meetings or activities, academic or co-curricular.

#### MAKE-UP WORK FOR SUSPENDED STUDENTS

Students are allowed to make up all work missed during a suspension. (The student will be provided with an opportunity to hand in assignments on the day of the suspension, obtain assignments distributed on the day of the suspension, or to take a test or quiz given on the day of the suspension.)

**Suspensions do not appear on any permanent record.**

#### **The Individuals with Disabilities Education Act (IDEA)**

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

In general, CCHS 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 978-318-8131.

#### DISCIPLINE OF STUDENTS NOT YET DETERMINED ELIGIBLE FOR SPECIAL EDUCATION

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

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.

## **RULES AND REGULATIONS**

### **GROUP A:**

1. A physical attack on any member of the school staff.
2. Sale, distribution, use or possession of a controlled substance, including but not limited to, marijuana, cocaine, heroin; or sale, distribution, use or possession of a prescription drug belonging to another. This includes being under the influence following use.
3. Sale, distribution, use or possession of any weapon, including guns, knives, clubs slingshot, and other articles that can be deemed dangerous.
4. A physical attack on any member of the school community who is not a member of the school staff, including but not limited to students and parents.
5. Sale, distribution or possession of alcoholic beverages.
6. Using or being under the effect following use of alcoholic beverages.
7. An act of arson (i.e. setting something on fire), use possession of explosives (including fireworks, stink and smoke bombs).

### **CONSEQUENCE**

Up to a ten-day suspension from all classes and school activities. There may be additional consequences determined by the high school administration including, but not limited to, the revocations of open campus, parking spaces, and loss of school bus transportation privileges if the violation occurs on a school bus. Students may lose the right to participate in school-sponsored trips and they must pay restitution for any damage caused. Police Department involvement and notification as appropriate. Students in a leadership position of sports, student government, a club, or activity may lose that position. Students will be referred to counseling staff for appropriate assessments and interventions. See also the sections of the Athletic Handbook entitled “Captains” and “Chemical Health” for additional information regarding the substance abuse rules.

### **ADDITIONAL ACTION-EXPULSION**

Upon review, expulsion hearings may be held.

*Chapter 71/37H of the General Laws of Massachusetts stipulates the following in reference to violations 1, 2, and 3 in Group A above:*

- 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 a 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 school district by the Principal.
- b. Any student who assaults a Principal, Assistant Principal, teacher, teacher’s aide 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, at 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.
- e. When a student is expelled under the provision of this section and applies for admission to another school for acceptance, the Superintendent of the sending school shall notify the Superintendent of the receiving school of the reasons for the pupil's expulsion."

*Chapter 71/37L of the General Laws of Massachusetts stipulates the following:*

"In addition, any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time. Supervisors who receive such a weapon report shall file it with the Superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of social services, the office of student services or its equivalent in any school district, and the local school committee. Said Superintendent, Police Chief, and representative from the department of social services, together with a representative from the office of student services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program provided however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.

A student transferring into a local system must provide the new school system with a complete school record of the entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.

*Chapter 71/37H ½ of the General Laws of Massachusetts stipulates the following with reference to felony complaints or convictions of students.*

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

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

decision shall be the final decision of the city, town, or regional school district with regard to the suspension.

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

The student shall have the right to appeal the expulsion to the Superintendent. The student shall notify the Superintendent, in writing, of his request for an appeal not later than five calendar days following the effective date of the expulsion. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the Principal, including recommending an alternate educational program of the student. The Superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

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

#### **GROUP B:**

1. Organizing or participating in any act of bullying or harassment (persistent acts of annoyance, threats, or intimidation), hazing or initiation. (Additional information on bullying, hazing/initiation and the penalties under the law for engaging in such activity are contained in this handbook).
2. Malicious destruction of or damage to school or personal property. (Note: Accidental damage to school or personal property will not result in disciplinary action, but may require restitution for the damage).
3. False bomb threats or tampering with and/or activating fire alarm pull stations (false alarms).
4. Theft of school or personal property, receiving stolen items or possession of stolen items. (This includes unauthorized copying of computer software).
5. Threats of violence or threats to damage property directed toward any member of the school community.

#### **CONSEQUENCE**

Three to five day suspension from all classes and school activities. Revocation of open campus privileges for a minimum of 10 weeks and up to the remainder of the year with a review at the end of each quarter, restitution for any damage, compensatory work, school probation, or involvement of the

Police and/or Fire Departments as appropriate, loss of school bus transportation privileges for the remainder of the semester if the violation occurs on a school bus. Possible expulsion, at the discretion of the Principal.

### **GROUP C:**

1. Tampering with computer hardware or software, which results in disruption to the educational process and/or administrative functions of the school.
2. Forgery, willful use of a forged document, and/or tampering with school records. (For example, this includes but is not limited to the signing of a parent's or teacher's name or initials to an absence note, attendance report or pass, or the signing of one's name to a pass intended for another.
3. Open, or open and continued defiant behavior toward school personnel (i.e. insubordination, which is defined as failure to comply with directions of any school personnel acting legitimately in their official capacity, including request to clean one's table in the cafeteria).
4. Use of obscene, abusive or profane language or gestures (including ethnic or racial slurs), which by virtue of being rude, insolent, or insulting are disruptive of the educational process.
5. Use of ethnic or racial slurs, homophobic comments, and sexual harassment.
6. Failure to identify one's self by giving a correct first and last name upon first request by school personnel.
7. Fighting: a hostile physical altercation including pushing, shoving or wrestling. (Note: Self-defense may be claimed in a hearing procedure. However, it is the responsibility of the person claiming self-defense to prove that he/she had no route of escape from the situation and that he/she used no greater force than that applied to him/her).
8. Being found in possession of drug paraphernalia, including devices used for vaping such as vaporizers ("vape pens") or e-liquids ("vape juice"). If the e-liquid contains a controlled substance, see Group A.

