

Records Required for New and Returning Student Registration

With the exception of students who are homeless, new students will not be registered or allowed to begin school without **ALL** of the following records. This includes students who are returning from a semester abroad or returning from private school. Special family circumstances may require additional documentation. You will be advised what types of documents are needed pertaining to your specific circumstance. Students entering through an authorized Foreign Exchange program need to submit their application to the principal for approval prior to arriving to the United States. ***The McKinney-Vento Homeless Assistance Act provides homeless students certain rights and access to a public education. The Concord Carlisle High School does not and will not deny any homeless student access to school registration or attendance in the absence of documentation.***

Birth Certificate or Passport –

- A copy of a student's birth certificate or passport is required by the State of Massachusetts when registering for public school. If a student is returning from a semester abroad, we have this on file and it is not necessary to provide an additional copy.

Proof of Residence –

- ~~Purchase and Sale – Must be signed by both parties with an expected date of closing~~
As of 8-25-2010, No longer allowed as proof of residence

OR

- Rental/Lease Agreement – Must be signed by both parties and must have date of occupancy

OR

- A Utility Bill or Tax Bill which clearly states Name and Address of Parent/Guardian.

OR

- Special Situations not covered by a Purchase and Sale or Rental/Lease – Please contact our office for acceptable documents regarding your specific situation

Transcript and/or Report Cards –

- A copy of an Unofficial Transcript must be either faxed prior to or hand carried to your appointment. If a student is entering the 9th grade directly from the 8th grade, a copy of the last report card serves as an unofficial transcript. We will request Official Transcripts and Temporary Student Records from the sending school if they have not been hand carried to your appointment.

Special Education (IEP) (if applicable) –

- A copy of an active IEP must be presented at time of registration.

Discipline Statement –

- In accordance with the Educational Reform Act, school districts can require the discipline status of a student wishing to enroll. CCHS requires a statement from a principal, a housemaster, or a dean of students stating a student's discipline status. Discipline records can be written on school letterhead; be recorded on a report card; or expressed in a phone call to our principal or an assistant principal.

Physicians Statement and Immunization Certificate –

- A copy of a Physician's Statement by a licensed health professional dated within the previous 12 months from the expected date of entry is required. This statement should indicate the student is eligible to participate in regular school activities. If applicable, any restrictions, allergies, current medications, or any other health issues should also be stated.
- A copy of an Immunization Certificate which includes all immunizations required by the State of Massachusetts is required. Check with your health care provider if you have questions. There are only two (2) exceptions to this requirement:
 1. A written statement, from a health care provider, documenting that the receipt of vaccinations/immunizations would endanger the health of the child.
 2. A written statement from the student's parent(s) or guardian(s) stating that the receipt of vaccinations/immunizations is contrary to the religious beliefs of the student, parent(s) or guardian(s).

Optional Paperwork –

- To help in the placement of a new student in math, science, and foreign language, it is helpful to have curriculum information from the student's previous school. Names of text books or letters from teachers stating what was covered assist in student placement. Department chairs may request a student take placement tests.

Office Use Only			
School: _____	LASID: _____	SASID: _____	
Last Name: _____	First: _____	Middle: _____	Nickname: _____
Home Phone: _____	Gender: _____	Grade: _____	YOG: _____
Home Address: _____			City, State Zip: _____
Mailing Address (if different): _____			City, State Zip: _____
Date of Birth: _____	City/Town of Birth: _____		Native Language: _____
Who has legal custody? Both Parents <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Guardian <input type="checkbox"/> Other <input type="checkbox"/> _____			

****STUDENT Cell # _____**

<i>Parent/Guardian</i>		<i>Parent/Guardian</i>	
Name:	_____	_____	_____
Relationship:	_____	_____	_____
Home Language:	_____	_____	_____
Address:	_____	_____	_____
City, State ZIP:	_____	_____	_____
Home Phone:	_____	_____	_____
Work Phone:	_____	Ext: _____	Ext: _____
Cell Phone:	_____	_____	_____
Primary email:	_____	_____	_____
Employer Name:	_____	_____	_____
Occupation:	_____	_____	_____
Lives with student <input type="checkbox"/>	May pick up student <input type="checkbox"/>	Lives with student <input type="checkbox"/>	May pick up student <input type="checkbox"/>
Receive Mailings For: Grades <input type="checkbox"/>	Conduct <input type="checkbox"/>	Other <input type="checkbox"/>	Receive Mailings For: Grades <input type="checkbox"/>
		Conduct <input type="checkbox"/>	Other <input type="checkbox"/>

<i>Other Emergency Contact</i>		<i>Other Emergency Contact</i>	
Name:	_____	_____	_____
Relationship:	_____	_____	_____
Address:	_____	_____	_____
City, State ZIP:	_____	_____	_____
Home Phone:	_____	_____	_____
Work Phone:	_____	Ext: _____	Ext: _____
Cell Phone:	_____	_____	_____
Primary email:	_____	_____	_____
Lives with student <input type="checkbox"/>	May pick up student <input type="checkbox"/>	Lives with student <input type="checkbox"/>	May pick up student <input type="checkbox"/>
Receive Mailings For: Grades <input type="checkbox"/>	Conduct <input type="checkbox"/>	Other <input type="checkbox"/>	Receive Mailings For: Grades <input type="checkbox"/>
		Conduct <input type="checkbox"/>	Other <input type="checkbox"/>

Previous School Experience:

Grade	School	Address (City/Town, State)	Dates of Attendance

Other Children in Family:

