



HEALTH REGISTRATION FORM

Student's Name _____ Grade ____ Room ____ Birth Date _____
Last *First* M/F

Parent/Guardian's Name(s) _____

Address _____ Home Phone _____

Dad/Mom's work phone _____ Dad/Mom's work phone _____

Dad/Mom's cell phone _____ Dad/Mom's cell phone _____

Emergency contact name _____ Emergency contact phone _____

Doctor or clinic _____ Phone _____

HEALTH HISTORY

Does the student have ...	No	Yes	Does the student have ...	No	Yes
• ADD/ADHD? <i>circle one</i>			• emotional concerns?		
• allergies? <i>list:</i>			• epilepsy seizures?		
• anaphylactic allergy? <i>**see other side</i>			• hearing problems?		
• anemia?			• heart problems?		
• asthma? <i>list triggers</i>			• vision problems?		
• <i>Indicate: Mild, Moderate, or Severe</i>			• contacts?		
• bladder problems?			• glasses?		
• bowel problems?					
• dental problems?					
• depression or anxiety? <i>circle one</i>			Has the student ever had a serious injury?		
• diabetes? <i>*see other side</i>			Are there any other concerns?		

If the answer to any of the above is YES, please explain. _____

If the answer to any of the above is YES, has the student ever visited the emergency room or hospital for this condition? Please explain: _____

Does the student take medication of any kind? _____ If yes, please explain _____

Will the student need to take medication at school? _____ Students requiring medication (prescription or nonprescription) at school **MUST** have a written physician order and written parent consent. Please contact the school secretary or go on-line to <http://www.seattleschools.org/area/healthservices/forms/pforms.xml> for consent forms.

Please complete other side . . .

* DIABETES

If your student has diabetes, s/he may be affected by a state law that requires that individual health care plans be implemented for all students with diabetes. If your student is diabetic please contact the school nurse to help write your student's plan.

** ANAPHYLAXIS: A severe allergic reaction. Symptoms may include tightness of throat or chest, breathing difficulty, swelling of lips, tongue, throat, or eyes, generalized itching, rash or hives, color changes in the nails, lips, or skin, abdominal cramps or vomiting, seizures and loss of consciousness.

If your student has an anaphylactic allergy, please answer the following questions:

1. What is your student allergic to _____
2. What are your student's symptoms _____
3. When was your student's last reaction _____
4. Has your student been prescribed epinephrine or Epi-pen? _____
If yes, please contact your school nurse.

The District has implemented an anaphylaxis management strategy. You should contact the school nurse to help write your student's individual care plan. If your student has been prescribed epinephrine (Epi-pen), under a new state law a treatment order must be kept at school before your student will be allowed to attend school.

LIFE THREATENING CONDITIONS

State law requires that students who have a life threatening condition **MUST** have both medical authorization and medication at school before that student will be allowed to attend school. The types of medications that may be required under this law include, but are not limited to, meter-dose inhalers, Epi-pens, and medication for uncontrollable seizures. If this new law may apply to your student, please contact the school nurse to create an individual health care plan.

For the safety of your student, the school nurse may need to share information about your student's health condition with teachers and staff in order to ensure appropriate care of your student. If you have questions about this practice, please contact the school nurse.

Name (printed)

Signature

Relationship to Student

Today's Date

MAY WE CONTACT YOUR CHILD'S HEALTH CARE PROVIDER?

If yes, please go to <http://www.seattleschools.org/area/healthservices/forms/exchange.pdf> for the Mutual Exchange form or get one from your school nurse.

SEATTLE SCHOOL DISTRICT
SURVEY TO IDENTIFY DISABLED STUDENTS
(FORM 504-2)



The Seattle School District, as a recipient of Federal funds, is required by the U.S. Department of Education to comply with the Rehabilitation Act of 1973, commonly referred to as "Section 504." This Act's regulations provide that any student with an identified disability who needs help to benefit from their school experience must receive services, modifications, and/or accommodations in order to enjoy non-discriminatory access to programs and services and receive a free appropriate education ("FAPE").

This survey should be filled out if you think your child has a disability or if you have documentation that your child is disabled (and is not currently eligible for Special Education services) and needs assistance to benefit from his or her educational experience. A "disability" for the purposes of Section 504 is having a mental or physical impairment that substantially limits one or more major life activity. Please fill out separate surveys for each child suspected of having a disability and return to the student's school. **If you do not believe your child is disabled, you do not have to return this survey.**

Student Name: _____ Birth Date: _____

School: _____ Student ID #: _____

1. What mental or physical impairment(s) do you believe your child has? Please describe the condition or list information confirming the condition.
2. Please describe how you think this mental or physical impairment is impacting your child?
3. What things do you think are needed to assist your child in being able to benefit from his or her educational experience because of mental or physical impairment?

Signature of Parent/Guardian: _____ Date: _____

The Seattle School District provides equal educational opportunity without regard to race, creed, color, national origin, sex, handicap/disability, marital status, or sexual orientation. The District also complies with all applicable state and Federal laws and regulations to include, but not limited to, Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, RCW 49.60 (the law against discrimination), RCW 28A.640 (sex equality), and American with Disabilities Act ("ADA"), all of which prohibit discrimination in all District programs, courses, activities (including extra-curricular activities), services, and access to facilities, etc. The Section 504 Program Coordinator with the overall responsibility for monitoring, auditing, and ensuring compliance with these policies is Carole Rusimovic, MS 32-151, P.O. Box 34165, Seattle, Washington 98124-1165; (206) 252-0118.



Student Ethnicity and Race Update

INSTRUCTIONS: If you are satisfied with the ethnicity and race reported for your child on the Student Verification Form, you do not need to return this form. To change the ethnicity or race information on record, you must fill in your child's information with their Seattle student ID number and complete both questions A and B below.

Seattle Schools Student Information:

Name:

School:

Student ID number (7 digits):

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(See Student Verification Form for ID number.)

Dear Parent or Guardian:

Each year, school districts in Washington are required to report student data by ethnicity and race categories to the state's Office of Superintendent of Public Instruction (OSPI). Recently, the federal government and OSPI implemented new reporting categories that were developed to obtain a more accurate picture of the nation's diversity. As a result, we need to ask you to answer a two-part question, indicating ethnicity first and then *one or more* racial groups. Washington has 58 racial groups to choose from. You may select multiple ethnicities as well as multiple races.

For example, if your family is Asian you will now be able to list your child as either Chinese, Japanese, or belonging to one or more of the other Asian groups. If your family is Native American, you will be able to list your child's tribal affiliation. If one parent identifies with one race and the other parent with another, you will be able to check both races for your child.