### **CONSEQUENCE**

One to three day suspension from all classes and school activities, revocation of open campus privileges for the remainder of the year with a review at the end of the semester, restitution for any damage, a grade of "F"- (O) for any work in which cheating has been involved, suspension of all computer privileges in cases involving computer misuse, involvement of the Police Department as appropriate, loss of school bus transportation privileges for one month if the violation occurs on a school bus, determination as to whether additional action as noted below is warranted.

### **ADDITIONAL ACTION**

In the case of fighting, circumstances of the fight may lead to further disciplinary action. Additional days of suspension from all classes and activities, loss of school bus transportation privileges for the remainder of the semester (2<sup>nd</sup> offense) or the remainder of the year (3<sup>rd</sup> offense) if the violation occurs on a school bus, compensatory work, school probation, or expulsion.

### **GROUP D:**

1. Cheating and/or involvement in the act of cheating. Includes but is not limited to:

- a. Illicitly sharing or learning of specific questions on an assessment before it is administered.
- b. Illicitly sharing or obtaining information during an exercise (This includes homework, projects, tests, quizzes, etc.) from any source.
- c. Plagiarism, i.e., submitting another's work or ideas as one's own. This includes copying from another student's work, from books, or from any electronic source including the Internet, or purchasing a paper from a commercial source. Additionally, one may not re-submit work already evaluated by another teacher for a grade.
- d. Stealing quizzes or tests.

#### CONSEQUENCE

After school detention and reduction in grade for the assignment as determined by the teacher, Department Chair, and/or the high school administration. Possible referral to academic support and/or counseling services as appropriate.

#### ADDITIONAL ACTION

Possible suspension. For subsequent incidents – one to three days of suspension and a zero on the assignment.

NOTE: Matters of Academic Integrity are taken seriously and are accumulated class to class and year to year. Teachers are encouraged to report all incidents of Academic Integrity violations to the Assistant Principals for record-keeping purposes.

#### **GROUP E:**

1. Behavior which endangers persons or property and/or substantially disrupts the educational process such as throwing snowballs or other objects, throwing food in the cafeteria, making excessive noise.
2. Demonstrating disrespectful behavior towards another student or an adult member of the school community, including lying.
3. Skateboarding anywhere on campus during the academic day. Students using their skateboards risk detention, or suspension for insubordination and having their skateboards confiscated and kept in the main office until a parent can pick them up.
4. Being in an unauthorized area. (Note: open campus authorized areas include cafeteria and adjacent courtyard, library, resources areas, art studio, Beede Center, music practice rooms as available). Students are not to be anywhere behind the school, on the lower athletic fields, over the hill in front of the school, in the skateboard park or in the student parking lot. Only students with off-campus and parking privileges who are returning or leaving the school should be in the parking lot during the academic day. No one should loiter in the parking lot.
5. Smoking/tobacco use or distribution of tobacco products anywhere on school grounds. This included e-cigarettes and other forms of nicotine products. (MIAA regulations for athletes also forbid the possession of tobacco products).
6. Using electronic or audio/visual devices in classrooms or resource areas without the expressed authorization of a staff member. This includes, but is not limited to the following: cell phones, personal digital assistants and calculators with game capability or pagers.
7. Impeding disciplinary process by misrepresenting facts or lying.

8. Gambling in any form at any time in school.

#### CONSEQUENCE

One or more of the following: after school detention, cleaning of the area that was littered, restitution for damage, confiscation of electronic or audio/visual devices for the day, loss of school bus transportation privileges for one month if offense occurs on a school bus, determination as to whether additional action as noted below is warranted.

#### ADDITIONAL ACTION

As noted under Group C above.

### **GROUP F:**

1. Failure to abide by the regulations for vehicular traffic and parking.
  - a. Transporting a student who does not have off campus privileges and/or who hasn't been properly dismissed from school.
  - b. Parking in an unauthorized area at any time.
  - c. Not displaying a parking permit in the car parked on campus.
  - d. Driving at excessive speeds (20+ mph) on campus.

#### CONSEQUENCE

Revocation of the privilege of driving and parking one's vehicle on school grounds for up to one semester, determination as to whether additional action as noted below is warranted. All vehicles are subject to towing.

#### ADDITIONAL ACTION

One or more of the following: Revocation of open-campus privileges and the privileges of driving and of parking one's vehicle on school grounds for up to the remainder of the year and all actions listed under Group C.

### **GROUP G:**

1. Unauthorized absence from class, homeroom, or assigned study halls.
2. Excessive tardiness as reported by a staff member.
3. Failure to be dismissed from school according to the procedures outlined.
4. Excessive unexcused tardiness to school.
5. Students without Open Campus privileges found off campus during the school day.

#### MINIMUM PENALTY

One or more of the following: After school detention, loss of credit, and assignment to Directed Study, determination as to whether additional action as noted below is warranted. Students who accumulate more than two (2) credit reductions in any one marking period will lose Open Campus and Parking privileges for the following marking period. Students may not be able to participate in after school activities.

\*Students who are late to school 3 or more times during a marking period will be assigned an After School Detention.

Violation of Open Campus privileges:

**First Offense:** A detention and notification to parents

**Second and subsequent offenses:** A day of suspension and delay in award of open campus privileges once student qualifies.

#### ADDITIONAL ACTION

More than five (5) detentions for unexcused absences in study halls per year will result in a one or more day suspension and delay in earning open campus privileges pending administrator review. Additional actions listed above under Group C.

#### Dance Behavior

Students are subject to random breathalyzer testing and/or asked to take one if suspected to be under the influence. All bags, jackets, and other items used to transport personal items are subject to search. If at a dance, a student is found to be in violation of any substance abuse regulation or if a student is involved in any activity that is a danger to others, that person will be asked to leave the event with either their parent/guardian or if not feasible, transportation by the police will be requested. The next school day the appropriate school consequences will be enforced according to handbook policies. In addition, the person in violation may be prohibited from participation in any dance, prom or other school social event for a period of time to be determined by the Principal, up to one year.

Criteria for determination as to whether additional action is warranted include such considerations as degree of repetition and/or severity of the reported violation, degree of disruption to the school, and/or perceived danger to self, others, and the school in general.

