English Language Development Handbook for Students and Parents

2013-2014

Concord-Carlisle High School
500 Walden Street
Concord, MA 01742
PHILOSOPHY OF EDUCATION

We believe the primary responsibility of the educational system is to develop the integrated intellectual growth of the individual student in an environment that promotes understanding and the right treatment of others and oneself.

Intellectual growth depends on the acquisition of certain skills and knowledge and leads to the use of effective processes of higher level thinking, solving problems and making decisions. Such growth is integrated to the extent that students are encouraged to see the interplay among these processes. Ideally, along with the processes themselves should come a love of learning – a purposeful, enthusiastic commitment to further growth and application both within and beyond the school.

An individual’s intellectual growth is best fostered when learning experiences are well matched to the individual’s achievement and potential. The school assists each student to discover his or her own unique potential and to experience success striving toward potential. Such success should contribute toward the desire to achieve further and to a commitment to lifelong learning.

The school system promotes the well being of the whole person – a healthy mind and a healthy body – through its concern for the social, physical and emotional growth of students. The school encourages the development of caring, responsible and committed people. All individuals are unique and deserve respect for their basic human dignity. In their treatment of others, individuals must exercise self-discipline and demonstrate respect for human differences.

Adopted by the Concord-Carlisle Regional School Committee – April 28, 1987
Reaffirmed by Vote of the Committee – March 24, 1992

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.

EQUAL EDUCATION OPPORTUNITY STATEMENT

No person shall be excluded from or discriminated against in admission to the public schools of Concord and the Concord-Carlisle Regional District, for admittance to state and federally funded grant programs, or in obtaining the advantages, privileges, and course of study presented in these schools, on account of race, color, gender, gender identity, homelessness, disability, sexual orientation, religion, or national origin. This non-discrimination applies to all persons, whether or not the individual is a member of a conventionally defined “minority group.” The system promotes a positive learning environment in which individual differences are valued and harassment, of any form, including hazing and bullying, will not be tolerated and may result in temporary or permanent removal from the school community.
Language Support
If you are unable to read English well enough to understand school documents or information, please contact Mr. Badalament, CCHS Principal, at 978-341-2490. The school will provide assistance.

CHINESE (TAIWAN)
語言支援如果你不能讀英語不夠好，瞭解學校的檔或資訊，請聯繫先生 Badalament，CCHS 主體，在 978-341-2490。學校會提供援助。

FRENCH
Support de langue si vous êtes incapable de lire l'anglais assez bien pour comprendre l'école documents ou renseignements, veuillez communiquer avec M. Badalament, directeur de l'escc, à 978 341 2490. L'école fournira une assistance..

GERMAN
Sprache unterstüztung wenn sind sie nicht in der Lage, Englisch gut genug zu lesen, zu verstehen, Schule Unterlagen und Informationen, kontaktieren sie bitte herr Badalament, CCHS Principal, bei 978 341 2490. Die Schule wird unterstüztung bieten.

ITALIAN
Lingua supporto se si riesce a leggere l'inglese abbastanza bene per capire la scuola documenti o informazioni, si prega di contattare Mr Badalament, CCHS Principale, a 978 341 2490. La scuola fornirà assistenza.

SPANISH
Soporte de idioma si usted es incapaz de leer en inglés lo suficientemente bien como para comprender la información o documentos de la escuela, por favor póngase en contacto con el Sr. Badalament, director de CCHS, a 978 341 2490. La escuela proporcionará asistencia.

UKRAINIAN
Підтримка мови якщо ви не в змозі читати англійська досить добре розуміти школи документи або інформації, будь ласка, звертайтеся пан Badalament, головного CCHS, на 978-341-2490. ШКОЛА БУДЕ НАДАВАТИ ДОПОМОГУ.

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

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

SWEDISH
Språk stöd om det inte går att läsa engelska tillräckligt väl förstå skoldokument eller information, vänligen kontakta Mr. Badalament, CCHS uppdragsgivaren, vid 978-341-2490. Skolan kommer att ge bistånd.
VIETNAMESE
NGÔN NGỮ HỘ TRỞ NÊN BẠN KHÔNG THỂ ĐỌC TIẾNG ANH CỨNG DỨ ĐỂ HIỂU TÀI LIỆU TRƯỞNG HỌC HOẶC THÔNG TIN, XIN VUI LÒNG LIÊN HỆ VỚI ÔNG BADALAMENT, CHỦ YÊU CCHS, TẠI 978-341-2490. NHÀ TRƯỞNG SẼ CUNG CẤP HỘ TRỞ.

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

KOREAN
언어 지원 경우 있습니다 학교 문서 또는 정보를 이해, 씩 BADALAMENT, 978-341-2490에서 cchs 교장을 문의 영어를 충분히 읽을 수 있습니다. 학교 지원을 제공할 것입니다.

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

GREEK
ΓΑΙΣΣΑ ΥΠΟΣΤΗΡΙΞΗ ΕΑΝ ΕΙΣΤΕ ΔΕΝ ΕΙΝΑΙ ΔΥΝΑΤΗ Η ΑΝΑΓΝΩΣΗ ΑΓΓΛΙΚΑ ΑΡΚΕΤΑ ΚΑΙ ΑΝΤΩΝΗΘΟΥΝ ΣΧΟΛΕΙΟ ΕΓΓΡΑΦΑ Η ΠΛΗΡΟΦΟΡΙΕΣ, ΕΠΙΚΟΙΝΩΝΗΣΤΕ ΜΕ ΤΟΝ Κ. BADALAMENT, CCHS ΚΥΡΙΟΣ, ΣΕ 978-341-2490. ΤΟ ΣΧΟΛΕΙΟ ΘΑ ΠΑΡΑΧΕΙ ΒΟΗΘΕΙΑ.

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

TURKMEN
DİL KÖMEGI: EGER-DE-SIZ MEKDEP RESMINAMALARYNY YA-DA MAGLUMATLARY I LIS DILINDE DOLY OKAP WE DÜ ÜNİP BILMÉSE İZ MEKDEP MÜDIRINE 978-341-2490 BELGI BO UNÇA ÜZ TUTMAGY YSY HA Y ED ÁRIS. MEKDEP SIZE GOLDAW BERER
HISTORY OF CONCORD-CARLISLE HIGH SCHOOL

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

In 1881, students and staff occupied a new high school located at the corner of Hubbard and Stow Streets. It was a four-room building designed to serve eighty students. In 1884, science was stressed in this school. Another new high school, located at the corner of Stow Street and Sudbury Road, was completed in 1890, and it was hailed as “the latest in all that could be desired in school buildings.” Its 126 students were taught by five teachers, each of who “taught a department in the manner of a modern high school.”