The new race and ethnicity data will be used in the same manner as previously collected data, e.g., in reporting and analyzing test results by race and ethnicity. The information will not be used to check immigration status, and the confidentiality of individual student information will be protected.

Starting in September 2010, all public schools in Washington will start using these new categories. In order to comply, Seattle Public Schools must ask all students to re-identify their race and ethnicity.

Please complete this form for each child, and be sure to answer both parts of the two-part question. Return the completed form to your child's school as soon as possible.

Thank you for your cooperation in providing the needed data. Please direct any questions you may have regarding ethnicity and race to our Service Center at 252-0010 or go to the OSPI website at www.k12.wa.us/CEDARS/CEDARSDataFormQA.aspx.

A

Is your child of Hispanic or Latino origin?

Not Hispanic/Latino

If Yes, check all that apply.

- | | |
|---|--|
| <input type="checkbox"/> Central American | <input type="checkbox"/> Puerto Rican |
| <input type="checkbox"/> Cuban | <input type="checkbox"/> South American |
| <input type="checkbox"/> Dominican | <input type="checkbox"/> Spaniard |
| <input type="checkbox"/> Latin American | <input type="checkbox"/> Other Hispanic/Latino |
| <input type="checkbox"/> Mexican/Mexican American/Chicano | |

B

What race(s) do you consider your child?

Check all that apply. Please circle your primary choice.

- | | |
|---|--|
| <input type="checkbox"/> African American/Black | <input type="checkbox"/> Alaska Native |
| <input type="checkbox"/> White | <input type="checkbox"/> Chehalis |
| <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Colville |
| <input type="checkbox"/> Cambodian | <input type="checkbox"/> Cowlitz |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Hoh |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Jamestown |
| <input type="checkbox"/> Hmong | <input type="checkbox"/> Kalispel |
| <input type="checkbox"/> Indonesian | <input type="checkbox"/> Lower Elwha |
| <input type="checkbox"/> Japanese | <input type="checkbox"/> Lummi |
| <input type="checkbox"/> Korean | <input type="checkbox"/> Makah |
| <input type="checkbox"/> Laotian | <input type="checkbox"/> Muckleshoot |
| <input type="checkbox"/> Malaysian | <input type="checkbox"/> Nisqually |
| <input type="checkbox"/> Pakistani | <input type="checkbox"/> Nooksack |
| <input type="checkbox"/> Singaporean | <input type="checkbox"/> Port Gamble Klallam |
| <input type="checkbox"/> Taiwanese | <input type="checkbox"/> Puyallup |
| <input type="checkbox"/> Thai | <input type="checkbox"/> Quileute |
| <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Quinault |
| <input type="checkbox"/> Other Asian | <input type="checkbox"/> Samish |
| <input type="checkbox"/> Native Hawaiian | <input type="checkbox"/> Sauk-Suiattle |
| <input type="checkbox"/> Fijian | <input type="checkbox"/> Shoalwater |
| <input type="checkbox"/> Guamanian or Chamorro | <input type="checkbox"/> Skokomish |
| <input type="checkbox"/> Mariana Islander | <input type="checkbox"/> Snoqualmie |
| <input type="checkbox"/> Melanesian | <input type="checkbox"/> Spokane |
| <input type="checkbox"/> Micronesian | <input type="checkbox"/> Squaxin Island |
| <input type="checkbox"/> Samoan | <input type="checkbox"/> Stillaguamish |
| <input type="checkbox"/> Tongan | <input type="checkbox"/> Suquamish |
| <input type="checkbox"/> Other Pacific Islander | <input type="checkbox"/> Swinomish |
| | <input type="checkbox"/> Tulalip |
| | <input type="checkbox"/> Yakama |
| | <input type="checkbox"/> Other Washington Indian |
| | <input type="checkbox"/> Other American Indian |

Use of the Seattle Public Schools network is a privilege. You must read and agree to follow the network rules below to use your network account.

Seattle Public Schools makes available to students access to computers and the Internet. Through the Internet students may have access to databases, web sites, and sometimes email. Students might also publish online. Students are expected to use computers and the Internet responsibly and for school related purposes only.

Use of the Seattle Public Schools network is a privilege. Violations of conditions of use may result in that privilege being taken away in whole or in part by school district personnel. All other related student policies are applicable and other consequences including suspension or expulsion may follow. Please review the "Student Rights and Responsibilities" pamphlet.

As a condition of my right to use the Seattle Public Schools Internet service, I understand and agree with the following:

I will use computing resources responsibly

- I will use the Internet and other computer resources for academic activities only.
- I will only play educational games authorized by my teacher, instructor, or librarian.
- I will follow the guidelines for printing set by my teacher or school.
- I will only save material in my folder appropriate for educational use.
- I will not transmit or deliberately access obscene, indecent, harassing, defamatory, or otherwise offensive material in any form.

I will use computing resources safely

- I will not give out my name, picture, address, e-mail, or any other personally identifying information online.
- I will only access chat rooms, bulletin boards, blogs, or post to an Internet site with explicit teacher permission.

I will use computing resources respectfully

- I will not deliberately attempt to harm or destroy data on any system on the network or internet.
- I will not damage computer equipment or alter computer settings.
- I will not alter other students' files.

I will use computing resources in a manner that respects the intellectual property of others.

- I will not install, store, or distribute unauthorized copyrighted software or materials.
- I will turn in work that I have created myself. If I borrow or copy material from other sources, I will properly cite those sources.

I understand that:

- I am responsible for what is done on my computer account.
- School district personnel have the right to review any material sent, mailed, or accessed through a District computer or District provided network account. School district personnel have the right to inspect all material stored on a District computer. By accepting these terms and conditions, students waive any right to privacy or confidentiality to material that was created, sent, accessed, or stored using a District computer or District provided network account.
- District personnel can edit or remove any material that it believes may be unlawful, obscene, indecent, harassing, or otherwise objectionable.
- The district does not promise that the functions of the internet service will meet any specific requirements you may have, or that the Internet service will be error-free or uninterrupted.
- I cannot use computing resources to violate district policies, federal and state laws.
- District administrators have the final say on what constitutes a violation of Internet policies. Those violations include but are not limited to all bulleted points in this agreement.

Student Name _____ School _____

Student Signature _____ Date _____

Internet Opt Out Form

Before gaining access to the District network, students are required to sign a network use agreement which includes access to the District's network and access to the Internet. Board Policy (Board Policy D139.00) gives Parents/guardians the choice of "opting out" of Internet access.

If you do not want your child to have access to the Internet at school, please check the box below, complete and sign the form and return it to the office at your child's school.

