



# **2013 CONCORD ANNUAL TOWN REPORT**

[Cover \(00\\_Cover.html\)](#)

[Town Officials  
\(02\\_Officials.html\)](#)

[Board of Selectmen  
\(03\\_Selectman.html\)](#)

[Town Manager  
\(03\\_Selectman2.html\)](#)

[2013 Town Meetings  
\(04\\_Town\\_Meeting.html\)](#)

[General Government  
\(05\\_Gen.html\)](#)

[Public Safety  
\(06\\_Public\\_Safety.html\)](#)

[Municipal Light  
\(07\\_PWC\\_CMLP.html\)](#)

[Public Works  
\(07\\_PWC\\_CMLP2.html\)](#)

[Community Development  
\(08\\_Community\\_Dev.html\)](#)

[Schools](#)

[Human Services  
\(10\\_Human\\_Services.html\)](#)

[Finance \(11\\_Finance.html\)](#)

# SCHOOLS

[Concord School Committee](#)

[Concord-Carlisle Regional School Committee](#)

[Superintendent's Report](#)

[Regional High School Building Committee](#)

[Minuteman Vocational Technical School District](#)

[Concord-Carlisle Adult & Community Education](#)

[Concord-Carlisle Scholarship Fund](#)

## SUPERINTENDENT'S REPORT CCRSB AND CPS

Diana F. Rigby, Superintendent  
John Flaherty, Deputy Sup. of Finance and Operations  
Kathy Codianne, Director of Teaching and Learning  
Kelly McCausland, Director of Human Resources  
Jessica Murphy, Director of Special Education  
Gene Warfel, Director of Information Technology  
Peter Badalament, Concord-Carlisle Principal  
Lynne Beattie, Concord Middle School Principal  
Nancy Peterson, Thoreau Principal  
Patricia Fernandes, Willard Principal  
Sharon Young, Alcott Principal

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. We are able to achieve our mission through the investment of educators, staff, parents, and community members who work tirelessly to improve our schools.

### *District Goals*

Every school year, the administration develops District goals for the Concord Public Schools (CPS) and the Concord-Carlisle Regional School District (CCRSB) which are approved by the School Committees. We focus on efforts to improve student learning by

incorporating the Common Core standards in the District core curriculum, implementing common assessments in ELA and Math to monitor student progress, and by identifying appropriate interventions and adjusting instructional practices. The goals also specify improvements in analyzing student data, integrating digital tools, teacher collaboration, and teacher evaluation. In addition, we strive for prudent management of school budgets, resources, capital projects, the new high school building project, long-term solution for transportation, and resolution of fair collective bargaining contracts.

### *Student Learning*

All District efforts focus on improving student learning. Elementary (grades K-5) principals, curriculum specialists, and teachers worked together to monitor individual student progress in reading, writing, and math. Multiple literacy assessments for fluency, decoding, vocabulary development, and comprehension were administered to monitor progress for reading benchmarks. Pre and post assessments were given for the nine math units in grades 2-5 using the Investigations math program. Kathy Richardson assessments were used to evaluate K-1 students' math skill development. Teachers implemented District wide grade level writing rubrics to analyze student writing pieces with a greater emphasis on students' ability to work with informational texts and to write persuasive and informational pieces. Teachers worked with curriculum specialists to fully align the elementary curriculum with the Common Core Standards, and the 2012-13 Student Progress Report was revised to reflect the more rigorous Common Core Standards. At each school site, the assessment data was analyzed in monthly grade level meetings, and instruction was adjusted to provide targeted skill instruction for struggling students. More than 80% of the K5 students mastered end of the year grade level standards in English Language Arts.

