

# FRANKLIN HIGH SCHOOL TAKE HOME PACKET



**Students, Parents/Guardians:**

**Please read and keep home for  
your records.**

**Thank you!**



**KEEP HOME**



# Whom do I Call for Assistance?

## Main Contact List FHS 2014-2015

<p><b>MAIN OFFICE</b>  <b>Office: 206-252-6150 Fax: 206-252-6151</b>  <b>Franklin High School Website: <a href="http://www.franklinhs.seattleschools.org">www.franklinhs.seattleschools.org</a></b>  <b>School Code: 481080 Mail Stop CA013</b></p> <p>Ask any question and we will direct you to the proper person. Often a student will answer and they should identify themselves as such. If your call is of a sensitive, personal nature, make sure you ask to speak with an adult.</p> <p><b>Typically, people call the main office to:</b></p> <ul style="list-style-type: none"> <li>• To request a teacher's phone number</li> <li>• To obtain email address and phone number for a teacher or staff</li> <li>• To request Applications for Free/Reduced Breakfast and Lunch Program</li> </ul>	
<p><b>PRINCIPAL</b>  <b>Dr. Jennifer Wiley: 252- 6152 <a href="mailto:jwiley@seattleschools.org">jwiley@seattleschools.org</a></b>                  Please contact Dr. Wiley, only after you are unable to resolve an issue directly with the teacher or FHS member.</p>	
<p><b>ADMINISTRATIVE SECRETARY</b>  <b>Rubina Warner: 206-252-6152</b>  <b><a href="mailto:rjwarner@seattleschools.org">rjwarner@seattleschools.org</a></b></p> <p>To speak with Principal, leave message or setup appointment with the principal.</p>	<p><b>ASB FINANCIAL SECRETARY</b>  <b>Rebecca Libert: 206-252-6212</b>  <b><a href="mailto:rklibert@seattleschools.org">rklibert@seattleschools.org</a></b></p> <p>Handles ASB accounts – clubs, sports, depositing of ASB funds and other assigned ASB duties <b>To pay Fees and Fines</b></p>
<p><b>ASSISTANT PRINCIPAL</b>  <b>Keith Smith: 206-252-6162 Fax: 206-252-6341</b>  <b><a href="mailto:klsmith@seattleschools.org">klsmith@seattleschools.org</a></b></p> <ul style="list-style-type: none"> <li>• Students discipline issues in Grades 9-12 (Male Students)</li> <li>• Special Services</li> <li>• Student-teacher relationship issues grades 9-12</li> <li>• Facilities</li> <li>• ASB Administrator</li> </ul>	<p><b>ASSISTANT PRINCIPAL</b>  <b>Amber Fields: 206-252-6163 Fax: 206-252-6341</b>  <b><a href="mailto:amjenkins@seattleschools.org">amjenkins@seattleschools.org</a></b></p> <ul style="list-style-type: none"> <li>• Students discipline issues in Grades 9-12 (Female Students)</li> <li>• Bilingual Education</li> <li>• Student-teacher relationship issues grades 9-12</li> <li>• Athletic Administrator</li> </ul>
<p><b>ATTENDANCE SECRETARY</b>  <b>: 206-252-6154 Fax: 206-252-6341</b></p> <ul style="list-style-type: none"> <li>• To report if a student is late or absent or to inquire about a student's attendance record. Truancy.</li> <li>• To make arrangements for a pre-planned extended absence</li> <li>• To request that an emergency message be delivered to a student or excused for an appointment</li> </ul>	<p><b>ASSISTANT/ATHLETIC SECRETARY</b>  <b>JJ Wilkerson: 206-252-6282 Fax: 206-252-6341</b>  <b><a href="mailto:jmwilkerson@seattleschools.org">jmwilkerson@seattleschools.org</a></b></p> <ul style="list-style-type: none"> <li>• Obtain or process paper work to participate in high school sports</li> <li>• Sports activities</li> <li>• Transportation Issues</li> <li>• Back up building Rentals</li> <li>• Orca Cards</li> </ul>
<p><b>ATHLETIC DIRECTOR/9<sup>th</sup> GRADE DEAN</b>  <b>Cara McEvoy: 206-252-6262 Fax: 206-252-6341</b>  <b><a href="mailto:cimcevoy@seattleschools.org">cimcevoy@seattleschools.org</a></b></p> <ul style="list-style-type: none"> <li>• Inter-scholastic athletics (whenever possible, please discuss specific team/club concerns with coach/advisor before bringing to concern to the Athletic Director)</li> <li>• Athletic Eligibility</li> <li>• Student Discipline – suspensions</li> </ul>	<p><b>ACTIVITIES COORDINATOR/ACADEMIC INTERVENTION SPECIALIST</b>  <b>Jolene McCann: 206-252-6226 Fax: 206-252-6151</b>  <b><a href="mailto:jaswanev@seattleschools.org">jaswanev@seattleschools.org</a></b></p> <ul style="list-style-type: none"> <li>• Rules and Regulations for extra-curricular activities</li> <li>• Student Activities, ASB, Clubs</li> <li>• Information about Graduation</li> <li>• Dances, Fundraisers</li> <li>• Building Calendar of Activities, events</li> </ul>
<p><b>BUILDING RENTALS INFORMATION</b>  <b>Rosemary Fisher 206 252-6158 Fax: 206-252-6151</b>  <b><a href="mailto:rofisher@seattleschools.org">rofisher@seattleschools.org</a></b></p>	

# Whom do I Call for Assistance?

## FHS COUNSELING STAFF

Main Number: 206-252-6217 Fax: 206-252-6339

**Cathy Sheridan Head Counselor A-G**  
206-252-6223  
[cdsherdian@seattleschools.org](mailto:cdsherdian@seattleschools.org)

**Ellen Recupido Counselor H-O**  
206-252-6222  
[elrecupido@seattleschools.org](mailto:elrecupido@seattleschools.org)

**\*Corey Goldstein P-Z**  
206-252-6184  
[clgoldstein@seattleschools.org](mailto:clgoldstein@seattleschools.org)

**Bill Kautz Counselor ELA**  
206-252-6221  
[wrkautz@seattleschools.org](mailto:wrkautz@seattleschools.org)

Contact the counselors directly or make an appointment through the counseling secretary for:

- Student/teacher/class issues
- Personal counseling/mental health
- Student schedules, grades, evening school, alternative programs, and summer school
- Running Start, college requirements and college application process
- Testing: ACT, PSAT, SAT
- College Financial Aid and Scholarships

### COUNSELING SECRETARY

**Carrie Alefaio: 206-252-6217 (Fax 206-252-6339)**  
[cmarsh@seattleschools.org](mailto:cmarsh@seattleschools.org)

- To obtain copy of student's schedule
- To arrange for getting student class work
- To obtain Driver's Ed registration form
- To update student's address, phone number and emergency contacts
- To make an appointment with your student's counselor
- To ask general counseling questions

### REGISTRAR

**Ann Hollar : 206-252-6161 (Fax 206-252-6339)**  
[alhollar@seattleschools.org](mailto:alhollar@seattleschools.org)

- To obtain a copy of student schedule
- To inquire about registration process
- To inquire about the waitlist for admittance to FHS
- To inquire about the assignment process
- To request transcript and/or report card
- To ask general enrollment questions
- To ask general registration questions

### NURSE

**Loc Nguyen: 206-252-6157**  
[ltnghuyen@seattleschools.org](mailto:ltnghuyen@seattleschools.org)

- Minor health treatment and sending students home as appropriate
- Medications to be taken at school
- Health issues, accidents, and communicable disease that effects student's learning
- Immunization record updates
- Contact person for health issues with school staff

### FHS TEEN HEALTH CENTER 206-326-2750

- Service by appointment. Parental/guardian consent required for services.
- Illness care
- Sports physicals, sports medicine
- Reproductive health care, STD testing and counseling, birth control counseling and services
- Mental health referrals and counseling

