

Response to draft investigative report prepared by Richard H. Kaiser

October 18, 2013

Mr. Kaiser,

We have carefully reviewed the draft report you prepared for Seattle School District General Counsel, Ron English, who retained you to conduct an investigation into the sexual assault of our daughter **student1** on a Garfield HS field trip November 7, 2012.

In our response we refer to the following documents, among many others:

- A. Draft Investigation Report prepared by Richard Kaiser, dated June 28, 2013 ("Kaiser Report")
- B. Case Report prepared by the National Park Service, undated ("NPS Report")
- C. Correspondence we received from Seattle School District personnel, various dates
- D. FERPA [REDACTED]
- E. Reports and correspondence from different medical and mental health professionals who treated **student1**
- F. Handwritten excerpt from **student1** personal diary, April, 2013, written at the Residential Treatment Center in Utah
- G. Seattle Public Schools Field Trip Procedures, revised August 25, 2007
- H. Seattle Public Schools Guidelines for Volunteer Field Trip Chaperones, dated August 25, 2007
- I. Student Rights and Responsibilities, Seattle Public Schools, June, 2011
- J. Administrative and planning documents for the Garfield HS Ecology Class November field trip to the Olympic National Park provided by the school district
- K. Correspondence from Calandra Sechrist, Program Supervisor, Equity and Civil Rights Office, Washington State Office of Superintendent of Public Instruction
- L. Dear Colleague Letter, US Department of Education Office of Civil Rights, dated April 4, 2011
- M. NatureBridge Chaperone Agreements and Code of Conduct

These documents appear in the appendix.

As explained in this response, we have concluded the following:

1. On the Garfield HS field trip to NatureBridge last November, there was negligent chaperoning and inadequate adult supervision, which violated the Seattle Public School and NatureBridge policies that teachers were to enforce, and which enabled male and female students to co-mingle unsupervised before and after curfew, thereby creating an uncontrolled and unsafe environment in which a sexual assault could and did occur.
2. **student1** was sexually assaulted November 7, 2012 on the field trip by her classmate identified as "Student 2" in the Kaiser Report.
3. School personnel were aware of the sexual assault on **student1** the morning after it occurred.
4. **student1** was harmed as a result of the sexual assault.

5. The School District was aware that student1 was harmed as a result of the assault.
6. School District personnel botched and mismanaged accommodations for student1 post-assault.
7. With respect to the sexual assault on student1 the School District violated state and federal civil rights laws, specifically Title IX of the US Education Amendments of 1972 ("Title IX").

Discussion

1. Negligent chaperoning and inadequate adult supervision created an uncontrolled and unsafe environment in which a sexual assault could and did occur.

- A. Male and female students co-mingled before and after curfew without supervision, in violation of the NatureBridge code of conduct, which the Garfield HS teachers and chaperones were required to enforce.

(Kaiser Report) During this investigation, a Student named Student 3 told me that he and other Students ignored the "lights out" directive. Student 3 related that he walked out of the cabin and met other Students who hung out and looked at the stars.

(Kaiser Report) Shortly after lights out, the male Students in Student 2's room left. They text messaged female Students and discussed whether they should go exploring in the forest.

(NPS Report) [Monday night] After curfew, [redacted] and another boy snuck into the girls' cabin through a window.

- B. Female students left their cabin, using chairs beneath windows in some cases, and spent the night in a room in the boys' cabin. Chaperones did nothing to prevent this from occurring.

(Kaiser Report) Student 4 and Student 6 decided to visit the male Students' cabin. They climbed out of the window and then walked through the main door of the male Students' cabin. Student 4 and Student 6 then visited with some male Students who were not assigned to Student 2's room. They both fell asleep. At 5 AM, Student 4's alarm woke up the Students. Student 4 and Student 6 returned to their cabin.

(NPS Report) NatureBridge staff had located chairs placed outside the windows of several Orchid [girls' cabin] rooms, including room #2.

- C. Chaperones admit they could not control students' comings and goings after curfew Monday night but made no effort to rectify the situation the following evening, or enforce rules by administering consequences.

(Kaiser Report) [Monday, November 5] Mr. Ward struggled to ensure everyone was present and accounted for, because Students kept leaving the cabin under the pretense of using the restroom. Eventually, Mr. Ward told the Students to be quiet and then went to his room. He kept the door open for ten to fifteen minutes. At 11:00 PM, Mr. Ward told the Students that he was going to sleep. He then shut his door and went to sleep.

(Kaiser Report) [Monday, November 5] At lights out, the female Students began approaching Ms. Arnold and asking for permission to use the restroom. Ms. Arnold did not regulate any of these forays and did not ensure that each of the Students promptly returned from the restroom. Ms. Arnold eventually tried to go to sleep.

- D. Mr. Ward wore earplugs while he slept, diminishing his ability to effectively monitor of the post-curfew comings and goings of the 14 male students in his charge.

Determine what supervision (what kind and how many) is needed. Establish the proper ratio of supervisors to students based on a case-by-case evaluation of each field trip.

- a. Base the number of chaperones on an evaluation considering the number of students, age and maturity of the students, types of activities, facilities, duration of trip, type of transportation, and safety considerations (such as emergency procedures).
- b. Recommended minimum supervision ratios (adults to students) are as follows: elementary school age – 1:10; middle/high school age – 1: 20. The building administrator and coordinating staff member should agree upon the ratio for each trip.
- c. More and/or specifically qualified chaperones/staff may be needed for higher-risk activities, overnight stays (gender-specific)....

Chaperone responsibilities and training:

Presence and attentiveness. Being with students at all times and keeping students easily in sight. (If one of the chaperones cannot see the students, the students are not being properly supervised.) Not becoming distracted from duties.

Student behavior monitoring and intervention. Being knowledgeable of and consistently enforcing school rules and policies. Restricting students from leaving the group, roughhousing, horseplay, or other inappropriate behavior. Taking appropriate action when rules are not followed or a student is in danger.

(Kaiser Report) During this investigation, I showed Ms. Snookal the relevant excerpt of these guidelines. She indicated that she had not previously seen these procedures or shown them to Ms. Finley or any of the Chaperones who went on the field trip.

(Kaiser Report) During this investigation, none of the Chaperones indicated that they had previously seen the District's Field Trip Procedures.

G. No evidence that two of the chaperones had read and signed the SPS Guidelines for Volunteer Field Trip Chaperones, and were therefore not aware of their responsibilities therein:

(SPS Guidelines for Volunteer Field Trip Chaperones, p 2) Student behavior is your responsibility. School rules related to student behavior apply. Go over rules and standards of behavior, safety rules, and any site specific rules with students. Ensure that students do not get involved in any extra activities not pre-approved by administrators and parents.

H. The school district claimed to have supplied us with all of the pre-trip documentation in its possession. The teachers failed to complete all of the planning documents. The Garfield HS administration failed to observe the required signoff dates, authorized the fieldtrip without a male chaperone, and endorsed that student permission forms had been turned in before they actually were. Two chaperones were added after Garfield HS administration had approved the trip. The female chaperone, Ms. Stromholt, and male chaperone, Mr. Ward, were not listed on the approved list of chaperones. They had not been properly screened, according to school district regulations, although they were responsible for the night-time supervision

(SPS Field Trip Procedures) Ensure that all chaperones are criminally screened as specified by RCW 43.43.830 (use School Volunteer Disclosure Form), or have passed a Washington State Patrol fingerprint criminal screening.

- I. The school knew or should have known that because Student 2 had a discipline record that included “lewd conduct” at school, he presented a risk of sexual harassment and lewd conduct in an under-supervised setting.

(Kaiser Report) This is not the first time that the District has disciplined Student 2 for engaging in lewd conduct. On October 30, 2010, the District gave Student 2 a ten-day suspension after he and a female Student were discovered having sexual intercourse on school property during their lunch period.

- J. Teachers did not set up a pre-trip informational meeting with parents during which teachers could inform parents of their children’s sleeping arrangements (in adjacent unlocked cabins), chaperoning (one male chaperone for 14 boys and absence of a night watch), and offer parents an opportunity to ask questions so as to evaluate the risks to their children and make informed decisions.

(SPS Field Trip Procedures, p 16) For more involved field trips (out of country or overnight stays), provide a more formal opportunity for questions, such as an informational meeting for parents/guardians. Discuss pertinent information regarding the proposed trip, including the following:

- Purpose of the field trip and its relation to the curriculum or activity program
- Proposed detailed daily student itinerary
- Arrangements for chaperones
- Proposed travel arrangements
- Proposed housing arrangements
- Proposed eating arrangements
- Rules of conduct for students
- Reminder that district policies apply, including the prohibition on drug or alcohol use
- Parent information and permission requirements
- Emergency procedures
- Potential personal safety risks

2. student1 was sexually assaulted November 7, 2012 on the field trip by her classmate identified as “Student 2” in the Kaiser Report.

- A. Seattle School District Student Rights and Responsibilities defines sexual assault as follows:

(Student Rights and Responsibilities, p.16) Sexual assault includes unwanted touching or grabbing of sexual parts, indecent exposure, using force to engage in intercourse, oral sex, or other sexual contact, "pantsing behavior by other than elementary-age students, engaging in intercourse or oral sex whether or not the other person clearly refuses or does not have the mental or physical ability to consent. Sexual assault does not include incidental touching unless it is flagrant, purposeful, or repeated.

- B. By his own description to Park Service and FBI investigators, Student 2 states that he engaged in behavior that constitutes sexual assault according to the school district’s definition, even though his statement contradicts student1 account and what he told the school investigator, Mr. Kaiser, months later. Even in this bogus story of consensual sex, the assailant admits that student1 told him to stop three times.

(NPS Report) After approximately 2 hours of lying in bed and talking together, student1 said she wanted to sleep. [Student 2] put his hand on her stomach and started rubbing it. student1 did not go to sleep because they kept talking. [Student 2] then started "feeling on her" and student1 told him, nothing under the skin. He told student1 she needed to tell him when she wanted him to stop. student1 said she would say boyfriend (the name of her boyfriend) if she wanted him to stop and [Student 2] agreed.

[Student 2] then put his hand inside her first layer of clothes and felt on her legs. He then pulled down her first layer of clothes. When [Student 2] tried to go inside her bra, student1 said "boyfriend" so he stopped for a while and they kept talking. [Student 2] started "feeling her" again, then went inside her second layer of clothes and started feeling her legs and butt, then he pulled down her leggings. They continued to talk and "feel on" each other, and student1 was laughing about it. [Student 2] then pulled down her underwear and tried to "finger" her, but she said "boyfriend" so he went back to rubbing her butt and stomach. [Student 2] then pulled down his two layers of clothing and took his "thing" out. They continued to feel on each other and talk, and he rubbed "it" against her for a little while longer.

student1 asked what time it was so [student 2] checked and saw that it was approximately one in the morning. He then tried to put "it" inside her and she said "boyfriend" so he went back to rubbing "it" against her. student1 got a "little wet," and as he rubbed against her, he asked if he should stop and she said whatever, and he thought ok, and he "kind of put it inside her." And then they just "rolled with it," although he asked if he should stop. He asked if it felt good, and she answered maybe. Then he asked if she liked it and she said maybe. And then she did not say anything and they kept going with it and she was moaning so he thought, ok, she likes it. So he kept going but when he slipped out, she said, ok, that's enough. So he put "it" away and pulled up her leggings and they lay down for a little bit longer.

When asked for more detail about the type of sex they had, [Student 2] stated that he penetrated student1 anally. He had tried to penetrate her vaginally, but accidentally went into the wrong hole. student1 did not react, but lay there and 'took it,' so he continued to have sex with her anally. [Student 2] started to talk to her, and asked if she should stop, but she never said anything so he just 'went ahead with it,' and then she started moaning. The he asked if she liked it, and she moaned, maybe, and then he slipped out and that is when she said, that is enough, we need to stop.

- C. student1 account of the sexual encounter with Student 2 also describes behavior that constitutes sexual assault under the school district's definition, and second and third degree rape under Washington State Law (RCW 9A.44.060).

(student1 journal provided to her therapist) Before he even started touching me, he asked me to come up with a code word. I told him the code word would be "boyfriend" That's when he started rubbing my stomach and when he got to my breasts, I told him "boyfriend" Then he said "okay let's play a different game: red light green light. I'm a fire truck. Say red light when you want me to stop." He stroked my breasts again and I said "red light" and then he said "fire trucks don't stop for red lights" and wrenched up my bra and pulled down my leggings and started fingering me. I told him "boyfriend" again, over and over, but he kept fingering me then he pushed his penis inside of me. By this time I was saying "stop" but he ignored me and kept going, then anally. That's when I started crying.

- D. The description by Student 2 of his sexual activity with student1 as stated in the Kaiser Report differs significantly from the description Student 2 originally gave to the Park Service and FBI investigators in November, 2012.
- E. Student 2 gave the Park Service and FBI investigators a falsified account to support his story of consensual sex, including a statement that contradicts forensic evidence.

(NPS Report) When asked if he ejaculated, [student 2] stated that he did not ejaculate, and that he was positive he did not ejaculate and was not close to ejaculating. When asked if they used a condom, [student 2] stated that it was spur of the moment and that the condom he had was broken.

(Doctor's exam report from Olympic Medical Center, Port Angeles, 11/7/12) Wood lamp exam is positive for semen on the pubic hair bilaterally, and some streaking down to both sides of the rectum.

- F. Account of the so-called eyewitness, Student 3, is unreliable because it contains factual inaccuracies and statements not corroborated by either Student 2 or [student1] (for example, Student 2 did not recall whether Student 3 was in the room while [student1] was there, and neither Student 2 nor [student1] stated that Student 2 left his room to go to the bathroom while [student1] was there).

(NPS Report, interview conducted 11/21/12, two weeks after assault) On Tuesday night, [student 3] went into his room and there was a girl in bed with [student 2]. It was after curfew, so [student 3] guessed that she had snuck into the boys' cabin. [Student 3] didn't know the girl but recognized her from the field trip. The girl was short, shorter than Agent Sanders. She might have been [redacted], with short [redacted] hair [note: [student1] had long [redacted] hair]. The girl was wearing jeans and a white shirt. She had been in the room with other people on Monday and Tuesday...

[Student 3] was trying to go to sleep. He could hear the girl moaning and some grunts. She and [Student 2] were "clearly having sex."

[Student 2] got up to go to the bathroom. The girl shone a flashlight on [Student 3] and asked if he was awake. She asked him if he thought she and [Student 2] had been having sex. [Student 3] says well yeah, you were moaning. The girl doesn't want [Student 3] to tell anyone because she doesn't want any rumors spread. [Student 2] comes back in the room and a few minutes later the girl leaves.

[Student 3] has known [Student 2] for a long time. They have played [redacted] together for years and are friends. [Student 3] hasn't seen or talked to [Student 2] since the trip.

[Student 3] spoke with [Student 2] about the incident at school, after the fact, and told [Student 2] he had his back and that he knew [Student 2] would not do anything like that to [student1] [Student 3] also told [Student 2] that he was in the room with him the entire night, and that he could vouch that [Student 2] did not sneak over to [student1] room.

(Kaiser Report) During this investigation, Student 2 told me that he did not remember Student 3 returning to the room.

[student1] statement) I was unaware of anyone awake in the cabin while [Student 2] raped me. I was never moaning—if I was, then it was in pain, and I was crying as well. He never got up to use the bathroom. I never shined a flashlight in anyone's face (what flashlight??) and I didn't talk to anyone after the assault except [Student 2].

3. School personnel were aware of the sexual assault on [student1] the morning after it occurred.

- A. [student1] informed the science teachers of the rape Wednesday morning, November 7. The science teacher alerted GHS principal Ted Howard.

(NPS Report) On November 7, 2012 at approximately 1050, park dispatch received a report of a sexual assault at NatureBridge inside Olympic National Park.

[Ranger Kirschner] contacted the reporting party, Heather Snookal by phone. Snookal is a teacher at Garfield High School from Seattle, Washington. Her class was on a field trip to NatureBridge. Snookal reported that a female student had been raped on the night of November 6, 2012. The victim had told a friend, who reported the assault to Snookal. Snookal confirmed the report with the student, student1 and then contacted the Garfield High School principal, Ted Howard, and park dispatch.

(Kaiser Report) [Snookal] first called Mr. Ted Howard, who is the Principal of Garfield. Mr. Howard told Ms. Snookal to contact Student 1's Parents and the National Park Service. Ms. Snookal agreed.

B. Other school district personnel were notified of the rape the same day.

(Ron English email, April 16) The parents, the Park Ranger, local police and FBI were all notified, as well as the principal, who notified the executive director of schools and SPS security.

4. student1 was harmed as a result of the sexual assault and its aftermath.

- A. student1 was transported to the emergency room at Olympic Medical Center, Port Angeles on November, 7. She was accompanied by □□□□□□□□ Ms. Finley (not Ms. Snookal as stated in the Kaiser Report). The school district was aware that student1 received emergency room treatment after the sexual assault.

(Kaiser Report) While the Students were returning to Seattle, Ms. Snookal and a Nature Bridge Counselor took Student 1 student1 and Student 5 to Olympic Medical Center, which is in Port Angeles.

(NPS Report) student1 agreed to go to Olympic Medical Center for an examination. She was concerned about HIV and STDs. Nature Bridge staff drove student1 [Student 4], and teacher Rachel Petrik-Finley to the hospital.

(Hospital Intake Report) Arrival to ER: Means: PV, How: Walked, With Whom: Teacher Rachel Finley

Nursing Diagnosis: Rape Trauma Syndrome

(Discharge instructions for student1 Olympic Medical Center Emergency Department, 11/7/12)

You have been evaluated today by Tordini, Arthur, M.D. for the following condition(s): Sexual assault.
You have had an exam today because of a sexual assault. The purpose of this exam is to:

- Find out if you have any injuries that need treatment
- Offer treatment to prevent gonorrhea and chlamydia infections (common sexually transmitted diseases)
- Offer treatment to prevent HIV infection
- Offer treatment to prevent pregnancy
- Arrange for follow-up counselling
- Collect specimens (which will be turned over to the law enforcement agency)
- Answer any questions that you might have

- B. **student1** was in a distressed state in the emergency room and presented as someone who had been raped.

(Letter from Rebecca Korby, rape victim advocate and executive director of Happy Families, a Clallam County United Way agency) When I arrived at the Olympic Medical Center emergency department I joined Ms. student1 [REDACTED] in her hospital room. After introducing myself I informed her she had a right to have me or anyone of her choice present throughout the entire interview/examination process. She opted for me to stay with her. She was nervous about telling me what had occurred and was very welcoming of the support and information about the process she was experiencing. She wanted me to be present while an Olympic National Park Ranger interviewed her. Throughout the course of the interview Ms. student1 [REDACTED] was adamant about refusing a rape kit, which I understand she later agreed to. She told me she had been raped and she also presented as one who had experienced a rape and was distressed in her demeanor. Ms. student1 [REDACTED] was clear in her recollection of the assault and throughout the course of the two hours I spent with her it was clear she was becoming increasingly distressed.

- C. The aftermath of the rape unhinged [REDACTED] and cast our family into turmoil. In the days and months following the rape, [REDACTED] saw medical providers and therapists. RCW42.56.360(2)

Device Type	Percentage of Respondents
Smartphone	100%
Tablet	95%
Feature Phone	85%
Smartwatch	75%
Wearable Device	65%
Smart TV	55%
Smart Speaker	45%
Smart Car	35%

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- A horizontal bar chart titled 'U.S. should take action to address climate change' showing the percentage of respondents who believe the U.S. should take action to address climate change. The chart is broken down by age group (18-29, 30-49, 50-69, 70+) and gender (Male, Female). The y-axis lists the demographic groups, and the x-axis shows the percentage from 0 to 100. The bars are colored blue for Male and pink for Female.
- | Age Group | Gender | Percentage |
|-----------|--------|------------|
| 18-29 | Male | 98% |
| | Female | 88% |
| 30-49 | Male | 96% |
| | Female | 92% |
| 50-69 | Male | 92% |
| | Female | 82% |
| 70+ | Male | 98% |
| | Female | 92% |

RCW42.56.360(2)

5.The School District was aware that student1 was harmed as a result of the November sexual assault.

A. FERPA

C. The School District later pretends that it is not aware of any connection between the sexual assault on student1 and the diagnosis of PTSD by student1 pediatrician that was the medical basis for her FERPA [REDACTED].

(Ron English e-mail, 4/27/2013) PTSD medical findings: Please provide the medical records which support this allegation. Our 504 coordinator agreed to provide appropriate accommodations based merely on your statements that this was the case. Her statement was simply to acknowledge that regardless of the cause of your daughter's disability, she was entitled to appropriate accommodations. She did not perform any independent review or otherwise reach a conclusion as to what happened on the trip.

(e-mail to Ron English, 4/27/2013) We told you that school district personnel qualified **student1** for **FERPA**

(Ron English e-mail, 5/2/2013) With respect to the FERPA [REDACTED], we relied directly on the letter from your daughter's pediatrician, which requests such accommodation without stating the reasons. No further analysis was conducted.

(e-mail to Ron English, 5/4/2013) Regarding student1 FERPA

- D. The district granted **student1** a transfer to **FERPA** based on the Request for Assignments Related Accommodation (Form 504-11) that her parents submitted, and which gave the reason that **student1** was raped on the field trip and that the assailant was still attending Garfield.

(Request for Assignment Related Accommodation, 12/25/2012) 1. FERPA

6. School District personnel botched and mismanaged accommodations for student1 post-assault.

- A. Garfield HS and school district personnel provided contradictory and confusing information regarding the FERPA [REDACTED] and finally stopped communicating, frustrating our family's attempt to find the best education solution for student1

FERPA

student1

FERPA [REDACTED]
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C. FERPA [REDACTED]
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[illegible]

- A. The Seattle School District receives federal financial assistance and is therefore prohibited from discriminating on the basis of sex by Title IX.
- B. Sexual harassment and sexual violence is a form of sexual discrimination prohibited by federal and state civil rights laws.

(Dear Colleague letter) Title IX protects a student who is sexually assaulted by a fellow student during a school-sponsored field trip.

C. Title IX obligates school districts to take prompt and appropriate action to investigate all reports of sexual violence.

(e-mail from Calandra Sechrist, OSPI attorney, April 15, 2013) Under these laws, if a school district knows or should have known about possible sexual harassment of students (including sexual violence), it must take prompt and appropriate action to investigate and determine what happened. If the district's investigation finds that sexual harassment or sexual violence has occurred, the district must take prompt and effective steps to end the sexual harassment or sexual violence, prevent it from happening again, and address its effects on the targeted students.

(Dear Colleague letter) If a school knows or reasonably should know about student-on-student harassment that creates a hostile environment, Title IX requires the school to take immediate action to eliminate the harassment, prevent its recurrence, and address its effects.

D. School districts are responsible for carrying out a prompt and equitable investigation of any report of sexual violence regardless of whether the student's parents have complained and regardless of whether the incident is under criminal investigation.

(e-mail from Calandra Sechrist, OSPI, April 15, 2013) This is the school district's responsibility regardless of whether the student or his/her parents have complained, asked the school district to take action, or identified the behavior as a form of discrimination or sexual harassment, and regardless of whether the incident is the subject of a criminal investigation.

(Dear colleague letter) Regardless of whether a harassed student, his or her parent, or a third party files a complaint under the school's grievance procedures or otherwise requests action on the student's behalf, a school that knows, or reasonably should know, about possible harassment must promptly investigate to determine what occurred and then take appropriate steps to resolve the situation.

(Dear colleague letter) The school's Title IX investigation is different from any law enforcement investigation, and a law enforcement investigation does not relieve the school of its independent Title IX obligation to investigate the conduct.

(Dear Colleague letter) Police investigations may be useful for fact-gathering; but because the standards for criminal investigations are different, police investigations or reports are not determinative of whether sexual harassment or violence violates Title IX. Conduct may constitute unlawful sexual harassment under Title IX even if the police do not have sufficient evidence of a criminal violation. In addition, a criminal investigation into allegations of sexual violence does not relieve the school of its duty under Title IX to resolve complaints promptly and equitably.

(Dear Colleague letter) Schools should not wait for the conclusion of a criminal investigation or criminal proceeding to begin their own Title IX investigation and, if needed, must take immediate steps to protect the student in the educational setting. For example, a school should not delay conducting its own investigation or taking steps to protect the complainant because it wants to see whether the alleged perpetrator will be found guilty of a crime.

E. The school district violated student1 civil rights under Title IX because it failed to conduct a prompt and equitable investigation of the sexual assault on student1 and rationalized their refusal to do so because they were not aware that a federal investigation had been completed.

(Ron English e-mail, April 5, 2013) It is the District's practice to refrain from initiating an independent investigation when law enforcement is conducting a criminal investigation into an incident involving District students or staff.

(Ron English e-mail, April 7, 2013) We are prepared to investigate the incident. As previously stated, we waited, at the FBI's request, until the federal authorities completed their investigation. Until I received your letter of March 18, I was not aware they completed their work some time ago, as they did not tell us.

- F. In mid-April, more than five months after the sexual assault, OSPI notifies the school district of its obligations under Title IX to conduct a prompt and equitable investigation of sexual violence occurring on a school field trip.

(e-mail from Calandra Sechrist, OSPI, April 15, 2013) I have shared this information with Ron English, General Counsel at Seattle School District.

- G. Upon learning of its Title IX obligations for the first time, the school district reverses itself and now claims that it did conduct an independent investigation.

(Ron English e-mail, April 23, 2013) The District has already investigated and uncovered considerable information about the events that took place.

(e-mail to Ron English, July 8, 2013) First you tell us that it is the district's long-standing practice not to undertake an independent investigation concurrently with a criminal investigation conducted by law enforcement. Now you tell us that the district did indeed carry out "investigative work" by having staff observe a few interviews conducted by the authorities in November, even though you didn't tell us of your "findings" until April. Which is it, Mr. English?

- H. The district's so-called independent investigation consisted of one teacher's second-hand report of a couple of interviews she observed. The teacher did not ask questions. In addition, the teacher did not observe the FBI interviews with **student1** or with the assailant. Therefore the district's so-called investigation was neither equitable nor substantive. In addition the district never informed us of the findings of its so-called investigation until April 2013.

(Ron English e-mail, April 16, 2013) The teacher observed some of the interviews.

(Ron English e-mail, April 16, 2013) I am able to tell you what we have learned from our conversations with the federal authorities as well as talking to the teacher in charge of the field trip.

(Ron English e-mail, April 23, 2013) The teacher was present during the initial interviews of the students and chaperones, and has reported what she heard.

(e-mail to Ron English, April 28, 2013) You tell us that the teacher observed some interviews conducted by federal investigators of students and chaperones. These interviews took place in November. It is almost May and you are just now telling us about the statements she heard six months ago.

- I. The district emergency excluded the assailant from attending school for 10 days in November 2012 but did not inform us of this action until April 16, 2013. On May 9, 2013 the district states that it did not know why the assailant was emergency excluded.

(Ron English e-mail, April 16, 2013) The male student was emergency excluded from school.

(e-mail to Ron English e-mail, April 28, 2013) You have now told us that the student who admitted to having "consensual sex" with **student1** was disciplined for his actions.

(Ron English e-mail, May 2, 2013) With respect to discipline of the other student, an “emergency exclusion” is not discipline. It is used to remove a student from school if he presents a danger to himself or others. It is not a determination that he did or did not do anything wrong.

(e-mail to Ron English e-mail, May 4, 2013) You said that the perpetrator of the sexual assault was not disciplined. Instead he was removed from the school because he presented a danger to himself or others. Since he claimed that he had “consensual sex” with student1 in what way was he a danger to himself or others?

(Ron English e-mail, May 9, 2013) Regarding exclusion of the male student, I do not currently know the basis for the action.

J. The school district denied student1 her civil rights under Title IX because the district failed to:

- Notify us about whether the perpetrator was attending school, which affected our family’s ability to make informed decisions about her educational options
- Inform us how it planned to control a hostile environment at Garfield HS, thereby limiting student1 educational options
- Explain to us student1 rights under Title IX
- Conduct a prompt and equitable investigation
- Reach out to provide resources to student1

(Dear Colleague letter) The school also should tell the complainant that Title IX prohibits retaliation, and that school officials will not only take steps to prevent retaliation but also take strong responsive action if it occurs.

Because seeing the perpetrator may be traumatic, a complainant in a sexual harassment case may continue to be subject to a hostile environment if he or she does not know when the perpetrator will return to school or whether he or she will continue to share classes or a residence hall with the perpetrator. This information also directly affects a complainant’s decision regarding how to work with the school to eliminate the hostile environment and prevent its recurrence.

Title IX requires a school to take steps to protect the complainant as necessary, including taking interim steps before the final outcome of the investigation. The school should undertake these steps promptly once it has notice of a sexual harassment or violence allegation.

When taking steps to separate the complainant and alleged perpetrator, a school should minimize the burden on the complainant, and thus should not, as a matter of course, remove complainants from classes or housing while allowing alleged perpetrators to remain. In addition, schools should ensure that complainants are aware of their Title IX rights and any available resources, such as counseling, health, and mental health services, and their right to file a complaint with local law enforcement.

K. In July 2013, eight months after the assault, the school district claims that it did indeed comply with Title IX regulations without providing any proof that it did so.

(Ron English e-mail, July 3, 2013) Immediately upon your daughter making her allegations, the school staff responded by contacting medical and criminal authorities. You were also contacted. Staff observed the initial interviews of your daughter and other students. The male student involved asserted that the sex was consensual. Nonetheless, he was excluded from school, which would have permitted your daughter to immediately return to school if she chose.

In the context of the above facts we do not agree that there are “mandatory Title IX procedures” that the District did not implement. To the contrary, the District took prompt steps to address the situation and prevent a reoccurrence. It is unfortunate that it has taken this long for the latest investigator to prepare a written

report, but we do not believe this had any effect on the results of the investigation or, more importantly, on the care and well-being of your daughter.

(e-mail to Ron English, July 8, 2013) Why weren't we informed at the time that the assailant was emergency excluded? We only learned he was emergency excluded from school when you told us in April. We should have been told immediately, at the time he was excluded, as required by Title IX. The principal refused to tell us in November of any sanction applied to the assailant. If no one told us at the time the assailant had been excluded, how could our daughter return to school as you said she could have? This was the time for the Title IX officer and the safety department to facilitate our daughter's return to school. No one informed us of these services. After Mr. Howard refused to communicate with us about these sanctions, he wrote that we should address our concerns to the Park Service—which lacked any jurisdiction over the school environment!

In the context of what facts, Mr. English? Whenever a sexual assault is reported, the district MUST immediately implement Title IX procedures. This is the first time we have heard that the district "took prompt steps to address the situation and prevent a reoccurrence." Exactly what were the "prompt steps" the district took to address the situation? We haven't seen any. What "situation" did the district address? How do those steps prevent a reoccurrence? And a reoccurrence of what, exactly? If you indeed took these steps, why have you not reported them to us as required by Title IX?

Conclusion

From the outset of this devastating series of events, the Seattle School District has failed at every turn in its legal and ethical responsibilities to our daughter and our family.

The ecology class fieldtrip to NatureBridge in November was incompetently managed from its inception and ineffectually chaperoned. The chaperones and the teachers had not read the school district guidelines for field trips and were therefore unaware of their responsibilities described therein. The chaperones and teachers also failed to enforce the NatureBridge code of conduct included in the chaperoning agreement. The chaperones, by their own admission, were unable to control the after-curfew activities of the students, allowing girls and boys to congregate unsupervised, creating an unsafe environment, especially considering that the district knew that the assailant had previously been disciplined for sexual misconduct on school property. Although the chaperones acknowledged being unable to control the students after curfew the first night, they took no action to correct the problem the second night, when the rape occurred, nor did they enforce NatureBridge rules by administering consequences to rule violators.

The district was informed of the rape the next morning and knew that **student1** was treated for sexual assault at the Olympic Medical Center in Port Angeles the same day. It knew that **student1** was harmed by the sexual assault because in December it granted her **FERPA** accommodations based on the diagnosis of PTSD provided by **student1** pediatrician, even though the district later pretended not to be aware of any connection between the medical basis for the accommodations and the sexual assault. It also granted her a transfer to another school on the basis of sexual assault. In addition, school district personnel presented our family with confusing and contradictory explanations of accommodations for **student1** and finally ceased communicating with us about it. All the while **student1** continuity of education was growing more imperiled along with her declining mental health.

Under Title IX the school district has an obligation to extend to all of its students protection from sexual violence. The plain truth is that the Seattle School District, including its Title IX compliance officer, was completely ignorant of its Title IX obligations towards **student1** in the aftermath of the rape. It did not conduct the required “prompt and equitable” investigation because it offered the excuse that a federal investigation was ongoing, it failed to inform us of the sanctions it applied against the perpetrator, it failed to take steps to defuse a hostile environment at Garfield so **student1** could potentially return there, it failed to inform us of **student1** Title IX rights, and it failed to take prompt actions to correct its policies that lead to the assault in the first place. Instead, the district was first and foremost concerned about its potential liability, informing us more than once that it “does not acknowledge that a sexual assault occurred or, if it did, that the District is at fault.”