In 1893, the varsity football team, which originated in 1883, held its first scheduled game. This contest between Concord High School and Lexington High School began the great Thanksgiving Day rivalry, which continued until 1972 when Bedford High School became the Thanksgiving Day competition.

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

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

Concord High School became Concord-Carlisle High School in 1960. The new campus style building, located at 500 Walden Street, was dedicated in the fall of 1960. New facilities were added in 1965 and 1975. A major building renovation project was completed in 1993. During 2013, work began on a new high school, which should be ready for occupancy in 2015.

Located on more than 80 acres, Concord-Carlisle High School today offers a college-preparatory program for approximately 1260 students. The classrooms, laboratories, resource areas, library-media center and athletic facilities are well equipped and staffed by a well-qualified, professional team of educators.

Through all of its growth in size, changes of building, and modifications of program, the school has placed and continues to place a major focus on the total development of the individual.
ELD PROGRAM PURPOSE AND GOALS

The English Language Development (ELD) Program at Concord-Carlisle Regional High School serves the needs of limited or non-English proficient (LEP) students. It is designed to provide for the linguistic and academic needs of students from a variety of language and cultural backgrounds.

The curriculum’s goals are:

1) the effective acquisition of English language skills for academic and social functions,

2) a more comprehensive understanding of American culture and customs through classroom exercises, role playing, and both in-house and off-site field trips, and

3) the earliest possible full mainstreaming of LEP students into the standard curriculum.

CCHS WEB SITE

BE SURE TO
VISIT THE CCHS WEB SITE
FOR INFORMATION
ABOUT PROGRAMS AND DEPARTMENTS
AND MANY USEFUL LINKS.

www.concordcarlisle.net/
GENERAL LAWS OF MASSACHUSETTS

PART I.
ADMINISTRATION OF THE GOVERNMENT

TITLE XII.
EDUCATION

CHAPTER 71A. TRANSITIONAL BILINGUAL EDUCATION

Chapter 71A: Section I Findings and declarations

Section I. Findings and Declarations

The People of Massachusetts find and declare that:

(a) The English language is the common public language of the United States of America and of the Commonwealth of Massachusetts. It is spoken by the vast majority of Massachusetts residents, and is also the leading world language for science, technology, and international business, thereby being the language of economic opportunity; and

(b) Immigrant parents are eager to have their children become fluent and literate in English, thereby allowing them to fully participate in the American Dream of economic and social advancement; and

(c) The government and the public schools of Massachusetts have a moral obligation and a constitutional duty to provide all of Massachusetts’s children, regardless of their ethnicity or national origins, with the skills necessary to become productive members of our society. Of these skills, literacy in the English language is among the most important.

(d) The public schools of Massachusetts have done an inadequate job of educating many immigrant children, requiring that they be placed in native language programs whose failure over past decades is demonstrated by the low English literacy levels of those children.

(e) Immigrant children can easily acquire full fluency and literacy in a new language, such as English, if they are taught that language in the classroom as soon as they enter school.

(f) Therefore it is resolved that: all children in Massachusetts public schools shall be taught English as rapidly and effectively as possible.
KEYS TO SUCCESS AT CCHS:
A GUIDE FOR PARENTS OF ELD STUDENTS

Welcome to CCHS!

Concord-Carlisle graduates are typically well prepared for college and/or other post secondary plans. Research and experience have taught us that parents play a vital role in how students take advantage of the opportunities that are available to them at CCHS.

Many parents of incoming English Language Development (ELD) students have questions about how American high schools will prepare their adolescents for what lies beyond high school. ELD parents may also have concerns about American culture and their adolescent’s immersion into the new culture. Members of the ELD teaching staff, as well as our Guidance Department, understand that this is a time of transition for parents as well as students. CCHS teachers and counselors are responsive to parental concerns and are available, either by personal appointment, phone call, or e-mail, to discuss any questions or concerns parents may have.

ELD parents sometimes worry that, depending on when their child begins his/her American high school education, the student may be behind in planning for college. To respond to this issue, the Guidance Department sponsors a series of evening meetings for all parents of students who are new to the college search process. The first of these meetings, which takes place in the sophomore year, provides an overview of the timeline and college selection process. Additional parent meetings related to post-secondary planning are held in the student’s junior and senior years as guidance counselors continue to work with students in small groups and individual meetings. Dates and times for these meetings can be found in the CCHS Parents’ Newsletter. Parents are also encouraged to meet individually with their adolescent’s guidance counselor to discuss issues of personal concern.

While planning for post-secondary education is important, parents should not lose focus on the more immediate issues surrounding their child's transition to an American high school. Parents are encouraged to engage actively with the school in the academic and social development of their adolescent during his/her years at CCHS. We offer the following practical suggestions to help you and your adolescent begin a successful journey at Concord-Carlisle High School.
Parent and School Expectations

Parental Expectations:

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

School Expectations:

- That student attendance be punctual and regular.
- That parents will insist upon a regular routine of study at home. The total amount of study ought to be from one to four hours daily, though distribution of the time among the different subjects will have to be an individual matter. The importance of the time-place study habit from one to four hours daily cannot be overemphasized; it is essential to quality achievement.
- That extra help in a subject beyond what can be given during the class period should be at the initiative of the student.
- That parental concerns or complaints are first registered with the teacher or counselor, department head, and finally, a building administrator, so as to provide the school an opportunity to make such adjustments as resources will permit. The right to appeal to the Superintendent is always open.
- That a student whose absence from school is excused is still responsible to make up the work missed.
- That parents and students will follow the attendance policies and practices of the school as outlined in the handbook, and that family vacations will be scheduled for school vacation times.
- That parents will inform the school’s main office of any change of address.
This information was taken from the *Concord-Carlisle High School Handbook for Students and Parents.*

**Stay In Touch with the High School**

Several events are designed to provide information to parents of CCHS students about their adolescent's experience or about the high school in general. In the first few weeks of school, *Back to School Night* allows parents to meet each of their student’s teachers in the classroom setting along with the parents of other students in the class. *Parent-Teacher Conference Night* in early December provides the opportunity for an individual meeting with three or more of the student’s teachers. In addition, the CCHS Principal offers monthly morning coffees for parents that provide an informal opportunity to ask questions and to learn more about CCHS.

Communication with a student’s teachers is important and welcomed at our high school. Teachers notify parents of the academic progress of their adolescent via quarterly report cards and may send website or emailed reports to update progress between report cards. Report cards are issued four times a year at approximately eight-week intervals. Report cards indicate the student's grade and attendance in each course and are given to students to take home to parents. Parents should review the report card carefully with their adolescent to determine areas of strength and classes where the student may need additional effort or support.

