

CONCORD-CARLISLE HIGH SCHOOL MISSION STATEMENT

The mission of the Concord Public Schools and the Concord-Carlisle Regional School District, as partners with our families and communities, is to maximize each student's opportunities for intellectual and personal development, so as to perform effectively in and become productive citizens of a rapidly changing world, by providing a rigorous and varied educational experience as measured against best educational practice, guided by highly competent and caring staff in a supportive and safe environment consistent with the communities' historic commitment to social consciousness, mutual respect, intellectualism, and public education.

COMMITMENT

Investing in intellectual and personal development and participating in school and community

CITIZENSHIP

Working together for the common good

HARMONY

Contributing to a safe and respectful environment

SSCHOLARSHIP

Learning in a varied and personally challenging academic program

STUDENT LEARNING EXPECTATIONS

1. Reads analytically
2. Writes effectively
3. Uses problem solving skills, including the scientific method of inquiry
4. Expresses oneself through the arts
5. Has an understanding of other cultures and/or languages in addition to one's own
6. Understands how societies develop, function, and govern themselves
7. Uses technology to facilitate learning
8. Has the skills to make decisions and engage in activities that support a healthy and safe lifestyle
9. Participates in the life of the school community and the community at large

STRATEGIC OBJECTIVES

- All students will be able to think critically, solve problems, communicate effectively, engage in inquiry and make informed decisions.
- All students will demonstrate respect for self and others, compassion, integrity and personal responsibility.
- All students will graduate or complete an alternative secondary education program.

*September 1999
Strategic Planning Committee*

NOTE: A copy of the statement of the high school's specific goals and objectives for the current year may be obtained from the Principal's Secretary in the main office.

ACCREDITATION STATEMENT

Concord-Carlisle High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

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

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

NEW ENGLAND ASSOCIATION OF SCHOOL AND COLLEGES, INC.
209 BURLINGTON ROAD
BEDFORD, MA 01730-1433

DECLARATION OF COMPLIANCE

All Concord-Carlisle High School operations and procedures comply with applicable state and federal legislation. All programs, activities and employment opportunities are offered without regard to race, color, sex, homelessness, religion, national origin, sexual orientation and disability. Provided below are those statutes that are particularly relevant. Any questions about the legislation, school policies and practices referenced in this section and/or other legislation or school policies and practices may be directed to the Coordinator or Contact Person indicated or to the Principal at (978) 341-2490, X7101. Individual concerns may also be directed to one of the Assistant Principals.

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

“No otherwise qualified, handicapped individual...shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program of activity receiving Federal financial assistance. (Coordinator: Ms. Diana Rigby, Assistant Superintendent, Concord-Carlisle Regional School District, 120 Meriam Road, Concord, MA 01742 – Telephone: (978) 341-2490, X8131)

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

(§5 amends Chapter 622 discrimination prohibition in the public schools of the Commonwealth of Massachusetts). No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation. (Coordinator: Ms. Diana Rigby, Assistant Superintendent, Concord-Carlisle Regional School District, 120 Meriam Road, Concord, MA 01742 – Telephone: (978) 341-2490, X8131)

3. Title I of the Americans with Disabilities Act of 1990

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment. (Coordinator: Ms. Diana Rigby, Assistant Superintendent, Concord-Carlisle Regional School District, 120 Meriam Road, Concord, MA 01742 – Telephone: (978) 341-2490, X8131)

4. Title II of the Americans with Disabilities Act of 1990

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities. (Coordinator: Ms. Diana Rigby, Assistant Superintendent, Concord-Carlisle Regional School District, 120 Meriam Road, Concord, MA 01742 – Telephone: (978) 341-2490, X8131)

5. Title VI of the Civil Rights Act of 1964

Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color and national origin. (Coordinator: Ms. Diana Rigby, Assistant Superintendent, Concord-Carlisle Regional School District, 120 Meriam Road, Concord, MA 01742 – Telephone: (978) 341-2490, X8131)