It was not until we escalated our complaint to OSPI in April, 2013, that the district learned of its Title IX obligations through the OSPI Office of Civil Rights. Thereafter, the district attempted to claim after the fact that it had indeed complied with Title IX regulations. It reversed itself and asserted it did conduct a substantive investigation in November 2012, which consisted of the teacher observing a couple of interviews by law enforcement, but which did not include observing or participating in the FBI interviews with **student1** or the assailant. Yet the district did not even inform us of the findings of this so-called investigation until April 2013. Once we explained to the district why this “investigation” was inadequate, it decided “after further consideration” to conduct its own independent investigation, beginning in May, 2013, six months after the assault. The district also asserted in July, eight months post assault, that it did indeed take unspecified measures to “address the situation and prevent a reoccurrence,” even though it provided us no proof of such actions.

Even now the school district fails to grasp that it violated **student1** civil rights under Title IX. The district appears to believe that if, as a result of its belated investigation, it determines that there was no sexual assault, then it has retroactively absolved itself of its failure to implement its Title IX obligations as soon as it learned of the rape last November. Clearly the district has failed to make a timely determination. The harm to **student1** mental and emotional health, social life, and educational continuity has already occurred owing to the lack of a prompt and equitable investigation and the district’s failure to take immediate remedial action. Indeed the delay in complying with the Title IX directives has severely reduced the likelihood of the school district ever obtaining an unbiased accounting of the events last November, given the now entrenched folklore at Garfield HS that **student1** somehow concocted a rape story to frame the assailant.

student1 life has spun out of control ever since the sexual assault. Her high school education has been severely compromised. No one in the school district has been held accountable for this state of affairs, and the district appears to be entirely satisfied with this outcome.

Kaiser Report Errors and Omissions

We have reviewed Mr. Kaiser's draft investigative report ("REPORT") and submit the following comments. student1 comments are taken from her response to the assailant's story found in the Document Inventory "Information from student1 about Rape" (PDF #2).

REPORT (page numbers are in parentheses)	Comments
(1) "Re: Student 1 v. Seattle Public Schools"	As of the date of the REPORT, our family has not filed legal action against Seattle Public Schools. "Student 1 v. Seattle Public Schools" suggests that a legal complaint has been filed against the school district.
(1) "You retained me to investigate part of a Complaint against a 10 th Grade Student named Student 2, who is enrolled at Garfield High School. In the Complaint, the Parents of a Student named Student 1 [student1] alleged that Student 2 raped Student 1 when they attended an overnight field trip at Olympic National Park in November 2012."	Our complaint dated March 18, 2013 does not name Student 2 as the assailant. The complaint was not "against Student 2." The REPORT is wrong on this point. In the complaint we asked "Why was supervision so lax during the fieldtrip that girls and boys were allowed to go into each other's cabins after curfew?" The REPORT does not answer this question.
(1) "I formally interviewed the following people on the specified dates."	REPORT does not state how the interviews were conducted (whether in person or on the phone), where the interviews took place, whether others were present during the interviews, and whether the interviews were recorded and later transcribed. REPORT does not explain why these particular students (besides Student 2) were interviewed.
(1) "3. Ms. Rachel Petrick-Finley , Science and Ecology Teacher, Garfield High School, Seattle Public Schools (5/9/13)"	□□□□□□□□□□□□□□□□□□□□ □□□□□□□□□□
(3) Investigative Procedure—Documents Reviewed "7. Student 2's (Relevant) Discipline Records"	REPORT does not explain how it was determined which of Student 2's disciplinary records were "relevant"?
(3) "I attempted to review Student 1's [student1] medical records and other supporting documentation regarding her alleged rape. Despite my request, Student 1's Parents did not provide them to me."	REPORT does not explain why we did not provide such documentation. In our message to Mr. Kaiser of May 10, we state: "We are also bound to respect the privacy laws governing [student1] medical records and the investigation reports, and are seeking guidance regarding the implications of disclosing this material to others." REPORT documents why the National Park Service declined to provide its report to the investigator, but does not document why we declined to provide [student1] medical records.

REPORT (page numbers are in parentheses)	Comments
<p>(3-4) Section III A 1 The District's Field Trip Procedures: "The District's Field Trip Procedures govern this matter. They provide in relevant part..."</p>	<p>REPORT omits these relevant parts of the SPS Field Trip Procedures:</p> <p>D. Supervision (chaperone selection) "1. Supervise students at all times. Ensure supervision of students by an adult at all times....Determine what is adequate supervision during overnight stays."</p> <p>I. Student preparation and chaperone training</p> <p>"5. Chaperone responsibilities and training</p> <p>a. Proper supervision...</p> <p>i. Presence and attentiveness. Being with students at all times and keeping students easily in sight. (If one of the chaperones cannot see the students, the students are not being properly supervised.) Not becoming distracted from duties.</p> <p>ii. Student behavior monitoring and intervention. Being knowledgeable of and consistently enforcing school rules and policies. Restricting students from leaving the group, roughhousing, horseplay, or other inappropriate behavior. Taking appropriate action when rules are not followed or a student is in danger."</p>
<p>(4) Section III A 2 "In a document entitled 'Student Rights and Responsibilities,' the District puts its Students on notice of unacceptable behavior. 'Student Rights and Responsibilities' sets forth the rules and regulations of Seattle Public Schools regarding student conduct, discipline, and rights and responsibilities. Within this document, the District enumerates guidelines entitled 'Standard Discipline for Exceptional Misconduct.' These guidelines also govern this matter."</p>	<p>REPORT excerpts the penalties for unacceptable behavior for E-215 Sexual Assault and E-920 Lewd Conduct, but omits how these offenses are defined in the "Student Rights and Responsibilities" document:</p> <p>Sexual Assault: "Sexual assault includes unwanted touching or grabbing of sexual parts, indecent exposure, using force to engage in intercourse, oral sex, or other sexual contact, !pantsing behavior by other than elementary-age students, engaging in intercourse or oral sex whether or not the other person clearly refuses or does not have the mental or physical ability to consent. Sexual assault does not include incidental touching unless it is flagrant, purposeful, or repeated."</p> <p>Lewd Conduct: "Engaging in inappropriate sexual or social behavior, such as sexual acts, either singly or consensually with another person, including, but not limited to, sexual intercourse, oral sex, sexual touching, indecent exposure, or voyeurism."</p>
<p>(5) B. September-October 2012: District Staff Prepare for the Field Trip</p>	<p>REPORT omits any documentation that chaperone background checks were performed. The complete trip</p>

REPORT (page numbers are in parentheses)	Comments
<p>"The District promulgates a checklist for an overnight field trip. On September 21, 2012, Ms. Snookal began completing the tasks on this checklist. As relevant here, the checklist required Ms. Snookal to facilitate the background checks of any Chaperones going on the field trip. See Exhibit F (Checklist)."</p>	<p>preparation documents provided to us by the Seattle School District do not list the male chaperone, Nick Ward, and female chaperone, Shelly Stromholt, as designated chaperones. The same documentation does not show that Nick Ward and Shelly Stromholt completed the Seattle Public Schools Screening Form Request for Criminal History Information, as required by Washington State law. REPORT does not mention that Ward and Stromholt were added as unapproved chaperones after Garfield HS administration had signed off on the field trip preparation documents.</p> <p>REPORT does not mention that the principal authorized the trip without a single male chaperone for the 14 boys. REPORT does not mention that the principal authorized the trip without required permission slips/documentation and failed to meet checklist deadlines.</p>
<p>(5) "However, the checklist does not reference the District's Field Trip Procedures. During this investigation, I showed Ms. Snookal the relevant excerpt of these guidelines. She indicated that she had not previously seen these procedures or shown them to Ms. Finley or any of the Chaperones who went on the field trip."</p>	<p>REPORT does not mention that Ward and Stromholt had not read and signed the required SPS document, "Guidelines for Volunteer Field Trip Chaperones." These Guidelines state in part:</p> <p style="padding-left: 40px;">"4. Student behavior is your responsibility. School rules related to student behavior apply. Go over rules and standards of behavior, safety rules, and any site specific rules with students. Ensure that students do not get involved in any extra activities not pre-approved by administrators and parents."</p>
<p>(5) "During this investigation, none of the Chaperones indicated that they had previously seen the District's Field Trip Procedures."</p>	<p>REPORT does not document whether all of the chaperones had signed the required SPS document "Guidelines for Volunteer Field Trip Chaperones." Report does not demonstrate that chaperones signed the required NatureBridge chaperone agreements.</p>
<p>(5) C. Staff Knowledge about Student 1 and Student 2 "Ms. [REDACTED] also thought that Student 1 and Student 2 were close. She observed them sitting together in her classroom and actually thought they were dating. Ms. [REDACTED] made that conclusion because she periodically saw Student 1 put her head on Student 2's shoulder while they talked quietly. She also saw Student 2 and Student 1 holding hands in class."</p>	<p>Ms. [REDACTED] assumes that student1 and Student 2 were dating even though student1 introduced Ms. [REDACTED] to her boyfriend, [REDACTED] who regularly accompanied student1 to Ms. [REDACTED]'s classroom.</p> <p>student1 says: "How could we be dating?? Didn't have any contact except for the occasional hug. Never held hands. Didn't lean my head on his shoulder."</p>
<p>(6) Footnote 3: "Mr. Kenneth Courtney is a School Counselor at Garfield. [REDACTED] According to Mr. Courtney, Student 1 [REDACTED] Mr. Courtney subsequently learned from a secondhand account that [REDACTED]"</p>	<p>REPORT presents the comments of Mr. Courtney even though they are:</p> <ol style="list-style-type: none"> 1. Hearsay 2. Factually inaccurate 3. Irrelevant <p>REPORT substantiates previous disciplinary action against Student 2, but provides no evidence to substantiate Mr. Courtney's allegations or explain their relevance to the events under investigation. Is it the investigator's intent to attempt to discredit student1</p>

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<p>(5) C. Staff Knowledge about Student 1 and Student 2 “Ms. □□□ also thought that Student 1 and Student 2 were close. She observed them sitting together in her classroom and actually thought they were dating. Ms. □□ made that conclusion because she periodically saw Student 1 put her head on Student 2’s shoulder while they talked quietly. She also saw Student 2 and Student 1 holding hands in class.”</p>	<p>Ms. □□□ assumes that <u>student1</u> and Student 2 were dating even though <u>student1</u> introduced Ms. □□□ to her boyfriend, <u>rrrend</u> who regularly accompanied <u>student1</u> to Ms. □□□’s classroom.</p> <p><u>student1</u> says: “How could we be dating?? Didn’t have any contact except for the occasional hug. Never held hands. Didn’t lean my head on his shoulder.”</p>
<p>(6) Footnote 3: “Mr. Kenneth Courtney is a School Counselor at Garfield. Student 1 <u>student1</u> was on his caseload. According to Mr. Courtney, Student 1 enrolled at Garfield in November 2011. Mr. Courtney subsequently learned from a secondhand account that Student 1 had previously attended □□□□ □□□□□□, which is □□□□□□ High School in Seattle. Mr. Courtney also learned that □□□□□□ allegedly asked Student 1 to withdraw after she reported having suicidal thoughts and wanted to hurt</p>	<p>REPORT presents the comments of Mr. Courtney even though they are:</p> <ol style="list-style-type: none"> 1. Hearsay 2. Factually inaccurate 3. Irrelevant <p>REPORT substantiates previous disciplinary action against Student 2, but provides no evidence to substantiate Mr. Courtney’s allegations or explain their relevance to the events under investigation. Is it the investigator’s intent to attempt to discredit <u>student1</u></p>

REPORT (page numbers are in parentheses)	Comments
or cut herself. In contrast, this is not the first time that the District has disciplined Student 2 for engaging in lewd conduct. On October 30, 2010, the District gave Student 2 a ten-day suspension after he and a female Student were discovered having sexual intercourse on school property during their lunch period."	
(6) D. Student Knowledge about Student 1 and Student 2. "A Student named Student 4 and Student 2 were good friends. Student 4 thought that Student 1 liked Student 2 because of her body language toward him and because she periodically hugged him during Ecology Class. However, Student 4 also knew Student 1 had another boyfriend."	student1 says: "[Student 4] and [Student 2] were good friends—they flirted a ton. I only had one boyfriend—never more. "Another" implies more than one. I never flirted with [Student 2]—just helped him with his homework."
(6) "Ms. Snookal and the Nature Bridge Staff directed the Students to their respective cabins, which were next to each other on the Nature Bridge property."	According to Nature Bridge staff, the girls slept in the Orchid Cabin and the boys slept in the adjacent Crescent Cabin.
(6-7) For obvious reasons, Ms. Snookal and the Nature Bridge Staff determined that the male and female Students would sleep in separate cabins. Ms. Snookal also directed that Mr. Ward would sleep by himself in one of the rooms in the male Students' cabin. Ms. Snookal similarly directed that Ms. Arnold and Ms. Stromholt would sleep in one of the rooms in the female Students' cabin. Ms. Snookal and Ms. Finley opted to sleep in a separate cabin that was not adjacent to either of the Students' cabins."	REPORT does not mention that Nick Ward was solely in charge of the 14 boys sleeping in the male students' cabin (Crescent). REPORT does not identify the cabin or cabins in which the teachers stayed. We understand that the teachers stayed in a cabin or cabins (Honeysuckle and Summerie). These cabins are distant from the students' cabins, and out of line of site, according to the Nature Bridge map. The REPORT does not say whether the teachers could see or hear what the students were doing from their cabins. REPORT fails to mention that the teachers brought their small children with them and does not state whether they were authorized to do so.
(7) "They also told the Students that they expected them to remain in their own cabins after 'lights out,' which was at 10:00 PM. She told the Students, 'At ten o'clock, we should not be asking you to do anything. You should be asleep.'"	The REPORT does not mention whether the teachers informed the students of any consequences of failing to abide by the curfew.
(7) "Mr. Ward struggled to ensure everyone was present and accounted for, because Students kept leaving the cabin under the pretense of using the restroom. Eventually, Mr. Ward told the Students to be quiet and then went to his room. He kept the door open for ten to fifteen minutes. At 11:00 PM, Mr. Ward told the Students that he was going to sleep. He then shut his door and went to sleep."	Mr. Ward admits that he had difficulty executing his chaperone duties. The investigator does not ask Ward how he planned to enforce the lights out rule. The REPORT does not say what Mr. Ward did about the problem of enforcing curfew, or whether he informed the teachers or NatureBridge of the problems he experienced when attempting to control the students. Chaperones did not enforce the NatureBridge code of conduct, which the students were required to sign.
(7) Footnote 5: "Student 2 and Student 3 shared their room with two other Students named Student 7 and Student 8."	Investigator does not explain why he did not interview Student 7 and Student 8. Of the four students interviewed, Student 3 and Student 4 identify themselves as close friends of Student 2.

REPORT (page numbers are in parentheses)	Comments
(8) "At lights out, the female Students began approaching Ms. Arnold and asking for permission to use the restroom. Ms. Arnold did not regulate any of these forays and did not ensure that each of the Students promptly returned from the restroom."	Ms. Arnold admits she was not able to ensure that the female students returned promptly from the restroom. The investigator does not ask Ms. Arnold how she coped with this situation, or whether she informed the teachers or NatureBridge staff of the difficulty she was experiencing controlling the girls' nighttime forays.
(8) "According to Student 5, Student 1 <u>student1</u> climbed out of her bedroom window after lights out [Monday night]. One to two hours later, Student 1 returned through the cabin door. Student 1 subsequently told Student 5 that she and Student 2 hung out on his bed. Student 1 did not disclose that any sexual conduct occurred on this visit."	<u>student1</u> says: "I did not visit [Student 2] on Monday night. I was fast asleep in my cabin the whole night long." Student 2 also states that <u>student1</u> did not visit him on the first night. Compare to Student 2's account given to the Park Service investigator in November: "On Monday night, <u>student1</u> had also come to [Student 2's] room after curfew and spent time with him in his bed talking from about 11:00 pm to 3:00 am. They never "made out" or kissed on the lips, they just talked. [Redacted] and [Redacted] were in the room during most of this time and they were all playing and talking together."
(8) Footnote 6 "Another Student named Student 9 and Student 6 also were assigned to Student 1's room."	Investigator does not explain why he did not interview Student 9 and Student 6.
(9) "Mr. Ward then left his room and announced, 'All right' I'm going to bed. Be respectful of your peers.' He then went to his room, shut the door, donned some earplugs, and went to sleep."	Investigator does not ask Mr. Ward to explain how he could monitor the comings and goings of the 14 students in his charge when he was wearing earplugs.
(9) "At 12:00 AM, loud voices woke Mr. Ward a second time. This time, he went into the room where Student 2 was assigned to sleep. Mr. Ward, who did not see any female Student, then announced, 'All right. Last chance. Lights out.' A male Student answered, 'All right. Sorry.' Mr. Ward then returned to his room and went to sleep."	The chaperone, Nick Ward, does not say whether he checked to see if all of the boys were in the room at this time. Because he had not read the Field Trip procedures, he was unaware of the requirement to check on students every 30 minutes until all were asleep.
(9) According to Student 2 and Student 3 "Mr. Ward did not check on the male Students after he told them it was lights out and time to go to bed."	This suggests that if Mr. Ward did indeed enter the room of Student 2 and Student 3 at midnight as he claims, then Ward failed to notice if Student 2 and Student 3 were in the room at that time.
(10) "Student 2 woke up when he heard a knock on the window. He looked up and saw Student 1 climbing through it. Student 2 asked Student 1 what she was doing. She answered that she was bored and did not want to be in her cabin. Student 5 then walked into the room. The commotion woke up the other Students. Student 3 also returned to the room. Someone turned on the light while the Students talked. Student 5 briefly hung out and then decided to return to her cabin because she was tired."	<u>student1</u> "On Tuesday night, when I snuck out of the girls' cabin through the window, I was greeted by <u>student</u> and a bunch of the other boys who were already up. I tapped on the window and since I was too short, a bunch of the guys pulled me in. [Student 2] didn't meet me immediately. The boys were up and congregated in that room because a big group of them were preparing to head out to meet some of the girls outside and take a walk or something. I heard there were drugs involved."
(10) "Student 1 also indicated that she was getting	In Park Service report, Student 2 did not mention this

REPORT (page numbers are in parentheses)	Comments
<p>tired and lay down on Student 2's bed. She then got underneath his covers. Student 2 stated, 'We're going to get into trouble if they catch you in this room.' Student 1 answered, 'No, they won't. They won't catch me.' At that point, Student 2 was unsure about Student 1's conduct. Part of him thought she was attracted to him. The other part knew she had a boyfriend. Student 2 got into his bed and lay in the same direction as Student 1."</p>	<p>conversation between him and student1</p> <p>student1 "I was not interested in anything sexual when I got into [Student 2's] bed. That wasn't my intention in the slightest. I was focused on talking, and nothing more."</p>
<p>(11) "Shortly thereafter, Student 1 took Student 2's hand and placed it on top of her shirt. They began to talk and Student 1 indicated that she still was having problems with her Boyfriend. Eventually, Student 1 began to talk about her prior sexual experiences. She related that she had previously had sex and also talked about oral sex."</p>	<p>student1 "I did not place [Student 2's] hand on top of my shirt or clothing in any way. Other than laying close to him in his bed, we didn't touch. We didn't talk about my prior sexual experiences at all—we talked about his personal life, his family, and his friends. Nothing sexual in the conversation came up."</p> <p>In this interview, Student 2 says that Student 1 initiated physical contact, whereas he told the Park Service investigators that he initiated physical contact.</p>
<p>(11) "Student 2 asked Student 1 what she would do if she weren't dating her Boyfriend. Student 1 answered that she would date Student 2."</p>	<p>student1 "I never told [Student 2] that I would date him if I weren't dating rrrrrrend</p>
<p>(11) "Student 2 began to rub Student 1's stomach, but kept his hand on top of her shirt."</p> <p>"Student 2 began to rub Student 1's stomach, but kept his hand on top of her shirt. He eventually placed his hand underneath her shirt and continued to rub her stomach. Student 2 proceeded to caress Student 1's breasts. However, he kept his hand on top of her bra. Student 2 then began to use his hand to rub Student 1's genital area. Like before, he kept his hand on top of her clothes."</p>	<p>Compare to Student 2's account given to the Park Service investigator in November:</p> <p>"After approximately 2 hours of lying in bed and talking together, student1 said she wanted to sleep. [Student 2] put his hand on her stomach and started rubbing it. student1 did not go to sleep because they kept talking. [Student 2] then started "feeling on her" and student1 told him, nothing under the skin. He told student1 she needed to tell him when she wanted him to stop. student1 said she would say rrrrrrend (the name of her boyfriend) if she wanted him to stop and [Student 2] agreed."</p> <p>student1 says:</p> <p>"Before he even started touching me, he asked me to come up with a code word. I told him the code word would be rrrrrrend. That's when he started rubbing my stomach and when he got to my breasts, I told him rrrrrrend. Then he said "okay let's play a different game: red light green light. I'm a fire truck. Say red light when you want me to stop." He stroked my breasts again and I said "red light" and then he said "fire trucks don't stop for red lights" and wrenched up my bra and pulled down my leggings and started fingering me. I told him rrrrrrend again, over and over, but he kept fingering me then he pushed his penis inside of me. By this time I was saying "stop" but he ignored me and kept going, then anally. That's</p>

REPORT (page numbers are in parentheses)	Comments
	<p>XXXXXXXXXXXX</p> <p>XXXXXX</p>
<p>(11-12) "Student 3 and Student 2 provided contradictory accounts of the ensuing events, which related to whether Student 3 was present during the alleged rape and what Student 1 allegedly said about it.</p> <p>Student 3's Account.</p> <p>Student 3 returned to the room. As he got into his bed, he heard Student 1 moaning. Student 2 then got up and left the room. Student 1 then pointed a flashlight at Student 3. The following exchange ensued:</p> <p style="padding-left: 40px;">Student 1: (Whispering.) Are you up? Student 3: Yeah. Student 1: Did you just hear anything? Student 3: Yeah. It sounds like you guys are having sex. Student 1: Don't tell anyone. I've got a Boyfriend.</p> <p>"Student 1 then pointed the flashlight at Student 8, who was still sleeping. Student 2 then returned to the room. He and Student 1 snuggled and whispered to each other for ten minutes before they left.</p> <p>...</p> <p>"During this investigation, Student 2 told me that he did not remember Student 3 returning to the room."</p>	<p>Note that in this account and the account he gave to the Park Service investigator, Student 2 never mentions getting up and leaving the room while student1 was there.</p> <p>Compare to Student 3's account to what he told the Park Service investigator:</p> <p style="padding-left: 40px;">"On Tuesday night, [student 3] went into his room and there was a girl in bed with [student 2]. It was after curfew, so [student 3] guessed that she had snuck into the boys' cabin. [Student 3] didn't know the girl but recognized her from the field trip. The girl was short, shorter than Agent Sanders. She might have been [redacted], with short [redacted] hair [note: student1 had long [redacted] hair]. The girl was wearing jeans [note: student1 wore sweatpants and leggings] and a white shirt. She had been in the room with other people on Monday and Tuesday...</p> <p>[Student 3] was trying to go to sleep. He could hear the girl moaning and some grunts. She and [Student 2] were "clearly having sex."</p> <p>[Student 2] got up to go to the bathroom. The girl shone a flashlight on [Student 3] and asked if he was awake. She asked him if he thought she and [Student 2] had been having sex. [Student 3] says well yeah, you were moaning. The girl doesn't want [Student 3] to tell anyone because she doesn't want any rumors spread. [Student 2] comes back in the room and a few minutes later the girl leaves.</p> <p>From the time [student 3] entered the room until [Student 2] went to the bathroom was about 12 minutes...</p> <p>[Student 3] has known [Student 2] for a long time. They have played [redacted] together for years and are friends."</p> <p>student1</p> <p>"I was unaware of anyone awake in the cabin while [Student 2] raped me.</p> <p>"I was never moaning—if I was, then it was in pain, and I was crying as well.</p> <p>"He never got up to use the bathroom. I never shined a flashlight in anyone's face (what flashlight??) and I didn't talk to anyone after the assault except [Student 2]."</p>

REPORT (page numbers are in parentheses)	Comments
<p>(12-13) "After ten minutes, Student 1 [student1] told Student 2 that they needed to stop. He agreed. Student 1 then stated that she needed to leave. Student 2 indicated that he would walk Student 1 to her cabin. They walked out the door. Outside the cabin, the following exchange ensued:</p> <p>Student 1: We need to talk. Student 2: Okay. Student 1: I did not mean for it to go that far. I don't want my Boyfriend to find out. So, I'm going to lie to him. Student 2: What are you going to tell him? Student 1: I'm going to tell him that I was raped. Student 2: No, you shouldn't do that. How's he going to find out? Student 1: I feel guilty. I'll have to tell him something. Student 2: Okay.</p> <p>Student 2 then returned to his cabin and went to sleep."</p>	<p>Compare to Student 2's account given to the Park Service investigator:</p> <p>"They checked the time and it was not around 2:30 am, and [student1] said she needed to go. As [student 2] walked her to her cabin they stopped and she said, we need to talk about this. She told him, you cannot tell anyone this happened or anything like that, but I have to tell [rrrrrend] [Student 2] asked what she planned to tell [rrrrrend] [student1] said she was going to tell him she was raped. [Student 2] asked why, and she said because that is just what she thought about saying. He asked if she was sure, and she said yes, but that she was going to say she didn't know who did it. [Student 2] said, but I didn't rape you, and she replied, I know, you didn't do anything wrong, but it's just so he [rrrrrend] won't leave me for cheating. [student1] told [student 2] that one of her other boyfriends broke up with her after she was raped because he felt like she lied. After she told [Student 2] this, he told her he was sorry she had to go through this, but that he did not think she would be like this. [student1] told him, it's ok, it's not your fault, I let this happen. I let us go this far. She then said, I need to go now, and I'm going to talk to [rrrrrend] about it. [Student 2] said, ok, I guess I will talk to you tomorrow, and he watched her go to her cabin."</p> <p>[student1]</p> <p>"[Student 2] followed me out of his cabin. The following conversation went something like: Me: [student 2], I'm going to have to tell someone. That wasn't okay. [Student 2] (crying): I'm sorry. Please don't tell anyone it was me. I don't want to get into trouble. Me: You know that what you did was wrong, right? That was rape. [Student 2]: I know. I don't know why I did that. I'm sorry. Me: I have to tell [rrrrrend] I don't keep secrets from him. But I don't want you to get hurt either. [Student 2]: then what are you going to do? Me: I'm going to tell everyone (including [rrrrrend] that I was raped in my cabin by an unknown person. No one will figure out it was you. I'm sorry I have to tell people. [Student 2]: Okay. Just don't tell them it was me. I'm sorry. Me: you'll be okay. I promise."</p>

REPORT (page numbers are in parentheses)	Comments
<p>(13) "During this investigation, I questioned Student 2 about his conclusion that Student 1 consented to his conduct. Student 2 answered that Student 1 told him she would date him if she did not have another Boyfriend. Student 2 also indicated that Student 1 held his hand and looked at him while they were having intercourse. He added that she did not say "No," and, instead, moved closer to him.</p> <p>"I told Student 2 that his rationale was not especially convincing. I asked him if Student 1 said anything during the incident. Student 2 answered, 'I did not pay attention to her that much. She did not do anything to give me the impression that she did not want it.' I then asked Student 2 how many times he had previously had any kind of sexual intercourse. He answered that he had it thirteen times. I also asked Student 2 if any other girl/female had acted this way. Student 2 answered that none had. I then asked Student 2 if he had ever had penile-anal intercourse with any girl/woman. Student 2 said he had asked others and they all said No. Student 2 added that one girl had specifically asked him to engage in that conduct."</p>	<p>student1</p> <p>"I didn't look at him during intercourse. My back was to him. I didn't hold his hand, either. I said 'no' multiple times in different ways."</p>
<p>(15-16) "4. Ms. Snookal Takes Student 1 to Olympic Medical Center. While the Students were returning to Seattle, Ms. Snookal and a Nature Bridge Counselor took Student 1 and Student 5 to Olympic Medical Center, which is in Port Angeles. Student 1's Parents met her at OMC. According to Ms. Snookal, Student 1's Mother indicated that Student 1 was refusing to submit to a rape kit. Student 1's Mother asked Ms. Snookal to order her to do one. Ms. Snookal refused and indicated that she would talk to Student 1 about the issue. During a brief discussion, Student 1 told Ms. Snookal that she was upset and did not want to submit to a rape kit. Student 1 also was angry that the Rangers had taken her underwear and pajama bottoms. A short time later, Ms. Snookal left the hospital."</p>	<p>According to the Park Service report, the Nature Bridge counselor drove student1 Ms. Finley, and student 4 to the Olympic Medical Center (not Snookal, and not student 5):</p> <p>"student1 agreed to go to Olympic Medical Center for an examination. She was concerned about HIV and STDs. Nature Bridge staff drove student1 [Student 4], and teacher Rachel Petrik-Finley to the hospital."</p> <p>Note that the hospital records show that Ms. Finley accompanied student1 to the hospital, not Snookal.</p> <p>Note that student1 parents did not see Snookal when they arrived at the hospital. Parents first saw Snookal about an hour after they arrived. She was accompanied by her young children.</p> <p>Note that student1 mother, rrrrent did not tell Ms. Snookal to "order" student1 to do a rape kit. rrrrent asked Ms. Snookal if she would talk to student1 about it.</p> <p>Note that student1 Mom and Dad observed Ms. Snookal in tears at the hospital.</p> <p>Note that student1 did not have pajama bottoms.</p>

Response to Draft Investigative Report Prepared by Kaiser

Kaiser Report: Errors and Omissions

Additional Information p. 1

1. Teacher, Chaperone, and Administrative Negligence Detailed
2. Impact of the Principal's Lie and Failure to Acknowledge That Sexual Assault Occurred

Annotated Document Inventory (detailing pdfs 1-10 below) p. 14

Annotated Timeline p. 32

Recent Selected Correspondence p. 43

1. Response to Ron English letter of July 3, 2013
2. Parents' September 7, 2013 preliminary response to the Kaiser draft. p. 48

Selected Documentation pdfs referred to in "Annotated Document Inventory"

1. Chaperone and teacher documents, protocols that should have been executed
2. Information from **student1** about the rape
3. Medical documentation: diagnoses codes
4. Medical records confirming rape
5. About the assailant
6. Correspondence with Principal Ted Howard
7. Title IX Violations
8. 504 Plan and SPS documents
9. Selected Correspondence with the school board.
10. Other: Crime Victims status, selected references for **student1** prior to rape
11. Correspondence with the Seattle School District re Sexual Assault

Additional Information

Teacher, Chaperone, and Administrative Negligence Detailed (see Pdf.1 for documentation)

We have requested that the school district to provide an explanation of the chaperoning circumstances that led to the sexual assault of our daughter. Our correspondence has been clear on this central point: we knew our daughter was raped and so did the medical providers who treated her. It was not necessary to regale us with bogus stories of consensual sex advanced by the assailant and his "eyewitness" friend, as appeared in the Kaiser Report. Rather, we asked the district to elucidate the chaperoning practices

that allowed this assault to occur. This request is reiterated in our September 7, 2013 correspondence.

Because we had information that could have assisted the district in an independent inquiry, we asked to participate at the inception of the district's May investigation. We asked to submit interview questions and/or to participate in interviews (see May 7, 2013 correspondence, pdf. 11). Rather than incorporating the questions we had—based on what we knew at the time--the district ignored our offer. Instead, the district focused on obtaining our daughter's privacy-protected documents even though we repeatedly explained they could not be handed over without violating her wish/right for privacy. It appears from these repeated requests that the district somehow imagined **student1** medical documents would answer our questions about the chaperoning practices that led to the assault.

Even now, the district has continues its misplaced emphasis: it attempts to deflect attention from the chaperoning negligence that led to sexual assault and its failure to implement Title IX requirements by rationalizing that our daughter was not raped and therefore not injured. Then, after makingthis determination the district could conclude that its chaperoning didn't matter.

So when the central information concerning chaperoning practices was not forthcoming in the district's Kaiser Report, we submitted a list of questions that should have been addressed by its "substantive" report. Those reviewing our response would do well to read our correspondence of September 7, 2013 (end of this document) in which we detail the most basic questions that the district failed to answer. By failing to answer these basic questions, the district provides a skewed picture of the circumstances that led to an assault. Instead of providing information that the district may already have, or instead of weighing the importance of our questions, Mr. English replied (9/27/13) that these questions are irrelevant. ~~Why? Because providing answers would only further implicate the teachers and administrators who failed to protect our children.~~

Consider a few examples of crucial information missing from the Kaiser Report.

