



Date received:	_____
Interested in:	_____
	_____ Day Program
	_____ Distance learning
	_____ Both

Discovery High School

2150 Fircrest Dr. SE
Port Orchard, WA 98366
360.443.3680
Pat Oster, Principal

Applicant:

Please fully complete the application to be considered for enrollment in Discovery High School. We are an accredited high school in compliance with Washington State Alternative Learning Standards.

Discovery will accept applications from sophomores to seniors. When there are openings in our program an interview will be scheduled for enrollment. Priority will be given to the older, motivated student who can potentially complete graduation requirements within a reasonable period of time. However, there are some circumstances, as determined by administration, where a younger student will be given priority for enrollment.

In accordance with the Alternative Learning Experience Requirements (WAS 392-121-182 (6) (j) (i), prior to enrollment parent or guardian shall be provided with and sign documentation attesting to the understanding of the difference between home-based instruction and enrollment in an alternative learning experience (ALE) program. (See Statement of Understanding in this application)

Applicant Legal Name: _____

Parent Enrollment Permission:

I have read the application materials and support my son's/daughter's enrollment at Discovery High School if enrolled.

Parent/Guardian Signature

Date



Discovery's Distance Learning Program

Lab hours: Monday and Wednesday, 2:30-4:30 pm

Distance Learning supports students that:

- Might need less time on campus because of a job or other needs
- May only need a credit or two to graduate
- Most courses are through an online platform: Pearson Connexus
- Some courses are hybrid-style and are delivered through our onsite teachers

Program Requirements:

- Be self-motivated
- High-speed internet access at home or be willing to travel to a specified location for internet access; the online curriculum is GradPoint through Pearson Connexus <https://discovery.ems.connexus.com/>
- Record 27.75 hours of schooling per week. You may use your online work time, West Sound Tech enrollment hours, organized sports, community service, etc.
- Communicate with a Discovery teacher on a weekly basis

Additional ways to earn credit:

- Working or participating in an Approved Apprentice Program
- Enroll in a Career Program at West Sound Technical Skills Center
- Participate in an organized sports activity
- Employment



Narrative Description of the Differences Between Home-Based Instruction and Public-School Alternative Learning Experiences

Home-based Instruction is authorized under Revised Code of Washington (RCW) 28A.225.010 and RCW 28A.200. When a parent or guardian has filed a 'declaration of Intent to provide home-based instruction' with the district and is meeting the requirements for home-based instruction stated in RCW28A.225, the student is eligible to receive home-based instruction.

Students receiving only home-based instruction are not enrolled in public education, and they do not have to comply with the rules and regulations regarding public schools. Since the student is not registered or enrolled in the public-school system the school district is under no obligation to provide instruction or instructional materials for these students. Home-based instruction students are not required to participate in any district or state testing and/or assessments. Additionally, home-based instruction students are not eligible for graduation through a public high school unless they meet all of the graduation requirements established by the state, district and the local high school; this includes earning the Certificate of Academic Achievement.

Part-time enrollment

Home-based instruction students may have access to ancillary services and may enroll in a public-school course, such as an alternative learning experience program, on a part-time basis where space is available. Part-time enrollment is defined as being less than full-time enrollment. In these cases, the student is responsible for maintaining acceptable attendance and meeting all course and school requirements. For an alternative learning experience this will mean meeting the requirements of the written student learning plan. The student when enrolled part-time in a public-school setting. Therefore, except for the individual class requirements, school and district attendance rules, and school behavior policies, the limitations and restrictions noted in the paragraph above are in force.

Full-time enrollment

A student enrolling full-time in a public-school alternative learning experience program is not receiving home-based instruction, even if the parent or guardian has filed a 'declaration of intent to provide home-based instruction' with the school district. The student is considered a public-school student and is subject to all the rules and regulations governing the actions of all public-school students. This includes, but is not limited to, attendance, meeting course requirements, graduation requirements, and assessment requirements. Full-time students are eligible for graduation from a public high school upon meeting all of the school, district, and state requirements.



South Kitsap School District Discovery High School

Statement of Understanding

In accordance with the Alternative Learning Experience Implementation Standards, WAC 392-121-182 (6)(j), prior to enrollment, parent(s) or guardian shall be provided with, and sign, documentation attesting to the understanding of the difference between home-based instruction and enrollment in an alternative learning experience (ALE).

Provided on the front and back of this form are summary and narrative descriptions of the difference **between home-based instruction and an ALE**. Please read these descriptions and sign below.

Summary Description

Home-Based Instruction

- Is provided by the parent or guardian as authorized under RCW 28A.200 and 28A.225.010
- Students are not enrolled in public education
- Students are not subject to the rules and regulations governing public schools, including course, graduation and assessment requirements
- The public school is under no obligation to provide instruction or instructional materials, or otherwise supervise the student's education

Part-Time Enrollment of Home-Based Instruction Students

Home-based instruction students may enroll in public school programs, including ALE programs, on a part-time basis and retain their home-based instruction status. In the case of part-time enrollment in ALE, the student will need to comply with the requirements of the ALE written student learning plan, but not be required to participate in state assessments or meet state graduation requirements.

Alternative Learning Experience

South Kitsap School District's Discovery High School

- Is authorized under WAS 392-121-182
- Students are enrolled in public education either full-time or part-time
- Students are subject to the rules and regulations governing public school students including course, graduation, and assessment requirements for all portions of the ALE
- Learning experiences are:
 - Supervised, monitored, assess, and evaluated by certificated staff
 - Provided via a written student learning plan
 - Provided in whole or part outside of the regular classroom

I have read the summary and detailed descriptions of home-based instruction and alternative learning experience provided and I understand the difference between home-based instruction and the alternative learning experience program in which my child is enrolling.

Parent Signature _____

Date _____

Name of Student _____

Personal information to help us better serve your needs:

1. Do you want to participate in a West Sound Technical Skills Center program? Yes No
 ○ Which Program:
2. Best phone number to contact you? Is this your number or someone else's ?
 If someone else's, whose number is it?
3. What are your preferred pronouns?
4. Do you buy school lunch? Daily Sometimes
5. Are you or have you been involved in a recovery program? Yes No
6. Were you involved in any past, current or pending disciplinary action at a previous school? Please describe:
7. Have you been involved with the legal system or convicted of an offense? Yes No Please describe:
8. Are you on probation? Yes No If yes, who is your probation officer?
9. Do you have an active restraining order in place? Yes No **(If yes, please provide a copy.)**
10. Who do you know that has attended or is attending Discovery?
11. Are you employed? Yes No Where:
12. Do you have a child? Yes No Age of child:
13. Do you want to discuss your options within the Teen Parent Program? Yes No
14. Do you deal with anything that impacts your ability to attend school? Yes No Please provide details:
15. What are your hobbies and interests?



Discovery High School

Discovery's Mission is to provide a supportive, flexible Alternative Learning Environment that ensures student achievement and develops individuals who become successful, productive citizens.

Below are student responsibilities in addition to the South Kitsap School District's Rights and Responsibilities handbook. Please review the Rights and Responsibilities Handbook online.
https://www.skschools.org/parents_community/rights_and_responsibilities_handbook

Please indicate, by your initials, that you have read and agree with the below terms of this school.

Alternative Program:

Discovery is an Alternative Learning Experience Program as defined in WAC 392-121-182.

- Every student enrolled in an alternative learning experience program must have an individual Written Student Learning Plan (WSLP) and schedule.
 - Students will attend classes as described within their schedule and will be evaluated in a Monthly Progress Review. Students must meet with their Advisor and sign monthly progress reviews. If the student falls below an acceptable range in school course work and attendance the student will be placed on a Progress Review Intervention Plan until progress in course work improves.
 - Student initiated weekly contact related to course work is required.
 - Students of parents requiring legal paperwork to be completed by Discovery High School will be required to have two consecutive weeks of successful attendance before the paperwork will be signed.
-

Student Responsibilities:

The **Madrona facility** shares with Early Head Start, Special Education offices and staff, the Options Program, the Developmental Preschool/Early Childhood Education Assistance Program and Kitsap Adolescent Recovery Program. The hours of the facility are from 7:00 am until 4:30 pm.

