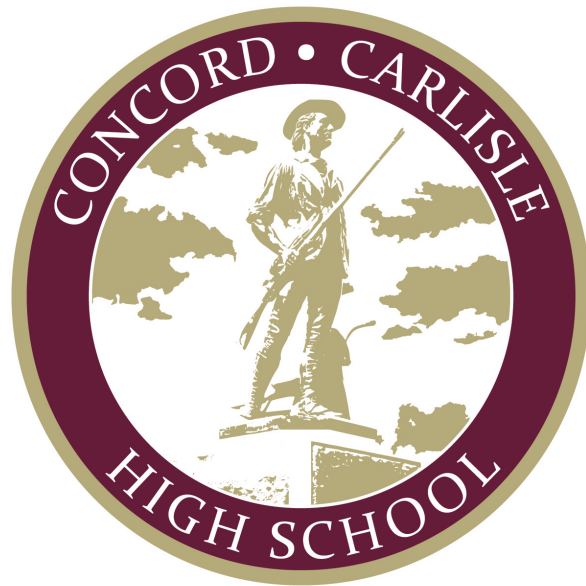


CONCORD CARLISLE REGIONAL HIGH SCHOOL



HANDBOOK FOR STUDENTS AND PARENTS 2016-2017

500 WALDEN STREET
CONCORD, MA 01742
(978) 318-1400

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ます。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 CÙNG 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 TRƯỞNG 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, 978-341-2490 에서 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 ΕΓΓΡΑΦΑ 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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CCHS Website: www.concordcarlisle.org

Block Schedule 2016-2017

Monday	Tuesday	Wednesday		Thursday	Friday
		Week A	Week B		
7:30 A1	7:30 A2	7:30 A3	7:30 A3	7:30 A4	7:30 B5
			8:18		
8:29	8:29	8:29	8:22 B3	8:29	8:29
8:33 B1	8:33 B2	8:33 B3		8:33 C4	8:33 C5
			9:10		
			9:14		
9:32	9:32	9:32	ADVISORY	9:32	9:32
9:36 C1	9:36 G2	9:36 C3		9:36 G4	9:36 G5
			10:00		
			10:04 C3		
10:36	10:36	10:36		10:36	10:36
10:40 D1	10:40 D2	10:40 D3		10:40 D4	10:40 D5
			10:52		
			10:56 D3		
11:27	11:27	11:27		11:27	11:27
11:31 E1	11:31 E2	11:31 E3		11:31 E4	11:31 E5
			11:41		
			11:45 E3		
12:18	12:18	12:18		12:18	12:18
12:22 F1	12:22 F2	12:22 F3		12:22 F4	12:22 F5
			12:30		
			12:34 F3		
1:09	1:09	1:09		1:09	1:09
1:13 H1	1:13 H2	1:13 G3		1:13 H4	1:13 H5
			1:19		
			1:23 G3		
2:11	2:11	2:11	2:11	2:11	2:11

STATEMENT OF PURPOSE

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. Kelly McCausland, Director of Human Resources, 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)**

DISTRICT MISSION

The mission of the school districts 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 strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. Concord Carlisle High School prohibits discrimination on the basis of race, color, sex, gender identity, religion, national origin, or sexual orientation and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study.

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. An accredited school or assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the New England Association is partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school. Individuals may also contact the Association:

New England Association of School and Colleges, Inc.
209 Burlington Road
Bedford, MA 01730

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 Regional 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.

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 extra-curricular 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.

CONCORD-CARLISLE HIGH SCHOOL ADMINISTRATION

Michael Mastrullo, Principal
Brian Miller, Assistant Principal
Colleen Meaney, Assistant Principal

CONCORD-CARLISLE REGIONAL SCHOOL DISTRICT ADMINISTRATION OFFICE

Ripley School Building
120 Meriam Road
Concord, Massachusetts 01742

CONCORD-CARLISLE REGIONAL SCHOOL DISTRICT ADMINISTRATION

Diana Rigby, Superintendent
Kristen Herbert, Director of Teaching and Learning
John Flaherty, Deputy Superintendent of Finance and Operations

REGIONAL SCHOOL COMMITTEE MEMBERS

Johanna Boynton, CSC, CCSC
William Fink, CSC, CCSC, Chair CCSC
Wallace Johnston, CSC, CCSC, Chair CSC
Heather Bout, CSC, CCSC, Vice Chair CSC
Robert Grom, CSC, CCSC
Daniel Conti, CSC, CCSC, Vice-Chair CCSC
Mary Storrs, CCSC
Allison Haney '17 and Grace Capofreddi '18

CONCORD-CARLISLE PARENTS' ASSOCIATION

Michelle Ernst, Co-President
Sue Bumpus, Co-President

CONCORD-CARLISLE HIGH SCHOOL ADVISORY COUNCIL

Michael Mastrullo
Shee Shee Van Inwegen
Ingrid Sutter
Donna MacMullan
Johanna Glazer
Ben Guth '18
Ginevra Davis '17

HIGH SCHOOL MAIN OFFICE / SERVICES AND RESPONSIBILITIES

The Principal and Assistant Principals, along with several other professional and non-certified staff members, provide overall supervision and support for activities designed to meet the goals of Concord-Carlisle High School. These people are found in the Main Office, the Health Office, the Registrar's Office, the Guidance Office, and the METCO Office. Listed below are brief descriptions of their responsibilities and telephone numbers.

MAIN OFFICE – The Main Office is the focal point of many activities of the High School. In the office parents and students can obtain general information regarding all school procedures and parking. The Main Office is the place to go for assistance for a medical problem when the health office is closed.

Principal	Michael Mastrullo	(978) 341-2490	x7239
Assistant Principal	Brian Miller		x7236
Assistant Principal	Colleen Meaney		x7238
Administrative Asst. to Principal	Michelle McElroy		x7237
Registrar	Mary Tessari		x7250
Senior Administrative Asst.	Jeanette Sheahan		x7633
Administrative Assistant	Martha Hammer		x7100
Administrative Assistant	Kathy Merry		x7233

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 37¹ 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.

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)^(a) through 23.07(4)^(h), 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^{1b}, 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^L and M.G.L. c. 119, section 51^A.

INFORMATION

NOTICES FOR THE DAILY BULLETIN

To put a notice in the daily bulletin, see 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.

LOCKS AND LOCKERS

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 Ms. Sheahan in the main office.

MESSAGE SYSTEM

The administrative assistants in the main office are happy to note messages from you for your child. Once a message is received, a note with the child's name is placed on the glass window of the main office. Students should check the glass window to see if their name is on it daily. The administrative assistants are not able to interrupt classes to deliver messages from family members.

AWARDS AND SCHOLARSHIPS

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

ISSUE RESOLUTION

A student or parent who may have an academic issue should first speak with the teacher of that course. 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 Principal. 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**.

Staff members may be contacted by calling their extensions. Dial 978-341-2490 and press 7100 for the high school, listen to the prompts and follow the directions for reaching individual staff members' voice mail. Staff members will check their voice mail and return your call as soon as possible.

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, Shannon Plummer in the main office if they need a replacement ID. There is a \$1.00 charge to replace a lost ID.

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.

UTILIZATION OF FACILITIES

To inquire about the use of the high school buildings or property, call Ms. Sheahan at extension 7633. If necessary you will be referred to the school's Director of Financial Services at the Central Administration Office at the Ripley Building.

APPOINTMENTS

To make appointments to see an administrator, teacher or counselor, either call or see the administrative assistant in the 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.

CONCORD-CARLISLE HIGH 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. Meetings, which are open to the public, are held once a month in the main office conference room. The dates of meetings are published in the monthly CCHS newsletter which is posted on the Concord-Carlisle High School website. Periodic reports from the Council, as well as information about annual elections are also published in the CCHS newsletter.

COMMUNITY SERVICE PROGRAM

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 web site, www.2volunteeronline.org, linked from the CCHS – Parents and Students Information and Forms page.

WHAT IS THE COMMUNITY SERVICE PROGRAM AT CCHS?

A student must complete a minimum of 40 hours of documented Community Service before graduation. The amount of Community Service a student chooses to perform is a matter of choice and circumstances. Summer can be a great time to work on volunteer projects, even the summer after 8th grade, before entering CCHS.

Community Service can be performed during the school day, after school, evenings, weekends and during the summer when more time is available. It can be done on a regular, ongoing base for a specific period of time or as a project, in which a number of hours is completed over a shorter, less fixed schedule.

One of the criteria for open campus privilege is completion of 30 hours of Community Service prior to senior year or completion of 10 hours prior to junior year, or 20 hours before the second semester of junior year. National Honor Society membership includes requirements for Community Service.

The official source of all information related to Community Service is the 2volunteer website, www.2volunteeronline.org, linked from the CCHS – Parents and Students Information and Forms page.

WHAT IS THE DEFINITION OF COMMUNITY SERVICE FOR THE PURPOSE OF THE SCHOOL REQUIREMENT AND FOR THE PRESIDENTIAL VOLUNTEER SERVICE AWARD?

There are many worthwhile community activities for young people and the needs are great. Students are encouraged to become involved in whatever activity interests them, whether it is eligible for CCHS community service credit or not. The personal satisfaction and learning experiences that come with volunteer work are the same whether it is eligible or not. For the purposes of the CCHS Community Service graduation requirement and for applications for the Presidential Volunteer Award, the following guidelines must be met.

Eligible community service is:

- Performed for no pay
- Completed under the direction of a non-profit agency or with prior approval of the school administration
- Beneficial to at least one other person or the larger community

Eligible Community Service is NOT:

- Associated with the teaching or promotion of any religion or political party
- Associated with fundraising for sports or politics
- Something you are already doing for school credit, court, or disciplinary action
- Volunteer work for family, neighbors and friends, such as babysitting and yard work, unless under the direction of a non-profit organization

Examples of eligible Community Service:

- In school volunteering such as hours in the Learning Commons, helping teachers or the administration with teaching or community related projects, Back to School Night and the Summer Opportunities Fair.
- Hours spent with a CCHS club, such as Interact or Youth In Philanthropy, actively performing a service to the community or organizing an event. The club advisor will determine eligible hours.
- Tutoring and mentoring which is under the direction of a school representative.
- Non-profit agencies outside of school such as a hospital, a library, a town public works department, Open Table, Drumlin Farm, Gaining Ground and museums.
- Volunteer activities with the elderly if done through a non-profit organization such as a Council on Aging or a non-profit nursing home.
- Unpaid camp counseling, but hours not spent in working with children are not eligible.
- Volunteer projects done in conjunction with out of school non-profit organizations such as Scouts, Rotary or Lions Club, Community Chest.
- Church-sponsored volunteering if you participate in projects to benefit a community (local, national, international) or in unpaid childcare. Worship service participation, training or leadership is not eligible. For mission trips, students should report actual number of hours worked.
- Hours for direct participation in charity fundraisers and walks.
- Direct care of animals if done at a non-profit animal shelter.

Examples of non-eligible Community Service:

- Paid work at an organization even if it is a non-profit
- Non-active participation, such as personal learning through a movie or class
- Participation in any aspect of music or drama productions, unless such volunteer work is pre-approved
- Pep Band is not eligible

If you have any questions regarding a particular volunteer activity, please contact Ms. Hammer or an Assistant Principal.

HEALTH SERVICES

SCHOOL NURSE

Lisa Koski MSN, RN, NCSN

(978) 341-2490 x7500

The Health Office (Nurse's Office) is in the Student Support Services suites on the 2nd floor. 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 an emergency card be on file in the Health Office. This form is in the summer email and should be turned into the Health Office or Homeroom teacher the first day of school. The family or school physician may be called if it is not possible to reach a parent.

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 ARE ROUTINELY REVIEWED – 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. Failure to meet immunization requirement can result in a student's exclusion from school until the requirements are met.

IMMUNIZATION REQUIREMENTS FOR HIGH SCHOOL STUDENTS AS OF SEPTEMBER 1, 2013:

- 4 or more doses of DTP/Tdap with a booster Tdap before entering 7th grade and subsequent boosters every 10 years.
- 4 doses of OPV (Oral Polio) unless the third dose was given after the fourth birthday, in which case only 3 doses are required.
- 2 doses of MMR (Measles, Mumps and Rubella)
- 3 doses of Hepatitis B
- 2 doses of varicella or physician documented

PHYSICAL EXAMINATIONS ARE REQUIRED

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 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. Physical Exams by State Law 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 AT CCHS

A parent of 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.

A written note from a physician is required to be excused for a longer duration. This note must state the reason for the excuse and the duration of the excuse. Excuses should be delivered to the school nurse. The school nurse will then send a copy to the appropriate health and fitness teacher. Again, the student will be expected to report to the class unless other arrangements were made specifically with the instructor and, if necessary, in collaboration with the Guidance Counselor.

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

MEDICATIONS IN SCHOOL

No student may carry medications of any type on their person. The only exception is an inhaler for asthma, supplies for care of diabetes, or an epi-pen 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.

MEDICATION POLICIES (PER REGULATIONS AND THE NURSE PRACTICE ACT) FOR THE SAFETY OF ALL STUDENTS

Other than in an emergency situation, the registered nurse will not administer prescribed or over the counter medications to school children unless all of the following conditions are met:

1. The school nurse confirms that the administration of the medication is absolutely necessary during school hours.
2. A parent's consent and a physician's order have been received. Parent/Guardian Authorization and Medication order forms are provided by the Health Office and on the CCHS website. **These forms must be renewed at the beginning of each school year, and whenever there is a change in dose or medication.**
3. Medications should be delivered to the Health Office by parents or a responsible adult. All medications must be in their original container. The pharmaceutical container must state the student's name, the name of the medication, the dose and frequency to be administered, and the name of the prescribing physician.
4. Students are responsible for coming to the Health Office for regularly prescribed medications. Parents will be informed when students miss more than two consecutive doses of medication.
5. Students who request Tylenol (acetaminophen) or Advil (Ibuprofen) during school hours must have signed permission from a parent or guardian on their Emergency Card (completed annually). No more than one dose of Acetaminophen or Ibuprofen will be given to any student during the school day. Like other medications, the school nurse will administer pain relievers/fever reducers only when absolutely necessary. The decision to medicate will be based on each individual student's complaint, physical assessment and health history. Alternative measures to achieve comfort such as rest, nourishment, hydration, ice packs or heat are encouraged by the Health Office prior to administering medications.

THE POSTURAL SCREENING PROGRAM

Screening is conducted in the beginning of the third quarter each year for the 9th grade class only. The purpose of postural screening is to detect signs of spinal curvature at the earliest stages to prevent its progression. The procedure for screening is simple. Screeners who have been specially trained will look at the child's back while he/she stands and bends forward. Boys and girls will be screened separately and privately.