Many teachers also have websites that inform parents of academic progress as work is graded during the term. If parents have concerns or questions about their youngster's work in a class, they are encouraged to contact the teacher by phone (please request a return call) or by email. The CCHS email address for all staff is the staff member’s first initial, last name@colonial.net

**Watch Your Mail and E-mail**

CCHS publishes a monthly Parents' Newsletter, available on-line or in the mail by request to the Principal's Office. This newsletter is an important source of information including a calendar of monthly events for students, sign-up deadlines, and listings of informational and organizational meetings for parents.

**Help Your Adolescent to Be Organized**

Parents play an important role in their adolescent’s academic success by creating a home environment that supports academic performance. Students should have a quiet place to study that is free of distractions. Parents may want to choose to restrict phone calls, television, Internet access, or computer games during study time. At Concord-Carlisle, most students have homework every day. Many students average two hours a night on their
assignments, and students in high-level courses often put in additional hours outside of class. In the early stages of adjustment to the high school, parents may want to monitor their student's homework on a daily to weekly basis, depending on past performance. At the beginning of the year, parents should review each teacher's course expectation sheet with their adolescent to be sure the student is clear about each teacher’s standards.

Organizational assistance may be useful, especially for students who are new to a high school environment. All students should keep an assignment planner or some other workable device to record homework, test dates, and project deadlines, etc. Some students need help in planning ahead to complete larger, long-term assigned projects. Adolescents should have binders, folders, or notebooks to organize notes, homework, and other written material in each course. Encouraging adolescents to read books for pleasure during free time has great benefits in language acquisition, vocabulary building, and developing a strong base of common knowledge. Parents may want to help their adolescents manage busy schedules to allow them to get an adequate amount of sleep, which experts suggest is seven to eight hours a night for students of high school age.

Know and Make Use of Resources at CCHS

CCHS provides a variety of resources to help students be academically successful. Academic assistance beyond the classroom should begin with the student’s teacher. All teachers encourage students to see them outside of class for additional help, if needed. Most teachers are available before or after school to meet with students and many offer time during the school day during mutual non-class periods.

The school also offers departmental resource centers for all students. These centers provide assistance with academic subjects in English, social studies, math, and foreign language. In addition to support for course content, students use academic resources centers for study skills assistance such as how to approach a particular assignment or effective ways to study for a test. Parents should be sure their student knows how to make use of these centers.

Parents should read the Handbook for Students and Parents, which details many of the practices and regulations of the school. A list of teacher phone numbers and email addresses is published in the Parents' Newsletter. Parents can use this listing for easy contact with teachers. If a parent has a question but is not sure whom to ask, begin by contacting the adolescent's guidance counselor who can usually help find the answer. Parents should discuss any medical issues, questions or medications with the school nurse. Parents need to be informed about the CCHS attendance policy and use the resources of the school system to monitor their student’s class attendance.
Stay Involved

Learning takes place both in class and outside of class at CCHS. Parents should encourage their adolescent to get involved in sports or other extracurricular activities at CCHS. It may be necessary to monitor the student’s commitments so that the student does not get overextended. Parents may want to help their youngster find a volunteer opportunity to begin fulfilling the school's community service requirement and as a means of connecting with the wider community. The student's guidance counselor can offer suggestions for extracurricular activities or volunteer opportunities. Parents should make sure their student attends group meetings with his or her guidance counselor to build a relationship with the counselor and to learn important information in the meetings. These meetings are scheduled through a letter sent to the home.

At Concord-Carlisle, students and parents take an active role in deciding what courses students will take. Course selections for the following year take place during February and early March of the prior year. This process begins with a small-group meeting with each student’s counselor in which the options and the process for choosing courses are explained. Students contact teachers for recommendations for placement and consult their guidance counselor for overall questions. Parents can ask questions at any stage of this process and should review the student’s course choices before they are submitted. Be sure your youngster attends the course-planning group that is announced by a letter sent home.

Research shows that parental involvement in the school often results in greater academic success as well as increased student involvement. CCHS parents are encouraged to be an active participant in activities within the school community. Parents can attend events of interest such as musical or drama productions, sports events, concerts, and receptions. Joining the CCHS Parents' Association is a good way to meet other parents and keep informed of issues and events at school. Informational meetings for parents, such as the Back to School Nights and the series of meetings on college planning offered by the Guidance Department, are also important opportunities for parental involvement.

Use School Publications and the Internet for Information

The following is a partial list of written and online publications that provide useful information. All publications are available on request from the Principal's Office at CCHS.

The Handbook for Students and Parents (information on school policies/procedures)

The Program of Studies (information on courses and academic requirements)

Skills for Success: How to Study and Take Tests at CCHS
Guidance Department Handbook (information on guidance services and programs)

The Parents' Newsletter (including the Guidance Department Bulletin)

CCHS Web Site: www.concordcarlisle.net: General information about CCHS, Academic Departments, Guidance Department, ELD Program, etc. There are also links to many resources.
CCHS ASSESSMENT AND PLACEMENT PROCEDURES FOR INCOMING ELD STUDENTS

All new students at Concord-Carlisle Regional High School, including incoming freshmen, are asked to complete a Language Survey as part of the registration process. How each student answers the survey provides an initial determination of whether s/he will be evaluated further for English language proficiency. In addition, if a student’s records from his/her most recent academic setting indicate that s/he was previously in a non-English speaking school district, or in an ESL/ELE/TBE program, then that student will be recommended for language testing and possible ELD services.

During the process of registration all candidates for ELD services meet with a CCHS staff member qualified to evaluate their language skills. Each student will complete a Home Language Survey and testing prior to being recommended for program placement. Testing consists of the LAS Oral and R/W Tests or the Access Test, which includes listening, reading, speaking and writing sections.

A letter announcing the results and the recommendation for ELD placement are sent to the student’s parents or guardians in English and, when needed, the family’s first language. The family has the right to request a waiver or to opt-out of the ELD Program.
TEST DESCRIPTIONS

LAS R/W (*Language Assessment Scales Reading/Writing*) is a battery of reading and writing competency tests. It measures those English language skills in reading and writing necessary for functioning in a mainstream academic environment. It is not an achievement test in the strictest sense and does not measure achievement in course content. LAS R/W includes objective (multiple choice) assessment of vocabulary, language fluency, reading comprehension, and mechanics and usage, as well as direct assessment of writing ability.