At Concord Middle School (CMS), 81% of the students earned report grades B- or higher across academic subjects: English, math, foreign language, science, and social studies. Common assessments were designed or refined, and implemented in each of these subjects. In English, student progress was monitored for process skills and content mastery in Composition, Literature, and Language Study. Teachers in grades 6-8 designed and implemented common rubrics for scoring and a process for focus on analytical writing. Developmental Language Arts classes provided additional academic support in English. Math teachers continued to promote increased

achievement in leveled classes and through additional intervention with those students enrolled in Focused Math. CMS teachers continued to integrate critical and creative thinking skills across the curriculum to promote student engagement in the use of planning calendars, Noodle tools, Moodle, and scientific inquiry. All teachers moved to online homework posting using Google calendars. In addition to a hybrid online/hard copy math textbook series, students in social studies in grades 6 and 7 and in French in grades 7 and 8 began to use online texts. All students at grade six participated in a 1:1 computing model from December through June, and beginning in October, the model expanded to include all students in grades six and seven. Twenty-one CMS teachers enrolled in a course devoted to technology integration strategies for the 2013-2014 school year, and have included strategies in classroom instruction.

November began the third year of CMS Stands Together bullying prevention and intervention curriculum for the entire CMS community. Four staff members revised the curriculum over the summer in order to create an ongoing experience for and impact to students. Students participated in the first of five lessons in early December, to be completed in February 2014. Additional content was added to the curriculum, relevant to the CMS community, including an expanded focus on racial and cultural issues. The English Department expanded the successful pilot into a second year of a “One School, One Book” summer reading assignment with all staff and students reading critically acclaimed, *Wonder*, an anti-bullying book. CMS Students’ baseline literacy assessment in grades 6-8 was based on this book, scored with the common assessment rubric developed by CMS English teachers.

At Concord-Carlisle High School (CCHS) 90% of the students earned more than 2.0 GPA, and 100% of the graduating class achieved competency determination. Every department worked on developing and implementing common assessments to monitor student progress in the core curriculum and the Common Core Standards. Computer Game Design was implemented as a new course, and *Rivers and Revolutions*, a unique interdisciplinary program, completed its first successful year with 95 enthusiastic students. At the beginning of the school year, all freshmen participated in a technology orientation course to become familiar with their Google Drive, First Class, X2, and Moodle accounts. Three hundred students and teachers use the Moodle site on a daily basis. Students use a variety of digital tools to access online course

work, check email conference folders for class and school information, contribute to wiki forum discussions, and work with a variety of web-based platforms. Information literacy classes taught by the library media specialist instructed all students in advanced web searches, source evaluation, citation, and web-based tools for collaborating, synthesizing, and sharing work. Twenty-five students participated in Virtual High School classes each semester. Thirty Biology students participated in the Environmental Field Studies project to protect Blandings' turtles. The Robotics team built an amazing robot to successfully compete at the regional competition at WPI. The CCHS Meteorology students and teacher presented at the American Meteorological Society conference.

The METCO Program of the Concord Public Schools and the Concord-Carlisle Regional School District serves 160 students of color in grades K-12 who reside in Boston. Our METCO Program is the fifth largest in Massachusetts. CPS provides a comprehensive orientation process for families of students entering Kindergarten, concluding with a four-week summer readiness program at Alcott School to prepare students for the transition to Kindergarten. CPS also maintains a robust Family Friends Program and a strong relationship with Concord Recreation to provide enrichment opportunities for METCO students in grades K-8. CMS instituted a Summer Academy for METCO students this year. The weeklong program focused on building students' organization, time management, and self-advocacy skills while also developing a stronger connection to Concord through field experience at CCHS, the Old North Bridge, Sleepy Hollow Cemetery, and the Robbins House Interpretive Center. Students completed a capstone project at the close of the week utilizing video technology. At CCHS, faculty continues to address the achievement gap with a combination of academic and social programming. All 9th and 10th grade METCO students are enrolled in Achievement Strategies, a course implemented to provide access to technology and direct instruction on executive functioning skills. A group of faculty also serves as mentors in POWER (Positive Opportunities with Engaging Relationships), a student leadership initiative in which each METCO freshman is matched with an upperclassmen and a teacher, forming a triad. CCHS has also strengthened its Family Friends Program so that each student is matched with a cooperating family.