6. Title IX of the Educational Amendments of 1972

(Prohibition of discrimination on the basis of sex). No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. (Coordinator: Ms. Diana Rigby, Assistant Superintendent, Concord-Carlisle Regional School District, 120 Meriam Road, Concord, MA 01742 – Telephone: (978) 341-2490, X8131)

Equal Opportunity Statement

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

Introduction

Before you start to read the course descriptions in this booklet and to choose your courses for next year, consider the information in this introductory section. In addition to your academic program during the regular school day you may decide to take part in the co-curricular program (clubs, activities, and interscholastic sports) during the afternoon. You may choose to work in the afternoon or you may choose to become involved in community service to fulfill your 40-hour graduation requirement. Before making decisions about your program, consider how you will spend your entire day. It is inadvisable to over-commit your own resources of time, energy, and interest as it is to under-utilize available opportunities.

MINUTEMAN SCIENCE TECHNOLOGY HIGH SCHOOL

Students may decide to transfer to Minuteman Science Technology High School (commonly referred to as “Minuteman”) at some point during their high school years because the program that is provided is more appropriate to a specific set of future educational and/or career plans. Or, a student enrolled at CCHS may elect to participate in one or more of several programs that are offered at Minuteman. CCHS students can receive CCHS credit for some of the courses offered at Minuteman provided they apply in advance of taking the course. Application for credit may be made through the main office at the high school. Information concerning course content, scheduling, and transportation is available in the CCHS Guidance Office. We strongly encourage all students and parents to investigate the opportunities that are available at Minuteman both during the school year and during the summer months.

HOW TO USE THE PROGRAM OF STUDIES

1. **Review the graduation requirements that are printed in this booklet.** There are certain required courses, as well as a required overall credit total that must be earned. A specified number of credits are required from the course clusters. It will be necessary to plan ahead so that you will have satisfied all graduation requirements by the end of your senior year.
2. **Note that in certain departments, courses are organized into levels.** Where levels exist, class enrollment tends to be homogeneous. In all other courses, the enrollment tends to be heterogeneous. The level designations for courses mean the following:
 - a. ***HONORS LEVEL (H)** courses are recommended for students who have demonstrated exceptional academic achievement through a combination of ability and motivation. These courses contain considerable enrichment and acceleration. Instruction will assume that students are able to grasp concepts on initial presentation, and will, therefore, emphasize observation, analysis, synthesis, and problem solving. There will be little practice or repetition within the classroom. Students are expected to be able to organize their time, to plan long-term assignments, and to seek help when necessary, all on their own initiative. Placement in honors courses is by teacher recommendation only.
 - b. ***ACCELERATED/ENRICHED** courses either move at a somewhat faster pace than our standard college preparatory courses and/or include some additional materials that expand on topics being covered. Therefore, more homework can be anticipated both in volume and in degree of difficulty. While these courses provide some practice and repetition in the classroom, it is assumed that students will be able to grasp material with only a moderate amount of teacher direction. Students are expected to show initiative in class discussions and in the approach to and completion of assignments.
 - c. ***STANDARD** courses are our average college preparatory programs. Students in these courses have homework on a regular basis, and will be expected to plan and complete some long-term assignments. A good deal of classroom time is devoted to reviewing concepts and problems encountered in the homework.

Additional level information will be found following the math program sequence in the math section of this book.

3. **Schedule your program with the future in mind.** Make your decisions carefully, and take advantage of all of the advice available from your parents, teachers, and counselor. If you have a question about the types of courses you should take, consult with your guidance counselor. Below you will find information from the Massachusetts State College System and Broad Guidelines for Colleges and Universities in general.

MASSACHUSETTS STATE COLLEGE AND UNIVERSITY OF MASSACHUSETTS MINIMUM ADMISSIONS REQUIREMENTS

THE FOLLOWING COLLEGE PREPARATORY COURSE MUST BE TAKEN AND PASSED

English	4 years
Mathematics	3 years (Algebra I & II and Geometry or Trigonometry, or comparable course work)
Sciences	3 years (including 2 courses with laboratory work)
Social Science	2 years (including 1 course of US History)
Foreign Language	2 years in a single language
Electives	2 years (from the above subjects or from the arts and humanities or computer sciences)

NOTE: Students for whom English is a second language, students with a diagnosed learning disability, and students coming from a vocational/technical school may be allowed some course substitutions.

