

CCHS NEWSLETTER

Published by CCHS and the CCHS Parents' Association

VOLUME 24 – NUMBER 9

APRIL 2007



PARENTS' ASSOCIATION NEWS & INFORMATION

April, the month of showers, that brings May flowers (we hope) and a very busy month at CCHS for everyone. It is the month of college decisions for our seniors, visits during spring vacation by our juniors and the college fairs at the high school.

This year the **College Mini Fairs** will be held (for CCHS students only) on Thursdays in the library from approximately 10:30 a.m. – 12:45p.m. **Dates for the fairs are April 5th, 12th, 26th, and May 3rd.** This gives students the opportunity to pick up literature or ask questions of college personnel before visiting their campuses. Be sure to check the Counseling Department's bulletin board outside its office for updates on the various schools attending this year.

The Repertory and Concert Bands are busy rehearsing and preparing for the **MICCA** festival being held the weekend of **March 31- April 1, 2007**. On **April 9th**, members of the **Concert Band** along with many chaperones leave for a **10-day visit to Japan**, where, amongst other things, they will appear in joint concerts with the Shiroishi and Nanae High School Bands. We wish them safe and happy travels.

Back at school on **Thursday, April 12th**, will be **Concord's Emerson Youth Risk Survey 2006** presentation from 7:30-9:00 p.m.

The **All Night Live Committee** is in full swing preparing for the Class of 2007's all night party on the evening of graduation, June 9th. Please consider volunteering to help with decorations, serving food, chaperoning the night of the event or perhaps assisting with setup or cleanup. If you would like to help with this event, please contact Cheryl Baggen at (978) 369-4495 or email cjbaggen@comcast.net. Remember, we can't do it without you!

If you would like to attend one of the last two coffees that Art Dulong will be hosting, please come to A-7 at 8:30 a.m. on April 2nd. These get-togethers provide lively conversation and insight into what's going on at the high school.

As always, if there is anything the PA can answer or address for you, please don't hesitate to call.

Carolyn Hoffman Higgins
CCHS PA President - (978) 369-9762

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Boy the time is moving fast for me. If time moves faster as one gets older (something my grandmother always said, then I must be getting older awfully quick! Still, I am delighted to see the spring athletes on the fields, at least until the next rain, and to begin the process of scheduling for next year, and to be talking to people about final exams, summer plans, and curriculum review. All of these things are the harbingers of spring and the precursors of summer, both seasons that I enjoy. As usual there are a few things to let you know.

The final exams this June are scheduled for Monday 6/18 through Thursday 6/21. Independently, and then together, the Student Senate and the Department Chair Group met to discuss the June final schedule. Both groups came to the same conclusion. They would like to test the semester exam schedule in the June timeframe. They also suggested that we make some adjustment to the order of the blocks within the week in an effort to further reduce stress on more students during the exam period. I will send out an exact schedule very soon, but you should expect a longer time frame within each exam period to accommodate the need for extra time, one exam in the AM and a second after a lunch break, and a rearrangement of blocks. I expect the blocks to include H and G on Monday, C and F on Tuesday, B and E on Wednesday, and A and D on Thursday. It is an experiment, based on the success of the winter experiment.

Every year about this time I mention to parents that if your child must miss part or all of the final exam period, you should write me a short note to that effect. We do not give exams early, prior to the beginning of the exam period. First, I give permission for the teacher and student to seek a mutually agreeable time within the exam period (assuming the student will be here for part of the exam period). If there is no mutually agreeable time or the student will not be here for part of the exam period then the exam must be taken sometime after school has ended. The time chosen for the exam is at the discretion of the student, but must be at a time when the main office is open (almost the entire summer). Students are allowed to keep books and materials to study for the exam. It works well. Students take the exam when they are ready.

We are beginning the prom season. For parents and students it can be an exciting time, allowing for much memory building. For school principals it can be a very nerve wracking time. Please help your child to have a safe prom season filled with good decision-making. No one wants to be involved in a disciplinary hearing after an event that is meant to be fun. And certainly no one wants to be involved in a tragic circumstance that seems to happen someplace every year. Again, please help your child to make good decisions during this season.

We have begun the scheduling process for next year. I am sure it seems early to you, but it is a very time consuming process. As usual, there will be unavoidable conflicts simply because we have only 8 blocks to schedule with and we have several dozen "singletons". It is mathematically impossible to avoid singleton conflicts. Then there are the numerous "doubletons" which present very similar conflict possibilities. One thing I am trying to be very conscious of is the lunch problem. A frustrating thing for me is that students will request too many courses and then wonder why they get no lunch. That problem I cannot solve by myself. However, some of the actual schedule problems (science labs, H&F classes, for example) are relatively within my control. I am trying to manipulate them to avoid issues that create problems for scheduling lunch. I will not know for a while how successful I am, but please be assured that I want students to get a fully scheduled lunch.

I know your support of your children and the school is one of the most important characteristics of greatness within the CCHS community. I hope to see you around at the various spring events at CCHS. I look forward to that.

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 ways that make-up work cannot reverse.

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.



SAVE THE DATE

ARTHUR DULONG, PRINCIPAL at CCHS will be RETIRING in JUNE.

A RECEPTION HONORING HIM will be held on WEDNESDAY, MAY 23 FROM 2:30 P.M. TO 4:00 P.M. EVERYONE IS INVITED.

Sponsored by the CCHS Office Administration, CCHS Parents' Association, and CCPOPS.

If you would like to receive the

Spring Newsletter

of the

Concord-Carlisle Teachers Association
and you have not signed up for it yet, please email us at: ccta.liaison@ccteachers.net
we would be delighted to send it along!



CONCORD-CARLISLE SCHOLARSHIP FUND

Applications for the CCSF are available online at www.ccscholarshipfund.org. Students seeking support for the 2007-2008 academic year must submit their applications by April 1, 2007. A complete application must include a Student Aid Report (SAR) from the Free Application for Federal Student Aid (FAFSA). The CCSF has been providing support to deserving local students for nearly 40 years. Applicants must reside in Concord or Carlisle or have attended school in one of these towns. METCO students are eligible.

The CCSF Scholarships are awarded strictly based on need not merit. However, applications are shared with many local organizations such as, the Concord Rotary, the West Concord Women's Club, the Concord Women's Club, the VFW, the Concord Public Library, Welch's, Rivercrest Deaconess, the Concord Chamber of Commerce and the Carlisle Garden Club, which award merit and need based scholarships. Please direct questions about applications or donations to ccsf@colonial.net.

CCHS - ACADEMIC SUPPORT CENTERS

MATHEMATICS RESOURCE CENTER (MARC) - Located in the S-Building next to the mathematics department office and room S-20, the MARC is open from 7:35 a.m. to 2:05 p.m. each school day.

SOCIAL STUDIES/ENGLISH RESOURCE CENTER (SSERC) - Located in the center core of the H-Building next to the social studies workroom and the Writing Center, the SSERC is open from 7:35 .m. to 2:05 p.m. each school day.

FOREIGN LANGUAGE RESOURCE CENTER - Located in the language laboratory in the L-Building. It is open from 7:35 a.m. to 2:05 pm. each school day.