1. Those reading the report have no idea how far away the cabins where the teachers and their young children resided were in relation to the students' cabins. Although Mr. English wrote the district will not go back "to take detailed measurements" (!) the distance could have been easily obtained from the NatureBridge director, Stephen Streufert--who was not even included in the investigation report. As the report stands now, anyone reviewing would logically conclude that the teachers were able to participate in the evening chaperoning. Not so. The teachers slept at least 100 yards away and were unable to see or hear students owing to the distance, the foliage, and the dark. Why doesn't the report convey this basic information that is vital to our understanding of events?

2. Another example: We asked the investigator to provide a precise list of the planning tasks teachers, chaperones, and administrators should have executed and to tell us which ones they did not complete. The district should have provided a transparent accounting of the teacher/chaperone/administrative failure to perform. What is the district trying to hide by not voluntarily disclosing this information?

As will be detailed below, ~~we parents conducted this investigation~~ and learned how teachers, chaperones, and administration failed to complete essential tasks. They failed to see that all chaperones were named, screened, that all had been informed of their responsibilities and signed the chaperone agreements with the district and NatureBridge, that all were accounted for (two adults who participated were not registered nor screened and at least one young child was not registered.)

A principal authorized the multi-day field trip without a single male chaperone for the 14 boys! Because unscreened and ill-informed chaperones, teachers, and administration failed to perform these essential tasks, our children suffered when chaperones of dubious experience failed to implement chaperone protocols. This is detailed below.

3. The chaperones admitted they were unable to control the students on the first night. We asked what additional steps they took to control the students the second night, when our daughter was raped. The district refuses to answer.

4. We asked the district to explain why the chaperones did not enforce the NatureBridge student code of conduct (which included staying out of each others cabins) that the teachers required students to sign. The district refuses to answer.

5. We asked why the chaperones did not divide the night watch among the 5 adults present (including the 2 teachers who slept in a distant location with their children) so that students would be prevented from entering each other's adjacent cabins and engaging in the other high risk activities. The district refuses to answer.

6. We asked the district to comment upon the objectivity of teacher reporting when these teachers' professional reputation are now at stake after failing to implement the prescribed fieldtrip protocols. The district refuses to answer.

7. See other essential questions in our letter of September 7, 2013 appearing at the end of this document.

Some of many teacher, chaperone and administrative failures that imperiled our children:

1. The district confirmed that it had provided all forms (blank and signed) surrounding the November 2012 trip to NatureBridge (see Carlson correspondence pdf.1). Garfield planning documents provided by the district demonstrate how the organizers failed to

properly implement pre-planning procedures and how the principal inappropriately verified that all chaperones who participated had been screened when they were not, among other deficits. (see pdf. 1)

2. Only 3 (Snookal, Finley, Arnold) of the 5 teachers/chaperones who eventually participated were listed as participating, and only three were screened. Only 3 of the 5 signed the SPS Guidelines for Fieldtrip Volunteers (see pdf. 1). Two other chaperones (Shelly and Nick) were not listed as participants, were not screened, and did not sign the Chaperone Agreement. These two unscreened chaperones were responsible for supervising the students at night.

This deficiency is critical since the two unscreened chaperones are college-aged students and according to the Kaiser Report, did not know how to appropriately chaperone high school students. (Teachers Snookal and Finley did not chaperone at night, but slept at a distant location with their young children). ~~All the chaperones admitted to not knowing the chaperoning procedures according to the Kaiser Report.~~

3. Of the three adults who signed the Guidelines, Ms. Sookal and Ms. Petrick-Finley brought small children contrary to the stipulation that “Family members or friends of a chaperone may not participate in a District-sponsored field trip or event unless prior approval has been obtained from the building principal.” Only one of the children had been listed on the roster submitted to the principal. Thus the principal authorized only one small child, not more, as occurred. (see pdf. 1)

The Guidelines continue: “Additional small children can distract you from your duties as a chaperone.” This warning was not heeded. Had the teachers elected to participate in a night time watch instead of watching their children, the students could have been brought under control, prevented from leaving their cabins, and the sexual assault prevented. (see pdf 1).

Note again: the teachers could not see or hear the students from their location where they resided with their young children.

4. The principal confirmed on 9/24 that all background checks had been performed. However he was given a list which only contained 3 female chaperones, all of whom were Garfield teachers. They were:

Snookal: teacher, slept in remote location with young child

Finley: teacher, slept in remote location with young child

Arnold: teacher, responsible for girls at night

Unscreened and never registered/authorized for the trip:

Shelly—a college student responsible for girls at night

Nick —a college student responsible for boys at night (the only male)

~~Thus only one screened and authorized chaperone (Alicia Arnold) slept with the 27 students at night. Chaperones slept while students went in and out of the cabins both nights (see Kaiser Report).~~

5. The Requirements (pdf. 1): “Checklist for Multi-Day Fieldtrips Four to Six weeks prior to Trip: Have chaperones/volunteers complete volunteer application. Complete background checks. Provide list of screened volunteers to principal and secure his/her approval.”

Four weeks prior to the trip the principal was to have verified that an acceptable background check was on file. That was to occur on October 8, but instead the principal signed off too soon. If the principal had signed the verification at the proper time, he would have learned that two college-aged students were designated as chaperones. The principal failed to account for these chaperones--who were never registered nor screened.

~~Thus, the teachers failed to secure screening when they failed to include the names of these chaperones who would be responsible for the students at night. They failed to assure that the chaperones read the protocols just as they themselves failed to read the protocols, they admitted.~~

Since when is it a district policy to allow unscreened chaperones to participate on multi-day fieldtrips?

Since when can teachers take students on a multi-day fieldtrip without reading the chaperoning protocols they were required to implement?

Since when can teachers fail implement the hosting facility’s (NatureBridge’s) chaperone agreements?

Since when do teachers ignore the hosting facility’s code of conduct they required students to sign?

Why did the district fail to provide the students’ signed NatureBridge code of conduct? We only received our daughter’s signed copy when the district affirmed all signed documents had been returned. How many students signed those documents and why didn’t the chaperones enforce the rules as NatureBridge stated they must?

~~6. The principal authorized this multi-day fieldtrip without single male chaperone. He authorized three female chaperones, one of whom had to attend a small child. Moreover, the principal did not authorize more than one young child, but we know that there was more than one young child on the trip with the teachers.~~

How did the principal imagine the boys would be supervised without a same-sex chaperone in their cabin? Why did he sign off on the chaperone list which lacked even one male chaperone? Students are required to have a same sex chaperone sleep with them but no one was designated.

7. The teachers could not find any parent chaperones to participate even though their informational letter said parents were needed. Nevertheless they allowed the trip to occur without a parent chaperone. They submitted their chaperone list to the principal who authorized the trip without a single male chaperone.

8. The teacher's informational letter of October 5, 2012 is suspect. When we requested all fieldtrip planning documents, we received a different Oct. 5 letter with different details from the one we were originally given. The original letter states that "Nick Fraize" will be chaperoning. The modified version states a different Nick. We asked about the discrepancy between this October 5th letter and a different version we were supplied, but no answer was given.

Why didn't the district supply the original version of the October 5, 2012 letter? Who is Nick Ward whom we are told did chaperone but was not listed nor screened as a chaperone? We asked the district whether he changed his name but no information was provided. The district refuses to provide this information. (see Parents Sept 7, 2013 letter to district below)

9. The haphazard planning surrounding this fieldtrip foreshadows the devastation that ensued when teachers and unscreened/undocumented chaperones didn't bother to read and implement the chaperoning rules, by their own admission in the district's Kaiser Report.

Fieldtrip planning deadlines (see pdf.1):

1. Signed September 24, 2012. Principal's field trip checklist gives preliminary authorization for the trip. This was to occur three months in advance, which is August 5, not Sept. 24. Teachers and staff were available prior to September 24th to execute this document. Their initial disregard for the timeline is indicative of their failure at every juncture to responsibly provide for our children's safety.

2. Signed September 28, 2012. Principal completed the verification of background checks. This was to occur 4 weeks before the trip, which is October 8th. By completing this too early, the principal failed to include any male chaperone for the 14 boys on the trip

He also failed to include one female college-aged chaperone responsible for the girls at night.

Two of the 3 chaperones responsible for the students in their cabins were unscreened, unnamed, and not authorized to attend.

3. Signed October 16, 2012. Principal attested that for each student there was a signed permission slip. This was to occur one week before the trip, which is October 29th, not on the 16th. When this was signed on October 16th, only 2 permission slips had been signed, according to the documents provided by the district. Thus the principal falsified the document, because he attested that each student had a permission slip when only 2 of the 27 participants did.

The permission slips were provided by the district, twenty five in all. Yet 27 students participated in the fieldtrip. Why were there no permission slips for two students?

Furthermore, it appears that some of the permission slips were never signed by the parents because there is no sign that any redaction occurred. It is conceivable the teachers turned in permission slips just so they would be on file.

4. Some permission slips were turned in after the deadline although the principal attested they had been returned when he signed, two students lacked permission slips, and as seen, only two permission slips had been returned when he attested that all had been returned (see pdf.1)

Additional failure to perform: Garfield teachers/chaperones did not implement the host's requirements:

There is no evidence that Garfield chaperones signed the NatureBridge Chaperone Agreement (see pdf. 1). This agreement specifies chaperone responsibilities including overnight supervision. It also confirms that chaperones have read the Student Contract for behavior at camp and will use the contract to prevent any unacceptable behavior (such as entering each other's cabins and causing harm to other students; see contract pdf 1). Clearly teachers did not enforce the contract since the Kaiser Report details how students went into each other's cabins day and night, among other violations of the contract.

Curiously, the district's public records officer confirmed she provided copies of all the unsigned and signed documents surrounding this trip but the NatureBridge required document was not included. In addition, NatureBridge could not confirm receipt of the signed agreement. This is yet another example of how chaperones failed to inform themselves of the required policies and enforce them, as they admitted in the Kaiser Report.

We also know from the chaperones' behavior that they failed to enforce their responsibilities, not only those specified by the district, but by those specified in NatureBridge Chaperone Agreement (excerpted here; see pdf 1):

I understand that my primary responsibility while at NatureBridge is to supervise students. I am directly responsible for students during free time and meals, as well as in the cabins overnight.

I understand that any breaks from my supervisory responsibilities will be coordinated by the lead teacher, who may set up a rotating supervision schedule if possible. [n.b. this could have included a rotating night watch]

In the Cabin and During Free Time

_____ I understand the NatureBridge Site Manager will be the primary on-site liaison between the school and NatureBridge. During night hours in Curry Village (7pm-7am), the NatureBridge Field Safety Officer will support supervision.

I understand that students will be in their cabins by 9:30 pm, with lights out at 10:00 pm.

I agree to monitor students to ensure they are quiet and respectful in the evening so that everyone can get enough sleep to participate and stay healthy. Students may emerge from their cabins at 6am (7am at Crane Flat) with whisper hours until 7am.

Chaperone Packet

<https://www.naturebridge.org/sites/default/files/OLYM%20Chaperone%20Packet.pdf>
(see pdf. 1)

Who's Who: Adult Roles and Responsibilities (excerpted):

Here's what all adult participants (including teachers) do:

During your NatureBridge program:

supervise students at all times, including overnight

reinforce NatureBridge educator's instructions to students about proper behavior, gear selection

review, sign, and return the Chaperone Agreement to your trip organizer

supervise students at all times, including overnight

~~Chaperones were also required to enforce NatureBridge Student Contract but failed to enforce the following rules (according to the descriptions of behavior in the Kaiser and NPS reports):~~

I agree to treat my fellow students, chaperones, and educators with respect [Students did not respect the male chaperone's pleas for order according to Kaiser Report, and one sexually assaulted our daughter]

I agree to stay out of other students' cabins. [Students were allowed to freely co-mingle both days and both nights]

I understand that lights out is at 9:30 pm. I agree to be quiet and respectful in the evening so that everyone can get enough sleep to participate and stay healthy. [Students were out of control at night according to Kaiser Report]

I agree not to cause physical or emotional harm or threaten any other person. [Chaperones created a situation where harm could easily occur]

I agree to refrain from bringing or using non-prescription drugs, cigarettes, weapons, and/or alcohol at NatureBridge [Drugs and cigarettes were reported at camp; students must have wandered out of sight to partake.]

“FOUR STRIKES” DISCIPLINE POLICY Strike 1 - verbal warning

Strike 2 - consultation with student’s teacher

Strike 3 - the student will write and sign a contract about what s/he will do to change the behavior

Strike 4 - the student may be removed from an activity, asked to call home, or in an extreme case expelled from the program

Given the violations and chaos that chaperones described in the Kaiser Report, we conclude that the Four Strikes Discipline Policy should have been implemented. We have no information that it was.

Mr. Streufert informed us that none of the chaperones called for help from the NatureBridge staff when the chaperones lost control of the students. He also told us that it had never been necessary for the NatureBridge staff to monitor the behavior of attending school groups.

See NatureBridge Student Contract:

<https://www.naturebridge.org/sites/default/files/Student%20Contract%20O1YM.pdf>

Garfield should have known better and foreseen that the district’s Code of Prohibited Behaviors could be violated.

1. NatureBridge director Streufert informed us that Garfield teachers had used this facility before. They should have known better than to let students co-mingle in adjacent unlocked cabins without a night watch and adequate chaperoning in place. The teachers knew also that NatureBridge had a code of conduct they were to enforce, yet they failed to do so.

2. The district has a history of chaperoning problems, according to [REDACTED], the GHS English teacher who came to our home to tutor student1 [REDACTED] volunteered, "We didn't understand why the media vans weren't at the school the next day [after the assault]. We thought we'd solved our chaperoning problems."

3. We heard from a Garfield student how a boy and girl were found in the same sleeping bag on a choir trip prior to the November fieldtrip.

4. We read online about Garfield's chaperoning:

"I still volunteer when they call and ask. last time they almost cancelled a field trip sure to lack of chaperones [sic]."

<http://slog.thestranger.com/slog/archives/2013/01/21/schools-national-educators-support-garfield-high-map-standardize-test-boycott>

2. Impact of the Principal's Lie and Failure to Acknowledge That Sexual Assault Occurred (see pdf.2)

Mr. Howard, GHS principal, should have considered that our daughter had been raped and was not a party to consensual sex. According to the NPS report the assailant told Mr. Howard that "they partially had sex and then student1 said no." (See "Exhibit No," pdf. 5). A red flag should have gone up: Mr. Howard should have asked himself (or the assailant) why our daughter told him "no" if she were engaged in consensual sexual intercourse, as the assailant claimed. His failure to acknowledge a sexual assault had irreversible repercussions for our daughter and sets a disturbing precedent for other families in the district whose children are at risk.

1. Mr. Howard knew on November 7, 2012 that our daughter immediately reported the assault and likely knew that she provided a rape kit. Going through this ordeal is an unlikely outcome of the playful consensual sex the assailant reported to him on November 7. On November 8th, the parents informed Mr. Howard personally that she endured the rape kit.

2. Mr. Howard knew our daughter told the assailant to stop. ~~Undoubtedly if this were Mr. Howard's daughter he would have acknowledged the possibility that this was rape because the victim told the assailant to stop having sex with her.~~

3. Mr. Howard should have known better because he knew that the assailant had previously been emergency excluded for "lewd conduct" after having sex on school

property while in middle school. Mr. Howard knew the assailant was capable of violating The Code of Prohibited Behavior (sexual assault) E-215 with our daughter. E-215 is defined below.

Note that in every one of the assailant's subsequent reports (to Mr. Howard in the NPS, to the NPS investigators, and to the district's investigator, Mr. Kaiser) the assailant also admitted that our daughter told him no, but that he kept on going with other more violating behaviors, claiming she wanted them to justify raping her.

As will be seen, ~~the district chose not to uncover a sexual assault~~ by failing to implement the required Title IX investigation last November, rationalizing that it must wait for a criminal investigation to end. There is no evidence that the district ever questioned the assailant prior to the May Kaiser investigation, by which time his story had become myth at Garfield.

4. Instead of weighing the very likely possibility that our daughter was assaulted, Mr. Howard bought the assailant's tale of consensual sex (carefully crafted on the return bus ride). Why ~~didn't~~ Mr. Howard explore the possibility that our daughter was raped when the possibility was so obvious? There was at least a 50/50 chance that her story was correct, and bearing in mind that she went to the hospital and that the assailant had a history of lewd conduct, the likelihood was raped was far greater than the 50/50 chance that she was not.

Why did Mr. Howard "buy" the assailant's tale and disregard our daughter's report? Because acknowledging the assault would have raised the question of liability. It was far more convenient for Mr. Howard to "buy" the assailant's tale than to be held accountable for "chaperoning negligence that permitted a sexual assault. ~~He shamefully ignored that our daughter was raped, and by denying rape he could also avoid implementing her Title IX rights, in addition to being held accountable.~~

Mr. Howard was wrong on several fronts. ~~Title IX rights must be immediately extended whenever there is a report of sexual assault, whether or not he wanted to believe it and whether or not there was a criminal investigation underway. Mr. Howard chose to ignore the immediate report of sexual assault. To cover his tracks, the district counsel claimed it is their policy to wait until a criminal investigation is over, in direct violation of Title IX.~~

Not only did Mr. Howard ignore the report of a sexual assault, he lied about it. On the morning of November 8, 2012, **rrrent** had a long discussion with Mr. Howard in which he admitted a student "came forward and admitting having consensual sex." **rrrent** informed him that **student1** had been raped and reminded him that she submitted a rape kit the previous day, right after the assault.

rrrent then asked about sanctions against the assailant and precautions that would allow student1 to return to school. A long conversation ensued about safety. Mr. Howard said he would not be involved and wrote that we should “differ” our questions to the Parks Department [which has no jurisdiction over the school environment]. (see Pdf. 6). Mr. Howard failed to address our daughter’s fear of retaliation and a hostile environment after reporting the rape. Title IX addresses this safeguard unambiguously:

“The school also should tell the complainant that Title IX prohibits retaliation, and that school officials will not only take steps to prevent retaliation but also take strong responsive action if it occurs.”

On November 9, 2012 the parents again spoke with Mr. Howard asking about providing protection. He retracted his statement that a student admitted to having sex with student1 saying that a student “only came forward with information.” We corresponded with Mr. Howard about this blatant lie and the loss of confidence in him as our daughter’s principal. (see Pdf. 6)

Mr. Howard’s lie is verified in the NPS report. The assailant’s November testimony (pdf. 5) describes how he confessed to so-called “consensual sex” to Mr. Howard on the evening of November 7 immediately upon returning from the fieldtrip. When rrrent spoke Mr. Howard on November 8, Mr. Howard already knew that the assailant come forward and admitted violating the district’s Code of Prohibited Behavior E-215. Thus what he told rrrent on Nov. 8th was correct but he lied denied saying so the following day.

Furthermore Mr. Howard immediately emergency excluded the assailant as a danger to himself and others. ~~Clearly Mr. Howard lied because he already disciplined the student for having sex but then denied that a student had admitted to having sex on the fieldtrip.~~

Moreover, Mr. Howard refused to inform student1 of the sanction (emergency exclusion) he meted out, as required by Title IX. Had Mr. Howard done so, our daughter could have returned to school, resumed her education, and dealt with the assailant’s malicious rumors. Instead her life began deteriorating.

When the NPS produced its report indicating that Mr. Howard had lied to us about the student who did/then did not report having sex, rrrent wrote him an email verifying that Mr. Howard had lied.

[Mr. Howard,

On November 8, 2012, the day after the rape incident, you spoke with rrrent on the phone and told her that a student had come forward and admitted having sex with student1. The next day you denied that you had shared this fact with rrrent. Instead you

claimed that you had only said a student came forward with "information." This is detailed in our correspondence.

According to the investigators, a student did indeed admit to you that day to having sex with student1 as rrent had correctly recalled from your conversation on November 8. I hope this now sets the record straight.

Furthermore the notion of consensual sex between student1 and the assailant, XXXXXXXXX, [redacted] is purely fictitious.

Kindly acknowledge receipt of this correspondence.] rrent 3/5/2013 email (pdf. 6)

Mr. Howard also should have known better--because he knew that the assailant had a record of lewd conduct and was capable of violating E-215 with our daughter. [The assailant's later report to the NPS confirms that our daughter told him to stop at least three times, further confirmation that he violated E-215]. Instead of knowing better, Mr. Howard adopted the assailant's tale of consensual sex (including the bogus report of "making out"). Why didn't Mr. Howard explore the possibility that our daughter was raped? Because it would have raised the question of liability. It was far more convenient for Mr. Howard to buy the assailant's story rather than be held accountable for "chaperoning" behaviors that permitted a sexual assault.

Even the teachers ~~knew that a student had been raped~~ but it was covered up and ignored by the district [redacted] wrote:

Dear rrent rrent and student1 This is an awful thing. I am so sorry something like this could happen to student1 or anyone. Garfield staff were not told who, nor specifics. But I had a terrible suspicion when I didn't see her last week. I still have great expectations for your daughter. I would love to have student1 return when she is ready. If there is anything I can do to help, please let me know. [redacted]

[redacted]

student1 was so damaged that although [redacted] admitted her to the [redacted] [redacted] after the assault, she was suffering from PTSD and couldn't concentrate. She has given up the [redacted] even though it was a once source of joy, not to mention a possible career path].

Annotated Document Inventory Detailing Pdfs 1-10 attached

Chaperone/teacher Documents, Requirements and Protocols That Should Have Been Executed (Pdf. 1)

1. NatureBridge camp Chaperone Packet

<https://www.naturebridge.org/sites/default/files/OIYM%20Chaperone%20Packet.pdf>

No evidence that teachers/chaperones signed or implemented the requirements as discussed above.

2. Garfield High School Trip Planning Documents indicating failure to screen and account for all participants. Numerous gross omissions detailed above.

3. Emails from Colleen Carlson verifying completion of Public Information Request 1213-221 for all documents surrounding the field trip.

The district confirmed that it had provided all forms (blank and signed) surrounding the November 2012 trip to NatureBridge. (See Carlson correspondence pdf. 1). These forms provided by the district demonstrate how the organizers failed to properly implement pre-planning procedures, how the principal inappropriately authorized a multi-day trip without a single male chaperone, how the trip proceeded with adults and a young child (children) who were not authorized to attend, how unlisted/unscreened “chaperones” failed to sign the required documents, and how he attested that all permission slips were included when only two had been returned at the time of signing. Detailed above.

4. School fieldtrip letter of October 5, 2012. Letter states that Nick Fraize will be chaperoning. When we requested all fieldtrip planning documents, this letter was not provided by the district. His name should have been listed as a chaperone. No male was ever listed as a chaperone. Detailed above.

Information from student1 About the Rape (Pdf. 2)

1. student1 hand written description of the November 7, 2012 rape provided to her therapist Rrrrrrrrrrrrr. student1 and her therapist presented the account to her parents during family therapy Rrrrrrrrrrrrr.

2. A report student1 titled “Response to Assailant’s November testimony to Park Service.” This is student1 written response to the reports given by the assailant and his “eyewitness” friend to both the National Parks and Kaiser investigators. She saw these reports for the first time only after leaving the treatment center on July 14 2013.

Because her therapists strongly advised against participating in interviews owing to triggering a relapse, she provided information in writing. Nevertheless, she found the fallacious content very upsetting, as evidenced by the use of expletives.

3. Olympic Medical Center emergency room notes convey **student1** remarks in the following form:

Rrrrrrrrrrrrr

This explains **student1** initial reluctance to disclose the name of the assailant. NPS report describes how the assailant shared his personal problems with **student1** before raping her

4. National Parks Service report entitled “NPS Kirschner Summary.” This is the summary provided by Ranger Kirschner describing her time with **student1** in the emergency room. This confirms what **student1** previously said, that she was hesitant to reveal the name of the classmate because she didn’t want him to go to jail. A redacted student stated in the NPS report that the assailant “had a difficult home life and that he did some bad things, like steal and smoke pot.” (see NPS report).

The doctor reported to Ranger Kirschner that **student1** told her Rrrrrrrrrrrrr

5. NPS report summary entitled “NPS Page 6”: Ranger Kirschner reports that **student1** stated she “just wanted it [the assault] to go away.” She indicates that she doesn’t want to acknowledge who raped her—that is, a classmate. **student1** states that she trusted him as a friend and that the assailant told her he was interested in her romantically although **student1** stated she has a boyfriend.

Medical Documentation: Diagnoses Codes (Pdf. 3)

Physician and Mental Health Professional Diagnoses Codes as appear on medical bills, chart notes, and/or discharge instructions. ~~Diagnoses codes reflect an actual medical condition.~~

[illegible]

Category	Percentage
Very good	10%
Good	20%
Not good	30%
Very bad	40%



Responsibility	Percentage
Current government	85%
Previous government	10%
No government	5%

Age Group	Percentage Vaccinated
18-24	95%
25-34	90%
35-44	85%
45-54	80%
55-64	75%
65-74	70%
75-84	65%
85+	10%

Category	Percentage
Very important	85%
Important	10%
Not important	5%

The school district has repeatedly asked us to turn over privacy protected documents even though doing so would be a violation **student1** right to privacy. We explained how

she is reluctant to share information about her private parts with those other than her medical providers. In addition, her records would fall into the public domain if the OSPI defined complaint pathway (to the school board and beyond) is implemented.

Moreover, our daughter's documents were not necessary for the district to undertake the mandatory independent investigation required by Title IX. She met the preponderance of evidence standard required by Title IX. Furthermore, her medical records are irrelevant to an investigation of the chaperoning procedures should have occurred.

Nevertheless, to address the district's ~~misplaced emphasis (denying rape to avoid liability)~~, we provide ample medical information from multiple sources to confirm sexual assault. This information puts to rest the assailant's tale of consensual sex that the school district adopted--to avoid liability and the implementation of Title IX requirements.

To protect our daughter's privacy rights, we redacted parts of her name, her birth date, and information not relevant to the district's inquiry. Similarly, the district provided only the assailant's disciplinary records deemed relevant to sexual assault such as being suspended for having sex on campus. Following the district's example, we provide those excerpts from the medical records that pertain to the Nov. 7 2012 rape.

RCW42.56.360(2)

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

student1

RCW42.56.360(2)

student1

Legal definition of Sexual Assault in Washington:

1. Legal definition of sexual assault in Washington, excerpted here from
http://www.womenslaw.org/laws_state_type.php?id=603&state_code=WA#content-14318

“Nonconsensual” means that you did not freely agree to the sexual conduct or penetration.* If you “agreed” to the sexual contact because you were being threatened with physical harm, for example, that would not be considered that you “freely agreed” to the contact.

Sexual conduct is when the offender:

- touches or fondles your genitals, anus, or breasts, including through clothing;
- displays his/her genitals, anus, or breasts for the purposes of arousal or sexual gratification;
- forces you to touch his/her genitals, anus, or breasts;
- forces you to touch another person's genitals, anus, or breasts;
- forces you to display your genitals, anus, or breasts for the purpose of sexual gratification;
- touches the body (clothed or unclothed) of a child under the age of thirteen for the purposes of sexual gratification or arousal; or
- forces a child under the age of thirteen to touch or fondle (including through clothing) his/her genitals, anus, or breasts.**

Sexual penetration is:

- any contact between the sex organ or anus of one person by an object, or
- the sex organ, mouth or anus of another person; or

any intrusion into the sex organ or anus of one person by
 any part of the body of another person, or
 any animal, or
 any object.***

Note: There does not have to be semen found to prove sexual penetration. ***

2. Washington State Statutes. The assailant met the standard for:

RCW 9A.44.050 Rape in the second degree. See 1a

RCW 9A.44.060 Rape in the third degree. See 1a

RCW 9A.44. 010 Definitions relevant to the assault. See 1,2, 6,7

RCW 9a.44.050

Rape in the second degree.

(1) A person is guilty of rape in the second degree when, under circumstances not constituting rape in the first degree, the person engages in sexual intercourse with another person:

(a) By forcible compulsion;

(b) When the victim is incapable of consent by reason of being physically helpless or mentally incapacitated;

(c) When the victim is a person with a developmental disability and the perpetrator is a person who is not married to the victim and who:

(i) Has supervisory authority over the victim; or

(ii) Was providing transportation, within the course of his or her employment, to the victim at the time of the offense;

(d) When the perpetrator is a health care provider, the victim is a client or patient, and the sexual intercourse occurs during a treatment session, consultation, interview, or examination. It is an affirmative defense that the defendant must prove by a preponderance of the evidence that the client or patient consented to the sexual intercourse with the knowledge that the sexual intercourse was not for the purpose of treatment;

(e) When the victim is a resident of a facility for persons with a mental disorder or chemical dependency and the perpetrator is a person who is not married to the victim and has supervisory authority over the victim; or

(f) When the victim is a frail elder or vulnerable adult and the perpetrator is a person who is not married to the victim and who:

(i) Has a significant relationship with the victim; or

(ii) Was providing transportation, within the course of his or her employment, to the victim at the time of the offense.

(2) Rape in the second degree is a class A felony.

RCW 9A.44.060

Rape in the third degree.

(1) A person is guilty of rape in the third degree when, under circumstances not constituting rape in the first or second degrees, such person engages in sexual intercourse with another person, not married to the perpetrator:

(a) Where the victim did not consent as defined in RCW 9A.44.010(7), to sexual intercourse with the perpetrator and such lack of consent was clearly expressed by the victim's words or conduct, or

(b) Where there is threat of substantial unlawful harm to property rights of the victim.

(2) Rape in the third degree is a class C felony.

RCW 9A.44.010 (excerpted)

Definitions.

As used in this chapter:

(1) "Sexual intercourse" (a) has its ordinary meaning and occurs upon any penetration, however slight, and

(b) Also means any penetration of the vagina or anus however slight, by an object, when committed on one person by another, whether such persons are of the same or opposite sex, except when such penetration is accomplished for medically recognized treatment or diagnostic purposes, and

(c) Also means any act of sexual contact between persons involving the sex organs of one person and the mouth or anus of another whether such persons are of the same or opposite sex.

(2) "Sexual contact" means any touching of the sexual or other intimate parts of a person done for the purpose of gratifying sexual desire of either party or a third party.

(3) "Married" means one who is legally married to another, but does not include a person who is living separate and apart from his or her spouse and who has filed in an appropriate court for legal separation or for dissolution of his or her marriage.

(4) "Mental incapacity" is that condition existing at the time of the offense which prevents a person from understanding the nature or consequences of the act of sexual intercourse whether that condition is produced by illness, defect, the influence of a substance or from some other cause.

(5) "Physically helpless" means a person who is unconscious or for any other reason is physically unable to communicate unwillingness to an act.

(6) "Forcible compulsion" means physical force which overcomes resistance, or a threat, express or implied, that places a person in fear of death or physical injury to herself or himself or another person, or in fear that she or he or another person will be kidnapped.

(7) "Consent" means that at the time of the act of sexual intercourse or sexual contact there are actual words or conduct indicating freely given agreement to have sexual intercourse or sexual contact.

[Remainder is irrelevant to the assault that occurred]

8. Seattle School District's Code of Prohibited Behavior E-215. The assailant met the district's standard for sexual assault by his own admission to the FBI investigators (see NPS Supplemental Incident Report pdf. 5; he also met the standard when he told Mr. Howard on November 7, 2012 that our daughter told him to stop, and met the standard when he confessed to Mr. Kaiser.)

E-215 Sexual Assault 13

Sexually assaulting or taking indecent liberties with another person. *****

Sexual assault includes unwanted touching or grabbing of sexual parts, indecent exposure, using force to engage in intercourse, oral sex, or other sexual contact, "panting" behavior by other than elementary-age students¹⁴, engaging in intercourse or oral sex whether or not the other person clearly refuses or does not have the mental or physical ability to consent. Sexual assault does not include incidental touching unless it is flagrant, purposeful, or repeated.

A student who is long-term suspended for violation of Sexual Assault will be required to participate in appropriate counseling for sexual misbehavior, at parent expense, at an

agency providing such counseling or therapy. This is not the same as b-mod counseling and is not provided as part of the Reentry Program curriculum.

13 Violation of this offense may require enrollment in another appropriate District-approved program.

About the Assailant [Student 2] (Pdf.5)

1. The assailant's prior disciplinary records 10/30/10 were provided by the district as relevant to this inquiry. Records provided by the district state the assailant was previously emergency excluded and suspended for "lewd conduct" after having sexual intercourse on school property during the lunch period in middle school on 10.30/10. ~~He was emergency excluded as a danger to himself /others and required to complete a safety assessment. He was not merely suspended but emergency excluded as well~~

Thus, this 2010 incident actually could have been a sexual assault for obvious reasons: he was disciplined as a danger (not merely suspended) and he was required to complete a safety assessment. Was the middle school girl too scared to report the assault?

Curiously the district reported the 2010 incident as "lewd conduct" as it also did when our daughter was sexually assaulted. We also know that the district only disciplined the assailant for "lewd conduct" when he actually raped our daughter, so his prior violation could have also been sexual assault, particularly because he was emergency excluded and required to attend a safety assessment.