### OTHER QUESTIONS

- Questions about **PTSA** LuAnn Wangsness, [lwangsness@yahoo.com](mailto:lwangsness@yahoo.com) / Toni Hartsfield, [thartsfield64@comcast.net](mailto:thartsfield64@comcast.net) / Rhonda Aronwald, [rhondaaronwald@msn.com](mailto:rhondaaronwald@msn.com)
- Questions about **Alumni Association** Sara Thompson 206-725-9280; Bonnie Bosworth 206-723-9995
- Questions about **Alumni Tiles** Megan Walters 206-723-1333
- Questions about **Correctional Ed Specialist (/Discipline)** Nhan Pham 206-252-6278
- Questions for **Custodial Engineers** 206-252-6190
- Questions about the **Music Program** Geoff Ogle 206-252-6170
- Questions about the **Drama Program** Drama Sara Call 206-252-6193
- Questions for **Librarian** Suzanne Babayan 206-252-6241
- Questions regarding **Enrollment** 206-252-6800
- Questions about **Security** 206-252-6285
- Questions about **Academic Intervention Specialist** HSPE Testing and Scores Jim Jeffreys 206-252-6218
- Questions about **Lunch Program** Lynn Boerner 206-252-6195 (Fax 206-252-0664)
- Questions about **Transportation** 206-252-0900



## FHS Bell Schedule 2014-2015

Regular Daily Schedule Grades 10-12 <i>(50 minute classes)</i>		Regular Daily Schedule Grade 9 <i>(50 minute classes)</i>	
1 <sup>st</sup>	7:50am – 8:40am	1 <sup>st</sup>	7:50am – 8:40am
2 <sup>nd</sup>	8:45am – 9:35am	2 <sup>nd</sup>	8:45am – 9:35am
S.T.A.R.	9:35 am - 9:45am	S.T.A.R.	9:35 am - 9:45am
3 <sup>rd</sup> (Homeroom)	9:50am - 10:55am	3 <sup>rd</sup> (Homeroom)	9:50am - 10:55am
4 <sup>th</sup>	11:00am - 11:50pm	<b>LUNCH</b>	<b>10:55am - 11:35am</b>
<b>LUNCH</b>	<b>11:50am – 12:30pm</b>	4 <sup>th</sup>	11:40am – 12:30pm
5 <sup>th</sup>	12:35pm – 1:25pm	5 <sup>th</sup>	12:35pm – 1:25pm
6 <sup>th</sup>	1:30pm - 2:20pm	6 <sup>th</sup>	1:30pm - 2:20pm
7 <sup>th</sup>	2:25pm - 3:15pm	7 <sup>th</sup>	2:35pm - 3:25pm

Alternative Bell Schedules	1-hour Early Dismissal & Assembly	Early Dismissal Wednesdays <i>(40 minute classes)</i>	
1 <sup>st</sup>	7:50am - 8:35am	1 <sup>st</sup>	7:50am - 8:30am
2 <sup>nd</sup>	8:40am - 9:25am	2 <sup>nd</sup>	8:35am - 9:15am
S.T.A.R.	-----	3 <sup>rd</sup>	9:20am - 10:00am
3 <sup>rd</sup>	9:30am - 10:15am	S.T.A.R.	10:00am - 10:10am
4 <sup>th</sup>	10:20am - 11:05am	4 <sup>th</sup>	10:15am - 10:55am
<b>LUNCH</b>	<b>11:05am - 11:40am</b>	5 <sup>th</sup>	11:00am - 11:40am
5 <sup>th</sup>	11:45am - 12:30pm	6 <sup>th</sup>	11:45am - 12:25pm
6 <sup>th</sup>	12:35pm - 1:20pm	<b>LUNCH</b>	<b>12:25pm - 12:50pm</b>
<u>Assembly</u>	1:25pm - 2:20pm		

S.T.A.R. = Student Teacher Activity Resource (Break)

Homerooms include additional class time for school announcements and Senate meetings

# 2014-2015 School Calendar

Important Dates/Key:	
Prof. Development - Staff/No Students	P
Holidays - No School for Students/Staff	X
FHS EARLY DISMISSAL DAYS	O
Aug 25,26 9th Grade Orientation	
Aug 28 TRI DAY for Teachers	T
Aug 29 All Students Orientation 9-12th 9-3 PM	X
Sept 1 Labor Day	
Sept 2 Teacher work day (TRI)	T
<b>Sept 3 First day of school</b>	*
Sept 24 Prof Dev 2 hour Early Dismissal	O
Oct 9 Open House 6:30 PM	
<b>Oct 10 Prof Dev NO STUDENTS</b>	P
Oct 29 Prov Dev 2 hour Early Dismissal	O
Nov 11 Veteran's Day Holiday NO SCHOOL	
Nov 26 One hour Early Dismissal	X
<b>Nov 27, 28 Thanksgiving NO SCHOOL</b>	X
Dec 19 One hour Early Dismissal	
<b>Dec 22 to Jan 2 Winter Break</b>	X
<b>2015</b>	
Jan 14 Prof Dev 2 hour Early Dismissal	O
Jan 19 Martin Luther King Holiday	X
<b>Jan 30 day Between Semesters NO SCHOOL</b>	X
Feb 2 1st day of 2nd Semester	
<b>Feb 16, 17 Mid Winter Break</b>	X
<b>Feb 16 President's Holiday</b>	X
March 17 HSPE Reading	
March 18,19 HSPE Writing	X
Mar 25 Prov Dev 2 hour Early Dismissal	O
<b>April 13-17 Spring Break</b>	
<b>May 25 Memorial Day Holiday NO SCHOOL</b>	
June 3 Prov Dev 2 hour Early Dismissal	
June 12 Senior Graduation 5:00 PM	O
<b>June 15 Last Day of School for Students</b>	*
June 15 One hour Early Dismissal	O

### August-14

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	<del>29</del>

### September-14

M	T	W	TH	F
<del>1</del>	2	<del>3</del>	4	5
8	9	10	11	12
15	16	17	18	19
22	23	(24)	25	26
29	30			

### October-14

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	(29)	30	31

### November-14

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	<del>27</del>	<del>28</del>

### December-14

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
<del>22</del>	<del>23</del>	<del>24</del>	<del>25</del>	<del>26</del>
<del>29</del>	<del>30</del>	<del>31</del>		

### January-15

M	T	W	TH	F
			<del>1</del>	<del>2</del>
5	6	7	8	9
12	13	(14)	15	16
<del>19</del>	20	21	22	23
26	27	28	29	<del>30</del>

### February-15

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
<del>16</del>	<del>17</del>	18	19	20
23	24	25	26	27

### March-15

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	(25)	26	27
30	31			

### April-15

M	T	W	TH	F
		1	2	3
6	7	8	9	10
<del>13</del>	<del>14</del>	<del>15</del>	<del>16</del>	<del>17</del>
20	21	22	23	24
27	28	29	30	

### May-15

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
<del>25</del>	26	27	28	29

### June-15

M	T	W	TH	F
1	2	(3)	4	5
8	9	10	11	12
<del>15</del>	16	17	18	19
22	23	24	25	26
29	30			

**Total Instruction Days**      t185 s180

### July-15

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

s0

t18 s18

s20

t22 s22

t23 s22

t17 s17

t17 s17

t15 s15

t11 s11

t18 s18

# FRANKLIN DATES TO REMEMBER

## FIRST SEMESTER

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08/25/14	Start of FALL SPORTS
08/25-26/14	9th Grade Orientation 8:30 am - 12:30 pm
08/29/14	All Students 9th -12th Orientation 9:00 am - 3:00 pm
08/29/14	School pictures, locker check out, ASB
09/03/14	<b>***First Day of School for Students***</b>
09/12/14	Back to School Assembly
09/13/14	ACT testing
09/24/14	<b>Professional Development — 2hr Early Dismissal</b>
10/09/14	Open House/Curriculum Night 6:30 pm
10/10/14	<b>Professional Development — No Students</b>
10/11/14	SAT Testing
10/15/14	College Readiness Day
10/15/14	PSAT/NMSQT 11th grade administration
10/16/14	Homecoming Football Game and Senior Night
10/17/14	Homecoming Assembly and Dance
10/25/14	ACT testing
10/29/14	<b>Professional Development — 2hr Early Dismissal</b>
10/30/14	TERROR WALK!
11/03/14	End of 1st Quarter
11/03/14	Fall Concert
11/08/14	SAT Testing
11/11/14	<b>Veterans' Day Holiday — No School</b>
11/17/14	Start of WINTER SPORTS
11/26/14	<b>One hour early dismissal 1:30 pm</b>
11/27-28/14	<b>Thanksgiving Holiday — No School</b>
12/04,11-13/14	School Play
12/06/14	SAT testing
12/13/14	ACT testing
12/18/14	Winter Concert
12/19/14	Winter Assembly
12/19/14	<b>One hour early dismissal 1:30 pm</b>
12/22-1/2-15	<b>Winter Break — No School</b>
01/05/15	<b>Return from Winter Break</b>
01/14/15	<b>Professional Development — 2hr Early Dismissal</b>
01/14/15	Power Justice Freedom Summit
01/19/15	<b>Martin Luther King Jr. Day — No School</b>
01/24/15	SAT testing
01/28/15	First Semester Final Exams 1,3,5 Alternative Bell Schedule
01/29/15	First Semester Final Exams 2,4,6 Alternative Bell Schedule
01/29/15	End of Semester (End of 2nd Quarter)
01/30/15	<b>Day between Semester - No School</b>
02/02/15	Second Semester Begins