- All students are to respect others' needs and use of the facility and behave appropriately around others. Students should refrain from spitting on sidewalks and not using skateboards on sidewalks.
-

Lunch

- During the lunch period, students may eat lunch on campus. Leaving campus during lunch is a privilege and students are expected to return to class on time and ready to learn.
-

Visitor Policy

- This school prohibits visitors during school hours. This includes during all-school activities.
-

Bus Riders

- Students who ride the bus will ride the bus to SKHS and catch a shuttle to Discovery.
No school for Discovery on Wednesday's
-

Testing

- Throughout the school year Discovery will schedule state-mandated and school district testing for various grades. I understand that I am expected to participate as determined by staff.
-

Dress Code

- We are a school environment with pre-K to 12 students on the Madrona Heights campus. Students are expected to wear clothing that will not interfere with or distract from the educational process, and/or depict illegal or lewd behaviors. Such examples might include clothing that reveals undergarments, cleavage, navel, back, or midriff; short skirts/shorts; advertising of drugs, alcohol, or illegal products; robes, pajamas, or slippers and see-through clothing.
-

Displays of Affection

- Kissing and explicit physical contact are not allowed on campus. This does include parked cars on our campus.
-

Limited access to South Kitsap High School

- Students riding the bus need to wait for the Discovery shuttle bus outside the high school building. Discovery students are **not** SKHS students and would be treated as visitors through the main office.
-

Childcare

- Teen parents in need of help locating childcare should contact the Discovery office. Discovery has limited childcare resources in the on-site Early Headstart Family Center. Access to this program is based on space and meeting certain qualifications. In the event space is not available in the on-site child care facility, assistance for locating childcare is available to you through the Discovery office.

The Department of Social and Health Services (DSHS) may pay for the care of a child of a student who attends classes and works toward obtaining a high school diploma. The criterion for approval of this program is mainly based on financial need. The Discovery office has applications for daycare funding. If a child of a teen parent is in a licensed or approved in-home daycare and DSHS is paying for the child's care, certain rules apply and must be abided by. A signed childcare contract between the student and Discovery is also required.

Driving/parking

- Students that wish to park on campus will provide proof of license, registration and insurance and obtain an ASB card to access the parking privilege. Students will drive cautiously and maintain a safe speed of 5 MPH while on school grounds. Students that choose to use their own car for transportation do so at their own risk and liability. The parking privilege may be

revoked. The parking space is school district property, and all cars are subject to school district policy. Students meeting the above standards may park in the back of the building. Drop off and pickups should occur in the front of the building.

Use, Sale or Possession of Substances

- Chewing tobacco, smoking and vaping substances are not allowed on school district property. Students are not to display or use such products on school property; this includes while in parked cars, waiting for the bus, or anywhere within 1,000 feet of any school district property.
 - Students will not possess, use, or be under the influence of alcohol, drugs, narcotics, or intoxicants of any kind (including related paraphernalia) while on campus, off campus at school sponsored activities, or enroute to and from school. Behaviors listed above are against the law and will involve law enforcement and students will be subject to school discipline.
 - I understand that if staff suspects I am under the influence of such chemicals, the principal or representative may administer a drug/alcohol screening.
 - I understand the principal or representative may contact the police and/or my parents/guardians.
 - Based upon the findings, I understand I will have to follow the recommendations of administration and failure to do so may impact my enrollment at Discovery. Recommendations may include, but are not limited to, support groups, substance abuse treatment program or referrals to private agencies.
 - In the event that a student and family are not in agreement with the results and recommendations of the drug and alcohol counselor, the student and family need to understand that for continued enrollment in Discovery participation in the recommended treatment process/programs will be mandatory. Upon completion of the recommended treatment, students are expected to maintain an on-going recovery plan. Any deviations will result in reassessment or termination.
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Non-Discrimination Statement

The South Kitsap School District provides equal educational and employment opportunity without regard to race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation – including gender expression or identity, marital status, or the presence of any sensory, mental, or physical disability, the use of a trained dog guide or service animal by a person with a disability. Equal access to activities, facilities and program is provided to the Boy Scouts of America and other designated youth groups. District procedure complies with all applicable state and federal laws.

The Title IX Officer, Section 504 Coordinator, and Gender Inclusivity Officer with the responsibility for monitoring, auditing, and ensuring compliance with this policy are:

**Compliance/ADA/Title IX
Coordinator**

Will Sarett,
Executive Director of Human
Resources
360-874-7071
sarett@skschools.org

Section 504 Coordinator

Tiffany Buckley,
Assistant Director of Health
Services
360-443-3763,
buckley@skschools.org

**Gender Inclusivity Compliance
Officer**

Dr. Tom Edwards,
Assistant Superintendent for Student
Achievement
360-874-7003
edwards@skschools.org



2689 Hoover Ave SE | Port Orchard, WA 98366
(360) 874-7000 | FAX (360) 874-7068

Registration Form

Student Name:

Select School:

SCHOOL MOST RECENTLY ATTENDED:

ADDRESS:

HAS THIS STUDENT EVER ATTENDED AN SKSD SCHOOL? Y N

DID STUDENT ATTEND PRE-SCHOOL AT AN SKSD SCHOOL? Y N

PREVIOUS SCHOOL PHONE:

PREVIOUS SCHOOL FAX:

IF YES, NAME OF SCHOOL & YEAR ATTENDED

STUDENT INFORMATION

LEGAL LAST NAME LEGAL FIRST NAME MIDDLE NAME/INITIAL ALSO KNOWN AS (FIRST & LAST NAME)

BIRTHDATE (MM/DD/YYYY) GENDER GRADE BIRTHPLACE (CITY/STATE) BIRTH COUNTRY

PRIMARY HOUSEHOLD (WHERE STUDENT RESIDES)

(1) LAST NAME, FIRST NAME

MOTHER FATHER OTHER

(2) LAST NAME, FIRST NAME

MOTHER FATHER OTHER

RESIDENCE ADDRESS:

(STREET, CITY, STATE, ZIP)

MAILING ADDRESS:

(STREET/PO BOX, CITY, STATE, ZIP)

GUARDIAN 1 EMAIL:

HOME PHONE:

GUARDIAN PHONE (include area code) If work #, name of business
WORK:

CELL/SMS:

GUARDIAN PHONE (include area code) If work #, name of business
WORK:

CELL/SMS:

SECOND HOUSEHOLD (WHERE STUDENT RESIDES)

(1) LAST NAME, FIRST NAME

MOTHER FATHER OTHER

(2) LAST NAME, FIRST NAME

MOTHER FATHER OTHER

RESIDENCE ADDRESS:

(STREET, CITY, STATE, ZIP)

MAILING ADDRESS:

(STREET/PO BOX, CITY, STATE, ZIP)

GUARDIAN 1 EMAIL:

HOME PHONE:

GUARDIAN PHONE (include area code) If work #, name of business
WORK:

CELL/SMS:

GUARDIAN PHONE (include area code) If work #, name of business
WORK:

CELL/SMS:

GUARDIAN 2 EMAIL:

DOES THIS STUDENT ATTEND DAYCARE?

BEFORE SCHOOL: M T W TH F

AFTER SCHOOL: M T W TH F

BEFORE & AFTER: M T W TH F

DAYCARE PROVIDER:

ADDRESS:

WILL STUDENT RIDE A BUS TO DAYCARE?

Y N | M T W TH F

PHONE:

SIBLINGS

NAME	RELATIONSHIP	GRADE LEVEL	SCHOOL
1			
2			
3			
4			

EMERGENCY CONTACTS

NAME	RELATIONSHIP	PHONE	SECOND PHONE
1			
2			
3			
4			

EDUCATION INFORMATION

HAS THIS STUDENT EVER RECEIVED ANY SPECIAL EDUCATION SERVICES? Y N If yes, what grade?