This is relevant because: 1) the district covered up sexual assault in our daughter's case 2) the assailant may have assaulted another girl but it slid by as consensual "lewd conduct" 3) the district should have investigated to fulfill the stipulation on the assailant's Nov. 2012 disciplinary record that "this time could be extended in lieu [sic] of additional time needed for further investigation," and "investigation ongoing for additional information and evidence."

~~The district both failed to extend the suspension and to seek/admit objective information that would have confirmed the assault. Instead, it merely "bought" the assailant's tale of consensual sex to excuse its negligent chaperoning and liability.~~

2. Violation of E-215 and discipline. The assailant admitted to E-215 to the principal on Nov. 7, 2012 when he stated that student1 him to stop. (see "Exhibit No," pdf 5). If it were truly consensual, she would not have told him to stop. By so admitting, the assailant met the definition of sexual assault, E-215 of the district's Code of Prohibited Behaviors. The principal also knew our daughter was treated in the emergency room for rape on Nov. 7, 2012. In the assailant's subsequent report to the NPS and district, he detailed how he assaulted her, moving on to more invasive behaviors.

To cover up the assault and liability, the district did not discipline him for sexual assault. He was only disciplined for “lewd conduct.”

Had the assailant been disciplined for sexual assault, he would have received a steeper sanction than he received according to the district’s disciplinary codes, paving the way for our daughter’s return to school. In addition, he could have received some form of therapy to address his history of sexual violence

According to the Kaiser Report the assailant also has been disciplined for other offenses. These may be indirectly relevant to the assault, especially if he had a history of drug use that would affect his judgment.

Our daughter has no disciplinary records; she was not even found guilty of consensual sex on the November 2012 fieldtrip even though the assailant was, further demonstrating that the district knew she was assaulted.

The assailant’s discipline has important implications:

a) Because the district determined the assailant engaged in “lewd conduct,” which is consensual activity, our daughter must have also engaged in “lewd conduct.” Had she been guilty of “lewd conduct,” her records would have borne that discipline, whether or not she returned to school. However, she has no such mark on her record. That’s because the district knew she was raped and therefore did not discipline her for “lewd conduct.”

b) The district would not acknowledge that a sexual assault occurred. Why not? For reasons of liability and because the assailant is also a popular [REDACTED] player/valued athlete.

3. The assailant’s November 20, 2012 own testimony to National Parks Service Supplementary Incident Report, November 20, 2012 Here he admits that our daughter told him several times to stop touching her but he continued with yet more aggressive probing of her body. The assailant’s bogus tale makes no sense: that after our daughter told him to stop fingering her vagina that he then put his penis in instead; that after she told him to stop putting his penis in her vagina that he would continue; this makes no sense unless he was bent on raping her, which he was, and also bent upon sodomizing her, which he did. By his own admission he met the standard for rape in the second and third degrees.

The assailant attributes bogus statements to student1 about her allowing this to happen (just as he lied to Mr. Kaiser and to the principal, saying, for example, that they were “making out” and she “didn’t seem upset with him”) (see “NPS Exhibit No” pdf. 5).

Note also how the assailant, among his many lies, claims **student1** was in his room Monday night from 11-3 AM. Yet in his report to the school district, he states they never met Monday night.

Compare also the assailant's comments statements in the NPS report about our daughter "taking" accidental anal sex with his remarks in the Kaiser Report how young women repeatedly refused to comply with his requests for anal sex. He knew that the likelihood of a female having anal sex would be slim to nil, so his claim that our daughter "took it" is an excuse to justify what he described to the district as 10 minutes of anal sex using water as a lubricant. To justify his behavior he attributes **student1** moans of pain as moans of pleasure to confer consent, even after she told him at least three times, according to his November account, to stop touching and penetrating her. Compare with **student1** account of the rape in pdf. 2.

The NPS Supplemental Report also states that the assailant and his "eyewitness" friend discussed the incident and the "eyewitness" stated he would cover for the assailant saying he "had his back" (see end of assailant's testimony).

4. NPS narrative Exhibit entitled "NPS Exhibit No" details how the assailant confessed to principal Ted Howard the evening of November 7, 2012 saying that **student1** told him "no" after he initiated sex. Mr. Howard's failure to accept that she was likely raped is discussed at length above.

5. "NPS Exhibit No" describes how the assailant was shocked and quiet about news of the rape circulating among students on the bus ride home. This makes sense in light of **student1** statement (pdf. 2) that she told the assailant, whom she regarded as a friend prior to the rape, that she would "cover" for him raping her [because he begged her not to tell, because she was terrified of the repercussions, because she was in shock, among many reasons], but that she would have to tell that she was raped. (see pdf. 2)

The assailant's situation/withdrawn demeanor hardly depicts one who participated in playful consensual sex, as he claimed. He was in trouble and cleverly lied his way out of it with a bogus tale of consensual sex which he relayed to the principal, the National Park Service investigators, and later to the district's investigator, Mr. Kaiser (to whom he presented a greatly revised tale--owing to the months that elapsed before the district commenced its investigation). Nevertheless, in each case he still met the criteria for sexual assault/rape in the second and third degree.

6. See screenshots recounting discussion between the assailant and **student10** sent to Mr. Howard and NPS Investigators on Dec. 22, 2012.

7. Assailant's Facebook Posts describes a chronic liar who dupes girls: see below.

The assailant groomed and duped our daughter, in whom he admitted a romantic interest while knowing she was not interested in him; he played upon her sympathy to hear his tales of woe in his cabin, and then cajoled her into playing a game with him in his room.

How could our daughter imagine that she would be raped by a classmate, let alone in a room with classmates present? Moreover, why would our daughter go to a room with classmates to engage in “consensual sex” which could have easily occurred privately outside owing to the lax chaperoning? As documented in various sources, she visited with the assailant to provide friendship and emotional support for his problems.

However considering how the assailant was previously suspended for having sex on school property, it appears he had no hesitation having sex in another school governed setting.

Compare how the assailant lured out daughter to hear his problems before assaulting her with his attached Facebook screenshots in which he posts advice:

“Act Like A gentleman but fuck her like an animal.” (Sept. 15, 2013)

Compare how he tricked **student1** (detailed in her hand written testimony of a game he initiated) with his July 23 FB post about duping a girl one is interested in.

Consider how he posts on Facebook sexually driven material from a site he admires called “Sex and Weed” asserting that it “Ain’t Shit if it’s not between the legs of a Loyal Woman.” (Sept 15 FB post)

Consider how the assailant describes himself as a chronic liar, a person who does “dumb shit” with no explanation, a person who advocates treating women like animals, etc. His Facebook posts:

FB August 8 admits being a chronic liar

FB August 18th admits doing "dumb shit" without any explanation. [Compare with **student1** typed response to the NPS and Kaiser Report, pdf 2, where the assailant said he didn’t know why he raped her].

FB Aug 18 screen shot where he posts that one should "Slap That Bitch, Hard" which apparently confers an abusive attitude.

FB July 23 Laughs out loud (LOL) and describes a devious method to get access to a girl you like.

FB Sept 15 "Act Like A gentleman but fuck her like an animal"

FB Sept 15 "Aint Shit if it's not between the legs of a loyal woman"

8. The assailant was interested in anal sex. The exhibit entitled "NPS report page 5 of 9" (pdf. 5) states how Snookal disciplined the assailant (see length of redaction line) for talking about anal sex. See Kaiser Report's skeptical view that the assailant could get our daughter to comply with anal sex, although the assailant reported she did. Comply He sodomized her for 10 minutes, he admitted to Mr. Kaiser. (See student1 remarks to medical providers pdf. 4 also indicating that the assault lasted 10 minutes).

Correspondence with Principal Ted Howard Documenting Lies and Failure to Consider or Acknowledge That an Assault Occurred (pdf. 6)

1. "Exhibit No" (pdf 5) confirms that the principal knew student1 told the assailant to stop. Mr. Howard should have considered that a report of "no" means non-consensual sex could have occurred. Mr. Howard chose not to explore that possibility because it was inconvenient and raised the issue of liability. Instead he chose to believe the assailant's story even though the assailant had already been disciplined for inappropriate sexual activity on school property.

2. Email from parents of Nov. 8, 2012 concerning safety and retaliation.

3. Email thread from Mr. Howard 11/8 -11/10/2012. Mr. Howard says he will not be involved, then emails that we "differ" our questions to the Parks Department [which had no jurisdiction over the school environment].

4. Parents' email of November 9, 4:02 PM. Parents summarize previous conversation with the principal regarding his denial of information previously given. "When we receive conflicting information, it causes us to question the reliability of the information you give us. This leads us to feel that we are not working together in the most transparent and constructive manner possible."

We are not asking you for further information about the suspects. The conversation about a restraining order Thursday AM stemmed from the statement that a youth had confessed "having sex" with student1. There would be no reason to restrain a non-entity. I hope this clarifies any confusion.

[As detailed above: Mr. Howard's lie is verified in the Parks Department Report]. The report states how the assailant confessed to so-called "consensual sex" to Mr. Howard immediately upon returning from the fieldtrip. When rrrrent spoke Mr. Howard, he knew from the previous evening that the assailant admitted to violating the district's

Code of Prohibited Behavior. Mr. Howard emergency excluded this assailant but lied when he later said no one admitted to having sex with our daughter.

Mr. Howard also refused to inform the victim of the sanction he meted out, as required by Title IX. Had Mr. Howard done so, **student1** could have returned to school, resumed her education, and dealt with the assailant's malicious rumors.]

6. Email of **rrrent** 3/4/2013 verifying that the principal had lied to parents, as verified by the NPS report (Pdf. 5).

Title IX Violations (Pdf. 7)

1. Refer to the US Department of Education Office For Civil Rights Dear Colleague Letter for Title IX requirements.

http://www.whitehouse.gov/sites/default/files/dear_colleague_sexual_violence.pdf

Also see Pdf. 11 (correspondence with the school) that extensively discusses Title IX, particularly after OSPI informed parents on April 15, 2013 that Title IX rights should have been implemented immediately after the November 7, 2012 assault occurred (see also pdf. 7, April 15 email from attorney Sechrist).

2. See Correspondence thread with Paul Apostle, the Title IX officer who failed to alert victim of Title IX rights. When asked about rights, Apostle refused to inform us (pdf. 7).

Note: immediately after reporting the rape, the district's Title IX officer was required to reach out with resources available to our daughter, OSPI informed us after it was necessary to escalate our complaint. No Title IX officer ever reached out to us. When asked, Mr. Apostle, the Title IX officer, would not provide information (see pdf. 7).

In addition, the district failed to conduct the required investigation concurrently with the criminal investigation (as detailed in the opening document "Response to Draft Investigative Report Prepared by Kaiser). It failed to take prompt measures to address retaliation, safety, and, harassment, and it failed to provide **student1** continuity in her education, among other damaging failures.

3. The school district attempted to avoid liability for this sexual assault and for its failure to implement Title IX rights immediately following the 11/7/12 report of rape by disregarding the preponderance of evidence standard that immediately triggers Title IX. The district disingenuously ignored that **student1** went to the hospital immediately after informing the teachers she was raped. It ignored the assailant's November 7, 2012 admission that she told him "no" after he began intercourse. It ignored her physician's

prompt request to RCW42.56.360(2)

. It ignored the fact that the district qualified her for rrRrr on the basis of PTSD and rape (see School District Request for Assignment Related Accommodation). Instead of abiding by the preponderance of evidence standard the district shamelessly demanded that the victim provide proof that she was raped when she met the standard for Title IX rights:

Thus, in order for a school's grievance procedures to be consistent with Title IX standards, the school must use a preponderance of the evidence standard (i.e., it is more likely than not that sexual harassment or violence occurred)...Therefore, preponderance of the evidence is the appropriate standard for investigating allegations of sexual harassment or violence. (Dear Colleague Letter)

Regarding retaliation and sanctions: Retaliation against a victim who reports sexual assault must be prevented by the school. Garfield did not address this Title IX requirement.

1. We previously referenced correspondence with Principal Ted Howard (see emails with Ted Howard November 8 -10, 2012 and OSPI April 15, 2013). Parents repeatedly expressed concerns about safety/retaliation. Howard refused to inform us of sanctions such as the assailant's emergency exclusion. Instead the district admitted meting out this sanction months later when it served no purpose. If student1 had been informed on November 8, 22012 when asked about her safety, she could have returned to school. Instead, Howard wrote that we should "differ" all questions to the investigators [who had no jurisdiction over the school environment]. See pdf. 6.
2. Correspondence from OSPI attorney Calendra Sechrist dated April 15, 2013 shows how school failed to provide basic services. See "In addition, schools should ensure that complainants are aware of their Title IX rights and any available resources, such as counseling, health, and mental health services, and their right to file a complaint with local law enforcement."
3. Retaliation was occurring yet the school did nothing to prevent this. For example, the assailant retaliated by spreading rumors in the school environment that our daughter "greezed" him (Greezed means "framed" "sexed" See Urban Dictionary.) The assailant's FB post entitled "greezed" documents how he spread this information on the internet.
4. January 6, 2103 chat with student11 who reports ongoing rumors spread by the assailant and student1 response to hearing this information.
5. Email of June 22, 2013 to the Seattle School Board regarding violation of Title IX rights with Paul Apostle.

6. Medical Record **RCW42.56.360(2)**

rrRrr and SPS documents (Pdf 8)

rrRrr

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

rrRrr

Selected Correspondence with the School Board (Pdf. 9)

Parents' emails of June 10, 13, 22, 26, July 5 addressing Mr. English's ad hoc policies stating sex may occur on fieldtrips in the context of appropriate chaperoning the Superintendent's failure to follow the complaint pathway, the absence of accountability on the part of the school board, the district's failure to implement Title IX requirements, fieldtrip policy, etc. School board failed to provide an independent response but instead turned the correspondence over to the subject of the complaint, Mr. English.

Email of May 28 from Calendra Sechrist, OSPI attorney, stating that Superintendent Banda failed to provide the appropriate response: "Even if Superintendent Banda did designate Mr. English to respond on his behalf, however, I do not see that Mr. English included all of the required components within his response. For example, I have not seen any response from Mr. English that includes your right to appeal his decision to the school board, and where and to whom the appeal must be filed."

Parents object to school district and school board that Mr. Banda is thwarting the appeal process by failing to provide the required information. (see emails in pdf. 9).

Other: Crime Victims status, selected references for **student1** prior to rape (Pdf.10)

1. Recognition of Crime Victim Status by State of Washington Department of Labor and Industries Crime Victim Compensation Program. Letter affirms crime victim status. "I have allowed this crime injury claim," and "This claim is allowed for benefits as provided by the Crime Victims Act for a crime that occurred on 11/06/12."

Note that as indicated on Crime Victim correspondence, the State of Washington qualified our daughter as a victim after conferring with Clallam County V/M Program director and prosecutor.

We informed the school district in our March 2013 complaint that our daughter had been granted crime victim status by the State of Washington. Rather than accepting this as yet more evidence that she had been assaulted, the school district, through Mr. English, demanded proof by requesting this privacy protected document, even though we previously stated that all our assertions could be substantiated. Mr. English then tried to dismiss this evidence by falsely asserting that Crime Victims is a self-electing program. Although the criteria for qualifying is widely available on the internet, Mr.

English tried to devalue the importance of Crime Victims status in his effort to disprove **student1** was assaulted so he could relieve the district of liability.

2. Inner Change statement of August 21, 2013 indicating we paid \$51,750 for residential treatment. In addition to taking out a loan for this therapy, we paid \$4,150 to Educational Connections for consultation/placement services when **student1** educational options crumbled, among many other expenses associated with the November 2012 assault.

3. About **student1**

a) Letter of May 12, 2012 from Lindsey Harris, Program and Outreach Director of Seattle Music Partners. The letter attests to our daughter's dedication and competency as the **student1** to an economically disadvantaged student.

b) October 15, 2012 Letter from Kintea Bryant, Nature Camp Director of Seattle Audubon, attesting to our daughter's responsible participation as a camp counselor for three weeks during the summer of 2012.

Correspondence with the Seattle School District re Sexual Assault (pdf. 11)

Annotated Timeline: Selected Events

Documentation for timeline events appears in the attached pdfs.

September 24, 2012. Disregard for timelines foreshadows the haphazard approach to planning/chaperoning that allowed a sexual assault to occur. This includes: principal's failure to authorize any male chaperone, failure to screen chaperones, the teachers'/chaperones' admission that they never read the fieldtrip procedures failure to authorize all young children in the teachers' charge, failure to obtain signed permission slips, etc. 9/24/12 checklist gives preliminary authorization for the trip. This was to occur three months in advance, which is August 5. Teachers and staff were available prior to September 24th to execute this document. The principal's and teachers' failures to follow critical deadlines had extreme repercussions.

September 28, 2012. Assistant Principal completed the verification of background checks too early. This was to occur 4 weeks before the trip, which is October 8th. By completing this too early, the principal failed to include ~~any male chaperone~~ for the 14 boys on the trip. The male chaperone was responsible for night-time supervision of all the boys.

The list he signed also failed to include a female college student chaperone who participated. She was also responsible for night-time supervision. These chaperones were unidentified, unscreened, never read the chaperone guidelines, and slept on the job while students left their cabins both nights. (see pdf.1)

October 16, 2012. Principal attested that for each student a signed permission slip was returned. This was to occur one week before the trip, which is October 29th, not on the 16th. When the principal signed on October 16th, only 2 permission slips had been signed, according to the documents provided by the district. Thus the record is false, because Principal attested that each student had a permission slip when only 2 of the 27 participants did. (see pdf 1).

Next, had he signed on October 29th, he would still have been missing those permission slips that were returned after October 29th. In addition there are blank permission slips included that are perfectly intact, showing no sign of redaction. Why weren't these signed and dated? Did the teachers fill them out in lieu of the parents and insert them unsigned? There were also permission slips also returned with no date.

This laxity is indicative of the chaperones' attitude that a trip could proceed without following procedures, without proper chaperone screening, without the chaperones authorizing all young children who distracted them from duties, without making a point to read to chaperone protocols, etc. as detailed above.

November 5-7. Garfield High School takes 27 students to NatureBridge for an ecology program on the Olympic Peninsula. Two female science teachers, Snookal and Finley, organize the program and bring their young children along. Only one young child was authorized to attend. SPS guidelines discuss how young children are a distraction (see pdf.1). Teachers and their children sleep in a separate area and are unable to see the students' two adjacent unlocked cabins and so failed to stop them from co-mingling day and night

Two female chaperones are responsible for 13 girls in an unlocked cabin with outdoor toilet facilities. Only one of the two chaperones is screened. The college-aged chaperone is not screened nor does her name appear anywhere in the preplanning documents.

One male college-aged chaperone is responsible for 14 boys for two successive nights. He is unscreened and his name does not appear in the preplanning documents.

Thus, two of the three chaperones responsible for night time supervision are unscreened and unnamed prior to the trip.

None of the teachers or chaperones read the chaperoning agreements, the district wrote in its report. Two of the chaperones failed to sign agreements with the district

because they were not authorized to attend. None of the chaperones enforced the rules that they required the students to sign such as staying out of each other's cabins. Apparently none of the chaperones signed NatureBridge chaperone agreement. (see pdf.1)

November 6, 2013 Students arrive at NatureBridge and are allowed to freely co-mingle in each other's adjacent cabins in violation of the code of conduct Garfield Teachers had them sign. No effort was made to monitor or control coming and going according to the Kaiser Report. Chaperones did not contact NatureBridge staff for help although they were available. No effort was made to remedy the situation the next night when our daughter was raped.

November 7, 2012. **student1** is raped/sodomized at NatureBridge by a classmate sometime after midnight. She and transported to Olympic Medical Center Emergency Room by NatureBridge staff the next morning. Parents are notified around 11 AM and rush to the Olympic Peninsula; they return around midnight with **student1**

November 7-8. Title IX should have been implemented the moment sexual assault is reported. It was never implemented.

November 8. NatureBridge informs victim's parents that chairs used to go in and out of cabin windows at night were found lying around outside the boys' and girls' adjacent cabins.

November. 8, 2012. Parent has a long discussion with Principal Ted Howard in which he admits a student "came forward and admitting having consensual sex." The assailant admitted to Mr. Howard that **student1** told him to stop, so Mr. Howard should have considered that she was raped. Parent reminds Principal that **student1** was assaulted and submitted a rape kit the day of the assault. Parent asks about sanctions against the assailant and precautions that would allow **student1** to return to school. Mr. Howard says he will not be involved, then emails that we "differ" our questions to the Parks Department [which has no jurisdiction over the school environment](see pdf.6)

November 9, 2012. November 9. Parents call Mr. Howard to ask about providing protections. He now retracts his statement that a student admitted to having sex with **student1**. He now says a student "only came forward with information." Shocked by this reversal, parents summarize a conversation with the principal expressing concerns about safety/retaliation, etc. Parents correspond with Mr. Howard about this lie and the loss of confidence in him as her daughter's principal. This lie destroyed our working relationship with Mr. Howard. (see pdf. 6)

November 9, 2012. The school failed to implement Title IX rights including its responsibility to inform the victim of sanctions meted out to the perpetrator.

Instead of telling us on November 8, 2012, the district admitted in April 2013 that the assailant was immediately emergency excluded and suspended. Clearly Mr. Howard acted on his Nov 8th statement that a student admitted to having sex on a fieldtrip. He would not have suspended someone just for “providing information.” This is further verification that the principal lied.

Mr. Howard’s lie is also verified in the FBI report (which we received in February 2013. The NPS (National Park Service) report (see pdf. 5) states how the assailant confessed to so-called “consensual sex” to Mr. Howard immediately upon returning from the fieldtrip. When **irrent** spoke to Mr. Howard, he knew from the previous evening that the assailant came forward and admitted to violating the district’s Code of Prohibited Behavior. As detailed above, Mr. Howard emergency excluded this student but never informed the victim of the sanction he meted out, as required by Title IX. Had Mr. Howard done so, **student1** could have returned to school, resumed her education, and dealt with the assailant’s malicious rumors.

Immediately after reporting the rape, the district’s Title IX officer was required to reach out with resources available to our daughter, OSPI informed us months later when it was necessary to escalate our complaint. No Title IX officer ever reached out to us. When asked, Mr. Apostle would not provide information.

November 21, 2012. Teachers were to have conducted “an evaluation of field trip and share results with principal. Forward all backup paperwork (all remaining documents not required at time of Superintendent Approval) to your Executive Director of Schools at the John Stanford Center.” (see pdf. 1) No such evaluation was provided by the district—even after confirming that all documents surrounding the field trip had been provided. ~~This evaluation should have been included in the district’s investigation.~~

November 29, 2012. Mr. Howard fails to attend our initial conference call that was re-scheduled over a week in advance around his schedule.

In the ensuing weeks:

From November 7, 2012 **student1** care and advocacy becomes a full-time job.

King Country Center for Sexual Assault assigns a victim’s advocate and attorney to our daughter.

The State of WA Labor and Industries Crime Victims Compensation Program determines our daughter is a victim of sexual assault.

Assailant posts he was greezed (“framed”) and rumors are reaching **student1** she attempts to visit friends after school and is devastated by the reports circulated by the assailant. (See assailant’s Facebook postings, pdf. 5, and chats with friends, pdf. 8)

Mr. Howard fails to participate in our first conference call that was scheduled approximately 10 days in advance around his schedule.

Absent requested resources from Garfield, parents contact the Ombudsman who refers us to the Safety Office, rrRrr, the principal's supervisor, etc. Owing to the administration's failure to provide resources, student1 was almost dropped from the district (we learned through our initiative after contacting Jill Lewis. Only at the last moment, through our efforts, did we learn about rrRrr. (See pdf. 8)

Educational accommodations are contradictory, grossly mismanaged, and unsatisfactory. (see pdf. 8)

No Title IX rights are extended, as required by federal statutes.

student1 is RCW42.56.360(2)

She is unable to participate in the which her, arranged to complete her credit. Friends come to visit her at home and report how the assailant has retaliated by spreading rumors. (See pdf. 8)

Parents correspond continuously with the school district to salvage student1 credits while caring for a child who is deeply damaged by the assault

January 13, 2013. rrRrr

She fails to understand that merely transferring to another school will not remove the PTSD and trauma which student1 sustained on the November trip.

January 18, 2013. Absent Seattle public school accommodations and options, parents engage an educational consultant to salvage student1 education. The cost for her services is \$4,150.

January 24, 2013. rrRrr

Mid- January through mid- February . student1 enters RCW42.56.360(2)

February 7, 2013 Email to Ombudsman again asking for reply to urgent unanswered questions regarding solutions when our daughter could not return to owing to the assault. (see pdf. 8)

February 15, 2013 Email to Principal, his supervisor (Coogan), and Ombudsman when correspondence was ignored. (see pdf. 8)

February 24, 2013. RCW42.56.360(2)

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

March 5, 2013. Parents write to Principal Ted Howard that the National Parks Service Report verified how he lied on November 8. (see pdf 6)

March 13, 2013. rrRrr

[REDACTED]

[REDACTED]

[REDACTED]

April 5, 2013. Ron English states that the district's longstanding practice is to wait for a criminal investigation to end, in direct opposition to Title IX requirements. (see pdf. 11)

April 7, 2013. Ron English wrote the district will belatedly open an investigation 5 months after the assault. Title IX requires an investigation to occur promptly and concurrently with a criminal investigation. Mr. English will not acknowledge this requirement but rationalizes that the district's policy is to wait until an investigation is completed. When asked, he can not cite any information to support this novel, ad hoc policy. Even if Mr. English were correct, he took no steps to find out when the investigation finished; instead he relied on us to inform him through our complaint. (See pdf. 11)

As was well-known, FBI interviews of Garfield students concluded in November 2012. The district waited 5 months to begin an investigation and only upon our insistence. By waiting, the district forfeited the opportunity to obtain information before it was compromised over time. (See parent letter of September 7, 2013, following, detailing how the investigation was compromised). Had the district promptly begun an investigation, the assailant would have been disciplined for sexual assault and our daughter could have returned to school if he were removed. Instead, our daughter's life deteriorated as a result of the rape and her inability to resume her normal life at school.

April 16, 2013. Ron English states the district actually has conducted a "substantive investigation" by providing tidbits of second-hand information in an email. This directly

~~contradicts his statement of April 7 that the district's policy is to wait until an investigation is over.~~

April 16, 2013. The district sends us an irrelevant Seattle Public Schools Claim for Damages. Parents write: "This form pertains to losses resulting from an accident. It is not appropriate for the damage caused by a sexual assault on a school field trip. student1 sustained extensive damages that will impact the rest of her life. There has been no acknowledgement nor proposal from the district to compensate her for these damages. None of the communications we received constitutes a satisfactory response to our March 18, 2013 complaint to the school district."

April 17-22, 2013. Parents drive to Utah to participate in family therapy with student1. [REDACTED] shares the written account of the assault that was part of her facilitated family therapy. This account is included in pdf. 2.

April 22-May 31, 2013. Parents begin search for a new public school for student1 in a location far removed from Seattle and associated trauma.

April 27, 2013. Mr. English states he has considerable information [from second-hand sources that constitute a "substantive investigation"] ~~but could not even report the number of students and chaperones who participated in his previous communication.~~ He asserts that if a sexual assault did occur, the district is not at fault, he wrote. Why not?

April 27, 2013. Mr. English backpedals on his April 7 email that best practices for an overnight fieldtrip are a student teacher ratio of 1:4. He now writes: "I do not believe I have expressed any opinion about the number of chaperones required for a field trip."

The parents wrote: "Yet you told us in your April 7 email that there were two chaperones for eight girls, and that this 1:4 ratio was consistent with "best practices." Now you state that a 1:14 ratio for boys is acceptable." (see pdf. 11)

~~For all Mr. English's emphasis on chaperone ratios, the district failed to authorize and screen even one male chaperone for the trip. Only one female chaperone was screened to chaperone the 27 students at night. The other two screened chaperones slept in a distant location with their young children, unable to see the students.~~

~~Mr. English's comments on chaperone ratios are even more meaningless when chaperones failed to read protocols and slept rather than supervising students leaving their cabins, as occurred on this field trip. See Kaiser Report.~~

May 7, 2013. Parents email the district with questions relevant to its belated investigation and offer to participate. The district does not incorporate these basic questions into their investigation nor accept parents' offer. Parents raise concerns about retaliation, but these are not addressed. (see pdf. 11)

May 8, 2013. Parents email the School Board Director Kay Smith-Blum about matters of policy that allowed a sexual assault to occur. Director makes excuses for not addressing matters of policy vitally important to parents in the district. (see pdf. 9)

May 10, 2013. Ron English claims the district is conducting “another investigation” when it failed to conduct any investigation. Parents reply, “We again reiterate that it is the district's responsibility to answer the questions we asked rather than passing them on to the investigator who is not positioned to answer questions of policy.” No factual response to our questions is provided. (see pdf 11)

School district continues to evade answering critical questions. Parents: “We wrote months ago how the district has continually ignored questions concerning our daughter's education, safety, welfare, and accountability following the assault. We are owed a prompt explanation to these questions. (see pdf. 11)

May 13, 2013. Mr. English refers to the few bits of information conveyed to us in his April 17 email as the district’s written report. This does not meet the standard for a substantive independent investigation required by Title IX. (see pdf. 11)

May 14, 2013. Mr. English, General Counsel who says he speaks for the Superintendent, the School District, and the School Board, writes that sex can occur in the context of appropriate chaperoning. “We also do not agree with your assertion that if sex occurred this proves the chaperones somehow failed to perform their duties. That depends on the specific circumstances.” (see pdf. 11) School fieldtrips are to provide the same code of behavior as the school building. Sex at school is not allowed, therefore it is not to be allowed to occur on field trips (although the assailant took advantage of the school environment twice to engage in prohibited sexual activity/assault. The Kaiser Report reveals how chaperones allowed a sexual assault to occur when chaperones failed to perform their duties.

May 16, 2013. Parents again seek all signed field trip documents in the district’s possession owing to egregious omissions. Public Records Request 1213-221.

Parents ask the Superintendent whether he has rendered an official response to our complaint. (see pdf. 11) No response.

May 17, 2013. Parents strong object to Mr. English’s ad hoc policy that sex may occur on fieldtrips in the context of appropriate chaperoning. They write: “How can this be? Neither sexual activity nor sexual harassment/assault are permitted on field trips. A chaperone’s duty is to protect our children who are developmentally in need of supervision. Since when is any sexual activity allowed on a field trip when it is the chaperones’ responsibility to prevent harmful activity? Under what circumstances could sexual activity occur that would excuse the chaperones from responsibility? Please tell us which “specific circumstances” would relieve the chaperone of his/her responsibility.

And who decides which specific circumstances would relieve a chaperone of responsibility?"

You have written that you speak on behalf of the District, the Superintendent, and the School Board. Do they concur with this belief, and if so, do you decide when sexual activity may occur without the chaperone being negligent?

No explanation was provided by Mr. English.

May 20, 2013. Ron English again claims that the district's email of April 16th (with a few bits of second-hand information) constitutes a substantive response: "I provided a substantive response by email on April 16, 2013, detailing all of the facts we had at that time." Mr. English advances more excuses for the district's failure to act. (see pdf. 11)

May 21, 2013. Parents inform Mr. English of Federal regulations the district violated: "Ms. Sechrist of the OSPI Office of Civil Rights explained to us that sexual violence falls under the umbrella of sexual discrimination governed by regulations under Title IX, which protect students from sexual harassment and sexual violence in all school activities, including field trips. These regulations oblige the school district to 'take immediate action to eliminate the harassment, prevent its recurrence, and address its effects.' A law enforcement investigation does not relieve the district of its obligation to investigate the complaint 'promptly and equitably.' The guidelines state that 'schools should not wait for the conclusion of a criminal investigation or criminal proceeding to begin their own Title IX investigation and, if needed, must take immediate steps to protect the student in the educational setting.' Whether student1 was attending her classes at Garfield at the time is irrelevant. We presume that you are prepared to explain why Seattle Schools did not comply with Title IX regulations in this case.

"Contrary to what you suggest, it is not the responsibility of law enforcement or the victim's family to exercise due diligence for the Seattle School District. The district is responsible for carrying out its own parallel investigation and informing itself of the status of the interviews carried out by law enforcement. A teacher observing a couple of FBI interviews is not an independent investigation. Had we not raised our March 18th complaint, the district would still not have conducted its obligatory investigation to this very day."

May 21, 2013. Parents write a lengthy letter addressing Mr. English's numerous fallacious statements. (See pdf 11)

May 20, 2013 Ron English reiterates that sexual intercourse may occur on fieldtrips in the context of appropriate chaperoning. "In your email to me of May 17, you asked several questions about the roles of chaperones and whether sexual intercourse could occur if the chaperones were performing their duties. I reiterate my statement of May 14: it depends on the circumstances."