At the district level, district administrators, principals, department chairs, and K5 curriculum specialists participated in the Research for

Better Teaching 36 hour course, “Unleashing the Power of Collaborative Inquiry” to develop skillful teamwork in using protocols for analyzing student work and adjusting instructional practices to increase student learning. District and School site administrators also attended national training in protocols by the School Reform Initiative (SRI). The CCHS Principal, Assistant Principals, and Department Chairs modeled SRI protocols for analyzing student work and student data during faculty and department meetings.

### *Student Achievement*

Our students continue to achieve at high levels. The 2013 Massachusetts Comprehensive Assessment System (MCAS) results were strong with 85% of 5th grade students scoring advanced or proficient on the ELA MCAS, 88% scoring advanced or proficient on the Math MCAS, and 75% scoring advanced or proficient on the Science MCAS. Ninety-three percent (93%) of 8th grade students scored proficient or advanced on the ELA MCAS, 81% scored proficient or advanced on the Math MCAS, and 63% scored proficient or advanced on Science MCAS. Ninety-nine percent (99%) of 10th grade students scored proficient or advanced on the ELA MCAS and 95% percent scored proficient or advanced on the Math MCAS. Ninety-six percent (96%) of 10th grade students passed one of the Science MCAS. One-hundred percent (100%) of the CCHS class of 2013 received a Competency Determination as a result of passing both the ELA and Math MCAS.

The median SAT score for CCHS Class 2013 was 1840 (with 1530 as the State average). Six students in the Class of 2013 qualified as National Merit Scholar Finalists. 97% of Advanced Placement (AP) exams taken by CCHS students received a passing score, and overall 85% of AP exams were scored at a 4 or 5 (the highest score). The average number of CCHS graduates planning to continue their education in post-secondary placements exceeded 95%. In a survey of graduating seniors, 82% reported they were admitted to their 1st or 2nd college choice.

The CCHS Repertory and Concert Bands earned gold medals at the prestigious Massachusetts Instrumental and Choral Conductors Association (MICCA) State Concert Festival. A record number of student musicians were nominated and accepted into the MENC All-eastern Honors Ensembles. Student artists participated in the Boston Globe Scholastic Art awards regional exhibit and earned

gold and silver keys. Student artists also participated locally in the Lexington Arts and Crafts Society Show for art majors and the year-end awards and retrospective at the Concord Art Association. More than 50 students worked together to build sets, coordinate lighting and sound for the production, and performed in *Rumors* in the winter of 2013, more than 150 students performed as actors or musicians, created technical designs, built sets/props, implemented theatrical lighting and sound, and served as stage crew for the musical, *A Chorus Line*. In May 2013, more than 30 students performed on stage and were involved as technical crew for Shakespeare's *A Midsummer's Night Dream*. The CCHS Student Senate sponsored a freshmen orientation program that brought all of the incoming ninth grade students together for an informative and fun-filled day before the beginning of school. Additionally, the Student Senate has helped implement an expanded Advisory program for all four grades at CCHS. The Senate worked on many projects focused on student life: managing student stress, enhancing communication among all members of the school community, and increasing green initiatives.

At CMS, learning experiences stretched beyond the breadth of the school day and across content areas to promote development of creative and critical thinking. Students competed in regional Rubik's Cube, Math Counts and Math Team contests, Lego Robotics and Science Olympiad, and the Model UN conference as well as National French and Spanish exams. Over 75 students participated as cast or crew in the musical, *Willy Wonka and the Chocolate Factory*, and choral and instrumental music students competed and performed in Junior Districts, MICCA and Music in the Parks.

In the elementary schools, Grade 5 students participated in the national Mathematical Olympiad program, and all school teams were named to the National Math Olympiad Honor Roll for scoring in the 90th percentile or higher. The *Thoreau Times* published two newspapers with students assuming the responsibilities of reporters, photographers, graphic designers, cartoonists, book critics, and advertisers. Fifth grade students at Alcott piloted the Science from Scientists project and each week, students worked with scientists to expand their scientific knowledge using hands-on activities. Willard fourth grade students participated in a wonderful China residency program focusing on the culture of Ancient China and Chinese poetry. Fourth grade students at all schools participated in a special yearlong science project nurturing the development of Blandings'

Turtles in the classrooms. They worked with a local ecologist to collect and contribute data as part of an ecological research project. Grade 4 and 5 students used online writing tools to publish their writing. Elementary students also participated in many musical events with chorus, string, band, and theater performances throughout the year. The elementary school orchestra earned a silver medal at 2013 MICCA.