#### SCHOOL RULE AND REGULATIONS WITH RESPECT TO SENIOR WEEK ACTIVITIES

The school voluntarily sponsors all senior activities including the Prom and for which participation is totally voluntary on the part of students. Being found under the influence at the Prom may result in not being able to participate in graduation.

## STUDENT EMPOWERED DIGITAL USE POLICY

### **Our Technology Resources Mission:**

Access to the District's network, electronic communications, the Internet, database systems, computer hardware and other information technology (IT) resources is essential to the mission of the Concord Public Schools and the Concord-Carlisle Regional School District (CPS/CCRSD).

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

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

### [Student Acceptable Use Policy](#)

### **Supervision and Monitoring:**

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

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

### **Student Roles and Responsibilities:**

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

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

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

- Resources shall be used in a manner consistent with the mission of the CPS/CCRSD.
- Network and account security is the responsibility of all members of the CPS/CCRSD community. Any security risks should be reported to a teacher or network administrator.



- Students will not utilize the Internet or any technology resource to perform any act that can be construed as illegal or unethical.
- Students will report any suspicious or unusual activity immediately to the supervising or appropriate staff member.
- Computers not owned and managed by the CPS/CCRSD may not be connected to the CPS/CCRSD network without specific permission.
- BYOD (Bring Your Own Device) computers involved in 1:1 programs will only be allowed on the secure network by registering with AirWatch Mobile Device Management Platform.
- Devices that disrupt the educational process or operation of the CPS/CCRSD are prohibited, will be removed, may be held and searched, and may result in disciplinary and/or legal actions.
- Students will not deliberately cause the loss of other users' work or damage to any of the District's systems.
- Students will not override or encourage others to override any firewalls, desktop management or security measures established on the network.

## **2. Respect and protect the intellectual property of others.**

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

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

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

Practice legal and ethical behavior. Proper safety and etiquette is expected of all users. Be mindful of your digital footprint.

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

## **4. Respect and practice the principles of community.**

Communicate only in ways that are kind and respectful. Students are expected to be courteous and use appropriate language. Remember that anything you write online may be discoverable forever.

- Communicate only in ways that are kind and respectful.
- Report threatening or discomfoting materials to a teacher.

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

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

## LEGISLATION AND POLICIES – REPORTING AND GRIEVANCE PROCEDURES

All Concord-Carlisle High School operations and procedures comply with applicable state and federal legislation. All programs, activities and employment opportunities are offered without regard to race, homelessness, color, sex, religion, national origin, sexual orientation and disability. Provided in this appendix are those statutes that are particularly relevant. Any questions about legislation, policies and practices referenced in this section and/or other legislation or school policies and practices may be directed to the Principal at (978) 341-2490 (ext. 7101) or the Assistant Superintendent at (978) 341-2490 (ext. 8131).

### EQUAL EDUCATION OPPORTUNITY STATEMENT

No person shall be excluded from or discriminated against in admission to the public schools of Concord and the Concord-Carlisle Regional School District, for admittance to State and Federally funded grant programs, or in obtaining the advantages, privileges and courses of study presented in these schools, on account of race, color, gender, gender identity, homelessness, disability, sexual orientation, religion, or national origin. This non-discrimination applies to all persons, whether or not the individual is a member of a conventionally defined “minority group.” The system promotes a positive learning environment in which individual differences are valued and harassment or discrimination, of any form, including hazing and bullying, will not be tolerated and may result in temporary or permanent removal from the school community.

### DECLARATION OF COMPLIANCE

All Concord-Carlisle Regional High School operations and procedures comply with applicable state and federal legislation. Particularly relevant are those regarding exclusion and/or discrimination solely by reason of one’s handicap, sex, race, color, religion, national origin, homelessness, sexual orientation or gender identity and those regarding hazing or sexual harassment. Concord-Carlisle High School complies with all state and federal legislation regarding special education and student records requirements. Specific statutes and grievance procedures are referenced in this handbook. See also the District’s Equal Educational Opportunities Statement.

### NON-DISCRIMINATION POLICY

No person shall be excluded from or discriminated against in admission to the public schools of Concord and the Concord-Carlisle Regional School District, for admittance to state and federally funded grant programs, or in obtaining the advantages, privileges, and courses of study presented in these schools, on account of race, gender, homelessness, disability, sexual orientation, gender identity, religion or national origin. This non-discrimination applies to all persons, whether or not the individual is a member of a conventionally defined “minority group.” The system promotes a positive learning environment in which individual differences are valued and harassment, of any form, is not tolerated.

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

“No otherwise qualified, handicapped individual... shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

A person is deemed to have a handicap if he/she:

- a. Has a mental or physical impairment which **substantially** limits one or more major life activities (caring for ones’ self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working);

- b. Has a record of having such an impairment; or
- c. Is regarded (perceived) as having such impairment.

**THE FOLLOWING IS A DESCRIPTION OF THE RIGHTS GRANTED BY FEDERAL LAW TO STUDENTS WITH HANDICAPS:**

As a parent, you have the right to:

- Have your child take part in, and receive benefits from public education programs without discrimination because of his/her handicapping conditions;
- Have the school district advise you of your rights under federal law;
- Receive notice with respect to identification, evaluation, or placement of your child
- Have your child receive a free appropriate public education. This includes the right to be educated with non-handicapped students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities;
- Have your child educated in facilities and receive services comparable to those provided non-handicapped students;
- Have your child receive special education and related services if he/she is found to be eligible under the *Individuals with Disabilities Education Act (PL101-476)* or *Section 504 of The Rehabilitation Act*;
- Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the student, the evaluation data, and placement options;
- Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the district;
- Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the district;
- Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement;
- Obtain copies of educational records at reasonable costs unless the fee would effectively deny you access to the records;
- A response from the school district to reasonable request for explanations and interpretations of your child's records;
- Request amendment of your child's educational records if there is a reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy right of your child. (If the school district refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing);
- Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. (You and the student may take part in the hearing and have an attorney represent to you.);
- File a local grievance.