Name	Birth Date	School	Name	Birth Date	School

Permissions:

I allow my student to use the Internet as outlined in the school policy	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I give permission to use my student's photo in district publications and websites	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I allow media coverage (such as newspaper and TV) of my student	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I allow the secondary use of both my student and family contact information by approved school organizations	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I allow the use of both my student and family contact information in the school PTG directory	Yes <input type="checkbox"/>	No <input type="checkbox"/>

****CCHS is gathering student cell phone numbers so that in the event of a critical incident we would be able to get timely information to them via text. Parents or students are not required to provide student(s) cell phone number(s), but are encouraged to do so.**

Parent/Guardian Signature: _____ Date: _____

Signed under pains and penalty of perjury

OVER

Section I: Are you Hispanic or Latino? Select only one

No, not Hispanic or Latino

Yes, Hispanic or Latino: A person of Cuban, Mexican, Chicano, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Section II: What is your race? You may select one or more races

White - A person having origins in any of the original peoples of Europe, The Middle East, or North Africa

Black or African American - A person having origins in any of the black racial groups of Africa

American Indian or Alaskan Native - A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam

Native Hawaiian or Other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands

Section III:

Low Income Status: Check if Applicable

An indication of whether the student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced lunch; or
2. The student receives Transitional Aid to Families Benefits; or
3. The student is eligible for food stamps.

Military Family Status: Check if Applicable

An indication of whether the student meets ANY ONE of the following definitions of Military Family Status:

1. The student is the child of an active duty member of the uniformed services, National Guard and Reserve on active duty orders; or
2. The student is the child of a veteran who is medically discharged or retired within one year; or
3. The student is the child of a parent who died while on active duty.

Migrant Status: Check if Applicable

An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purpose of such employment.

Emergency Immigration Education Program Status: Check if Applicable

An indication of whether a student is eligible for the Emergency Immigrant Education Program. To be eligible for this program, a student must

1. Not have been born in any State*; **AND**
2. Not have completed 3 full academic years of school in any state.

*State means "any of the 50 states, the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the Virgin Islands, or the Trust territory of the Pacific Islands."

Country of Origin: _____
(Country from which immigrant children have emigrated)

Parent/Guardian Signature

Date

Signed under the pains and penalties of perjury.

Revised 1/14

**STUDENT RECORDS REQUEST
CONCORD-CARLISLE REGIONAL HIGH SCHOOL
CONCORD, MA 01742**

STUDENT NAME: _____	YOG: _____ <i>Year of Graduation</i>
BIRTHDATE: _____ <i>Month - Day - Year</i>	

PREVIOUS SCHOOL:

_____ *Prior to Entering Concord Carlisle High School*

Entry Date: _____

_____ *Mailing Address of Prior School*

Withdraw Date: _____

_____ *City - State - Zip of Prior School*

Please Send the Following Records: (to be completed by CCHS Registrar)

- | | |
|---|--|
| _____ Official Transcript | _____ Cumulative Folder |
| _____ Health Record
(Immunization Dates) | _____ Discipline History |
| _____ Withdrawal Grades | _____ Special Ed. (I.E.P.) |
| _____ Test Scores | _____ SASID# _____
(State Assigned student ID#) |

PLEASE SEND TO:	Mary Tessari, REGISTRAR
PHONE: (978) 341-2950	Concord-Carlisle Regional High School
	500 Walden Street
	Concord, MA 01742

*Parent/Guardian Signature allows CCHS
to receive official school documents*

Registrar

Parent/Guardian Signature

1st Request _____

2nd Request _____

3rd Request _____

Concord-Carlisle High School Student Language Survey

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. This Fall we 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,
Michael Mastrullo, 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 at 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 _____

**English Level Self Evaluation for New and Transfer Students
Honors/College Preparatory Readiness**

Name _____

YOG _____

The elements of an English class that distinguish Honors from College Preparatory (CP) are the degree of teacher support, the pace of the class, and the sophistication of the material.

Honors *Expectations for the students:*

- independent learner; can work with limited teacher support
- advanced reader: can make inferences, draw connections, comprehend and appreciate 19th-century texts at a fairly fast pace
- confident expository and narrative writer

College Preparatory (CP) *Expectations for the students:*

- works better with increased teacher support
- good reading and comprehension skills with teacher guidance
- writing skills, including mechanics and sentence structure, still developing

***Please use the following questions as a guide to deciding whether
English Honors or English College Preparatory (CP) is the appropriate course for you.***

For each number, circle the one answer that best applies to you:

1. A. I like it when teachers outline what we have to learn, how to do it, and check in a lot to make sure we “get it.”

 B. I’m an independent learner. I enjoy doing the work on my own, and answering open-ended questions. I do not feel frequent check-ins with the teacher are necessary.
2. A. I understand the basic principles of writing but have some organizational and grammatical problems.

 B. I can write with a clear, logical organization and grammatical correctness, as well as with sophisticated, original ideas and a strong vocabulary.
3. A. I often find myself struggling to do my homework and still get enough time to eat, sleep, and do my extracurricular activities and/or work. Sometimes my schoolwork suffers as a result.

 B. I usually have enough time to eat, sleep, do my extracurricular activities as well as my homework; I can do what it takes to get all my work done on time in English.
4. A. I do not generally read for pleasure, but I can do what is assigned in the time allotted for it.

 B. English is one of my priorities. I enjoy reading and do not usually find it a chore. I find it difficult to put down the book to do other homework.

***Students who respond with two or more A’s
should consider requesting English College Preparatory (CP) for next year.***