# FRANKLIN DATES TO REMEMBER

## SECOND SEMESTER

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02/04/15	EOC Algebra/Geometry retake
02/05/15	EOC Biology retake
02/07/15	ACT testing
<b>02/16-17/15</b>	<b>Mid-Winter Break — No School</b>
02/25/15	SAT in the School test day
03/02/15	Start of SPRING SPORTS
03/14/15	SAT Testing
03/17/15	HSPE Testing - Reading
03/18-19/15	HSPE Testing - Writing
<b>03/25/15</b>	<b>Professional Development — 2hr Early Dismissal</b>
03/27/15	Spring Assembly
04/03/15	End of 3rd Quarter
<b>04/13-17/15</b>	<b>Spring Break - No School</b>
04/18/15	ACT testing
04/30/15	Spring Musical
05/01/15	Spring Musical
05/02/15	SAT Testing
05/04-15/15	Advanced Placement Testing
05/19-20/15	Grade 10 New ELA test
<b>05/25/15</b>	<b>Memorial Day Holiday — No School</b>
05/28/15	Senior Awards Night 6:00 pm
05/29/15	Arts Festival
06/02/15	EOC Algebra
06/03/15	EOC Geometry
<b>06/03/15</b>	<b>Professional Development — 2hr Early Dismissal</b>
06/04/15	EOC Biology
06/04/15	Spring Concert
06/05/15	Quaker Day Assembly and Dance
06/05-07/15	Quaker Summer Slam
<b>06/04,8/15</b>	<b>Senior Exams</b>
<b>06/09/15</b>	<b>Senior Check Out ~ Exam make up</b>
<b>06/11,12/15</b>	<b>Mandatory Senior Graduation Rehearsal</b>
06/11/15	2nd Semester Final Exams 9th - 11th 2,4,6 Alternative Bell Schedule
06/12/15	2nd Semester Final Exams 9th - 11th 1,3,5 Alternative Bell Schedule
<b>06/12/15</b>	<b>Senior Graduation 5:00 pm Memorial Stadium</b>
06/15/15	*Last Day for Students (9th -11th) one hour early dismissal 1:30pm (Final Exam make up)

Congratulations Class of 2015!

102 years of excellence and counting!



September 2014

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 unless they have an excused absence. Attendance is important to your child's academic achievement.



**Setting and maintaining a family expectation that your child(ren) will go to school every day is one of the most valuable things you can do to ensure they graduate from high school. 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.**

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.
- **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 trancies 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.
- Family vacations or family trips during regular school days are not excused.

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 an adverse effect on students' academic progress as well. Research shows that students who miss a lot of school in any year for any reason are more likely to drop out of high school. 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,

  
Ruth McFadden, Ed.D.  
Manager, Truancy Office



- ❖ 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 be recorded as unexcused.
- ❖ Family vacations are not excused.

The Compulsory Attendance law requires that school 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. Truancy petitions usually are filed on secondary students, but may be filed on parents of elementary students or if the school believes the parent is causing their child's absences or condoning them. The petition asks that the court compel the student to attend school or compel the parent to ensure that the student attends school.

When a petition has been filed, you and your child are invited to attend a Truancy Workshop, usually held at the John Stanford Center, as a diversion from setting a date for a preliminary hearing. Elementary parents have a separate workshop and elementary students do not need to attend the workshop.

If after attending the Truancy Workshop the student continues to have unexcused absences, the District may ask the court to set a date and time for a hearing. If the court sets a preliminary hearing you and your child are required to attend. Once a court hearing occurs and a court order is issued to a child and/or parent/guardian, the school district is required to report additional unexcused absences to the court.

If your child continues to have unexcused absences after the court order to attend is made at the preliminary hearing, a show cause hearing for contempt of court will be scheduled 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 a public defense attorney to represent

him/her at any hearing dealing with a violation of the court's order. You may be expected to pay up to \$1,000 for this attorney.

As previously noted, the court may take whatever steps it feels are necessary to insure regular school attendance by the student. A student found to be in contempt of court by not attending school may be given expectations to fulfill to purge the contempt charge.

The key to any/all court action hinges on your child's attendance. 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 about resources available to assist you if you are having problems that go beyond typical school attendance issues with your child or other issues that are barriers to your child attending school regularly.



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

### Seattle School Board

Sherry Carr  
Michael DeBell  
Harium Martin-Morris  
Marty McLaren  
Betty Patu  
Sharon Peaslee  
Kay Smith-Blum

José Banda  
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 they can fall behind quickly in completing assignments. High school student who do not attend school may not graduate.
- ❖ Schools and parents/guardians share a responsibility to assure that students attend classes unless there is a good reason not to do so and a plan is in place to engage the student in his/her education.
- ❖ 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, whichever is required by your child's school. 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 the student is:

- ❖ Incapable of attendance due to medical or mental reasons.

- ❖ 16 and above, and regularly employed, and 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)

Students who are ages 6 or 7 are subject to the Becca Law if they are enrolled in school.

Students found to be in violation of the Compulsory Attendance law may be subject to a truancy petition filed with the Juvenile Division of King County Superior Court. The Court may order a student to attend school, and if the student 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 or federal 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 if the court determines that the parent is the cause of the student's truancy.

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 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 a doctor or dentist appointment, or religious holiday, or educational trip, or other special one-time event. The school may require your child to complete missed assignments and/or make other academic assignments for extended excused 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, student job requirements, religious instruction, student on wait list for another school, etc.

### DISTRICT OFFENSES (cont'd.):

- **Disobedience** – Flagrantly, purposefully, or repeatedly failing to comply with or follow the instructions of teachers and other school staff.
- **Gambling** – Playing cards, dice, or games of chance for money or other things of value.
- **Misrepresentation** – Forging a parent's, guardian's, or any other person's signatures on any letter to the school or on any school document. Changing grades or attendance records on official District forms, including attendance reporting sheets and grade books, for any student without authorization of a school official. Providing a false name when asked to identify oneself to a school authority. Providing false information to school personnel, or impersonating another person verbally or in writing to provide false or misleading information regarding a student's attendance or absence from school.
- **Plagiarism** – Cheating or copying the work of other persons or turning in another person's papers, projects, computer programs, etc., as your own.
- **Using or Possessing Tobacco Products** – Using or possessing any tobacco products by any students in or on public school property, on school buses, and at school-sponsored activities.
- **Misuse of Computers** – Inappropriately using school computers.
- **Graffiti** – Knowingly writing, painting, drawing, scratching, or otherwise marking any inscription, figure, or mark of any type of any District-owned or staff property, unless the student has obtained the permission of a school official or staff person.
- **Bullying, Intimidation, and Harassment** – Engaging in intentional written, verbal, electronic, or physical bullying, intimidating, or harassing conduct that: is for the purpose of embarrassing or denigrating another person; physically harms a student or damages the student's property; is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; has the effect of substantially interfering with the student's education; or has the effect of substantially disrupting the orderly operation of the school. There is no requirement that the student actually possesses the characteristic that is the basis for the bullying, intimidation, or harassment. This includes: "panicking" another person (engaged in as teasing by elementary-age students); conducting electronic bullying, intimidation, and harassment, including cyberbullying, on school grounds, during school activities, on school buses, or during the school day.