**SCHOOL RESPONSIBILITIES**

The school has the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services. Parents who would like more information about 504 Plans should contact their son or daughter's guidance counselor. Questions or

concerns about an existing 504 Plan should be forwarded to the 504 Coordinator. The school has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a handicap will knowingly be permitted in any of the programs and practices in the school system.

#### EVALUATIONS OF 504 PLANS

The following guidelines will govern the maintenance and evaluations of all 504 Plans at Concord-Carlisle High School:

- a. A copy of all 504 Plans shall be maintained in both the Student Support Services suite and the Principal's Office
- b. The 504 Coordinator shall be responsible for the dissemination (each semester) and implementation of all 504 Plans.
- c. All 504 Plans will be reviewed annually with the student's parents.

Rights and Responsibilities sections taken from the Council of Administrators of Special Education, Inc. publication of Section 504 of the Rehabilitation Act of 1973.

(Contact: The Guidance/Counseling Office at Concord-Carlisle High School, 500 Walden Street, Concord, MA 01742 – Telephone (978) 341-2490 x7224 or x7200).

### PROHIBITION OF HAZING *CHAPTER 269 OF THE GENERAL LAW OF MASSACHUSETTS*

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 one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both such fine and imprisonment.

The term “**hazing**” as used in this section and in sections eighteen and nineteen, 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 the person. Such conduct shall include whipping, beating, branding, forced calisthenics, and exposure to the 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 their person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

SECTION 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such a 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 crime shall be punished by a fine of not more than five hundred dollars.

SECTION 19. Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledgee or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign

an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of a secondary school, the board of education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regard to the organizers and participants of hazing. The board of regents and in the case of secondary school, 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 report. Contact Person Katie Stahl, Assistant Principal – Concord-Carlisle High School, 500 Walden Street, Concord, MA 01742 – Telephone: (978) 341-2490 x7238

## **PROHIBITION OF SEXUAL HARASSMENT**

### **SECTION 703 OF TITLE VII OF THE CIVIL RIGHTS ACT OF 1964 AND CHAPTERS 151A AND 151B OF THE MASSACHUSETTS GENERAL LAWS**

School Committee policy regarding sexual harassment is based on federal and state legislation. The full text of the School Committee policy follows:

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

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

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

In addition, sexual advances request for sexual favors, and the verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct or communication is made a term or condition either explicitly or implicitly to obtain or maintain employment, academic achievement, athletic opportunities, educational development other opportunities, or,
2. Submission to or rejection of such conduct by an individual (employee, student or other) is used as the basis for employment or education decision affecting such individual, or

3. Such conduct or communications has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive work or educational environment.

Any violation of this policy should be brought to the attention of the Title IX Coordinator or the Superintendent or his/her designee, as soon as possible, who will conduct an investigation and take appropriate action. (See statement immediately following this policy statement for more specific information about reporting procedures.)

Any employee, student, or member of the school community found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning, suspension expulsion/termination subject to applicable procedural requirements. Under certain circumstances, sexual harassment may constitute child abuse under **Massachusetts Law, G.L. c. 119/51A**. The Concord Public School and the Concord-Carlisle Regional District shall comply with Massachusetts Laws in reporting suspected cases of child abuse." (policy adopted November 11, 1993).

#### SEXUAL HARASSMENT REPORTING PROCEDURES: STUDENTS

Any student who feels that he/she is experiencing sexual harassment should speak with a member of the faculty or administration who will help the student determine an appropriate response. The school will take sexual harassment very seriously. As a community, we will have zero tolerance for such behavior.

If a student reports a concern about sexual harassment to a member of the faculty or administration at CCHS, the adult to whom the concern is reported will meet with the student, listen to the student's concern, inform the student of the ranges of responses he or she can make and help the student choose a response to be made. These responses include the following.

1. A meeting takes place between the student reporting the incident and the accused person facilitated by an adult at CCHS. The purpose of the meeting is to communicate directly to the accused person the nature of the offending behavior and the reaction of the person experiencing it, to clarify any misunderstandings and/or to clarify for the accused person the consequences of sexual harassment and retaliation.
2. The student, with the assistance of the adult, commits the complaint in writing, and the adult meets with the accused person to convey the complaint and ensure that the accused person understands the consequences of sexual harassment and retaliation.
3. The student reports the incident to one of the Assistant Principals or the Principal and requests an official school response. If the student chooses this option, the adult to whom the student has confided will help the student make an appointment with one of the administrators. The administrator to whom the student reports for an official response from the school will conduct an investigation and take appropriate action.

If the student chooses a response other than reporting the sexual harassment to an administrator for an official school response, the adult to whom the student has spoken should arrange a follow-up meeting to determine if the situation has been resolved to the satisfaction of the student. The faculty member to whom a report has been made is to report the situation and the action taken to the Assistant Principal. An official school response will not be made as the result of this report unless requested by the student.



Any member of the school community found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning and suspension, subject to applicable procedural requirements.

## SPECIAL EDUCATION LEGISLATION

### 3. PUBLIC LAW 94-142; FEDERAL

#### *IDEA 04; COMMONWEALTH OF MASSACHUSETTS*

In light of the policy of the Commonwealth to provide an adequate, publicly supported education to every child resident therein, it is the purpose of this act to provide for a flexible and uniform system of special education program opportunities for all children requiring special education; to provide flexible and non-discriminatory systems for identifying and evaluating the individual needs of children requiring special education, requiring evaluation of the placement and periodic evaluation of the benefit of the program to the child and the nature of the child's needs thereafter; and to prevent denials of equal education opportunity on the basis of national origin, sex, homelessness, economic status, race, religion, and physical or mental handicap in the provision of differential education services. Special education legislation also speaks to provisions for disciplining special education students, and this information is more specifically included in the section of this handbook, which addresses school rules and regulations.