It is necessary for the entire back to be visible during the screening process. Boys must remove their shirts. Girls (seen only by a female screener) must remove their blouses and wear a sports bra, bra, or bathing suit top.

Parents/Guardians will be notified only if medical follow-up is indicated. If the parent/guardian does not want their son/daughter to participate in postural screening or if the child is already under care, notify the Health Office in writing.

VISION/HEARING SCREENING – PER STATE REGULATIONS

Vision/hearing are screened annually for 10th grade students. Parents or guardians will be notified if the screening process indicates a need for evaluation by a physician.

GROWTH SCREENING/BODY MASS INDEX (BMI)

Growth screening is completed during September of each year for 9th, 10th and 11th grade students. BMI percentage is the comparison of height and weight to others of the same age and gender.

Parents/guardians of sophomore students will receive information regarding their child's BMI percentage results in compliance with the Massachusetts Growth and Development screening mandate. In the event a parent/guardian does not want their child to participate in the BMI screening notify the school nurse in writing.

REPORT ILLNESS OR INJURY

Students who show signs of illness should remain at home for their own protections and that of others. Students must be fever free for 24 hours without the use of a fever reducer 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. Nursing care is provided only during school hours. If an accident or illness occurs after school, the student should report to the coach or athletic trainer, to the teacher supervising the afterschool event, or nearest available adult. (There is usually an adult available in the Main Office until 4:00 pm each school day.) The adult will assist the student and notify parents.

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. The plan is monitored by the student's guidance counselor, school nurse, parent/guardian, members of the building-based student support and assistance team or individualized education program, team and in consultation with the physician who is managing the student's recovery as required. Medical documentation of the diagnosis is required for academic accommodations to be implemented. Once a student is symptom free with full cognitive activity, he/she will be assessed by the Certified Athletic Trainer or School Nurse to begin a gradual return to physical activity progression, and then cleared by the Athletic Trainer or a consulting provider. Documented clearance by the Certified Athletic Trainer or consulting physician, nurse practitioner or neuropsychologist is required before full return to physical activity may be permitted.

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 stop in or call the Health Office at (978) 341-2490 x 7500 or make an appointment.

CCHS LEARNING COMMONS AND LIBRARY SERVICES

Librarian: Robin Cicchetti (978) 341-2490 x 7664

The Learning Commons is a technology rich area devoted to supporting students in meeting the school goals and learning expectations for 21st century skills. Students have full access to web-based course work, as well as a full production media lab for multimedia productions. Librarians are always on hand to support student work, research, and digital projects, help solve issues with various student accounts, and facilitate learning.

The Learning Commons Department web page is designed to provide 24/7 support for students when and where they work. Embedded tutorials help answer questions, and the librarian is available via email for specific student questions.

THE LIBRARY COLLECTION

The CCHS Library has an extensive collection of print, e-book, database and audio resources. Students have access to a wide range of databases that provide full access to periodicals, newspapers and scholarly research material. Librarians are always available for support students in research activities. The fiction and graphic novel collections are extensive and developed to support curriculum assigned reading, and to foster a love of reading.

COMMUNITY SERVICE OPPORTUNITY

Students wishing to obtain Community Service hours may do so by working in the Learning Commons. In the past, students have assisted librarians in staffing the textbook exchange desk, circulation, making signage and displays, shelving, and special projects. If you are interested in volunteering in the Learning Commons, please speak with a librarian.

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
- The LC gets crowded and 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.

THE METCO PROGRAM

The Metropolitan Council for Education Opportunity (METCO) Program is a voluntary urban/suburban educational desegregation program. It provides opportunities for urban students of color to attend school in suburban public school systems. It also provides suburban students and staff opportunities to interact with many “minority” students and to benefit from a culturally diverse learning environment. METCO provides additional resources to the schools and to our students throughout the year in order to facilitate learning and cultural experiences for everyone in the school system.

The Commonwealth of Massachusetts under the Racial Imbalance Act funds the METCO Program. Annually, each METCO community receives money from the State, which pays for METCO staff, transportation of, and special education services for, our Boston resident students. METCO funding also pays a portion of the salaries for classroom teachers at CCHS. The Program budget has enabled us to afford multicultural programs for our schools, workshops, and seminars for students and parents, and professional development opportunities for school staff.

METCO exists in 32 suburban communities across the State. Concord-Carlisle was one of the first communities to enter into the METCO urban/suburban partnership when it first began in 1966. Concord-Carlisle is the third largest METCO community, enrolling 290 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.

The METCO Family Friends Program is another supportive aspect of the METCO partnership wherein Concord-Carlisle families volunteer to become “partners” with Boston families. When a child enters one of our schools via the METCO Program, she/he is paired with a volunteer Concord-Carlisle family (preferably a family with a child in the same classroom or grade level as the Boston child). The Family Friends Program provides opportunities for Concord-Carlisle and Boston children and their parents to broaden relationships through the sharing of family, cultural and social experiences in their respective communities. Overnight visitations may occur (individually arranged, if desired) both in Concord-Carlisle and in Boston. Open and regular communication between families in Concord, Carlisle and Boston is encouraged throughout the year to help nurture the mutual development of relationships.

The METCO Program is committed to educational excellence for all children. METCO provides support services to students, staff, and parents around educational, cultural, and social issues. In addition, the program strives to provide opportunities for Concord-Carlisle and Boston families (as well as staff) to learn together, to break down stereotypes, and to open lines of communication.

If you have any questions about the METCO Program, please feel free to call the building Principal or the Concord-Carlisle METCO Director.

Coordinator:	Aaron Joncas	(978) 341-2490	x 7625
Assistant:	Barbara Burgos		x 7225

SUSTAINABLE CCHS

Do your part and consider these simple ways of altering your everyday life at CCHS:

- If you bring a lunch from home, consider using reusable lunchboxes, drink containers, flatware and cloth napkins.
- Bring a reusable water bottle to school and easily refill them with filtered water from the hydration stations.
- Consider walking to school, riding your bike, or taking the bus, instead of driving a car.
- When taking notes, use both sides of your paper. When you are done with school paper, please recycle.
- When shopping for school supplies, look for pencils, binders and other supplies that are made from recycled materials and packed in recyclable, lightweight packaging. Shop for locally made items and in local stores to reduce oil usage.
- Do not throw trash into the recycling bins, or recyclables into the trash containers.

Visit these links for more information!

Green Lunches

<http://www.wastefreelunches.org/what-is-a-waste-free-lunch-program.html#what-does-it-look-like>

Green School Supplies

<http://www.redapplesupply.com/>

<http://www.care2.com/greenliving/best-cool-green-school-supplies.html>

Concord-Carlisle Regional High School Telephone Directory

For individual department voice mail lines, please call (978) 341-2490, press 7100 for the high school. Dial the extension number.

Absence Line		x7690
Art Department - Joe Pickman	978-341-2490	x7659
Assistant Principal – Brian Miller		x7236
Assistant Principal – Colleen Meaney		x7238
Athletics - Athletic Director – Barry Haley		x7115
Attendance Office – Kathy Merry		x7233
English Department – Kate Flemming, Department Chairperson		x7761
Foreign Language Department – Iolanda Volpe, Department Chairperson		x7797
Guidance/Social Work Department – Alison Furey, Department Chairperson		x7221
Health and Fitness Education Department – Andrea Gillis, Department Chairperson		x7553
Health Office – Christine Lisa Koski, RN – School Nurse		x7500
Library Media Center – Robin Cicchetti, Librarian		x7664
Mathematics Department – Sue Ravalese, Department Chairperson		x7865
METCO Office – Aaron Joncas, Coordinator		x7625
Music Department – David Gresko		x7657
Music Department – Chorus – Deborah Smith		x7660
Principal – Michael Mastrullo		x7250
Registrar Office – Transcripts/Permanent Records – Mary Tessari		x7239
Science Department – Michael Vela, Department Chairperson		x7894
Social Studies Department – Meredith Fischer, Department Chairperson		x7773
Special Education Department – Thomas Keane, Department Chairperson		x7208
Theatre Studies Department – Carly Dwyer		x7655

Adult Education - Court Booth, Director	978-318-1432
Driver's Education – Supervised by Adult Education	

CONCORD-CARLISLE REGIONAL SCHOOL DISTRICT ADMINISTRATION (RIPLEY BUILDING) NUMBERS

For individual department voice mail lines, please call (978) 341-2490, press 8100 for the Ripley building.

RIPLEY BUILDING NUMBERS		
Superintendent of Schools – Diana Rigby	978-341-2490	x8112
Director of Teaching & Learning – Kristen Herbert		x8131
Deputy Superintendent of Finance and Operations – John Flaherty		x8122

TRANSPORTATION OFFICE	978-318-1433
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STUDENT SUPPORT

COUNSELING AND SOCIAL WORK SERVICES

The counselors and social workers are located in the Student Support Services suite on the second floor. Counseling staff assignments are posted in the Counseling office. Any of the Administrative Assistants in the department can help a student to obtain the services he/she requires. Each student is assigned to a specific counselor who is primarily responsible for delivery and/or coordination of supportive services. Students are encouraged to use the extensive reference materials in the counseling office, which are also available to parents. The counseling staff assists CCHS students in making appropriate, constructive decisions concerning educational choices, personal and social development and use of the resources of the high school and other private and public facilities.

A student who wished to meet with a member of the counseling staff should schedule an appointment in advance for a period when he/she has a free block or study hall, and obtain a pass to be presented to the study hall teacher before going to the Counseling Office to keep the appointment.

COUNSELING SERVICES

The primary purpose of the Counseling and Social Work Services Department is to promote the educational and social/emotional development of our students. Its goal is to be proactive in working with students. The counselors assist students on their academic planning throughout their years at Concord-Carlisle High School, 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 as well as consults with outside agencies. 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.

COUNSELOR DIRECTORY

To reach any member of the counseling department please call **978-341-2490**

Jill Tracy	Senior Administrative Assistant	x7200
Ainslee MacHaffie	Administrative Assistant	x7224

COUNSELORS

Caryn Haskins – Counselor
 Tamara DiCesare – Counselor
 Alison Furey – Counselor, Department Chair
 Kelli Kirshtein – School Adjustment Counselor
 Dan Simone – School Adjustment Counselor

Tom O'Connor – Counselor
 Rachel Brown – Counselor
 Katie Goldrick – Counselor
 Laurelle Mathison – Counselor

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.

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.

ACADEMIC SUPPORT CENTERS

MATHEMATICS RESOURCE CENTER (MARC)

Located on the fourth floor, the MARC is open from 7:30 am to 2:11 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 7:30 am to 2:11pm each school day. It is staffed by Social Studies teachers, English teachers and a special educator 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.

FOREIGN LANGUAGE RESOURCE CENTER

The foreign language department staffs a resource area, which is located in the *Language Laboratory*. It is open from 7:30am to 2:11pm 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 foreign language teacher to go to the language lab 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 language lab during any of their free periods by making prior arrangements with their foreign language teacher.

ACADEMIC DEPARTMENT CHAIRPERSON**(978) 341-2490**

Art/Applied Technology	Joe Pickman	x7659
English Department	Neil Lynch	x7761
Foreign Language Department	Iolanda Volpe	x7797
Counseling Department	Alison Furey	x7221
Health & Fitness Department	Andrea Gillis	x7553
Learning Commons	Robin Cicchetti	x7664
Math Department	Sue Ravalese	x7865
Science Department	Michael Vela	x7894
Social Studies Department	Ethan Hoblitzelle	x7776
Special Education Department	Thomas Keane	x7208

ADDITIONAL CCHS PERSONNEL

Athletic Director	Barry Haley	x7115
Athletic Trainer	Clayton Abrams	x7103
Campus Monitors	Ken Kopelman & Mark Hernandez	x7102
ELE Program	Neil Lynch	x7761
Nurse	Christine DeBruzzi, RN	x7500

RIPLEY PERSONNEL

Food Services	Maria Barker	x8165
Network & Data Services	Peter Kelley	x8152

STUDENT LIFE

SCHOOL CLUBS, ACTIVITIES, TEAMS, INTEREST AND SERVICE GROUPS

The High School offers a variety of activities outside the classroom to encourage the total development of students.

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

Student activities include those listed below. Full information regarding clubs and activities may be found in the **Activities Handbook**, which is included in this publication. Students wishing to start a club or activity, which does not currently exist, please see an Assistant Principal.

CO-CURRICULAR ACTIVITIES

Academic Bowl	Pit Orchestra
Art Club	Radio Station
Book Pals	Robotics Club
Cheerleading	SciFi Club
Chicken Scratch	Scrabble Club
Class of 2016	Shakespeare
Class of 2017	Spectrum
Class of 2018	Step Club
Class of 2019	Student Senate
Dance Club	T.O.Y.S. (Teach Our Youth Science)
Debate Club	Ultimate Frisbee
Environmental Club	Urban Art Club
Environmental Field Studies Club	W.E.E.D.S. (Garden Club)
Film Club	Website Design
Girls Forum	World Cultures Reading Club
History Reading Club	YA Galley Group (Reading)
Interact Club	Yearbook
Junior State	Yoga Club
Literary magazine (Reflections)	Youth in Philanthropy
Magic Club	
Math Team	
Medical Club	
Model UN	
Moot Court	
Musical/Play	
National Honor Society	
Newspaper (The Voice)	
Outdoor Club	
Patriettes (A Cappella Group)	
Patriot Productions – TV Club	
Pep Band	
Percussion Club	

TO BE ELIGIBLE TO PARTICIPATE IN A CO-CURRICULAR ACTIVITY THE STUDENT MUST:

1. Be scheduled for at least 10.00 credits of course work during the current semester (i.e. a minimum of four “major” credit courses such as English, math, science and foreign language).
2. Have earned at least 10.00 credits during the previous marking period (quarter) unless an entering freshmen.
3. 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.
4. Transfer students should check with an Assistant Principal to determine eligibility.

ATHLETICS

The interscholastic athletic program is divided into Fall, Winter and Spring seasons. Many of the teams have three levels – Varsity, Junior Varsity and Freshmen.

Fall	Winter	Spring
Baseball	Basketball	Lacrosse
Cross Country	Fencing	Outdoor Track
Field Hockey	Ice Hockey	Softball
Football	Skiing	Tennis
Golf	Swimming/Diving	
Volleyball	Wrestling	
	Indoor Track	

Fall sports begin before Labor Day, and starts are published in the local papers and on the Athletics web page HIGHSCHOOLSPORTS.NET. Winter sports begin the Monday after Thanksgiving and spring sports begin in March. The best way to find out what teams are being organized and what the practice and game schedule will be is to check with the Athletic Director, whose office is located at the end of the hall near the upper gymnasium.

