



# BELLINGHAM PUBLIC SCHOOLS

## Student Registration Form Elementary School

Has your child ever attended Bellingham Public Schools? Yes                  No		If yes, please provide name of school(s) attended:		Dates attended:	
Student Legal Last Name:		Legal First Name:		Legal Middle Name:	
Student Preferred Last Name:		Preferred First Name		Preferred Middle Name:	Birthdate(MM/DD/YY)
Gender Male Female	Pref. Gender Male    Non- binary Female	Grade	Birthplace: City		State
					Country

*If your child was born outside the United States:*      Date of Initial Enrollment in US Public School



# BELLINGHAM PUBLIC SCHOOLS

## Student Registration Form Elementary School

Is there a joint custody or parenting plan in effect?	Yes	No	Attached (If yes, copy must be on file with school)
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Is there a restraining order in effect?	Yes	No	Attached (If yes, copy must be on file with school)
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If yes, restraining order is against:

Does your student have health insurance?	Yes	No	Provider:
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Primary Physician	Name:	Phone:
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Emergency Contacts ±Please list adults you trust who are available during the day to pick up and provide care for your child in the event we F D Q ¶ Wh a parent/guardian.

Name:	Relationship to Student:	Home Phone:	Cell Phone:	Work Phone:
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Office of Superintendent of Public Instruction (OSPI)

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## Race Ethnicity Data Collection

Name of Student: \_\_\_\_\_

Please select both ethnicity and race. Hispanic Yes or No, if yes select which one(s). Then select any any race(s) that may apply. Be sure to notice the bold categories prior to selecting the race(s).

Hispanic  Yes  No

ETHNICITY

- |  |   |
|--|---|
| <input type="checkbox"/> Hispanic<br><input type="checkbox"/> Argentine<br><input type="checkbox"/> Bolivian<br><input type="checkbox"/> Brazilian<br><input type="checkbox"/> Chicano (Mexican American)<br><input type="checkbox"/> Chilean<br><input type="checkbox"/> Colombian<br><input type="checkbox"/> Costa Rican<br><input type="checkbox"/> Cuban<br><input type="checkbox"/> Dominican<br><input type="checkbox"/> Ecuadorian<br><input type="checkbox"/> Guatemalan<br><input type="checkbox"/> Guyanese<br><input type="checkbox"/> Honduran<br><input type="checkbox"/> Jamaican | <input type="checkbox"/> Mexican<br><input type="checkbox"/> Mestizo<br><input type="checkbox"/> Native<br><input type="checkbox"/> Nicaraguan<br><input type="checkbox"/> Panamanian<br><input type="checkbox"/> Paraguayan<br><input type="checkbox"/> Peruvian<br><input type="checkbox"/> Puerto Rican<br><input type="checkbox"/> Salvadoran<br><input type="checkbox"/> Spaniard<br><input type="checkbox"/> Surinamese<br><input type="checkbox"/> Uruguayan<br><input type="checkbox"/> Venezuelan<br><input type="checkbox"/> Hispanic/Latino Write in |
|--|---|

Black/ African-American (continued on next page)

RACE

- |   |  |
|---|--|
| <input type="checkbox"/> Black/ African-American<br><input type="checkbox"/> African American<br><input type="checkbox"/> African Canadian<br>Caribbean<br><input type="checkbox"/> Anguillian<br><input type="checkbox"/> Antiguan<br><input type="checkbox"/> Bahamian<br><input type="checkbox"/> Barbadian<br><input type="checkbox"/> Barthélemois/Barthélemoises (Saint Barthélemy)<br><input type="checkbox"/> British Virgin Islander<br><input type="checkbox"/> Caymanian (Cayman Island)<br><input type="checkbox"/> Cuba Dominican<br><input type="checkbox"/> Dominican (Dominican Republic) | <input type="checkbox"/> Dutch Antillean (Netherlands Antilles)<br><input type="checkbox"/> Grenadian<br><input type="checkbox"/> Guadeloupian<br><input type="checkbox"/> Haitian<br><input type="checkbox"/> Jamaican<br><input type="checkbox"/> Martiniquais/Martiniquaise<br><input type="checkbox"/> Montserratian<br><input type="checkbox"/> Puerto Rican<br><input type="checkbox"/> Caribbean Write in |
| Central African<br><input type="checkbox"/> Angolan<br><input type="checkbox"/> Cameroonian<br><input type="checkbox"/> Central African (Central African Republic)<br><input type="checkbox"/> Chadian<br><input type="checkbox"/> Congolese (Republic of the Congo)<br><input type="checkbox"/> Congolese (Democratic Republic of the Congo)   | <input type="checkbox"/> Equatorial Guinean<br><input type="checkbox"/> Gabonese<br><input type="checkbox"/> São Toméan<br><input type="checkbox"/> Principe<br><input type="checkbox"/> Central African Write in  |

Race Ethnicity Data Collection

Black/ African-American (continued)