ACCESS TEST will replace the MEPA Test as the annual statewide assessment of English language learners, beginning in January 2013. Required testing will now occur during January and February and will include listening, reading, writing, and speaking components. More detailed information will be provided to students as it becomes available during the first year of administration. If you have questions about this assessment, please do not hesitate to contact the school.
Dear Student:

We are required by the State Department of Education to report certain information for each of our students. Most of this information, such as name, address, and ID number, is already on file. We also need to collect information about the primary language in a student’s home.

Below you will find a series of questions. Please provide the most accurate answers possible to those questions.

Thank you in advance for your cooperation.

Sincerely yours,
Peter Badalament, Principal

Name: (Please Print) ____________________________ YOG: ____________

Please answer each question as accurately as possible.

1. What language(s) did you first learn as a child?

_________________________________________________________________________________________

2. What language are you most comfortable speaking?

_______________________________________________________________________________________

3. What language do you regularly speak in your family?

_______________________________________________________________________________________

4. In what language are you most comfortable reading and writing?

Reading ______________________ Writing ______________________

5. In what language are you most comfortable studying?

_______________________________________________________________________________________

6. Does at least one of your parents/guardians speak English well enough to understand everyday conversations?

   Yes_____ No_____

7. Does a least one of your parents/guardians read English well enough to understand school documents?

   Yes_____ No_____

8. Have you ever been enrolled in an ESL (English as a Second Language) or bilingual class or received ESL tutoring?

   Yes_____ No_____
Concord-Carlisle High School
Parent Language Survey

The state requires us to collect certain information on every student enrolling in school. The purpose of this form is to gather information about the primary language in a student’s home, so we may better address a key factor that could impact a family’s ability to access information at CCHS.

(Please Print All Information)

Student’s Name______________________________________________YOG____________

Parent/Guardian Name____________________________________________ Date___________

Please answer each of the following questions as accurately as possible.

What language(s) did your child first learn?____________________________

What language does your child regularly speak in your family?_________________

What language do you speak regularly to communicate?_______________________

Does at least one of you speak English well enough to understand normal conversation?

______ Yes    ______ No

Does at least one of you read English well enough to understand school documents?

______ Yes    ______ No

If no, does your child translate school documents for you?

______ Yes    ______ No

Has your child ever been enrolled in an ESL (English as a Second Language) class or received ESL tutoring?

______ Yes    ______ No

Has your child ever been in a bilingual program?

______ Yes    ______ No

Will you require written information from the school in your native language?

______ Yes    ______ No

Will you require an interpreter/translator at Parent/Teacher meetings?

______ Yes    ______ No
Concord-Carlisle Regional School District
English Language Development (ELD) Services
Program Placement Recommendation

LANGUAGE SURVEY COMMENTS:

• If all of the above responses indicate ONLY a language other than English, the child is LAU CATEGORY A. No further assessment is necessary.
• If the child is entering from another Bilingual Program, no further testing is necessary. The child is LAU CATEGORY A.

PLACEMENT TESTS:

**Oral-Aural:**
BSM I & LAS:
Scale of 1 (low) to 5 (high):
BSM II:  6 (high)

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<td>Date</td>
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<td>Tester</td>
<td>LAU Category</td>
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**Writing:**
2nd-3rd: scale of 1-5
9th-12th: LAS 1-3

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**Reading:**
(Curriculum Placement Score)

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**Mathematics:**
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PLACEMENT COMMENTS:

LAU categories:  A & B = ELE Program
LAU categories:  D & E = General Course of Studies
LAU category:  C = Additional assessment necessary

PLACEMENT RECOMMENDATION:

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CONVERSION TABLES

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LEVELS OF ENGLISH LANGUAGE PROFICIENCY

At CCHS, four levels of language learners are identified and assigned to one of the following categories:

**Beginners**
- a) Those students who are totally non-English proficient, that is, without listening comprehension or speaking skills, and without reading and writing skills or
- b) Those students who are limited English proficient, with minimal conversation skills and practically no reading and writing ability.

**Intermediate**
Those students who may have studied English in a foreign country or in the United States, but are not yet able to function unassisted in the mainstream classroom.

**Advanced**
Those students with well-developed oral fluency with listening comprehension and with reading and writing skills. However, those students have not as yet mastered the complicated syntax, the more sophisticated vocabulary, and the pronunciation.

**Transitional**
Those students with well developed oral fluency, and listening comprehension, and with reading and writing skills, who have nearly mastered the complicated syntax, the more sophisticated vocabulary, and the pronunciation. However, these students have not yet mastered the cultural nuances of English and/or might not have been previously exposed to essential/basic information about various aspects of American culture.
ELD Exit Criteria Checklist - Beginner

Student’s Name: ___________________________ Grade: __________________
School: ___________________________ Date Entered Program: ________________
Date Exited Program: ________________

At the **BEGINNING LEVEL**, the student will be able to:

### LISTENING SKILLS
- Imitate sounds and rhythms.
- Remember and follow one- and two-step directions.
- Recognize similar and dissimilar sounds.
- Discriminate between level or degrees of sounds.
- Recognize that stress and intonation carry meaning.
- Associate sounds with pictures.
- Listen to a variety of media for personal enjoyment.

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### ORAL EXPRESSION SKILLS
- Demonstrate correct pronunciation and intonation.
- Orally identify and describe objects and pictures.
- Communicate an understanding of grammatical rules.
- Demonstrate an understanding of grammatical rules appropriate to his/her proficiency level.
- Ask and answer questions for information.
- Participate in simple classroom interactions.
- Retell a story that he/she has heard.
- Repeat sentences of varying length.
- Enunciate clearly and with clarity in order to convey meaning to listeners.
- Give 2-step directions.
- Summarize information and explanations given orally.
- Tell a story with a beginning, a middle and an end.
- Tell about an event using proper sequence.
- Use Basic vocabulary of function, classroom and content areas.

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### READING SKILLS
- Demonstrate understanding of the concept of letters, words and sentences.
- Respond to oral or written questions about reading selection.
- Recognize basic words (slight vocabulary) used in classroom and everyday situations.
- Recognize words from the Dolch List of most frequently used words.
- Use some phonics analysis skills to determine meanings of new words.
- Recognize the number of syllables in 1-3 syllable words.
- Use structural analysis to determine word meanings: Compound words, verb endings, contractions, comparative endings, prefixes and suffixes.

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• Classify words
• Recognize word meaning in familiar context.
• Recognize meaning of punctuation in sentences. (period, comma and question).