A STUDENT MUST MEET ALL OF THE CRITERIA TO BE ELIGIBLE TO PARTICIPATE:

1. Be scheduled for at least 10.00 credits of course work during the semester (i.e. a minimum of four "major" credit courses such as English, math, science and foreign language).
2. Have earned at least 10.00 credits during the previous marking period (quarter) unless an entering 9th grader.
3. Have a cumulative passing average in courses equaling at least 10.00 semester credits through the previous marking period (quarter). To be eligible for fall sports, all incompletes from the previous year of high school opens for the year.
4. 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.
5. Transfer students should check with the Assistant Principal to determine eligibility.

The School Committee has established a \$200 user fee payable at the beginning of each season of athletic participation with a \$600 family maximum. For information about the CCHS Interscholastic Athletic Program please review the Athletic Handbook, which is contained in this publication.

ATHLETIC PERSONNEL (978) 341-2490

Athletic Director	Barry Haley	x7115
Athletic Trainer	Clayton Abrams	x7103

NATIONAL HONOR SOCIETY

GOAL

To identify and recognize students who demonstrate exemplary scholarship, character, service and leadership within the Concord-Carlisle and Boston communities.

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.

PARTICIPATION

Members are expected to maintain the standards, which were the basis for their selection. Additionally, all members must participate in a majority of the volunteer service projects. This includes an unweighted, cumulative GPA of 3.33 or higher. Additionally, all members must donate at least four hours to the chapter's yearly service projects. The chapter's yearly service projects include: volunteering for Freshman Orientation, the Concord-Carlisle Scholarship Phone-a-thon, and Peer Tutoring. Alternative service projects may be substituted for these with advanced, written approval from the Advisor. The performance of each member is reviewed regularly for compliance with Society standards and obligations. Failure to meet these standards and obligations may result in loss of membership. Flagrant violation of school rules or civic laws will result in immediate loss of membership.

NATIONAL HONOR SOCIETY

Traditionally during the month of September, or in early October, juniors at CCHS are invited to participate in the NHS based on the national organization's criteria of scholarship, service, character and leadership. Membership in NHS is not a right, but a privilege bestowed upon a student by members of the faculty.

1. Specifically at CCHS, students must have a career-unweighted grade point average (GPA) of 3.33 or higher by the end of their sophomore year and have and maintained that average throughout their entire high school career. Students with incompletes may be disqualified from initial selection because of the adverse effect on their GPA.
2. In addition, students must complete and log into 2Volunteeronline.org, 30 of the required hours of service work by the start of junior year. All 40 hours of community service must be completed and logged into 2Volunteeronline.org, before a student can be inducted. Community service work should reflect recent and consistent dedication to community. (Community service should be completed over a period of several weeks or months). For our purposes, service activities are those, which are done for or on behalf of others (not including immediate family members) for which no compensation (monetary or other) has been given.
3. Character is also a strong consideration. Suspension from school, unresolved credit reduction, or conviction of a crime will eliminate a candidate from further consideration.
4. Interested students should demonstrate leadership. On the Student Activity Information Form, students will be asked to list all elected or appointed leadership positions held in school, community or work activities. Only those positions in which a student was directly responsible for directing or motivating others should be included, for example, elected student body, class or club officer; committee chairperson; team captain; newspaper editor; work area manager; or community leader. Students will also be asked to verify their leadership experience by obtaining an adult sponsor signature.

In order to continue as an NHS member in good standing after induction, participants must continue to demonstrate the qualities of scholarship, service, character and leadership, which led to their invitations to participate. They must also regularly attend NHS meetings and participate in NHS-sponsored service activities during the course of their senior year.

CRITERIA FOR MEMBERSHIP IN THE MINUTEMAN CHAPTER OF THE NATIONAL HONOR SOCIETY

All juniors and non-member seniors who have completed at least one full semester at CCHS prior to September 1st will be considered for membership. Membership in the NHS is earned by demonstrating a combination of scholarship, character, service and leadership.

SCHOLARSHIP

The scholarship requirements for the Minuteman Chapter of the National Honor Society include:

1. A cumulative grade point average of 3.33 (unweighted).
 - For purposes of initial qualification, the GPA will be computed for freshmen and sophomore years.
 - For purposes of induction, the GPA will be computed for freshmen and sophomore years and first semester junior year.
2. Acceptance by the Faculty Council based on a scholarship review of all candidates done by each department of the school.
3. Demonstration of the traits of good scholarship, examples of which are listed below.
 - Utilizes school learning resources (library, laboratories, etc.) regularly and effectively
 - Questions new concepts in a constructive manner
 - Recognized when extra assistance is needed and seeks it out
 - Completes all assignments neatly and on time
 - Attends and participates actively in all classes
 - Pursues course work beyond the required minimum
 - Assistance to classmates when appropriate
 - Discourages all acts of plagiarizing or cheating
 - Selects personally challenging academic programs
 - Explores a wide range of subject areas
 - Demonstrates solid mastery and retention of course concepts and skills
 - Is able to offer original/creative ideas and approaches

Note: Evidence of cheating or plagiarism during high school will eliminate a candidate from further consideration.

CHARACTER

The character requirements for the Minuteman Chapter of the NHS include:

1. Acceptance by the Faculty Council based on a character review of all candidates done by each department of the school.
2. Demonstration of the traits of good character, examples of which are listed below.
 - Takes criticism willingly and accepts recommendations graciously
 - Constantly exemplifies desirable qualities of personality (cheerfulness, friendliness, poise, stability)
 - Upholds principles of morality and ethics
 - Shows courtesy, concern and respect for others
 - Observes instructions and rules, punctuality and faithfulness in obligations, both inside and outside of the classroom

- Has powers of concentration and sustained attention as shown by perseverance and application to studies

Note: Suspension from school for any reason will eliminate a candidate from further consideration for at least one calendar year.

SERVICE

The leadership requirements for the Minuteman Chapter of the National Honor Society include:

1. Participation in one school or one non-school activity during both freshmen and sophomore years, including but not limited to the following:

SCHOOL

- Interscholastic team (academic/athletic)
- Musical group (band, chorus, etc.)
- Co-curricular activity (club, yearbook, newspaper, etc.)
- Elected or appointed office (class, student government)

NON-SCHOOL

- Religious group
 - Volunteer Project
 - Select organizations (team, musical group, etc.)
 - 4-H
 - Boy/girl scouts (or similar organization)
2. Participation in annual NHS projects, described in the Information Form that will be emailed in late September or early October, to eligible students' FirstClass email accounts.
 3. Enrollment in the NHS tutoring program
 4. Serve as a guide, buddy, or homeroom aide at the beginning of senior year
 5. Demonstration of the traits of exemplary service, examples of which are listed below.
 - Willingly uphold scholarship and maintains a loyal school attitude
 - Volunteers dependable and well-organized assistance; is available on his/her own time and makes sacrifices for the good of others
 - Works well with others and is willing to take on difficult or inconspicuous responsibilities
 - Willingly cheerfully and enthusiastically renders and requested service to the school
 - Willingly represents his/her class or school in class and interscholastic competition
 - Willingly does committee and staff work
 - Readily shows courtesy by assisting visitors, teachers and students

LEADERSHIP

The leadership requirements for the Minuteman Chapter of the NHS include:

1. Attendance at all NHS meeting
2. Participation in NHS projects (mentioned above) between notification of eligibility and induction.
3. Demonstration of the traits of exemplary service, examples of which are listed below.
 - Is resourceful in addressing new problems, applying principles and making suggestions
 - Demonstrates leadership in promoting school activities
 - Exercises influence on peers in upholding school ideals
 - Contributes ideas that improve the civic life of the school
 - Is able to delegate responsibilities
 - Inspires positive behavior in others

- Successfully holds school offices or positions or responsibility, conducts business efficiently and effectively, and is reliable and dependable without prodding
- Demonstrates leadership in the classroom, at work and in school activities
- Is thoroughly dependable in any responsibility he/she accepts

MEMBERSHIP PROCEDURE

1. In September, all juniors and non-member seniors who have been in attendance at CCHS for a minimum of one semester and have earned a cumulative GPA of 3.33 (unweighted) shall be notified with an email through their FirstClass account, that they are eligible to become candidates for National Honor Society.
2. Prospective members will be sent an information form via their FirstClass account. All candidates who wish to be considered for membership must complete and return it to the NHS advisor on or before date specified along with NHS dues of \$10.
3. A list of prospective members who have returned their forms will be distributed to all faculty for a scholarship and character review to be held in department meetings. It is expected that faculty will challenge the candidacy of any student who has demonstrated behavior, which might preclude NHS membership. The faculty will submit any challenges and any challenged candidates will be notified. Challenges will be researched and considered by the Faculty Council. If the challenge results in non-selection, the candidate will be entitled to a clarification of the situation if he/she so requests. The Faculty Council has the final decision in matters of acceptance.
4. All final candidates will be notified and formally identified as candidates.
5. The Faculty Council will evaluate all candidates who meet the scholarship, leadership and character requirements and who meet the project participation requirements.
6. Candidates selected for membership will be inducted in the spring.

CONTINUED MEMBERSHIP

Members are expected to maintain the standards, which were basis for their selection. Any member who's GPA falls below 3.33 for two successive quarters will lose his/her membership. Additionally, in order to retain membership, all members must donate at least four hours to the chapter's annual service projects. The chapter's yearly service projects include: volunteering for Freshmen Orientation, the Concord-Carlisle Scholarship Phone-a-thon, and Peer Tutoring. Alternative service projects may be substituted for these with advanced, written approval from the Advisor. The performance of each member is reviewed annually for compliance with Society standards and obligations. Failure to meet these standards and obligations will result in loss of membership. Any suspension from school, unresolved credit reduction, or conviction of a crime will result in immediate loss of membership.

CONCORD-CARLISLE REGIONAL HIGH SCHOOL SENATE CONSTITUTION

ARTICLE I: Philosophy

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.

ARTICLE II: Membership

Section 1 Six students shall be elected at-large from and by each class, and one faculty representative shall attend all meetings.

Section 2 There will be places open for groups who feel that they are not represented in the above election plan. These groups must petition the Senate for such representation, with a maximum of five open seats. Groups can petition the Senate by attending a Senate meeting and presenting their request for representation. These groups should have a write-up to present before the Senate.

ARTICLE III: Organization

Section 1 The Senate shall have a Moderator, a Moderator-Elect and a Secretary

Section 2 There shall be standing committees in the following areas: Executive, Social Action, Communications, Elections, School Climate, Constitution and Website.

Section 3 All members of the Senate shall serve on at least one standing committee.

Senate 4 The executive committee shall consist of the Moderator, Moderator-Elect, Secretary, Faculty Advisor and one Senator from each class.

Senate 5 In addition to the standing committees listed in Section 2, others may be established according to need by a simple majority vote.

ARTICLE IV: Senator Elections

Section 1 The rising sophomore, junior and senior members shall be elected in May. Freshmen class representatives shall be elected within the first 30 days of school.

Section 2 All Senators shall be elected by their respective classes, with six Senators elected per class.

ARTICLE V: Senate Officers' Elections and Tenure of Office

Section 1 There shall be a Moderator-Elect elected by all students in the school for a two-year term.

The Moderator-Elect shall be a rising junior, and shall become the Moderator as a senior.

Candidates for the position of Moderator-Elect must submit proper prerequisite materials to the Elections Committee in order to qualify for the position. Additional restrictions may be placed on the election of the Moderator-Elect, at the discretion of the Elections Committee.

Section 2 In the event that the Moderator-Elect is unable to fulfill his/her position, the Senate will elect a person to fill the position. Any candidate in this situation must be a current or incumbent member of the Senate.

Section 3 The Secretary shall be elected by the full Senate for a one-year term.

Section 4 Each representative shall assume office one week after the conclusion of elections and shall serve until the next year's election.

Section 5 The Moderator-Elect and the Secretary shall be elected on the same day as class government elections.

ARTICLE VI: Roles of the Officers and Standing Committees**Section 1** Moderator

- A. The Moderator shall preside over all meetings of the Senate as specified in Article IX.
- B. The Moderator shall be responsible for maintaining an orderly meeting and shall have the right to dismiss anyone disrupting a meeting.
- C. The Moderator shall chair the Executive Committee.
- D. The Moderator shall facilitate and coordinate the work and efforts of the standing committees.
- E. The Moderator must be a member of the senior class.

Section 2 Moderator-Elect

- A. The Moderator-Elect shall preside over the meetings of the Senate in the absence of the Moderator.
- B. The Moderator-Elect shall be a member of the Executive Committee.
- C. The Moderator-Elect shall facilitate and coordinate the work and efforts of the standing committees.
- D. The Moderator-Elect of the Senate involves “on-the-job” training and will become the Moderator the following year. He/she will assist the Moderator, learn procedure, and meet regularly with the Advisor. He/she will also chair meetings and committees at the request of the Moderator.
- E. The Moderator-Elect chairs the Election Committee

Section 3 Secretary

- A. The secretary shall record Senate attendance, make public minutes of Senate sessions, and carry on correspondence as may be directed by the Moderator or the Moderator-Elect.
- B. The secretary shall preside over Senate meetings in the absence of both the Moderator and the Moderator-Elect.
- C. The Secretary shall be a member of the Executive Committee.
- D. The Secretary shall take minutes of all meetings and send copies to all Senators, advisors, faculty, and administration. Copies of minutes should be posted in places of easy access to the student body.

Section 4 Standing Committees

- A. The standing committees shall perform tasks as directed by the Moderator and/or Moderator-Elect.
- B. The standing committees shall meet to investigate issues within the scope of their charge and report their findings to the Senate for discussion and vote.
- C. The Executive Committee shall set agendas for the Senate meetings and shall appoint Senate members to chair standing committees in accordance with this constitution.

Article VII: Scope and Jurisdiction

Section 1 All matters of concern to the school community are appropriate for consideration by Elect Concord-Carlisle High School Senate.

Section 2 Any matter formulated as a bill and passed by the Senate in accordance with the provisions of Article VIII, Section 4, shall be submitted to the administration in accordance with Article VIII, Section 4, unless any portion of the bill.

- A. Contradicts state or federal law
- B. Interfaces with the allotment of school department funds
- C. Interferes with collective bargaining agreements
- D. Impinges upon individual administrative and teacher evaluation
- E. Impinges upon individual teachers' course organization and evaluation of students.

Article VIII: Procedures

Section 1 The Concord Carlisle High School Senate shall operate as a representative town meeting.