COMPUTER LABS - There are three computer labs that students may use in accordance with procedures posted in each lab. The room locations are as follows: I-2 is a Macintosh lab; I-4 is a PC lab and also the music technology lab; H-20 is the writing lab. Students can also use the computers and printers in the library according to library policies.

Note: Scheduled computer lab time for instructional purposes takes precedent over open lab time and, when available for open lab time, a staff person must be on duty to supervise the operation of the lab. Students are expected to defer to the staff member in charge with regard to proper computer usage.

WRITING CENTER - Located next to the SSERC in the H-Building – *(This room is used by a variety of classes)* Individuals may use this area during the school day and after school by making arrangements with the Writing Center supervisor.

SCIENCE RESOURCE CENTER - Located in room S-6, next to the Yearbook Office. It is open from 7:35 a.m. to 2:05 p.m. each school day, with the exception of E-Block

WORKSHOP OFFERED BY THE CENTER FOR PARENTS AND TEACHERS - REGISTER NOW!

Please pre-register by emailing or calling: amartinez@colonial.net / 978-202-1146.

COLLEGE 101: PARENTING FROM A DISTANCE with Sara Lane, Ed.M. and Master's in Counseling Psychology
4 Wednesdays: May 9, 16, 23, & 30, from 7:30-9:00PM at Concord Carlisle High School. Contact us for details.

Is your child heading to college in the fall? This 4-session workshop will address areas of concern including letting go, becoming independent, housing issues, campus drinking, sexual relationships, communication and stress.

Fee: \$40 for all 4 sessions.

This program is made possible through a grant awarded by the Northwest Suburban Health Alliance/CHNA 15vDoN funds from Lahey Clinic.



CONCORD CLEAN UP

Monday, April 2nd to Sunday, April 8th

The annual clean up of our community of roadside litter and trash on public lands begins on **Monday, April 2nd** and continues through **Sunday, April 8th**, the major emphasis on **Saturday, April 7th**. The Division of Natural Resources will supply the yellow bags, and CPW crews will pick up the bags along the roadside beginning Monday, **April 9th**. Individuals, families, neighborhood groups, clubs, & organizations are urged to contact the Division of Natural Resources for assignments and bags. Please feel free to drop by the office at 141 Keyes Road between 8:30 a.m. and 4:30 p.m., or call 978-318-3285.



CCHS SCHOOL ADVISORY COUNCIL

Among the mandates contained in the educational reform legislation is a requirement that all schools have a council to serve in an advisory capacity to the principal. Each council is to assist the 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.

At the Concord Public Schools and Concord-Carlisle Regional School District each school advisory council will consist of at least nine members and should be broadly representative of the racial, ethnic, and role diversity of the school and the community. At CCHS, Council members include: the school principal who serves as one of two co-chairs; four teachers at the school; five parents of students attending the school; one member of the junior class and one member of the senior class for the Concord-Carlisle High School; and other persons, not parents or teachers of students at the school, drawn from such groups or entities as municipal government, business and labor organizations, institutions of high education, human service agencies, building support staff or other interested groups.

CURRENT PARENT MEMBERS OF THE COUNCIL AND THEIR TERMS OF OFFICE ARE:

Lisa Pearl '07 Shelley Mogil '07
Diane Calabro '08 Stephanie Eisenstat '08 Philip Peck '08

We need to elect two parents to serve a two-year term. Please fill out the nomination sheet below and send it to Louisa Coleman at CCHS – 500 Walden Street – Concord, MA 01742 or email lcoleman@colonial.net with your nomination.

Deadline for nominations is May 16th.

I WOULD LIKE TO NOMINATE THE FOLLOWING PERSON FOR THE CCHS SCHOOL ADVISORY COUNCIL

Name: _____

Address: _____ Telephone # _____

I have spoken with the nominee and he/she has consented to the nomination.

SCHOOL COMMITTEE INFORMATION



The School Committee is busy working on building projects, preparing for upcoming Town Meetings, and continuing to negotiate teacher contracts for both Concord Public Schools and Concord Carlisle Regional High School.

Recent discussions concerning decreasing student enrollment have raised questions about pending building projects, namely Willard School and Concord-Carlisle High School. These discussions are perplexing, as the enrollment numbers are not decreasing drastically. The exact numbers are that the 1235 elementary students may go down to the school committee projection of about 1100 in five years. At CCHS the current 1,257 may go down to 1187 in five years. Neither of these decreases is substantial enough to warrant closing an elementary school or building a smaller high school. Projections of elementary population after five years are difficult because these children have not been born, but there is no indication from any reliable source that can say this downward projection will continue. The compelling building conditions combined with aging facilities which do not meet educational needs of today are strong reasons to look for long term investments in our school buildings. The School Committee has spent considerable time looking at enrollment numbers, and feels confident that slight enrollment decreases will not affect the need for investing in our schools. The School Committee continues to believe that three K-5 elementary neighborhood schools is the correct educational solution for our students.

As part of the enrollment discussion, the idea has been put forth of having Willard School become a K-1 school, and the current Thoreau School and Alcott School becoming grades 2-5 only. This is not supported by school administration or the school committee. It also does not solve the problem of the condition of the current fifty year old Willard School, and it is likely to cause an increase in class sizes for grades 2 - 5. The benefit of neighborhood schools comes from allowing a sense of community and belonging that is especially important for our youngest students. The K-5 model lends itself to that community building.

Concord voters, **Town Meeting in Concord begins on Monday April 23 at CCHS**. Please plan to attend if at all possible. School Budgets will be voted on the first night.

Another article with which the Regional School Committee has involvement is the building of two lighted artificial turf fields on Concord-Carlisle Regional School land. This will benefit not only the high school, but all athletic groups in the town who seek playing field time. The money to construct the fields will come from the Concord Town Manager's capital budget, community preservation funds, and private donations, not the school budget. Please support this important endeavor. It has been designated a "high interest" article, and will be voted on as the first order of business on Tuesday April 24 at Town Meeting.

Capital improvement articles for Concord Public Schools and CCHS are likely to be brought before town meeting on either the second or third night. Please support these important articles.

A petition article has been filed on school budget funding of Adult and Community Education (ACE). A bit of history may be helpful here. The Regional School Committee made many reductions in the budget in 2004, most of which have not been restored, including a payment to the Adult and Community Education revolving fund. In 2004 the director was asked to make this program self-sustaining through expanded offerings and fees. Largely, he has managed to do so. In the over \$700,000 budget, the deficit this year is expected to be less than \$15,000, a number easily covered by the balance in the revolving fund. A citizen has brought forth a petition article which asks the Regional School Committee fund the administrative costs. The total would be over \$120,000 to come out of the CCHS budget, although it is unclear what amount will finally be requested. The School Committee would need to reduce other essential program to high school students to make any contribution, and does not feel it is necessary. In-kind contributions from the regional budget to this program will continue, valued at over \$60,000. There is a sense by some in the community that the school budget should subsidize this valued program, as it had in times when the state government gave grants for such activity. With budgets as they are in current times, the school committee asked this program to become self-funded, as it is in nearly every other community in the Commonwealth. The School Committee seeks your support opposing this article at town meeting, and fully believes that Adult and Community Education can and will remain affordable and robust without this contribution.