WRITING SKILLS
• Print all the letters of the alphabet.
• Copy simple words, sentences and paragraphs.
• Write cursive alphabet.
• Apply capital letters appropriately.
• Write familiar words through dictation.
• Write familiar words from memory.
• Write simple sentences using correct grammar.
• Write simple sentences using correct punctuation.
• Write simple sentences using correct spelling.

STUDY SKILLS FUNCTIONAL LITERACY
• Alphabetize to the first and second letter of words in own reading and writing vocabulary.
• Use a pictionary or dictionary to locate meanings and spellings of words.
• Locate and identify continents, oceans, countries and states on maps and globes.
• Locate the parts of a book: title, author, publisher, editor, etc.
• Use the table of contents and the index.
• Locate desired material in the library: fiction, reference materials, other.
• Recognize sources of information (encyclopedia, atlas).
• Interpret information using graphs (line, bar, circle and pictograph).
• Locate information in the newspaper.
• Use the telephone for specific purposes (emergency, other).
• Express time in different ways.

Our appreciation to the Lynn and Methuen Public Schools for sharing their checklists.
**ELD Exit Criteria Checklist - Intermediate**

Student’s Name: ____________________________ Grade: ______________
School: ____________________________ Date Entered Program: ______________
Date Exited Program: ______________

At the **INTERMEDIATE LEVEL**, the student will be able to:

### LISTENING SKILLS
- Identify words in stressed and unstressed positions.
- Recognize the reduced forms of words.
- Recognize the typical word order patterns in English.
- Detect key words.
- Guess the meanings of words from the contexts in which they occur.
- Relate the most important idea of an oral passage.
- Retell ideas which follow one other in a specific order.
- Relate the meaning of a specific word.
- Relate the chronological sequence of events in a paragraph or story presented orally.
- Relate expressions to support and develop a main idea.
- Identify the purpose and scope of a lecture.
- Follow topic development in a lecture.
- Listen to a variety of media for personal enjoyment.

### ORAL EXPRESSION SKILLS
- Demonstrate correct pronunciation of vowels and consonants, especially, those which contrast with primary language sounds.
- Use descriptive words in sentences.
- Use specific rather than general words.
- Give sequential 3-step directions.
- Request further information when needed.
- Prepare and deliver a presentation.
- Conduct and interview.
- Give an oral book report using examples and details to support his/her point of view.
- Participate in a group discussion.
- Convince others to agree with a position or statement.
- Demonstrate an understanding of grammatical rules appropriate to his/her proficiency level.
- Use vocabulary of function, classroom and content areas.

### READING SKILLS
- Recognize vocabulary appropriate to proficiency level.
- Understand definitions.
- Recognize synonyms, antonyms, and homographs.
- Identify the correct sequence of events in a narrative.
- Locate the main ideas of paragraph and passage.
- Locate and recall facts and details in a narrative.
- Locate the topic sentence of a paragraph.
- Select appropriate story titles.
- Recognize cause/effect relationship.
- Understand directions given in content area texts.
- Summarize what has been read.
- Recognize common irregularly spelled words.
- Understand the contextual meaning of a multiple meaning word.
- Ask and answer questions based on text.
- Select reading materials for personal reading.

### WRITING SKILLS
- Expand sentences that follow basic sentence pattern.
- Write simple dialogues between two characters.
- Write simple paragraphs or stories.
- Spell words in own reading and writing vocabulary.
- Use appropriate capitalization and punctuation.
- Write summary of content area material.
- Write friendly letters, invitations, thank-you notes.
- Write descriptive paragraphs about familiar objects or pictures.

### STUDY SKILLS
- Organize material through outlining.
- Use the dictionary for abbreviations, variant words, derivatives, syllabication, words origins, synonyms, and antonyms.
- Locate specific pages rapidly in a given text.
- Locate and get meaning from illustrations, maps and figures.
- Locate geographical points using longitude and latitude.
- Use scale to determine distances.
- Complete applications and other forms.
- Proofread written assignments.
- Be able to find businesses and services in the Yellow Pages.
- Use simple test-taking skills.
- Use the card catalog in the library.

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Our appreciation to the Lynn and Methuen Public Schools for sharing their checklists.
ELD Exit Criteria Checklist - Advanced

Student’s Name: ___________________________  Grade: ___________________________
School: ___________________________  Date Entered Program: ___________________________
Date Exited Program: ___________________________

At the **ADVANCED LEVEL**, the student will be able to:

**LISTENING SKILLS**
- Recognize distinction between literal and implied meanings.
- Organize relationships where one action is a direct result of another.
- Organize patterns in which similarities and differences are noted in objects, persons or places.
- Reason or extend meaning after listening.
- Draw conclusions based on what is heard.
- Predict outcomes based on what is heard.
- Detect the attitude of the speaker toward the subject matter.
- Follow different codes of lectures: spoken, audio, other.
- Follow lecture despite differences in speed and accent.
- Recognize different accents.
- Recognize irrelevant matter; jokes, digressions.
- Recognize classroom convention (e.g., turn-taking, clarification, requests).
- Recognize instructional/learner tasks (e.g., warnings, suggestions, instructions, advice).
- Distinguish fact/opinion/fantasy.
- Evaluate, examine and judge what has been heard.
- Select something to listen to for personal enjoyment.
- Understand colloquial expressions.

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**ORAL EXPRESSION SKILLS**
- Pronounce polysyllable words with correct placement of word stress.
- Use appropriate voice intonation patterns for statements and questions.
- Identify synonyms and antonyms.
- Identify common prefixes and suffixes.
- Use transitional words and phrases (e.g., because, therefore).
- Tell an original story in complete sentences and in correct sequence.
- Lead a discussion effectively.
- Summarize points made by previous speakers.
- Use cognates, figurative language and multiple meaning words.
- Use content area vocabulary effectively.
- Use current idioms appropriately.
### READING SKILLS
- Infer main ideas.
- Draw conclusions.
- Predict outcomes.
- Identify organizational patterns in a narrative.
- Determine emotional attitudes.
- Determine the author’s purpose and point of view.
- Recognize figures of speech.
- Make judgments and evaluations based on material read.
- Apply flexible reading rate depending on purpose for reading.
- Apply literary analysis techniques: character analysis, time, place, settings, other.
- Read and appreciate a variety of literature: fiction, non-fiction, poetry, other.
- Select books to read in areas of personal interest.