May 23, 2013. Parents communicate with OSPI and OCR (Office of Civil Rights) because Mr. English refuses to communicate regarding **student1** rights after he was appointed to assume Mr. Apostle's role as Title IX officer. Title IX stipulates "In addition, schools should ensure that complainants are aware of their Title IX rights and any available resources, such as counseling, health, and mental health services, and their right to file a complaint with local law enforcement." His refusal to communicate further documents violation of Title IX. (see pdf. 7)

Only when parents contacted OSPI (after the district failed to answer their questions) did Ms. Sechrist make it known that the victim is protected under Title IX. No one from the Seattle School District extended Title IX rights even though federal funding is dependent upon implementing Title IX. Each school district has a Title IX officer (Mr. Apostle is the district's Title IX officer). Mr. Apostle and his successor, Mr. English, failed to address **student1** Title IX rights.

May 23, 2013. Absent the district's replies required by the prescribed complaint pathway, parents clarify that neither Ms. Smith-Blum nor the district have confirmed whether their correspondence constitutes an official response to our complaint/appeal. (see pdf 11). When asked in simple terms, the superintendent and school board fail to admit with a simple "yes" or "no" whether they have rendered the required response.

May 23, 2013. Parents confirm by email that the remaining field trip planning forms (completed by the teachers, not blank) and parent informational sheets that Mr. English directed Ms. Carlson to send have not been sent.

May 23, 2013. Ron English refuses to answer directly and instead says he has nothing to say. (pdf.11)

May 28, 2013. Calendra Sechrist, attorney with OSPI in Olympia, states that Superintendent Banda failed to provide the appropriate response. "Even if Superintendent Banda did designate Mr. English to respond on his behalf, however, I do not see that Mr. English included all of the required components within his response. For example, I have not seen any response from Mr. English that includes your right to appeal his decision to the school board, and where and to whom the appeal must be filed."

Parents object to school district and school board that Mr. Banda is thwarting the appeal process by failing to provide the required information. (see pdf 9)

June 10, 2013. Parents write to the School Board querying the district's new policy articulated through its spokesperson Ron English that sex may occur on fieldtrips in the context of appropriate chaperoning. See letter of June 10 (pdf. 9).

July 14, 2013. RCW42.56.360(2)

July 15, 2013. Family gives up their Seattle hometown of decades to provide student1 a fresh start in another state.

June 21, 2013. Colleen Carlson confirms completion of parents' Records Request 1213-221. They note egregious omissions surrounding the planning of the November 2012 fieldtrip that contributed to negligent chaperoning.

August--present (October). RCW42.56.360(2)

As a result of the November 2012 assault student1 can not lead a normal life.

September 7, 2013. Parents submit an extensive preliminary response to the Kaiser Report asking for the basic information it failed to provide. The parents conclude their 14 page questionnaire saying:

"In addition to providing us with the information requested, an independent investigation must reveal why the district has continued to hide behind a fictitious story of consensual sex to spare itself from accountability and liability for the life-scarring damages our daughter sustained. Rape is a devastating and insidious event that continues to rear its ugly head in countless ways. The victim will never experience a life without the deep memory of rape--even at the most subtle, but significant, levels of her being. Instead of trying to deny that a rape occurred to avoid liability, instead of resorting to victim-blaming and other evasive tactics, the district should be focused on a thorough and exhaustive examination of chaperoning policies and their proper implementation, staff negligence, policies that allowed students disciplined for lewd conduct/sexual assault to participate in multi-night field trips, the failure to implement Title IX provisions as federally required, among other acts of gross negligence that allowed our daughter to be assaulted.

"Sadly our successful daughter has seen her life disintegrate when the assailant--a self-proclaimed chronic liar, a student already suspended for having sex at school--was given full opportunity to act out while teachers took a family vacation, while unscreened and uninformed college aged chaperones turned a blind eye and deaf ears on the comings and goings of students throughout the night. "Everyone accountable," the district's motto, should be changed more accurately to "No one accountable." The public needs to know how one family, with the assistance of OSPI and other agencies, was obliged to hold the school, the district, the superintendent, and the school board accountable. No doubt other families will come forward with their grievances once our daughter's story is made known. The school owes the public full and transparent disclosure. This will happen, even if the district continues to whitewash its behavior behind a shield of

doubletalk, intentional misinformation, victim-blaming, bravura, among its many tactics that will not escape public scrutiny.”

September 26, 2013. Nature Bridge director Steven Streufert says he cannot confirm receipt of the signed Chaperone Agreement which Garfield’s trip organizers were to have provided him. This agreement specifies chaperone responsibilities including overnight supervision. It also confirms that Chaperones have read the Student Contract for behavior at camp and will use the contract to prevent any unacceptable behavior (such as entering each other’s cabins and causing harm to other students).

October 4, 2013. [REDACTED]

[REDACTED] student1 life continues to be devastated by the sexual assault sustained on the GHS field trip touted by the teachers as a “life-altering” experience.

Recent Relevant Correspondence

1. Response to Ron English letter of July 3, 2013 in which he attempts to restate the facts in the narrowest of terms:

July 8, 2013

Mr. English,

We disagree with your recital of facts in your July 3 message.

Staff observed the initial interviews of your daughter and other students. The male student involved asserted that the sex was consensual. Nonetheless, he was excluded from school, which would have permitted your daughter to immediately return to school if she chose.

If you claim that school district staff observed the FBI interviews of our daughter, we can most assuredly tell you that is false. We took our daughter to those interviews. There were no school district staff present. According to the information we have seen, a teacher was present at only one student interview conducted by the FBI. The teacher was not present at the FBI interview with the assailant.

“Nonetheless,” you write “he was excluded from school.” What do you mean by “nonetheless?” According to the disciplinary codes, all students must be disciplined for engaging in sex at school or on a school sponsored field trip.

rrRrr [REDACTED] The fact that she did not take advantage of these arrangements was outside the District's control. We have repeatedly asked you to identify any additional accommodations she may need, but you have not requested any.

We previously informed you about months of frustrations we experienced when attempting to obtain accommodations for our daughter after the assault. We detailed how we received contradictory information regarding rrRrr [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

rrRrr [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

rrRrr [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

We responded to your complaint within 30 days, on April 16, 2013, informing you of our findings, including the fact that your daughter's story changed from one interview to another. You asked for additional investigative work, including interviews of the other students. We hired an investigator and he has interviewed the other students, as well as other individuals identified in his draft report. He asked to interview your daughter, and you declined that request, as well as his request for documents.

What was the "investigative work" that formed the basis of your findings revealed in your April 16 letter? First you tell us that it is not the district's long-standing practice to undertake an independent investigation concurrently with a criminal investigation conducted by law enforcement. Now you tell us that the district did indeed carry out "investigative work" by having staff observe a few interviews conducted by the authorities in November, even though you didn't tell us of your "findings" until April. Which is it, Mr. English?

The “additional investigative work” conducted by Mr. Kaiser should have been done in November. Indeed, the district was obligated to carry out a “prompt and equitable investigation” when a sexual assault is reported, according to the federal directives related to Title IX. It was not until we escalated our complaint to OSPI and insisted on an independent investigation did the district “after further discussion” agree to fulfill its obligations six months later.

It was because we insisted that the district comply with federal Title IX directives that we now have Mr. Kaiser’s report. In it we learn that the perpetrator has now changed his story considerably from what he told the FBI and attributes false statements to our daughter. We also find that other students’ accounts of events to Mr. Kaiser do not match up with their original stories. Moreover, your remarks regarding our daughter fail to acknowledge how traumatized victims of sexual assault require time to be able to recount the nightmare of rape. Our daughter gave a full accounting of the assault.

You also fail to mention the reasons why we declined Mr. Kaiser’s request to interview our daughter and supply medical records and other documents. As we have explained time and again, our daughter is in residential treatment owing to the aftermath of the assault. She is not available for interviews, on advice of her therapists. Do you not consider that interviewing an assailant and a victim are two separate matters? The assailant chose to rape our daughter. Our daughter, on the other hand, was traumatized. As for the district’s numerous request for her personal records, we have told you time and again that we cannot supply privacy-protected documents without her consent. Are you expecting us to circumvent the law?

You mention responding within 30 days of our complaint. The school board should be reminded of the facts. Absent the required official response to our complaint with appeal directions from the Superintendent, OSPI advised us to seek an acknowledgement of our complaint. When it was not forthcoming we twice wrote asking you to answer with a “simple yes or no” whether you had provided the official response. You would not tell us yes or no. We also provided you and the school board correspondence from OSPI stating that Mr. Banda failed to provide the required response with appeal instruction. OSPI has been copied on the relevant correspondence.

In the context of the above facts we do not agree that there are “mandatory Title IX procedures” that the District did not implement. To the contrary, the District took prompt steps to address the situation and prevent a reoccurrence.

In the context of ~~what~~ facts, Mr. English? Whenever a sexual assault is reported, the district MUST immediately implement Title IX procedures.

This is the first time we have heard that the district “took prompt steps to address the situation and prevent a reoccurrence.” Exactly what were the “prompt steps” the

district took to address the situation? We haven't seen any. What "situation" did the district address? How do those steps prevent a reoccurrence? And a reoccurrence of what, exactly? If you indeed took these steps, why have you not reported them to us as required by Title IX?

Do these "prompt steps" include remedying the negligent chaperoning that permitted the sexual assault of our daughter? Do these steps include policy revisions that take into account students who have previously been disciplined for having sexual intercourse at school? We learned from Mr. Kaiser's report that none of the teachers or chaperones were aware of or had read the district's chaperone policies. We read how the male chaperone admitted to not being able to control the boys' behavior. We learned that he wore earplugs and could not hear the comings and goings of students entering and leaving the cabin after curfew. We heard how male and female students texted each other for assignments after curfew. We read of female students (not our daughter) sleeping in the boys' bedroom until 5 AM. We heard about the female chaperone not monitoring whether the girls returned from their trips to the bathroom. We read about a paranoid student on drugs hiding in the girls' cabin.

According to Title IX, the district is required to provide students with an environment free from sexual discrimination, including sexual harassment and sexual violence. When our daughter reported a sexual assault, the district should have immediately conducted its own investigation instead of claiming it must wait until a criminal investigation is concluded. Why? The focus of a criminal investigation is entirely different from the school's investigation of sexual assault and that is why a different standard of evidence is applied, as you should know. The focus of the district's investigation is to examine how sexual assault could occur, to review its policies, and to discipline the assailant appropriately, among other tasks. It did not do so. From what you wrote previously, it appears you "bought" the assailant's story of consensual sex rather than affording our daughter's report of assault equal consideration. Had you taken her report of assault seriously, you would have investigated it as required by Title IX. In our view, no one in the district knew anything about how Title IX applied in this case, including the Title IX coordinator, Mr. Apostle. It was not until we escalated our complaint to OSPI, did we learn of the district's obligations under Title IX. Apparently this was also the first time the district had heard of its obligations.

You will no doubt again disagree with our statements. But the facts speak for themselves. Every one of the district administration staff and every school board member should be asking themselves: What if my child were sexually assaulted on a school field trip? Wouldn't I want to know why this was allowed to occur? Wouldn't I demand answers and accountability? How would I feel if the district failed to provide those answers and made excuses because it prioritizes its liability over my child's safety? How would I feel if the school board knew of the assault but did absolutely nothing to hold the district accountable for my child's safety and the safety of all students on school field trips?

When the community learns of our family's devastating experience, we believe they will be asking these same questions. Are you prepared to answer them with full transparency?

Sincerely,

rrrent and rrent

2. Parents' letter/questionnaire of Sept 7, 2013: a preliminary response to the Kaiser draft report. This letter demonstrates how the district failed to conduct a prompt, fair and equitable investigation. It should be read by all those reviewing our response to the Seattle School District to understand just how much information the district's "substantive" report lacks and how misleading it is absent substantive facts.

September 7, 2013

Mr. Kaiser and Mr. Banda,

As you recall, we volunteered to participate at the inception of the school district's May 2013 investigation. We provided a list of questions that could have greatly assisted the district's investigation. Our offer to participate was not accepted. Instead the district only asked us to hand over our daughter's privacy-protected documents. We explained several times that she RCW42.56.360(2)

In addition, the law requires that she must agree to release medical records, including therapist reports. Ignoring this, the district repeatedly insists on having access to these records. The district does not acknowledge a girl's normal sensitivity to strangers becoming privy to descriptions of her "private parts" and how she was raped/sodomized. Suppose we had asked the district to provide the assailant's full disciplinary and mental health records to demonstrate how he was capable of yet another prohibited sexual act of lewd conduct/sexual assault on school time.

The district's spokesperson, Mr. English, would not accept the advice of the therapists when he continued to ask that our daughter submit to questioning. As we explained many times, therapists stated that compelling her to recount the assault could engender a relapse. As we have pointed out, questioning the assailant—who chose to rape—and

questioning our daughter, who was overpowered by a [REDACTED] player almost twice her weight, are not comparable situations. Consider how this assault has unhinged our daughter. Unlike the assailant--who was previously emergency excluded and suspended for having sex at school and who was later emergency excluded for a second act of "lewd conduct" among other undisclosed disciplinary actions--our daughter had no such history. She was a [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Hasn't the district's negligence done her enough damage for a lifetime? Must we ask her to recount those devastating events again so the district can make a determination that she was raped? Isn't that a misplaced emphasis? The emphasis should be on the negligence that allowed for a sexual assault to occur. Why does Mr. English continue to fault us for not subjecting our daughter to more trauma so the district can tell us what we already know? As stated previously, we know she was raped and so do the many medical professionals who treated her. How many parents whose child was raped and sodomized would want to put a daughter or son through the agony of recounting it?

The district, through Mr. English, has tried to deflect attention from its negligence by portraying our family as obstructing its investigation. This is frankly disingenuous since the district didn't even bother to conduct its own investigation until we demanded it. If the district were hungry for information, why didn't it begin a real investigation in November, 2012? The answer is that the district hoped the problem would go away. When asked why the district failed to conduct the required investigation, Mr. English offered contradictory excuses. First he said the district's policy is to wait until a criminal investigation is over, but he never bothered to inquire if the investigation were over. Later he said the district did conduct its own investigation because a teacher provided him with a few tidbits of information that she overheard. Yet months after the rape, Mr. English could not even tell us the number of chaperones and participants, information that was available from day 1 of the fieldtrip. This was hardly the substantive investigation that federal law mandates must promptly occur. All of this is documented in the correspondence we provided. In short, instead of gathering its own information, the district tried to pump our family for privacy-protected information, blamed us when we could not provide it, and relied on second-hand information from teachers who were a party to the negligence, as your May 2013 investigation confirms.

In summary, Mr. English wrote how we should hand over our daughter's medical records, even though it would have violated privacy laws. He said we should also hand

over FBI records, even though the government denied the district those records in the strongest of terms. For all Mr. English's inappropriate demands, those records contained information that the district could itself have learned if only it had conducted its investigation beginning in November, 2012. Under Title IX regulations, the district must conduct a prompt and equitable investigation, regardless of whether a criminal investigation is underway. The district told us numerous times that its policy is completely opposite. Clearly the district is completely ignorant of its obligations to extend to our daughter the protections against sexual harassment and sexual violence as required by Title IX.

In the correspondence you reviewed, we asked the Seattle school district for an explanation of the chaperoning circumstances that permitted our daughter to be raped and sodomized. We wrote that we already knew how our daughter was assaulted because she described the lax chaperoning that allowed students to co-mingle before and after curfew, and because she described in detail how she was raped and sodomized. Therefore, we asked the district to tell us why this assault was allowed to occur, and to provide us a detailed description of the chaperoning procedures that permitted the assailant to commit this act of sexual violence.

The district's draft report focuses on stories provided by four students: the assailant and his friends. Please explain why the district relied on the same three friends of the assailant who opined to the Parks Department instead of other sources of information that would address the why of this assault. Unfortunately, because the district's investigation began six months after the assault (contrary to Title IX requirements), the assailant, his friends, and others interviewed had months to process events and revise their stories. Because teachers failed to implement the required chaperoning procedures, because they failed to enforce the very code of conduct that they compelled students to sign (such as not entering each other's cabins), the teachers provided an environment that easily allowed a sexual assault to occur. Because teachers and chaperones are also responsible for the life-scaring injuries our daughter sustained, it's no wonder they had little to contribute about their failure to implement planning and chaperoning procedures that led to the rape of our daughter.

Because the district failed to provide the information we requested we must again ask to participate by submitting questions that address our original questions: why was the sexual assault allowed to occur on a school-sponsored field trip, why has no one been held accountable, and why did the district fail to comply with Title IX regulations? Once you provide this information, we request sufficient time to process the information and prepare our response.

Fieldtrip procedures.

Has the investigation compared fields trip planning and chaperoning requirements alongside those actions that actually occurred? Please begin by explaining what should have occurred and what did not occur. For example:

Requirement: Chaperones must be screened.

School District action/inaction: two of the three chaperones who supervised the students at night were not screened according to the documents provided.

Explanation for district's failure:

Additional comments/questions: Science teacher Snookal's informational letter of October 5th stated that a male chaperone named Nick Fraize will participate. No such person was screened nor was Nick Ward, whom you say chaperoned. Did Nick change his name and if so, why?

In addition, the October 5th document in our possession was not sent to us when we requested all of the school trip-related documents. Instead a new October 5 document was sent which does not match the document we have in our possession. Why was the document changed?

Requirement: The District's Fieldtrip Guidelines require that teachers "warn and inform" parents of the risks associated with the fieldtrip.

District's action/inaction: No description of the buildings, proximity of males to females in unlocked cabins, no information regarding single male chaperone who would sleep through the night, no wake watch, no parents chaperones although teachers' letter stated they were needed, no information regarding inability to implement the fieldtrip policies owing to sole male chaperone's need for sleep, teachers would not be reading policies nor enforcing contracts students were required to sign, teachers would not participate in chaperoning owing to young children brought along, etc.

Explanation for district's failure:

Additional comments:

2.f Has Garfield used Nature Bridge facility previously? If so, how many times, and what procedures were previously taken to inform parents of the facility's risks, the chaperoning procedures, etc. What kinds of chaperoning procedures were previously implemented since the teachers admitted to not reading the district's preplanning and chaperoning guidelines?

3.f What did the teachers know about the facility and how did they plan for the security of the students other than lining up two unscreened college-aged, chaperones?

4.r Why didn't the teachers inform parents of the sleeping arrangements (adjacent unlocked cabins) and that students would be going outside to the bathroom?

5.r Why didn't the teachers inform parents of the chaperone arrangements (e.g. that teachers would be sleeping in separate cabins distant from the students' cabins)?

6.r Why didn't the teachers inform parents that there would be no wake watch – that no adult would remain awake to prevent students from leaving their cabins?

7.r Why didn't the teachers and chaperones read the SPS Field Trip Procedures? Why is there no documentation showing that the chaperones signed the "Guidelines for Volunteer Field Trip Chaperones"?

8.r Chaperones admit they were having trouble monitoring students' comings and goings the first night. Why didn't they do anything to correct those problems on the second night? Why didn't they inform the teachers about the control problems? Why weren't the students informed of the consequences for ignoring curfew the second night? What did the teachers know about the control problems the chaperones were experiencing on the first night?

9.r What did the male chaperone do when he found out that he was not up to the task of controlling the male students?

10.r Why were students allowed to co-mingle in each other's cabins unsupervised before and after curfew, contrary to the contract students signed prohibiting this behavior?

11.r Why didn't teachers enforce the Nature Bridge contracts in which students were required to sign a pledge that they would not enter each other's cabins or physically or emotionally harm other students, among other pledges? What is the value of a contract if it is not enforced?

12.r Did any of the teachers ask Nature Bridge to assist them when the Garfield students were out of control?

13.r Why didn't the teachers and district's investigator interview the Nature Bridge staff to learn of policies and procedures other groups used to prevent co-mingling, the intrusion of the reported paranoid student into the girls' cabin, and other disallowed behaviors?

14.r Were the teachers familiar with Nature Bridge's recommendation to have more than one chaperone for each gender? If not, why not?

15.r What disciplinary procedures are the teachers and chaperones subject to after failing to read and implement the required chaperoning policies? How do teachers'/chaperones' personal liability/professional record impact an accurate and detailed rendering of the facts when they were negligent and liable?

The district's history of failed chaperoning

16.r Why weren't lessons learned from previous chaperoning failures applied to the November field trip?

17.r Please explain the following statement made by a Garfield teacher: "We expected the media vans at the school the next morning [after the assault]. We didn't understand why they weren't there. We thought we'd solved our chaperoning problems." Internet posts also state that Garfield has had chaperoning problems. What prior chaperoning failures should have put Garfield on notice to chaperone appropriately?

18.r Please explain what the district has done to rectify its previous "chaperoning problems."

19.r The teachers' informational letter of Sept 10, 2012 states that "We will also need [emphasis added] parent chaperones to accompany us on this trip" Yet the trip proceeded without parent chaperones. Why did the district allow this trip to occur given the absence of chaperones that were needed? Why did the teachers think that one college age male could effectively chaperone fourteen high school boys?"

20.r Owing to the total absence of parent chaperones needed by the teachers, why did the teachers elect to sleep separately, therefore unable to participate in the night chaperoning?

21.r At what time did the teachers and their small children retire to their own cabins for the night?"

22.r Why were the trips organizers allowed to bring their young children on this trip? Is it district policy to permit teachers to bring their own small children on school-sponsored field trips?

23.r In which cabin or cabins did the teachers sleep? How far was it from the students' cabins? It is our understanding that it was a considerable distance that prevented direct interaction with the students.

24. The district was aware that Student 2 had been suspended previously for “lewd conduct.” Why weren’t parents notified that a student with a history of “lewd conduct” would be participating in an overnight trip?
25. Did the trip organizers make any provisions for supervising a student who had previously been disciplined for having sex with a student on school property?
26. Did the chaperones inform the students of the consequences of not abiding by the curfew? If so, what were the consequences and how were they enforced? For example, what did the male chaperone mean when he used the warning “last chance?” Last chance before what consequence? What was this last chance before he “donned” his earplugs, according to the report?
27. Why did the chaperone wear earplugs when his job was to remain vigilant?
28. What qualifications, experience, and training did the chaperones have to manage teenagers?
29. Why did the male chaperone go to sleep while the students were still awake, contrary to policies? Why did chaperones believe high school students would behave responsibly?
30. What do you know about female students remaining in the boys’ cabin when the male chaperone told them that he was going to bed.(i.e. he did not see that they left)?
31. We conclude that the male chaperone did not conduct any bed checks after plugging his ears. Please comment.
32. What explanation did the male chaperone offer for his failure to implement responsible chaperoning procedures? Who was responsible for training him and what commitments did he make about his own behavior on the field trip?
33. Exactly what procedures did the female chaperones use and how did they divide the chaperoning responsibilities? “Ms. Stromholt then went back to sleep,” the report stated. How can one be in charge and then go to sleep? What was the other female chaperone doing at this time?
34. Why didn’t the female chaperones keep tabs on girls who left the cabin at night?

35. Why didn't chaperones implement a night shift of 90 minutes divided among the 5 adults to check students in and out of the cabins if they needed the toilet? An adult could have easily sat outside for this time period making sure students were staying in their cabins or a night watchperson could have been hired. Why not?
36. Where was the sick girl being cared for?
37. When the teachers spoke to the students about camp conduct, what consequence did the teachers say would occur for unacceptable behavior, such as entering each other's cabins, drug use, and failing to abide by curfew?
38. Why did the male chaperone tell the students he was going to sleep rather than telling them he'd be checking on them all night?
39. Were the girls who slept overnight in the boys' cabin asked about their activities there? If so, what did they say? Why weren't the boys in that room interviewed about the girls' activities that night?
40. Were the chaperones aware of other prohibited activities that occurred? Please refer to the list of prohibited behaviors the students signed.
41. Did the district learn anything about girls who met boys at 5:30 AM at the gazebo or the whereabouts of two students who walked down the beach and couldn't be found?
42. Did the teachers not expect that students would text for assignments after curfew? Why weren't cell phones confiscated?
43. Why did a boy come through the window into the girls' cabin, as reported by student #5?

Student #2, the assailant and his friends' statements

Consider the following questions in the context of Student 2's Facebook remarks that he is chronic liar:

When the assailant gave his 5/9/13 statement to the school district investigator, he refashioned his November 2012 testimony to the Park Service. Although both of Student 2's testimonies are replete with lies, he nevertheless admitted to committing sexual assault as defined by the district's code of prohibited behavior. He also met the standard for rape defined in the WA statutes. Consider, too, how he recently posted on Facebook (screen shots taken) that he is a chronic liar and how he seeks pity to excuse himself. Are you aware that he sought our daughter's help for his personal problems

before raping her, only to seek her pity afterwards when he begged her not to turn him in?

1b. How old is Student Number 2, the assailant? He posted on Facebook that he was born in September of 1993. That would make him 4 years older than his 10th grade peers. Is this true?

2b. Did Student 2 ever mention a game that he proposed to play with our daughter right before he raped her? Did he mention using a code word?

3b. Consider his response to the above question in light of his July 23rd FB post in which he details how to trick someone you like into getting access to her.

4b. What steps did the investigator take to challenge him on his statements that our daughter kissed him, held hands with him on the fieldtrip, moved closer to him when he assaulted her, looked into his eyes when he sodomized him (how could one physically do that?) or any of the other statements he made about our daughter inviting his rapacious behavior? How could such claims be valid when it was well known to the assailant and classmates that our daughter had no romantic interest in him whatsoever?

Consider the statements which the assailant posted on FB: (“y is it that my mind says one thing. But I do the complete opposite. I feel one way but then I say the opposite. Why is it hard to do and say the truth August 8th; “Y is it half the time I don’t even have an explanation for myself when I ask y I do the dumbh shit I do” 8/18)

These remarks are diagnostic of a liar who is capable of aberrant behavior. Why did Garfield High School not mete out the required discipline and corrective actions before he rapes again? How many others will fall in Student 2’s path? The school district is responsible for the destruction it causes when such individuals are allowed to act out unchecked. It appears the school doesn’t find this possibility sufficiently compelling to take appropriate corrective action.

5b. Did the teachers mention that they told the assailant to stop talking about anal sex on the fieldtrip?

6b. Student 2 stated that no girl would allow him to have anal intercourse. The district’s report states that he had intercourse 13 times in his life. It seems unusual that someone would know the exact number of times sex occurred. Did the assailant perhaps say that he had 13 sexual partners, and that none of them would permit this activity? Please clarify.

7b. The assailant added that “one girl had specifically asked him to engage in that conduct.” This remark is incongruous. Please explain what was meant by this statement

and how it can be understood next to his earlier statement that no girl was interested in anal sex.

8b. Did Student 2 describe a position he used to access our daughter's rectum and how would it have allowed the affectionate face-to-face contact he claimed took place?

9b. Did you ask the assailant if he ejaculated? This is relevant.

10b. What was the source of the water the assailant said he used as a lubricant to sodomize our daughter? At what point did he apply water as a "lubricant"? Was he asked about the lubricating properties of water and if so, what did he say?

11b. Did the assailant say anything about using a condom?

12b. What did the assailant say about his mental state at the camp, both before and after the rape? What is known about his mental state that could engender sexual assault? What is known about remarks he might have made about breaking up with his girlfriend and needing sex. Did he remark about having a girl friend at that time? Did you ask him how long it had been since he had had sex before raping our daughter?

13b. Did he describe how he used our daughter as a sympathetic ear for emotional support? Is the investigator familiar with the ways a victim is groomed for an assault? Please note the deceptions and behaviors he attributes to himself on Facebook. Did you ask the assailant what he and our daughter were talking about while she visited in his room?

14b You provided a disciplinary report documenting that Student 2 was suspended and emergency excluded for having sex on school property while in middle school. How old was he when this occurred? Why wasn't the prior act of sexual intercourse he engaged in on school property reported to the police?

15b. What proof do we have that Student 2 did not also sexually assault that girl? According to E 215 his behavior would also be considered sexual assault:

E-215 Sexual Assault Violation of this offense may require enrollment in another appropriate District-approved program.

Sexually assaulting or taking indecent liberties with another person.

Sexual assault includes unwanted touching or grabbing of sexual parts, indecent exposure, using force to engage in intercourse, oral sex, or other sexual contact, "panting" behavior by other than elementary-age students¹⁴, engaging in intercourse or oral sex whether or not the other person clearly refuses [emphasis added] or does

not have the mental or physical ability to consent. Sexual assault does not include incidental touching unless it is flagrant, purposeful, or repeated.

A student who is long-term suspended for violation of Sexual Assault will be required to participate in appropriate counseling for sexual misbehavior, at parent expense, at an agency providing such counseling or therapy. This is not the same as b-mod counseling and is not provided as part of the Reentry Program curriculum.

16b. According to these definitions, Student 2 committed two acts of sexual assault known to us: one in eighth grade and one against our daughter in 10th grade. He was instead disciplined both times for lewd conduct. Even so, the disciplinary action taken for two counts of lewd conduct is steeper than those meted out. He should have been long-term suspended and treated for sexual assault. Why wasn't he given the appropriate punishment/treatment for two counts of lewd conduct, let alone for sexual assault? Why is Student 2 allowed to repeat behaviors that endanger students and why he did not receive appropriate discipline?

17b. Why did the assailant post on Facebook that he was "greezed" after he was suspended for lewd conduct in Nov. 2012? We notified the district of this posting. Do you understand the relevance of this remark to this investigation? What is the relevance in light of assailant's self-view as a chronic liar, as he posted on FB? Concerning this "greezing," did you ask Student 2 why he thought our daughter did not return to Garfield HS?

18b. Is the school aware that the cabins were unheated and cold? Did the investigation learn anything about the assailant's sleeping bag?

19b. When we described the rape our daughter endured to Officer Radford who polices Garfield, he asked us if the assailant was "rrRrrr." Why would Officer Radford volunteer the name of the assailant? Is it because rrRrrr has so many disciplinary problems?

20b. Did you ask Student 2 or 3 whether he had a flashlight?

21b. How did Student 2 know he sodomized our daughter for 10 minutes?

22b. Under what categories has the assailant been previously disciplined? Why don't they have bearing insofar as they could indicate personality disorders or violent behaviors that could lead to a sexual assault?

23b. How did the "eyewitness," Student 3, describe our daughter's appearance and clothing the night he allegedly witnessed consensual sex.

24b. The assailant stated that he was unaware of the “eyewitness” being in the room. How does that figure in with the account of the eyewitness who said he witnessed consensual sex?

25b. Did Student 3 ever say to you something to the effect that “he had the assailant’s back”?

26b. Why did the eyewitness come forward a full week after the assault, on Nov. 11, to say he had information? Was this in response to talking with his long-time friend, the assailant, and concocting a plan to be “at his friend’s back?” Because the report so heavily relies on the testimony of a circle of friends, please indicate:

27b. Did the assailant ever say that he left his room while Student 1 was with him?]

28b. Why weren’t Students 6, 7, 8, and 9 interviewed?

29b. How does Student 3 characterize his relationship with the assailant? How does Student 2 characterize his relationship with Student 3?

30b. How does Student 4 characterize her relationship with the assailant? How does Student 2 characterize his relationship with Student 4?

31b. How does Student 5 characterize her relationship with the assailant? How does the assailant characterize his relationship with Student 5?

The district’s non -response to Title IX inquiries

In response to our questions about why the district failed to implement any of the mandatory Title IX procedures when an assault is reported, the district counsel only referred to this draft report. The report does not address Title IX questions.

1c. Federal Title IX provisions were to have begun the moment our daughter reported an assault on November 7, 2012. Title IX statutes require a school district to provide an immediate investigation into a report of sexual harassment or assault, regardless of any concurrent criminal investigation. Because the school district’s counsel stated that their policy is to do the opposite, the district’s investigation began only after we escalated our complaint, and finally six months after the assault. Thus, students and teachers had the opportunity to process events and fashion explanations to mitigate responsibility. In other words, the veracity of information provided six months after the assault is questionable. Many statements by the assailant and his friends in your report egregiously contradict statements they made to the National Park Service.

The investigation should explain why the district ignored all its Title IX obligations and why Mr. Apostle, the Title IX officer, failed to reach out with resources after the assault

was reported, and why he failed to provide any information, when asked, about Title IX obligations.

2c. Title IX requires the school to inform the victim of the sanctions imposed upon the assailant so that she could return to school in a safe environment and without fear of retaliation. When asked on November 8, 2012, the principal, Mr. Howard, refused to communicate the sanction imposed, that is, a second emergency exclusion (meted out for sexual assault and/or when the student presents a danger to himself and/or others). Instead of telling us about this exclusion when asked the day after the rape, the district's general counsel informed us several months later, when such information was of no benefit.

As a result of withholding this information, our daughter could not return to school to proceed with her education and quash the rumors of "greezing" that were being spread by the assailant. How many girls who are raped relish seeing their assailant at school amidst panic attacks, flashbacks, nightmares, and all the symptoms of full-blown PTSD? Had our daughter known he was removed from school, she could have returned. Strangely, in July Mr. English tried to demonstrate that the school paved the way for our daughter's return even though we learned of the 10-day exclusion months after it occurred, i.e. months after the window of opportunity to return had long closed!

3c. Why wasn't our daughter's complaint of sexual assault taken seriously and immediately investigated so that the assailant could have been disciplined for committing sexual assault, not just lewd conduct?