Finally, the School Committee remains committed to negotiating contracts that are fair to our teaching staff and taxpayers while serving students well. Negotiations are ongoing with both the Concord Teachers Association (K-8) and the Concord-Carlisle Teachers Association (CCHS). It is a busy time.

If you have any questions leading up to Town Meeting, please feel free to contact us at csc@colonial.net, of ccsc@colonial.net.

Have a great April vacation, and we hope to see you at Town Meeting.

Betsy Bilodeau
School Committee

News from 2Volunteer

If you haven't checked out the new website for Community Service, try it at <http://mail.colonial.net/~2volunteer/pages/>.

It contains all you need to know, plus links to all the agencies supported by CCHS students. There is a new section called "What's New, Special Requests", where you can find out about opportunities in the short term. If you want to do something this weekend, see what's available.

If you have completed more than 100 hours of Community Service in the past 12 months, you may be eligible to apply for a President's Volunteer Service Award. Check the website to find out.

Concord SPED PAC

invites parents with children in out-of-district placements to join us for our Out-of-District Parent Social, Wednesday April 11 from 7:00-9:00pm at Papa Razzi Restaurant (at the intersection of Elm St and Rt 2) in Concord. An opportunity for conversation. Come and talk with other special education parents who have children in out-of-district placements as well as parents of college students. Papa Razzi has a full menu available to purchase food and drinks from. This is wonderful opportunity to visit with old friends and meet new ones. Parents from surrounding towns are welcome. For information visit us at www.concordspedpac.org.

SCHOOL CANCELLATIONS



To find out whether school is in session, check the following: **RADIO STATION: WBZ** (AM 1030), **TV STATIONS: Channels 4, 5, and 7**, or **INTERNET:**

- <http://www2.whdh.com:80/stormforce/index.php>
- <http://www.thebostonchannel.com/closings/index.html>
- <http://cbs4boston.com/schoolclosings>
- <http://www.colonial.net/schools/cancellations.php>

In the case of a delayed opening, school will begin at 8:35 a.m. instead of 7:35 a.m. Buses will arrive at bus stops one hour later than usual in the morning. Classes will end at the regular time, 2:05 p.m.



SUBSCRIBING TO THE LIST SERVE:

Go to www.lists.ptg-concord.org/mailman/listinfo and click on the link to your child's class. If you have children in multiple classes, repeat the process for each child. **READ** and **FOLLOW** the **INSTRUCTIONS** provided. You will need to have your child's student I.D. handy when subscribing. When you subscribe, you will receive an auto-generated response which you **MUST REPLY** to in order **TO ACTIVATE** your **SUBSCRIPTION**. IF YOU DO NOT REPLY, YOUR SUBSCRIPTION REQUEST WILL SIMPLY DISAPPEAR FROM THE SYSTEM. PLEASE PASS THIS INFORMATION ALONG TO ANYONE WHO HAS NOT SUBSCRIBED YET.



All students taking part in **SPRING SPORTS** should have an **UP TO DATE PHYSICAL FORM ON FILE** with Mrs. DeBruzzi, CCHS school nurse.



AWARDS AND SCHOLARSHIP INFORMATION may be obtained in the Guidance Office. There are **lots** of opportunities for graduating seniors to check out.



WORK PERMITS may be obtained in the main office from Mrs. Trainor. Students **MUST** have a job **BEFORE** a work permit is assigned.

LIBRARY INFORMATION

CHECKING OUT MATERIAL

- All material leaving the library **MUST** be check out. Student may check out up to 10 books at a time. The materials must be returned in three (3) weeks. Material(s) may be renewed if the item is not reserved by another student.

OVERDUE AND LATE FEES

- Overdue Notices will be sent out to homeroom and periodically to parents at the home address.

LOST OR DAMAGED ITEMS

- Students are charged a replacement cost for lost and/or damaged material(s).



IMPORTANT INFORMATION FOR STUDENTS AND PARENTS- PLEASE TAKE NOTE

The Concord Police Department and Concord Fire Department ask that motorists obey and respect the **No Parking signs that are posted**. Should an emergency occur, it is important that emergency vehicles have access and not be impeded by illegally parked vehicles. The fine for parking in a No Parking zone is \$15.00. Thank you for your cooperation

ATTENTION SOPHOMORES

RYLA (*Rotary Youth Leadership Awards Conference*)

Applications are now being accepted for the **15TH ANNUAL DISTRICT 7910 ROTARY YOUTH LEADERSHIP AWARDS CONFERENCE** that will take place **June 22nd through June 24th, 2007.**

The Conference is aimed at giving young women and men an opportunity to develop their leadership potential. It will feature many thought-provoking events including interactive Leadership Labs, exciting guest speakers, and challenging mental and physical activities that will provoke you with a chance to excel amongst and with your peers.

If selected, you will live, work and interact together with other students your age in an atmosphere of friendly competition. The program will challenge you to utilize and improve your skills and accept the responsibilities of leadership. Topics will include critical thinking, decision-making and ethics, communicating effectively and public service.

There is no charge to attend RYLA! But, there is a limit to how many can participate.

The Rotary Club of Concord will be conducting interviews and awarding conference scholarship(s). Apply Early!

Applications must be submitted to Mrs. Coleman no later than April 10th.

Students will be contacted about the interview process.

Applications may be picked up from Mrs. Coleman in the main office.

CONCORD SPED PAC

The Concord Special Education Parent Advisory Committee

The Concord Special Education Parent Advisory Committee is hosting: "**ACCESS TO THE GENERAL CURRICULUM**", a Federation for Children with Special Needs workshop that will help parents to understand the meaning of access, participation and progress in the general education curriculum and how to use the IEP as a tool to ensure effective progress while meeting the unique needs of the child.

- EVER WONDER WHAT "ACCESS TO THE CURRICULUM" MEANS?
- EVER WONDER HOW TO DETERMINE IF YOUR CHILD IS REALLY PARTICIPATING IN THE GENERAL CURRICULUM?
- EVER WONDER HOW THE IEP RELATES IN THIS PROCESS?
- THIS WORKSHOP WILL ANSWER THESE QUESTIONS AN MORE.

PRESENTED BY:

DONNA MURPHY, an experienced Special Education Advocate on

Thursday April 12, 2007 7 - 9 PM at the **Ripley School, 120 Meriam Road in Concord.**

www.concordspedpac.org for directions and more information.

Coming Soon



CCHS students will be performing in **Shakespeare's Twelfth Night**

Outdoors the weekend of May 19 and May 20. For more information check out

the **CCPOPS Website** - CCPops@colonial.net



SENIOR PROJECT 2007

THIRTY-SIX MEMBERS OF THE CLASS OF '07 are well into their individual Senior Projects culminating their years at CCHS. Senior Project is a credit-granting, interdisciplinary course open only to seniors; instead of a traditional "letter grade," participants receive a lengthy assessment and commentary on what they have accomplished.