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### WRITING SKILLS
- Write extended dialogues and conversations between two or more characters.
- Write narrative paragraphs that tell who, what, when, where, and why.
- Write compositions that have a beginning, middle and end.
- Write an autobiography or a first-person narrative about an important event in one’s own life.
- Write business letters.
- Use spelling and punctuation appropriate to level.
- Compose, edit and revise compositions with reference to style, focus and organization.
- Use chronological, spatial and logical expressions to link sentences.
- Use specific rather than general terms (i.e., precise writing).
- Use appropriate formal/informal language.
- Construct a composition from a topic outline.
- Construct a bibliography.

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### STUDY SKILLS
- Organize material through note-taking: take notes in brief, use outline form, note origin of information for footnotes and bibliography.
- Locate and use the appendix, footnotes and bibliography of a text.
- Use the legend on a map to determine regional information.
- Use special purpose maps.
- Use an efficient method to read and study content materials.
- Paraphrase specific information presented orally and in writing.
- Follow multi-step oral and written directions.

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• Proof-read written assignments.
• Send a telegram.

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Our appreciation to the Lynn and Methuen Public Schools for sharing their checklists.
General Laws Chapter 71A, as amended (known as “Question 2”), requires that publicly funded students in Massachusetts who are English learners (i.e., limited English proficient) be instructed through the use of sheltered English immersion, unless the student is placed in a two-way bilingual program or wishes to “opt out” and be placed in a general classroom not tailored for English learners. English learners who wish to participate in a transitional bilingual program or receive some other type of language support may not do so unless they have received a waiver from the requirements of G.L. c. 71A.

Section 5 of G.L. c. 71A provides for waivers for individual students under certain conditions if the parent or guardian annually applies for the waiver by visiting the student’s school and providing written informed consent. At the time of the visit, parents are to be provided with “a full description in a language they can understand” of the educational materials to be used in the different educational program choices and all the educational opportunities available to the student. Foreign language classes for students who are not limited English proficient, two-way bilingual classes for students in grades kindergarten through grade 12, and services delivered according to an Individualized Education Program (IEP) or 504 Plan for students with disabilities are not subject to the requirements of G.L. c. 71A. Therefore, these students do not need waivers to participate in such classes or services.

The decision to issue a waiver is made by school district officials, under the guidelines established by, and subject to the review of, the local school committee. The district’s guidelines may, but are not required to, contain an appeals process for parents whose waiver requests are denied by school officials. However, the final decision on waiver requests remains with the district. Each school district must establish and implement waiver guidelines by the commencement of the 2003-2004 school year.

Individual schools in which 20 students or more of a given grade level receive a waiver shall be required to offer such students classes in bilingual education or other generally recognized educational methodologies permitted by law. Individual schools in which fewer than 20 students of a given grade receive a waiver may offer bilingual classes or some other type of language support to waivered students, or they must permit such students to transfer to a public school within the district in which such a class is offered.

For students under age 10, G.L. c. 71A allows waivers with parental consent under the following conditions:

(a) the student has been placed in an English language classroom for at least 30 calendar days before the parent or guardian applies for the waiver;
(b) documentation by school officials in no less than 250 words that the student’s special and individual physical or psychological needs, separate from lack of English proficiency, makes an alternate course of educational study better suited to the student’s overall educational development and rapid acquisition of English;
(c) inclusion of such documentation in the student’s permanent school record; and
(d) authorizing signatures on the waiver application of both the school superintendent and the school principal.

For students age 10 and older, G.L. c. 71A allows waivers, with parental consent, when it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the student’s overall educational progress and rapid acquisition of English.
**ELD Program Waiver Policy**

**Under Massachusetts General Laws Chapter 71A (M.G.L., c.71A), parents or guardians of an ELD student have the right to request a waiver from ELD Placement under the following circumstances:**

1) Waivers may be considered based on parent request, providing the parent annually visits the school and provides written informed consent. Parents must be informed of their right to apply for a waiver and provided with program descriptions in a language they can understand.

2) Students who are over 10 years of age may be granted waivers when it is the informed belief of the principal and educational staff that an alternative program would be better for the student’s overall educational process. Students receiving waivers may be transferred to an educationally recognized and legally permitted English language learner program other than a sheltered immersion or two-way bilingual program.

While it is not required, parents/guardians are encouraged to come to school and meet with their adolescent’s counselor and the ELD Program Coordinator to discuss their student’s placement. Parents are provided with a full description, in a language that they understand, of all the educational opportunities available to the student and of the educational materials to be used in different educational program choices. During this meeting, parents are informed of their right to apply for a waiver from the requirements of M.G.L. c.71A, as amended (Question 2).

At Concord-Carlisle High School, if school officials grant the waiver request, the student will receive bilingual instruction, if appropriate, or some other type of language support rather than Sheltered English Immersion. Students may re-enter the ELD Program at any time during the year in which a waiver has been granted.

If school officials determine through testing and observation not to grant an ELD Program Waiver, parents/guardians have the right to appeal the decision. Parents/guardians should contact the Director of Teaching and Learning at (978) 341-2490 ext. 8131 to initiate the appeals process.
ELD PROGRAM

Program Waiver (G.L. c. 71A)
Parent/Guardian Informed Consent Form

I am knowingly and voluntarily requesting that my child receive a waiver from the requirements of G.L. c. 71A, as amended (“Question 2”). I understand that if school officials grant my waiver request my child will receive bilingual instruction, if appropriate, or some other type of language support rather than sheltered English immersion instruction. Upon my personal visit to the school, school officials provided me with a full description, in a language that I understand, of the educational materials to be used in the different educational program choices and of all the educational opportunities available to my child.

Based on this information, which I have read and understand, I am requesting a program waiver for my child for the current school year. I have been fully informed of my right not to apply for or agree to a program waiver.

______________________________  ______________________________
Child’s Name  School Year

______________________________  ______________________________
Parent/Guardian Signature  Parent/Guardian Signature

______________________________  ______________________________
Date  Date

If the Parent and Guardian Informed Consent Form has been provided in a language other than English, attach the form to this waiver application.
**ELD Opting Out Program Policy**

Parents of English Language Learners may notify the district of their wish to have their child opt-out of the ELD Program as described in M.G.L., c 71A, as amended (Question 2). Upon this written request, the district will place the student in an English language general education classroom, and the parent’s request will be documented in the student file.

While it is not required, parents/guardians are encouraged to come to school and meet with their student’s counselor and the ELD Program Coordinator to discuss the student’s placement. Parents are provided with a full description, in a language that they understand, of all the educational opportunities available to the student and of the educational materials to be used. The district actively encourages parents to allow their adolescents to participate in the ELD Program for a limited time before the parents make a final determination to opt-out of the Program. Students who opt-out of the program will continue to be monitored in their general education classes, and parents will be apprised of their student’s progress. When the district determines through monitoring that students who have declined entry into the ELD Program are not progressing academically, the district continues to provide English language support for these students.