A MINIMUM 3.0 GPA must be achieved based on all college preparatory courses completed at the time for application. Weighting is given for honors and AP courses.

For those candidates who do not meet the minimum GPA, a sliding scale consisting of the GPA and SAT I or ACT scores can be used. Some students who do not meet minimum requirement may be accepted under a special admissions program. However, *no applicant with a recalculated high school GPA below 2.0 may be admitted to a four-year State College or University. Additional, attainment of minimum admission requirements does not guarantee acceptance.* Students should consult with their counselors for more detailed information.

BOARD GUIDELINES FOR COLLEGES AND UNIVERSITIES IN GENERAL

If you are planning to go to a **FOUR-YEAR LIBERAL ARTS COLLEGE**, you should consider electing:

- 4 years of English (required)
- 2-4 years of math (2 years are required)
- 2-4 years of foreign languages

Note: (A sequence of one language is preferred, and schools rarely allow meeting this requirement with only a single year of language study.)

- 3-4 years of science, including one laboratory course (2 years are required)
- 3-4 years of social studies (World Cultures and Civilizations and US History are required)
- Elective courses in the fine and practical arts (1 semester is required)

If you are planning to go to a **SCIENCE OR AN ENGINEERING COLLEGE**, you should consider electing:

- 4 years of English (required)
- 4 years of math (2 years are required)
- 3-4 years of science, including biology, chemistry, physics (2 years are required)
- 2-3 years of foreign language

Note: (A sequence of one language is preferred, and schools rarely allow meeting this requirement with only a single year of language study.)

- 2-3 years of social studies (world Cultures and Civilizations and US History are required)

IF YOU ARE PLANNING TO GO TO A two-year college or technical school, YOU SHOULD CONSIDER ELECTING:

- 4 years of English (required)

- 2-3 years of math, including algebra (2 years are required)
- 2-4 years of science including biology and chemistry (2 years are required)
- 2-3 years of social studies (World Cultures and Civilizations and US History are required)

4. **Remember, FALL** eligibility for athletic and non-athletic co-curricular programs is based on a student accruing a minimum of 20 credits during the previous school year. Eligibility for **WINTER** and **SPRING** participation is based on the preceding quarter's grades. A student must be passing the equivalent of four full-year courses. Credit reduction in a course is considered to be a non-passing grade for eligibility purposes only.

ADDITIONAL INFORMATION

SCHEDULING:

The process begins with the distribution of the Program of Studies in February and concludes with the printing of schedules in late May. Although we do our best to provide every student with every course he/she wishes to take, scheduling conflicts sometimes makes this impossible, and alternate course choices must be made.

Attendance:

The school keeps a record of attendance for each course and for the school year. Course credit is related to attendance, and unexcused absence can result in a reduction of the credit awarded for a given course.

PERFORMANCE REPORTS:

Report cards are issued four times a year. In addition, teachers, counselors, and administrators may provide information on performance through letters, progress report forms, telephone calls, or e-mails as necessary.

FORMAL RECORDS:

- **TEMPORARY FILE**, containing all school information collected during earlier school years (report cards, transfer reports, test summaries) is maintained for each student. This file is located in the guidance office and may be reviewed by a student or parent upon request for an appointment.

In addition, the administration maintains -

- **PERMANENT FILE** for each student, which is a record of courses taken, grades awarded, and credits accrued. This file is located in the registrar's office and may be reviewed by a student or parent upon request for an appointment

SCHOOL ACCREDITATION

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*Commission of Public Secondary Schools
New England Association of School and Colleges*

209 BURLINGTON ROAD

Bedford, MA 01730-1433

EQUAL EDUCATIONAL OPPORTUNITIES

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