Section 2 The Concord Carlisle High School Senate shall employ Robert's Rule of Order Newly Revised as the parliamentary reference for its deliberations.

Section 3 For the transaction of business to occur within the Senate, a quorum of two-thirds of the Senate shall be required.

Section 4 Voting Procedures with respect to bills

- A. Bills must have been submitted to the secretary at least five school days before a senate meeting at which the bill may be considered.
- B. Bills must have been published at least four days before a Senate meeting day at which the bill may be considered.
- C. By a two-thirds vote of those members present and voting, the Senate may consider a late-filled bill.
- D. The Senate shall establish standing rules for the receipt and publication of bills.
- E. The executive committee shall place a bill on the agenda or assign the bill to a standing committee of the Senate for research, discussion and recommendation of the Senate.
- F. Majority of the Senate present and voting shall be required to pass a bill.
- G. Following an affirmative Senate vote on a bill:
 - i. The bill shall be given to the faculty chairs and principal. If the principal approves, and the majority of faculty approve, then the bill is put into effect.
 - ii. If faculty chairs approve the bill by a majority, but the principal does not approve the bill, then the faculty chairs and Student Senate must both revote after hearing and discussing the principal's objections. If the bill passes by a two-thirds majority in both bodies, then it will be put into effect.
 - iii. If the principal approves the bill, but a majority of the faculty chairs do not support the bill, then the faculty chairs will present their objections to the bill to both the principal and the Senate. The bill will be put into effect if it passes the Senate with a bill passes with a two-thirds majority vote and the principal again signs the bill.
 - iv. If the Principal does not communicate a plan of action regarding the bill and faculty chairs do not place the bill on their agenda within ten school days, the bill will take effect. If the principal approves the bill and faculty chairs do not place the bill on their agenda within ten school days, the bill will take effect. Also, if the faculty chairs approve the bill and the principal does not communicate a plan of action regarding the bill to the Student Senate within ten school days, the bill will take effect.

Article IX: Meetings

Section 1 The Senate shall meet once every other week when school is in session.

Section 2 All meetings of the Senate are open, except executive sessions called by a majority vote of the Executive Committee. The Executive Committee will decide attendance of the session by a majority vote.

Section 3 Meeting times.

- A. The Senate shall meet once every other week during the regular school day based on a rotating block schedule. The meeting times will be published by the tenth day of the school year.
- B. Once a quarter there will be an additional meeting for the homeroom representatives, Senate executive committee members, class government and class government advisors to discuss mutual projects and concerns. The meeting will be during the regular school day on a rotating block schedule as published by the tenth day of the school year.

Section 4 Each spring the Senate shall evaluate its meeting time and establish specific meeting times

for the next school year.

Section 5 In order to carry on business a quorum (two-thirds or members) must be present. Such a quorum must include either the Moderator or Moderator-Elect.

Article X: Senate Attendance and Dismissal

Section 1 Dismissal and Reinstatement of Senate Members

Grounds for dismissal include lack of attendance (as outlined below) and improper conduct. A senate member may be removed by a two-thirds majority vote of the Executive Committee.

Section 2 Attendance policy for senate members

- A. The secretary shall certify the attendance of members at Senate meetings. After December 1, any member whose absences from Senate meetings shall amount to twenty percent of the total number of Senate meetings since the beginning of the school year shall be deemed to have resigned, and the secretary shall declare a vacancy.
- B. Within five days following such declaration, the former member may request a hearing before the standing committee on elections.
- C. Following such a hearing the standing committee on elections may reinstate the former Senate member by a majority vote.
- D. If five days elapse without a request for a hearing, or if the standing committee on elections does not reinstate the former Senate member, then the procedures established under the Article X for filling vacancies shall take effect.

Section 3 Impeachment of Senate Officers

- A. A written formal complaint signed by at least half of the Senate must be brought to the Senate in order to impeach a Senate officer.
- B. A meeting will take place following the filing of the written complaint with the following people in attendance: the member in question, the Senate advisory, and the Senate Executive Committee. If a decision is made by the Executive Committee. If a decision is made by the Executive Committee by a majority vote (the member in question will not be allowed to vote), a motion to impeach will be made by an Executive Committee member to the Senate Body.
- C. After the impeachment motion is made a two-thirds majority vote is needed to begin the trial.
- D. A two-thirds majority vote is needed to convict and dismiss the Executive Board member.
- E. The senate will elect a replacement to any seat vacated by an officer. This newly elected person must either be a member or incumbent member of senate.

Article XI: Senate Vacancies

Section 1 When any office in the Senate (Moderator, Moderator-Elect, and Secretary) is permanently vacated, a successor shall be elected by and from the Senate to serve the unexpired term in accordance with Article IV, Section 2. The class from which the new officer comes shall elect a new Senator.

Section 2 When any seat in the Senate is declared vacant, the seat shall be filled by the candidate who represents the constituency of the vacated seat and who attained the next highest number of votes in the most recent Senate elections for that seat. If the class to which the Senator belongs had six or less candidates, applications for the position shall be accepted for one week following the declaration of vacancy, and an election in the Senate shall follow.

Article XII: School Elections

Section 1 The standing committee on elections, authorized under Article III, Section 2, shall conduct all school elections, both class officer elections and senate elections.

Article XIII: Bill of Rights

Section 1 The Senate shall support and defend the following rights of all members of the school community:

- A. To express freely and peaceably, in speech and in writing, opinions and ideas;
- B. To distribute printed materials on school grounds before school, during school and after school hours;
- C. To assemble freely and peaceably in any manner, before school, during school and after school, so long as such gatherings do not disrupt the educational process;
- D. To defend against an accusation before any discipline, suspension, expulsion, termination, or other major action may occur;
- E. To petition for redress of grievances;
- F. To be free from physical and verbal harassment.

Article XIV: Club Charter

Section 1 Any school group desiring to organize a club shall apply to the Student Senate for a charter.

Applicants must submit a copy of the charter application and a Constitution of their club.

Section 2 At the time of application, each group shall state its purpose and must present a set of rules and regulations by which it proposes to govern itself.

Section 3 If the Student Senate approves the request it shall issue a one-year charter. Following the one-year trial period the club must present an account of its activities and, on the basis of this report, the Student Senate shall determine if the club's charter is to be extended or revoked.

Article XV: Amendments

Section 1 Amendments to the Constitution may be proposed by a two-thirds majority of the Senate members present and voting.

Section 2 Amendments to this constitution shall take effect after ratification in separate elections by a majority vote of students and by a majority vote of faculty.

Article XVI: Ratification

Section 1 This Constitution shall be ratified by a two-thirds majority vote of the Senate, two-thirds majority vote of the faculty chairs, and the principal's signature.

Section 2 This Constitution shall take effect upon ratification.

ATTENDANCE POLICY

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 life-long 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.

PARENT RESPONSIBILITY

Parents play a key role in the effort to administer the attendance policy fairly. Parents are asked to call by 10:00 am to report their student out for all or part of the day. A note delivered to Mrs. Merry or Mrs. Hammer can be accepted in lieu of a phone call if such a call is not possible. The note should be delivered before the student reports to any class. Please understand that the timeliness of the call or note is a critical piece of the attendance process.

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. We will make every effort to help the student fulfill his/her responsibility.

WHOM TO CALL IN THE EVENT OF AN ABSENCE

Any time a student is sick and not able to attend school; his/her parent is asked to call on the day of the absence. If the parent forgets, a note excusing the absence should be delivered to the main office the very day of the student's return. When possible the parent should contact Kathy Merry (ext. 7233) or Martha Hammer (ext. 7100) in advance to excuse an impending, planned absence.

THE ASSISTANT PRINCIPALS AND ADMINISTRATIVE ASSISTANTS

Assistant Principals:

Brian Miller x 7236
Colleen Meaney x 7238

Sr. Administrative Assistant – Michelle McElroy x 7237
Sr. Administrative Assistant – Ms. Sheahan x 7633
Administrative Assistant – Martha Hammer x 7100
Administrative Assistant – Kathy Merry x 7233

ATTENDANCE REGULATIONS

A full day's attendance is required in order to participate in any afterschool 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*

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.

LATE ARRIVAL TO SCHOOL – ABSENCE FOR LESS THAN ONE DAY

A student is late to school if he/she arrives after 7:30 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 absence.

LATE ARRIVAL TO CLASS – TARDINESS

All teachers will explain to students (and to parents on Back to School Night) their practices with respect to 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.

If a student arrives after the bell has rung to being in the period, he/she will be considered tardy to class. The student arrives after the bell has rung to begin the period, he/she 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.

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 Nurse's Office.

ATTENDANCE REPORTING

In order to keep students and parents informed of students' attendance records, an attendance report is available through the school's Parent/Student Portal. Parents 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.

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. 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.

OUTSTANDING OBLIGATIONS (MATERIALS AND BOOKS NOT RETURNED)

Students (Freshmen, Sophomores and Juniors) who have any outstanding obligations not taken care of by the end of the school year will receive a letter during the summer listing what materials are owed. Students who have not taken care of these outstanding obligations **will not have open campus** until these obligations are discharged.

'NO SCHOOL POLICY' – 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. 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, 2:11 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.

CCHS Website: www.concordcarlisle.net

DELAYED OPENING

If it is necessary to start the school day late due to weather conditions, the opening of school will be delayed one hour. Classes will begin at 8:30 a.m. All scheduled block/classes will meet on the day of the delayed opening. Periods will be shorter following a special bell schedule. Buses will arrive approximately one hour later than usual. The school day will end, as usual, at 2:11 p.m.

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 regular school year has finished. Any questions may be directed to the Principal.

FAMILY VACATIONS AND END OF YEAR

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.

WITHDRAWAL FROM SCHOOL

Students withdrawing from school must obtain a withdrawal form from registrar in the transcript office located in the Main Office. Mary Tessari (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 10th 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.

HOW TO CORRECT 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. Everyone begins at zero at the beginning of each quarter.

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 cyber bullying.

Additional information about the schools 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 cyber-bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We understand that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. The district will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, 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 cyber bullying. 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

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

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

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

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

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

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

Reporting by Staff

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

Reporting by Students

Students, who believe themselves to be a target of bullying, who observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are encouraged to report

incidents to a member of the school staff. The target or witness shall not, however, be subject to discipline for failing to report bullying.

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

Reporting by Parents or Guardians and Others

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

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

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

Responding to a Report of Bullying or Retaliation

Safety

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

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

Obligations to Notify Others

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

CRISIS INTERVENTION

If the opinion of the Student Crisis Team (a Student Crisis Team is usually comprised of an administrator, a counselor, the nurse and/or a staff member) 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 mental health, or other appropriate psychological evaluation to be conducted by the school or by an outside agency or service provider (Once parental consent is received for the proposed evaluation (s)/assessments(s), the district will arrange for that testing. During the time the student is being evaluated, the student will remain in school, unless the student has been removed for 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.

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 (Mon., Tues., and Wed) throughout the school year. 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 during the school day.

SUSPENSION AND EXCLUSION – Short Term Suspension and Exclusion from School-Related Activities
In general, suspensions will be in-house in the Planning Room 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.

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.

PARTICIPATION IN SCHOOL ACTIVITIES

A student who has been suspended may not participate in any form of school activity, athletic, dramatic, etc., from the imposition of the suspension through midnight of the last day of suspension.

APPEALS OF DISCIPLINE

Notwithstanding any other provision of this Handbook or School Committee policy, disciplinary action imposed against a student shall have one level of appeal. Such appeal shall be as follows:

1. Discipline initially imposed by a teacher may be appealed to an Assistant Principal
2. Discipline initially imposed by an Assistant Principal or other administrator may be appealed to the Principal.

Students who are disruptive once detention begins will be asked to leave. In both cases, the Assistant Principal will meet with the student to discuss the incident before determining further disciplinary action.

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.

The IDEA provides that a school district is "deemed to have knowledge" if: (1) the child's parent/guardian had expressed concern in writing to district supervisory or administrative personnel or the child's teacher that the child needs special education and related services (2) the child's parent/guardian had requested an evaluation of the child to determine eligibility for special education services or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district's director of special education or to other supervisory personnel. However, a school district is not "deemed to have knowledge" if the district evaluated the student and determined that the child was not eligible for special education services or the child's parent refused an evaluation of the child or IDEA services.

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

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

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

Nine to Ten-day suspension* from all classes and school activities (suspension time may be served in school, at the discretion of the Assistant Principal) and revocation of open campus as determined by the Principal. Restitution for any damage, involvement of the Police Department as appropriate, loss of school bus transportation privileges for up to the remainder of the semester if the violation occurs on a school bus.

*Five to Ten Day Suspension if under the influence following the use of a controlled substance or alcohol.

A student found on campus or at a school-sponsored activity in possession of, using or being under the influence following the use of a controlled substance or alcohol, will be ineligible to participate in all co-curricular activities, athletics, class, club and special activities sponsored by the school, for two weeks (including the suspension time). 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 will relinquish 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 complains 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 will 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 (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 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, determination as to whether additional action as noted below is warranted.

ADDITIONAL ACTION

One or more of the following: 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.

GROUP C:

1. Tempering 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.

CONSEQUENCE

Up to 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

One or more of the following: 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 (2nd offense) or the remainder of the year (3rd 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. Additionally, one may not resubmit work already evaluated by another teacher for a grade.
 - d. Stealing quizzes or tests.

MINIMUM PENALTY:

One day of suspension or one day of detention in the Planning Room, and a grade to be determined by the teacher (in most cases a "0").

ADDITIONAL ACTION

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

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: Walkman, 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 is a violation of #1 in this group and if it occurs on a school bus, determination as to whether additional action as noted below is warranted.

ADDITIONAL ACTION

Penalties 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.

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.

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

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 will result in not being able to participate in graduation.**

GRADUATION CEREMONY GUIDELINES

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.

OTHER POLICIES AND PROCEDURES

VISITORS/GUESTS:

Visitors are welcome at CCHS. We request that appointments be made in advance. All visitors are requested to report first to the Main Office to register. A visitor's pass will be issued to you.

Permission must be obtained from the Principal, or one of the Assistant Principals BEFORE a guest is brought to school. Students may pick up a permission form in the main office to fill out and get signatures. 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.

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. 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. Clothing that may be disruptive to the educational process includes clothing upon which any of the following is displayed: obscenities, advertising or promotion of 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.

FIELD TRIPS

FIELD TRIP POLICY

The following policies apply to both kinds of 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 fund raising shall be adhered to if non-school funds are to be raised for field trips.

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 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 at approximately 7:20 a.m. The afternoon buses depart from the high school at 2:11 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 at the Transportation Office located behind the high school.