All students have written technical and personal goals, are keeping journals on their progress, and are meeting regularly with volunteer faculty mentors. Projects can be academic, creative, career-oriented, or community-serviced based . . . or ideally a combination of any these directions. Projects this year include writing a novel, learning ethnic culinary arts, shadowing EMT's, interning with a middle school guidance counselor, restoring a '65 Plymouth Fury, researching alternative energy sources, and improving musical skills . . . from basic guitar to concert piano.

In May, all students will make individual presentations of their work to a panel of evaluators and write self-evaluations; the course culminates in a celebratory evening FAIR IN THE SCHOOL LIBRARY ON WEDNESDAY, MAY 16TH. **MARK YOUR CALENDARS!**

CCHS Senior Project was launched more than a decade ago and has become the flagship for other schools around New England.. Teacher *emeritus* Mark Angney is the coordinator.

POLICY PROHIBITING DISRESPECTFUL CONDUCT/PEER HARASSMENT

POLICY PREAMBLE

All students deserve the opportunity to work and learn in an environment of mutual respect and trust. This requires that students regard each other with courtesy, consideration, and appreciation, and act accordingly. This policy has been developed to ensure that the educational opportunities of all students are not threatened or limited by unacceptable behaviors.

The CCHS community is committed to adhering to the Concord-Carlisle Public Schools' policy of non-discrimination based on race, gender, color, religion, sexual orientation, ethnicity/national origin, age, or handicap/disability, in accordance with state and/or federal laws. In addition, students are prohibited from harassing others based upon their physical appearance or physical/mental capacity.

DEFINITION OF DISRESPECTFUL CONDUCT/HARASSMENT

1. Disrespectful Conduct/Harassment is any form of behavior that interferes with another person's sense of safety, dignity, comfort, or productivity in the school environment. Prohibited conduct may include but is not limited to the following when it relates to a person's gender, race, color, ethnicity/national origin, religion, age, handicap/disability, sexual orientation, physical appearance, and physical/mental capacity, and when such conduct is unwelcome by the recipient or others:
 - Name calling (verbal/written), teasing, mimicking, slurs, or other derogatory remarks
 - Displaying offensive graffiti, symbols, posters, pictures, cartoons/caricatures, notes, book covers, or designs on clothing
 - Phone calls, and/or emails
 - Touching of a person or person's clothing
 - Words, pranks or actions which provoke feelings or embarrassment, hurt, or intimidation
 - Stalking
 - Discrimination
2. These behaviors are considered harassment when they:
 - Have the purpose or effect of creating an intimidating, hostile, or offensive school or work environment
 - Have the purpose or effect of substantially or unreasonably interfering with an individual's academic or work performance
 - Otherwise adversely affect an individual's educational opportunities

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.

APRIL CALENDAR



1. MICCA Festival/Concert – Boston
2. **MCAS Exam**
Flip Flop Sale Begins sponsored by Class 2010
Principals Coffee for Parents – 8:30 a.m. Room A-7
3. Free
4. Reflections Award Night – Library
5. **Quarter 3 Ends**
Back Up Date for Reflections Awards
6. **Good Friday – No School**
7. Free
8. Free
9. Attendance Review Board Meeting
Concert Band leaves for Japan
10. **Homeroom/Attendance Reports**
Newsletter Deadline
11. School Advisory Council Meeting
12. Free
13. Free
14. Free
15. Free
16. **Patriots' Day – No School**
17. **Vacation – No School**
18. **Vacation – No School**
19. **Vacation – No School**
20. **Vacation – No School**
21. MICCA – Symphony Hall
22. Free
23. **Town Meeting – Class 2007 Refreshments**
Homeroom
24. **Town Meeting – Class 2007 Refreshments**
25. **Town Meeting – Class 2007 Refreshments**
26. Free
27. Unplugged sponsored by Class 2008
Homeroom
28. Free
29. Senior Citizen Event sponsored by Class 2009
MICCA – Mechanics Hall
30. Flip Flop Sale Ends sponsored by Class 2010

Upcoming Activities

MCAS & AP Exams
College Mini Fairs
Sophomore Semi - Junior & Senior Proms
Spring Play
Awards Nights for Frosh & Soph - Jr & Sr
National Honor Society Induction
Graduation & All Night Live

***A SENSE OF HUMOR IS A
MAJOR DEFENSE AGAINST
MINOR TROUBLES.***

Mignon McLaughlin
American Journalist

Concord/Concord-Carlisle Public Schools – Calendar for 2007-2008

<p>SEPTEMBER <i>September</i></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th><th>S</th><th></th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td>30</td><td>31</td><td>1</td><td>3 - Labor Day</td></tr> <tr> <td>2</td><td>3</td><td>4</td><td>5*</td><td>6</td><td>7</td><td>8</td><td>4 & 5 Professional Days*</td></tr> <tr> <td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>6 - CLASSES BEGIN</td></tr> <tr> <td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>13 - Rosh Hashanah</td></tr> <tr> <td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td></td></tr> <tr> <td>30</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	TH	F	S						30	31	1	3 - Labor Day	2	3	4	5*	6	7	8	4 & 5 Professional Days*	9	10	11	12	13	14	15	6 - CLASSES BEGIN	16	17	18	19	20	21	22	13 - Rosh Hashanah	23	24	25	26	27	28	29		30								<p>FEBRUARY <i>February</i></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th><th>S</th><th></th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>18 - Presidents' Day</td></tr> <tr> <td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>18-22 -Feb Recess</td></tr> <tr> <td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>25 - Classes Resume</td></tr> <tr> <td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td></td></tr> <tr> <td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	TH	F	S							1	2	18 - Presidents' Day	3	4	5	6	7	8	9	18-22 -Feb Recess	10	11	12	13	14	15	16	25 - Classes Resume	17	18	19	20	21	22	23		24	25	26	27	28	29		
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***SEPTEMBER 5** – CCHS ORIENTATION FOR GRADE 9 AND NEW UPPERCLASSMEN
FIRST DAY FOR GRADE 6 STUDENTS

SEPTEMBER 6 - FIRST DAY OF SCHOOL FOR ALL STUDENTS EXCEPT FOR GRADE 6

Approved by SC: 1/23/07

Senior Class 2007

Cap and Gown

There are still a number of seniors who have not purchased a Cap and Gown. A list is posted on the window in the main office. Seniors should bring a check for \$30.00 to Mrs. Coleman as soon as possible. If you have a cap and gown from a previous graduate that you will be using, please see Mrs. Coleman to have your name taken off the list. You will still need to purchase a 2007 tassel. **Remember, without a Cap and Gown you will not be allowed to participate in Graduation. If you are not planning on participating in the graduation ceremony, please see Mrs. Coleman NOW!!!!!!**

Outstanding Obligations

Seniors should be taking care of any outstanding obligations this month. Don't wait until the end of the year.

Senior Information to Remember

All graduating seniors will be given their temporary school record, recommendations, assorted testing scores, and their health record when they pick up their cap and gown in June. **We do not keep copies of these records.** Please put them in a safe location because you will need them. We do keep a copy of your transcript, testing scores, and only your counselor recommendation. Transcripts are kept on file for 60 years.