Contact Person: Chairperson of Special Education

## STUDENT RECORDS

### 4. CHAPTER 71 SECTIONS 34D, 34E, 34F, OF THE THE GENERAL LAWS OF THE COMMONWEALTH OF MASSACHUSETTS.

#### Section 34D – Maintenance of Student Records

The Board of Education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary school of the commonwealth. Section 34E – Parents' Right to Inspect Students' Records Each School Committee shall, at the request of a parent or guardian of a pupil, or at the request of a pupil fourteen years of age or older, or one who has progressed to grade 9, allow such parent, guardian, or pupil to inspect academic, scholastic, or any other records concerning such pupil which are kept or required to be kept.

#### Section 34F – Storage and Destruction of Records

The Board of Education will adopt regulations to the retention, duplication, and storage of records under the control of the school communities, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times. (Contact Person: Principal

## MASSACHUSETTS LAW PROHIBITING STUDENT USE OF TOBACCO PRODUCTS ON SCHOOL GROUNDS.

Effective September 1, 1989, students are prohibited from using any tobacco products anywhere on school grounds. Effective July 1993, ALL PERSONS are prohibited from using any tobacco products at any time anywhere on school grounds.

## **PHYSICAL RESTRAINT POLICY AND PROCEDURE**

### DEFINITION

- Physical Restraint: The use of bodily force to limit a student's freedom of movement.
- Physical Escort: Touching or holding a student without the use of force for the purpose of directing the student.
- Extended Restraint: Physical restraint more than twenty minutes in duration.

#### GOALS OF PHYSICAL RESTRAINT:

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

#### USE OF PHYSICAL RESTRAINT

Physical restraint 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 school staff shall implement follow-up procedures, including notification to parents/guardians and completion of the Physical Restraint Reporting form. In addition, this shall include reviewing the incident with the student and with members of the staff who administered the restraint. This may also include follow-up with students who witnessed the incident.

#### REPORTING AND FOLLOW-UP PROCEDURES

All instances of physical restraint will be reported. The staff or faculty member who administered the physical restraint shall verbally inform the student's administrator as soon as possible, and shall submit a written report no later than the next school working day. The assistant principal shall inform the Principal and, through him/her the Superintendent within twenty-four hours of the restraint. If the student is receiving special education services the assistant principal shall also inform the student's case manager and the Special Education Director. The administration 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.

An administrator shall 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 shall provide a copy of the written report to the Department of Education within five days of the incident. A copy of the physical restraints maintained by the administration 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 student's administrator to discuss their concerns. If the parents'/guardians issues are not resolved at this level, they may request an appeal hearing with the Principal and, if needed, the Superintendent.

## **STUDENT RIGHTS**

### STUDENT RIGHTS AND RESPONSIBILITIES – Including School Rules and Regulations

At Concord-Carlisle High School we strive to promote personal, social and intellectual growth. We expect each person at CCHS to be treated fairly and with respect and dignity by all others at the high school. He or she also has a right to expect that his or her property will be treated similarly. At the same time, each person has an obligation to treat all others and their property with that same fairness, respect, and dignity. These basic rights and responsibilities apply equally to all.

### STUDENT RIGHTS AND PRIVILEGES

This statement of rights and privileges is based upon the constitutional principles of civil liberty, due process, and the guarantee of equal protection under the law. In addition to the specific rights, which are mentioned below, there are certain privileges that are extended to students who demonstrate by their behavior and academic progress that they are responsible members of the school. These include:

1. Participation in all regular curricular, co-curricular, and special programs of the high school.
2. Use of facilities and equipment owned or governed by CCHS.
3. Freedom of pedestrian and vehicular movement on campus.

### FREEDOM OF EXPRESSION

The primary liberties in a student's life have to do with the process of inquiry and learning, of acquiring and imparting knowledge, and of changing ideas. The right of students to freedom of expression in the public schools of Massachusetts may not be changed or taken away as long as the use of this right does not cause any disruption or disorder within the school. Freedom of expression includes without limitation, the rights and responsibilities of students collectively and individually to, (a) express their views through speech and symbols (b) write, publish, and disseminate their views (c) assemble peaceably on school property for the purpose of expressing their opinions.

### RIGHTS OF EIGHTEEN (18) YEAR OLDS

If you are a student or the parents of a student who is now eighteen or will turn eighteen during this school year, we want you to be aware that, under the law, eighteen year olds are considered to be adults who may exercise their rights independently of their parents unless legally restricted from doing so. Some of these rights include the ability to sign absence/tardy notes, course changes, and permission slips, the ability to control outside access to school records, except the parental right of inspection, and to accept or reject special education IEPs or 504 Plans. There may also be other rights and privileges not mentioned here. Eighteen year olds who wish to exercise their rights independently of their parents must complete a notification form. Request forms are available to students on or after their eighteenth birthday and may be filled out in the Principal's Office.

### ASSEMBLIES

The school provides a regular program of assemblies for students throughout the year. Students, regardless of the number, also have the right to assemble peacefully, both formally and informally, unless such assembly will be substantially disruptive to the educational process or ongoing school activities or will result in student incurring an unexcused absence. Students who wish to propose or offer an assembly program, as part of the ongoing, school-sponsored series should speak with the Principal. Any questions regarding assemblies should be directed to the Principal.

#### COLLECTIONS

No collections of any kind will be allowed in the schools except those, which may be a part of the educational program of the Concord-Carlisle High School. See also the CCHS Fund-Raising Policy.

No organizations except those qualifying under “school-sponsored” or “system-sponsored” will be permitted to sell tickets to students during the school day. Ticket sales shall be handled by the personnel of those organizations during a specific period of the school day and in a definite location.

#### DISTRIBUTION OF PRINTED MATERIAL AND CIRCULATION OF PETITIONS

Students shall be free to distribute handbills, leaflets, and other printed materials and to collect signatures on petitions concerning either school or out of school activities or matters of general interest to students. Although there shall be no prior censorship or requirement of approval of the contents or wording of such materials, the following general criteria will apply:

- All printed matter and petitions distributed or circulated on school property should bear the name of the sponsoring organization.
- Distribution of material or collection of signatures shall be limited to periods before school begins, after dismissal at the end of the day, and during lunchtime so as not to interfere with the regular school program.
- The place and manner of such activities shall be reasonably restricted to permit the normal operation of the school to continue without interruption and to prevent the use of coercion in obtaining signatures on petitions.
- In the case of petitions presented by students to the administration, students shall have the right to have their petitions considered and to receive a reply.
- The distribution or selling of material for monetary gain by an individual or organization that is not sanctioned by the school will not be allowed.