SPECIAL TRANSPORTATION OF STUDENTS WITH MEDICAL PROBLEMS

When a special transportation request is received, the school nurse will:

1. Ascertain the medical problem from the parent.
2. Determine the reason transportation is required and also whether it is required to and from school on a full-time or part-time basis. The feasibility of utilizing the regular school bus with a medical pass should be explored first.

3. Have the parent obtain a written order from the physician treating the student, which states the medical problem, then if unresolved, contact the school physician serving the school.

If the request for transportation is questionable, the nurse should discuss the condition with the physician treating the medical problem, and then if unresolved, contact the school physician serving the school.

If the transportation is determined necessary, the information must be submitted on the appropriate form to the Administrator of Special Education along with the medical order and, whenever consulted, the school physician's recommendation. Allow at least one day after the receipt by the Director for Special Education for arrangements to be made.

A copy of the form should be attached to the Health Record.

The Special Education Department will make arrangements for the special transportation

The school nurse should regularly check the status of the physical condition of the student to determine if special transportation may be terminated.

STUDENT DRIVING

All students are encourage to use school transportation is 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 be issued to seniors on a first-come first-served basis. 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 main office). Sophomores will not be issued parking permits. One-day permits will be allowed for those students who must drive one day due to a special circumstance. 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 – STUDENT VEHICLES ENTER AND EXIT FROM WALDEN ST.

1. Owners are responsible for their vehicles at all times, regardless of who may be driving.
2. Caution should be used at all times when driving. Riding on the hood, bumpers, or any other exterior part of a vehicle is prohibited. In addition, blocking traffic, "live" parking in the roadways or parking lots, speeds in excess of 20 mph, hot-rodding, screeching tires, and other actions which are disruptive to the school and dangerous to people are prohibited.
3. Pedestrians and school buses always have the right of way on campus.
4. Seniors are not allowed to transport any student off-campus who does not have off-campus privileges and/or who has not been properly dismissed.

5. Juniors are not allowed to leave campus without being dismissed according to the school's dismissal procedures.

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 a marked 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. Students leaving the parking lot in student-driven vehicles must proceed directly to the Walden Street exit and must re-enter by the Walden Street drive when returning.
3. Visitors are requested to enter school grounds from Walden Street. They must register in the main office before going to any other area in the school.

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

OPEN CAMPUS

Open campus authorized areas include the cafeteria and adjacent courtyard, Learning Commons, 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.

FRESHMEN, SOPHOMORES AND UPPER CLASSMEN WITHOUT OPEN CAMPUS

At no time during the school day, including lunchtime, should freshmen, sophomores or upperclassmen without Open Campus privileges be off school grounds. Students without Open Campus privileges found off campus during the school day are subject to:

- **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.

STUDY HALLS AND STUDENTS WITHOUT OPEN CAMPUS

Freshmen and sophomores are required to stay in their scheduled directed study. 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.

OPEN CAMPUS/OFF CAMPUS

Open campus is a privilege that is possible to earn during the junior and senior years. This doesn't mean that freshmen and sophomores don't need to be aware of the criteria for open campus, because 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 4th 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 4th quarter of their junior year. Parental permission is also required.

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

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 the appropriate Assistant Principal for restoration of privileges.

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

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 must remain with their own classes.

INSTRUCTIONS

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

- Walk, do not run!
- All classes are to move at least 100 feet from the building exit. Teachers are to urge students to move promptly to the designated areas.
- Individual classes are to remain together.
- Teachers are responsible for the accounting and the supervision of the students in their classes during a drill or emergency.
- Teachers not assigned to classes 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.

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*

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.

OTHER

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.

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

ACADEMIC PROCEDURES

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, Shannon Plummer in the main office. Applications are made in September.

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.

THE ARENA

After all course selections are processed, schedules for the coming school year are distributed to students. An opportunity to adjust schedules, known as the arena. Guidance counselors are available to help resolve course conflicts and to ensure an appropriate schedule. Students may request arena appointments according to procedure that are established for that purpose.

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:

- Level-to-level changes may occur at any time during the school year IF initiated or approved by a Department Chair.
- After the first two full weeks of classes no course may be added without prior departmental approval.
- First semester and full-year courses dropped 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. Up until the final two weeks of the course, after which a student may not drop the course.

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 class teacher to sign out of the class and then to the department chairperson or representative to obtain an approval signature.
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 secretary in the Guidance Office for processing.
5. Please note that your guidance counselor will tell you the date on which your course change becomes effective. **You should continue to attend your originally scheduled class or study halls until that day.**

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

1. **When a student makes a change in block and teacher (but not course) due to a schedule change prompted by another department.** (*Foreign Language, Mathematics, Science, and English*) Grade information is shared and new teacher incorporates assessment from former teacher into the quarter grade and year grade.
2. **When a student moves to a new course of level within first five weeks of the quarter.** (*Foreign Language, Mathematics, Science, and English*) (*Up to receipt of 1st progress report if applicable*) Student receives a WP and WF from former teacher, and a grade from new teacher (if there is enough work done) for the quarter, if not, new teacher give an (N) for the quarter and then bases final year grade on work done in new course.
3. **When a student moves to a new course or level at the end of the first or second quarter.**
(Foreign Language and Mathematics)
 Student receives a grade for the first (or second) quarter from former teacher. (Grade will not appear on permanent transcript but will end up as a WP or WF for the final year grade of the former course).
 End of year grade is based on the work done in the new course.
(Science and English)
 Student receives a grade for the first (or second) quarter from the former teacher with a percentage adjustment. For example, if a student were to drop from honors to college prep science, 8% would be added to his/her old grade (reflecting the weighting scheme in the

handbook). A student who drops from honors to enriched or from enriched to college prep would be entitled to an increase of 4% on his/her old quarter grade(s). The end of year grade is based on the work throughout the year.

4. **When a student has a change during the 3rd and 4th quarter.**

(Foreign Language, Mathematics, and Science and English)

Changes so late in the year are not permitted without department approval, and are reserved for unusual circumstances such as students who have been on a waiting list.

Should there be the need for a schedule change, the teacher involved will decide on a case-by-case basis how to best handle the situation, with department input and approval.

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 signature of the teacher of the course to be audited, and may require a contract spelling out expectations.
2. Requires the signature of the student and parent on the audit form stating that they understand the provisions of audit status.
3. 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).
4. 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 which 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.**

STUDY HALLS

The program for sophomores and freshmen and some seniors and juniors is structured, requiring them to be on campus and supervised by staff for the entire day. When not in a scheduled class or, by

permission, in one of the learning areas such as the language lab, science lab, computer room, learning commons or guidance resource center these students will be in a study hall. Study halls are areas of the school 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 or review. Students assigned to study halls may be issued passes to the library, the guidance or health office, the main office, departmental offices, or other scheduled activities on campus.

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 Principal. Questions or concerns about homework that are general in nature should be referred to the 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.

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, which are project-oriented, 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. We request that families take this into consideration when making summer vacation plans and that student take this into consideration when looking for summer employment.

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.

GRADING

The grading system used at the high school is noted below. Report cards are issued four times a year. The closing date of each quarter is noted in the CCHS Newsletter. Report cards are available online.

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

HOW TO INITIATE A REFERRAL:

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.

When a student review meeting is held, the student's teachers, his/her parents, the guidance counselor and a special education teacher 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, Title I) 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. For information about Title I services (reading instruction), contact the chairperson of the counseling department or the Assistant Superintendent.

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 should 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:

- A special education plan (IEP) is needed and will be written to address the identified learning disability.
- 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.
- 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.

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.

PARENT PARTICIPATION

Parent participation is an important ingredient in your child's experience during the high school years. There are many ways in which the school communicates with parents and encourages parents' communication. Many important notices and forms are posted online with the Back-To-School Packet in August. The mailing contains student schedules, dates for Parent Association meetings, class and student activities, registration, health cards and more. Read these carefully. The monthly CCHS Newsletter is emailed to all parents/guardians with upcoming events and again should be read carefully. The Parents' Association holds monthly meetings with topics and activities of interest. The Open Forum, held by the School Advisory Council, solicits input from the entire school community, but especially parents. School events are also included in the Concord Journal, the Carlisle Mosquito, The Voice (student newspaper), WQHQ (student radio station) and local Cable TV. Each class parent group plans meetings in conjunction with faculty to provide information about academic and co-curricular programs, post-secondary planning, and other topics of interest to parents. Class parent groups also hold social events throughout the year. All of these gatherings give parents an opportunity to obtain information and get acquainted with other members of the school community.

In addition, there are several mailings during the year from the Principal, Counseling Department, or Parents Association regarding important meetings or events at the school. All communication pertaining to your class is emailed via our mass mailer.

Each month, the Principal holds a morning coffee, usually the first Monday of each month. During these coffees, the Principal gives updates on activities, answers parents' questions, and offers time for announcements about the many parent activities.

A Back-To-School Night is held in September during which parents meet their sons' and daughters' teachers and receive outlines of course expectations, grading policies and other relevant information.

AS A PARENT YOU HAVE THE RIGHT TO EXPECT:

- the high school will be operated in a business-like and responsible manner with requirements and regulations that are reasonable and capable of being understood in advance.
- that a reasonable schedule of work is established for all students and that progress through the student's programs of studies is given highest priority and first claim on the resources of the school.
- that parental inquiries, visits and complaints receive prompt and courteous attention and that the school's response to these inquiries or complaints reflect a constructive and helpful attitude.
- that teacher's grading be as consistent, fair, and impartial as possible and that the basis for such grading be comprehensible by students and parents.
- that assignments be clear.
- that a reasonable amount of assistance be given in class and, on the initiative of the student, as much more individual help as resources will permit.
- that any concerns about performance or behavior will be shared with you in a timely manner.

THE HIGH SCHOOL SHOULD BE ABLE TO EXPECT:

- that student attendance be regular and punctual
- that parents will insist upon a regular routine of home study. The total amount of study ought to be from one to four hours daily, though distribution of the time among the different subjects will have to be an individual matter. The importance of the time-place study habit from one to four hours daily cannot be overemphasized; it is essential to quality achievement.
- that extra help in a subject beyond what can be given during the class period should be at the initiative of the student.

- that parental complaints or concerns are first registered with the teacher or counselor, then with the department chairperson, and finally a building administrator, so as to provide the school an opportunity to make such adjustments as resources will permit. The right to appeal to the Superintendent is always open.
- that a student whose absence from school is excused is still responsible for making up the work missed.
- that parents and students will follow the attendance policies and practices of the school as outlined in this handbook, and that family vacations will be scheduled for school vacation times.
- that parents will inform the school's main office of any change of address, email or phone.

FACTORS ON WHICH THE HOME AND SCHOOL SHOULD COOPERATE

- It is important to monitor a student's class schedule and participation in activities to ensure that students have an appropriate balance between the two and that they do not overextend themselves.
- Both the home and the school should watch the progress of the student on regular **quarterly** grading reports submitted by each teacher. When necessary, special reports may be secured between these reporting periods. **Teachers will notify parents via email, telephone or post before the end of the marking period if a student's average is in the D range or lower.** Parents may call teachers at any time during the school year to inquire about student's progress. Parents should be wary of their son or daughter when he/she reports that e/she is getting along "fine," yet never seems to have homework to do.
- In regard to conduct, students need to learn to get along with others, carry their own responsibilities, and develop the necessary self-discipline, which, shortly after high school, must replace parent and school control. Individuals differ in the rate at which they develop. It should be the common cause of the parents and the school to adjust any attending strain to the development of students without weakening them by absolving them all of responsibility for their own actions, or without forgetting the obligation of the school to the community and to all students.
- If your son or daughter becomes significantly unhappy in school, this matter should be reported to his or her counselor. Rarely are circumstances such that nothing can be done to improve such a situation.

WHAT TO DO WHEN CERTAIN PROBLEMS ARISE

If you are unable to reach a teacher, counselor or administrator directly please email them or call and leave your name and number, and you can be sure that he or she will reach you at the earliest possible moment.

- Discussion of a student's progress in a certain class or classes often requires that an appointment be made with the teacher or teachers. Calling the department office or counseling office can arrange such an appointment. Teachers cannot be called from classrooms to set up appointments.
- 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 Program, Procedures and Services section of this handbook.
- Problems relative to student discipline should be directed to the Assistant Principal (ext. 7102).
- Health queries should go to the Health Office – Christine DeBruzzi (ext. 7158).
- Student absence should be reported to the Main Office – Kathy Merry (ext. 7103).
- In case of **extreme emergencies** a student may be contacted by calling the Main Office (ext. 7100). Students and teachers are called out of class only in cases of **extreme emergencies**. We are not able to provide a message service for matters that are not extreme Emergencies.
- Information about events on the school calendar may be obtained by calling the Main Office.

- Questions relative to transportation (bus routes, bus stops, bus arrival and departure times, bus concerns) should be directed to the Transportation Office.
- Information concerning the utilization of the school facilities may be obtained through the Asst. Principal's office (ext. 7102) or the Business Office at the Ripley Building (978) 318-1500.
- Problems concerning lockers should be directed to the Assistant Principal's Office (ext. 7102).
- Matters of general school administration involving teaching, staff finance, organization, and public relations should be directed to the Principal's Office (ext. 7101).
- Parents and students should feel free to consult with counselors at any time during the school year to obtain advice about courses taken. Parents should call for an appointment; students may request a conference by leaving their names in the Counseling Office.

PARENTS CAN BECOME INVOLVED IN THE SCHOOL IN A VARIETY OF WAYS

- Take an active interest in your son or daughter's program by engaging in any one or combination of the following:
 - Discuss his/her program with him/her.
 - Arrange a conference with the counselor and your son/daughter to discuss program planning, past records, plans after high school, etc.
 - Supervise homework. Each student should have homework each night.
 - Support by your presence during activities that occur at the high school. Encourage your son or daughter to become involved. All parents are cordially invited to attend all school activities.
 - Join the Concord-Carlisle Parents' Association; attend their meetings.
 - Read the CCHS Newsletter, distributed each month and the Daily Bulletin sent via email each day.
 - Join the parent class group for your son/daughter's class. These groups are part of the general parents' association and provide an opportunity for you to meet other parents and to support the activities of your son/daughter's class.
 - Attend Back-To-School-Night, Parent/Teacher Conferences, and special programs to learn more about the high school.
 - Call any member of the administrative staff for answers to questions or to give any suggestions you may have to improve the program for the students.
 - Submit your name for election to the School Advisory Council.

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).

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).