IF YES, PLEASE SELECT SERVICE(S) RECEIVED: SPEECH SERVICES RESOURCE ROOM CHAPTER/LAP

REMEDIAL OCCUPATIONAL THERAPY SPECIAL DAY CLASS SERVICES GIFTED

ENGLISH AS A SECOND LANGUAGE OTHER:

DOES THIS STUDENT CURRENTLY HAVE AN IEP? Y N

DOES THIS STUDENT HAVE ANY PAST, CURRENT, OR PENDING DISCIPLINARY PROBLEMS? Y N

DOES THIS STUDENT HAVE ANY HISTORY OF VIOLENT BEHAVIOR? Y N

HAS THIS STUDENT EVER BEEN RETAINED (HELD BACK A GRADE)? Y N

IS THIS STUDENT CURRENTLY PARTICIPATING IN: TITLE LAP GIFTED ELL OTHER:

HAS THIS STUDENT COMPLETED A WASHINGTON STATE HISOTRY COURSE? Y N DATE/LOCATION:

ADDITIONAL INFORMATION

IS THERE A JOINT CUSTODY OR PARENTING PLAN IN EFFECT? Y N (If yes, please file plan with school)

IS THERE A RESTRAINING ORDER IN EFFECT? Y N (If yes, legal papers must be on file with the school)

RESTRAINING ORDER IS AGAINST: MOTHER FATHER OTHER:

DOES THIS STUDENT HAVE A MEDICAL CONDITION(S) SEVERE ENOUGH TO IMPACT THEIR SCHOOL PROGRAM OR PERFORMANCE?

Y N IF YES, PLEASE DESCRIBE:

VERIFICATION OF INFORMATION

THE INFORMATION ON THIS FORM IS TRUE AND ACCURATE AS OF THIS DATE. I UNDERSTAND THAT FALSIFICATION OF INFORMATION TO ACHIEVE ENROLLMENT OR ASSIGNMENT MAY BE CAUSE FOR REVOCATION OF THE STUDENT'S ENROLLMENT OR ASSIGNMENT TO A SCHOOL IN THE SOUTH KITSAP SCHOOL DISTRICT.

PARENT/GUARDIAN SIGNATURE:

DATE:

South Kitsap School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to school facilities to the Boy Scouts and other designated youth programs.

DO NOT WRITE IN SHADED AREA – FOR OFFICE USE ONLY

School _____	Entry Date _____	Advisor _____
Birth Certificate _____	CIS Form _____	Other Alert _____
ELL Home Lang Survey _____	Months of formal education in native language (equiv to gr. K-12) before enrolling in SKSD _____	Months of attendance in US K-12 education prior to enrollment in SKSD _____
AM Bus _____	PM Bus _____	



Request for Student Records

DATE: _____

STUDENT NAME: _____ GRADE: _____ BIRTHDATE: _____

PREVIOUS SCHOOL INFORMATION

SCHOOL NAME: _____ ADDRESS: _____

PHONE: _____ FAX: _____

PLEASE SEND ALL SCHOOL RECORDS TO:

Burley Glenwood Elementary

100 SW Lakeway Blvd
Port Orchard, WA 98367
(P) 360.443.3110 (F) 360.443.3169

East Port Orchard Elementary

2649 Hoover Ave SE
Port Orchard, WA 98366
(P) 360.443.3170 (F) 360.443.3229

Hidden Creek Elementary

5455 Converse Road SE
Port Orchard, WA 98367
(P) 360.443.3050 (F) 360.443.3109

Manchester Elementary

1901 California Ave E
Port Orchard, WA 98366
(P) 360.443.3230 (F) 360.443.3289

Mullenix Ridge Elementary

3900 SE Mullenix Road
Port Orchard, WA 98367
(P) 360.443.3290 (F) 360.443.3349

Olalla Elementary

6100 SE Denny Bond Blvd
Olalla, WA 98359
(P) 360.443.3350 (F) 360.443.3399

Orchard Heights Elementary

2288 Fircrest Drive SE
Port Orchard, WA 98366
(P) 360.443.3530 (F) 360.443.3604

Sidney Glen Elementary

500 SW Birch Road
Port Orchard, WA 98367
(P) 360.443.3400 (F) 360.443.3469

South Colby Elementary

3281 Banner Road SE
Port Orchard, WA 98366
(P) 360.443.3000 (F) 360.443.3049

Sunnyslope Elementary

4183 Sunnyslope Road SW
Port Orchard, WA 98367
(P) 360.443.3470 (F) 360.443.3529

Cedar Heights Middle School

2220 Pottery Ave
Port Orchard, WA 98366
(P) 360.874.6020 (F) 360.874.6429

John Sedgwick Middle School

8995 Sedgwick Road SE
Port Orchard, WA 98366
(P) 360.874.6090 (F) 360.874.6430

Marcus Whitman Middle School

1887 Madrona Drive SE
Port Orchard, WA 98366
(P) 360.874.6160 (F) 360.874.6440

South Kitsap High School

425 Mitchell Ave
Port Orchard, WA 98366
(P) 360.874.5600 (F) 360.874.5892

Discovery Alternative High School

2150 Fircrest Drive SE
Port Orchard, WA 98366
(P) 360.443.3680 (F) 360.443.3704

Explorer Academy/Hope Academy

2689 Hoover Ave SE
Port Orchard, WA 98366
(P) 360.443.3605 (F) 360.443.3624

Office of Special Services

2689 Hoover Ave SE
Port Orchard, WA 98366
(P) 360.443.3625 (F) 360.443.3662

Madrona Heights Preschool

2150 Fircrest Drive SE
Port Orchard, WA 98366
(P) 360.443.3625 (F) 360.443.3659

Please fax ASAP: Birth Certificate and immunization records

All remaining records can be mailed.

Please send all student records including:

- | | | |
|----------------------|-----------------------------------|---------------------|
| ▪ Attendance | ▪ Immunizations | ▪ Test Scores |
| ▪ Discipline | ▪ Report Cards | ▪ Transcript |
| ▪ Health Information | ▪ Special Education (include IEP) | ▪ Withdrawal Grades |

ENTRY DATE AT SOUTH KITSAP SCHOOL: _____

Per RCW 28A.225.330 subsection (2), also include the above-named student's confidential discipline records that include history of disciplinary actions, history of violent behavior, or behavior listed in RCW 13.04.155.

According to the Family Educational Rights and Privacy Act (US Code: Title 20, Section 123g.a(6)1B, it is not necessary to obtain written consent to release records. School official in school systems in which the student intends to enroll may receive student's record without written consent for such release.

1st Request _____ 2nd Request _____



Washington State Ethnicity and Race Data Collection Form

DATE: _____ SCHOOL: _____ GRADE: _____

STUDENT NAME: _____ GENDER: _____ BIRTHDATE: _____

School districts in Washington State are required to report student data by ethnicity and race categories to the state's Office of Superintendent of Public Instruction (OSPI). Ethnicity and race categories are set by the federal government, the Washington State Legislature, and OSPI. If parents, guardians, or students do not provide ethnicity and race information, districts are responsible for assigning categories based on observation.

Please select both ethnicity and race.

ETHNICITY	Hispanic: <input type="checkbox"/> Yes <input type="checkbox"/> No (H01) <i>If yes, please select one or more below.</i>			
	HISPANIC	<input type="checkbox"/> Hispanic (H00) <input type="checkbox"/> Argentine (H02) <input type="checkbox"/> Bolivian (H03) <input type="checkbox"/> Brazilian (H04) <input type="checkbox"/> Chicano (Mexican American) (H05) <input type="checkbox"/> Chilean (H06) <input type="checkbox"/> Colombian (H07)	<input type="checkbox"/> Costa Rican (H08) <input type="checkbox"/> Cuban (H09) <input type="checkbox"/> Dominican (H10) <input type="checkbox"/> Ecuadorean (H11) <input type="checkbox"/> Guatemalan (H12) <input type="checkbox"/> Guyanese (H13) <input type="checkbox"/> Honduran (H14) <input type="checkbox"/> Jamaican (H15)	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Mexican (H16) <input type="checkbox"/> Mestizo (H17) <input type="checkbox"/> Native (H18) <input type="checkbox"/> Nicaraguan (H19) <input type="checkbox"/> Panamanian (H20) <input type="checkbox"/> Paraguayan (H21) <input type="checkbox"/> Peruvian (H22) <input type="checkbox"/> Puerto Rican (H23) </div> <div style="width: 50%;"> <input type="checkbox"/> Salvadorian (H24) <input type="checkbox"/> Spaniard (H25) <input type="checkbox"/> Surinamese (H26) <input type="checkbox"/> Uruguayan (H27) <input type="checkbox"/> Venezuelan (H28) <input type="checkbox"/> _____ Hispanic/Latino Write In (H29) </div> </div>