4c. Why wasn't the preponderance of evidence standard applied, as appropriate to Title IX requirements, to provide the statutory Title IX services? Isn't it the independent investigator's job to determine why none of the federally required Title IX procedures were implemented after our daughter reported the rape to the teachers on the morning of November 7, 2012?

Teachers/administrators

1d. Why doesn't the science teacher, Ms. [REDACTED], remember [REDACTED] introducing her boyfriend, [REDACTED] who would meet her before class several times a week from the beginning of the school year?

2d. Why does the teacher assume that [REDACTED] has "another" boyfriend in the assailant? What is the relevance of such a false assumption to this investigation?

3d. What did Ms. [REDACTED] say to students after she learned about the rape of one of her students?

4d. Why does the teacher interviewed attribute false behaviors to **student1** regarding the assailant? Is she part of a culture that believes **student1** asked for rape because she helped the assailant with his homework during class?

Owing to the teacher's culpability in failing to implement the district's policies, could she be blaming the victim to excuse her own ineptitude?

5d. What did the science teachers say about their failed responsibilities to execute fieldtrip preplanning and chaperoning procedures? Did they discuss the professional repercussions of their failure to perform?

6e. Your report indicates that the assailant confessed to Mr. Howard the very night the school bus returned from the trip. When asked about obtaining a restraining order the following day so our daughter could return to school, Mr. Howard admitted that a student had indeed confessed to "having sex" with our daughter. The next day he denied that a student confessed to "having sex." This dishonest reversal is documented in correspondence. Why did Mr. Howard lie to us? Why did he not tell us the assailant was emergency excluded when asked about our daughter's safety at school?

7e. Why did the Superintendent fail to participate in the proper complaint pathway which OSPI indicated in correspondence he should have?

8e. Why has the Seattle school board failed to hold the district and the Superintendent accountable? Because policy falls under the school board's purview, according to the director, why didn't the school board show an active interest in the fieldtrip policies that allowed a sexual assault to occur?

9e. When we complained to the school board how Mr. English twice wrote us that the sexual assault (E-215) we described could occur in the context of appropriate chaperoning, the school board merely sent our complaint back to the very individual we complained about. Why didn't the school board render an independent opinion?

Drugs

1e. The district's report referred to a paranoid student on drugs who went into the girls' room. One girl reported in the November report a boy coming in through the window to avoid people smoking. What was the paranoid student in the district's report using?

2e. Were any of the students, including the assailant, asked about drug and alcohol use? If so, what did they say?

Preliminary remarks concerning draft report's misinformation:

The district's draft report contains significant misinformation that will be addressed in our forthcoming response after we receive the requested factual information from the district.

In the meantime, a few examples of such misinformation:

1. The victim's mother, **rrrent** did not "order" the science teacher, Ms. Snookal, to compel our daughter to agree to a rape kit, but she did ask Ms. Snookal to talk to our daughter about it. Rather than falsifying the record, did Ms. Snookal comment on her own condition at the hospital, as she was obviously aware of the dire consequences of her irresponsible behavior?
2. Our daughter did not discuss sex with the assailant, nor state that she was raped. This is just one of numerous false statements and behaviors the assailant attributed to our daughter to justify raping and sodomizing her.
3. Our daughter had no relationship with the assailant outside school and had no romantic interest in him.

The focus of an independent investigation

In addition to providing us with the information requested, an independent investigation must reveal why the district has continued to hide behind a fictitious story of consensual sex to spare itself from accountability and liability for the life-scarring damages our daughter sustained. Rape is a devastating and insidious event that continues to rear its ugly head in countless ways. The victim will never experience a life without the deep memory of rape--even at the most subtle, but significant, levels of her being. Instead of trying to deny that a rape occurred to avoid liability, instead of resorting to victim blaming and other evasive tactics, the district should be focused on a thorough and exhaustive examination of chaperoning policies and their proper implementation, staff negligence, policies that allowed students disciplined for lewd conduct/sexual assault to participate in multi-night field trips, the failure to implement Title IX provisions as federally required, among other acts of gross negligence that allowed our daughter to be assaulted.

Sadly our successful daughter has seen her life disintegrate when the assailant--a self-proclaimed chronic liar, a student already suspended for having sex at school--was given full opportunity to act out while teachers took a family vacation, while unscreened and uninformed college aged chaperones turned a blind eye and deaf ears on the comings and goings of students throughout the night. "Everyone accountable," the district's motto, should be changed more accurately to "No one accountable." The public needs to know how one family, with the assistance of OSPI and other agencies, was obliged to hold the school, the district, the superintendent, and the school board accountable. No

doubt other families will come forward with their grievances once our daughter's story is made known. The school owes the public full and transparent disclosure. This will happen, even if the district continues to whitewash its behavior behind a shield of doubletalk, intentional misinformation, victim-blaming, bravura, among its many tactics that will not escape public scrutiny.

Sincerely,

rrrent

rrrent

cc: OSPI

attached to email: assailant's Facebook posts



Dear Chaperone,

Thank you so much for volunteering! NatureBridge in Olympic National Park provides hands-on field science that supports your school's classroom science curriculum. Your support, positive attitude, and willingness to participate are of great importance to both students and NatureBridge staff to ensure a successful program.

Please carefully review all the materials in this packet.

1. Chaperone Agreement : Sign this agreement and return it to your trip organizer in advance of your arrival on campus.
2. Registration/Medical Release Form : Complete this form and return it to your trip organizer well in advance of your arrival on campus.
3. Clothing and Equipment List : Bring all of these items so you will be dry, warm, and comfortable during your stay in Olympic National Park.

Other Helpful Information

Daily Schedule: During your NatureBridge program, it is your responsibility to supervise students during and between all activities, as well as overnight. Teachers divide students and adults into learning groups and cabin groups. From 9 a.m. until 4 p.m. students will be in learning groups and engaged in field science activities led by a NatureBridge field science educator. The program day ends with a 7 p.m. evening program. Participants return to dormitory-style cabins at 8:30 p.m. to prepare for the beginning of quiet hours at 9:30 p.m.

Who's Who : Adult Roles and Responsibilities : NatureBridge staff, your school's lead teacher, and other adults (including you!) play important roles in guiding positive student behavior. Responsibilities are explained in the attached document.

Cell Phone Reception : You will probably have cell phone reception during your NatureBridge program. Please limit calls to times when you are not supervising students. In the event of an emergency at home, you may be reached at 360-928-3720; outside of business hours, this number refers callers to our emergency cell phone.

Family Program Discounts : To show our appreciation for your contribution to this program's success, we offer you a 25% discount for NatureBridge family programs in Olympic National Park. Please contact Gillian Hagamen (ghagamen@naturebridge.org or 206-382-6212 ext 13) to get your chaperone discount code.

We appreciate your efforts to make your NatureBridge program rewarding and memorable for both students and adults. We have lots of learning, fun, and adventure planned for your school's field science program and look forward to meeting you and sharing the beauty and magic of the forests and coast here on the Olympic Peninsula!

Sincerely,

The NatureBridge Education Team in Olympic National Park



Who's Who: Adult Roles and Responsibilities at NatureBridge in Olympic National Park

Many people help make your NatureBridge program a success! From trip organizers to NatureBridge staff to adult participants, each of us has our role to play.

Here's what NatureBridge field science educators and/or other staff do:

During your NatureBridge program:

- lead small learning groups of students from 9 a.m. to 4 p.m. in hands-on field science instruction
- facilitate nightly interactive evening programs from 7 p.m. until 8:30 p.m.
- assist students and adults in preparing to remain comfortable, dry, and warm during program activities
- support transitions between program activities, including meal times

Here's what lead teachers/trip organizers do:

Before arrival at NatureBridge:

- collaborate with NatureBridge staff to plan a field science program that meets your school's goals
- distribute, collect, and complete all necessary pre-trip paperwork
- prepare students and adults for a successful experience by informing them of what is expected during your program, including proper gear selection, positive behavior, and sufficient academic preparation
- assign students and adults into three groups:
 - learning groups
 - cabin groups
 - meal groups
- coordinate transportation for all student and adult participants

During your NatureBridge program:

- collaborate with other adults to ensure students are supervised at all times
- check in with NatureBridge field science educators daily to monitor your program's success
- manage storage and administration of all student medications by school staff
- give feedback to NatureBridge staff during an in-person exit interview

Here's what all adult participants (including teachers) do:

Before arrival at NatureBridge:

- review, sign, and return the Chaperone Agreement to your trip organizer
- complete and return the Registration/Medical Release Form to your trip organizer
- pack all items on the Clothing and Equipment List to be comfortable, dry, and warm during your program
- make your transportation plan with the trip organizer/lead teacher

During your NatureBridge program:

- supervise students at all times, including overnight
- reinforce NatureBridge educator's instructions to students about proper behavior, gear selection, and more
- submit your NatureBridge program evaluation online (<http://www.surveymonkey.com/s/BY.JC.Q7X>)
- OPTIONAL: share your photos with NatureBridge using the computers in Storm King Hall



CLOTHING AND EQUIPMENT LIST (FOR ON-CAMPUS PROGRAMS)

Please bring all the items on this list. Please adjust the number of socks, pants, etc. according to the number of days you will be spending at NatureBridge. When asked what they could have done to make their stay on campus more enjoyable, some students answer that they would have followed the equipment list more closely.

Please arrive at NatureBridge dressed for hiking & with your pack ready!

DAYPACK- Be prepared! Upon arrival you will be on the trails and need a day pack filled with the six items below. Pack your personal and over-night items separately.

RAIN GEAR- waterproof not just water-resistant. A rain suit (jacket and pants) is much better than a poncho because it keeps all of you dry.

WARM KNIT OR FLEECE HAT- for cool nights and possibly rainy days.

WATER BOTTLE unbreakable one quart plastic bottle with screw-on, leak-proof top (such as soda or sports-drink bottles). No glass bottles please!

NOTEBOOK AND PENCIL

EXTRA LAYERS OF WARM CLOTHING

SACK LUNCH- for the first day only.

Handkerchief or bandana- needed every day for lunches

FOOT GEAR bring two or three pairs: sturdy, worn in hiking boots, sneakers, or walking shoes and/or rubber or waterproof boots. Trails can be wet and muddy in any season. Allow an extra pair of shoes in case others get wet. Often participants find that a pair of Sport Sandals is nice for the showers and if your group is going canoeing.

PANTS- three rugged pairs (including one pair of warm pants).

SHIRTS three rugged shirts, plus a few lightweight shirts for warm weather.

SWEATER OR FLEECE No lightweight wool or fleece layers are best; avoid cotton.

JACKET- an insulated layer, such as a parka with hood is a good choice.

MITTENS mittens are warmer than gloves; wool or fleece is warm when wet.

SOCKS five pairs of socks (wool preferred).

UNDERWEAR

THERMAL UNDERWEAR polypropylene or capilene; very warm and lightweight.

PAJAMA\$ BATHROBE remember, bathrooms/showers are in a separate building.

TOWEL

TOILETRIES shampoo, soap, toothbrush, toothpaste, personal medication.

SLEEPING BAG\$ PILLOWS good quality synthetic or down fill; sheets and blankets are fine if you do not have a sleeping bag.

FLASHLIGHT Unless otherwise requested by your teacher

OPTIONAL ITEMS sunglasses, binoculars, field guide, recyclable camera.

Eating bowl, cup and silverware—Off campus camping programs only.

NOTE TO PARENTS AND STUDENTS:

PLEASE DO NOT BRING

Extra food- food is not allowed in the cabins. Ample food will be provided.

Knives- are a safety hazard!

Electrical appliances / games including Walkmans, Discmans or Ipod like players.

Anything that would be sadly missed if lost!

NATUREBRIDGE IN OLYMPIC NATIONAL PARK STUDENT CONTRACT

Greetings and welcome in advance to NatureBridge! We are excited that you will be joining us soon. Our commitment is to provide new experiences, fun learning opportunities, and safe adventures. If you choose to participate, we ask that you come to campus with a commitment of your own: to live by the following guidelines. If you can agree to this contract, please put your initials next to each item and sign at the bottom.

GENERAL AGREEMENTS

_____ I agree to participate in the program at NatureBridge in Olympic National Park.

_____ I agree to be on time for scheduled meetings and events.

_____ I agree to respect the privacy, property, and feelings of others. I understand that we will be living together in cabins and sharing the campus.

_____ I agree to treat my fellow students, chaperones, and educators with respect. I understand that how I talk to people is important. I will also do my best to pay attention when someone is talking to me, whether it is a chaperone, a NatureBridge Educator or my best friend.

_____ I agree to follow my CLOTHING AND EQUIPMENT list and bring the things I'll need for my stay (like raingear, a leak-proof water bottle, extra clothes, etc.)

_____ I agree to stay out of other students' cabins.

_____ I understand that lights out is at 9:30 pm. I agree to be quiet and respectful in the evening so that everyone can get enough sleep to participate and stay healthy.

_____ I agree to keep food out of my cabin. I will give any food left over from my first day's lunch to my chaperones.

"FOUR STRIKE'S" DISCIPLINE POLICY



Strike 1-verbal warning

Strike 2 consultation with student's teacher

Strike 3 the student will write and sign a contract about what s/he will do to change the behavior

Strike 4 the student may be removed from an activity, asked to call home, or in an extreme case expelled from the program

BOTTOM LINE AGREEMENTS

I understand that a violation of any one of the following or a combination of the above contract agreements may result in a return trip home at my parent/guardian's expense.

_____ I agree not to cause physical or emotional harm or threaten any other person.

_____ I agree to respect the NatureBridge campus and Olympic National Park, and refrain from any acts of vandalism.

_____ I understand how important it is to be safe on the trails. I will participate in a way that will keep the group and me safe by following all of the trail rules.

_____ I agree to refrain from bringing or using non-prescription drugs, cigarettes, weapons, and/or alcohol at NatureBridge.

_____ I agree to ensure a chaperone always knows where I am and I agree not to ever wander off alone.

Signature

Date



REGISTRATION, HEALTH SCREEN, AND PARTICIPANT AGREEMENT

PLEASE READ THIS ENTIRE DOCUMENT CAREFULLY AND PROVIDE ALL REQUESTED INFORMATION LEGIBLY AND IN INK. BE SURE TO SIGN AND DATE WHERE INDICATED ON THE LAST PAGE. INCOMPLETE AND/OR UNSIGNED FORMS MAY DELAY OR PRECLUDE PARTICIPATION IN THE PROGRAM. PARENT OR LEGAL GUARDIAN MUST COMPLETE AND SIGN FOR MINOR CHILDREN.

Participant Name: _____ Date of Birth: _____ Grade: _____ Male Female

Address: _____ (_____) _____
Street City State Zip Email Telephone

Participant is a: Minor Self Teacher Parent/Chaperone

Name of Parent(s) or Legal Guardian(s) (if Participant is a minor): (1) _____ (2) _____

Address(es) of Parent(s)/Legal Guardian (If different than above):

_____ (_____) _____
Street City State Zip Email Telephone

Participant Ethnicity: White African-American Asian-American Hispanic-American Native American Other

Name of School: _____ Name of Head Teacher or Group Contact: _____

EMERGENCY CONTACTS – Parent or Legal Guardian must be provided as first emergency contact

(1) Name _____ Relation _____ Email _____

Day Phone _____ Evening Phone _____ Cell Phone/Pager _____

(2) Name _____ Relation _____ Email _____

Day Phone _____ Evening Phone _____ Cell Phone/Pager _____

HEALTH INFORMATION - PLEASE FILL OUT COMPLETELY *DOCTOR SIGNATURE NOT REQUIRED *

Does the Participant have, or has the Participant had, any of the following conditions or symptoms?

Current Medical Conditions			Diseases			Allergies		
1. Bleeding/Clotting Disorders	Yes	No	13. Chicken Pox	Yes	No	18. Hay Fever	Yes	No
2. Asthma	Yes	No	14. Measles	Yes	No	19. Iodine	Yes	No
3. Diabetes	Yes	No	15. Mumps	Yes	No	20. Poison Oak	Yes	No
4. Ear Infections	Yes	No	16. Other Diseases	Yes	No	21. Penicillin	Yes	No
5. Heart Defects/Hypertension	Yes	No	17. Date of last Tetanus shot:			22. Bees/Wasps/Insects	Yes	No
6. Psychiatric Treatment	Yes	No				22. Food	Yes	No
7. Seizure Disorder	Yes	No				24. Other Allergies	Yes	No
8. Immuno-Compromised	Yes	No				If Participant Has Allergies:		
9. Sleep Walking	Yes	No				25. Do you carry your own Epinephrine or Epi-pen?	Yes	No
10. Bedwetting	Yes	No				26. Do you carry your own	Yes	No
11. Other	Yes	No						

				Inhaler?	
12. Hospitalized in the last 5 yrs?	Yes	No			

If you have answered “yes” to any of the above items, please explain below. Provide corresponding number. (Attach additional pages if necessary.)

Question No.	Explanation

Is the Participant taking any medication? Yes No

Please list all medications the Participant is taking and the purpose of each.**

**Participant must continue to take all medications during the Program unless otherwise instructed by your physician.

Is the Participant capable of participating in a 5 mile hike? Yes No

Are there any restrictions on the Participant’s physical activity? Yes No

Please describe_____

Does the Participant have any food allergies? Please specify _____

Does the Participant have any food restrictions? Please specify _____

Please provide any additional information that you believe we should know to help us provide a quality experience for the Participant.

Name of Physician _____ Telephone Number _____

Medical Insurance carrier_____

Policy #/I.D.# _____ Subscriber Name _____

Additional information attached: Yes No

PARTICIPANT AGREEMENT (INCLUDING ASSUMPTION OF RISKS, RELEASE AND INDEMNIFICATION) REQUIRED FOR ALL PARTICIPANTS

PLEASE READ THIS ENTIRE AGREEMENT CAREFULLY. IT AFFECTS THE LEGAL RIGHTS OF PARTICIPANTS AND THEIR FAMILIES IN THE EVENT OF AN INJURY OR OTHER LOSS.

All Participants age 18 and older, including all teachers and chaperones, (referred to as “Adult Participants”), must sign this Participant Agreement. At least one parent or legal guardian (both referred to as “Parent”) must sign on behalf of themselves individually as well as on behalf of their minor child or ward (referred to as “Minor Participant”). The term “I” as used in this Participant Agreement refers to the Adult Participant and/or Parent. The term “Program” refers to the NatureBridge program in which a Participant has enrolled.

In consideration of the Program, services, benefits and amenities provided by NatureBridge, a California Non-Profit Public Benefit Corporation, I hereby understand, acknowledge and agree as follows:

Activities and Risks

Activities vary from program to program, and may include hiking, stewardship activities (for example, plant removal and trail maintenance), backpacking, skiing, snowshoeing, snorkeling, kayaking, canoeing, and other water craft excursions. Some programs involve travel in NatureBridge vehicles driven by NatureBridge employees. I understand that this Program exposes its Participants to a variety of risks and hazards, foreseen and unforeseen, some of which are inherent and cannot be eliminated without fundamentally altering the unique character of the Program. These inherent risks include, but are not limited to, environmental risks and hazards, including rapidly moving, deep, or cold water; plants, insects, snakes, and predators, including large animals; falling and rolling rock; lightning; and unpredictable forces of nature, including weather that may change to extreme conditions without notice. Possible injuries and illnesses include allergic reactions, including, importantly, anaphylaxis, hypothermia, frostbite, high altitude illnesses, sunburn, heatstroke, dehydration, infectious diseases, musculoskeletal injuries, and other mild or serious conditions or injuries, including death. Emergency evacuation and medical care may be delayed twenty-four (24) hours or more due to the remote locations of some Program activities.

Assumption of the Risks

I understand that the description above of the risks involved in NatureBridge activities is not complete, and that other risks may result in property loss, personal injury, or death. For myself and for my Minor Participant, I agree to assume, to the fullest extent permitted by law, the risks of participation, known and unknown, inherent or not, and whether or not such risks are described above. I understand that participation in this Program is entirely voluntary and I consent to participation with full knowledge of the risky nature of the Program. If the Participant is a minor child, I have discussed the activities and risks with her or him and the child wishes to participate nevertheless.

Release and Indemnification

I, an adult Participant or Parent of a Minor Participant, for myself and on behalf of that Minor Participant, agree to release, indemnify, protect, and hold harmless, and promise not to sue, NatureBridge and/or its affiliated campuses, and/or any of their respective officers, directors, employees, contractors, and insurers (the "Released Parties"), with respect to any and all claims, demands, damages, losses, or liabilities, including, but not limited to, claims for personal injury or death, which I or my Minor Participant may suffer, arising out of or in any way related to my, or my Minor Participant's, participation in the Program. The claims hereby released and indemnified against include those caused by or arising from the negligence of a Released Party, or any of them, but not those caused by or arising from any reckless or intentionally wrongful act or omission. If a Released Party is required to defend any claim brought by and/or on behalf of me, a family member, and/or my Minor Participant, I or my, and/or the Minor Participant's, heirs or executors agree to pay such Released Party's costs of litigation and attorney's fees if and to the extent the Released Party successfully defends against such claim.

Medical

I represent that the medical information I have provided above is correct and complete to the best of my knowledge.

I authorize NatureBridge staff who have received appropriate training to administer basic first aid and "over the counter" medication, including aspirin, Tylenol, ibuprofen, Benadryl, Neosporin, Pepto-Bismol, and similar medications. I understand that NatureBridge staff does not carry epinephrine for the treatment of life threatening allergic reactions which might occur during the Program. If my Minor Participant has a known life-threatening allergy, or if I have been advised that he or she should be prepared for a possible serious allergic reaction, my Minor Participant has been provided with auto-injectable epinephrine and a physician's instructions for its use, and I have instructed my Minor Participant to have these available at all times during the Program. If my Minor Participant is enrolling in the Program as part of a school or other group, I have also informed the person in charge of the school or other group of this allergy and any applicable physician-prescribed protective measures.

I authorize any adult chaperone or member of the NatureBridge staff to obtain medical care for my Minor Participant (or me, if I am unable to consent), and to consent to any X-ray, examination, anesthetic, diagnosis, treatment and/or hospital care that may be recommended by a licensed physician and/or dentist. In the event of minor illnesses or injuries, I understand that NatureBridge will attempt to contact me at the earliest practicable opportunity. In the event of major illnesses or injuries, I understand that NatureBridge will attempt to contact me before the commencement of any medical treatment, unless my



NATUREBRIDGE IN OLYMPIC NATIONAL PARK CHAPERONE AGREEMENT

Greetings and welcome in advance to NatureBridge! We are excited that you will be joining us soon. Our commitment is to provide fun science learning opportunities, new experiences, and safe adventures. By choosing to volunteer as a chaperone, you come to NatureBridge with a commitment of your own: to live by the following guidelines. Please read through this carefully, initial and sign to indicate your agreement.

GENERAL RESPONSIBILITIES

- _____ I understand that my primary responsibility while at NatureBridge is to supervise students. I am directly responsible for students during free time and meals, as well as in the cabins overnight. I will not give students permission to leave campus or be on the lakeshore without an adult present.
- _____ I have reviewed the STUDENT CONTRACT, which outlines the behavior we expect from students during our program. I will guide student behavior using this contract as a framework to prevent any unacceptable behavior that may result in a negative program experience.
- _____ I understand that any breaks from my supervisory responsibilities will be coordinated by the lead teacher, who may set up a rotating supervision schedule if possible.
- _____ I understand that our school will likely be sharing campus with another school group. If any adverse interaction occurs, I will involve adults from the other group immediately.
- _____ I agree to respect the privacy, property, and feelings of others. I understand that we'll be living together in cabins and sharing the campus.
- _____ In the event of an emergency, I will call 911 first (if applicable) and then the NatureBridge emergency cell phone (360-775-1546).
- _____ I agree to not bring or use non-prescription drugs, weapons, and/or alcohol at NatureBridge.
- _____ I agree to not allow any students to swim or wade in any water body.
- _____ I agree to respect the NatureBridge campus and Olympic National Park and follow all trail rules and National Park Service regulations.

IN THE CABIN AND DURING FREE TIME

- _____ I understand that quiet hours begin at 9:30 pm. I agree to monitor students to ensure they are quiet and respectful in the evening so that everyone can get enough sleep to participate and stay healthy.
- _____ I agree to fill out the cabin roster sheet on the clipboard outside my cabin door, and in the event of a major emergency, I will bring this cabin roster with me when we gather for a head count.
- _____ I understand that the single occupancy restrooms at the back of the bathhouse are for handicapped and adult use only. I will also maintain a supervisory presence in the student bathhouse.
- _____ I agree to help keep food out of my cabin. I will give any confiscated food/candy to a NatureBridge staff member in the dining hall for storage until the end of our stay.
- _____ I agree to ensure that students have cleaned cabins and packed all of their belongings by 9 a.m. on departure day.



MEAL TIMES

_____ I understand that tea and coffee are available anytime in the dining hall for adults or high school students only.

_____ I will make sure that students scheduled to be Hoppers head to the dining hall 10 minutes prior to our meal time.

_____ When students are dismissed from the dining hall, I will ensure they are appropriately supervised.

DURING PROGRAM TIME (DAYTIME AND EVENING)

_____ I agree to participate in the program at NatureBridge by acting as a role model for students, showing interest and being prepared.

_____ I will let the students dominate discussions and answer questions on their own.

_____ I agree to limit my use of personal electronic devices (cell phones, etc). If a call is mandatory, I will step back from an educational activity so as not to disturb the activity.

_____ I agree to be on time and bring proper gear to all program activities and meals, and help students do the same.

_____ I will help students stay on task, and work with the educator to address any discipline concerns.

_____ I will be an extra set of eyes, ears and hands for the educator by watching for stray kids, potential problems or safety concerns.

My signature indicates that I have read and agree to abide by the above guidelines during my NatureBridge program.

Signature

Date

Printed Name

School Name

Emergency Phone Numbers

Fire and Police: 911

NatureBridge nighttime emergency cell phone: 360-775-1546

NatureBridge administration office: 360-928-3720

NatureBridge is located on Lake Crescent in Olympic National Park at:
111 Barnes Point Road, Port Angeles, WA 98363

SEATTLE PUBLIC SCHOOLS

PRINCIPAL'S CHECKLIST

Multi-Day and/or Out-of-State/Country Field Trips

Section 1 – Three Months Prior to Field Trip

- **Approval for Field Trip:** I have reviewed the plan for the field trip to Nature Bridges (OPI) on 11/5-11/7, and I give tentative approval for the students to participate. The proposed activities have an educational value aligned with the curriculum and instructional goals of our school. The dates do not fall during student testing periods.
- **Lack of Funds:** I understand that no qualified students who are members of the group traveling may be excluded from a school-sponsored field trip due solely to their inability to pay in full. To help students in need of funds, the following actions are being taken:
- **Approval for Field Trip Fund-Raising:** I have reviewed the plan for fund-raising for this field trip and give my approval for fund-raising activities to begin.
- **Return of Funds:** Any funds not used for this trip will be returned in the following way:

Principal's Signature:



Date:

9-24-12

Section 2 – Four Weeks Prior to Field Trip

- **Chaperones:** I have reviewed and approved the list of chaperones, after verifying that an acceptable background check is on file for each of them in the main office of the school.
- **Insurance:** I certify that each and every student participating in the field trip has personal health or accident insurance coverage and trip cancellation insurance where required by Superintendent's Procedure 2320SP.
- **Travel and Living Expenses:** Provision has been made for coverage of all expenses while outside of Seattle. This includes plane fares, ground transportation, hotels, tours and meals. Written evidence of this coverage is on file in the main office of the school.

Principal's Signature:



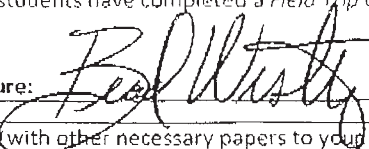
Date:

9-28-12

Section 3 – One Week Prior to Field Trip

- **Releases/Permission:** I certify that for each and every student participating in the field trip there is a signed *Informed Consent/Permission to Participate* form on file in the main office of the school.
- **Disclosure Statement:** Principal, vice principal, ASB advisor, and teachers participating in tours for field trips paid by students have completed a *Field Trip Conflict of Interest Disclosure* form.

Principal's Signature:



Date:

10-16-12

Forward this form with other necessary papers to your Executive Director of Schools, at the John Stanford Center.

SEATTLE PUBLIC SCHOOLS

SITE APPROVAL CHECKLIST FOR MULTI-DAY AND/OR OUT-OF-STATE/COUNTRY FIELD TRIPS

School: Garfield High School Dates of Trip: 11/5 - 11/7 2012

Trip Destination: Nature Bridge @ Olympic National Park (ORP)

To be completed by certificated staff member in charge of the field trip.

Date Completed Initials

AT LEAST THREE MONTHS PRIOR TO TRIP (SIX MONTHS or more if fundraising is involved)

9/21 HSN

Secure principal's tentative approval to conduct field trip.
Send form "Application for Approval to Conduct Multi-Day and/or Out-of-State/Country Field Trip" to your Executive Director of Schools at the John Stanford Center requesting permission to conduct field trip.

9/21 HSN

Develop fundraising plan to include: a) plans to assist students who are unable to pay their own expenses, b) a written statement that no student will be excluded from a required trip due to lack of funds and c) description of fundraising activities and that all funds will be returned if not used for the trip. Attach list of fund-raising activities as Attachment 1.

9/21 HSN

Obtain and submit copy of itinerary. This itinerary shall include a) dates (not to be scheduled during testing), b) locations (city, state, country) and c) accommodations. Attach itinerary as Attachment 2.

Obtain principal's signature in section 1 of Principal's Checklist

FOUR TO SIX WEEKS PRIOR TO TRIP

9/21 HSN

Arrange for certificated supervisors. If substitute is required, complete "Request for Professional Leave," and submit to principal for approval and submission to funding office for approval.

9/21 HSN

Arrange for parent chaperones, if appropriate. Have chaperones/volunteers complete volunteer application. Complete background checks. Provide list of screened volunteers to principal and secure his/her approval.

9/27 HSN

Obtain principal's signature in section 2 of Principal's Checklist

TWO TO FOUR WEEKS PRIOR TO TRIP

9/27 HSN

Send home Informed Consent/Permission to Participate for parental approval. If parent does not sign student cannot go. Attach sample copy of form as Attachment 3.

9/27 HSN

Verify insurance coverage to provide health or personal accident insurance for participating students where required. Attach evidence of coverage as Attachment 4.

9/27 HSN

Secure trip cancellation insurance from travel agency where required. Attach evidence of coverage as Attachment 5.

9/27 HSN

Develop orientation plan for students, parents, and chaperones

10-17 BW
 10-17 BW
 10-17 BW
 10-17 BW
 10-17 BW

ONE TO TWO WEEKS PRIOR TO FIELD TRIP

Verify that Informed Consent/Permission to Participate forms are returned for all students participating in field trip. Verify alternate arrangements at school for those students not participating.

Arrange for participating students to be excused from other classes

Arrange for first-aid kit and other emergency supplies, and ensure they are taken on trip

Spot check reservations to verify that arrangements are in order

Principal, vice principal, ASB advisor, and teachers sponsoring or participating in tours or trips paid by students complete the "Field Trip Conflict of Interest Disclosure Form" enclosed in packet.

Obtain principal's signature in section 3 of Principal's Checklist.

ONE WEEK PRIOR TO FIELD TRIP

Report to secretary or principal's designee the names of all persons (adults and students) who will actually go on the trip. Provide list of students to verify those actually participating prior to departure.

File this form with other required papers in school office. (Records must be kept for three years.)

WITHIN TWO WEEKS AFTER TRIP COMPLETION

Conduct evaluation of field trip and share results with principal

Forward all backup paperwork (all remaining documents not required at time of Superintendent Approval) to your Executive Director of Schools at the John Stanford Center.

Garfield High School Ecology program field trip to Nature Bridge at Olympic National Park (OPI)

November 5-7, 2012

Preliminary trip Itinerary

NatureBridge at Olympic Park

111 Barnes Point Road

Port Angeles, WA 98363

360-928-3720

Monday, Nov. 5, 2012

8:00 Students arrive at GHS and load into school bus

9:20 (or 10:10am): Catch ferry from Edmonds terminal – arrive at Kingston terminal and drive to OPI

12:00 Arrive at OPI and have lunch

1:00: Structured instructional activities taught by OPI instructors

4:00 Recreation time with chaperone supervision

6:00 Dinner

7:30 Evening program

9:30 Lights out

Tuesday, Nov. 6, 2012

7:00 Wake up and prepare for the day

7:00 Breakfast

8:00 Structured instructional activities taught by OPI instructors (lunch in the field)

4:00 Recreation time with chaperone supervision

6:00 Dinner

7:30 Evening program

9:30 Lights out

Wednesday, Nov. 7, 2012

7:00 Wake up and prepare for the day

8:00 Breakfast

9:00 Depart for coast camping

9:00 Structured instructional activities taught by OPI instructors

2:00 Depart for GHS

6:00 Arrive at GHS

ecology students may attend this field trip, regardless of ability to pay. This year we are not fundraising as a class, but have obtained grant funding to provide scholarships for students who are not able to pay the full tuition. If funds are not used, students will be refunded their money with checks from the Garfield Science Foundation.