- **Sexual Harassment** – Deliberately harassing another person for sexual reasons or in a sexualized manner with unwanted attention, touching, or verbal comments such that the person is uncomfortable, intimidated, or threatened by the behavior.
- **Inappropriate Sexual Conduct** – Engaging in inappropriate manual sexualized conduct that is not conducive to the learning environment of a school.

### DISTRICT OFFENSES (cont'd.):

- **Inappropriate Touching** – Unwanted or inappropriate touching of the private parts of another person by elementary-age students.
- **Verbal Assault** – Using words that are hurtful, harmful, demeaning, offensive, or embarrassing, including words that are crude or vulgar, and name-calling.
- **Toy Guns and Toy Weapons** – Possessing a toy gun (BB-guns and other pellet guns are Dangerous Weapons) or other toy weapon appearing to be a real gun or weapon, or appearing to be a real gun or weapon, but not used or displayed with malice.
- **False Reporting** – Knowingly reporting or corroborating misbehavior of others that did not occur.

**NOTE:** In addition to the above rules, each school will adopt and distribute to each student rules which will govern a student's conduct in that particular school. When students break these school rules, they will be disciplined. (See Rule-breaking, above).

### What Happens If a Student Breaks a Rule?

Whenever you are accused of breaking a rule, you have the right to explain your side of the story to your teacher, counselor, assistant principal, or principal before you are disciplined. Your parents may also meet with school staff to help identify and solve problems and to consider appropriate penalties. If some other penalty doesn't work, you could be suspended. If the offense was very serious, you could be expelled. If there is an emergency, you could be expelled right away and have a conference later. If there has been a criminal offense, normally, the police will be called.

### What If You Think You Are Being Treated Unfairly?

If the principal or assistant principal proposes to discipline you, and you think the disciplinary action is unfair or inappropriate, you have the right to appeal the discipline imposed on you. The various appeals processes are contained in the Student Rights and Responsibilities booklet, which can be obtained from your school, from the Student Discipline Office at 206-252-0820, or on the Seattle Public Schools' website at [www.seattleschools.org](http://www.seattleschools.org) (click on District/Departments/Discipline). That booklet is also sent out with the first formal Notice of Disciplinary Action. Additional information may also be obtained from the Discipline section of the District's website at [www.seattleschools.org](http://www.seattleschools.org) (click on District/Departments/Discipline).

*Sometimes, problems in school can be helped by counseling on health, emotional, or legal concerns. While the Seattle Public Schools can provide some assistance, its resources are limited. A number of community agencies offering such assistance are listed in the Seattle telephone directories, or you may call the Community Information Line at 206-461-3200 or 211.*

### Student Rights

Students, as citizens, have certain constitutional rights. The school system cannot unduly infringe on those rights. The schools may, however set some reasonable limits on those rights in order to meet the District's obligation to educate.

- Students have **FREEDOM OF SPEECH** and may express their personal opinions. That freedom does not allow personal attacks, swearing, threats of violence, or interference with other people's rights to express themselves.
- Students have the **RIGHT TO ASSEMBLE** peacefully. Any such gathering, which interferes with the operation of the school or classroom, is inappropriate and prohibited.
- Students have the **RIGHT TO PETITION** appropriate school authorities when they feel that they have been treated unfairly.
- Students have **FREEDOM OF THE PRESS** and may express their personal opinions in writing. They must take full responsibility for the content of their publications by identifying themselves as authors or editors of the publication. They are not allowed to make personal attacks or publish libelous or obscene material.
- Students have the **right to FREEDOM FROM UNREASONABLE SEARCH AND SEIZURE** while at school. For the protection of all, however, the following rules apply:
  - General searches of school property, including lockers and desks, may be conducted
  - Items such as firearms, other weapons, firecrackers, or anything else that might reasonably be a threat to safety or security, or disruptive to the educational process may be seized and removed from a student's possession.
- Students have the **right to EQUAL EDUCATIONAL OPPORTUNITY**. They shall not be unlawfully discriminated against because of race, creed, color, religion, ancestry, national origin, economic status, gender, sexual orientation, gender identity, pregnancy, marital status, physical appearance, or mental, physical or sensory disability.
- Students have the **right to FREEDOM OF RELIGION**. Students are free from being controlled or influenced by any particular religious point of view while they are participating in any school district conducted or sponsored activity, or while students are otherwise subject to school district supervision and control.

\*Washington law (RCW 28A.600.230(3)) prohibits strip searches of students by school administrators and persons acting under their supervision. "Strip search" is defined broadly: "[h]aving a person remove or arrange some or all of his or her clothing so as to permit an inspection of the genitals, buttocks, anus, or undergarments of the person or breast of a female person." In general, searches of students' persons (other than strip searches) or property may be conducted on reasonable suspicion that contraband or other evidence of misconduct is present, so long as the methods used are reasonably related to the objectives of the search and the search is not excessively intrusive in light of the age and sex of the student, the nature of the suspected infraction, and the information upon which the search is based.

# The Basic Rules of Seattle Public Schools

2013-2014

## Seattle School Board

Sherry Carr – Michael DeBell – Martha McLean –  
Hartum Martin-Morris – Sharon P'castle –  
Betty Paul – Kay Smith-Blum

## Superintendent

José Banda

### NOTICE TO STUDENTS AND PARENTS REQUIRED BY FEDERAL DRUG-FREE SCHOOLS AND COMMUNITIES ACT OF 1989

The Seattle Public Schools prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by students on school premises or as part of school activities. Compliance with this rule is mandatory. Students who disregard the prohibitions will be sanctioned suspended or expelled. The possession and use of illegal drugs and alcohol on school premises and at school events are a threat to health and education. The District will not tolerate such illegal activity. For further information, contact your school's principal or counselor.

### EQUITY AND COMPLIANCE POLICY

Seattle Public Schools Seattle Public Schools ("SPS") provides Equal Educational Opportunities and Equal Employment Opportunities and does not discriminate in any programs or activities on the basis of sex, race, creed, color, religion, ancestry, national origin, age, economic status, sexual orientation, including gender expression or identity, pregnancy, marital status, physical appearance; a disability, veteran or military status, or the use of a trained dog guide or service animal. SPS provides equal access to all designated youth groups.

SPS complies with all applicable state and federal laws and regulations, including but not limited to Title IX, Title VI of the Civil Rights Act, Section 504 of the Rehabilitation Act, and RCW 49.60 ("The Washington Law Against Discrimination"). SPS's compliance includes, but is not limited to all District programs, courses, activities, including extra-curricular activities, services, and access to facilities.

The following employees have been designated to handle questions and complaints of alleged discrimination: The Title IX Officer (Paul Aquino, 206-252-0024, [paul.aquino@seattleschools.org](mailto:paul.aquino@seattleschools.org)), the District Equity Officer (Mary Invernizzi, 206-252-0024, [mary.invernizzi@seattleschools.org](mailto:mary.invernizzi@seattleschools.org)), the Title VI Officer (Akhil Adhikari, 206-252-0024, [akhil.adhikari@seattleschools.org](mailto:akhil.adhikari@seattleschools.org)), the Student 504 Coordinator (Carole Robinson, 206-252-0118, [carole.robinson@seattleschools.org](mailto:carole.robinson@seattleschools.org)), and the Equal Opportunity Officer (Miki Smith, 206-252-0118, [miki.smith@seattleschools.org](mailto:miki.smith@seattleschools.org)).

Mail Stop 33-157, Seattle, WA 98124-1185



## 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, 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](http://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.
- Respect the property of other people and of the school.
- **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 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 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 unwarmed 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 "hantsing" behavior by other than elementary-age students).
- Extortion, Blackmail, Coercion – Obtaining money, property or other consideration by violence or threat of violence, or firing 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 embarrassment.