A Reminder from the Registrar

Seniors who owe transcript fees should see Mrs. Tessari now, don't wait until June. You can also check *Naviance* to see if you have an outstanding balance. Checks are payable to CCHS and should be given to Mrs. Tessari.

Thanks to all members of the Class of 2007 who helped out with the March 17 St. Patrick's Day Luncheon for Concord's seniors. Students were seen setting up, serving, cleaning up, providing entertainment, and all-around actively engaged in this annual Concord tradition. A particular hand, to event coordinators Dotty Sullivan and Liz Haff and volunteer coordinators Paula Casey and Jane Turner Michael. Many hands made for a successful afternoon.

Second-semester seniors, and their families, take note. There is lots coming up for this class before they march out of CCHS on June 9. There are plenty of ways for students and their families to say "thanks" to those who have made their education possible, whether since kindergarten or just this year. A preview of coming attractions follows:

- **April 23 – 30:** The Class of 2007 will staff a refreshment table at Town Meeting at CCHS. This provides another way to thank the many people who have supported you along the way with their votes to support your education. If you are willing to work any evening of Town Meeting, please contact Jane Turner Michael, who has agreed to coordinate volunteers.
- **May 18:** Staff Appreciation Luncheon: The class plans and furnishes a luncheon for faculty and staff at CCHS. Plenty of volunteer opportunities available, INCLUDING AN EVENT COORDINATOR. More information on staffing will come in a separate email to the class.
- **Senior Week Activities:** Several parents and students have asked for dates and times of activities during senior week. While many events remain in the planning phase, please note the following tentative dates. In addition to dates listed below, the class will have a pancake breakfast on the day the yearbook is distributed. A separate flyer and email on all senior activities will follow later in the spring:
- **Friday, June 1:** Last day of class for seniors.
- **Monday, June 4:** Last day of school for seniors. Luncheon, barbeque, or some mid-day outing following all-school assembly. Possible date for aerial photograph of Class of 2007.
- **Tuesday, June 5:** Graduation rehearsal at 10:00 am – MANDATORY
- **Wednesday June 6:** Possible class outing – time and location TBD
- **Thursday, June 7:** Senior Prom, Boston Park Plaza Hotel
- **Saturday, June 9:** Graduation at 2:00, seniors assemble at CCHS by 1:00; All Night Live in evening until 5:00 AM on Sunday morning

Seniors should be keeping track of scholarship deadlines.

Middlesex West Chamber of Commerce due to Mrs. Coleman on April 6th.

The Eric R. Cohn Education Foundation postmarked by April 2nd

Albert B & Evelyn H. Black Fund of Concord due on April 20th.

Junior - Class 2008

NO NEWS THIS MONTH

Sophomore - Class 2009

March proved to be a busy month for activities and as history shows, the remainder of the school year begins to fly by. Can you believe our students have already selected their Junior year courses?

We hope you had the opportunity to visit with friends and enjoy the tasty dessert buffet at Pam and Ted Brewster's home on March 24. Thank you, Pam and Ted, for inviting us all over!

Save the date for the next social on Saturday, May 5 at Patty and Ken Hecht's home on Brister's Hill Road. This is close to the high school and will take place while the sophomore semi is in full swing.

Also stay tuned to the class emails for more information on the **Senior Citizen Event on April 29, the Sophomore Semi on May 5, and the Junior Prom reception on May 18.**

Best wishes for a safe and happy April vacation,

Claudia Feeney, Cathy Galligan, Patty Hecht, Anne Marks, Kathy Robey
Class of 2009 Parent Representatives

Freshmen - Class 2010

NO NEWS THIS MONTH

8th Grade - Class 2011

Course Selection sheets have arrived at the high school and are being processed. Students and parents can expect to see a preliminary schedule before the end of the school year. When you receive your preliminary schedule please take a moment to go over it carefully. If corrections are needed, contact [your current guidance counselor at the middle school.](#)

Families who know that their son/daughter will not be attending Concord-Carlisle High School in September are asked to please notify the CCHS guidance office at 978-341-2490 x7109 or x7108.

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.

ADMINISTRATIVE DETENTION PROCEDURES

In situations when an administrative detention is warranted, the Assistant Principal will meet with students to assign the detention, giving them at least one day's notice. After-school activities such as clubs, sport teams, and work are not valid reasons for missing an assigned detention.

Detention is held each day from 2:30 to 5:00 p.m. throughout the school year. Failure to report to detention on the day detention is assigned or the next school day following the assignment will result in a one-day suspension. In lieu of a detention after school, students may be assigned to directed study during the school day. This option will be used only when the school cannot supervise after school detention.

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.

SUGGESTIONS FROM THE COLLEGE BOARD - HOW TO IMPROVE PSAT/SAT SCORES

CRITICAL READING SKILLS

- CR1: **Understanding main ideas in a reading passage.** **How to improve:** Read the whole passage carefully and try to determine the author's overall message. Practice making distinctions between the main idea and supporting details.
- CR2: **Understanding tone.** **How to improve:** When reading, consider how an author's choice of words helps define his or her attitudes. Pay attention to the way in which tone conveys meaning in conversation and in the media.
- CR3: **Comparing and contrasting ideas presented in two passages.** **How to improve:** Read editorials that take opposing views on an issue. Look for differences and similarities in tone, point of view, and main idea.
- CR4: **Understanding the use of examples.** **How to improve:** Authors often include examples in their writing to communicate and support their ideas. Read different kinds of argumentative writing (editorials, criticism, personal essays) and pay attention to the way examples are used. State the point of the examples in your own words. Use examples in your own writing.
- CR5: **Recognizing the purpose of various writing strategies.** **How to improve:** Writers use a variety of tools to achieve their effects. While you read, look for such things as specific examples, quotations, striking images, and emotionally loaded words. Think about the connotations of specific works and why the author might have decided to use them.
- CR6: **Apply ideas presented in a reading passage.** **How to improve:** When you read, try to determine the author's ideas and assumptions and then think about how they might apply to new situations.
- CR7: **Determining an author's purpose or perspective.** **How to improve:** Authors write for a variety of purposes, such as to inform, to explain, or to convince. When you read, try to determine why the author wrote what he or she wrote.
- CR8: **Making connections between information in different parts of a passage.** **How to improve:** Work on figuring out the relationship between the material presented in one part of a reading passage and material presented in another part. Ask yourself, for example, how facts presented in the beginning of a magazine article relate to the conclusion.
- CR9: **Distinguishing conflicting viewpoints.** **How to improve:** When reading, practice summarizing main ideas and noting sentences that mark transition points. Learn to understand methods of persuasion and argumentation. Expand your reading to include argumentative writing, such as political commentary, philosophy, and criticism.
- CR10: **Being thorough.** **How to improve:** Don't just pick the first answer choice you see that looks tempting. Be sure to evaluate all the choices before you select your answer, just as you would read an entire paragraph rather than assume its meaning based only on the first sentence.
- CR11: **Understanding difficult vocabulary.** **How to improve:** Broaden your reading to include newspapers and magazines, as well as fiction and nonfiction from before the 1900s. Include reading material that is a bit outside your comfort zone. Improve your knowledge of word roots to help determine the meaning of unfamiliar words.
- CR12: **Understanding how negative words, suffixes, and prefixes affect sentences.** **How to improve:** When reading, pay attention to the ways in which authors use negation. Look at how negative words (like "not" and "never"), prefixes (like "un" and "im"), and suffixes (like "less") affect the meaning of words and sentences.
- CR13: **Understanding complex sentences.** **How to improve:** Ask your English teacher to recommend books that are a bit more challenging than those you're used to reading. Practice breaking down the sentences into their component parts to improve your comprehension. Learn how dependent clauses and verb phrases function in sentences.
- CR14: **Recognizing connections between ideas in a sentence.** **How to improve:** Learn how connecting words (such as relative pronouns and conjunctions) establish the relationship between different parts of a sentence.
- CR15: **Recognizing words that signal contrasting ideas in a sentence.** **How to improve:** Learn how certain words (such as "although," "but," "however," and "while") are used to signal a contrast between one part of a sentence and another.
- CR16: **Recognizing a definition when it is presented in a sentence.** **How to improve:** Learn how such elements as appositives, subordination, and punctuation are used to define words in a sentence.
- CR17: **Understanding sentences that deal with abstract ideas.** **How to improve:** Broaden your reading to include newspaper editorials, political essays, and philosophical writings.
- CR18: **Understanding and using a word in an unusual context.** **How to improve:** Work on using word definitions when choosing an answer. Try not to be confused by an unusual meaning of a term.