NO I don't want my child to access the Internet at school

Student Name _____

Parent/Guardian Name _____

Parent /Guardian Signature _____ Date _____

For school use

Sysop/Analyst has moved the student into the school's no Internet group

Sysop/Analyst signature _____ Date _____

**SEATTLE PUBLIC SCHOOLS (SPS)
NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND
PRIVACY ACT (FERPA) and OPT-OUT FORM**

Under the Family Educational Rights and Privacy Act (FERPA), parents/guardians of students under age 18, and students over 18 years of age ("eligible students") have certain rights with respect to the education records of a student. If the student is 18 years old, even if living with the parent/guardian, the student has all the rights under this Act. These rights are:

- (1) The right to inspect and review their education records within 45 days of the day SPS receives a written request.
- (2) The right to request the amendment of an education record for a student that the parent or eligible student believes is inaccurate or misleading. If SPS decides not to amend the record, SPS will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
- (3) The right to consent to disclosures of personally identifiable information contained in the education records of a student, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by SPS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a student teacher; a person serving on the School Board; contractors (a person or company with whom SPS has contracted to perform a special task, such as an attorney, auditor, medical consultant, or therapist); consultants; volunteers; or a parent or student serving on an official committee or assisting another school official in performing his or her duties. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, SPS discloses education records without consent to officials of another school where a student seeks to enroll.
- (4) The Safety and Security Department for SPS is considered the SPS "law enforcement unit" under FERPA.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by SPS to comply with the requirements of FERPA. Written complaints should be directed to Family Policy Compliance Office, U.S. Department of Education; 400 Maryland Avenue S.W.; Washington, DC 20202.

Directory Information: Under FERPA, SPS may release "directory" information to anyone, including but not limited to parent teacher organizations, the media, colleges and universities, the military, youth groups, and scholarship grantors, unless you tell SPS that you do not want the information released. The following information is considered directory information: parent and student name, home address, home telephone number, home email address, student photograph or video, student date of birth, dates of enrollment, grade level, enrollment status, degree or award received, major field of study, participation in officially recognized activities and sports teams, height and weight of athletes, most recent school or program attended, and other information that would not generally be considered harmful or an invasion of privacy if disclosed.

Release of Directory Information for Students in Grades Pre-Kindergarten to Eight (Pre-K to 8)

As a parent/guardian of a pre-kindergarten student, an elementary student, or a middle school student you have the right to choose between two (2) options on whether directory information concerning your student is released or not. Once this form is completed and returned to the school, your choice will be electronically recorded and it will not change until you complete and submit a new form. Please check one box below and return this form to the school your student attends no later than **October 1st**. If the parent/guardian does not check one of the boxes or does not return this form, SPS considers the lack of response as consent for box A.

Turn Over for Signature and Selection

For students in grades **Pre-Kindergarten through Eight (Pre-K to 8)**:

Please mark only one box:

- A. I consent to the release of the above directory information about the student named below.
- B. I do **NOT** consent to the release of the above directory information about the student named below, except as authorized by law.

Notice of Right to File a Public Records Request:

Pursuant to RCW 28A.320.160, school districts are required to notify parents/guardians that they have the right, under the Washington Public Disclosure Act (RCW 42.56), to request the public records regarding school employee discipline. To file a public records request with SPS, send a written request, in writing, to: Office of the General Counsel: Attn: Public Records Request; SPS: MS 32-151; PO Box 34165: Seattle, WA 98124, or fax your request to (206) 252-0111.

PRINT Signer's Full Name

PRINT Student's Full Name

Date of Birth

Student's School ID number

Parent/Guardian/Eligible Student's Signature

Date

**PLEASE RETURN THIS FORM DIRECTLY TO THE STUDENT'S SCHOOL
EITHER IN PERSON OR BY U.S. MAIL.**

If you have more than one student, you must return a separate form for each student to each student's school.
This form will be retained in your student's folder at his or her school.



Dear Lawton Students and Families:

Included in your opening day packet is a Family Educational Rights and Privacy Act (FERPA) form. As a parent/guardian of a pre-kindergarten student, an elementary student, or a middle school student you have the right to choose between two (2) options on whether directory information concerning your student is released or not.

If you have selected Option B – No Release of Information – on the FERPA form, your child's information will not be included in the following unless you complete the specific consent form below. If you are unaware of your FERPA selection, a form is included in the opening day packet. You may sign and return a new form to ensure your release of information selection. If you have any questions regarding release of information, please feel free to contact Lawton Elementary.

<p style="text-align: center;">Media Release</p> <p><input type="checkbox"/> YES, news media and/or Seattle Public Schools can photograph or interview my student.</p> <p><input type="checkbox"/> NO, news media and/or Seattle Public Schools cannot photograph or interview my student.</p> <p><input type="checkbox"/> MAYBE, please call me to check on permission for specific photo opportunities.</p>	<p style="text-align: center;">Yearbook Release</p> <p><input type="checkbox"/> YES, I give my consent for my student's photograph and name to be included in the yearbook.</p> <p><input type="checkbox"/> NO, I do <u>not</u> give my consent for my student's photograph and name to be included in the yearbook.</p>
<p style="text-align: center;">ALL-SCHOOL Family Directory</p> <p>Is made available to our families, staff and PTA.</p> <p><input type="checkbox"/> YES, include our information (phone, address, email)</p> <p><input type="checkbox"/> NO, do <u>not</u> include our information</p> <p>If yes, please complete Directory information on the back of this form.</p>	<p style="text-align: center;">CLASSROOM Family Directory</p> <p>Classroom Directories are shared among class families and the teacher</p> <p><input type="checkbox"/> YES, include our information (phone, address, email)</p> <p><input type="checkbox"/> NO, do <u>not</u> include our information</p> <p>If yes, please complete Directory information on the back of this form.</p>
<p style="text-align: center;">Website</p> <p>Student photographs may be posted on the school's website. No names will be posted.</p> <p><input type="checkbox"/> YES, my student's photograph can be posted on the website.</p> <p><input type="checkbox"/> NO, my student's photograph <u>cannot</u> be posted on the school's website.</p>	<p style="text-align: center;">Website Videos</p> <p>Student videos may be posted on the school's website. No names will be posted.</p> <p><input type="checkbox"/> YES, video including my student can be posted on the <u>public</u> website.</p> <p><input type="checkbox"/> YES, video including my student can be included on a <u>classroom protected</u> website.</p> <p><input type="checkbox"/> NO, video including my student <u>cannot</u> be included on the school's website, <u>public</u> or <u>private</u>.</p>

As the parent/guardian of _____ (student), a minor child, I agree and consent to allow Seattle Public Schools ("the District") to photograph, videotape, and record my child for informational, educational, teaching, training, and entertainment purposes, and to post any photographs, videos or recordings of my child to the District's or school's website. I agree that the District will own the copyright and all other rights, title, and interest in such photographs, videos, or recordings of my child. I hereby release and hold harmless the District from any and all claims, causes of action, liability, or damages arising from the use of my child's likeness, including the posting of any photographs, videos, or recordings of my child to the District's or school's website. I have read and understand the provisions of this authorization and release, and agree to its terms.