Anticipated cost of trip: \$8100

Sources of funding

Student contributions: \$2780

PTSA Small grant (anticipated): \$1500

Outdoor Youth Connections Grant: \$1200

Garfield Science Foundation contribution: \$1300

MacFund grant: \$1320

Total funding coming in: \$8100

SEATTLE PUBLIC SCHOOLS
CONFLICT OF INTEREST DISCLOSURE FORM

Each principal, teacher or ASB advisor sponsoring or participating in a tour or trip paid by students is required to complete this form.

Field Trip and Date Nature Bridge @ Olympic Park Institute
 Name Heather Snookal
 Position Teacher
 Location Garfield High School

Indicate below whether you or a member of your household is currently receiving (or has received during the last five years) any gratuity, commission, rebate, or thing of value from any travel agency or travel promoter. Plane fares, hotel accommodations, etc., provided in return for chaperoning should be listed and would generally be considered reasonable and acceptable.

Self	Family	Company Name	Year of Gratuity	Type of Gratuity	Value of Gratuity
		N/A			

Signature: Heather Snookal

Date: 9/28/12

Principal's Signature:

Date:

**SEATTLE PUBLIC SCHOOLS
INFORMED CONSENT / PERMISSION TO PARTICIPATE**

As parent or guardian of a student requesting to voluntarily participate in a field trip to, and/or involving

Outdoor education @ Nature Bridge at Olympic National Forest.

I hereby acknowledge that I have read, understood and agreed to the following:

1. I acknowledge that this activity entails known and unanticipated risks that could result in physical or emotional injury, paralysis or death to my child, as well as damage to property, or to third parties. I understand that such risks simply cannot be eliminated without jeopardizing the essential qualities of the activity. I have a full understanding of the risks associated with this activity and voluntarily choose to encounter that risk and permit my child to participate. I have been made aware of the field trip itinerary and understand that the Seattle School District will make reasonable efforts to provide a safe environment. The risks include, among other things, hitting stationary objects or vehicle accident while transporting to and from the trip, and

injuries sustained while hiking + being around plants _____ (Parent/Guardian Initial) _____

2. I certify that I have medical insurance to cover any injury that may be sustained by my child and/or have purchased student accident insurance for my child. I agree to bear the costs of any/all medical bills and any/all damages that may be caused by my child during this trip. (Parent/Guardian Initial) _____
3. I further certify that my child has no medical or physical conditions that could interfere with his/her safety in this activity, or else I am willing to assume and bear the costs of all risks that may be created, directly or indirectly, by any such condition. (Parent/Guardian Initial) _____
4. I understand that transportation for this activity will be provided by
- ☒ District bus/vehicle
 - ☐ Private vehicle (Staff/volunteer/parent) transporting students and the vehicle owner's insurance is primary coverage.
 - ☐ Other - Specify (e.g., walk, Metro bus, etc.) _____ (Parent/Guardian Initial) _____

As parent/guardian, I hereby give my permission for (Name) _____, who attends

Garfield High School to participate in a field trip on 11/5/12 from 8 AM to 11:30 AM for the purpose of outdoor education.

Student's address: _____ City: _____

Student's home phone # () _____ Date of birth: ____/____/____

Family Physician: _____ Phone #: () _____

Medical conditions, (including all allergies), and medication information the District should be made aware of

In the event of an emergency, I wish the following person to be notified in case I cannot be contacted.

Phone #: () _____

I authorize a qualified physician/surgeon to examine and in the event of injury or serious illness administer emergency care to the above named student. I understand every reasonable effort will be made to contact me to explain the nature of the problem prior to any involved treatment.

In the event it becomes necessary for the school district staff-in-charge to obtain emergency care for my student, I agree that neither s/he nor the district assumes financial liability for expenses incurred because of the accident, injury, or illness. I allow my child to participate in the above activity and agree to assume the risk for/to my child that accompanies this activity.

Signature of parent/guardian _____ Date _____ () _____ () _____
Work phone Home phone

School Administrator (signature): _____

Chaperone List

1. Heather Snookal

2. Rachel Finley

3. Alicia Arnold

- 4.

- 5.

- 6.

- 7.

- 8.

- 9

- 10.

Office Use Only

Guidelines

Background

Driver

--	--

11



11



883

10

11



11

--	--

The diagram shows a rectangular domain with a central square hole. The domain is divided into four quadrants by a vertical line at $x=0$ and a horizontal line at $y=0$. The central square hole is centered at the origin. The domain is labeled with x and y axes.

The diagram shows a rectangular domain with a central square hole. The domain is defined by the region $-b \leq x \leq b$ and $-c \leq y \leq c$, excluding the central square hole $-a \leq x \leq a$ and $-a \leq y \leq a$. The outer boundary is a rectangle with width $2b$ and height $2c$. The inner boundary of the hole is a square with side length $2a$. The domain is divided into four quadrants by the x and y axes. The boundaries are labeled with b , c , and a .



--	--



10

10



Seattle Public Schools-Screening Form
Request for Criminal History Information
Child / Adult Abuse Information Act
RCW 43.43.830 through 43.43.845

Seattle Public Schools

School Site or Program: _____

Volunteers: Please return this form to the school or program.

The Washington State Legislature has helped us assure security for children by allowing background checks on all people who work with children in schools. The Seattle School District supports this requirement. Because we care about our students, all volunteers must complete this form and undergo a background check prior to beginning as a volunteer AND no less frequently than every 2 years as an active volunteer (recommend repeating annually).

APPLICANT OF INQUIRY

First Name Heather MI A Last Name Snookal

Aliases / Maiden Name _____

Date of Birth _____ Gender female

Address _____

City / State / Zip _____ / WA.

E-mail hasnookal@seattle.schools.org

Phone Number(s) 206

Applicant Signature Heather Snookal Date 9/28/12

Name of child in school, if any _____

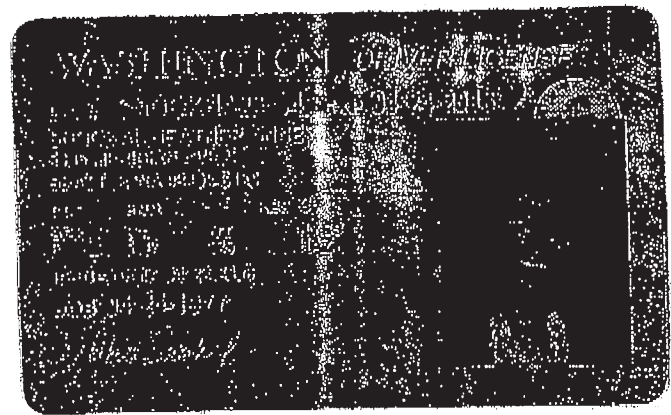
See Reverse for Disclosure Statement

School Verification

☐ ID Verification (Driver's License or other ID with name and birth date) Initials _____

☐ OK WATCH (State Patrol Criminal History Check) Date Passed _____ Initials _____

Comments _____



WASHINGTON UNIVERSITY

LIBRARY

1000 UNIVERSITY AVENUE

ST. LOUIS, MO. 63101

TEL. 368-1234

1975-1976

1000 UNIVERSITY AVENUE

ST. LOUIS, MO. 63101



In accordance with Chapter 43.43 RCW, prospective volunteers are required to complete this disclosure form. In addition, prospective volunteers are required to complete the questions below.

Volunteer Applicant Disclosure Form

Answer YES or NO to each of the listed items. If the answer is YES to any of the items, please explain in the area provided, indicating the charge or finding, the date and the court(s) involved.

(1) Have you been convicted of any crimes against persons?

Answer NO If yes, please explain:

(2) Have you been found in any dependency action under RCW 13.34.030 (2) (b) to have sexually assaulted or exploited any minor or to have physically abused any minor?

Answer NO If yes, please explain:

(3) Have you been found by a court in a domestic relations proceeding under Title 26 RCW to have sexually assaulted or exploited any minor or to have physically abused any minor?

Answer NO If yes, please explain:

(4) Have you been found in any disciplinary board final decision to have sexually abused or exploited any minor or to have physically abused any minor?

Answer NO If yes, please explain:

(5) Other than any matter above, is there any fact or circumstance involving you and your background that would call into question your being entrusted with the supervision, guidance and care of young people, vulnerable adults or developmentally disabled persons?

Answer NO If yes, please explain:

I have read the information contained in this application. Pursuant to RCW 9A.72.085, I certify under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct. I authorize Seattle School District #1 to conduct a background check and to obtain any and all information needed to process my volunteer application. I further authorize any person contacted by the Seattle School District to provide information to the Seattle School District about my volunteer application. I understand that information from others will not be made available to me. I hereby release and hold harmless Seattle School District #1 and all references from any and all liability in obtaining or disclosing such information about my background. I understand that the District may, at its discretion, exclude me from volunteering for any reason, including any misleading or incomplete statements on this application.

Volunteer Applicant Signature Heather Snookael Date 9/28/12

**Seattle Public Schools
Guidelines for Volunteer Field Trip Chaperones**

4. Student behavior is your responsibility. School rules related to student behavior apply. Go over rules and standards of behavior, safety rules, and any site specific rules with students. Ensure that students do not get involved in any extra activities not pre-approved by administrators and parents.
5. Eating and drinking are not permitted outside of designated areas and predetermined times.
6. For the protection of both the student and the chaperone, chaperones should not place themselves in situations in which they are alone with a student.
7. Family members or friends of a chaperone may not participate in a District-sponsored field trip or event unless prior approval has been obtained from the building principal. Additional small children can distract you from your duties as a chaperone.
8. Chaperones who transport students in their personal vehicle must complete the Volunteer Driver Checklist form. You are expected to comply with all District and State student transportation rules and regulations. Be aware that your personal vehicle insurance provides primary coverage in the event of an accident or injury.
9. Be sure to know what to do in an emergency (medical emergency, natural emergency, lost child, serious breach of rule, etc.). Know who is first aid trained, where the first aid kit is, where the cell phone is kept, and who has the copies of parental permission slips with emergency phone numbers and medical information.

In the event that I have a personal emergency, please contact:

	<u>Husband</u>	
Printed Name	Relationship	Daytime Phone

I acknowledge that I have received the copy of the "Guidelines for Volunteer Field Trip Chaperones," have read these guidelines, and agree to comply with the guidelines as a school volunteer.

Name	<u>Heather Snookal</u>	Date	<u>9/28/12</u>
	Printed Name		

Name	<u>Heather Snookal</u>
	Signature



**Seattle Public Schools-Screening Form
Request for Criminal History Information
Child / Adult Abuse Information Act
RCW 43.43.830 through 43.43.845**

Seattle Public Schools

School Site or Program: Garfield High School

Volunteers: Please return this form to the school or program.

The Washington State Legislature has helped us assure security for children by allowing background checks on all people who work with children in schools. The Seattle School District supports this requirement. Because we care about our students, all volunteers must complete this form and undergo a background check prior to beginning as a volunteer AND no less frequently than every 2 years as an active volunteer (recommend repeating annually).

APPLICANT OF INQUIRY

First Name Rachel MI J Last Name Petrík - Finley
 Aliases / Maiden Name Petrík
 Date of Birth _____ Gender F
 Address _____

 City / State / Zip _____ WA _____
 E-mail rjpetrikfin@seattleschools.org
 Phone Number(s) _____
 Applicant Signature R Finley Date 26 Sept 2012
 Name of child in school, if any _____

See Reverse for Disclosure Statement

School Verification

☐ ID Verification (Driver's License or other ID with name and birth date) Initials RF
☐ OK WATCH (State Patrol Criminal History Check) Date Passed _____ Initials _____
 Comments _____

7

In accordance with Chapter 43.43 RCW, prospective volunteers are required to complete this disclosure form. In addition, prospective volunteers are required to complete the questions below.

Volunteer Applicant Disclosure Form

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Answer No If yes, please explain:

(3) Have you been found by a court in a domestic relations proceeding under Title 26 RCW to have sexually assaulted or exploited any minor or to have physically abused any minor?

Answer No If yes, please explain:

(4) Have you been found in any disciplinary board final decision to have sexually abused or exploited any minor or to have physically abused any minor?

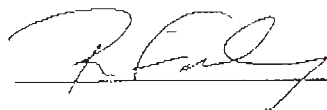
Answer No If yes, please explain:

(5) Other than any matter above, is there any fact or circumstance involving you and your background that would call into question your being entrusted with the supervision, guidance and care of young people, vulnerable adults or developmentally disabled persons?

Answer No If yes, please explain:

I have read the information contained in this application. Pursuant to RCW 9A.72.085, I certify under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct. I authorize Seattle School District #1 to conduct a background check and to obtain any and all information needed to process my volunteer application. I further authorize any person contacted by the Seattle School District to provide information to the Seattle School District about my volunteer application. I understand that information from others will not be made available to me. I hereby release and hold harmless Seattle School District #1 and all references from any and all liability in obtaining or disclosing such information about my background. I understand that the District may, at its discretion, exclude me from volunteering for any reason, including any misleading or incomplete statements on this application.

Volunteer Applicant Signature



Date 26 Sept 2012

**Seattle Public Schools
Guidelines for Volunteer Field Trip Chaperones**

4. Student behavior is your responsibility. School rules related to student behavior apply. Go over rules and standards of behavior, safety rules, and any site specific rules with students. Ensure that students do not get involved in any extra activities not pre-approved by administrators and parents.
5. Eating and drinking are not permitted outside of designated areas and predetermined times.
6. For the protection of both the student and the chaperone, chaperones should not place themselves in situations in which they are alone with a student.
7. Family members or friends of a chaperone may not participate in a District-sponsored field trip or event unless prior approval has been obtained from the building principal. Additional small children can distract you from your duties as a chaperone.
8. Chaperones who transport students in their personal vehicle must complete the Volunteer Driver Checklist form. You are expected to comply with all District and State student transportation rules and regulations. Be aware that your personal vehicle insurance provides primary coverage in the event of an accident or injury.
9. Be sure to know what to do in an emergency (medical emergency, natural emergency, lost child, serious breach of rule, etc.). Know who is first aid trained, where the first aid kit is, where the cell phone is kept, and who has the copies of parental permission slips with emergency phone numbers and medical information.

In the event that I have a personal emergency, please contact:

Rachel Finley Teacher
Printed Name Relationship Daytime Phone

I acknowledge that I have received the copy of the "Guidelines for Volunteer Field Trip Chaperones," have read these guidelines, and agree to comply with the guidelines as a school volunteer.

Name Rachel Finley Date 26 Sept 2012
Printed Name

Name 
Signature

SEATTLE PUBLIC SCHOOLS
CONFLICT OF INTEREST DISCLOSURE FORM

Each principal, teacher or ASB advisor sponsoring or participating in a tour or trip paid by students is required to complete this form.

Field Trip and Date November 5-7, 2012
Name Rachel Finley
Position Teacher
Location Nature Bridge at Olympic Park

Indicate below whether you or a member of your household is currently receiving (or has received during the last five years) any gratuity, commission, rebate, or thing of value from any travel agency or travel promoter. Plane fares, hotel accommodations, etc., provided in return for chaperoning should be listed and would generally be considered reasonable and acceptable.

Self	Family	Company Name	Year of Gratuity	Type of Gratuity	Value of Gratuity

Nothing received from any organization

Signature:

RF

Date: 26 Sept 2012

Principal's Signature:

Date:





**Seattle Public Schools-Screening Form
Request for Criminal History Information
Child / Adult Abuse Information Act
RCW 43.43.830 through 43.43.845**

Seattle Public Schools

School Site or Program: Garfield High School

Volunteers: Please return this form to the school or program.

The Washington State Legislature has helped us assure security for children by allowing background checks on all people who work with children in schools. The Seattle School District supports this requirement. Because we care about our students, all volunteers must complete this form and undergo a background check prior to beginning as a volunteer AND no less frequently than every 2 years as an active volunteer (recommend repeating annually).

APPLICANT OF INQUIRY

First Name Alicia MM Last Name Arnold
 Aliases / Maiden Name Simpson
 Date of Birth _____ Gender F
 Address _____

 City / State / Zip _____ WA _____
 E-mail amarnold@seattleschools.org
 Phone Number(s) _____
 Applicant Signature [Signature] Date 9/26/12
 Name of child in school, if any _____

See Reverse for Disclosure Statement

School Verification

- ☐ ID Verification (Driver's License or other ID with name and birth date) Initials _____
- ☐ OK WATCH (State Patrol Criminal History Check) Date Passed _____ Initials _____
- Comments _____

In accordance with Chapter 43.43 RCW, prospective volunteers are required to complete this disclosure form. In addition, prospective volunteers are required to complete the questions below.

Volunteer Applicant Disclosure Form

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Answer NO If yes, please explain:

(3) Have you been found by a court in a domestic relations proceeding under Title 26 RCW to have sexually assaulted or exploited any minor or to have physically abused any minor?

Answer NO If yes, please explain:

(4) Have you been found in any disciplinary board final decision to have sexually abused or exploited any minor or to have physically abused any minor?

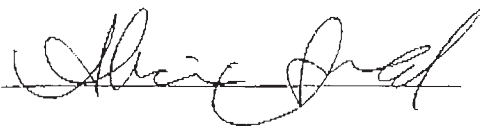
Answer NO If yes, please explain:

(5) Other than any matter above, is there any fact or circumstance involving you and your background that would call into question your being entrusted with the supervision, guidance and care of young people, vulnerable adults or developmentally disabled persons?

Answer NO If yes, please explain:

I have read the information contained in this application. Pursuant to RCW 9A.72.085, I certify under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct. I authorize Seattle School District #1 to conduct a background check and to obtain any and all information needed to process my volunteer application. I further authorize any person contacted by the Seattle School District to provide information to the Seattle School District about my volunteer application. I understand that information from others will not be made available to me. I hereby release and hold harmless Seattle School District #1 and all references from any and all liability in obtaining or disclosing such information about my background. I understand that the District may, at its discretion, exclude me from volunteering for any reason, including any misleading or incomplete statements on this application.

Volunteer Applicant Signature



Date

9/26/2012

Seattle Public Schools
Guidelines for Volunteer Field Trip Chaperones

4. Student behavior is your responsibility. School rules related to student behavior apply. Go over rules and standards of behavior, safety rules, and any site specific rules with students. Ensure that students do not get involved in any extra activities not pre-approved by administrators and parents.
5. Eating and drinking are not permitted outside of designated areas and predetermined times.
6. For the protection of both the student and the chaperone, chaperones should not place themselves in situations in which they are alone with a student.
7. Family members or friends of a chaperone may not participate in a District-sponsored field trip or event unless prior approval has been obtained from the building principal. Additional small children can distract you from your duties as a chaperone.
8. Chaperones who transport students in their personal vehicle must complete the Volunteer Driver Checklist form. You are expected to comply with all District and State student transportation rules and regulations. Be aware that your personal vehicle insurance provides primary coverage in the event of an accident or injury.
9. Be sure to know what to do in an emergency (medical emergency, natural emergency, lost child, serious breach of rule, etc.). Know who is first aid trained, where the first aid kit is, where the cell phone is kept, and who has the copies of parental permission slips with emergency phone numbers and medical information.

In the event that I have a personal emergency, please contact:

Printed Name _____ Relationship Spouse Daytime Phone 425-422-1111

I acknowledge that I have received the copy of the "Guidelines for Volunteer Field Trip Chaperones," have read these guidelines, and agree to comply with the guidelines as a school volunteer.

Name Alicia Arnold Date 9/27/12
Printed Name

Name [Signature]
Signature

SEATTLE PUBLIC SCHOOLS

CONFLICT OF INTEREST DISCLOSURE FORM

Each principal, teacher or ASB advisor sponsoring or participating in a tour or trip paid by students is required to complete this form.

Field Trip and Date Olympic Park Institute
 Name Alicia Arnold
 Position Teacher
 Location Garfield High School

Indicate below whether you or a member of your household is currently receiving (or has received during the last five years) any gratuity, commission, rebate, or thing of value from any travel agency or travel promoter. Plane fares, hotel accommodations, etc., provided in return for chaperoning should be listed and would generally be considered reasonable and acceptable.

Self	Family	Company Name	Year of Gratuity	Type of Gratuity	Value of Gratuity
		N/A			

Signature:

Alicia Arnold

Date:

9/27/2012

Principal's Signature:

Date:

RCW 42.56.250(3)



RCW 42.56.230(1)
FERPA

SNOOKAL



NatureBridge

①

Ecology Field trip

27 Students (front + back)

Snookal =

Instructions: Please use copies of this form to create group lists for all of your hiking groups.

	Participant Name (First, Last)	Age	Medical Condition	Diet Restriction
1) ✓				
2) ✓				
3) ✓				
4) ✓				
5) ✓				
6) ✓				
7) ✓				
8) ✓				No Salmon
9) ✓				No Pork or gelatin
10) ✓				
11) ✓				
12) ✓			Leg recently broken	
13) ✓				
14) ✓				
15) ✓				
16)				
1)	Staff Name (First, Last)	Age	Medical Condition	Diet Restriction
1)	Hoatuaar Snookal	35		
2)				
3)	Nick Ward	16		

RCW 42.56.230(1)

FERPA



Instructions: Please use copies of this form to create group lists for all of your hiking groups.

Participant Number	Participant Name (First, Last)	Age	Medical Condition	Diet Restriction
1	✓			
2	✓			No dairy
3	✓			No coconut
4	✓			
5	✓			No Nuts
6	✓			
7	✓			
8	✓			
9	✓			
10	✓			
11	✓			
12	✓			
13	✓			
14				
15				
16				
1	Rachel Finley			
2	Robert Shelley			
3	Alicia Arndt			

Parent/Guardian Field Trip Authorization



SEATTLE
PUBLIC
SCHOOLS

Student: _____

School: Garfield High School

Field Trip Destination: Nature Bridge @ Olympic National Forest

Date of Field Trip: Nov 5 - Nov 7 2012 Departure Location: GHS

Departure Time: 8 AM Return Time: 5 PM

Return Location: GHS

Type of Transportation:

☒ School Bus ☐ Walking ☐ Private Vehicle/Driver: _____

☐ Other: _____

Activities involved in experience: hiking

I have reviewed all of the above information. I have reviewed the list of expected activities and I am aware of any special dangers and risks inherent in participating in this activity. I hereby give my permission for my daughter/son to participate in this activity. I approve the transportation plan as outlined. My signature reflects my knowledge of the details of the trip and its itinerary.

Signature of Parent/Guardian: _____ Date: 10/29/2012

MEDICAL RELEASE

In case of an emergency, I, _____ parent/guardian of _____ authorize and consent to emergency medical, surgical, hospital care, treatment and procedures deemed immediately necessary by a physician to safeguard my child's health if I cannot be contacted. I waive my rights of informed consent to such treatment. I also authorize a copy of this consent form to be treated with the same authority as the original.

Signature of Parent/Guardian: _____ Date: 10/29/2012

Garfield Daily Progress Report

Student Name: _____ Homeroom Teacher: _____

Grade: 10 Date: 10/30/12

Continued tutoring assistance is needed ☐ Yes ☐ No

If "Yes", tutorial focus is needed in the following area(s) _____

Class	All homework turned in	Satisfactory class participation	Cooperative attitude with other students and teacher	Attendance Please list Tardies and Absences	Progress in class; Please circle	Teacher's Signature
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	A B C D P E	✓
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	A B C D P E	

Additional comments:

→ Parent/guardian signature: _____

→ Student signature: _____

✓

Parent/Guardian Field Trip Authorization



**SEATTLE
PUBLIC
SCHOOLS**

Student: _____

School: Garfield High School

Field Trip Destination: Nature Bridge @ Olympic National Forest

Date of Field Trip: Nov 5 - Nov 7 2012 Departure Location: GHS

Departure Time: 8 AM Return Time: 5 PM

Return Location: GHS

Type of Transportation:

☒ School Bus ☐ Walking ☐ Private Vehicle/Driver:

☐ Other: _____

Activities involved in experience: hiking

I have reviewed all of the above information. I have reviewed the list of expected activities and I am aware of any special dangers and risks inherent in participating in this activity. I hereby give my permission for my daughter/son to participate in this activity. I approve the transportation plan as outlined. My signature reflects my knowledge of the details of the trip and its itinerary.

Signature of Parent/Guardian _____ Date: _____

MEDICAL RELEASE

In case of an emergency, I, _____ parent/guardian of _____ authorize and consent to emergency medical, surgical, hospital care, treatment and procedures deemed immediately necessary by a physician to safeguard my child's health if I cannot be contacted. I waive my rights of informed consent to such treatment. I also authorize a copy of this consent form to be treated with the same authority as the original.

Signature of Parent/Guardian _____ Date: _____

Garfield Daily Progress Report

Student Name: _____ Homeroom Teacher: _____

Grade: 10 Date: 10/29/12

Continued tutoring assistance is needed ☐ Yes ☐ No

If "Yes", tutorial focus is needed in the following area(s) _____

Class	All homework turned in	Satisfactory class participation	Cooperative attitude with other students and teacher	Attendance Please list Tardies and Absences	Progress in class; Please circle	Teacher's Signature
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____		
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____		
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____		
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____		
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____		
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____		
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____	A B C D P E	

Additional comments:

→ Parent/guardian signature: _____

→ Student signature: _____

Parent/Guardian Field Trip Authorization



SEATTLE
PUBLIC
SCHOOLS

Student: _____

School: Garfield High School

Field Trip Destination: Nature Bridge @ Olympic National Forest

Date of Field Trip: Nov 5 - Nov 7 2012 Departure Location: gHS

Departure Time: 8 Am Return Time: 5 pm

Return Location: gHS

Type of Transportation:

☒ School Bus ☐ Walking ☐ Private Vehicle/Driver: _____

☐ Other: _____

Activities involved in experience: hiking

I have reviewed all of the above information. I have reviewed the list of expected activities and I am aware of any special dangers and risks inherent in participating in this activity. I hereby give my permission for my daughter/son to participate in this activity. I approve the transportation plan as outlined. My signature reflects my knowledge of the details of the trip and its itinerary.

Signature of Parent/Guardian _____ Date: _____

MEDICAL RELEASE

In case of an emergency, I, _____ parent/guardian of _____ authorize and consent to emergency medical, surgical, hospital care, treatment and procedures deemed immediately necessary by a physician to safeguard my child's health if I cannot be contacted. I waive my rights of informed consent to such treatment. I also authorize a copy of this consent form to be treated with the same authority as the original.

Signature of Parent/Guardian _____ Date: _____

Garfield Daily Progress Report

Student Name: Loth Homeroom Teacher: _____

Grade: _____ Date: _____

Continued tutoring assistance is needed ☒ Yes ☐ No

If "Yes", tutorial focus is needed in the following areas(s) _____



Class				Teacher's Signature
All homework turned in	Satisfactory class participation	Cooperative attitude with other students and teacher	Attendance Please list Tardies and Absences	Progress in class; Please circle
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____	

Additional comments:

Parent/guardian signature: _____

Student signature: _____

Parent/Guardian Field Trip Authorization



SEATTLE
PUBLIC
SCHOOLS

Student: _____

School: Garfield High School

Field Trip Destination: Nature Bridge @ Olympic National Forest

Date of Field Trip: Nov 5 - Nov 7 2012 Departure Location: GHS

Departure Time: 8 AM Return Time: 5 PM

Return Location: GHS

Type of Transportation:

☒ School Bus ☐ Walking ☐ Private Vehicle/Driver: _____

☐ Other: _____

Activities involved in experience: hiking

I have reviewed all of the above information. I have reviewed the list of expected activities and I am aware of any special dangers and risks inherent in participating in this activity. I hereby give my permission for my daughter/son to participate in this activity. I approve the transportation plan as outlined. My signature reflects _____ and its itinerary.

Signature of Parent/Guardian: _____ Date: 10/24/12

MEDICAL RELEASE

In case of an emergency, I, _____ parent/guardian of _____ authorize and consent to emergency medical, surgical, hospital care, treatment and procedures deemed immediately necessary by a physician to safeguard my child's health if I cannot be contacted. I waive my rights of informed consent to such treatment. I also authorize a copy of this consent form to be treated with the same authority as the original.

Signature of Parent/Guardian: _____ Date: 10/24/12

Garfield Daily Progress Report

Student Name: _____ Homeroom Teacher: _____

Grade: _____ Date: _____

Continued tutoring assistance is needed ☐ Yes ☐ No

If "Yes", tutorial focus is needed in the following areas(s) _____

Class		All homework turned in	Satisfactory class participation	Cooperative attitude with other students and teacher	Attendance Please list Tardies and Absences	Progress in class; Please circle	Teacher's Signature
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	A B C D P E	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	A B C D P E	
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	A B C D P E	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	A B C D P E	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	A B C D P E	

Additional comments:

→ Parent/guardian signature: _____

→ Student signature: _____

Parent/Guardian Field Trip Authorization



SEATTLE
PUBLIC
SCHOOLS

Student _____

School: Garfield High School

Field Trip Destination: Nature Bridge @ Olympic National Forest

Date of Field Trip: Nov 5 - Nov 7 2012 Departure Location: GHS

Departure Time: 8 AM Return Time: 5 PM

Return Location: GHS

Type of Transportation:

☒ School Bus ☐ Walking ☐ Private Vehicle/Driver: _____

☐ Other: _____

Activities involved in experience: hiking

I have reviewed all of the above information. I have reviewed the list of expected activities and I am aware of any special dangers and risks inherent in participating in this activity. I hereby give my permission for my daughter/son to participate in this activity. I approve the transportation plan as outlined. My signature reflects _____ details of the trip and its itinerary.

Signature of Parent/Guardian: _____ Date: 10/18

MEDICAL RELEASE

In case of an emergency, I, _____ parent/guardian of _____ authorize and consent to emergency medical, surgical, hospital care, treatment and procedures deemed immediately necessary by a physician to safeguard my child's health if I cannot be contacted. I waive my rights of informed consent to such treatment. I also authorize a copy of this consent form to be treated with the same authority as the original.

Signature of Parent/Guardian: _____ Date: 10/18

Garfield Daily Progress Report

Student Name: _____ Homeroom Teacher: _____

Grade: 10th Date: 10/18/12

Continued tutoring assistance is needed ☐ Yes ☒ No

If "Yes", tutorial focus is needed in the following areas(s) _____

Class	All homework turned in	Satisfactory class participation	Cooperative attitude with other students and teacher	Attendance Please list Tardies and Absences	Progress in class; Please circle	Teacher's Signature
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	ABCDPE	
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	ABCDPE	

Additional comments:

Parent/guardian signature: _____

Student signature: _____

Parent/Guardian Field Trip Authorization



SEATTLE
PUBLIC
SCHOOLS

Student: _____

School: Garfield High School

Field Trip Destination: Nature Bridge @ Olympic National Forest

Date of Field Trip: Nov 5 - Nov 7 2012 Departure Location: GHS

Departure Time: 8 AM Return Time: 5 PM

Return Location: GHS

Type of Transportation:

☒ School Bus ☐ Walking ☐ Private Vehicle/Driver: _____

☐ Other: _____

Activities involved in experience: hiking

I have reviewed all of the above information. I have reviewed the list of expected activities and I am aware of any special dangers and risks inherent in participating in this activity. I hereby give my permission for my daughter/son to participate in this activity. I approve the transportation plan as outlined. My signature reflects my knowledge of the details of the trip and its itinerary.

Signature of Parent/Guardian _____

Date: 10/24/2012

MEDICAL RELEASE

In case of an emergency, I, _____ parent/guardian of _____ authorize and consent to emergency medical, surgical, hospital care, treatment and procedures deemed immediately necessary by a physician to safeguard my child's health if I cannot be contacted. I waive my rights of informed consent to such treatment. I also authorize a copy of this consent form to be treated with the same authority as the original.

Signature of Parent/Guardian _____

Date: 10/24/2012

Garfield Daily Progress Report

Student Name: _____

Homeroom Teacher: _____

Grade: 10 Date: 10/16/2012

Continued tutoring assistance is needed ☐ Yes ☐ No

If “Yes”, tutorial focus is needed in the following areas(s)

Class					Attendance Please list Tardies and Absences	Progress in class; Please circle	Teacher's Signature
	All homework turned in	Satisfactory class participation	Cooperative attitude with other students and teacher				
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____			
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes				

Additional comments:

Parent/guardian signature: _____

Student signature: _____

Parent/Guardian Field Trip Authorization



SEATTLE
PUBLIC
SCHOOLS

Student: _____

School: Garfield High School

Field Trip Destination: Nature Bridge @ Olympic National Forest

Date of Field Trip: Nov 5 - Nov 7 2012 Departure Location: GHS

Departure Time: 8 AM Return Time: 5 PM

Return Location: GHS

Type of Transportation:

☒ School Bus ☐ Walking ☐ Private Vehicle/Driver: _____

☐ Other: _____

Activities involved in experience: hiking

I have reviewed all of the above information. I have reviewed the list of expected activities and I am aware of any special dangers and risks inherent in participating in this activity. I hereby give my permission for my daughter/son to participate in this activity. I approve the transportation plan as outlined. My signature reflects my knowledge of the details of the trip and its itinerary.