CHAPTER 269 OF THE GENERAL LAW OF MASSACHUSETTS (Prohibition 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 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 probate 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 Colleen Meaney, Assistant Principal – Concord-Carlisle High School, 500 Walden Street, Concord, MA 01742 – Telephone: (978) 341-2490 x7238

SEXUAL HARASSMENT

1. SECTION 703 OF TITLE VII OF THE CIVIL RIGHTS ACT OF 1964 AND CHAPTERS 151A AND 151B OF THE MASSACHUSETTS GENERAL LAWS (Prohibition of Sexual Harassment)

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) Contact Person: Colleen Meaney, Assistant Principal, Concord-Carlisle Regional High School, 500 Walden Street, Concord, MA 01742 – Telephone: (978) 318-1400.

2. IDEA 04 COMMONWEALTH OF MASSACHUSETTS (Special Education).

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: Tom Keane, Chairperson of Special Education, Concord-Carlisle High School, 500 Walden Street, Concord, MA 01742 – Telephone: (978) 341-2490.

3. PUBLIC LAW 94-142 – FEDERAL SPECIAL EDUCATION LEGISLATION. Contact Person: Tom Keane, Chairperson of Special Education, Concord-Carlisle High School, 500 Walden Street, Concord, MA 01742 – Telephone: (978) 341-2490.

4. CHAPTER 71 SECTIONS 34D, 34E, 34F, OF THE THE GENERAL LAWS OF THE COMMONWEALTH OF MASSACHUSETTS. (Student Records)

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: Michael Mastrullo, Principal – Concord-Carlisle High School, 500 Walden Street, Concord, MA 01742 Telephone (978) 318-1400)

5. 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.

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.

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.

ACTIVITIES

2016-2017

ELIGIBILITY REQUIREMENTS

While the school encourages all students to become involved in at least one of the activities that comprise the co-curricular program, we remain committed to the primary purpose of the school, which is education. For this reason, certain eligibility requirements have been established for participation in the program. These requirements are listed below.

- Students must be scheduled for at least 10.00 credits of course work during the current semester (i.e. a minimum of four “major” academic courses).
- Students must have earned at least 10.00 credits during the previous marking period (quarter) unless the student is an entering ninth grader.
- Students must have a cumulative passing average in courses equaling at least 10.00 semester credits through the previous marking period (quarter).

Students must be present at school for the entire school day in order to participate that same day or evening in an activity sponsored by the club, activity or class to which they belong. Exceptions can be made depending upon extenuating circumstances, such as an appointment that should not be scheduled at any other time, provided the student speaks to the activity advisor and receive his/her permission ahead of time. “Activity” refers to events such as practice sessions, rehearsals, contests, performances, field trips, dances.

For additional information about eligibility, please refer to the school rules and regulations, which appear in the Handbook for Students and Parents. This section of the handbook outlines reasons for which students can lose their eligibility and the related consequences.

ELIGIBILITY FOR LEADERSHIP POSITIONS

Officers and captains are elected by members of the activity or club and, in some cases, appointed by advisors. 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.

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; 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.

Number of Events/Season	Number of Events/Penalty
1-7	1
8-11	2
12-15	3
16-19	4
20 or over	5

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.

Number of Events/Season	Number of Events/Penalty
1-3	1
4	2
5-6	3
7-8	4
9	5
10-11	6
12-13	7
14	8
15-16	9
17-18	10
19	11
20 or over	12

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.

Number of Events/Season	Number of Events/Policy
1-4	1
5-7	2
8-9	3
10-12	4
13-14	5
15-17	6
18-19	7
20 or over	8

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.

CLUBS/ACTIVITIES

ACADEMIC BOWL TEAM

Goals

To learn new information, test CCHS students' knowledge against teams from other high schools, and to have fun.

Membership

All CCHS students are welcome to try out for the Academic Bowl Team. Students are given a preliminary exam, which determines their ranking on the team. At the conclusion of every weekly meeting or practice session, students are put into teams and tested. The scores of those tests are cumulative: the top four scores at any given time represent the first string; the second four highest scorers represent the second string; and so on until all students are placed on teams.

Participation

The students who qualify to compete in interscholastic competitions do so as a result of a combination of knowledge (high scores on practice tests) and weekly attendance. These students must commit themselves to participate in team matches. The advisor will send home notes that must be signed by parents, which announce that any student who is scheduled to compete in a match, but fails to attend the competition will become ineligible for the remainder of the season. Of course, sickness, death in the family, etc. are viewed as legitimate absences.

Additional Information

The season runs from October through May, with competitions beginning in March. Weekly meetings are held for approximately one hour immediately following the end of the school day. The State Tournament held in the beginning of May. The top four scoring students are expected to participate. Second and third ranked teams may participate if they wish to do so. Any competition held after the State Tournament is strictly voluntary.

ART CLUB

Goals

To develop artistic vision, to have fun, to learn to paint, draw and work with clay.

Membership

All students are welcome whether they want a chance to learn the basics or hone their already developed skills. No experience or skill is necessary to have fun and be creative.

Participation

The art club is a weekly gathering of artists of all abilities and interests. Some members are from art classes; however, many students are interested in art but can't fit art into their schedule. Usually there is a range of activities from large group projects to individual explorations. Students can learn to paint, and draw. The Art Club is an excellent opportunity to develop your personal artistic vision and meet exciting people.

CCHS CHEER TEAM

Goals

The goals for the CCHS Cheer Team include raising spirit at CCHS by being at all football games, participating in pep rallies and showing positive spirit daily at school. Cheer teams goals also include becoming a competitive team with the DCL.

Membership

All students are welcome to participate.

Participation/Level Requirements

This is a very active team with constant changes so attendance is required everyday for practices, games and events.

CLASS GOVERNMENT ORGANIZATIONS*Goals*

Each class (freshmen, sophomore, junior and senior) has advisors, class officers (president, vice-president, secretary and treasurer) and an executive board for the purpose of planning, organizing and carrying out class activities.

Membership

All members in good standing of the class are eligible to participate in class activities. Class officers are elected on an annual basis. Executive board members are drawn from the class-at-large, as are individual working committees for specific events. There are no dues, and students are not required to provide any equipment or materials in order to participate.

Participation

Class officers, executive board members and members of specific committees are expected to attend all meetings and demonstrate their commitment to the projects in which they are involved. Failure to meet commitments could result in the removal of an officer or a committee member.

DANCE CLUB*Goals*

To learn about all aspects of stagecraft

Membership

The Dance Club is open to all students.

Participation

Dance Club provides an opportunity for dancers of all levels to practice and develop their movement, performance and choreography skills. The club meets in the auditorium on Fridays from 2:30-4:30. The first hour is generally technique class, and the second hour is dedicated to rehearsals for the December performance. Students who participate in the performance must commit to additional rehearsal time. In the spring the club sponsors a series of workshops in various dance styles; past include salsa, swing dance and hip-hop. No prior dance experience required.

DRAMA CLUB*Goals*

To learn about all the aspects of stagecraft and to support the production of two shows per year.

Membership

Membership in the Drama Club is open to all students at CCHS. While participation on stage during the productions is competitive, all members of the Drama Club are encouraged to become involved in other aspects of the productions, including stage, technical, art careers, publicity and production.

Participation

The club sponsors general membership meetings every other week. General membership meetings are devoted to the organization of Drama Club Activities. Play reading; movie screenings, attending professional productions, and workshops by visiting artists are a few examples of the focus of the biweekly meetings. Active participation in the club entails some form of participation in both the Fall and Spring plays, and attendance at a minimum of 60% of the general meetings.

ENVIRONMENTAL CLUB*Goals*

To promote environmental education and action in the school community. To keep the student body and faculty aware of current local, national and international environmental issues. To work with the local community in activities such as river and beach cleanups, recycling drives and Earth Day.

Membership

Membership in the Environmental Club is open to all CCHS students. Students who are not members of the Environmental Club are still welcome to participate in any club activity.

Participation

The Environmental Club requires student attendance at a minimum of five meetings per year. However, we encourage members to attend as many meetings and activities as their personal schedules permit. The club meets on a weekly basis, either after school or on weekends. Meeting agenda generally include event planning, as well as the monitoring of the CCHS recycling program.

JUNIOR STATE

Goals

To provide an opportunity for students to learn about government, the political process and help students further develop and polish leadership skills. To encourage critical thinking and provide students with the theoretical and practical knowledge necessary to insure active informed citizenship.

Membership

Any student at CCHS is welcome to join Junior State and attend meetings and activities. New members may join the club throughout the course of the school year.

Participation

Anyone is welcome at the meetings. Voting members are those who attend $\frac{1}{2}$ of the meetings each year. Students will engage in discussions and debates about political and legislative issues.

Opportunities are also available for students to participate in regional Junior State Congresses. In order to participate in these events, students must attend all preparatory meetings for the particular Congress and must meet all deadlines for submission of paper, bills and presentations. Participation in Junior State Congresses is not a requirement of club membership. Students will have an opportunity to apply for participation in these events. Prior to application deadlines, the advisor will provide students with the specific criteria for selection and participation.

LITERARY MAGAZINE (REFLECTIONS)

Goals

To provide CCHS students with an opportunity to share their creativity, in any medium, with others. TO publish an issue of Reflections Magazine at least three times a year along with at least three companion issues of the online Webzine. To involve staff members in the decision and publication process. To continue to expand and maintain a shape-shifting, content rich, graphically exciting website (www.reflectionselectricmirror.com) where students can view the Reflections Webzine, get Reflections news and general information, past and discuss art and poetry, submit art or writing, and subscribe or order back issues, among other things. To run juried contests each year in order to put CCHS' very best artists and writers in the spotlight. To bring to CCHS students a WIQH radio show, The Beat: Reflections Radio, a venue for student creativity in the forms of music and performed writing.

Membership

Anyone is welcome to join the Reflections staff regardless of experience, talent, and specific interests. It is not necessary to be an artist or writer. Similarly, it is not necessary to submit work to join the club. In addition to participating in magazine production, staff members communicate with potential contributors, solicit support from the English and Art departments, work on promotion and distribution, maintain the web-site, take part in special projects (such as the ongoing Reflections Journal Project, in which staff members create and maintain journals that are in turn drawn or written in by students and passed on), and act as the program directors and hosts of The Beat: Reflections Radio.

Participation

While we have no specific requirements for membership, it is extremely important that club members are able to participate at most of the meetings and complete assignments (such as page layouts) at home. The ability of Reflections to attain its goals depends on the devotion of the staff members. Meetings are usually held once a week after school in the Reflections Office, but if we are racing to hit a deadline, extra meetings are sometimes scheduled. We try our best to schedule meetings on days

when the entire staff can attend (i.e. if Thursdays will be good for everyone for the next couple of months, meetings will be held on Thursdays). Please join us.

MATH TEAM

Goals

To participate, as successfully as possible, in interscholastic mathematics competitions. To perform effectively individually and in groups. To develop the personal qualities of responsibility and decorum.

Membership

The Math Club is open to all students at CCHS. Regular membership on the team is based on performances at interscholastic competitions and practices. Students who are not members of the team may become “alternates”. Since there are a limited number of official positions on a team, alternates may participate unofficially.

Participation

Unless the team is competing in a match, members are expected to attend practices every Wednesday. There are approximately seventeen competitions during the course of the year, as well as state and national competitions. Participation in the Massachusetts all-star Team’s National Competition may be available to exceptionally successful team members. Students who are unable to attend practices are expected to work on and submit practice sheets. Finally, the success of the Math Team is predicated upon students working together. Although the advisor conducts most practices, the ultimate success of the team rests with the students.

MODEL U.N.

Goals

To expose the student body to international politics and cultures. To strive to inform students of current international events. To provide a forum for expressing opinions. To teach debate and communication skills.

Membership

Any student at CCHS is welcome to join the Model UN Club and attend meetings and activities. New members may join the club throughout the course of the school year.

Participation

In order to be considered a member of the Model UN Club, a student must attend at least four meetings over the course of the year. It should be noted that many members attend virtually every meeting, such that there has never been a meeting with less than twenty students. The club meets once a week and usually has at least two other activities per month. Participation in Model United Nations Conferences is an important and exciting experience for students, but is not requirement for club members. Preparing for and participation in a Model UN conference requires commitment and determination. Students demonstrate their commitment by writing essays on issues related to the upcoming conference. An applicant is chosen to attend the conference on the basis of essay quality, past experience with the club, and other conferences.

Additional Information

The club takes an active role in both the world and local communities, and gives members opportunities to get involved in some or all of the various aspects of the club’s activities. A close association with the Bunsai Gakuan Japanese Exchange School in Lincoln directly exposes students to a different cultural experience.

MOOT COURT

Goals

To provide an opportunity for students to learn about and debate significant U.S. Court cases. To develop debate and communication skills. To encourage critical thinking.

Membership

Any student at CCHS is welcome to participate in Moot Court. An announcement will be made through social studies classes so that students will know when and where to indicate that they wish to participate.

Participation

Students participate as teams of two in courtroom simulations for which they are the attorneys for the prosecution or the defense. Court cases to be “tried” before a panel of faculty judges are selected by the advisor. There are several rounds of “trials” and the winning “attorneys” of each round advance to a subsequent round until there are two teams remaining. In May, these two teams appear before a panel of local and state court judges to argue the final case of the Moot Court season. Parents, students and faculty are invited to attend Moot Court sessions.

MUSICAL (FALL)

Goals

To produce a musical performance using sets costumes actors, singers and student instrumentalists. To increase the appreciation of musical theater at CCHS. To develop the necessary skills and knowledge required staging a musical theatrical production. To have students understand the relationship of individual and collective responsibility in reaching common goals.

Membership

Students may participate in the musical on a variety of different levels. Students interested in acting in the musical must audition for a part. It is often the case that there are more students interested in acting in the production than there are parts to perform. Unfortunately, some students are not chosen for a dramatic role. However, there are other ways to participate.

All students are welcome and able to participate in the stage and technical crews. Students just need to sign-up with the “crew heads” at the beginning of the rehearsal process.

Students wishing to participate in the Musical’s orchestra must audition for the opportunity. Students are selected on the bases of experience and how well to audition goes.

Several students are needed to take positions on the production staff. Those positions include the student director, producer, and stage manager. Students interested in these positions must apply to the advisor.

Participation

A detailed rehearsal and production schedule is distributed to all student involved in the production of the musical. Students are held accountable for being at rehearsals and production meetings. Students who cannot meet these expectations jeopardize their ability to remain involved in the show.

NATIONAL HONOR SOCIETY

Goals

To identify and recognize students who demonstrate exemplary scholarship, character, service and leadership within the Concord-Carlisle and Boston communities.