PRINT Student's full name

PRINT Parent/Guardian's full name

Parent/Guardian's signature

Directory Information

Student #1 Name	Teacher	
Student #2 Name	Teacher	
Student #3 Name	Teacher	
Address		
City	State	Zip
Phone number	Cell Phone	
e-mail address		

September 2011



Dear Parents and Guardians:

The state Compulsory School Attendance law (28A.225 RCW) has very strict expectations for student attendance at school. This law requires that your child(ren) attend(s) all classes every day. Attendance is important to your child's academic achievement. Students who are absent from school for any reason have difficulty keeping up with classroom instruction. They miss essential instruction for understanding key concepts and they quickly fall behind in completing assignments.

**SEATTLE
PUBLIC
SCHOOLS**

The following Seattle School District definitions apply to students at all ages:

Excused Absences:

- Unplanned absences are excused when your child's personal illness or injury, or the illness, injury or death of a family member, prevents your child from attending school. The school may require a note from your child's doctor before excusing absences if your child is absent due to illness or injury more than 10 days.
- Planned absences are excused when you submit a request to the principal or assistant principal at least three school days before the start of the planned absence, usually for a doctor or dentist appointment, or religious, or other special one-time events. Long-term absences or a succession of long-term absences may affect whether your child will be promoted. Absences for longer than twenty consecutive school days may result in your child being dropped from school enrollment. Family vacations or trips during regular school days are not excused.
- Absences due to short-term discipline of your child are excused on District attendance records unless your child is under court order to attend school without additional truancies or behavior problems.

Unexcused Absences:

- All other absences are considered unexcused, including absences caused by the student or parent oversleeping, student missing the bus, transportation problems, student needed for babysitting or translating for parents, student job requirements, disputes about student assignment, etc.
- Absences by long-term suspended and expelled students for whom space is available in the reentry program, but who do not enroll and attend, are unexcused.

You may notify your child's school about your child's excused absence by telephone or in a written note unless your child's school requires a specific method of notification. Normally, excuses need to be received within two school days.

Excessive excused absences and tardies have as serious an adverse effect on students' academic progress as do unexcused absences. The Truancy Office will be paying close attention to students who exceed twenty (20) excused absences in a school year. Similarly, elementary students who arrive late to school and miss 15 or more minutes of core instructional time for ten or more days in a school year will be subject to school-based and central interventions, and may be subject to a truancy petition.

Respectfully,

A handwritten signature in cursive script, appearing to read "Ruth M. Fadden".

Ruth McFadden, Ed.D.
Manager, Truancy Office

School Services
Initiatives

John Stanford Center for Educational Excellence * 2445 3rd Avenue South * 98124 * www.seattleschools.org
Mailing Address: MS 31-177 * PO Box 34165 * Seattle, WA * 98124-1165 * Tel: 206.252.0820 *

Emergency Container Supplies/Emails

Dear Lawton Families,

In the event of a catastrophe each Lawton student has an emergency packet in the blue container on the playground. There are also other supplies, such as water, housed there that will be needed in the event that the students/staff must stay at the school for a number of days. In order to keep the food items current we must charge each family a small fee of **\$6.00 per Lawton student** to replenish supplies. Please make checks payable to **Lawton Elementary**.

In addition, we are asking for current emails. These emails will be in your student's *Student Information File* in order that we can have all routes of contact in the event of an emergency. Since we are trying to become as paperless as possible, we would also like to give your email to the PTA contact list so that you might receive the most current information including the weekly newsletter. Your email is **not** given out to any other sources other than the PTA. If you **do not** want the PTA to have your email, please indicate in the provided space.

Please call if you have any questions.

Thank you!

Laura Thomas

Administrative Secretary

Lawton Elementary

206-252-2130

Date: _____

Student Name: _____

Parent Email # 1 _____

Parent Email # 2 _____

- I **DO NOT** want my email address released to the PTA
- I have enclosed \$6.00 for my child's emergency package
- I have enclosed extra to cover a child's package whose parents might not be able to afford it

DOES YOUR CHILD ATTENDING AN
ELEMENTARY OR K-8 SCHOOL IN 2011-12
HAVE YOUNGER SIBLINGS?



Dear Parent/Guardian,

In order to better prepare for enrollment in the coming years, we are requesting information on younger siblings of current students who might enroll in Kindergarten in Seattle Public Schools in the next five years. Thank you for your cooperation in providing this information.

Please return the completed form to your child's school to be forwarded to the central office.

CURRENT STUDENT INFORMATION

(If you have more than one student assigned to this school, please list the youngest child.)

Student's Last Name _____ First Name _____

Student's Date of Birth or 7-Digit Student ID # _____

Address _____

2010-11 School _____ 2010-11 Grade _____

YOUNGER SIBLING INFORMATION

Please provide the following information for younger siblings of your current elementary or K-8 student.

Student's Last Name _____ First Name _____

Student's Date of Birth _____

YOUNGER SIBLING INFORMATION

Student's Last Name _____ First Name _____

Student's Date of Birth _____

YOUNGER SIBLING INFORMATION

Student's Last Name _____ First Name _____

Student's Date of Birth _____

YOUNGER SIBLING INFORMATION

Student's Last Name _____ First Name _____

Student's Date of Birth _____

(Attach additional information if applicable.)

AMHARIC በ2010-11 አንደኛ ደረጃ ወይም ከመካከለኛው እስከ 8ኛ ክፍል ባለው ክፍል ከሚገኙት ልጆች ጋር አብረው የሚገኙ ታናሽ ወንድም/እህት አሉ? ለሚመጣው ዓመት ምዝገባ ለመዘጋጀት በአንድ ቤት ውስጥ እህን ስላሉ ታናሽ ወንድሞች ወይም እህቶች ለሚመጣው አምስት ዓመት በመካከለኛው ስላሉ ልጆች መረጃ እንፈልጋለን። ይህንን መረጃ በመስጠት ስለተባበራችሁን እናመሰግናለን። በቅጹ መጀመሪያ ክፍል ላይ እህን የሚገኙትን ልጆች (ስም የትውልድ ቀን ወይም የመታወቂያ ቁጥር እድራሻ የትምህርት ቤቱ ስምና የክፍል ደረጃ) ይጻፉ። በቅጹ በሁለተኛው ክፍል የተገለጸውን ታናሽ ወንድም/እህት መረጃ (ስምና የትውልድ ቀን) ይጻፉ።