- 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 unlicensed 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.
- Malignous 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 unprovocably 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, including but not limited to refusing to submit to a search for reasonable cause or respond to reasonable questions, or deliberately lying about, or encouraging others to lie deliberately about, the facts of the incident.
- Malignous 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 Harassment – 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/Inate 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 the 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.)

Information About Meningococcal Disease  
Grades 6-12

Dear Parent/Guardian:

You are receiving this letter because you have a student in Seattle Public Schools in 6<sup>th</sup> – 12<sup>th</sup> grade. Pursuant to RCW 28A.210.080, the legislature now requires that you be provided with information about the causes, symptoms, and methods of prevention of meningococcal meningitis. This can be a deadly disease, so it is important to know this information.

Meningococcal disease is caused by a group of bacteria that lives in the nose and throat; this can cause a disease known as meningococcal meningitis. Adolescents and young adults have an increased rate of contracting meningitis, as compared to the general population. Symptoms of the disease may include fever, chills, rash, headaches, confusion, and a stiff neck. The disease is spread through direct contact with infected material, including kissing, coughing, sneezing, or sharing eating or drinking utensils.

The Washington State Department of Health wants you to be aware of this illness and the availability of a vaccine to protect against meningitis. Vaccination can help protect against up to 83% of the meningitis diseases occurring among adolescents and young adults. While the vaccine is recommended for children entering middle school (aged 11-12) and high school (age 15), the vaccine can benefit all teenagers and young adults. **The vaccine is not required for school attendance.**

The Department of Health encourages you to learn more about meningitis disease and to speak to your child's health care provider about the immunization. You can also get more information from these websites:

- **Public Health Seattle/King County -- (206) 296-4600**  
[www.metrokc.gov/health/immunization/clinics.htm](http://www.metrokc.gov/health/immunization/clinics.htm)
- **Washington State Department of Health Immunization Program**  
[www.doh.wa.gov/cfh/Immunize/meningococcal.htm](http://www.doh.wa.gov/cfh/Immunize/meningococcal.htm)
- **Centers for Disease Control and Prevention**  
Vaccine Information: [www.cdc.gov/nip/publications/vis/vis-mening.pdf](http://www.cdc.gov/nip/publications/vis/vis-mening.pdf)  
Disease Information: [www.cdc.gov/ncidod/dbmd/diseaseinfo/meningococcal\\_g.htm](http://www.cdc.gov/ncidod/dbmd/diseaseinfo/meningococcal_g.htm)  
Fact Sheets: [www.cdc.gov/nip/vaccine/meninig/mening\\_fs.pdf](http://www.cdc.gov/nip/vaccine/meninig/mening_fs.pdf)

Program Manager  
Student Health Services  
Seattle Public Schools

Adopted September 2005

## MANDATED NOTIFICATION

Dear Parent or Guardian:

The following information is being provided to you at the direction of the Washington State Legislature to help reduce cervical cancer rates in Washington by protecting girls from HPV.

### **What is Human Papilloma Virus (HPV)?**

HPV is a very common virus that is spread through genital contact. At least 50 percent of sexually active people will get HPV at some time in their lives. There are many types of HPV. Some types can cause cervical cancer or genital warts. Both women and men can get HPV and easily spread it to others without knowing they have it.

### **What are the symptoms of HPV?**

Most people with HPV have no signs or symptoms. Some people know they have HPV because they have a symptom like genital warts. Women may find out they have HPV through cervical cancer screening (Pap tests) and HPV testing. Health care providers do not usually test for HPV unless abnormal cervical cell changes are detected by a Pap test.

### **How can HPV infection be prevented?**

The best way to prevent HPV infection is to abstain from all sexual activity. People with only one lifetime partner can get HPV if their partner had previous sexual partners. It is uncertain how well condoms protect against HPV infection. However, condom users do have lower cervical cancer rates. The HPV vaccine is a very effective way to prevent four types of HPV that can cause cervical cancer and genital warts.

### **What is the HPV vaccine?**

The HPV vaccine, Gardasil,® protects against four types of HPV which cause 70 percent of cervical cancers and 90 percent of genital warts. The vaccine does not protect against all types of HPV or other sexually transmitted infections. The vaccine also does not protect against any type of HPV that someone already has. Current studies show that HPV vaccine protection lasts up to 5 years. Research will continue to determine the length of the HPV vaccine's protection.

### **Who should get the vaccine and when should they get it?**

The federal Advisory Committee on Immunization Practices recommends the HPV vaccine for all girls age 11-12 years. The vaccine can also be given to females as young as nine and up to 26 years, if their doctor recommends it. HPV vaccine is given as a series of three shots over a six month period. The vaccine is not currently recommended for boys or men. The HPV vaccine is a preventive vaccine and will offer the best protection if given before sexual activity starts. HPV vaccine is not required for school entry in Washington.

### **Are Pap tests still recommended for females that get the HPV vaccine?**

Yes. The HPV vaccine does not protect against all of the types of HPV that can cause cervical cancer, so females will still need Pap tests.

### **Where can I find the HPV vaccine?**

Ask your doctor, nurse, or local health clinic to find out whether your daughter needs the HPV vaccine and where you can get it. Most providers in Washington will have state-supplied HPV vaccine and there will be no cost to parents (of girls under 19 years) for the vaccine. Providers may charge an office visit and/or administration fee. The HPV vaccine is available to providers at no cost through Washington State's Universal Childhood Vaccine Program.

### **For more information on HPV, the Vaccine, and Cervical Cancer:**

Centers for Disease Control & Prevention  
Washington State Department of Health  
American Social Health Association  
American Cancer Society

[www.cdc.gov/std/hpv](http://www.cdc.gov/std/hpv)  
[www.doh.wa.gov/cfh/immunize/documents/hpvvaccinefactsheet.pdf](http://www.doh.wa.gov/cfh/immunize/documents/hpvvaccinefactsheet.pdf)  
[www.ashastd.org](http://www.ashastd.org)  
[www.cancer.org](http://www.cancer.org)



## Student & Family Rights and Responsibilities

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### IN ORDER TO INCREASE STUDENT LEARNING AND SUCCESS, FAMILIES HAVE THE RESPONSIBILITY TO:

- Become familiar with the Franklin program and graduation requirements;
  - Make sure you keep contact information current including addresss, phone numbers and emergency contact information;
  - To update, please contact the Counseling office at 206 252-6217
  - Check/monitor the Franklin Handbook for Scholars daily including checking Power Schools (formerly the Source)
  - Provide a quiet study space at home;
  - Visit your scholar's classes when possible;
  - Familiarize yourself with your scholar's teachers;
  - Contact the school with questions or concerns;
  - Participate in or attend your scholar's events or other Franklin activities when possible.
- 

**Ensure your scholar attends each class every day!**  
**Make sure your scholar strictly adheres to school dress code!**

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#### Expectations Support Team :

- Supervise Interventions
  1. Lunch Detention- Intervention Specialist;
  2. After School Detention- Intervention Specialist;
  3. Saturday School- Intervention Specialist/Truancy Specialist.
- Participate in conferences as needed;
- Collect Data and create student files.

### FRANKLIN'S ALMA MATER

*"All Hail Franklin High School our colors deep and true.  
Stand as a symbol of our love for you.  
All Hail Franklin high School we sing our praise to thee.  
In trial and vict'ry, all hail; Franklin Hail".*

## **FHS STAFF RIGHTS AND RESPONSIBILITIES**

**IN ORDER TO CREATE A COMMUNITY THAT FOSTERS LEARNING FOR ALL SCHOLARS AT FHS STAFF HAVE THE FOLLOWING RIGHTS:**

- Student cooperation and mutually respectful conduct;
- Student participation in class discussions, group and individual work;
- Timely completion of assigned work;
- Respectful communication between families, students, and colleagues;
- Regular student attendance;
- Notification when a student is absent or tardy to class.