Elementary students engaged in a variety of community building and outreach efforts through the year including Trick or Treat for UNICEF, Kid bags, food drives, and soup cans for Open Table, and raising funds for the One Fund and Concord Recreation. All Willard fifth graders participated in the second annual 5th Grade Service Day to complete service projects at Gaining Ground, the Old Manse, and the Concord Land Trust. Alcott's fifth graders community service project consisted of providing Minute Man ARC with holiday gifts identified by family members in need.

CMS students in all three grades developed cultural and community awareness and responsibility through involvement in a variety of leadership opportunities as members of Student Leaders, Animals and Planets, and CMS Stands Together. Awareness was raised for local organizations through the Coats for Kids drive in which CMS students were awarded a third place prize for the number of coats collected. Students demonstrated initiative and understanding of community participation by forming a CMS Greeters team in the mornings at Sanborn and by seeking and organizing new after school clubs such as the origami club, Dungeons and Dragons, debate and cartooning clubs.

At CCHS, students demonstrated their commitment to social responsibility through participation in numerous activities, raising funds to aid relief efforts in numerous countries, and participating in the Ecuador, France, and Turkmenistan exchanges. In the summer, students traveled to Bolivia to perform community service in rural areas. Locally, our students completed more than 25,000 hours of service in the surrounding communities during the 2012-13 school year. This volunteer community service is another example of CCHS students internalizing the core values of the school district.

These activities and achievements are only a sampling of the wide range of student programs and projects at Alcott, Thoreau, and Willard elementary schools, CMS, and CCHS. For more



information, visit the district website ([www.concordpublicschools.net](http://www.concordpublicschools.net) (<http://www.concordpublicschools.net>)) or individual school websites.

### *Special Education*

The Special Education Department of Concord Public Schools and the Concord –Carlisle Regional School District is dedicated to providing quality services and programs for students with disabilities preschool through age 22. The continued goal of the Special Education Department is to meet the increasingly diverse needs of students with learning, medical, cognitive and social disabilities within the local community. The Concord Integrated Preschool opened an additional afternoon ½ day session in September 2013. The 2013-14 school year began with preschool at 80% special education student capacity, including the additional space available in the new class. In line with the national trend, there continues to be a significant increase of preschool students with complex special education needs. At the K-8 level, the Special Education staff has focused on direct instruction for strategies and proficiencies needed to address the executive functioning deficits that many of our students experience. These skills will help increase student independence and allow them greater access to the general curriculum. Additionally, special and regular educators continued to collaborate in differentiating instruction with accommodations and curriculum modifications to ensure that all students are able to access the core curriculum, instruction, and technology. At CCHS, the Special Education Department has continued to work collaboratively with the academic departments on accommodations and modifications for all students. The use of technology has afforded students a greater opportunity to access the general curriculum with their non-disabled peers. The Special Education staff has increased their focus on transition planning for all Special Education students to increase student success in achieving their post secondary goals.

### *Professional Development*

The District continued to invest considerable resources in professional development providing educators with technology training in Google Drive, ActivInspire and Moodle. During the 2012-2013 school year, 18 teachers took advantage of ActivInspire training and 13 teachers were trained to use Moodle. Twenty