CAMBODIAN តើកូនរបស់អ្នកដែលរៀននៅសាលាសមស័ក្ស ឬអនុវិទ្យាល័យ ក្នុងឆ្នាំ២០១០-១១ មានបងប្អូនតូចៗដែរឬទេ? មើម្សីយ្យចុះឈ្មោះចូលរៀននៅឆ្នាំខាងមុខនេះ យើងត្រូវចង់បានព័ត៌មានពីប្អូនតូចៗតែសិស្សនោះ ដែលអាចចុះឈ្មោះចូលរៀនក្នុងវាំង-ថ្មីឡើយ។ សូមអរគុណដែលបានផ្តល់ព័ត៌មាននេះ។ នៅក្នុងសំណុំរៀប សូមចុះតែព័ត៌មានពីសិស្សដែលកំពុងរៀន នៅថ្នាក់ទី១ (ឈ្មោះ ថ្ងៃខែកំណើត ឬលេខអត្តសញ្ញាណ អស័យដ្ឋាន ការចាត់ច្រៀត) សូមចុះព័ត៌មានពីប្អូនតូចៗ តែសិស្សនោះ នៅថ្នាក់បញ្ចប់ឡើយ (ឈ្មោះ ថ្ងៃខែកំណើត) ។

CHINESE 您的子女在2010年就讀K到8學校否有年幼的兄弟姊妹? 為了統計將來入讀幼稚園的人數, 我們要求現正就讀K到8的學生家長填報一些資料。多謝合作。在此表格的第一部分, 請先填寫已在學校就讀學生的資料。(包括姓名, 出生日期或身份證號碼, 地址, 就讀學校, 級別)。隨後的餘下部份請填寫兄弟姊妹的資料(包括姓氏, 名字和出生日期)。

OROMO IJOOLEN TEESSAN WARRI MANA BARMOOTA KUTAA DURAA TAKKAA K-8 KEESSA BARA 2010-11 BARATAN OBOLEEYAN TAKKAA OBLAAWAN XIXIQOO QABANI? Ijoolen teessan bara as-deeman kaniin mana barmootaa jalqabuu dhaf akka kurfaayan, oboleeyan/obolaawan isaanii xixiqoo warra bara shaman as-deemu kaniin oolmaya da'imani seenaniif odeefanoo isin iraa barbaana. Odeefanoo kana nuu-laatu keessaniif isin galatoomfanna. Foomii gubbatti, odeefano ijoolee teessanii warra yeroo amaa barmoota irra jiran (maqaa, guyyaa dhalootaa takkaa #/lakkoobsa itti beekkaman, maqaa mana barmootaa, balbala baratan) guutaa. Odeefanoo ijoolee teessan xixiqoo murna asii-gadii keessatti (maqaa fi guyyaa dhalootaa) guutaa.

SOMALI (Soo raaci hadii ay jiraan akhbaaro kale.) Cunugaagu tagaa dugsi hoose am a dugsi K-8 sanadka 2010-11 ma leeyahay walaalo yar yar? Si aan ugu diyaarino diiwaan geliinta sanadaha soo socda, waxaan rabnaa akbaarta caruurta yar yar ee walaalkood dugsi aado ee laga yaabo in ay dugsi aadaan shanta sano ee soo socota. Waad ku mahad santihiin akhbartah aad na siinaysaan. Markaad foomka buuxinaysid ku qor cunuga dugsi aada qayba hore sida (magaca, taariikhda dhalashada ama nambarka aqoosiga iskuulka(ID#), Dugsi, faalka). Qaybaha hoosena waxaad ku qortaa akhbaarta walaalihiisa ka yar yar sida (magaca iyo tariikhda dhalashada)

TAGALOG ANG INYO BANG ANAK NA PUMAPASOK SA ISANG ELEMENTARYA O ISANG PAARALANG K-8 SA 2010-2011 AY MAYROONG MAS BATANG MGA KAPATID? Upang maghanda para sa palistahan sa mga darating na taon, kami ay humihiling ng impormasyon tungkol sa mga nakababatang mga kapatid ng kasalukuyang mga mag-aaral na maaaring magpapalista sa kindergarten sa susunod na limang taon. Salamat sa inyong pakikiisa sa pagbibigay ng ganitong impormasyon. Sa pormularyo, isulat ang impormasyon para sa inyong kasalukuyang mag-aaral sa unang bahagi (pangalan, kapanganakan, o numero ng ID, tirahan, paaralan, baitang). Isulat ang impormasyon para sa nakababatang mga kapatid sa sumusunod na mga bahagi (pangalan at kapanganakan).

SPANISH ¿A CASO SU ESTUDIANTE ASISTIENDO A UNA ESCUELA PRIMARIA O A UNA ESCUELA K-8 EN EL 2010-11 TIENE UN HERMANO/A MENOR? Para prepararse para el periodo de inscripción en los años entrantes, estamos solicitando información sobre hermanos/as menores de los estudiantes actuales que puedan ser inscritos en kindergarten durante los siguientes cinco años. Gracias por su cooperación al proveernos con esta información. En la forma, llene la información de su estudiante actual en la primera sección (nombre, fecha de nacimiento o # de ID, dirección, escuela, grado). Llene la información sobre los hermanos/as menores en las siguientes secciones (nombre y fecha de nacimiento).

TIGRINIA ወላጅዎም ኣብ 2010-11 ናይ ትምህርቲ ዓመት ኣብ መበእታዊ ደረጃ ወይ ደማ ካብ ኪንደርጋርተን ስጋብ 8ይ ክፍል ዘሎ ትምህርቲ ዝመሃር/ትመሃር ምንእስ ሓው/ሓፍቲ ኣለዎ/የ ዶ ? ኣብ ዝመጽእ ዓመታት ንምምዝጋብ ንምድላው፡ ኣብዝመጽእ ሓው/ት ዓመታት ኣብ ኪንደርጋርተን ኪምዝገብ ዝክእል /ትክእል ምንእስ እቶም ሕጂ ዝመሃሩ ዘለው ተመሃሮ ምህላምምን ዘይምህላምምን ብዝምልከት ሓበሬታ ንሓትት ኣሎና። ነዚ ሓበሬታ እዚ ንምሃብ ስለትተ-ሓባብናና የቐንዩልና። ኣብቲ ቅጥዒ ብዛዕባ ሕጂ ዝመሃር ዘሎ ተመሃሮኹም ዝምልከት ሓበሬታ ኣብቲ ቀዳማይ ክፋል ጽሓፉ(ስምኻ ልደተ ስለት ወይ ታሲራ ቁጽሪ፣ ኣድራሻኻ ቤት ትምህርቲ፣ ክፍሊ ደረጃን)። ኣብቲ ቀጸሎ ዘሎ ክፋል ደማ ናይቲ ተመሃሮይ ምንእስ ሓው/ሓፍቲ ሓበሬታ ጽሓፉ። (ስምን ስለት ልደትን)።