Membership

Members of the National Honor Society (NHS) are selected by a faculty council, which consists of five faculty members appointed annually by the Principal. Membership criteria in the NHS include:

A minimum grade point average of 3.33 (B+)

Being a member of the Junior or Senior Class

Completing at least one full semester at CCHS prior to induction.

Significant demonstration of character, leadership and service.

Participation in volunteer service projects both within the school and in the towns of Concord, Carlisle, and Boston.

Participation

Members are expected to maintain the standards, which were the basis for their selection. Additionally, all members must participate in a majority of the volunteer service projects. The performance of each

member is reviewed regularly for compliance with Society standard and obligations. Failure to meet these standards and obligations may result in loss of membership. Flagrant violation of school rules or civic laws will result in immediate loss of membership. Please see Appendix A of this handbook for the Criteria for Membership in the Minuteman Chapter of the National Honor Society.

NEWSPAPER (THE VOICE)

Goals

To publish 4-5 issues per year and to raise funds to cover publication costs.

To represent the school, cover topics of interest to the entire student body, and to involve as many students as possible.

Membership

In order to be considered a member of The Voice staff, a student must contribute to the issues, either through writing, layout, or promotion. All students are welcome to join The Voice staff.

Participation

Depending on the contribution a student chooses to make to the newspaper, time commitment varies. While the editors are expected to attend all meetings and layout sessions, writers and layout staff have a more flexible commitment. Instead, writers are expected to attend the introductory meetings for each issue, and then check in on a weekly basis to let the editors know how assignments are progressing. The layout staff members do not need to attend weekly meetings, but they are required to attend the layout sessions during the last two weeks before publication. All members are, of course, welcome to attend all meetings. Since The Voice benefits from involving as many students as possible, participation guidelines are flexible to accommodate other commitments. Writers should attend as many meetings as possible, but they can check in with editors outside of regularly scheduled meeting times if a conflict arises. Since the layout period for each issue is short and intense, layout staff members are expected to attend each full session during the two-week period (some allowances will be made for unavoidable conflicts). Active participants are also required to contribute to three of the five annual publications; this schedule should allow flexibility (i.e. for sports seasons), yet still ensure continuity of membership.

OUTDOOR CLUB

Goals

To learn outdoor skills. To have fun. To experience different outdoor activities.

Membership

All CCHS students are welcome to participate regardless of experience.

Participation

The Outdoor Club is very active at CCHS! The students have planned various activities throughout the year. Possible activities include: hiking in the White Mountains, overnight camping, white water kayaking, skiing, rock climbing among others. No prior experience is necessary. Often basic instruction is included, but the primary focus of the activities is to have fun. Club members will meet to plan various activities throughout the year and to organize fundraising effort necessary to support the planned activities. Meeting times and places will be posted in the fall.

PEP BAND

Goals

To provide an opportunity for CCHS students to experience the performance of band music in a "Pep Band" format.

To provide outreach to members of the CCHS student, faculty, and parent communities who are not traditionally served by the CCHS Band Program.

To provide a spirited accompaniment to athletic events, CCHS assemblies and spirit rallies.

Membership

The Pep Band is open to any student who plays a “band” instrument and is enrolled in course #852, “Concert/Pep Band”. This restriction is necessary based on the cumulative nature of instrumental knowledge required to perform the selected repertoire comfortably and accurately. Pep Band members do not need to audition for acceptance.

Participation

Members elect Pep Band because they enjoy playing popular music, going to football games, or both. Members must attend all Pep Band rehearsals (class meetings) and performances. In addition, they must prepare, and will be evaluated as part of their quarterly band assessment portfolio. Excuses will be accepted for illness and family emergency only. More than two (2) absences will be subject to review by the Advisor. Special dispensation may be granted for seniors visiting colleges.

PERCUSSION CLUB “SERIOUS REPERCUSSIONS”

Goals

To share the enjoyment of playing a percussion instrument with others.

To learn about and how to play different percussion instruments

To provide an opportunity for students to perform as a group.

Membership

The Percussion Club is open to anyone who would like to play a percussion instrument in a group setting. Students do not need to audition to join the group, and no prior experience is required.

Participation

The Percussion Club, known as “Serious Repercussions” is designed to be an informal gathering of students who enjoy getting together with others to play an international assortment of drums. There are opportunities for performance during the school year. Students are welcome to drop in to any of the meetings of the club and to join the group anytime during the school year.

RADIO STATION (WIQH)

Goals

To explore broadcast communications while providing a public service to the community. To learn all aspects of radio broadcasting.

Membership

Membership is open to all CCHS students. Students may join the station at any time during the school year by simply visiting the station’s studio. There will also be a general meeting for all interested people in the first couple of weeks of the school year. Listen for announcements over the school’s public address system about the meeting.

Participation

WIQH, 88.3 FM, broadcasts seven days a week during the school year, up to 12 hours a day (hours vary according to the day), reaching Concord and portions of surrounding towns. Training in the various aspects of broadcasting – including news-casting, sports-casting, audio production/recording, publicity, engineering and DJing - takes place throughout the year. The radio station offers many options for participation, depending on your interest and commitment. There are approximately 15 student manager positions available for seriously interested students who have some prior experience at the radio station.

SCIENCE FICTION CLUB – HORIZONS

Goals

To provide a safe, fun environment for the exploration of the ideas raised by the literature, films, and the games of science fiction and fantasy. Dare to dream! Horizons give all CCHS students a place to explore new realms of science fiction through discussions, movies, books, and games. Activities may include trips to theaters, conventions, Renaissance fairs, and other places, which spark the imaginations.

Membership

Open to all CCHS students.

Participation

Weekly meetings involve movies, discussions, and games. Frequent outings to movies, conventions, Renaissance fairs and similar events, guest speakers, and publication of a yearly sci/fi magazine.

SPECTRUM**Goals**

To address issues of sexual orientation and identity here at the high school. To increase awareness of these issues throughout the school community through education and discussion. To foster mutual respect and understanding.

To strive to create an environment in which it is safe for people of all orientations to be free to be themselves, and realize their full potentials.

Membership

Spectrum is open to all members of the school community, including students and faculty, regardless of their orientations. Coming to Spectrum does not mean you're gay, it means one feels that it is important that CCHS be a safe and supportive place for all of its students.

Participation

After an informal business meeting in which the planning of upcoming events is discussed, the meetings are devoted to that week's activity. Activities include discussions, movies, lectures, games, workshops, and more. Meetings are educational, informational, informal, student led, and most of all, fun.

Additional Information

In February 1992, Governor William F. Weld signed an executive order establishing the Governor's Commission on Gay and Lesbian Youth. In February 1993, the Commission issued its report, Making Schools Safer for Gay and Lesbian Youth: Breaking the Silence in Schools and in Families, which makes recommendations regarding educational issues. In May 1993 the Massachusetts Board of Education's voted to adopt a number of steps to improve the safety of schools and school-based support service for these students. The following paragraph is an excerpt from the Commission's report. "Schools are encouraged to offer school-based support groups for gay, lesbian and heterosexual students. In order to support students who are isolated and may be at high risk for suicide, high schools should establish support groups where all students, gay, lesbian and heterosexual, may meet on a regular basis to discuss gay and lesbian youth issues in a safe and confidential environment. These gay/heterosexual alliances should be open to all students and should have a faculty advisor and support from the school administration."

As a response to this report, the CCHS school community established a Committee on Gay and Lesbian Youth. The Committee then sponsored and organized Spectrum.

STUDENT SENATE**Goals**

To represent the opinions of the student body when communicating with the administration, the school committee, and the community at large.

To coordinate certain school-wide activities.

To raise funds to support co-curricular activities.

Membership

Members of the Student Government are elected every spring to serve for the following academic year, except for the freshman class representative, who is elected in the fall. Although certain positions are reserved for sophomores, juniors, and seniors, there are no other prerequisites for membership. Any interested student is welcome to run for election.

Participation

All members are expected to attend the weekly meetings, with a maximum of four absences permitted each year. Since people are elected to fill specific roles, it is also expected that they will perform their duties and attend any additional meetings associated with their elected positions.

ULTIMATE FRISBEE CLUB*Goals*

To learn the rules and structure of Ultimate Frisbee

To develop disc skills and an understanding of the sport necessary to compete successfully against other schools.

Membership

The ultimate Frisbee Club is open to all CCHS students. We play co-ed, but if there is enough interest, a girl's team and a boy's team could be formed. Regular membership on the team is based on attendance at practices and games.

Participation

In the fall we play casually once or twice a week. The spring is our competitive season. We'll practice twice a week and play games against other schools during the week or at tournaments on a few weekends. Everyone is welcome to come out and play, but once the season begins in late March regular participation at practices is expected.

YEARBOOK (THE BRIDGE)*Goals*

To work together, as a team, to produce The Bridge.

To creatively capture the diverse interests and events of the school year.

To have each yearbook club member take on a role within the group, yet also learn how each section relies on another to produce the book.

Membership

All CCHS students are welcome to join The Bridge. Students apply for the editorial positions in the spring of the previous year, thereby allowing the editors to run a workshop for the new editors prior to the end of the current school year. Staff positions do not necessarily require previous training.

Participation

Yearbook will meet three days a week with one mandatory meeting for all staff. Members must commit to a minimum of two meetings per week in order to be on the roster for Yearbook. Participating in the marketing and selling of the Yearbook is a required part of being on the staff.

YOGA CLUB*Goals*

The goals of the club are to provide students with an opportunity to practice yoga and other stress management techniques on a regular basis. Each year we strive to take a weekend retreat at the Kripalu Center in Lenox, MA. The Kripalu Center is the largest yoga center in the United States.

Membership

The Yoga Club is open to all students regardless of experience or ability. All necessary equipment is provided.

Participation

All members of the club are expected to attend the scheduled yoga sessions.

ATHLETICS

2016-2017

INTRODUCTION

This section has been prepared to provide parents and students with an overview of the Concord-Carlisle High School Interscholastic Athletic Program and the policies, procedures and rules that govern it. Questions regarding any material in this booklet, as well as questions about any aspect of the program not addressed in this booklet, should be directed to Mr. Barry Haley, Director of Athletics at 978-341-2960. Mr. Haley will either provide the information requested or refer the caller to the person who can best respond to the inquiry.

Concord-Carlisle High School is a member of the Massachusetts Interscholastic Athletic Association (MIAA), whose purpose is to organize, regulate and promotes interscholastic athletics for secondary schools of Massachusetts. As an MIAA member school, CCHS abides by the regulations and subscribes to the guidelines set forth by this organization.

On a local level CCHS belongs to the Dual county League (DCL) and, as a result, we compete against teams from Acton-Boxborough, Bedford, Boston Latin, Cambridge, Lincoln-Sudbury, Newton South, Waltham, Wayland, Westford Academy, and Weston High School. We also compete against teams from other schools, and these are referred to as non-league opponents. There is only one sport at CCHS for which competition is totally non-league and that is fencing.

PHILOSOPHY OF INTERSCHOLASTIC ATHLETICS

A program of interscholastic athletics is offered to all students in good standing at Concord-Carlisle High School. When possible, teams are entered in competition with other schools at the freshman, Junior Varsity (JV) and Varsity levels at CCHS. Participation is one of the primary objectives of our program. As many players as possible will be given an opportunity to take part in each contest. However, each coach must determine his/her personal requirements after consideration of his/her game plan, strategy and quality of competition. Through participation, the individual will develop a healthier body, sound mind and a better understanding of individual differences. Participation teaches a student that discipline; self-sacrifice and cooperation are necessary ingredients of teamwork if worthwhile goals are to be accomplished. Participants must learn to abide by the rules, regulations and decisions of the coach and game officials. There must be mutual respect for all that are involved in the competition: teammates, opponents, coaches, and officials.

Members of the athletic staff are expected to abide by the rules and regulations and officials' decisions that govern each sport, maintain the highest standard of ethics, recognize each participant as an individual, conduct themselves befitting their responsibilities, and develop a rapport with the school community that will improve the total school educational program. As in the academic and business world, success in athletics is desirable. Using all the latest coaching techniques while playing according to the rules of the game, each coach will make a strong effort to place a team on the field or court that will be a credit to Concord-Carlisle High School.

POLICIES – PROCEDURES – RULES

In choosing to try out for a team students accept the responsibilities and obligations inherent in the following policies, procedures and rules that apply to all interscholastic sports.

Attendance at School / Practices / Games

Students must be present at school for the entire school day in order to participate in a practice session or game that same day or evening unless they have specifically received permission ahead of time from the Principal or Athletic Director. Students are expected to be in attendance at all practices and games unless absent due to illness or other reasons for which the school expressly excuses absence. (See the Handbook for Students and Parents and refer to the section “Bona fide Team Member” which follows.) The coach should be notified of impending absence as far in advance as possible.

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

Practice and game schedules, particularly in the case of winter and spring sports, include school vacation weeks. Students and families should take this into consideration when students decide to try out for teams that have such a schedule. Coaches will provide students with full information about schedules and expectations regarding attendance.

Practice and game schedules are provided to students by the coaches at the time of tryouts. These schedules vary according to the sport. Practice sessions for all athletic teams do not begin before 2:30 p.m. on school days to allow time for students to see teachers for after school help.

Bona Fide Team Member

Bona Fide Team Member of the school team is a student who is regularly present for, and actively participates in, all team practices and competitions. Bona fide members of a school team are precluded from missing a high school practice or competition in order to practice or compete with an out-of-school team. Any student who violates this standard shall lose eligibility for the next consecutive interscholastic contest totaling 25% of all interscholastic contests in that sport. Immediately upon confirmation of the violation (MIAA Rule Book, p. 38), any student who violates the bon fide team member standard becomes ineligible for the MIAA tournament(s) in that sport for that season. (MIAA Rule Book, p. 94) The MIAA has a waiver process for exceptional situations. Waivers can be submitted only by the school and must be submitted to the MIAA at least 30 days before the event. For additional information concerning this MIAA rule and/or to initiate a waiver request, please contact the Athletic Director and the Principal.

Captains

Captains are elected by squad members and, in some cases, appointed by coaches. Prior to the selection procedure students are informed by the coach of the criteria for selection and obligations of the position. The position of team captain or officer is one of honor, leadership and responsibility. As a result, students serving in that capacity are 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 as officer or captain for one calendar year. During this year they remain eligible to be elected to a position of leadership. Any sitting captain of a Concord-Carlisle High School athletic team will have that position rescinded and will be ineligible to serve for a period of one calendar year.

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; 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 athlete 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 athlete will lose athletic eligibility for the period listed below. If fewer than four weeks remain in the season, the penalty period will extend into the next athletic season in which the athlete competes.

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.

Number of Events/Season Number of Events/Penalty

1-7	1
8-11	2
12-15	3
16-19	4
20 or over	5

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.