#### FREEDOM FROM ARBITRARY SEARCH AND SEIZURE

A student in the Concord-Carlisle High School shall be free from arbitrary search of his or her person, personal property, or school property assigned to him or her. On occasions when a search is necessary, the following rules shall apply to the search of school property assigned to a specific student (locker, desk, etc.) and personal property (including automobiles if parked on campus) and the seizure of items in his/her possession.

- There shall be reasonable cause for school authorities to believe that the existence of such items in such locations or the possession constitutes a crime or violation of a school regulation.
- School officials may conduct general searches of school property, including lockers, at any time if there is reason to believe such a search is warranted.
- Search of an area assigned to a student must be for a specific item and whenever reasonable will be conducted in his/her presence. In cases of emergency where there is danger to the safety or security of the school and/or person in the school the administration reserves the right

to search the area assigned to a student in his or her absence. The student will be notified as soon as possible.

- Illegal items (firearms, weapons) or other possessions reasonably determined to be a threat to the safety or security of others, may be seized by school authorities.
- Items (such as personal electronics, cell phones, personal PDA's, etc.), which interrupt or deter teachers from teaching or students from learning, may be removed from a student's possession for the remainder of the day.

## THE RIGHT OF DUE PROCESS

The constitutional rights of individuals assure everyone protection of due process of law. This statement of procedures serves as a guideline for the administration of discipline in the Concord-Carlisle High School. Every effort shall be made by administrators and faculty members to resolve problems in cooperation with the student and his or her parents(s) or guardian(s). In all instances of disciplinary action that could result in suspension or other serious consequences the student's parent(s) or guardian(s) will be notified.

- In cases of reported violations, which may result in imposition of minor penalties such as warnings or short periods of detention, the student will be given an explanation of the charge(s) against him or her and an opportunity to tell his or her side of the circumstances.
- In cases of reported violations, which may result in imposition of suspension or exclusion for ten days or less from advantages, privileges, or course of study, students will be given an explanation of the charge(s) against them, an opportunity to tell their side of the circumstances, and upon request, a written notice of the charges.
- In cases involving exclusion and/or suspension for more than ten days, a full due process hearing will be convened. In full due process hearing, students are entitled to (a) a written notice of the charges, (b) adequate time to prepare for the hearing, (c) the right to be represented by a lawyer or other advocate (at the student's expense), (d) the right to present evidence and witnesses, and (e) a reasonably prompt written decision including specific grounds for the decision. It should be noted that imposition of an exclusion and/or suspension for more than ten days is usually made at the School Committee level except in cases in which Massachusetts General Laws allow the Principal to make the decision. As appropriate, cases are referred to the Superintendent for referral to the School Committee, which would hold a full due process hearing, as described in this section. (Please refer to Rules and Regulation, Group A for reference to those instances in which the Principal has the authority to exclude a student for more than ten days).
- If a student believes a disciplinary action is unjust, he or she may appeal before the action goes into effect. Appeals may be undertaken, beginning with the person imposing the original penalty, continuing through the administration. If a matter is not resolved by the building administration, the parent(s) or guardian(s) and student(s) may then appeal to the Superintendent of Schools.
- In some situations, state statutes and regulations provide for a particular due process procedure to be followed. Where the required process is determined by state law, then state law – rather than the above provisions – will apply, to the extent they differ.

## THE RIGHT OF STUDENT GOVERNANCE

Every student has a right to participate, to a degree consistent with law and School District regulations, and with the level of maturity characteristic of his/her age, in the making of those decisions that affect the school community. This right shall be exercised within the framework of a Student Senate composed of representatives elected by their peers.

1. The organization, operation, and scope of the Student Senate is specified in a set of by-laws formulated by the students.
2. The Student Senate shall have faculty advice.
3. Clubs and other student organizations must be chartered according to provisions established in the by-laws of the Student Senate, which has the authority to revoke the charter of any club, which operated in violation of its by-laws.
4. The by-laws of each organization or club shall:
  - a. Not be in conflict with the by-laws of the Student Senate
  - b. Provide for a faculty advisor
  - c. Not set fourth membership qualifications, which exclude students, based on race, color, creed, gender, sexual orientation or political belief.
5. The Student Senate shall hold a general assembly meeting once monthly to consider matters of interest and concern to the student body. Homeroom representatives, elected by their classmates at the beginning of each year, attend this meeting to represent their constituencies.

Any student who would like a copy of the Student Senate By-Laws should see the Student Senate Advisor.

### STUDENT GRIEVANCE PROCEDURES

Students who have concerns or complaints about any aspect of their school experience are encouraged to voice their views to the person or persons most directly associated with the matter of concern. For example, if you are concerned about something related to a course, you should speak with the teacher of the course. Or, if you are concerned that your interests are not represented among the various co-curricular activities and you want to begin a new activity, you should speak with the Principal. If you do not know to whom you should bring your concern or complaint, you should speak with your guidance counselor or one of the administrators, who will be able to refer you to the appropriate person.

The School Committee has adopted very specific procedures to address concerns and complaints related to discrimination and sexual harassment. These procedures are described in this handbook. Please familiarize yourself with these sections. If you have any questions about discrimination or sexual harassment, please see the Principal.

### STUDENT RESPONSIBILITIES

So that we may assure that each person in the school has the opportunity to grow personally, socially, and intellectually, as well as the opportunity to exercise his/her rights in a positive and constructive way, it is important to recognize the responsibilities that each of us shares. Simply stated, all members of the school community have the responsibility to conduct themselves in a way that demonstrates a respect for all individuals, their rights, and their property during all curricular, co-curricular, and special events of the school, both on and off campus, including those times when they are riding school buses or other school provided vehicles.