RACE- NATIVE HAWAIIAN/ OTHER PACIFIC ISLANDER	NATIVE HAWAIIAN/ OTHER	<input type="checkbox"/> Native Hawaiian/Other Pacific Islander (P00)			
	PACIFIC ISLANDER	<input type="checkbox"/> Carolinian (P01) <input type="checkbox"/> Chamorro (P02) <input type="checkbox"/> Chuukese (P03) <input type="checkbox"/> Fijian (P04) <input type="checkbox"/> i-Kiribati/Gilbertese (P05) <input type="checkbox"/> Kosraean (P06)	<input type="checkbox"/> Maori (P07) <input type="checkbox"/> Marshallese (P08) <input type="checkbox"/> Native Hawaiian (P09) <input type="checkbox"/> Ni-Vanuatu (P10) <input type="checkbox"/> Palauan (P11) <input type="checkbox"/> Papuan (P12)	<input type="checkbox"/> Pohpeian (P13) <input type="checkbox"/> Samoan (P14) <input type="checkbox"/> Solomon Islander (P15) <input type="checkbox"/> Tahitian (P16) <input type="checkbox"/> Tokelauan (P17)	<input type="checkbox"/> Tongan (P18) <input type="checkbox"/> Tuvaluan (P19) <input type="checkbox"/> Yapese (P20) <input type="checkbox"/> _____ Pac. Islander Write In (P21)
RACE- BLACK/AFRICAN AMERICAN	BLACK/ AFRICAN	<input type="checkbox"/> Black/African American (B00)	<input type="checkbox"/> African American (B01)	<input type="checkbox"/> African Canadian (B02)	<input type="checkbox"/> _____ Black Write In (C02)
	CARIBBEAN	<input type="checkbox"/> Anguillian (B03) <input type="checkbox"/> Antiguan (B04) <input type="checkbox"/> Bahamian (B05) <input type="checkbox"/> Barbadian (B06) <input type="checkbox"/> Barthélemois/Barthélemoises (Saint Barthélemy) (B07)	<input type="checkbox"/> British Virgin Islander (B08) <input type="checkbox"/> Caymanian (Cayman Island) (B09) <input type="checkbox"/> Cuba Dominican (B10) <input type="checkbox"/> Dominican (Dominican Republic) (B11)	<input type="checkbox"/> Dutch Antillean (Netherlands Antilles) (B12) <input type="checkbox"/> Grenadian (B13) <input type="checkbox"/> Guadeloupian (B14) <input type="checkbox"/> Haitian (B15) <input type="checkbox"/> Jamaican (B16)	<input type="checkbox"/> Martiniquais/ Martiniquaise (B17) <input type="checkbox"/> Montserratian (B18) <input type="checkbox"/> Puerto Rican (B19) <input type="checkbox"/> _____ Caribbean Write In (B20)
	CENTRAL AFRICAN	<input type="checkbox"/> Angolan (B21) <input type="checkbox"/> Cameroonian (B22) <input type="checkbox"/> Central African (Central African Rep) (B23)	<input type="checkbox"/> Chadian (B24) <input type="checkbox"/> Congolese (Republic of the Congo) (B25) <input type="checkbox"/> Equatorial Guinean (B27)	<input type="checkbox"/> Congolese (Democratic Republic of the Congo) (B26) <input type="checkbox"/> Gabonese (B28) <input type="checkbox"/> São Tomé (B29)	<input type="checkbox"/> Principe (B30) <input type="checkbox"/> _____ Central African Write In (B31)
	EAST AFRICAN	<input type="checkbox"/> Burundian (B32) <input type="checkbox"/> Comoran (B33) <input type="checkbox"/> Djiboutian (B34) <input type="checkbox"/> Eritrean (B35) <input type="checkbox"/> Ethiopian (B36) <input type="checkbox"/> Kenyan (B37)	<input type="checkbox"/> Malagasy (Madagascar) (B38) <input type="checkbox"/> Malawian (B39) <input type="checkbox"/> Mauritian (Mauritius) (B40) <input type="checkbox"/> Mahoran (Mayotte) (B41) <input type="checkbox"/> Mozambican (B42) <input type="checkbox"/> Reunionese (B43)	<input type="checkbox"/> Rwandan (B44) <input type="checkbox"/> Seychellois/ Seychelloise (B45) <input type="checkbox"/> Somali (B46) <input type="checkbox"/> South Sudanese (B47) <input type="checkbox"/> Sudanese (B48)	<input type="checkbox"/> Ugandan (B49) <input type="checkbox"/> Tanzanian (United Republic of Tanzania) (B50) <input type="checkbox"/> Zambian (B51) <input type="checkbox"/> Zimbabwean (B52) <input type="checkbox"/> _____ East African Write In (B53)
	LATIN AMERICAN	<input type="checkbox"/> Argentine (B54) <input type="checkbox"/> Belizean (B55) <input type="checkbox"/> Bolivian (B56) <input type="checkbox"/> Brazilian (B57) <input type="checkbox"/> Chilean (B58) <input type="checkbox"/> Colombian (B59) <input type="checkbox"/> Costa Rican (B60)	<input type="checkbox"/> Ecuadorean (B61) <input type="checkbox"/> El Salvadoran (B62) <input type="checkbox"/> Falkland Islander (B63) <input type="checkbox"/> French Guianese (B64) <input type="checkbox"/> Guatemalan (B65) <input type="checkbox"/> Guyanese (B66) <input type="checkbox"/> Honduran (B67)	<input type="checkbox"/> Mexican (B68) <input type="checkbox"/> Nicaraguan (B69) <input type="checkbox"/> Panamanian (B70) <input type="checkbox"/> Paraguayan (B71) <input type="checkbox"/> Peruvian (B72) <input type="checkbox"/> South Georgia and the South Sandwich Islands (B73)	<input type="checkbox"/> Surinamese (B74) <input type="checkbox"/> Uruguayan (B75) <input type="checkbox"/> Venezuelan (B76) <input type="checkbox"/> _____ Latin American Write In (B77)