teachers were trained in Google Drive. Additionally, we continued to expand the use of iPads as a tool for teaching and learning in K-12. K8 teachers were introduced to the new supervision and evaluation system. Training on the new model was provided by Teachers 21 to administrators, department chairs, curriculum leaders and other members of school-based leadership teams. The Concord Public Schools also adopted Baseline Edge software for managing the new evaluation system and student performance data. During the summer there were seventy-one curriculum development projects K-12. Teachers continued to develop their curriculum maps and common assessments in the core academic areas, art, music, physical education, health and library. At the elementary level, English Language Arts Curriculum Specialists collaborated with teachers to evaluate and revise rubrics and writing prompts that they had created the year before. Additionally, 16 teachers including art teachers and a librarian created STEAM (Science, Technology, Engineering, Art, and Math) curriculum. To address the Massachusetts Common Core State Standards for Literacy in Social Studies and Science, teachers continued to create lessons and assignments that assist students with informational text and persuasive and informational writing. Additionally, elementary English Language Arts Curriculum Specialists collaborated with teachers to revise progress reports based on the Massachusetts Common Core Standards for Literacy. At CMS, teachers developed “year 3” program for their bullying prevention and intervention curriculum, “CMS Stands Together”. Also, at CMS, an interdisciplinary group of teachers instituted a Summer Academy for METCO students. The weeklong program focused on building students’ organization, time management, and self-advocacy skills while also developing a stronger connection to Concord through field experience at CCHS and historic sites around Concord. Curriculum projects at CCHS include, the development of a Social Sciences Summer Academy, a Biotechnology Curriculum and Achievement Strategies for Gr 10 METCO students.

### *Human Resources*

In 2013 eleven faculty and staff members retired after many years of dedicated service. The following educators retired: Linda Levin, Alcott, 14 years; Martha Regan, Alcott, 19 years; Arlene Gluck, Willard, 17 years; and Maryann Morran, CMS, 28 years. The support staff that retired were: Billy Walsh, CMS Custodian, 30 years; Bob Wheeler, CPS/CCRSB Bus Driver, 28 years; Laura Duke,

CPS/CCRSB Bus Driver, 25 years; Louisa Coleman, CCHS Administrative Assistant, 24 years; Mary Marchetti, Thoreau tutor 16 years; Bill Lorenson, Thoreau Custodian, 13 years; and Joan Rosazza, CCHS tutor, 10 years. The Districts hired six teachers at CCHS, three teachers at CMS, fourteen teachers elementary (PK – 5), two K-8 teachers, and twenty-nine staff members. The majority of the new faculty and staff members filled vacancies created by retirements, resignations, and leaves of absence. The retention rate for educators at CCHS was 97.6% and for CPS 97%. The Districts have significant mentoring programs to ensure that new faculty members swiftly and substantively become part of the learning communities at each school site. The human resources office continued professional development with administrators on the new comprehensive supervision & evaluation system. At CPS, meetings and trainings with administrators and teachers were held that focus on implementing the new teacher supervision & evaluation system which complies with the new State regulations. New technology was implemented to support the new evaluation system at CPS. The CTA Executive Board and the Administrative team formed a new committee to continue working to resolve issues and discuss concerns. At CCHS, implementation of the new supervision & evaluation system continued and the joint labor management committee met throughout the year. A one-year contract was completed with the Bus Drivers Association.

### *Information Technology*

The integration of technology in the classrooms has dramatically increased the productivity and technical proficiency of both teachers and students. We have increased the number of devices that students have access to, and we are moving closer to the goal of 2 devices: 1 student ratio in the elementary schools and 1:1 computing environment in grades 6-12. The latest wireless technology has been installed in Peabody and Sanborn supporting the latest wireless standard, 802.11ac. The new standard improves wireless throughput significantly, while making wireless connectivity more reliable. The 1:1 laptop program using MacBook Airs now includes both the 6th and 7th grades at the Middle School, and that program has been very successful. We are also using a telepresence robot at CMS for a homebound student. At CCHS we have replaced desktops (that are 5 or more years old) with new IMacs, and older MacBooks with MacBook Airs (13” for teachers and 11” for student carts). All domain controller servers were replaced with new servers running

Windows Server 2012. These servers authenticate for the domain, handle DHCP, and DNS services for our network. The district is now an autonomous system registered with ARIN, and we have our own assigned IP space that allows us to peer with any provider of Internet connectivity. This summer we were able to re-image all of the existing and new computers in the district. We continue to make progress in our use of Aspen, and the portal is now open for CMS students for the first time. We are using JAMF Casper to manage 3835 computers, and to push out policies and updates to applications. The Digital Recording studio continues to be a major hub of activity at CCHS, supporting students who wish to record their work, learn the technical aspects of digital recording, or to learn programs such as Reason and Logic to make and record music. Our main console, which has 48 channels, is running the very latest version of Pro Tools.