\*for the Seattle School District Attendance policy please go to: <http://inside.seattleschools.org/area/truancy/documents/AttendanceProcedureIAPPROVED.pdf>

**IN ORDER TO INCREASE STUDENT LEARNING AND SUCCESS, FHS STAFF HAVE THE RESPONSIBILITY TO:**

- Work to develop positive relationships with all students and families;
- Send home course expectations for each class that includes course grading policies;
- Keep updated and accurate record of student progress in class including frequent update of the Source (at minimum on the 1st and 15th of ea month);
- Contact home when a student has a problem at school or frequently misses class;
- Send home a progress report at reporting periods if a student is in jeopardy of failing a class or fill out walk-around progress report at student/ family request;
- Return phone calls and e-mail messages to families within 48 business hours;
- Involve an administrator, counselor, or dean if a student is in jeopardy of being removed from class;
- Take mutual responsibility for all FHS students - All adults are responsible for all students!

***“It is easier to prevent bad habits than it is to break them!” -- Benjamin Franklin***

## **\*CLASSROOM CODE OF CONDUCT**

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- ◆ Use of cell phones, pagers or other electronic devices are not permitted during class time. This includes hallways, lunchroom, etc. FHS staff may confiscate these devices and a parent/guardian will need to come to school to retrieve them.
- ◆ Students are expected to display respect at all times including respect to guest teachers and presenters.
- ◆ Students are expected to cooperate with adults and student leaders on campus. Disagreements with adults or other students should be dealt with privately and with support of a parent/guardian, counselor or administrator when needed.
- ◆ Students are expected to be in attendance and on time to every class every day. Frequent tardiness and absences disrupt the learning environment of all students. Students are to remain in class until the bell rings. Excessive absence/tardies from class may impact the student's grade in the class.
- ◆ Students should not be in the hallways or other non-instructional places during class time without an official pass.
- ◆ Students should not bring food to the classroom. Breakfast and lunch are to be consumed during the designated times.
- ◆ Students are expected to actively participate in class, complete assigned work and seek assistance from the teacher or staff member when needed.
- ◆ Students should not bring valuables to school. Security time may not be used to recover lost or stolen items. Keep your valuables at home!!
- ◆ Academic integrity is essential to student growth and cheating will not be tolerated. Cheating, including copying another student's work or taking credit for work that is not yours, will be penalized per Seattle School District Policy.

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## **\*GENERAL CODE OF CONDUCT**

- ◆ No loitering in hallways, gymnasiums, or other non-instructional spaces during class time.
- ◆ Main stairwells are to be kept clear. (No sitting in these stairways at any time.)
- ◆ No running, pushing or roughhousing inside the building. ("Play fighting" is not allowed on campus.)
- ◆ Observe FHS Dress Code.
- ◆ No gambling of any sort. No card playing allowed on campus.
- ◆ Students are expected to display respectful behavior at all times including during assemblies, passing/lunch time, before/after school, enroute to and from school and at any Seattle Public School events.
- ◆ Students are not to go to any other school campus during school hours.
- ◆ Students are not to bring guests to school. There are very few exceptions.  
Advanced administrative approval is required for those exceptions.
- ◆ All guests are to check in at the Main Office.

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**\* THE ABOVE ARE IN ADDITION TO ALL SEATTLE PUBLIC SCHOOL POLICIES OUTLINED IN THE PUBLISHED RIGHTS AND RESPONSIBILITIES PAMPHLET.**

## **FHS DRESS CODE**

**IN ORDER TO MAINTAIN A NON-DISRUPTIVE LEARNING ENVIRONMENT THE FOLLOWING IS EXPECTED OF ALL STUDENTS AND STAFF EVERY DAY:**

- Shoes must be worn at all times;
- No clothing with obscene, vulgar, lewd messages or mention of alcohol, cigarettes or drugs;
- No excessively short or revealing skirts, shorts, dresses or outfits; (shorts or skirts should reach 2 inches past a down-stretched arm and hand)
- No spaghetti straps, halter tops, or shirts with plunging neckline;
- No bare midriffs;
- Pants must be at the hips or above (no underwear showing).
- Clothing must not be see-through;
- No clothing that may cause a disruption to the learning environment;
- Individual teachers may request the removal of hats in the classroom.  
(Religious head coverings are exempted.)

**STUDENTS WHO VIOLATE THIS DRESS CODE MAY BE ASKED TO WEAR CLOTHING INSIDE OUT, COVER UP CLOTHING, OR ASKED TO GO HOME TO CHANGE INTO APPROPRIATE CLOTHES.**

## **TEXTBOOKS AND SCHOOL EQUIPMENT**

Most textbooks, uniforms and other school equipment are issued to students free of charge. Failure to return these items creates large expenses for Franklin High School and prevents other students from taking advantage of these resources. Students with outstanding fines/fees will be restricted from attendance and participation in co-curricular and extra-curricular activities including graduation, athletics, textbook distribution, and other FHS privileges.

## **FHS STUDENT I.D. BADGES**

Students are expected to wear or have FHS I.D. cards with them. Replacement I.D. badges cost \$5.00. Students will not be permitted into extra-curricular activities without this I.D. card including checking out resources from the Franklin library. Textbooks, uniforms and other school equipment are issued to students free of charge. Failure to return these items create large expenses for Franklin High School and prevents other students from taking advantage of these resources. Students with outstanding fines/fees will be restricted from attendance and participation in co-curricular and extra-curricular activities.

## **CHECKING IN AND OUT OF SCHOOL**

Students who wish to leave campus before the end of the school day for a prearranged appointment must have written permission from parent/guardian and must check into the attendance office before leaving campus. Students who arrive late to school or to any class must have a pass in order to be admitted to class.

# FHS EMERGENCY PROCEDURES

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## FIRE DRILL PROCEDURES

If a continuous fire alarm sounds in your area:

**In the classroom:**

1. Follow the teacher to the designated assembly area outside the building.
2. Cease talking, in order to hear the teacher's instructions.

**If you are in the restroom or elsewhere in the building:**

1. Exit the building by the closest doorway.
2. Rejoin your class so that your attendance can be recorded.

**Outside of the building:**

1. Move quickly to the designated assembly area.
2. Remain with your assigned teacher.
3. Remain outside until the teacher instructs you to reenter the building.

## EARTHQUAKE PROCEDURES:

**When you feel an earthquake:**

**In the classroom:**

1. Drop, cover, and hold until movement stops completely.
2. Remain calm.
3. Listen to the teacher for instructions to evacuate or remain in the room.
4. If the instructor is unable to tell you what to do, remain in the classroom until a Search and Rescue member tells you to evacuate the classroom.

**If you are outside of a classroom:**

1. Drop, cover your neck and head with your hands. Move close to an inside wall.
2. Remain calm.
3. After the shaking stops and it appears safe, go to the closest classroom and follow the teacher's directions.

**When told to evacuate:**

1. Follow the teacher's directions to the designated assembly area.
2. Remain with the teacher who will take attendance.
3. Do not leave the campus without the express permission of the Campus Emergency Personnel.

## SHELTER IN PLACE PROCEDURES

**The teacher will announce there is a Shelter in Place:**

1. Students are to remain in the room.
2. Students should not use the school telephones during this time.
3. Remain calm and follow the teacher's directions.

## FHS COURSE GRADING

In each of your year-long classes at FHS you will receive course expectations from your teacher. For semester courses, you will receive these expectations at the start of each semester. These expectations will include content covered in the courses and a general overview of major projects. Also included in these course expectations is an outline of how you will be graded in the course. All courses at FHS follow the following grading scale:

Percentage**	Letter Grade	Grade Point*
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
60-66	D	1.0
Below 60	E	0

The use of the Franklin Handbook for Scholars is required in each course. Handbooks are expected to be kept up-to-date. Handbooks MAY count as part of the student's grade in each course. Homework assignments will be posted in each classroom daily and should be recorded in the handbook.

## POWER SCHOOL AND PROGRESS REPORTS

Teachers update gradebooks regularly. At minimum, grades will be recorded every 5 weeks including quarter and semester marking period. Most updates will take place on the 1st and 15th of each month. (<https://powerschool.seattleschools.org>). You will be able to view your student's grade from the website to see progress in each course. As this is a new tool to Franklin, please be patient with us as we learn this software and system. You may contact individual teachers by e-mail or phone if you have further questions. Please go to pages 24-26 for Staff Contact list.