RACE- BLACK/AFRICAN AMER	SOUTH AFRICAN	<input type="checkbox"/> Botswanan (B78) <input type="checkbox"/> Mosotho (Lesotho) (B79)		<input type="checkbox"/> Namibian (B80) <input type="checkbox"/> South African (B81)		<input type="checkbox"/> Swazi (B82) <input type="checkbox"/> South African Write In (B83) _____	
	WEST AFRICAN	<input type="checkbox"/> Beninese (B84) <input type="checkbox"/> Bissau-Guinean (B85) <input type="checkbox"/> Burkinabé (Burkina Faso) (B86) <input type="checkbox"/> Cabo Verdean (B87)		<input type="checkbox"/> Ivorian (Cote d'Ivoire) (B88) <input type="checkbox"/> Gambian (B89) <input type="checkbox"/> Ghanaian (B90) <input type="checkbox"/> Liberian (B91) <input type="checkbox"/> Malian (B92)		<input type="checkbox"/> Mauritanian (B93) <input type="checkbox"/> Nigerien (Niger) (B94) <input type="checkbox"/> Nigerian (Nigeria) (B95) <input type="checkbox"/> Saint Helenian (B96) <input type="checkbox"/> Senegalese (B97)	
RACE- AMERICAN INDIAN/ALASKA NATIVE	AMER IND/ AK NATIVE	<input type="checkbox"/> American Indian/Alaskan Native (N00)		<input type="checkbox"/> _____ Alaska Native Write In (N36)		<input type="checkbox"/> _____ American Indian Write In (N37)	
	WASHINGTON STATE TRIBES	<input type="checkbox"/> Chinook Tribe (N01) <input type="checkbox"/> Confederated Tribes and Bands of the Yakama Nation (N02) <input type="checkbox"/> Confederated Tribes of the Chehalis Res. (N03) <input type="checkbox"/> Confederated Tribes of the Colville Res. (N04) <input type="checkbox"/> Cowlitz Tribe (N05) <input type="checkbox"/> Duwamish Tribe (N06) <input type="checkbox"/> Hoh Tribe (N07) <input type="checkbox"/> Jamestown S'Klallam Tribe (N08) <input type="checkbox"/> Kalispel Indian Community of the Kalispel Res. (N09) <input type="checkbox"/> Kikiallus Indian Nation (N10) <input type="checkbox"/> Lower Elwha Tribal Community (N11) <input type="checkbox"/> Lummi Tribe of the Lummi Res. (N12) <input type="checkbox"/> Makah Tribe of the Makah Res. (N13) <input type="checkbox"/> Marietta Band of Nooksack Tribe (N14) <input type="checkbox"/> Muckleshoot Tribe (N15) <input type="checkbox"/> Nisqually Tribe (N16) <input type="checkbox"/> Nooksack Tribe of WA (N17) <input type="checkbox"/> Port Gamble S'Klallam Tribe (N18)				<input type="checkbox"/> Puyallup Tribe of Puyallup Res. (N19) <input type="checkbox"/> Quileute Tribe of the Quileute Res. (N20) <input type="checkbox"/> Quinault Indian Nation (N21) <input type="checkbox"/> Samish Indian Nation (N22) <input type="checkbox"/> Sauk-Suiattle Tribe of WA (N23) <input type="checkbox"/> Shoalwater Bay Tribe of the Shoalwater Bay Res. (N24) <input type="checkbox"/> Skokomish Tribe (N25) <input type="checkbox"/> Snohomish Tribe (N26) <input type="checkbox"/> Snoqualmie Tribe (N27) <input type="checkbox"/> Snoqualmoo Tribe (N28) <input type="checkbox"/> Spokane Tribe of the Spokane Res. (N29) <input type="checkbox"/> Squaxin Tribe of the Squaxin Island Res. (N30) <input type="checkbox"/> Steilacoom Tribe (N31) <input type="checkbox"/> Stillaguamish Tribe of WA (N32) <input type="checkbox"/> Suquamish Tribe of the Port Madison Res. (N33) <input type="checkbox"/> Swinomish Tribal Community (N34) <input type="checkbox"/> Tulalip Tribes of WA (N35) <input type="checkbox"/> Upper Skagit Tribe (N38)	
RACE- ASIAN	ASIAN	<input type="checkbox"/> Asian (A00) <input type="checkbox"/> Asian Indian (A01) <input type="checkbox"/> Bangladeshi (A02) <input type="checkbox"/> Bhutanese (A03) <input type="checkbox"/> Burmese/Myanmar (A04) <input type="checkbox"/> Cambodian/Khmer (A05) <input type="checkbox"/> Cham (A06) <input type="checkbox"/> Chinese (A07)		<input type="checkbox"/> Filipino (A08) <input type="checkbox"/> Hmong (A09) <input type="checkbox"/> Indonesian (A10) <input type="checkbox"/> Japanese (A11) <input type="checkbox"/> Korean (A12) <input type="checkbox"/> Lao (A13) <input type="checkbox"/> Malaysian (A14) <input type="checkbox"/> Mien (A15)		<input type="checkbox"/> Mongolian (A16) <input type="checkbox"/> Nepali (A17) <input type="checkbox"/> Okinawan (A18) <input type="checkbox"/> Pakistani (A19) <input type="checkbox"/> Punjabi (A20) <input type="checkbox"/> Singaporean (A21) <input type="checkbox"/> Sri Lankan (A22) <input type="checkbox"/> Taiwanese (A23)	
RACE- WHITE	WHITE	<input type="checkbox"/> White (W00) <input type="checkbox"/> _____ White Write In (W35)					
	EASTERN EUROPEAN	<input type="checkbox"/> Bosnian (W01) <input type="checkbox"/> Herzegovinian (W02)		<input type="checkbox"/> Polish (W03) <input type="checkbox"/> Romanian (W04)		<input type="checkbox"/> Russian (W05) <input type="checkbox"/> Ukrainian (W06)	
	MID EASTERN & NORTH AFRICAN	<input type="checkbox"/> Algerian (W08) <input type="checkbox"/> Amazigh or Berber (W09) <input type="checkbox"/> Arab or Arabic (W10) <input type="checkbox"/> Assyrian (W11) <input type="checkbox"/> Bahraini (W12) <input type="checkbox"/> Bedouin (W13) <input type="checkbox"/> Chaldean (W14) <input type="checkbox"/> Copt (W15)		<input type="checkbox"/> Druze (W16) <input type="checkbox"/> Egyptian (W17) <input type="checkbox"/> Emirati (W18) <input type="checkbox"/> Iranian (W19) <input type="checkbox"/> Iraqi (W20) <input type="checkbox"/> Jordanian (W21) <input type="checkbox"/> Kurdish (W22) <input type="checkbox"/> Kuwaiti (W23)		<input type="checkbox"/> Lebanese (W24) <input type="checkbox"/> Libyan (W25) <input type="checkbox"/> Moroccan (W26) <input type="checkbox"/> Omani (W27) <input type="checkbox"/> Palestinian (W28) <input type="checkbox"/> Qatari (W29)	
						<input type="checkbox"/> Thai (A24) <input type="checkbox"/> Tibetan (A25) <input type="checkbox"/> Vietnamese (A26) <input type="checkbox"/> _____ Asian Write In (A27)	
						<input type="checkbox"/> Tunisian (W32) <input type="checkbox"/> Yemeni (W33) <input type="checkbox"/> _____ Mid. Eastern Write In (W34)	
						<input type="checkbox"/> _____ N. African Write In (W35)	

STUDENT NAME: _____ GRADE: _____ SCHOOL: _____



The Home Language Survey is given to *all* students enrolling in Washington schools.

Student Name: _____	Grade: _____	Date: _____
Parent/Guardian Name: _____ Parent/Guardian Signature: _____		
<p>Right to Translation and Interpretation Services</p> <p>All families have the right to information about their child's education in a language they understand. Please tell us your language preferences so we can provide an interpreter or translated documents, free of charge, when you need them.</p>	<p>1. a) In what language(s) would your family prefer to receive written communication from the school? _____</p> <p>b) Do you need an interpreter for meetings and phone calls (including ASL)?</p> <p>Parent/Guardian Name #1: _____</p> <p>Interpreter Needed? _____ Yes _____ No Language _____</p> <p>Parent/Guardian Name #2: _____</p> <p>Interpreter Needed? _____ Yes _____ No Language _____</p>	
<p>Eligibility for Language Development Support</p> <p>Information about the student's language helps us identify students who qualify for support to develop the language skills necessary for success in school. Testing may be necessary to determine if language supports are needed.</p>	<p>2. What language(s) did your child first speak or understand? _____</p> <p>3. What language does your child use the most at home? _____</p> <p>4. What is the primary language used in the home, regardless of the language spoken by your child? _____</p> <p>5. Has your child received English language development support in a previous school? Yes _____ No _____ Don't Know _____</p>	
<p>Prior Education</p> <p>Your responses about your child's birth country and previous education:</p> <ul style="list-style-type: none"> • Give us information about the knowledge and skills your child is bringing to school. • May enable the school district to receive additional federal funding to provide support to your child. <p><i>This form is not used to identify students' immigration status.</i></p>	<p>6. In what country was your child born? _____</p> <p>7. Has your child ever received formal education outside of the United States? (K-12th Grade) _____ Yes _____ No</p> <p>If yes: Number of months: _____</p> <p>Language(s) of instruction: _____</p> <p>8. When did your child first attend a school in the United States? (K-12th Grade)</p> <p>_____</p> <p>Month Day Year</p>	

Thank you for providing the information needed on the Home Language Survey. Contact your school district if you have further questions about this form or about services available at your child's school.



South Kitsap School District

2023-24 HEALTH HISTORY AND CONDITIONS FORM

DATE: _____ SCHOOL: _____ GRADE: _____

STUDENT NAME: _____ GENDER: _____ BIRTHDATE: _____

Indicate below the medical conditions which are SEVERE ENOUGH TO AFFECT THE STUDENT'S SCHOOL PROGRAM OR SCHOOL PERFORMANCE. (Note: this information may be shared with school staff who need to know.)