In order to reinforce this standard of conduct, the types of behavior, which will not be tolerated in the school, are explicitly identified below. They have been categorized into six groups (A through F) based on the seriousness of their consequences. Each member of the school community has a responsibility not only to understand and support the standards of conduct of the school, but also to assist in the enforcement of rules and regulations.



All students and parents are encouraged to bring any violations of rules and regulations to the attention of the Principal, or one of the Assistant Principals. (In cases where a student is present at a fight between two or more students, that student-witness has a responsibility to seek adult assistance and/or to respond to a request from an adult there present to seek adult assistance.) In addition, all school staff has an obligation to report violations of rules and regulations to the school administration. Administrators retain discretion to interpret and to extend the application of the rules and regulations in a manner consistent with the intent of the discipline code. Please refer to the section “The right of due process” in this handbook for additional information related to the procedures for implementing school rules and regulations.

The rules and regulations which follow, apply during all curricular, co-curricular, and special events of the school, anywhere on campus or off campus, including those times when students are riding school buses or other school-provided vehicles.

For serious disciplinary matters that may result in suspension every attempt is made to notify parents on the day of the disciplinary situation. When a parent cannot be reached at home, parents will be called at their place of work.

#### DISCRIMINATION GRIEVANCE PROCEDURES

The School Committees of the Concord Public Schools and the Concord-Carlisle Regional School District, in compliance with the rules and regulations pertaining to total nondiscrimination, have established these procedures whereby a complaint related to the violation, interpretation or application of either Title IX or Chapter 622 (282) rules and regulations may be resolved. Students and/or their parents are encouraged to use the grievance procedures when they have a complaint.

The School Committees have designated a Title IX/Chapter 622 (282) Coordinator for the purpose of coordinating efforts to comply with Title IX/Chapter 622 (282) rules and regulations.: **Coordinator: Kristen Herbert, Director of Teaching and Learning - Concord-Carlisle Regional School District, 120 Meriam Road, Concord, MA 01742 – Telephone: (978) 341-2490 x8131]** is the person designated and his responsibility is to act as an advisor to any/all parties at any stage of these procedures to ensure that proper steps are followed. The coordinator may also act a mediator when requested to do so by both parties.

#### INFORMAL PROCEDURES

When you think you have a complaint you should first follow these informal steps. If you feel that someone has discriminated against you because of your race, sex, sexual orientation, gender identity, religion, or ethnic background, you are encouraged to talk to that person directly about your feelings. If you find this difficult to do, you may wish to talk with any teacher, counselor, or administrator employed by the Concord Public Schools or the Concord-Carlisle Regional School District who can inform you of your rights and may go with you when you discuss your concerns. Try to find out whether the discrimination you believe exists is the result of an individual's bias or a school-wide policy. Your concern may be a misunderstanding, which can be cleared up by a simple informal conversation. If the person(s) involved have agreed to change the policy or practice, or if you are satisfied that no discrimination exists, you will not have to file a formal complaint. If these steps do not work, you may follow a formal procedure.

#### FORMAL PROCEDURES



Write out a clear statement of your complaint including all the facts as you see them. The following information should be included:

- Your name and home address
- A description of what happened including names and addresses of the person(s) involved, time, date and as many other details that you can remember.
- Name and address of your school.
- Any other information you think is important to help people understand your concern.

Give a copy of your written complaint to the person charged with the discrimination and to your Principal. As you see, by filing a formal grievance you may have to speak to the same people you met before. However, the difference this time is that your complaint and the school officials' response are in writing. By law, you must be given a hearing and must receive a written response. All hearings and investigations must follow due process procedures which guarantee that both parties will have the right and opportunity to present evidence, witnesses and to question witnesses at all steps. The involved parties at all levels will maintain confidentiality.

The Principal will conduct an investigation of the formal complaint and give a written decision to both parties and to the Title IX/Chapter 622 (282) Coordinator within ten school days of its receipt.

If you disagree with the decision of the Principal, you may appeal, in writing, to the Superintendent of Schools within five school days after you receive the written decision.

The Superintendent will, within ten school days of the receipt of the grievance, investigate the grievance and give a written decision. The Superintendent will submit a copy of the decision to both parties the Principal, and the Title IX/Chapter 622 (282) Coordinator.

If you disagree with the decision of the Superintendent, you may appeal the decision, in writing, to the School Committee within five school days after you receive the written decision.

The School Committee will, within twenty school days of the receipt of the grievance, investigate the grievance and give a written decision. The School Committee will submit a copy of the decision and the reasons therefore to both parties, the Superintendent, the involved Principal and Title IX/Chapter 622 (282) Coordinator.

The above time frames may be extended by mutual agreement.

Complaints alleging violations of Chapter 622 (282) may alternately be filed in writing with the Superintendent of School for immediate School Committee action. A parent, guardian or the person or group who feels that Chapter 622 (282) regulations have been violated may request a copy of the School Committee response be sent to the Bureau of Equal Educational Opportunity, Department of Education, 350 Main Street, Malden, MA 02148-5023. A parent, guardian or the person affected may also seek enforcement of these regulations in any court or administrative agency of competent jurisdiction.

Complaints alleging violations of Title IX may also be filed with the Office of Civil Rights, Department of Education, 330 Independence Avenue, S.W., Washington D.C. 20210.

*While Title IX/Chapter 622(282) are referenced in this procedure, it is to be noted that the informal and formal procedures should be used to address/report any instance of perceived discrimination related to any other statutes referenced in this section.*

## **Legal References**

### **Notification of Rights Under FERPA For Elementary and Secondary Schools**

The Family Educational Rights and Privacy ACT (FERPA) afford 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 to the student's education records that the parent or eligible student believes to be 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 the 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 the requirements of FERPA.*

The name and address of the Office that administers FERPA is:

*Family Policy Compliance Office  
U.S. Department of Education*

*400 Maryland Avenue, SW – Washington, D.C. 20202-5901*

#### **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)*
  1. Political affiliations or beliefs of the student or student’s parent;
  2. Mental or psychological problems of the student or student’s family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or parents; or
  8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of –*
  1. Any other protected information survey, regardless of funding;
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screenings, or any physical exam or screening permitted or required under state law;
  3. Instructional material used as part of the educational curriculum.