Number of Events/Season Number of Events/Penalty

1-3	1
4	2
5-6	3
7-8	4
9	5
10-11	6
12-13	7
14	8
15-16	9
17-18	10
19	11

20 or over**12**

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.

Number of Events/Season Number of Events/Penalty

1-4	1
5-7	2
8-9	3
10-12	4
13-14	5
15-17	6
18-19	7
20 or over	8

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.)

To be eligible for reinstatement at the end of the suspension period the athlete is required to attend practice during the suspension period and to practice for at least one week prior to being allowed to compete.

If an athlete in violation of this rule is unable to participate due to injury, academics, or otherwise, the penalty will not take effect until that student is able to participate again. (MIAA Rule Book, p. 48)

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

ADDITIONAL INFORMATION

For additional information regarding chemical health violations please refer to the preceding section entitled "Captains."

ELIGIBILITY

Eligibility rules for interscholastic sports are promulgated by the MIAA. Any questions regarding these rules should be addressed to one of the Assistant Principals, or the Athletic Director. The rules that are stated below provide the general information applicable to all students.

In order to be eligible to participate in interscholastic athletics a student must meet all of the following criteria.

- Be scheduled for at least 4 major courses during the current quarter (i.e. “major” credit courses such as English, foreign language, social studies, math, band and art).
- Be passing at least 4 major classes and have received no credit reductions in those classes (this applies to eligibility lists at the end of Quarters 1, 2 and 3.)
- Having earned at least 20.00 credits for the year preceding the fall season unless an entering ninth grader (this applies to the list at the end of Quarter 4.)
- Be under 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.
- Have proof (a copy on file at CCHS) of a physical examination within 13 months of the date of the first practice of the sport in which the student will participate.

The following information relates to eligibility as regulated by the MIAA.

- A student shall be eligible for no more than 12 athletic seasons. We may not allow a student to participate in interscholastic athletic competition for more than four years beyond the eighth grade.
- No student may be allowed to compete in more than one competitive sport during a season.
- An athlete who terminated his/her association with a CCHS team after the first contest may not join another CCHS team during the season. While this is a general case, there are some special instances which merit an exception and these exceptions would be made by the coach and the Athletic Director together.
- A student who transfers from one high school to another high school is subject to certain MIAA regulations for eligibility. These regulations are adhered to very strictly by CCHS and the MIAA. All transfer students to CCHS, regardless of the school from which they are transferring, should consult with the Athletic Director as soon as possible to determine what must be done to be declared eligible. In the case of students who transfer to CCHS but whose families have not changed residence from another town or state to Concord or Carlisle, the eligibility rule is very clear. Such students are ineligible for a period of one year to participate in all sports in which they had participated at the varsity level unless an extenuating circumstance merits a waiver. Transfer students, should see the Athletic Director regarding eligibility.

EQUIPMENT

The school issues certain equipment to students and the students purchase certain equipment.

Baseball	Footwear, Gloves	Lacrosse	Footwear, sticks, some pads
Basketball	Footwear, Scrimmage Jerseys	Skiing	boots, skis
Cross Country	Footwear	Soccer	footwear, shin pads
Fencing	Uniforms, Blades	Softball	footwear, gloves
Field Hockey	Footwear, Sticks	Swimming/Diving	swimsuit, caps
Football	Footwear, Scrimmage Practice Jerseys	Tennis	tennis racquet, footwear
Golf	Footwear, Golf Clubs, Golf Balls	Track	footwear
Hockey	Helmet, Skates, Sticks, Pads	Volleyball	footwear
		Wrestling	footwear

All students are held accountable for all school issued equipment and must return this equipment promptly at the coach's request. Students who do not meet this responsibility will be ineligible for awards and further participation in the athletic program until restitution is made. Parents and/or

students seeking information about the purchase of equipment should speak with the coach or the Athletic Director.

INSURANCE

It is recommended that all interscholastic squad members take out the school accident insurance policy. Information may be obtained from the main office regarding cost and coverage. The Interscholastic Athletic Program carries supplemental insurance for injuries not covered by family health plans. Contact the Athletic Director for further information.

PHYSICALS *Physical Exams are now due to State Law only valid for 13 months from the date of the exam. Students who have a valid PE at the start of the season and the expiration date occur during the season become ineligible to participate on the date of expiration.*

Waiver forms may be obtained for religious reasons. In this instance the student should see the Athletic Director.

RECOGNITION/AWARDS

To be eligible for a team award presented by the coach, a student must do the following:

- Display upright conduct and a spirit of fair play at all times.
- Exhibit respect for school personnel, coaches, game officials, and opponents.
- Return all equipment at the completion of the season.
- Meet criteria established by the coach (If in doubt as to what the coach's criteria are, students should ask the coach.)
- Finish the season as a member in good standing on his/her team.

Other honors such as all-star selection are conferred upon CCHS students from time to time by organizations outside of the school. It must be understood that while coaches may nominate students for some of these awards, they have no control over the final selection.

SELECTION TO A TEAM

The following is a general list of criteria used for the selection of athletic teams at CCHS. In addition to this list each coach has his/her own list of criteria used for the selection of his/her specific team. These lists are kept on file in the athletic office. A copy of selection criteria, including criteria for "cuts" if they will be necessary, is presented to student at the first meeting of the team. Each coach at all levels will hold a meeting for parents at the beginning of the season to review specific program goals, policies and procedures.

GENERAL CRITERIA FOR SELECTION ARE:

- MIAA eligibility (including academic eligibility) must be met. A student must also be meeting the academic responsibilities of his/her program.
- A student must refrain from the use or possession of alcohol, tobacco and illegal drugs/narcotics.
- A student must exhibit a basic knowledge of the sport and possess the fundamental skills necessary for the sport.
- A student must demonstrate a willingness to work diligently to develop sound physical condition and mental awareness as it pertains to the sport.
- A student must demonstrate a cooperative and respectful attitude toward his/her coach and teammates.

- A student must display a positive attitude, which includes enthusiasm, loyalty, and positive relationships with teammates, and the ability to follow directions and to maintain all other school related responsibilities.
- A student must have a current physical examination (within one calendar year) on file with the health office.
- All candidates are expected to abide by other rules and regulations of the school, attend all practice sessions as scheduled, and attend all classes unless excused by the school (see the Handbook for Students and Parents for attendance regulations).

If the squad size becomes too large to manage safely and effectively, the coach has the prerogative to reduce the size of the squad based on such general criteria as:

-
- Attitude
- Effort
- Concentration on coaching techniques
- Self Discipline
- Physical skill level of activity
- Knowledge of activity
- Physical condition
- Strength
- Speed and agility
- Stamina
- Aggressiveness

Specific criteria will be given to students at the first meeting of the team.

Sports Medicine guidelines for athletic participation:

- Sport medicine coverage is provided to all student athletes during practice sessions or athletic competitions
- Any student athlete who is in need of physical therapy can receive this service with a valid prescription from his/her referring physician. Available modalities include: heat, ice, whirlpool, electrical muscle stimulation, TENS, therapeutic exercise, protective wrapping/strapping, and counseling services on diet, rest, and reconditioning.
- “Double sessions” in August is a physically demanding experience for many athletes. It cannot be emphasized enough: Coaches expect their athletes to arrive at camp in shape. Each athlete should contact his/her coach directly as to what his/her expectations are.
- It is strongly recommended that each athlete provide his/her own water bottle – a 32 oz. (quart) size bottle labeled with each athlete’s name and sport. Although the athletic department has water coolers, we do not have many water bottles or the facilities in which to clean them.
- Blisters are a real problem and a majority of them can be prevented. Each athlete should purchase his/her footwear by August 1. This would allow a gradual break-in period. Vaseline should be rubbed into the shoe to help break it in, and on the skin to help reduce “hot spots”. Cold water immersion of the feet is also very effective.
- It is the policy of the athletic department to support the medical evaluation from a physician (M.D.). If limitations are placed on any athlete in regard to athletic participation, the Athletic Department will support that medical decision.
- “Hot Baths” can be very beneficial in relaxing tired and sore muscles. This will also help athletes in rest and recovery from the physical demands of double sessions.

Don’t hesitate to ask your trainer or coach for any assistance.

TRANSPORTATION

All athletes must ride the team bus to away athletic contests in which Concord-Carlisle high School participates. No athlete is to be transported by private car. All athletes are to return to CCHS on the team bus. The school system recognized that there are rare and unusual circumstances, including family emergencies that may require a student to be transported to or from athletic events by his/her parents. In that event, the parent/guardian must request permission from the Principal twenty-four hours in advance.

The advance notice will allow the school to verify the request and to forward proper notification to the coach involved. No student will be released to anyone other than his/her parent.

USER FEE

There is a \$200.00 user fee payable at the beginning of each season of athletic participation with a \$600 family maximum. Athletic user fees are deposited in an account to help pay for supplies, equipment, uniforms, officials, and rentals and reconditioning of athletic equipment. The payment of a user fee does not offer any guarantees or promises of playing time during interscholastic athletic events. Each student should give this user fee to his/her coach during the first week of practice each season. **Fee reductions and waivers are available.** If a student is unable to pay the user fee, he/she or his/her parent should speak to Mr. Haley, Athletic Director, about a fee reduction or a fee waiver.

HOW TO EXPRESS A CONCERN

If a student or parent has a concern relative to the athletic program in general, he/she should first contact Mr. Haley, Athletic Director. If he/she wished to pursue the matter further, he/she should contact the Principal.

If a student or parent has a concern relative to a specific sport/team, he/she should first contact the coach. If he/she wishes to pursue the matter further, he/she should next contact Mr. Haley and finally, the Principal.

THE PROGRAM

ATHLETICS

The interscholastic athletic program is divided into Fall, Winter and Spring Seasons. Many of them have three levels – Varsity, Junior Varsity and Freshmen.

The following sports are offered:

Baseball	Basketball
Cross Country	Fencing
Field Hockey	Ice Hockey
Football	Skiing
Golf	Swimming/Diving
Volleyball	Wrestling
Indoor Track	Lacrosse
Outdoor Track	Softball
Tennis	Soccer

Fall sports begin before Labor Day, and start dates are published in the local papers and in the CCHS Newsletter. Winter sports begin the Monday after Thanksgiving. Spring sports begin in March. The best way to find out what teams are being organized and what the practice and game schedule will be is to check with the Athletic Director, whose office is located at the end of the hall near the upper gymnasium.

A STUDENT MUST MEET ALL OF THE FOLLOWING CRITERIA TO BE ELIGIBLE TO PARTICIPATE:

1. Be scheduled for at least 10.00 credits of course work during the current semester (i.e. a minimum of four “major” credit courses such as, English, math, science and foreign language).
2. Have earned at least 10.00 credits during the previous marking period (quarter) *unless an entering ninth grader.*
3. Have a cumulative passing average in courses equaling at least 10 semester credits through the previous marking period (quarter). To be eligible for fall sports, 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.
4. Be less than nineteen years of age prior to September 1st of the current school year. *Freshmen must be under the age of 16 prior to September 1st of the current school year.*
5. TRANSFER STUDENTS should check with the Assistant Principal to determine eligibility.

The School Committee has established a fee of \$200 per athlete/per sport with a yearly maximum of \$600 per year/per family.

For more information about the CCHS Interscholastic Athletic Program please consult the Athletic Handbook, which is contained in this publication.

ATHLETIC PERSONNEL

Athletic Director	Barry Haley	978-341-2490 x7115
Athletic Trainer	Clayton Abrams	x7103

ADMINISTRATION OF THE PROGRAM

The Director of Athletics administers the interscholastic athletic program at Concord-Carlisle High School. The Director of Athletics is responsible for the direct supervision of the coaches and individual programs that comprise interscholastic athletics at CCHS, as well as all daily operational procedures. The Athletic Director is also responsible for the evaluation of all head coaches each session. Head coaches evaluate all other coaches of their particular activity.

Coaches are responsible for their respective squads. They establish and distribute on the first day of tryouts for their teams, a written statement of the criteria for selection of the team and the specific rules and regulations for team members. This statement includes the general criteria and rules, which apply to all sports, as well as any criteria or rules that are specific to the particular sport. All statements must be clear, must be approved by and placed on file with the Athletic Director.

Directions to Other Dual County League Schools

Acton / Boxborough High School

Route 2 West, to Route 111. Go through a set of lights to Charter Road. Take a right on Charter Road. Junior High will be on your left; football field will be down about a ¼ mile on your left, athletic playing fields will be at the end on your right. High school gym will be behind the high school on your left.

Bedford High School

Route 62 East into Bedford. Take a right on Mudge Way just before Bedford Center. High School will be all the way down Mudge Way on your right.

Boston Latin High School

Route 128 South to Route 9 East. Go through Brookline Village and Route 9 will turn into Huntington Avenue. Take a left on Longwood Avenue (at Boston State College). Take your second right on Louis Pasteur Avenue. School will be on your right.

Lincoln - Sudbury High School

Take Sudbury Road from Concord into Sudbury. (Past Nashawtuc Country Club) Sudbury Road turns into Concord Road in Sudbury. Take Concord Road to Lincoln Road (take a left), school and playing fields will be on your left.

Newton South High School

Route 128 South, to Route 9 East. Route 9 East to Parker Street. Right on Parker Street about ¼ mile and then left on Hagen Street. Follow Hagen Street to end and take a left to the high school.

Tyngsboro High School

Take Route-2 East to merge onto I-95 N / MA-128 N via exit 52B toward Peabody. Merge onto US-3 N via exit 32A toward Lowell/Nashua N.H. Take the Westford Road exit, exit 34- toward route 3A/Tyngsboro. Turn slight right onto Westford Road. Turn left onto MA-3A / Middlesex Road. Turn right onto MA-113 / MA-3A / Tyngsboro Bridge. Turn left onto Pawtucket Blvd. / MA-113 / MA-3A. Continue to follow MA-3A. Turn right onto Norris Road. End at Tyngsboro High School: 36 Norris Rd, Tyngsboro, MA 01879, US

Wayland High School

Route 126 South through Lincoln and Wayland to Route 27 South. Go past Sandy Burr Country Club and take a right at the next set of lights (Old Connecticut Path). High school will be on the right hand side about one mile down.

Westford Academy

Route 2 West, to Route 495 North. Take the Boston Post Road exit, left onto Boston Post Road to Westford Center. Take a left on Main Street and go about 2 miles. Take a left on Patten Street to Westford Academy.

Weston High School

Route 126 South to Route 27 South to Route 30 East. Go about 4 miles to Wellesley Street and take a right. Weston High School is on the corner of Route 30 and Wellesley Street