MEDICAL HISTORY (CHECK ALL THAT APPLY TO YOUR CHILD)

NB	<input type="checkbox"/> ADHD/ADD	P	<input type="checkbox"/> PE Considerations/Limitations	BD	<input type="checkbox"/> Blood Condition
	Asthma		Description:		Description:
RA	<input type="checkbox"/> Exercise Induced	UH	<input type="checkbox"/> Renal: Kidney/Urinary Condition	NU	<input type="checkbox"/> Head Injury/Concussion
RB	<input type="checkbox"/> Mild		Description:		Description:
RC	<input type="checkbox"/> Moderate	GI	<input type="checkbox"/> Gastrointestinal Condition		Allergies
RD	<input type="checkbox"/> Severe		Description:	EC	<input type="checkbox"/> Environmental
	Diabetes		Visually Impaired	ED	<input type="checkbox"/> Food
EK	<input type="checkbox"/> Type I	YD	<input type="checkbox"/> Wears Glasses	EE	<input type="checkbox"/> Insect
EL	<input type="checkbox"/> Type II	NP	Seizure Disorder	EF	<input type="checkbox"/> Latex
NH	<input type="checkbox"/> Headaches, Migraine		Date of last seizure:	EG	<input type="checkbox"/> Anaphylactic Condition
	Hearing Impaired		Type of seizure:	EG	<input type="checkbox"/> Epi-Pen required
YB	<input type="checkbox"/> Hearing Problem		Seizure medications:	EB	<input type="checkbox"/> Other Allergy:
YB	<input type="checkbox"/> Hearing Aids				Reacts to:
	Description:	ME	<input type="checkbox"/> Muscle or Bone Condition		Describe allergic reaction:
CG	<input type="checkbox"/> Cardiovascular Condition		Description:		
	Description:				

Is medication needed for any condition? ☐ Y ☐ N

Is medication needed at school? ☐ Y ☐ N

Medication at school (over the counter or prescription) requires Form #157, "Medication at School".

If **YES**, please list name(s) of medication, dose, and schedule: _____

What condition is being treated by this medication? _____

List major operations, injuries, or hospitalizations including dates: _____

☐ I give permission to my child's school nurse to add immunization information into the Washington State Immunization Information System to help the school maintain my child's immunization records.

	Medical Exam	Eye Exam	Dental Exam
Last Exam Date/Doctor			
Health Insurance Co.			

In an emergency, transport to _____ hospital.

Are there any health-related information or concerns that you can tell us about your child that you feel will help the school staff to better understand and work with them? _____

AUTHORIZATION FOR EMERGENCY PROCEDURE

If the parent(s)/guardian(s) and health care provider named above cannot be reached at the time of an emergency, and if immediate observation or treatment is urgent in the judgement of the school authorities, I authorize and direct the school authorities to send the student to the hospital or doctor most easily accessible. I understand that I will assume full responsibility of the payment of any services rendered.

Date _____ Parent/Guardian Signature _____ / _____ / _____
Home Phone
Cell Phone
Work Phone



Certificate of Immunization Status (CIS)

Reviewed by: _____ Date: _____
Signed COE on File? ☐ Yes ☐ No

Please print. See back for instructions on how to fill out this form or get it printed from the Washington State Immunization Information System.

Child's Last Name:	First Name:	Middle Initial:	Birthdate (MM/DD/YYYY):
I give permission to my child's school/child care to add immunization information into the Immunization Information System to help the school maintain my child's record.		Conditional Status Only: I acknowledge that my child is entering school/child care in conditional status. For my child to remain in school, I must provide required documentation of immunization by established deadlines. See back for guidance on conditional status.	
X _____ Parent/Guardian Signature		X _____ Parent/Guardian Signature Required if Starting in Conditional Status	
Date		Date	

▲ Required for School	● Required Child Care/Preschool	MM/DD/YY	MM/DD/YY	MM/DD/YY	MM/DD/YY	MM/DD/YY	MM/DD/YY
Required Vaccines for School or Child Care Entry							
●▲ DTaP (Diphtheria, Tetanus, Pertussis)							
▲ Tdap (Tetanus, Diphtheria, Pertussis) (grade 7+)							
●▲ DT or Td (Tetanus, Diphtheria)							
●▲ Hepatitis B							
● Hib (<i>Haemophilus influenzae type b</i>)							
●▲ IPV (Polio) (any combination of IPV/OPV)							
●▲ OPV (Polio)							
●▲ MMR (Measles, Mumps, Rubella)							
● PCV/PPSV (Pneumococcal)							
●▲ Varicella (Chickenpox) <input type="checkbox"/> History of disease verified by IIS							
Recommended Vaccines (Not Required for School or Child Care Entry)							
COVID-19							
Flu (Influenza)							
Hepatitis A							
HPV (Human Papillomavirus)							
MCV/MPSV (Meningococcal Disease types A, C, W, Y)							
MenB (Meningococcal Disease type B)							
Rotavirus							

Documentation of Disease Immunity (Health care provider use only)		
If the child named in this CIS has a history of varicella (chickenpox) disease or can show immunity by blood test (titer), it must be verified by a health care provider.		
I certify that the child named on this CIS has: <input type="checkbox"/> A verified history of varicella (chickenpox) disease. <input type="checkbox"/> Laboratory evidence of immunity (titer) to disease(s) marked below.		
<input type="checkbox"/> Diphtheria	<input type="checkbox"/> Hepatitis A	<input type="checkbox"/> Hepatitis B
<input type="checkbox"/> Hib	<input type="checkbox"/> Measles	<input type="checkbox"/> Mumps
<input type="checkbox"/> Rubella	<input type="checkbox"/> Tetanus	<input type="checkbox"/> Varicella
<input type="checkbox"/> Polio (all 3 serotypes must show immunity)		
▶		
Licensed Health Care Provider Signature Date		
▶		
Printed Name		

I certify that the information provided on this form is correct and verifiable.	Health Care Provider or School Official Name: _____ Signature: _____ Date: _____ If verified by school or child care staff the medical immunization records must be attached to this document.
---	---

Instructions for completing the Certificate of Immunization Status (CIS): Print the from the Immunization Information System (IIS) or fill it in by hand.

To print with the immunization information filled in:

Ask if your health care provider's office enters immunizations into the WA Immunization Information System (Washington's statewide registry). If they do, ask them to print the CIS from the IIS and your child's immunization information will fill in automatically. You can also print a CIS at home by signing up and logging into MyIR at <https://wa.myir.net>. If your provider doesn't use the IIS, email or call the Department of Health to get a copy of your child's CIS: waisrecords@doh.wa.gov or 1-866-397-0337.

To fill out the form by hand:

1. Print your child's name and birthdate, and sign your name where indicated on page one.
2. Write the date of each vaccine dose received in the date columns (as MM/DD/YY). If your child receives a combination vaccine (one shot that protects against several diseases), use the Reference Guides below to record each vaccine correctly. For example, record Pediarix under Diphtheria, Tetanus, Pertussis as DTaP, Hepatitis B as Hep B, and Polio as IPV.
3. If your child had chickenpox (varicella) disease and not the vaccine, a health care provider must verify chickenpox disease to meet school requirements.
 - ☐ If your health care provider can verify that your child had chickenpox, ask your provider to check the box in the Documentation of Disease Immunity section and sign the form.
 - ☐ If school staff access the IIS and see verification that your child had chickenpox, they will check the box under Varicella in the vaccines section.
4. If your child can show positive immunity by blood test (titer), have your health care provider check the boxes for the appropriate disease in the Documentation of Disease Immunity section, and sign and date the form. You must provide lab reports with this CIS.
5. Provide proof of medically verified records, following the guidelines below.

Acceptable Medical Records

All vaccination records must be medically verified. Examples include:

- A Certificate of Immunization Status (CIS) form printed with the vaccination dates from the Washington State Immunization Information System (IIS), MyIR, or another state's IIS.
- A completed hardcopy CIS with a health care provider validation signature.
- A completed hardcopy CIS with attached vaccination records printed from a health care provider's electronic health record with a health care provider signature or stamp. The school administrator, nurse, or designee must verify the dates on the CIS have been accurately transcribed and provide a signature on the form.

Conditional Status

Children can enter and stay in school or child care in conditional status if they are catching up on required vaccines for school or child care entry. (Vaccine series doses are spread out among minimum intervals, so some children may have to wait a period of time before finishing their vaccinations. This means they may enter school while waiting for their next required vaccine dose). To enter school or child care in conditional status, a child must have all the vaccine doses they are eligible to receive before starting school or child care.