- CR19: **Comprehending long sentences.** **How to improve:** Practice reduction long sentences into small, understandable parts.
- CR20: **Choosing a correct answer based on the meaning of the entire sentence.** **How to improve:** Make sure your answer choice fits the logic of the sentence as a whole. Don't choose an answer just because it sounds good when inserted in the blank.
- CR21: **Understanding sentences that deal with scientific ideas.** **How to improve:** Read magazine articles about scientific subjects to improve your comfort level in this area.

WRITING SKILLS

- W1: **Being precise and clear.** **How to improve:** Learn to recognize sentence elements that are ambiguous and confusing. In your writing, choose words carefully and connect them for clear meaning.
- W2: **Following conventions in writing.** **How to improve:** Review the chapters in a grammar book that cover grammatical conventions, such as word choice, use of noun and prepositional phrases, and sentence construction. Work with your teacher to become more familiar with the conventions of standard written English.
- W3: **Recognizing logical connections within sentences and passages.** **How to improve:** use the writing process to help you revise your draft essays. Work with classmates and teachers to clarify meaning in your writing.
- W4: **Using verbs correctly.** **How to improve:** Make use that you can identify the subject and verb of a sentence. Make sure you understand subject and verb agreement.
- W5: **Recognizing improper pronoun use.** **How to improve:** Learn to understand the distinction between informal, spoken pronoun usage and standard written pronoun usage. Review the way you use pronouns in your own writing. Ask your teacher to help you identify and correct pronoun errors in your own writing.
- W6: **Understanding the structure of sentences with unfamiliar vocabulary.** **How to improve:** Read material that contains unfamiliar vocabulary. Look for content clues to help you guess at the meaning of unfamiliar words as you read.
- W7: **Understanding complicated sentence structures.** **How to improve:** Refer to a grammar book to identify various sentences patterns and their effective use. Vary the sentence patterns in your own writing.
- W8: **Understanding the structure of long sentences.** **How to improve:** As you read, break long sentences into smaller units of meaning.
- W9: **Understanding the structure of sentences with abstract ideas.** **How to improve:** Read newspapers, magazines, and books that deal with subjects such as politics, economics, history, or philosophy.
- W10: **Understanding the structure of sentences that relate to science or math.** **How to improve:** Focus on how something is said as well as on what is said. Write about the things you are learning in math and science classes. Read articles in the science section of newspapers and magazines so that you will feel more comfortable with scientific or math content.
- W11: **Understanding the structure of sentences that relate to the arts.** **How to improve:** Focus on how something is said as well as on what is said. Read articles in newspapers and magazines about the arts so that you will feel more comfortable with these subjects.

MATHEMATICS SKILLS

- M1: **Using basic concepts and operations in arithmetic problem solving.** **How to improve:** Practice solving problems involving positive and negative integers, fractions, decimals, ratio, percent, exponents, square roots, place value and digits. Also, practice solving problems involving odd and even integers, prime numbers, multiples, divisibility, and remainders.
- M2: **Understanding geometry and coordinate geometry.** **How to improve:** Review geometry units in your textbook involving perimeter, area, volume, circumference, angles, lines, slope. Familiarize yourself with the formulas given at the beginning of math sections of the test.
- M3: **Dealing with probability, basic statistics, charts, and graphs.** **How to improve:** Practice solving problems that involve basic probability, basic counting, and finding the average (arithmetic mean), median, and mode. Look for charts and graphs in newspapers and magazines, and practice interpreting the data in them.
- M4: **Creating either figures or algebraic equations, inequalities, or expressions to help solve problems.** **How to improve:** Practice solving problems by drawing or visualizing figures to help you understand the problem. Practice developing equations, inequalities, or expressions from verbal descriptions, figures, or numerical data.

- M5: **Using basic algebraic concepts and operations to solve problems.** **How to improve:** Review algebraic concepts and rules, such as those involving substitution, exponents, solving equations and inequalities, and combining algebraic expressions.
- M6: **Making connections among mathematical topics.** **How to improve:** Practice problems that require combining skills acquired in different math courses, such as problems that use combinations of arithmetic, algebra, and geometry.
- M7: **Organizing and managing information to solve multi-step problems.** **How to improve:** Write down your steps in solving the problem. Monitor the steps as you go along, keeping in mind what the question is asking.
- M8: **Using logical reasoning.** **How to improve:** Practice solving problems in which you must consider different possible cases. Make adjustments in your solution strategy when things aren't going as well as they should. It may help to look at the problem from different perspectives. Solving problems that require you to justify your answer may help you develop this skill.
- M9: **Recognizing patterns and equivalent forms.** **How to improve:** Try recognizing a pattern by considering a simpler case. Try rewriting or rearranging the given expressions in a different form.
- M10: **Recognizing logical key words.** **How to improve:** Pay attention to key words, such as "not," "at least," "at most," "must be," "could be," "possible," and "different." These words determine the meaning of the question and therefore must be understood to correctly solve the problem.
- M11: **Using answer choices to help solve the problem.** **How to improve:** Looking at the answer choices may help you understand the problem. Sometimes the choices can help identify a strategy for solving the problem.

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 and to be well-prepared. 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.

NO-CUT POLICY

CCHS has a no-cut policy. We also have a policy and procedures for those students who unfortunately do cut classes, have excessive excused and unexcused tardiness, and have excessive excused absences. These are aimed at students who are chronic offenders in attendance and tardiness and who abuse the system. For the overwhelming percentage of CCHS students, the policy will have little or no impact upon the way they conduct their business. For those students who have a casual attitude towards attendance and have difficulty following rules, it is our hope that they will take school more seriously, will learn personal responsibility and the need to make appropriate choices.