East African

- Burundian
- Comoran
- Djiboutian
- Eritrean
- Ethiopian
- Kenyan
- Malagasy (Madagascar)
- Malawian
- Mauritian (Mauritius)
- Mahoran (Mayotte)
- Mozambican

- Reunionese
  - Rwandan
  - Seychellois/Seychelloise
  - Somali
  - South Sudanese
  - Sudanese
  - Ugandan
  - Tanzanian (United Republic of Tanzania)
  - Zambian
  - Zimbabwean
  - East African Write in
- 

Latin American

- Argentine
- Belizean
- Bolivian
- Brazilian
- Chilean
- Colombian
- Costa Rican
- Ecuadorian
- El Salvadoran
- Falkland Islander
- French Guianese
- Guatemalan

- Guyanese
  - Honduran
  - Mexican
  - Nicaraguan
  - Panamanian
  - Paraguayan
  - Peruvian
  - South Georgia/South Sandwich Islands
  - Surinamese
  - Uruguayan
  - Venezuelan
  - Latin American Write in
- 

South African

- Botswanan
- Mosotho (Lesotho)
- Namibian

- South African
  - Swazi
  - South African Write in
- 

West African

- Beninese
- Bissau-Guinean
- Burkinabé (Burkina Faso)
- Cabo Verdean
- , Y R U L D Q & R W H G ¶ O Y R L U H
- Gambian
- Ghanaian
- Liberian
- Malian

- Mauritanian
  - Nigerien (Niger)
  - Nigerian (Nigeria)
  - Saint Helenian
  - Senegalese
  - Sierra Leonean
  - Togolese
  - West African Write in
- 

- Black Write in
- 

RACE



Race Ethnicity Data Collection

American Indian/Alaskan Native

American Indian/Alaskan Native

Washington State Tribes

Chinook Tribe

Confederated Tribes and Bands of the Yakama Nation

Confederated Tribes of the Chehalis Reservation

Confederated Tribes of the Colville Reservation

Cowlitz Indian Tribe

Duwamish Tribe

Hoh Indian Tribe

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Asian (continued)

Bangladeshi

Mongolian

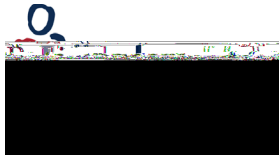
Bhutanese

Nepali

Burmese/Myanmar

Okinawan

Cambodian/Khmer



# ANNUAL STUDENT HEALTH CONCERNS DOCUMENT

Information on this form is to be filled out for each new school year and is designed to aid school staff in anticipating any health concerns that might affect your student's safety or learning. Cden onialth .l-5.29k<5 (a)1.2-8

Grade: \_\_\_\_\_ Birthdate: \_\_\_\_\_

If student needs medication during the school day, an authorization for Medications at School Form is required.

## LIFE THREATENING CONDITIONS

The nurse must know of any LIFE THREATENING conditions (severe allergy with anaphylaxis, asthma, diabetes or seizure disorders) prior to attending school, as these require a health care plan in place (per RCW 28A.210.320).

Life threatening condition requiring epinephrine auto injector: _____
Life threatening Allergen(s) _____
Asthma/ Medication used to control asthma symptoms _____
Diabetes Type _____ Using %insulin pump, %insulin pen, %insulin vial/syringe, %oral medications _____
Seizure Disorder/ Meds used to control seizures: _____ Last seizure on: _____
Other life threatening condition(s): _____

## SPECIAL HEALTH CARE PLANNING Check appropriate boxes and contact your school nurse for a health

% Other medical treatment: _____
% My child requires a mobility aid, such as a wheel chair, walker, brace: _____

For all other health conditions that need accommodations during the school day such as allergies, medications or treatments, contact the school nurse directly.

## AUTHORIZATION FOR EMERGENCY PROCEDURES & MEDICATION INFORMATION RECORDING

If the parent/guardian and Licensed Health Care Provider named on the registration record cannot be reached at the time

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Phone Number: \_\_\_\_\_

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**Required Vaccines for School or Child Care Entry**

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QRX"\*Rqnikq+

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1306 Dupont Street

## 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 similar reason; are living in motels, hotels, trailer parks or campgrounds 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).
- (3) The term unaccompanied youth included 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](#)

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

[SchoolHouse Connection](#)



If you have questions about attendance or need support, please talk with your school principal.

**Why attendance matters:**

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

**How to help your child:**

- Set a regular bed time and morning routine.
- Prepare for school the night before, finishing homework and getting a good night's sleep.
- Find out what day and time school starts and monitor the school calendar closely.
- Don't let your student stay home unless they are truly sick. Keep in mind complaints of a stomach ache 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 child's attendance. Missing more than nine days could put your student at risk of falling behind.
- Talk to your child about the importance of attendance.
- Talk to your child's teachers if you notice sudden changes in behavior. These could be tied to something going on at school.
- Encourage meaningful after-school activities, including sports and clubs.

**Excused absence criteria**

Bellingham Public Schools has provided me with a copy of this attendance information for families.