Students in conditional status may remain in school while waiting for the minimum valid date of the next vaccine dose plus another 30 days time to turn in documentation of vaccination. If a student is catching up on multiple vaccines, conditional status continues in a similar manner until all of the required vaccines are complete.

If the 30-day conditional period expires and documentation has not been given to the school or child care, then the student must be excluded from further attendance, per RCW 28A.210.120. Valid documentation includes evidence of immunity to the disease in question, medical records showing vaccination, or a completed certificate of exemption (COE) form.

Reference guide for vaccine trade names in alphabetical order

For updated list, visit <https://www.cdc.gov/vaccines/terms/usvaccines.html>

Trade Name	Vaccine	Trade Name	Vaccine	Trade Name	Vaccine	Trade Name	Vaccine	Trade Name	Vaccine
ActHIB	Hib	Fluarix	Flu	Havrix	Hep A	Menveo	Meningococcal	Rotarix	Rotavirus (RV1)
Adacel	Tdap	Flucelvax	Flu	Hiberix	Hib	Pediarix	DTaP + Hep B + IPV	RotaTeq	Rotavirus (PV5)
Afluria	Flu	FluLaval	Flu	HibTITER	Hib	PedvaxHIB	Hib	Tenivac	Td
Bexsero	MenB	FluMist	Flu	Ipol	IPV	Pentacel	DTaP + Hib +IPV	Trumenba	MenB
Boostrix	Tdap	Fluvirin	Flu	Infanrix	DTaP	Pneumovax	PPSV	Twinrix	Hep A + Hep B
Cervarix	2vHPV	Fluzone	Flu	Kinrix	DTaP + IPV	Prevnar	PCV	Vaqta	Hep A
Daptacel	DTaP	Gardasil	4vHPV	Menactra	MCV or MCV4	ProQuad	MMR + Varicella	Varivax	Varicella
Engerix-B	Hep B	Gardasil 9	9vHPV	Menomune	MPSV4	Recombivax HB	Hep B		

If you have a disability and need this document in another format, please call 1-800-525-0127 (TDD/TTY call 711).

DOH 348-013 June 2021



**ANNUAL ACKNOWLEDGEMENT
2023-2024**

STUDENT NAME: _____ GRADE: _____ BIRTHDATE: _____

SCHOOL: _____

Dear Parent/Guardian,

Please read the documents referenced in this letter. After you have read the documents, please sign and date each area to indicate that you have read, understand, and received a copy of each document or instructions on where to obtain a copy. ***Your signature implies full understanding, legal validity, and affirmation to each document.***

This form will remain part of your student's cumulative file and MUST be completed each year. Additional copies of the documents referenced in this form can be found on the South Kitsap School District website at www.skschools.org or by requesting a copy from your student's school. If there are any portions of this form, or the documents referenced, that you do not understand, please make an appointment with your school administrator to discuss your questions.

This form must be completed by September 15, 2023

Opt-Out

Parents and adult or emancipated minor students may opt their children or themselves out of participating in any protected information survey. Please see Board Policy #3232.

If you do not have access to a computer, please request a copy of this document from the school office.

1. Attendance Policy and Procedure – See Policy and Procedure #3122

If you do not have access to a computer, please request a copy of this document from the school office.

State law for mandatory attendance requires children from age 8 to 17 to attend public school, private school, or a district-approved home school program. If your student has seven (7) or more unexcused absences in any given month or fifteen (15) unexcused absences or more within a school year, we are required by law to take a range of actions including filing a truancy petition with the juvenile court, alleging a violation of RCW 28A.225.010, the mandatory attendance law.

Parent/Guardian Signature

Today's Date

2. South Kitsap School District Rights and Responsibilities

If you do not have access to a computer, please request a copy of this document from the school office.

I have reviewed the contents of the SKSD Rights and Responsibilities Handbook. I acknowledge that my student and I have been given notice of the types of misconduct for which discipline, suspension, or expulsion may be imposed and procedures for administering such corrective action. It has also provided me with important information regarding the Family Educational Rights and Privacy Act (FERPA), student use of technology, district pesticide uses and asbestos management practices.

Parent/Guardian Signature

Today's Date

3. Internet Access Privileges – See Policy and Procedure #2022

All students have internet access privileges under the guidelines of the District's acceptable use policy UNLESS a parent or guardian submits a written request for his or her student to opt out. Such exclusion does not preclude the supervised use of the internet in an instructional activity. See Rights and Responsibilities Information Handbook, Section 14.

Your signature indicates awareness only. A written request to opt out is required.

Parent/Guardian Signature

Today's Date

4. FERPA: Release of Directory Information – See Policy and Procedures #3231 & #3235

Under Federal Law (FERPA), the District may release directory information on a student without obtaining parent consent UNLESS a parent or guardian submits a written request for his or her student to opt out. The common use of directory information includes athletic contest and musical concert programs, and college recruiters. Such information shall not be released for commercial reasons. See Rights and Responsibilities Information Handbook, Section 12.

Your signature indicates awareness only. A written request to opt out is required.

Parent/Guardian Signature_____
Today's Date**5. Student's Photo, Image, Video, or Comments**

The District/School will assume permission to use a student's image (photo or video) or class work in District and school publications, and on District sponsored websites, UNLESS a parent or guardian submits a written request for his or her student to opt out.

The District/School will assume permission to use a student's image (photo or video), including comments in community newspapers or magazines, UNLESS a parent or guardian submits a written request for his or her student to opt out.

Your signature indicates awareness only. A written request to opt out is required.

Parent/Guardian Signature_____
Today's Date**6. Release of student information – See Policy and Procedures #3231 & #3235**

Directory information can be released publicly unless the parent, guardian, or adult student **submits a written** request for his or her student to opt out. The district has designated the following as directory information and may select from the following list but is not required to include all or any of the following types of information: students name, photograph, address, telephone number, date and place of birth, dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, diplomas and awards received, and the most recent previous school attended. Information may also be released to state and local officials pursuant to Washington State statute. For complete information please refer to the Rights and Responsibilities Information Handbook, Section 12.

Parent/Guardian Signature_____
Today's Date**7. Surveys-Right to Inspect – See Policy and Procedure #3232**

Parents, upon request, will have the opportunity to inspect the following:

- A. Surveys created by a third party before the survey is administered or distributed by a school to students;
- B. Instructional material used as part of the educational curriculum; and
- C. Any survey document used to collect information from students.

Parent/Guardian Signature_____
Today's Date**8. Release of Information to Military Recruiters (Grades 11-12 ONLY)**

The District/School will assume permission to release student demographic information to Armed Forces and Military Recruiters, or Military Schools UNLESS a parent or guardian submits a written request for his or her student to opt out.

Your signature indicates awareness only. A written request to opt out is required.

Parent/Guardian Signature_____
Today's Date**9. Prohibition of Harassment, Intimidation, and Bullying – Filing an Incident Report****See Policy and Procedure #3207**

Any student who believes they have been the target of unresolved, severe, or persistent harassment, intimidation, or bullying may report incidents verbally or in writing to any staff member.

Your signature indicates awareness only. A written request to opt out is required.

Parent/Guardian Signature_____
Today's Date



Military Family Affiliation

Please note: *This information must be collected yearly and is good for the current school year only.*

Dear Parent or Guardian,

Beginning with the 2016-2017 school year, the state legislature passed a law requiring Washington State public schools to collect information on military affiliation.

(<http://app.leg.wa.gov/billinfo/summary.aspx?bill=5163&year=2015>)

Reasons for collection of the data include:

1. The legislature finds that, nationally, nearly two million students are from military families, where one or more parent or guardian serves in the United States armed forces, reserves, or national guard. There are approximately one hundred thirty-six thousand military families in Washington state.
2. The legislature further finds that a United States government accountability office study in 2011 identified that it is not possible to monitor educational outcomes for students from military families due to the lack of a student identifier in state educational data systems. Such an identifier is needed to allow educators and policy makers to monitor critical elements of education success, including academic progress and proficiency, special and advanced program participation, mobility and dropout rates, and patterns over time across states and school districts. Reliable information about student performance will assist educators in more effectively transitions students to a new school and enable school districts to discover and implement best practices. [2015 c 210§ 1.]