PARENT RESPONSIBILITY

Parents play a key role in the effort to administer the attendance policy fairly. Parents are asked to call in to the attendance secretary by 10:00 am to report their student out for all or part of the day. A note delivered to the attendance secretary 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.

Important Information About... **CONNECTIONS** (The CCHS Student-Family Directory)
connectionsccchs@yahoo.com

The Concord-Carlisle High School Parents Association prepares a school directory each year called **Connections**. This booklet contains a listing of student and parent names, phone numbers, addresses, Parents' Association volunteers, administration, faculty, staff, and coaches with telephone extensions. The **Connections Directory** was developed to make it easier for parents and students to communicate with each other and school personnel. The **Connections Directory** is distributed at Back to School Night in September to all paid up members of the Parents' Association and extra copies are on sale throughout the year at the school office. Updates appear in the school newsletter as needed.

WHAT YOU NEED TO DO NOW...

If you are **NEW** to the school or have a student entering the **Freshman Class**, please complete the form below and return it no later than June 30. The directory is sent to the printer in July.

If the directory information for your upperclassman appears **CORRECT** in the current edition of Connections and you want it to remain in the Connections booklet, then no further action is necessary.

If you want to **REMOVE** your family/student information from Connections, please initial here (), complete the form below and return this no later than June 30.

If the directory information for your family needs to be **CORRECTED**, please complete the form below and return it no later than June 30.

CONNECTIONS FORM - PLEASE PRINT CLEARLY

Student's Full Name (as you wish it to appear) _____

Year of Graduation _____

Mother's Name _____

Father's Name _____

Street Address _____

Town _____ Zip _____

Family Telephone Number () _____

Student Telephone Number () _____

SECOND ADDRESS IF DIFFERENT

Parent/Guardian Name _____

Street Address _____

Town _____ State _____ Zip _____

Telephone at Second Address () _____

Comments _____

E-MAIL ADDRESS

Mail Directly to – Barbara Green – 371 Old Bedford Road, Concord, MA 01742 - 978-287-4281 or bga@winent.com
Please include your email addresses in order for Barbara to correspond with you to confirm accuracy of your information just before publication. Email addresses would only be for Barbara's use, however, and would not be published in Connections. Thank you!

“Counselor Bulletin

April, 2007

Volume 1, No. 37



Choices Group

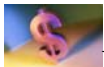
A new group available this year, is being offered for students at Concord Carlisle High School needing to address issues around alcohol and other drug use, abuse, addiction and recovery. The group, facilitated by Adjustment Counselor, Daniel Simone, LMHC, will run throughout the school year, Tuesday mornings at 6:50 a.m. It is designed to support students in making healthier choices. The group is a potential resource that judges, probation officers, restorative justice teams, parents and school administrators are welcome to consider for CCHS students in need of this type of support. All students referred to the group will need to meet for an individual intake meeting to assess their needs, potential placement in group, and goals for their participation. Prior to a student entering the group, his or her parents/guardians will be contacted. If you have questions regarding the group or would like to request a referral form please contact Dan Simone at (978) 341-2490 x 7108 or dsimone@colonial.net

For the Student Athlete

CCHS students who plan to play a Division I or Division collegiate sport must register with the **NCAA Clearinghouse**. For students who will be competing at the Division III level, this is not necessary.

Juniors should review the NCAA requirements this spring to insure that they have taken the appropriate high school core courses. These requirements are listed in the Pamphlet, *Guide for the College-Bound Student Athlete*, which is available in the Counseling Department. Forms may also be downloaded from the NCAA Clearinghouse web site (www.ncaa.org). By the end of the junior year, a student should complete the *Clearinghouse Student Release Form*.

The Clearinghouse requires that official SAT or ACT test results be sent. Juniors should use the code number 9999 when they take the SAT I in May or June on the SAT registration form in the section entitled “*Score Reports to Colleges and Scholarship Programs.*” Current seniors who have not yet sent their SAT scores to the Clearinghouse should use the *SAT Additional Score Report*.



Financial Aid Award Letter

• *What will my award letter contain?*

Most award letters will contain: a cost breakdown that itemizes expenses such as tuition, fees, room and board, books, supplies and personal expenses; your Expected Family contribution (EFC), which is calculated based on your Free Application for Federal Student aid (FAFSA) results; and the amount of aid the school is offering, which is based on the difference between your total EFC and the cost of attending the college.

• *Are there deadlines I should be aware of?*

Your award letter should include a deadline for accepting the college’s offer of financial aid. Missing it could mean losing a grant, scholarship, employment opportunity or loan assistance.

• *Will an outside scholarship decrease my aid?*

Probably not, but it might. We recommend that you check with your college’s financial aid office to see how an outside scholarship might affect your aid package.

• *What if the EFC is more than I can afford?*

Remember that you don’t always have to accept the aid package that is presented to you.

Contact your college financial aid office to discuss special circumstances that may not have been reflected in your original aid application.

If you have specific questions about your aid letter, contact your college’s financial aid office.

Acceptances and Rejections

By the middle of April students who are using the regular admissions timetable should have had a response from all of the colleges to which they have applied. May 1st is the deadline by which students need to choose one college to receive the deposit, which indicates the student’s commitment to attend that college. Students should also notify each of the other colleges at which they have been accepted that they do not plan to attend.

If applying for financial aid, the student is entitled to know the terms of each financial aid package before making a final college selection. In the past few years, financial aid packages received by the same student have varied substantially.

In addition to financial considerations, students often use these final weeks to review their original criteria for selecting colleges and to factor in any new considerations. A more clearly defined major, a greater commitment to a co-curricular interest, or a change in perspective about distance from home may shed new light on the decision.

Even though the decision is difficult to make, students may not confirm acceptances by depositing to more than one college. This practice is called double depositing and may cost the student acceptances at both colleges.

Rejections by colleges are difficult to take, especially in cases where the student seemed academically qualified but was rejected anyway. In the broader perspective, however, it is often the case that colleges which accept students provide a better fit and a more successful experience than those which rejected them.

College Board Test Dates

SAT TEST DATES

<u>Date</u>	<u>Tests Available</u>	<u>Deadline</u>
May 5	SAT I/SAT II	March 29
June 2	SAT I/SAT II	April 27

ACT TEST DATES

<u>Date</u>	<u>Deadline</u>	<u>Late Registration Deadline</u>
April 14	March 9	March 10 - 23
June 9	May 4	

THE CCHS SCHOOL CODE IS 220645



Boston National College Fair

There will be a College Fair at the Bayside Expo Center April 10 (9 a.m. – noon; 6:00 – 9:00 p.m.), and April 11 (9:00 a.m. – noon). More information and directions are available on the internet (Search Boston College Fair). The fair tends to be very crowded during the day because many high schools bus students. The evening session is recommended.