## LOCKERS

1. Lockers are the property of the Seattle School District.
2. Upon your request the custodial staff will assign you a locker.
3. Each student is to have his/her own locker.
4. Each student is responsible for the contents of his or her locker.
5. Your locker combination or your locker should not be shared.
6. Please leave your valuables at home.
7. Random locker checks may occur throughout the school year.
8. Use of your locker is at your own risk.

**FHS WILL NOT BE RESPONSIBLE FOR THE RECOVERY OF PERSONAL ITEMS. PLEASE LEAVE THEM AT HOME.**

# FHS COVENANT

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**I AND MY PARENT/GUARDIAN HAVE REVIEWED FRANKLIN'S HANDBOOK FOR SCHOLARS. WE UNDERSTAND THAT IN ORDER FOR OUR COMMUNITY TO BE CONDUCIVE TO SAFE AND SUCCESSFUL LEARNING FOR ALL WE MUST ALL ABIDE BY COMMON EXPECTATIONS. FURTHER, WE UNDERSTAND THAT FREQUENT USE OF THIS HANDBOOK WILL SUPPORT MY LEARNING AND INCREASE COMMUNICATION AMONG ALL ADULTS WORKING WITH ME. I UNDERSTAND THE EXPECTATIONS OF ME INCLUDED IN THIS HANDBOOK AND WILL WORK TOWARDS MY PERSONAL GROWTH AND FOLLOWING FHS COMMUNITY GOALS.**

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 Student Print Name

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 Date

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 Parent/Guardian Signature

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 Date

## COMMUNITY GOALS

### GO TO CLASS

- It is important that you go to every class every day! Many students do not do well in high school simply because they fail to go to class.
- Bring all necessary materials to class every day.
- Failure to go to class on time every day will result in school-based consequences including restricting access to extra-curricular activities. Grades in class may also suffer due to lack of attendance.

### DO YOUR WORK

- Make sure you do your homework on time so that you can make adequate progress in class.
- Get help from staff members or tutors if you do not understand your homework.
- Actively and positively participate in class every day.
- Keep this handbook up to date with your assignments and progress. Share your progress with your parents/guardians.

### BE NICE

- Being positive and respectful are critical actions in today's world. Mutual respect is a nonnegotiable expectation at FHS.
- Take care of the campus. Keep it clean and in good shape. Resources are limited. Let's take care of them! A clean environment is also a sign of self-respect. Respect yourself, others and the campus!

# POWER SCHOOL

(FORMERLY KNOWN AS THE SOURCE)

Power School provides a central, secure, web-based solution for communication between families, teachers, students and staff. Parents and Guardians will have access to view students grades, homework, attendance and assessments. It is our goal at Franklin High School to have staff update Power School at minimum on the 1st and 15th of each month.

You can log into **Power School** from any computer with internet access.

**<http://powerschool.seattleschools.org>**

There is a computer station reserved for parent/guardian use in the main library. You may access Power School at this station during available library hours.

## Log-In to Power School

- 1) Open your browser to **<http://powerschool.seattleschools.org>**
- 2) Login with your email address in the username box or click “New Parent Account” if you are a first-time user.
- 3) Enter your information as prompted.

Power School is a great way to stay on top of your student’s progress. Check it frequently.

First semester report cards will be sent home the week of 2/2/15. Final report cards will be sent the week of 6/22/15 Progress reports are sent midway through each marking period.

Finally, you may request a walk-around progress report from your student at any time. Pick up a hard copy in the counseling or Attendance office. Your student may take this form to each of his/her teachers for an immediate update on classroom performance.

**Staying on top of student progress is an enormous support to the student and always beneficial!**



# Seattle Public Schools/FHS Graduation Requirements & Credit Distribution and Four-Year Public/Private College Entrance Requirements/Recommendations

## Required Credits

<u>Class of 2014 and beyond</u>		<u>College Requirements*</u>	
Language arts	3.0 (4.0-Class of 2016)	Language Arts	4.0
Mathematics	3.0	Mathematics	3.0
Science	2.0	Science	3.0
Social Studies	3.5	Social Studies	3.0
P.E. (Fitness)	1.5	P.E.	0.0
Occupational	1.5	Occupational	0.0
Fine Arts	1.0	Fine Arts	1.0
Health	0.5	Health	0.0
Electives	5.0 (4.0-Class of 2016)	Electives	0.5

### \*Specifics about entrance to four year colleges and universities.

**English** One of the four years may be an acceptable English elective, such as drama as literature (but not acting), public speaking, speech/debate, English as a Second Language, Advanced Placement or journalistic writing (but not yearbook or newspaper production), etc.

**Mathematics** The three years of study should cover algebra, geometry, and second-year algebra at minimum. Pre-Calculus, AP Calculus, or AP Statistics are highly recommended. **Math, engineering, and science majors:** Four years of math are strongly recommended.

**Science** Two years of lab science are required, including *one full year of biology*, and either chemistry or physics.

**Fine, Visual, or Performing Arts** Currently one year is required at most four-year universities, but the University of California system requires that the year of Arts – or two semesters – be *sequential*. Sequential Arts mean a year of band or choir or theatre; or ceramics and advanced ceramics, piano and advanced piano, drama and stage or stage production, etc.

**World Language** Two to three full years of study must be devoted to a single language. A world language course taken in the 8<sup>th</sup> grade may satisfy one year of the requirement if taught by a highly qualified/endorsed teacher and if the second-year course is completed in high school.

**Electives in Cores** Four-year colleges prefer (and highly recommend) “four-in-the-core”, four years of study in Language Arts, Science, Mathematics, and Social Studies. Universities strongly recommend that World Language is taken senior year as some Colleges of Arts and Sciences (within universities) require a “third term” of language during the first two years of college. Many universities look at these choices as “rigorous” and more competitive in the admissions process.

## College Prep Planning Sheet

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Intro to Lit & Comp	World Lit & Comp	Amer Lit & Comp	LA. 12 or equivalent
World History I/II	WH III/WH IV	U.S. History I/II	Amer Gov/SS Elective
Physical Science	Biology	Chemistry or Physics	Science Elective
Algebra 1A/B	Geometry A/B	Algebra 2A/B	Math Elective
World Language or Art	World Language or Art	World Language or Art	World Language or Art
Personal Fitness/Health	P.E. /Elective/Occ Ed	P.E. /Elective/Occ Ed	P.E./Elective/Occ Ed

## CAREER AND COLLEGE PLANNING

In your freshman year you should be planning the courses necessary for entrance to a college, university, a training program for a particular vocation, or for employment after high school graduation. During your freshman year, your counselor will schedule an appointment with you to create a High School and Beyond Plan. This blueprint will include the courses required for high school graduation, as well as help you figure out what you need for your post-high school goals. Consultation with your parent/guardian and counselor throughout high school will assure you of appropriate course choices for these goals.

A high school diploma enables you to go to work, to enter some apprenticeship programs, enlist in the military, or to seek further education.

## COLLEGE PLANNING

### Freshman Year

- Enroll in required courses and choose world language (you need at least 2 years of the same language to apply to a 4 year college or University).
- Become acquainted with your counselor.
- Establish a good grade point average.
- Attend college events at FHS and in the community.

### Sophomore Year

- Familiarize yourself with college conferences and set goals.
- In the fall take the PSAT, which is the practice for the SAT test.
- Attend college events at FHS and in the community.

### Junior Year

- Persist in rigorous academic courses; continue to take math and science.
- Attend college visits in the CAN office and local College Fairs.
- In the fall take the PSAT/NMSQT (practice for the SAT).
- Actively research possible colleges and universities.
- Enlist your parent/guardian in the search for financial resources
- Plan to take SAT or the ACT in May or June
- Take the SAT subject Tests if required by your desired college/university.

### Senior Year

- Persist in rigorous academic courses: take a 4th year of Language Arts.
- Attend college events at FHS and in the community.
- Take (or retake) the SAT, SAT Subject Tests or ACT if you choose.
- Meet with your counselor to plan your official recommendation.
- File the Financial Aid Form (FASFA) as soon after January 1 as possible.
- Ask for semester grades to be forwarded to schools who want them.
- Be sure to request a final transcript be sent to the school you choose.

### College Athletic Eligibility

Review the NCAA Guide for the College-Bound Student Athlete, available at <http://www.ncaa.org> and talk to your counselor.