Under Federal law, CCHS is obliged to provide all students, including Limited English Proficient (LEP) students, with meaningful access to the educational program. For students who have opted-out of the ELD Program, monitoring the student’s educational progress ensures that the LEP student has an equal opportunity to have his/her English language and academic needs met. CCHS also provides general education teachers with training on second language acquisition and English language development.

Limited English Proficient students whose parents have chosen to opt-out of the ELD Program continue to have their language skills assessed annually and to be recorded as LEP on the SIMS data reported by the school.
ELD PROGRAM

Declining Entry to a Program (“Opting Out”) (G.L. c. 71A)
Parent/Guardian Informed Consent Form

I am knowingly and voluntarily requesting that my child “opt out” from the requirements of G.L. c. 71A, as amended (“Question 2”). I understand that my child will be placed in an English language general education (“mainstream”) classroom, and my original request documented in my child’s cumulative folder. My child will receive instruction in the General Course of Studies with appropriate language and academic support rather than Sheltered English Immersion Instruction. I further understand that progress reports will be sent home on a regular basis until my child is reported Formerly Limited English Proficient (FLEP).

School officials have provided me with a full description, in a language that I understand, of the educational materials to be used in the various courses and of all the educational and co-curricular opportunities available to my child.

Based on this information, which I have read and understand, and fully informed of my rights, I am requesting that my child “opt out” of the ELD Program for the current school year.

____________________________  _______________________
Child’s Name  School Year

____________________________  _______________________
Parent/Guardian Signature  Parent/Guardian Signature

___________________________  _______________________
Date  Date
ELD COURSE DESCRIPTIONS

Fundamentals of English 1
Designed for students who speak and study English as a second language at the Beginner or Intermediate levels. The focus is on enhancing listening and speaking skills, while acquainting students with American culture and customs using a variety of classroom exercises, including role playing and in-house field trips. Exercises in grammar, punctuation, and mechanics are key, and are supported by introductions to academic vocabulary, introductory readings in fiction, non-fiction, poetry, and drama. An introduction to writing a research paper is also offered.

Fundamentals of English 2
Designed for students who speak and study English as a second language at the Advanced and Transitional levels. The focus is on enhancing reading and writing skills, while reinforcing vocabulary and mechanics. Students are introduced to longer readings from a variety of literary genres, as well as to the process for writing more detailed research papers. At least two detailed oral presentations are expected at this level as a demonstration that students can successfully use the skills they have acquired to interact with their peers in the mainstream. Prerequisite: satisfactory completion of Fundamentals of English 1, or appropriate placement as a result of entrance testing.

Fundamentals of United States History
Designed for students who speak and study English as a second language and who have had no prior exposure to U.S. History. The focus is on America’s beginnings, with special attention paid to the various peoples and cultures who played a part in settling North America and in creating the United States of America. Studies include Native Americans; Spanish Influence; British Colonial America; Slavery; and the Civil War. Students also study the U.S. Constitution and, when appropriate, review how recent Supreme Court decisions relate to it. Field trips to various historic sites are an integral part of the program.

ELD Tutorial
Designed for all students who speak English as a second language, including those who have been fully mainstreamed yet are in need of reinforcement of English-language basics. Individual student needs determine when the program will be scheduled and the content of the sessions. During some lunch blocks the ELD teacher is available to provide English language support to any ELL student.
CCHS Resources for Students With Diverse Learning Needs

In addition to classroom instruction that accommodates a variety of student learning needs, CCHS has many resources outside the classroom that also support learning. During non-class periods, teachers staff subject-based Academic Resource Centers that make individual and small group tutoring available to any student at CCHS. The four-class teaching load at CCHS allows faculty the time to provide this valuable resource. Special education tutors are also available to work with general education students in some of the Resource Centers. The CCHS Learning Commons and all of the Academic Resource Centers offer Internet access or other technology that some students may not have at home.

Some tutorial resources are targeted to the needs of special student groups, such as METCO students, students in classes supported by Title I funds, and those English Language Learners who participate in the ESL program. Out-of-class resources for meeting the learning needs of all students are outlined in The Handbook for Students and Parents (available online) and are summarized below.

**Academic Resource Centers for All Students**

**Mathematics Assistance Resource Center (MARC)**

*Located in the S Building next to the Mathematics Department office and room S-21, the MARC is open during the school day.* Math teachers who staff the MARC help students with their homework, teach and/or re-teach concepts to students, administer make-up assessments, and provide overall academic support in math or related subject areas for any students who visits the MARC. The MARC also maintains copies of all math textbooks for students use while in the MARC and a school desktop computer is located in the MARC for easy access to online teacher assignments and other resources. Students may access the MARC during a free block or study hall with a pass from their math teacher. The MARC is also used after school for students who arrange to meet with their teacher individually or in study groups such as MCAS preparation.

**Math Tutorial**

*Located in the MARC,* this tutorial is designed for students on IEP’s whose specific disability impacts the acquisition or application of math skills and concepts. Math Tutorial is staffed by special education tutors and a certified special education teacher who also supervises the tutoring staff. Students receive direct instruction, review of concepts and skills, and homework support.

**Social Studies/ English Resource Center (SSERC)**

*Centrally located in the H building, the SSERC is open during the day and after school.* The SSERC is staffed by special education tutors supervised by a certified special education teacher. Students can get help with homework, review for a test, or receive organizational help with projects and papers. General education students may access the SSERC during non-class blocks or obtain a pass from their teachers to go to the SSERC during their study halls. Students regularly assigned to the SSERC include some students on 504 Plans or who may be candidates for an IEP, as well as general education students who need immediate academic assistance. For
many students, work in the SSERC often provides diagnostic information about their learning needs. Special education tutors who staff the SSERC collaborate with classroom teachers about individual student needs, including students in general education. On average, about 50% of students in the SSERC are in general education.

**Social Studies/English Resource Center (SSERC) – Provides Specialized ELL Support**

Some sections of the SSERC that meet during lunch blocks are staffed by the ESL teacher/coordinator. These sections offer language acquisition support to students who have opted-out of the English as a Second Language Program, monitoring for Formerly Limited English Proficient students, and tutorial support in English or social studies for any ESL or general education student.

**Foreign Language Resource Center**

The Foreign Language Department staffs a Resource Center that is located in the Language Lab. The Center is open during the hours of the school day, except for the departmental lunch block. Students may go to this Resource Center for assistance with homework, to make up tests and quizzes, or to use the language lab facilities to practice speaking and listening skills. Freshmen and sophomores must obtain a pass from their language teacher to go to the language lab during a study hall, and upperclassmen can make use of the Foreign Language Resource Center during a free period.