During the 2013 calendar year, the following persons retired from the Concord Public Schools and Concord-Carlisle Regional High School. We thank them for their service and wish them well in their retirement.

	Years in Concord
<b>EDUCATORS</b>	
Arlene Gluck	17
Linda Levin	14
Maryann Morran	28
Martha Regan	19
<b>SUPPORT STAFF</b>	
Louisa Coleman	24
Laura Duke	25
Bill Lorensen	13
Mary Marchetti	16
Joan Rosazza	10
Billy Walsh	30
Bob Wheeler	28

### *Finance and Operations*

The Districts continue to maintain excellent academic programs while meeting challenging funding goals. We have been able to sustain current programs without exceeding finance committee guidelines while enrollment and special education costs have continued to increase. State funding levels have stabilized but have not been increased to reflect expanded State data and reporting requirements. While our core budgeting principle of focusing all resources to support student learning and growth remains unchanged, an increasing portion of FY2014 CPS resources continue to shift towards enrollment driven staffing, special education and

transportation needs. Conversely in FY2013, the CCHS resources had seen decreasing needs in special education, and this occurrence is not continuing in FY2014 as former K8 students are now entering the 9-12 setting. The District goals approved by the school committees provided direction to the budget process to support student learning opportunities. The District administration and school committees' work was reflective of the new \$92.5M high school project's cost impact on taxpayers and collaboratively worked with the finance committees to develop responsible FY2015 budgets during 2013. The FY2014 CPS school budget at \$31,140,538 represented a 4.65% increase above the FY2013 appropriation, and the FY 2014 operating budget for CCHS, \$23,886,464, increased 1.01% above the FY2013 level. Both the CPS and CCHS budget requests were below levy limits and matched guidelines developed by the finance committees, and for the seventh consecutive year did not require overrides. Both school districts managed successful year-end closings, and the Regional School district will increase the CCHS Technology Stabilization Fund by \$245,000. The Regional School District also committed \$300,000 towards its OPEB liability in the year-end closing process. CCRSD's Excess and Deficiency (E&D) fund balance for the past fiscal year has been maintained above the 4.8% level. The AAA bond rating has been maintained and the December 2012 \$32,500,000 Bond sale was assigned the highest possible rating by Moody's Investors Service on the borrowed funds at an effective interest rate of 3.0%.

### *Capital Projects And Transportation*

The major capital projects for CPS included installation of security systems at each building site, Alcott flooring replacement, and completion of conference room construction at the Ripley building. For the Regional district, the new high school project highlights included nearing completion of structural steel erection, and the project remains within budget and on schedule for April 2015 occupancy. Please refer to the additional report on the high school building project from CCHS Building Committee Chairperson, Stan Durlacher. In the Transportation area, operational planning for future in house transportation services is underway at the Knox Trail site in Acton following a successful vote at Special Town Meeting. While there are siting, permitting and purchasing issues to be resolved, the school system is grateful to Concord voters for their support in securing a permanent location.

*Summary*

The major highlight of 2013 continues to be the exciting progress on the new high school building project. We are extremely grateful for the Concord and Carlisle communities' support, and we look forward to opening a new high school in April 2015. The districts also made significant progress in achieving the mission and district goals by increasing student learning, improving special education services, integrating technology into the classrooms, supporting faculty and staff, implementing a new educator evaluation system, and developing responsive and responsible budgets. For more information, please visit the districts' website,

[www.concordpublicschools.net](http://www.concordpublicschools.net)

(<http://www.concordpublicschools.net>), and review the CPS & CCRSD 2013 Performance Report.