VIETNAMESE CON CON EM QUÝ VỊ ĐANG HỌC TRƯỜNG MẪU GIÁO HOẶC TỰ MẪU GIÁO ĐẾN LỚP 8 TRONG NĂM HỌC 2010-2011 CÓ EM NHỎ HƠN KHÔNG? Để chuẩn bị cho việc đăng ký trong năm học tới, chúng tôi thỉnh cầu thông tin về em bé nhỏ, em bé mà có thể sẽ đi học mẫu giáo trong vòng 5 năm tới. Cảm ơn sự hợp tác của quý vị trong việc cung cấp thông tin này. Trên mẫu đơn, xin vui lòng điền vào thông tin về cháu đang đi học ở phần đầu của đơn(tên, ngày sinh, địa chỉ, tên trường, lớp). Vui lòng điền thông tin về cháu sắp đi học ở phần kế tiếp (tên và ngày sinh).

The Compulsory Attendance law requires that Districts file petitions with the Juvenile Court for all students who have seven (7) or more unexcused absences in a month or ten (10) or more unexcused absences in a school year. The petition asks that the court compel the child to attend school.

Students with a truancy petition first are assigned to attend a truancy workshop in lieu of a preliminary truancy hearing in Juvenile Court.

If attendance does not improve after the truancy workshop, the court may set a date and time for a hearing and require that you and your child attend.

Once a court hearing occurs and a court order is issued to a child and/or parent/guardian, the District is required to report additional unexcused absences to the court. The court may hold a hearing to determine if you or your child has willfully violated the court's order to attend school. If this occurs, your child will be appointed an attorney to represent him/her at any hearing dealing with a violation of the court's order.

As previously noted, the court may take whatever steps are necessary to insure regular school attendance by the child.

The key to any/all court action hinges on your child's attendance. In order for the school to assist you with addressing the truant behavior, your assistance is necessary. When your child's school contacts you, we are asking for your cooperation with helping us form a team dedicated to the needs of your child's educational success.

Please reply to any school notification in a prompt manner. Students in secondary education programs may lose credit in their classes after as few as 10 absences, whether excused or unexcused. By prompt intervention, truancy can be corrected and educational success facilitated.

If you have questions about your child's attendance record, or are in need of a report on your child's educational progress, please call your child's school.

If you are in need of any additional information in regard to truancy issues, or if you have received a copy of a truancy petition filed by the Truancy Office and have questions about either the petition or the court process, please contact Truancy Office staff at 252-0825.

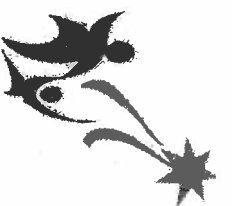
Your child's school administrator or the Truancy Office staff may also be able to provide you with additional information to assist you if you are having problems with your child that go beyond typical school attendance issues.

POLICY

The Seattle Public Schools provides Equal Educational Opportunity without regard to race, creed, color, national origin, sex, handicap/disability, sexual orientation, or gender identity. The Seattle School District is an Equal Employment Opportunity Affirmative Action employer and employs individuals without regard to race, creed, color, national origin, age, sex, marital status, handicap/disability or sexual orientation.

Seattle Public Schools complies with all applicable State and Federal laws, including but not limited to: Title VI, Title VII, Title IX of the Civil Rights Act, the Americans with Disabilities Act (ADA), RCW 49.60, Law Against Discrimination, Section 504 of the Rehabilitation Act, and RCW 28A.610. Sex Equity, and covers, but is not limited to, all District programs, courses, activities (including) extracurricular activities, services, access to facilities, etc.

The Equal Employment Opportunities Officer has the overall responsibility for monitoring, auditing, and ensuring compliance with this policy. Individuals who believe they have been discriminated against in any of Seattle Public Schools' educational or employment activities can file an internal discrimination complaint with Seattle Public Schools' Equal Employment Opportunities Officer at MS 33-157, P.O. Box 34165, Seattle, Washington 98124-1165, phone (206) 252-0025.



**SEATTLE
PUBLIC
SCHOOLS**

Seattle School District

“Becca Law”

Implementation of Washington State’s
Compulsory Attendance Law
(28A.225 RCW)

Seattle School Board

Sherry Carr
Michael DeBell
Peter Mater
Harium Martin-Morris
Betty Patu
Kay Smith-Blum
Steve Sundquist
Susan Enfield, EdD
Interim Superintendent

In May 1995, the Governor signed new provisions to the Compulsory School Attendance law with clear expectations for students, parents, and School Districts for returning truant students to school. Through a coordinated effort, regular school attendance can be achieved and issues contributing to truant behavior can be addressed.

A clear District-wide attendance policy is in place. Students, parents, and schools must work together to correct any truancy problems a student is experiencing.

- ❖ Students do not learn when they are absent from school. They miss critical instruction for understanding key concepts and fall behind quickly in completing assignments.
- ❖ Schools and parents/guardians share a responsibility to assure that students attend classes unless there is a good reason not to do so.
- ❖ Schools must intervene quickly whenever a student has an unexcused absence.
- ❖ The court system is a final, but necessary, step to return some students who have become truant to regular class attendance. Court action may be against the parents or guardians if the court determines that they are the cause of the student's unexcused absences.

You may notify your child's school about your child's excused absence by telephone or in a written note. Please remember to include the reason why your child is absent in your telephone call or note.

The Compulsory Attendance law applies to: Students between the ages of 8 and under 18, as well as 6 and 7 year olds who are enrolled in a public school program, unless:

- ❖ Incapable of attendance due to medical or mental reasons.
- ❖ 16 and above, and regularly employed with the permission of a parent/guardian to work in lieu of attending school.

- ❖ Has met the educational requirements (GED, or other means found acceptable to the Superintendent)

Children found to be in violation of the Compulsory Attendance law may be subject to a truancy petition filed with the Superior Court. The Court may order a child to attend school, and if the child willfully violates the Court's order, the Court may take whatever actions necessary to insure compliance and regular school attendance. These may include community service or detention in the Juvenile Detention Facility.

Schools are required to:

- ❖ Take daily attendance and notify parents/guardians after the first and second unexcused absence.
- ❖ Schedule a conference to meet with the student and parent to address truant behavior after 2 or more unexcused absences.
- ❖ Take steps to correct the problem in an effort to determine why your child is not attending school and to help develop a plan to insure your child's regular attendance.
- ❖ File a truancy petition with the Superior Court if the child has 7 truant days in a calendar month, or 10 truant days during the school year.