**METCO Resource Center**

The METCO Program staffs a Resource Center located in room H-O, near the Learning Commons where all METCO students have easy access to the technology and other resources of the Learning Commons. The Resource Center provides a structured program of study skills development for freshmen and sophomores in the METCO Program. All METCO freshmen participate in a study skills program four days a week. METCO sophomores meet in the Resource Center twice a week in two affinity groups that each focus on academic achievement strategies. These achievement strategies help students develop skills in homework completion, organization, time management, and self-advocacy as tools for success in a complex learning environment.

**The CCHS Learning Commons**

Formerly known as the Library, the Learning Commons is a service model that supports all learners with diverse formats of reading material, information, and with projects involving media production.

*The Learning Commons is open daily before, during, and after school.* Students are welcome during lunch blocks, and underclassmen may use a pass to come to the Learning Commons during study hall. The Learning Commons website is a portal designed to support student work 24/7, with online tutorials using databases, the library catalog, and extensive online reference and research sources. These resources can be accessed as follows:

The Learning Commons supports the information and technology needs of every student at CCHS. Books, textbooks, and research sources are also available in diverse formats such as MP3, eBooks, and graphic novel versions of many classics. Students on IEP’s or 504 Plans requiring Kurzweil reading and/or audio versions of books (including textbooks) through ReadShare can visit the Learning Commons Media and Audio Lab computers where the required software has been specially installed to meet individual learning needs.

Research is supported using a platform called NoodleTools, which guides students through the steps of building a bibliography, note taking, and generating an outline. Noodle Tools is widely assigned by English and Social Studies teachers as it allows the teacher to monitor and comment on student progress. The Learning Commons supports students in finding research sources and using NoodleTools.

The Learning Commons has many desktop and laptop computers, which students can use for homework, accessing teacher websites, and creating digital projects like movies, websites, PowerPoint presentations, and other web-based activities. Additionally, the Learning Commons has Flip digital video camcorders, which students may check out for assigned project work. Support is provided for all forms of digital media production.

The CCHS Learning Commons is where students can come for assistance with their First Class email accounts, their network server accounts, and general questions and support.
ELD COORDINATING TEACHER’S BACKGROUND/CREDENTIALS

Mr. Neil Lynch
Mr. Lynch joined the ELD Program at CCHS in 2002, having worked twelve years with Bilingual and ESL students at Methuen High School. Mr. Lynch has a BA in English from Merrimack College, and a M.Ed. from Lesley College. He has earned more than ninety post-graduate credits in ESL, ELE, and multi-cultural studies through the University of Massachusetts, Indiana University (Bloomington), and the University of Colorado (Boulder). He has also participated in study programs in China, Dominican Republic, Italy, Japan, Russia, and Turkmenistan. Besides his ELD responsibilities, Mr. Lynch is the Chair of the CCHS English Department and coordinates the International Student Exchange Program. His previous work experiences include stints with the General Electric Company (GE), the National Park Service (Minuteman National Historical Park), and the Archdiocese of Boston.

Commonwealth of Massachusetts Educator’s Licenses:

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TOEFL INFORMATION FOR ENGLISH LANGUAGE LEARNERS

The Test of English as a Foreign Language (TOEFL) is a test produced by the Educational Testing Service of the College Board to provide an assessment of the ability of non-native English speakers to understand and to use English as it is spoken in North America. The test is commonly used by colleges and universities in North America, along with information such as academic performance, academic background, and other factors, to measure a student’s readiness to achieve at the college level.

The TOEFL is typically taken by an English Language Learner, defined as someone whose primary language is not English. The student may be someone whose native language is the primary language spoken at home, who still converses mostly in his or her native language, and/or who has required ELD services in school at some point. The TOEFL may substitute for other college admissions testing such as the Scholastic Aptitude Test (SATs) or the American College Tests (ACTs), which are typically required for admission to four-year and some two-year colleges and universities in North America. Some colleges will require perspective students to take the TOEFL as well as one of the other tests mentioned above.

Students can register to take the TOEFL online at any one of a number of test centers. The test can be taken in either a paper and pencil format or a computer-based format, which is more often used by students in the United States. Fee waivers, which partially reduce the cost of the test, are available for those with financial need. (Foreign exchange students are not eligible for a fee waiver).

TOEFL assesses students in the following skills: Listening Comprehension (the ability to understand English as spoken in North America), Reading Comprehension (the ability to read and understand non-technical material similar to what might be found in college textbooks), Writing Structure (the ability to recognize structures common in standard written English) and Writing Skills (the ability to organize and write a short essay on an assigned topic).

Students who are considering the TOEFL should consult their guidance counselor or the ELD Coordinating Teacher, for advice about the test’s appropriateness for them. Further information and registration for the test is available at www.ets.org/toefl.
MCAS REQUIREMENTS FOR ELD STUDENTS

By the law of the Commonwealth of Massachusetts, the Massachusetts Comprehensive Achievement Scores (MCAS) Test must be passed in order to graduate from any Massachusetts public high school. While age appropriate versions of the MCAS are given to students in elementary and middle school, high school students first take the MCAS in tenth grade. All tenth graders are expected to take this administration of the test. Students who fail the Language Arts or Math section of the test must retake the section which they failed in order to achieve a minimal score of Needs Improvement.

All students, including English Language Learners, are required to achieve a score of Proficient on the English and Math portions of the test. For the class of 2010, the Science/Engineering portion of the test must be passed with at least a Needs Improvement score. Beginning with the class of 2010, students who have scored below Proficient in English and/or Math will receive an Educational Proficiency Plan (EPP) designed to help them move toward proficiency in the area(s) in which they received the low score.

To achieve graduation status, all students must also meet Concord-Carlisle High School’s course and credit requirements, in addition to the MCAS requirements described above.

English Language Learners who are in their first year in public schools can be exempted from taking the English Language Arts portion of the MCAS. However, while students may choose to defer, in most cases it is recommended that the MCAS be taken in tenth grade for practice even if students are not yet able to pass the test. As required by law, any student who currently is or has been a LEP student may have access to an approved bi-lingual dictionary on the MCAS test.

Testing is done during the school day within the high school setting. Students are permitted to take as much time as necessary to complete the test. The English Language Arts test is only offered in English. Other content areas may be offered in Spanish, if needed.

If you have any further questions about the MCAS exam as it applies to English Language Learners, please contact the ELD Coordinator or your student’s guidance counselor.