For the purposes of this data collection, "students from military families" includes:

- Students with a parent or guardian who is a member of the active-duty United States armed forces; and
- Students with a parent or guardian who is a member of the reserves of the United States armed forces or a member of the Washington national guard.

Choose one that best describes your family's military status:

- A- Parent or guardian is a current member of the US Armed Forces, active duty
- R- Parent or guardian is a current member of the US Armed Forces, reserves
- G- Parent or guardian is a current member of the National Guard
- M- More than one parent or guardian qualifies for A, R, or G
- N- No parent or guardian is currently serving the US Armed Forces or National Guard
- Z- Prefer not to answer

STUDENT NAME: _____ GRADE: _____ BIRTHDATE: _____

SCHOOL: _____

Parent/Guardian Signature

Today's Date



Annual Attendance Letter 2023-2024

Dear Parent/Guardian

The South Kitsap School District is making a special effort to ensure that all students fully benefit from their education by attending school regularly. Students who attend regularly feel better about school and themselves by not falling behind. You and your student can start building the habit of good attendance beginning in preschool. Learning right from the start that going to school on time, each and every day is not only important and beneficial, but builds good habits of participation, learning, and accountability for future success while in high school, college, and career opportunities.

DID YOU KNOW?

- Starting in kindergarten, too many absences (excused and unexcused) can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) increases the chance that your student will not read or master math at the same level as their peers.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By being present at school, your child learns valuable social skills and has the opportunity to develop meaningful relationships with other students and school staff.
- Absences can be a sign that a student is losing interest in school, struggling with schoolwork, dealing with a bully, or facing some other potentially serious difficulty.
- By 9th grade, regular and high attendance is a better predictor of graduation rates than 8th grade test scores.

WHAT WE NEED FROM YOU

We miss your student when they are gone, and we value their contributions to our school. We would like you to help ensure that your student attends regularly and is successful in school. If your student is going to be absent, please **contact your school's attendance office.**

OUR PROMISE TO YOU

We know that there are a wide variety of reasons that students are absent from school, from health concerns to transportation challenges. There are many people in our building prepared to help you if you or your student face challenges in getting to school regularly or on time. We promise to track attendance daily, to notice when your student is missing from class, communicate with you to understand why they were absent, and to identify barriers and supports available to overcome challenges you may face in helping your student attend school.

SCHOOL POLICIES AND STATE LAWS

It is important that you understand our school policies and procedures, as well as Washington State Law, to ensure your child is successful in school. State law for mandatory attendance, called the Becca Bill, requires children from age 8 to 17 to attend a public school, private school, or Homeschool program. Children that are 6 or 7 years-old are not required to be enrolled in school. However, if parents enroll their 6- or 7-year-old, the student must attend full-time. Youth who are 16 or older may be excused from attending public school if they meet certain requirements. We are required to take daily attendance and notify you when your student has an unexcused absence.

UNEXCUSED ABSENCES

If your student has one **unexcused** absence in any given month, state law (RCW 28A.225.020) requires we schedule a conference with you. Three within any month requires we schedule a conference with you and your student to identify barriers and help with supports available to ensure regular attendance. The district is obligated to develop a plan that may require an assessment to determine how to best meet the needs of your student and reduce absenteeism.

Students with seven unexcused absences in any given month or fifteen unexcused absences or more within a school year, we are required by law to take a range of actions including filing a truancy petition with the juvenile court, alleging a violation of RCW 28A.225.010 the mandatory attendance laws.

The petition may be automatically stayed, and your student and family may be referred to a Community Engagement Board, or you and your student may need to appear in juvenile court. If your student continues to be truant, you may need to go to court.

EXCUSED ABSENCES

In elementary school, after five **excused** absences in any month, or ten or more excused absences in the school year, the district will contact you to schedule a conference. At least one district employee will attend the conference to help identify barriers and provide supports available to you and your student. A conference will not be required if a doctor's note has been provided or the absence has been pre-arranged in writing, and the parent, student, and school have plan in place to ensure your student does not fall behind academically. If your student has an Individualized Education Plan (IEP) or a 504 Plan, the team that created the plan will need to reconvene.

The South Kitsap School District has established rules on attendance that will help you ensure your student is attending regularly. Please refer to the Rights and Responsibilities Handbook located on our website.

www.skschools.org.

WHAT YOU CAN DO

- Set a regular bedtime and morning routine.
- Prepare for school the night before, finishing homework and getting a good night's sleep.
- Find out what day school starts and make sure your child has the required immunizations.
- Don't let your student stay home unless they are truly sick. Keep in mind complaints of a stomachache or headache can be a sign of anxiety and not a reason to stay home.
- Avoid appointments and extended trips when school is in session.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Keep track of your student's attendance. Missing more than 9 days could put your student at risk of falling behind.
- Talk to your student about the importance of attendance.
- Talk to your student's teachers if you notice sudden changes in behavior. These could be tied to something going on at school.
- Encourage meaningful afterschool activities, including sports and clubs.

The South Kitsap School District requires annually this signed attendance agreement stating that you agree with the importance of daily attendance.

Your signature below indicates that you have read and understand the attendance policies and procedures in South Kitsap School District.

GUARDIAN SIGNATURE: _____ DATE: _____

STUDENT NAME: _____ GRADE: _____ BIRTHDATE: _____

SCHOOL: _____



Annual Student Housing Questionnaire

The answers to the following questions can help determine the services this student may be eligible to receive under the McKinney-Vento Act 42 U.S.C. 11435. The McKinney-Vento Act provides services and supports for children and youth experiencing homelessness (Please see reverse side for more information).

If the student lives in a home owned or rented by the parent or guardian, you do not need to complete this form unless there are inadequate facilities (no water, heat, electricity, etc.)

If the student does not live in a home owned or rented by the parent or guardian, please check all that apply below. (Submit form to the district's designated McKinney-Vento liaison. Contact information can be found at the bottom of the page.)

- | | |
|--|---|
| <input type="checkbox"/> In a Motel | <input type="checkbox"/> A car, park, campsite, or similar location |
| <input type="checkbox"/> In a Shelter | <input type="checkbox"/> Transitional Housing |
| <input type="checkbox"/> Moving from place to place/couch surfing | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> In someone else's house or apartment with another person/family | |
| <input type="checkbox"/> In a residence with inadequate facilities (no water, heat, electricity, etc.) _____ | |

Student Name: _____ Birthdate: _____ Age: _____
First Middle Last Month/Day/Year

School: _____ Grade: _____

- ☐ Student is unaccompanied (not living with a parent or legal guardian)
- ☐ Student is living with a parent or legal guardian

Address of Current Residence: _____

Phone or Contact Number: _____ Contact Name: _____

Name of parent/legal guardian: _____
(or unaccompanied youth)

Signature of parent/legal guardian: _____
(or unaccompanied youth)

- The student(s) named above have younger siblings/children (not yet school age) who are in need of
- ☐ developmental screening, community support, or referrals to early childhood services. The district's McKinney-Vento or building Liaison may be able to assist you with age-appropriate resources.

Please return completed form to your building McKinney-Vento Liaison, or to SKSD's McKinney-Vento Liaison, Annette Stewart, 360.874.7054, stewart@skschools.org

FOR SCHOOL PERSONNEL ONLY

For data collection purposes and student information system coding

- ☐ (N) NOT HOMELESS ☐ (A) SHELTERS ☐ (B) DOUBLED UP ☐ (C) UNSHELTERED ☐ (D) HOTELS/MOTELS

McKinney-Vento Act 42 U.S.C. 11435

SEC. 725. DEFINITIONS.

For purposes of this subtitle:

(1) The terms enroll' and enrollment' include attending classes and participating fully in school activities.

(2) The term homeless children and youths' —

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(6) The term unaccompanied youth' includes a youth not in the physical custody of a parent or guardian.

Additional Resources

Parent information and resources can be found at the following:

[National Center for Homeless Education \(NCHE\)](#)

[National Association for the Education of Homeless Children and Youth \(NAEHYC\)](#)

[SchoolHouse Connection](#)

FOR SCHOOL PERSONNEL ONLY

Checklist for Mc-Kinney Vento Liaisons

☐ SKYWARD ☐ GOOGLE SHEET ☐ FNS ☐ TRANSPORTATION ☐ UNACCOMPANIED YOUTH ☐ SENT COPY TO DO