## RESOLVING CONFLICTS

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**MAKE AN APPOINTMENT TO TALK WITH YOUR COUNSELOR or A MEMBER OF OUR SUPPORT SERVICES TEAM INCLUDING THE DEAN OR INTERVENTION SPECIALISTS.** What you talk about with your counselor is confidential, except if the problem is about a physically abusive situation or suicide. Physically abusive situations and suicide threats must be reported. Your counselor is trained to help you with academic, personal and interpersonal problems. Your counselor also has information about community agencies and other sources of help.

**What to do about a problem with another student:**

1. Talk with your counselor or member of the support services team.

**What to do about a problem with a teacher or staff member:**

1. Talk with the teacher. Or,
2. Talk with your counselor or member of the support services team. This discussion is confidential. You may also ask your counselor to set up a meeting with you and the teacher (and your parent/guardian, if you wish).

**What to do if you have a problem with a grade: Every effort shall be made by our school staff to give you an opportunity to voice your concern.**

1. Make an appointment to talk to your teacher, at a time that is convenient for both of you. You may want to ask a parent/guardian to also attend this meeting. You should prepare for the meeting by organizing your thoughts and gathering any relevant documentation such as test grades, homework assignments, and major projects.
2. If needed, you, your parent/guardian, or both should make an appointment to talk with a counselor or the department head. This staff person will listen and offer comments. The person selected should be an individual with whom you feel comfortable. You should also prepare for this meeting and bring appropriate documentation.
3. If after talking with the school members listed above you still have concerns, you may submit a written summary of these concerns to the Principal. This summary should include information about the situation as well as references to prior meetings or actions. Everyone involved agrees to recognize that reasonable persons may arrive at different conclusions about these concerns.
4. At the Principal's convenience, your concerns will be reviewed. Any follow-up with you, your parents, and/or your teacher is at the Principal's discretion.

# ANTI-HARASSMENT/BULLYING

Franklin High School prides itself on acceptance of all students. We value each and every one of you, so it is important that we maintain an environment that is safe for learning so that everyone feels comfortable. Through an understanding of harassment and discrimination you can help to contribute to this safe learning environment.

It is the policy of the Seattle School Board to prohibit harassment based upon national origin, race, economic status, sex, sexual orientation, pregnancy, marital status, or disability. This prohibition shall apply to all district employees, volunteers, parents/guardians, and students, including conduct between students, between adults, and between adults and students. The administration shall establish procedures and processes consistent with this policy and the requirements of state law and regulations, and shall assure that the policy and procedures are distributed in accordance with law. (CO3.00, Adopted June 1995)

## WHAT TO DO IF YOU EXPERIENCE HARASSMENT?

The most important thing to remember is that harassment is not acceptable and must be stopped. However, you don't need to try to stop it on your own. We, as a staff, are here to help. **Basically, you have two choices. You may file an INFORMAL complaint or a FORMAL complaint to any staff member with whom you feel comfortable.**

### INFORMAL COMPLAINTS

- Report harassment to any staff member.
- Staff **MUST** then inform the Administrative Team.
- Administrative Team **MUST** then act within 10 days.
- Administrative Team **MAY** then:
  - Give you a chance to explain to the harasser how you feel.
  - Tell the harasser that his or her conduct is inappropriate and may lead to punishment.
  - Review the anti-harassment policy with the entire community.
  - Notify parent of the harasser
  - Refer the harasser to the police, district authorities, or take additional action.

### FORMAL COMPLAINTS

Anyone may file a formal complaint. All teachers have a complaint form in their staff handbooks. Forms are also available in the counseling office.

- The formal complaint must be written, specific, signed, and submitted within ten days to the building administration.
- The formal complaint should include the action, the frequency of the action, and how you are/were affected.
- The complaint should be written by the affected student, but you may ask for adult support.
- The complaint is then forwarded to the principal.
- An investigation will begin immediately.
- The superintendent will be notified.
- Within 30 days, someone from the school district will respond to you and tell you what they have learned and what will happen next.
- Anyone may contact the Seattle Public School Central Administrative office or the police to file a complaint.

# ATTENDANCE POLICY

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## Expectation of Teachers:

- All Teachers/Staff are to stand in the doorways during passing periods and welcome students into class;
- Students will be considered tardy if they are not inside the classroom at the bell;
- Tardy students are sent to 114 for a late pass (Detention Notice);
- Detention Notice will be the student's entry pass to class;
- Do not admit tardy student to class without a Detention Notice;
- After 3 unexcused tardy/unexcused absences 1<sup>st</sup> period teacher will call home regarding student attendance. Document calls home in eSIS.

## Expectation of Students:

- Be present and on time to class on a daily basis;
- Attend assigned Detention as directed;
- Detentions will be held during lunch in room 114;
- If student does not attend assigned detention student will be put on a "Do Not Enter Class List" and must serve an "All Day In-House Detention";
- During the In-House Detention students will be required to complete classroom assignments and/or copy the entire Becca Bill. If students complete their classroom assignments and Becca Bill they will also be required to copy and look up the definition for 100 words that all High School graduates should know;
- If students refuse or have to be continually reminded to do assigned work, they will be sent home and a parent conference will be necessary before students can return to school;
- A student that continues tardy/truant behavior and does not attend assigned detention will be put on a "Do Not Enter Class List" and a parent conference will be necessary before student can return to school.

## Excused Absences:

- Participation in a school-approved activity such as field trips and authorized building activities;
- Request made by parent/guardian such as illness, health conditions, family emergencies, religious purposes, or educational opportunities;
- Disciplinary actions or suspensions.

## Unexcused Absences:

- Absences not authorized or excused as outline above;
- Students will not be able to make up work, test or other activities missed as a result of unexcused absences. Students whose absences are not cleared through the attendance office within **two school** days will be considered unexcused.

## Tardiness:

- Students arriving late to school or class for any reason not described as an excused absence will be counted as unexcused tardy;
  - Arrival to class late, by 10 minutes or more, will be considered an absence.
- \* Students with outstanding tardy/attendance issues will not be permitted to participate in Prom, Graduation, Dances, and other Franklin Extra Curricular activities.

# ATHLETICS

As a member of the Washington Interscholastic Activities Association, Sea-King and Metro League, Franklin High School’s Athletic Program strives to foster among all athletes and coaches a sense of achievement, respect, equity, enthusiasm and excellence in a safe and organized environment.

Our goals include: Public understanding and support of the value of interscholastic activities and athletics in education will be increased. Coaches, athletes, and supporters follow a code of conduct that reflects good citizenship and mutually respectful behavior. Sports are run by competent, caring and knowledgeable coaches who work to support achievement the classroom as well as in athletics.

## FRANKLIN’S COACHING PHILOSOPHY

1. Athletic achievement requires a sincere commitment from all athletes, parents, coaches and administrators.
2. The school administration and athletic department believe strongly in being accessible to parents and supporting the coaching staff to deliver an educationally sound experience for all student-athletes.
3. The athletic department continually strives to improve communication with students and parents. For our sports to be successful, it is necessary for everyone to understand the focus and direction of our program.
4. The athletic department believes strongly in good sportsmanship by its athletes as demonstrated through ethical and fair play and treating our opponents with respect and courtesy as we represent our school and community.

### FEE STRUCTURE

1st Sport Participation: \$100	2nd Sport Participation: \$50
1st Sport Participation: \$25	2nd Sport Participation: \$12.50
Free & Reduced Lunch Students	Free & Reduced Lunch Students

Three sport participants capped at: \$150.00 or \$37.50

Parents/Guardians of student who are unable to afford the participation fee should contact the coach or athletic director at their school and complete the Athletic Participation fee Waiver Request Form.

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Cheerleading	Cheerleading	Baseball
Cross Country	Basketball (Boys)	Soccer (Boys)
Football	Basketball (Girls)	Fastpitch
Coed Golf	Coed Swimming	Coed Tennis
Soccer (Girls)	Wrestling	Track and Field
Ultimate Frisbee (Boys)	(Boy/Girls)	*Lacrosse (Boys)
Volleyball		Ultimate Frisbee (Girls)

\*(Club sport fee may be applied)