SATs and ACTs

With very few exceptions, colleges will accept either the SAT Reasoning Test or the ACT for admission. Information outlining the differences between the SAT and ACT is available in the Counseling Office and on the Counseling Department web-page. One of the major differences between the two tests is the writing section, which is required on the SAT and optional on the ACT. A conversion chart, which provides a comparison of SAT and ACT scores, is currently being revised by ACT and College Board to include the recent addition of the writing section. We anticipate this will be available in the spring. Because SAT and ACT test dates never conflict, it is possible for a student to take both exams.

In the past, the CCHS Counseling Department has recommended that all students take the SAT I and, only in rare cases, has recommended the ACT. However, with recent changes to both college entrance exams and trends in college admissions, we now recommend that every junior consider taking both the SAT and the ACT in the spring. Because the ACT does not historically report testing scores to colleges and there is no penalty for guessing (unlike the SAT), juniors should try this test without the need for extensive preparation or specialized courses. Since it varies whether or not the writing section of the ACT is required, students should check admissions requirements for their colleges of interest to determine whether or not they should take the ACT with or without the optional writing section. Once a student's SAT and ACT test scores are available, the student should consult with his or her counselor for recommendations on what additional testing (if any) should be planned for the fall of the senior year.

SAT II's

Students who are earning strong grades in **Honors Biology, Honors Chemistry, or Honors Physics** should consider taking the **SAT II: Subject Test on Saturday, June 2, 2007**. While not required by all colleges, SAT II Subject Tests are often required for admission to the more selective colleges and may be used for placement purposes at other colleges.

Students should review the decision to take an SAT II Subject Test in biology or chemistry with their current science teacher. As some of the content of the test is not covered in our courses, students will not do well without using review guides or attending a review class. See the upcoming Adult and Community Education spring course booklet for courses.

Students should be aware that the score reporting option **Score Choice** no longer exists. Students used to be able to keep their scores from being reported. Now, if they take an SAT II test, they can no longer hide their score.

Each junior received a Post Secondary Planning Booklet in the mail in October. This booklet contains information from each department with recommendations for taking SAT II Subject tests. Please refer to that booklet for information from math and social studies. Below are some recent updates from science, English, and foreign language:

Foreign Language: Students interested in information on foreign language SAT II's should visit that department's website.

Reminders for Seniors

With graduation and the end of the school year rapidly approaching, seniors should remember to do the following things: Inform their counselor and the Records Office of the responses of each college to which they have applied.

- ✚ Write **thank you notes** to teachers and other individuals who wrote college references.
- ✚ Send a written confirmation along with the required deposit to the *one* college they choose to attend. Confirmed students may also remain on wait lists of additional schools.
- ✚ See their counselor, if they are wait-listed, and review the wait list section of the Post-Secondary Planning Handbook for suggested strategies.
- ✚ Provide for a smooth graduation by clearing up fees for additional transcripts, texts and library books, and cap and gown rental, etc.

SAT Web Ticket

On-line SAT registration is convenient and provides registrants with immediate confirmation for both the SAT I and SAT II. Students who want to register by paper can still do so by obtaining a Registration Bulletin.

Students who do register for the SAT on-line will no longer receive an **Admission Ticket** in the mail. Instead, they need to print out their SAT **Confirmation and Admission Ticket**. All test takers, regardless of how they registered, can go on-line to print their ticket. The Admission Ticket confirms that a student is registered to take a test on a specified date, at a specified test center. A student will need to bring the ticket, along with a picture ID, to the test center for admittance.

College/Career Mini-Fairs at CCHS

On **Thursdays** this spring, beginning April 5, the CCHS Counseling Department hosts its annual series of college/career mini-fairs. Admissions officers from over 200 post-secondary institutions come to answer questions and to give out information about their schools.

The mini-fairs are held during all lunch blocks in the library. **All students are welcome** to visit during part of their lunch period. Juniors who plan to attend any of the weekly college mini-fairs should review the suggestions below to make the most of their mini-fair experience:

- Look over the list of visiting institutions and identify several schools to contact at the mini-fair. Your counselor can help with suggestions of schools in which you might have an interest.
- Develop a few specific questions to ask each school. Questions might include special academic interests, particular sports, support services available, or financial aid procedures. Collect written materials from schools that look interesting.
- Sign a card provided by the college. It will put you on a mailing list to receive more information from the school and also register your interest with the school. If you have already visited a college or had an interview, a quick hello to the admissions person visiting CCHS provides a good way to be remembered.
- The mini-fairs do not allow the opportunity to be interviewed by admissions personnel. Ask about interview opportunities, if interested. Be open to schools which might not have been on your original investigating list, but now seem interesting.

See Next Page for a List of Colleges

April's College/Career Mini-Fairs

April 5

Anna Maria College
Barbizon School
Bay State College
Becker College
Brandeis University
Bryant University
Catholic University
Colby-Sawyer College
Colgate University
Dean College
Emmanuel College
Fairfield University
Farleigh Dickinson University
Franklin & Marshall College
Hartwick College
Johnson & Wales University
LeMoyné College
Lesley College
Manhattanville College
Massachusetts Maritime Academy
New England Institute of Technology
New Hampshire Institute of Art
Northeastern University
Radford University
Roanoke College
Saint Joseph's College (CT)
Southern Vermont College
Stonehill College
Stony Brook University
Susquehanna University
U.S. Army (Recruiter)
U. S. Coast Guard Academy
U. S. Military Academy @ West Point
University of Massachusetts @ Amherst
University of New England
Vanderbilt University
Yale University

April 12

American University
Bay Path College
Bennington College
Binghamton University
Case Western Reserve
Castleton State College
College of St. Joseph (VT)
Curry College
Daniel Webster College
Duquesne University
Elmira College
Gettysburg College
Green Mountain College
Hofstra University
Johnson State College
Lyndon State College
Marietta College
Massachusetts College of Liberal Arts
Mitchell College
New England College
Newbury College
Nichols College
Rochester Institute of Technology
Roger Williams University
Russell Sage College
Saint Joseph's College of Maine
Saint Michael's College
Salve Regina University
Southern New Hampshire University
St. Anselm College
Sterling College
Stetson University
Temple University
Trinity College (CT)
U. S. Marine Corp (Recruiter)
Union College
Unity College
University of Albany (SUNY)
University of Maine (Farmington)
University of Maine (Presque Isle)
University of New Hampshire
University of Toronto
University of Vermont
Ursinus College
Utica College
Wagner College
Western New England College

April 26

College of Mount Saint Vincent
College of Wooster
Dickinson College
Drew University
Fitchburg State College
Florida Institute of Technology
Framingham State College
George Washington University
George Washington University
Goucher College
Guilford College
Hobart William & Smith Colleges
Kalamazoo College
Lasell College
Lewis & Clark College
Loyola (Chicago)
Mount Ida College
Ohio Wesleyan University
Pine Manor College
Quinnipiac University
Sacred Heart University
Simmons College
University of Arizona
University of New Haven
University of St. Andrews (Scotland)
Wentworth Institute of Technology
Westfield State College
Wheelock College
Wittenberg University

**NOTE: The College/Career Mini-Fairs
are Open to CCHS Students Only**