These rights transfer from the parent 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*

All Concord-Carlisle High 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, homelessness, religion, 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 Coordinator or Contact Person indicated or to the Principal at (978) 341-2490, X7237. Individual concerns may also be directed to one of the Assistant Principals.

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

“No otherwise qualified, handicapped individual...shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program of activity receiving Federal financial assistance. (Coordinator: Ms. Jessica Murphy, Director of Special Education, Concord-Carlisle Regional School District, 120 Meriam Road, Concord, MA 01742 – Telephone: (978) 341-2490, X8142)

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

(§5 amends Chapter 622 discrimination prohibition in the public schools of the Commonwealth of Massachusetts). No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation. **(Coordinator: Ms. Beth Duddy, Human Resources Manager, Concord-Carlisle Regional School District, 120 Meriam Road, Concord, MA 01742 – Telephone: (978) 341-2490, X8117)**

**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. **(Coordinator: Ms. Kristen Herbert, Director of Teaching and Learning, Concord-Carlisle Regional School District, 120 Meriam Road, Concord, MA 01742 – Telephone: (978) 341-2490, X8131)**

**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 educational programming and activities. **(Coordinator: Ms. Kristen Herbert, Director of Teaching and Learning, Concord-Carlisle Regional School District, 120 Meriam Road, Concord, MA 01742 – Telephone: (978) 341-2490, X8131)**

**5. Title VI of the Civil Rights Act of 1964**

Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color and national origin. **(Coordinator: Ms. Kristen Herbert, Director of Teaching and Learning, Concord-Carlisle Regional School District, 120 Meriam Road, Concord, MA 01742 – Telephone: (978) 341-2490, X8131)**

**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. **(Coordinator: Ms. Kristen Herbert, Director of Teaching and Learning, Concord-Carlisle Regional School District, 120 Meriam Road, Concord, MA 01742 – Telephone: (978) 341-2490, X8131)**

## **ACCESS TO STUDENT RECORDS**

### **LOG OF ACCESS**

A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all person who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to (a) authorized school personnel under 603 CMR 23.02 (9)(a) who inspect the student record; (b) administrative office staff and clerical personnel under 603 CMR 23.02(9)(a) who inspect the student record; and (c) school nurses who inspect the student health record.

### **ACCESS OF ELIGIBLE STUDENTS AND PARENTS**

The eligible student or parent, subject to the provisions of 603 CMR 23.07 (5), shall have access to the student record. Access shall be provided as soon as practicable and within ten days after the initial request, except in the case of non-custodial parents as provided in 603 CMR 23.07 (5). Upon request for access, the entire student records regardless of the physical location of its parts shall be made available. Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, (50 cents per page) not to exceed the cost of reproduction, may be charged. However, a fee may not be

charged if to do so would effectively prevent the parents or eligible student from exercising their right, under federal law, to inspect and review the records.

#### ACCESS OF AUTHORIZED SCHOOL PERSONNEL

Subject to 603 CMR 23.00, authorized school personnel shall have access to the student records of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the eligible student or parent shall not be necessary.

#### ACCESS OF THIRD PARTIES

Except for the provisions of 603 CMR 23.07(4)<sup>(a)</sup> through 23.07(4)<sup>(h)</sup>, no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. The eligible student or parent shall retain a copy of such consent and a duplicate placed in the temporary record. Except for information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent. (a) A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parents. Such notice is published in the CCHS Newsletter. (b) Upon receipt of a court order or lawfully issued subpoena the school shall comply provided that the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance. (c) A school may release information regarding a student upon receipt of a request from the Department of Social Services, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c. 119, sections 5<sup>1b</sup>, 57, 69 and 69A respectively. (d) Federal, state and local education officials, and their authorized agents shall have access to student records as necessary in connection with the audit, evaluation or enforcement of federal and state education laws, or programs; provided that except when collection of personally identifiable data is specifically authorized by law, and data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents; and such personally identifiable data shall be destroyed when no longer needed for the audit, evaluation or enforcement of federal and state education laws. (e) A school may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosure to the local police department and the Department of Social Services under the provisions of M.G.L. c 71, section 37<sup>L</sup> and M.G.L. c 119, section 51<sup>A</sup>

**STUDENT RECORDS** – A student's record consists of the transcript and temporary record.

- **TRANSCRIPT** – This record contains the student's name, address, phone number and birth date; the name, address and phone number of the parents or guardians; course titles; grades (or the equivalent when grades are not applicable); grade level completed; and the year completed. The transcript is filed in the Registrar's Office in the Main office at the high school. Transcripts must be maintained by the school department and may only be destroyed 60 years following the student's graduation, transfer or withdrawal from the school system and then only at the discretion of the school committee.
- **TEMPORARY RECORD** – The temporary record consists of all information in the student record, which is not contained in the transcript. During the time that a student is enrolled at the high school, his/her records are located in the following areas:
  1. Records from K-8 are filed in the Counseling Office
  2. Health Records are filed in the Health Office
  3. Special Education Records are filed in the Special Education Department
  4. Discipline Records are filed in the Main Office.

When a student graduates, transfers, or withdraws from the school system, these records are either given to the student, sent to the new school they will be attending or filed in the Registrar's Office. Temporary Records not picked up by students will be held for no more than seven years after the student has left the system and then will be destroyed. Any questions regarding student records may be addressed to the Principal.

**TRANSFERRING STUDENTS** – Concord-Carlisle High School will forward all school records for a student transferring to a new school.

Notice: Consent is not required for CCHS to forward a transferring student's records to the new school. This notice that CCHS will forward student records to a transferring school once a request has been made to forward the records by the student, parent or transferring school. Under section 37<sup>1</sup> of G.L. c71, any student transferring into a new school district must provide the new district with "a complete school record," including but not limited to, "any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act." 603 CMR 23.07(4)(g) allows a school district to release the entire student record of a transferring student to the new school without prior consent, provided that it gives notice that it forwards student records to other schools in which the student seeks or intends to transfer.