Schools who fail to comply with the Compulsory Attendance law may lose state monies or support.

Parents are required to have their school-age children enrolled in an educational program and to take steps to insure regular daily school attendance.

Parents or guardians who fail to comply with the Compulsory Attendance law may also be subject to a truancy petition filed with Superior Court. Parents may be fined up to \$25.00 per day for each day of their child's unexcused absences.

Additional sanctions imposed by the Court might include community service for the parent or guardian of the child.

The following District definitions of excused and unexcused absences are for students at all ages:

Excused Absences:

- ❖ Unplanned absences are excused when your child's personal illness or injury, or the illness, injury or death of a family member, prevents your child from attending school, and you notify the school within 48 hours of the absence. The school may require a note from your child's doctor if your child is absent due to illness or injury for an excessive number of days (more than 20) before excusing those absences.
- ❖ Planned absences are excused when you submit a request to the principal or assistant principal at least three school days before the start of the planned absence, usually for an educational trip, doctor or dentist appointment, religious holiday, or other special one-time event. The school may require your child to complete missed assignments and/or make other academic preparations for extended planned absences.
- ❖ Absences due to short-term discipline of your child are excused on District attendance records.

Unexcused Absences:

- ❖ All other absences are considered unexcused, including absences caused by the student or parent oversleeping, student missing the bus, transportation problems, student needed for babysitting, assignment appeals, student job requirements, religious instruction, etc.
- ❖ Absences by long-term suspended and expelled students for whom space is available in a reentry program, but who do not enroll and attend, are unexcused.
- ❖ A parent's request to "excuse my child's absence" without a stated reason or with a reason that does not meet the above criteria for excused absences will cause the child's absence to remain unexcused.

Excessive Excused Absences

Schools may require parents/guardians to provide a letter from the student's medical team if the student has more than 20 excused absences.

Tardies

Elementary students whose tardiness to school causes them to miss over 15 minutes of core academic instruction for more than 10 school days may be subject to a truancy petition. Secondary students may be considered absent from class if they are over 10 minutes tardy to class.

To All Students:

This brochure is intended to tell you about some of the responsibilities which you must assume, the rights which you share with all others, and the general rules you must follow so that you can take full advantage of your educational opportunity without experiencing major discipline problems. Under state law, this information must be given to you at the beginning of every school year.

In the Seattle Public Schools, discipline requires orderly behavior, appropriate to the situation. This is necessary to create and maintain a climate in which learning can take place. An important part of your education is to learn appropriate behavior, learn the consequences of inappropriate behavior, develop self-control and self-discipline, and to take responsibility for your own actions.

Students will be disciplined if they break the rules while at school, on school grounds, on District-sponsored transportation, or at any school-sponsored event. Students will also be disciplined if they break the rules in any other setting having a real and substantial relationship to the operation of the District, including, but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process which is conducive to learning. Disciplinary action can include such things as losing the privilege of attending District-sponsored activities, losing the privilege of riding District-sponsored transportation, or suspension or expulsion.

This brochure does not cover all of the legal details and considerations, such as specific procedures related to special education students, or the appeal processes that are available to you if you feel that discipline is being wrongly or unfairly applied. Full and detailed information is in the Student Rights and Responsibilities booklet, which can be obtained from your school, from the Student Discipline Office at 206-252-0820, or in the Parents section of the District's website at www.seattleschools.org. That booklet is also sent out with the first formal Notice of Disciplinary Action.

STUDENT RESPONSIBILITIES

- Make a determined effort to learn.
- Attend all classes every day on time, ready to work, and with the necessary learning materials, books, pencils, etc.
- Respect the rights of other people.
- Refrain from expressing personal prejudices against any individual or group.
- Follow the instructions of teachers and other school staff.
- Know and obey the rules of the District and individual school.
- Accept reasonable disciplinary actions for breaking school or District rules.
- Identify yourself if asked to by school staff.
- Dress appropriately for school in ways that will not cause safety or health problems, or disruptions.

IMPORTANT NOTE: Students who damage or vandalize property belonging to the Seattle Public Schools, a contractor of the District, an employee, or another student are required to make restitution for such damage. Failure to do so may result in the withholding of a student's grades, transcript, or diploma.

CODE OF PROHIBITED CONDUCT

EXCEPTIONAL MISCONDUCT:

Students will be disciplined, and normally will also be referred to the police to face criminal charges, if they commit any of the exceptional misconduct on the list below while in school, on school grounds, on District-sponsored transportation, or at any school-sponsored event. Students will also be disciplined and referred to the police if they engage in this exceptional misconduct in any other setting having a real and substantial relationship to the operation of the District, including, but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process which is conducive to learning. Disciplinary action can include such things as losing the privilege of attending District-sponsored activities, or losing the privilege of using District-sponsored transportation, or suspension, or expulsion.

The School Board has determined that these behaviors amount to "exceptional misconduct" warranting suspension for the first offense, provided that disciplinarians and hearing officers may grant exceptions in cases involving extenuating or exceptional circumstances, or after considering the background of the individual student.

- Selling Illegal Drugs, and Controlled Substances
- Selling Alcoholic Beverages
- Distributing Illegal Drugs and Controlled Substances
- Distributing Alcoholic Beverages
- Possessing or Using Illegal Drugs and Controlled Substances
- Possessing or Using Alcoholic Beverages
- Assault – Being physically violent, using unwarranted force, or demonstrating the deliberate and immediate intent to be physically violent toward another person, including domestic violence.
- Sexual Assault – Sexually assaulting or taking indecent liberties with another person (includes "pansing" behavior by other than elementary-age students).
- Extortion, Blackmail, Coercion – Obtaining money, property or other consideration by violence or threat of violence, or forcing someone to do something against his or her will by force or threat of violence.

• Arranging Fights – Deliberately arranging a fight or willingly participating in such an arranged fight that creates a substantial risk of serious physical injury to the participants.

• Fighting – Engaging in or provoking mutual physical contact involving anger or hostility.

• Threats of Violence – Communicating credible, focused threats of violence or harm to an individual or group of individuals, directly or indirectly, whether by physical, verbal, written, telephone, or electronic actions, which cause the other person to believe his or her life, safety, or property is in danger, or which cause a listener to believe that another person's life, safety, or property is in danger.

• Hazing – Initiating or harassing another student with meaningless, difficult, dangerous, or humiliating tasks through unsafe or illegal behaviors that cause, or are likely to cause, physical injury or endangerment.

• Firearm – Mandatory One-Year Expulsion – Carrying a firearm onto, or possessing a firearm on, school property, school-provided transportation, areas of facilities being used exclusively as school district property, or at school-sponsored events or activities.

EXCEPTIONAL MISCONDUCT (cont'd.):

• Dangerous Weapons – Carrying a dangerous weapon onto, or possessing a dangerous weapon on, school property, school-provided transportation, areas of facilities being used exclusively as school district property, or at school-sponsored events or activities.

• Small Folding Knives – Carrying onto or possessing a small folding knife with a blade length of 2 1/2" or less and with a blade width of 1/2" or less on school property, school-provided transportation, areas of facilities being used exclusively as school district property, or at school-sponsored events or activities.

• Fireworks, Explosives, Chemicals, and Incendiary Devices – Carrying an uncommon firearm, explosive, chemical, or incendiary device onto, or possessing any of the foregoing on, school property, school-provided transportation, areas of facilities being used exclusively as school district property, or at school-sponsored events or activities.

• Toys Used As Weapons – Possessing and using with malice (in a threatening manner) objects that appear to be capable of causing bodily harm such that a person believes his or her safety is in danger, including toys that appear to be weapons regardless of size.

• Robbery – Taking another's property by force or threat of force.

• Theft – Stealing school district property or the property of a staff member, student, or school visitor.

• Burglary – Forced entry or remaining unlawfully in a District building or room in the building for the purpose of taking property.

• Possession of Stolen Property – Knowingly receiving, retaining, possessing, concealing, or disposing of stolen property.

• Malicious Mischief – Intentionally causing damage to any school property, staff property, or school buses. Also, writing, painting, drawing, or otherwise marking graffiti on any school property, staff property, or school bus that is so extensive that the cost of removing it exceeds \$100.

• Intimidation of School Authorities – Interfering, or attempting to interfere, with the discharge of the official duties of District personnel by using direct, deliberate, or focused threats, force, or violence, such that the staff person believes his or her safety or the well-being of his or her property is in danger.

• Interference with School Authorities – Interfering with the discharge of the official duties of District staff by using force or violence that is non-deliberate and not focused on the staff person, such as attempting to continue a fight when a staff person is trying to stop the fight and inadvertently striking that person, disobeying the orders of school officials to leave school property or disperse as instructed, heckling or harassing school authorities engaged in any lawful task, function, process, or procedure of the school district such that it interferes with their ability to maintain order or complete their lawful duties, including use of abusive or foul language directed at a school district employee and use of any electronic means that has the purpose of embarrassing, denigrating, or demeaning school staff, or hindering the investigation of an incident by school staff by deliberately lying about, or encouraging others to lie deliberately about, the facts of the incident.

• Malicious Harassment – Maliciously and intentionally committing one of the following acts because of a perception of that person's race, color, religion, ancestry, national origin, gender, sexual

EXCEPTIONAL MISCONDUCT (cont'd.):

orientation, gender identification, or mental, physical, or sensory handicap; Causing physical injury to the victim or another person, or causing physical damage to or destruction of the property of the victim or another person, or threatening a specific person or group of persons such that the persons, or members of the specific group of persons, are in reasonable fear of harm to themselves or their property, including their right to an education or their safety at school.

• Gang/Hate Group Activity – Belonging to an organized gang, hate group, or similar organization or group and knowingly engaging in gang/hate group activity on a school grounds or during school activities or functions.

• Trespass – Entering or remaining unlawfully in a school building or on any part of school grounds or school property for any purpose excluding theft of property.

• Computer Trespass, Tampering, and Misuse – Intentionally violating a school's or the District's computer system or database.

• Arson – Intentionally setting a fire or causing an explosion.

• False Alarm – Activating a fire alarm or calling 911 for other than the intended purpose of the alarm.

• False Threats – Falsely reporting any type of bomb or person with a firearm in any school building or structure, on school grounds, on District-provided transportation, or at a school-sponsored function.

• False Reporting – Knowingly and maliciously falsely reporting or falsely corroborating misbehavior of others that did not occur, including spreading a false rumor maliciously at school, on school grounds, on school-provided transportation, or at a school-sponsored function.

• Lewd Conduct – Engaging in inappropriate sexual or social behavior, such as sexual acts, either singly or consensually with another person, including sexual intercourse, oral sex, sexual touching, indecent exposure, or voyeurism.

• Other Exceptional Misconduct – Engaging in any other activity that would constitute a felony or gross misdemeanor under city, state, or federal law.

DISTRICT OFFENSES:

In addition to Exceptional Misconduct, students are not allowed to engage in other behaviors which disrupt or interfere with the educational process. Students will be disciplined for participation in any of the following behaviors in school, on school grounds, on District-sponsored transportation, or at any school-sponsored event. Students will also be disciplined for such behavior in any other setting having a real and substantial relationship to the operation of the District, including, but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process which is conducive to learning.

• Disruptive Conduct – Flagrantly and substantially interfering with teaching or learning in the classroom, school activities, or extracurricular activities.

• Rule-breaking – Breaking a specific, published school rule. This includes breaking school bus rules.

(Continued on reverse side.)



Fall 2011

Re: Pesticide Use at Schools

Dear Parents, Guardians and Staff:

Maintaining a healthy and safe environment for our students, staff and community is very important to our District. As part of our commitment to the environment, the School Board adopted a policy on Integrated Pest Management (IPM) to minimize the use of pesticides for such things as insects and weeds. You may view the policy and procedures at:

<http://www.seattleschools.org/area/policies/h/H12.00.pdf> and
<http://www.seattleschools.org/area/policies/h/H12.01.pdf>

IPM emphasizes prevention and common sense strategies rather than responding to a pest crisis with pesticides, whenever possible. Through IPM, we focus on non-chemical controls such as good housekeeping in each classroom, the acceptance of weeds in lawns, and students' and volunteers' assistance to remove invasive plants and weeds in the landscape and school gardens.

Our School Board policy, consistent with State regulations, requires posted notification 48 hours prior to application of a pesticide. In the event that a pesticide is deemed necessary, we will make every effort to apply the pesticide during a weekend or a student break. If students and/or staff will be present in the building within 48 hours of planned pesticide application, a letter will be distributed to all students' families and to staff beforehand. Occasionally, an emergency application is necessary, such as for stinging insects. In that case, posting will occur simultaneously and a letter sent out immediately.

If you are interested in being involved with the District's IPM Committee, please contact Bruce Skowyra at 252-0609 / brskowyra@seattleschools.org.

We welcome your ideas for an IPM project to reduce the use of pesticides at your school. Please talk to your principal to see how you can get involved.

Respectfully,

Susan Enfield, Ed.D.
Interim Superintendent