Signature of Parent _____

Date: 10-18-12

MEDICAL RELEASE

In case of an emergency, I, _____ parent/guardian of _____ authorize and consent to emergency medical, surgical, and procedures deemed immediately necessary by a physician to safeguard my child's health if I cannot be contacted. I waive my rights of informed consent to such treatment. I also authorize a copy of this consent form to be treated with the same authority as the original.

Signature of Parent _____

Date: 10-18-12

Garfield Daily Progress Report

Student Name: _____ Homeroom Teacher: _____

Grade: 11 Date: 10-23-12

Continued tutoring assistance is needed ☐ Yes ☐ No

If "Yes", tutorial focus is needed in the following area(s) _____

Class	All homework turned in	Satisfactory class participation	Cooperative attitude with other students and teacher	Attendance Please list Tardies and Absences	Progress in class; Please circle	Teacher's Signature
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	A B C D P E	

Additional comments:

→ Parent/guardian signature: _____

→ Student signature: _____

Parent/Guardian Field Trip Authorization



SEATTLE
PUBLIC
SCHOOLS

Student: _____

School: Garfield High School

Field Trip Destination: Nature Bridge @ Olympic National Forest

Date of Field Trip: Nov 5 - Nov 7 2012 Departure Location: GHS

Departure Time: 8 AM Return Time: 5 PM

Return Location: GHS

Type of Transportation:

☒ School Bus ☐ Walking ☐ Private Vehicle/Driver: _____

☐ Other: _____

Activities involved in experience: hiking

I have reviewed all of the above information. I have reviewed the list of expected activities and I am aware of any special dangers and risks inherent in participating in this activity. I hereby give my permission for my daughter/son to participate in this activity. I approve the transportation plan as outlined. My signature reflects my knowledge of the details of the trip and its itinerary.

Signature of Parent/Guardian _____ Date: 10/16/12

MEDICAL RELEASE

In case of an emergency, I, _____, parent/guardian of _____, authorize and consent to emergency medical, surgical, hospital care, treatment and procedures deemed immediately necessary by a physician to safeguard my child's health if I cannot be contacted. I waive my rights of informed consent to such treatment. I also authorize a copy of this consent form to be treated with the same authority as the original.

Signature of Parent/Guardian _____ Date: 10/16/12

Garfield Daily Progress Report

Student Name _____ Homeroom Teacher: _____

Grade: 10th Date: 10/17/12

Continued tutoring assistance is needed ☐ Yes ☒ No

If "Yes", tutorial focus is needed in the following area(s) _____

Class	All homework turned in	Satisfactory class participation	Cooperative attitude with other students and teacher	Attendance Please list Tardies and Absences	Progress in class; Please circle	Teacher's Signature
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	A B C D P E	
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
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	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	A B C D P E	

Additional comments:

→ Parent/guardian signature: _____

→ Student signature: _____

Parent/Guardian Field Trip Authorization



SEATTLE
PUBLIC
SCHOOLS

Student: _____

School: Garfield High School

Field Trip Destination: Nature Bridge @ Olympic National Forest

Date of Field Trip: Nov 5 - Nov 7 2012 Departure Location: gHS

Departure Time: 8 Am Return Time: 5 pm

Return Location: gHS

Type of Transportation:

☒ School Bus ☐ Walking ☐ Private Vehicle/Driver: _____

☐ Other: _____

Activities involved in experience: hiking

I have reviewed all of the above information. I have reviewed the list of expected activities and I am aware of any special dangers and risks inherent in participating in this activity. I hereby give my permission for my daughter/son to participate in this activity. I approve the transportation plan as outlined. My signature reflects my knowledge of the details of the trip and its itinerary.

Signature of Parent/Guardian _____ Date: _____

MEDICAL RELEASE

In case of an emergency, I, _____ parent/guardian of _____ authorize and consent to emergency medical, surgical, hospital care, treatment and procedures deemed immediately necessary by a physician to safeguard my child's health if I cannot be contacted. I waive my rights of informed consent to such treatment. I also authorize a copy of this consent form to be treated with the same authority as the original.

Signature of Parent/Guardian _____ Date: _____

Garfield Daily Progress Report

Student Name: _____

Homeroom Teacher: _____

Grade: 10

Date: 10/16/12

Continued tutoring assistance is needed ☐ Yes ☐ No

If "Yes", tutorial focus is needed in the following area(s) _____

Class	All homework turned in	Satisfactory class participation	Cooperative attitude with other students and teacher	Attendance Please list Tardies and Absences	Progress in class; Please circle	Teacher's Signature
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	ABCDPE	

Additional comments: _____

Parent/guardian signature: _____

Student signature: _____

Parent/Guardian Field Trip Authorization



SEATTLE
PUBLIC
SCHOOLS

Student: _____

School: Garfield High School

Field Trip Destination: Nature Bridge @ Olympic National Forest

Date of Field Trip: Nov 5 - Nov 7 2012 Departure Location: GHS

Departure Time: 8 Am Return Time: 5 pm

Return Location: GHS

Type of Transportation:

☒ School Bus ☐ Walking ☐ Private Vehicle/Driver: _____

☐ Other: _____

Activities involved in experience: hiking

I have reviewed all of the above information. I have reviewed the list of expected activities and I am aware of any special dangers and risks inherent in participating in this activity. I hereby give my permission for my daughter/son to participate in this activity. I approve the transportation plan as outlined. My signature reflects my knowledge of the details of the trip and its itinerary.

Signature of Parent/Guardian _____ Date: 10/16/12

MEDICAL RELEASE

In case of an emergency, I, _____ parent/guardian of _____ authorize and consent to emergency medical, surgical, hospital care, treatment and procedures deemed immediately necessary by a physician to safeguard my child's health if I cannot be contacted. I waive my rights of informed consent to such treatment. I also authorize a copy of this consent form to be treated with the same authority as the original.

Signature of Parent/Guardian _____ Date: 10/16/12

Garfield Daily Progress Report

Homeroom Teacher: _____

Date: 10/18/12

☐ Yes ☒ No

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Class		All homework turned in	Satisfactory class participation	Cooperative attitude with other students and teacher	Attendance Please list Tardies and Absences	Progress in class; Please circle	Teacher's Signature
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
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		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
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		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		

Additional comments:

Parent/guardian signature:

Student signature:

Parent/Guardian Field Trip Authorization



SEATTLE
PUBLIC
SCHOOLS

Student: _____

School: Garfield High School

Field Trip Destination: Nature Bridge @ Olympic National Forest

Date of Field Trip: Nov 5 - Nov 7 2012 Departure Location: GHS

Departure Time: 8 AM Return Time: 5 PM

Return Location: GHS

Type of Transportation:

☒ School Bus ☐ Walking ☐ Private Vehicle/Driver: _____

☐ Other: _____

Activities involved in experience: hiking

I have reviewed all of the above information. I have reviewed the list of expected activities and I am aware of any special dangers and risks inherent in participating in this activity. I hereby give my permission for my daughter/son to participate in this activity. I approve the transportation plan as outlined. My signature reflects my approval of the itinerary.

Signature of Parent/Guardian _____

Date: 10/22/12

MEDICAL RELEASE

In case of an emergency, I, _____ parent/guardian of _____ authorize and consent to emergency medical, surgical, hospital care, treatment and procedures deemed immediately necessary by a physician to safeguard my child's health if I cannot be contacted. I waive my rights of informed consent to such treatment. I also authorize a copy of this consent form to be treated with the same authority as the original.

Signature of Parent/Guardian _____

Date: 10/22/12

Garfield Daily Progress Report

Student Name: _____

Homeroom Teacher: _____

Grade: 10th

Date: 10/17/12

Continued tutoring assistance is needed ☐ Yes ☒ No

If "Yes", tutorial focus is needed in the following areas(s) _____

mm

Class	All homework turned in	Satisfactory class participation	Cooperative attitude with other students and teacher	Attendance Please list Tardies and Absences	Progress in class; Please circle	Teacher's Signature
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	A B C D P E	
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	A B C D P E	

Additional comments: _____

Parent/guardian signature: _____

Student signature: _____

Parent/Guardian Field Trip Authorization



SEATTLE
PUBLIC
SCHOOLS

Student: _____

School: Garfield High School

Field Trip Destination: Nature Bridge @ Olympic National Forest

Date of Field Trip: Nov 5 - Nov 7 2012 Departure Location: GHS

Departure Time: 8 AM Return Time: 5 PM

Return Location: GHS

Type of Transportation:

☒ School Bus ☐ Walking ☐ Private Vehicle/Driver: _____

☐ Other: _____

Activities involved in experience: hiking

I have reviewed all of the above information. I have reviewed the list of expected activities and I am aware of any special dangers and risks inherent in participating in this activity. I hereby give my permission for my daughter/son to participate in this activity. I approve the transportation plan as outlined. My signature reflects my knowledge of the details of the trip and its itinerary.

Signature of Parent/Guardian: _____ Date: 10-18-12

MEDICAL RELEASE

In case of an emergency, I, _____ parent/guardian of _____ authorize and consent to emergency medical, surgical, hospital care, treatment and procedures deemed immediately necessary by a physician to safeguard my child's health if I cannot be contacted. I waive my rights of informed consent to such treatment. I also authorize a copy of this consent form to be treated with the same authority as the original.

Signature of Parent/Guardian: _____

_____ Date: 10-18-12

Garfield Daily Progress Report

Student Name: _____ Homeroom Teacher: /

Grade: 10th Date: 10-18-12

Continued tutoring assistance is needed ☐ Yes ☒ No

If "Yes", tutorial focus is needed in the following area(s) _____

Class	All homework turned in	Satisfactory class participation	Cooperative attitude with other students and teacher	Attendance Please list Tardies and Absences	Progress in class; Please circle	Teacher's Signature
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	A B C D P E	
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	A B C D P E	

Additional comments:

→ Parent/guardian signature: _____

→ Student signature: /

Parent/Guardian Field Trip Authorization



SEATTLE
PUBLIC
SCHOOLS

Student: _____

School: Garfield High School

Field Trip Destination: Nature Bridge @ Olympic National Forest

Date of Field Trip: Nov 5 - Nov 7 2012 Departure Location: GHS

Departure Time: 8 AM Return Time: 5 PM

Return Location: GHS

Type of Transportation:

☒ School Bus ☐ Walking ☐ Private Vehicle/Driver: _____

☐ Other: _____

Activities involved in experience: hiking

I have reviewed all of the above information. I have reviewed the list of expected activities and I am aware of any special dangers and risks inherent in participating in this activity. I hereby give my permission for my daughter/son to participate in this activity. I approve the transportation plan as outlined. My signature reflects my knowledge of the details of the trip and its itinerary.

Signature of Parent/Guardian _____ Date: 10/24/12

MEDICAL RELEASE

In case of an emergency, I, _____ parent/guardian of _____ authorize and consent to emergency medical, surgical, hospital care, treatment and procedures deemed immediately necessary by a physician to safeguard my child's health if I cannot be contacted. I waive my rights of informed consent to such treatment. I also authorize a copy of this consent form to be treated with the same authority as the original.

Signature of Parent/Guardian _____ Date: 10/24/12

Garfield Daily Progress Report

Student Name: _____ Homeroom Teacher: _____

Grade: 10th Date: 10/16/12

Continued tutoring assistance is needed ☐ Yes ☒ No

If "Yes", tutorial focus is needed in the following area(s) _____

Class	All homework turned in	Satisfactory class participation	Cooperative attitude with other students and teacher	Attendance Please list Tardies and Absences	Progress in class; Please circle	Teacher's Signature
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	A B C D P E	
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	A B C D P E	

Additional comments:

→ Parent/guardian signature: _____

→ Student signature: _____

Parent/Guardian Field Trip Authorization



SEATTLE
PUBLIC
SCHOOLS

Student: _____

School: Garfield High School

Field Trip Destination: Nature Bridge @ Olympic National Forest

Date of Field Trip: Nov 5 - Nov 7 2012 Departure Location: GHS

Departure Time: 8 AM Return Time: 5 PM

Return Location: GHS

Type of Transportation:

☒ School Bus ☐ Walking ☐ Private Vehicle/Driver: _____

☐ Other: _____

Activities involved in experience: hiking

I have reviewed all of the above information. I have reviewed the list of expected activities and I am aware of any special dangers and risks inherent in participating in this activity. I hereby give my permission for my daughter/son to participate in this activity. I approve the transportation plan as outlined. My signature reflects my knowledge of the details of the trip and its itinerary.

Signature of Parent/Guardian _____ Date: 10-16-12

MEDICAL RELEASE

In case of an emergency, I, _____ parent/guardian of _____ authorize and consent to emergency medical, surgical, hospital care, treatment and procedures deemed immediately necessary by a physician to safeguard my child's health if I cannot be contacted. I waive my rights of informed consent to such treatment. I also authorize a copy of this consent form to be treated with the same authority as this form.

Signature of Parent/Guardian _____ Date: 10-16-12

Garfield Daily Progress Report

Student Name: _____ Homeroom Teacher: _____

Grade: 10 Date: 10-16-12

Continued tutoring assistance is needed ☐ Yes ☐ No

If "Yes", tutorial focus is needed in the following area(s) _____

Class	All homework turned in	Satisfactory class participation	Cooperative attitude with other students and teacher	Attendance Please list Tardies and Absences	Progress in class; Please circle	Teacher's Signature
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	A B C D P E	
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	A B C D P E	

Additional comments:

→ Parent/guardian signature: _____

→ Student signature: _____

Parent/Guardian Field Trip Authorization



SEATTLE
PUBLIC
SCHOOLS

Student: _____

School: Garfield High School

Field Trip Destination: Nature Bridge @ Olympic National Forest

Date of Field Trip: Nov 5 - Nov 7 2012 Departure Location: GHS

Departure Time: 8 AM Return Time: 5 PM

Return Location: GHS

Type of Transportation:

☒ School Bus ☐ Walking ☐ Private Vehicle/Driver: _____

☐ Other: _____

Activities involved in experience: hiking

I have reviewed all of the above information. I have reviewed the list of expected activities and I am aware of any special dangers and risks inherent in participating in this activity. I hereby give my permission for my daughter/son to participate in this activity. I approve the transportation plan as outlined. My signature reflects my knowledge of the details of the trip and its itinerary.

Signature of Parent/Guardian: _____ 10/26/12

MEDICAL RELEASE

In case of an emergency, I, _____ parent/guardian of _____ authorize and consent to emergency medical, surgical, hospital care, treatment and procedures deemed immediately necessary by a physician to safeguard my child's health if I cannot be contacted. I waive my rights of informed consent to such treatment. I also authorize a copy of this consent form to be treated with the same authority as the original.

Signature of Parent/Guardian: _____ Date: 10/26/12

Garfield Daily Progress Report

Student Name: _____ Homeroom Teacher: _____

Grade: 2nd Date: 10/16/12

Continued tutoring assistance is needed ☐ Yes ☐ No

If "Yes", tutorial focus is needed in the following area(s) _____

Class	All homework turned in	Satisfactory class participation	Cooperative attitude with other students and teacher	Attendance Please list Tardies and Absences	Progress in class; Please circle	Teacher's Signature
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	A B C D P E	

Additional comments:

→ Parent/guardian signature: _____

→ Student signature: _____

Parent/Guardian Field Trip Authorization



SEATTLE
PUBLIC
SCHOOLS

Student: _____

School: Garfield High School

Field Trip Destination: Nature Bridge @ Olympic National Forest

Date of Field Trip: Nov 5 - Nov 7 2012 Departure Location: GHS

Departure Time: 8 AM Return Time: 5 PM

Return Location: GHS

Type of Transportation:

☒ School Bus ☐ Walking ☐ Private Vehicle/Driver: _____

☐ Other: _____

Activities involved in experience: hiking

I have reviewed all of the above information. I have reviewed the list of expected activities and I am aware of any special dangers and risks inherent in participating in this activity. I hereby give my permission for my daughter/son to participate in this activity. I approve the transportation plan as outlined. My signature reflects my knowledge of the details of the trip and its itinerary.

Signature of Parent/Guardian: _____ Date: 10/30/12

MEDICAL RELEASE

In case of an emergency, I, _____ parent/guardian of _____ authorize and consent to emergency medical, surgical, hospital care, treatment and procedures deemed immediately necessary by a physician to safeguard my child's health if I cannot be contacted. I waive my rights of informed consent to such treatment. I also authorize a copy of this consent form to be treated with the same authority as the original.

Signature of Parent/Guardian: _____ Date: 10/30/12

Garfield Daily Progress Report

Student Name: _____ Date: _____ Homeroom Teacher: _____

Grade: _____

Continued tutoring assistance is needed ☐ Yes ☐ No

If "Yes", tutorial focus is needed in the following area(s) _____

Class	All homework turned in	Satisfactory class participation	Cooperative attitude with other students and teacher	Attendance Please list Tardies and Absences	Progress in class; Please circle	Teacher's Signature
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____	A B C D P E	
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____	A B C D P E	

Additional comments:

→ Parent/guardian signature: _____

→ Student signature: _____

Parent/Guardian Field Trip Authorization



**SEATTLE
PUBLIC
SCHOOLS**

Student: _____

School: Garfield High School

Field Trip Destination: Nature Bridge @ Olympic National Forest

Date of Field Trip: Nov 5 - Nov 7 Departure Location: GHS
2012

Departure Time: 8 AM Return Time: 5 PM

Return Location: GHS

Type of Transportation:

☒ School Bus ☐ Walking ☐ Private Vehicle/Driver: _____

☐ Other: _____

Activities involved in experience: hiking

I have reviewed all of the above information. I have reviewed the list of expected activities and I am aware of any special dangers and risks inherent in participating in this activity. I hereby give my permission for my daughter/son to participate in this activity. I approve the transportation plan as outlined. My signature reflects my knowledge of the details of the trip and its itinerary.

Signature of Parent/Guardian _____ Date: 10-29-12

MEDICAL RELEASE

In case of an emergency, I, _____ parent/guardian of _____ authorize and consent to emergency medical, surgical, hospital care, treatment and procedures deemed immediately necessary by a physician to safeguard my child's health if I cannot be contacted. I waive my rights of informed consent to such treatment. I also authorize a copy of this consent form to be treated with the same authority as the original.

Signature of Parent/Guardian _____ Date: 10-29-12

Garfield Daily Progress Report

Student Name: _____ Homeroom Teacher: _____

Grade: 10 Date: _____

Continued tutoring assistance is needed ☐ Yes ☒ No

If "Yes", tutorial focus is needed in the following area(s) _____

Class	All homework turned in	Satisfactory class participation	Cooperative attitude with other students and teacher	Attendance Please list Tardies and Absences	Progress in class; Please circle	Teacher's Signature
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	A B C D P E	
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	A B C D P E	

Additional comments:

→ Parent/guardian signature: _____

→ Student signature: _____

Parent/Guardian Field Trip Authorization



SEATTLE
PUBLIC
SCHOOLS

Student _____

School: Garfield High School

Field Trip Destination: Nature Bridge @ Olympic National Forest

Date of Field Trip: Nov 5 - Nov 7 2012 Departure Location: GHS

Departure Time: 8 AM Return Time: 5 PM

Return Location: GHS

Type of Transportation:

☒ School Bus ☐ Walking ☐ Private Vehicle/Driver: _____

☐ Other: _____

Activities involved in experience: hiking

I have reviewed all of the above information. I have reviewed the list of expected activities and I am aware of any special dangers and risks inherent in participating in this activity. I hereby give my permission for my daughter/son to participate in this activity. I approve the transportation plan as outlined. My signature reflects my knowledge of the details of the trip and its itinerary.

Signature of Parent/Guardian: _____ Date: _____

MEDICAL RELEASE

In case of an emergency, I, _____ parent/guardian of _____ authorize and consent to emergency medical, surgical, hospital care, treatment and procedures deemed immediately necessary by a physician to safeguard my child's health if I cannot be contacted. I waive my rights of informed consent to such treatment. I also authorize a copy of this consent form to be treated with the same authority as the original.

Signature of Parent/Guardian: _____ Date: _____

Garfield Daily Progress Report

Student Name: _____ Homeroom Teacher: _____

Grade: 11 Date: 10/31/12

Continued tutoring assistance is needed ☐ Yes ☐ No

If "Yes", tutorial focus is needed in the following areas(s) _____

Class	All homework turned in	Satisfactory class participation	Cooperative attitude with other students and teacher	Attendance Please list Tardies and Absences	Progress in class; Please circle	Teacher's Signature
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		

Additional comments:

Parent/guardian signature: _____

Student signature: _____

Parent/Guardian Field Trip Authorization



**SEATTLE
PUBLIC
SCHOOLS**

Student _____

School: Garfield High School

Field Trip Destination: Nature Bridge @ Olympic National Forest

Date of Field Trip: Nov 5 - Nov 7 2012 Departure Location: GHS

Departure Time: 8 AM Return Time: 5 PM

Return Location: GHS

Type of Transportation:

☒ School Bus ☐ Walking ☐ Private Vehicle/Driver: _____

☐ Other: _____

Activities involved in experience: hiking

I have reviewed all of the above information. I have reviewed the list of expected activities and I am aware of any special dangers and risks inherent in participating in this activity. I hereby give my permission for my daughter/son to participate in this activity. I approve the transportation plan as outlined. My signature reflects my approval of the activity and its itinerary.

Signature of Parent/Guardian _____ Date: 10-20-12

MEDICAL RELEASE

In case of an emergency, I, _____ parent/guardian of _____ authorize and consent to emergency medical, surgical, hospital care, treatment and procedures deemed immediately necessary by a physician to safeguard my child's health if I cannot be contacted. I waive my rights of informed consent to such treatment. I also authorize a copy of this consent form to be treated with the same authority as the original.

Signature of Parent/Guardian _____ Date: 10-20-12

Garfield Daily Progress Report

Student Name _____ Homeroom Teacher: _____

Grade: 10th Date: Nov 1 2012

Continued tutoring assistance is needed ☐ Yes ☐ No

If "Yes", tutorial focus is needed in the following area(s) _____

Class	All homework turned in	Satisfactory class participation	Cooperative attitude with other students and teacher	Attendance Please list Tardies and Absences	Progress in class; Please circle	Teacher's Signature
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	A B C D P E	
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	A B C D P E	

Additional comments:

→ Parent/guardian signature: _____

→ Student signature: _____

Parent/Guardian Field Trip Authorization



SEATTLE
PUBLIC
SCHOOLS

Student: _____

School: Garfield High School

Field Trip Destination: Nature Bridge @ Olympic National Forest

Date of Field Trip: Nov 5 - Nov 7 2012 Departure Location: GHS

Departure Time: 8 AM Return Time: 5 PM

Return Location: GHS

Type of Transportation:

☒ School Bus ☐ Walking ☐ Private Vehicle/Driver: _____

☐ Other: _____

Activities involved in experience: hiking

I have reviewed all of the above information. I have reviewed the list of expected activities and I am aware of any special dangers and risks inherent in participating in this activity. I hereby give my permission for my daughter/son to participate in this activity. I approve the transportation plan as outlined. My signature reflects my knowledge of the details of the trip and its itinerary.

Signature of Parent/Guardian _____ Date: 10/17/12

MEDICAL RELEASE

In case of an emergency, I, _____ parent/guardian of _____ authorize and consent to emergency medical, surgical, hospital care, treatment and procedures deemed immediately necessary by a physician to safeguard my child's health if I cannot be contacted. I waive my rights of informed consent to such treatment. I also authorize a copy of this consent form to be treated with the same authority as the original.

Signature of Parent/Guardian _____ Date: 10/17/12

Garfield Daily Progress Report

Student Name _____

Homeroom Teacher: _____

Grade: 10 Date: October 17, 2012

Continued tutoring assistance is needed ☐ Yes ☐ No

If "Yes", tutorial focus is needed in the following areas(s) _____

Class	All homework turned in	Satisfactory class participation	Cooperative attitude with other students and teacher	Attendance Please list Tardies and Absences	Progress in class; Please circle	Teacher's Signature
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	A B C D P E	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	A B C D P E	

Additional comments:

→ Parent/guardian signature: _____

→ Student signature: _____

Parent/Guardian Field Trip Authorization



SEATTLE
PUBLIC
SCHOOLS

Student: _____

School: Garfield High School

Field Trip Destination: Nature Bridge @ Olympic

Date of Field Trip: Nov 5 - Nov 7 Departure Location: gms
2012 National Forest

Departure Time: 8 Am Return Time: 5 pm

Return Location: gms

Type of Transportation:

☒ School Bus ☐ Walking ☐ Private Vehicle/Driver: _____

☐ Other: _____

Activities involved in experience: hiking

I have reviewed all of the above information. I have reviewed the list of expected activities and I am aware of any special dangers and risks inherent in participating in this activity. I hereby give my permission for my daughter/son to participate in this activity. I approve the transportation plan as outlined. My signature reflects the details of the trip and its itinerary.

Signature of Parent/Guardian _____ Date: _____

MEDICAL RELEASE

In case of an emergency I _____ parent/guardian of _____ authorize and consent to emergency medical, surgical, hospital care, treatment and procedures deemed immediately necessary by a physician to safeguard my child's health if I cannot be contacted. I waive my rights of informed consent to such treatment. I also authorize a copy of this consent form to be treated with the same authority as the original.

Signature of Parent/Guardian _____ Date: _____

Garfield Daily Progress Report

Student Name: _____ Homeroom Teacher: _____

Grade: 10 Date: _____

Continued tutoring assistance is needed ☐ Yes ☒ No

If "Yes", tutorial focus is needed in the following area(s) _____

Class	All homework turned in	Satisfactory class participation	Cooperative attitude with other students and teacher	Attendance Please list Tardies and Absences	Progress in class; Please circle	Teacher's Signature
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	A B C D P E	
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs ____ T ____	A B C D P E	

Additional comments: _____

→ Parent/guardian signature: _____

→ Student signature: _____

Parent/Guardian Field Trip Authorization



**SEATTLE
PUBLIC
SCHOOLS**

Student: _____

School: Garfield High School

Field Trip Destination: Nature Bridge @ Olympic National Forest

Date of Field Trip: Nov 5 - Nov 7 2012 Departure Location: GHS

Departure Time: 8am Return Time: 5pm

Return Location: GHS

Type of Transportation:

☒ School Bus ☐ Walking ☐ Private Vehicle/Driver: _____

☐ Other: _____

Activities involved in experience: hiking

I have reviewed all of the above information. I have reviewed the list of expected activities and I am aware of any special dangers and risks inherent in participating in this activity. I hereby give my permission for my daughter/son to participate in this activity. I approve the transportation plan as outlined. My signature reflects my knowledge of the details of the trip and its itinerary.

Signature of Parent/Guardian: _____ Date: 10-29-2012

MEDICAL RELEASE

In case of an emergency, I, _____ parent/guardian of _____ authorize and consent to emergency medical, surgical, hospital care, treatment and procedures deemed immediately necessary by a physician to safeguard my child's health if I cannot be contacted. I waive my rights of informed consent to such treatment. I also authorize a copy of this consent form to be treated with the same authority as the original.

Signature of Parent/Guardian _____ Date: 10-29-2012

Garfield Daily Progress Report

Student Name: _____ Homeroom Teacher: _____

Grade: 11 Date: 10/30/12

Continued tutoring assistance is needed ☐ Yes ☐ No

If "Yes", tutorial focus is needed in the following area(s) _____

Class	All homework turned in	Satisfactory class participation	Cooperative attitude with other students and teacher	Attendance Please list Tardies and Absences	Progress in class; Please circle	Teacher's Signature
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs <u>good</u> T _____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____	A B C D P E	
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____	A B C D P E	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____	A B C D P E	
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____		

Additional comments: _____

→ Parent/guardian signature: _____

→ Student signature: _____

Parent/Guardian Field Trip Authorization



SEATTLE
PUBLIC
SCHOOLS

Student: _____

School: Garfield High School

Field Trip Destination: Nature Bridge @ Olympic National Forest

Date of Field Trip: Nov 5 - Nov 7 2012 Departure Location: GHS

Departure Time: 8am Return Time: 5pm

Return Location: GHS

Type of Transportation:

☒ School Bus ☐ Walking ☐ Private Vehicle/Driver: _____

☐ Other: _____

Activities involved in experience: hiking

I have reviewed all of the above information. I have reviewed the list of expected activities and I am aware of any special dangers and risks inherent in participating in this activity. I hereby give my permission for my daughter/son to participate in this activity. I approve the transportation plan as outlined. My signature reflects my knowledge of the details of the trip and its itinerary.

→ Signature of Parent/Guardian _____ Date: _____

MEDICAL RELEASE

In case of an emergency, I, _____ parent/guardian of _____ authorize and consent to emergency medical, surgical, hospital care, treatment and procedures deemed immediately necessary by a physician to safeguard my child's health if I cannot be contacted. I waive my rights of informed consent to such treatment. I also authorize a copy of this consent form to be treated with the same authority as the original.

→ Signature of Parent/Guardian _____ Date: _____

Garfield Daily Progress Report

Student Name: _____ Homeroom Teacher: _____

Grade: 10 Date: _____

Continued tutoring assistance is needed ☐ Yes ☐ No

If "Yes", tutorial focus is needed in the following area(s) _____

Class	All homework turned in	Satisfactory class participation	Cooperative attitude with other students and teacher	Attendance Please list Tardies and Absences	Progress in class; Please circle	Teacher's Signature
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____	A B C D P E	
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs _____ T _____	A B C D P E	

Additional comments:

→ Parent/guardian signature: _____

→ Student signature: _____

But yes go on the project

Parent/Guardian Field Trip Authorization



SEATTLE
PUBLIC
SCHOOLS

Student: _____
School: Garfield High School
Field Trip Destination: Nature Bridge @ Olympic National Forest
Date of Field Trip: Nov 5 - Nov 7 2012 Departure Location: GHS
Departure Time: 8 AM Return Time: 5 PM
Return Location: GHS

Type of Transportation:

☒ School Bus ☐ Walking ☐ Private Vehicle/Driver: _____

☐ Other: _____

Activities involved in experience: hiking

I have reviewed all of the above information. I have reviewed the list of expected activities and I am aware of any special dangers and risks inherent in participating in this activity. I hereby give my permission for my daughter/son to participate in this activity. I approve the transportation plan as outlined. My signature reflects my knowledge of the details of the trip and its itinerary.

Signature of Parent/Guardian _____ Date: _____

MEDICAL RELEASE

In case of an emergency, I, _____ parent/guardian of _____ authorize and consent to emergency medical, surgical, hospital care, treatment and procedures deemed immediately necessary by a physician to safeguard my child's health if I cannot be contacted. I waive my rights of informed consent to such treatment. I also authorize a copy of this consent form to be treated with the same authority as the original.

Signature of Parent/Guardian _____ Date: _____

Garfield Daily Progress Report

Student Name: _____ Homeroom Teacher: _____

Grade: _____ Date: 1/30/12

Continued tutoring assistance is needed ☐ Yes ☒ No

If "Yes", tutorial focus is needed in the following area(s) _____

Class	All homework turned in	Satisfactory class participation	Cooperative attitude with other students and teacher	Attendance Please list Tardies and Absences	Progress in class; Please circle	Teacher's Signature
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs. ____ T ____	A B C D P E	
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs. ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs. ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs. ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs. ____ T ____		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Abs. ____ T ____		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Abs. ____ T ____	A B C D	

Additional comments:

→ Parent/guardian signature: _____

→ Student signature: _____

Parent/Guardian Field Trip Authorization



SEATTLE
PUBLIC
SCHOOLS

Student: _____

School: Garfield High School

Field Trip Destination: Nature Bridge @ Olympic National Park

Date of Field Trip: 11/5 - 11/7 2012 Departure Location: Garfield High School (ghs)

Departure Time: 8am on 11/5 Return Time: 5pm on 11/7

Return Location: ghs

Type of Transportation:

☐ School Bus ☐ Walking ☒ Private Vehicle/Driver: charter bus

☐ Other: _____

Activities involved in experience: outdoor / hiking

I have reviewed all of the above information. I have reviewed the list of expected activities and I am aware of any special dangers and risks inherent in participating in this activity. I hereby give my permission for my daughter/son to participate in this activity. I approve the transportation plan as outlined. My signature reflects my knowledge of the details of the trip and its itinerary.

Signature of Parent/Guardian _____ Date: 10/29/2012

MEDICAL RELEASE

In case of an emergency, I, _____ parent/guardian of _____ authorize and consent to emergency medical, surgical, hospital care, treatment and procedures deemed immediately necessary by a physician to safeguard my child's health if I cannot be contacted. I waive my rights of informed consent to such treatment. I also authorize a copy of this consent form to be treated with the same authority as the original.

Signature of Parent/Guardian _____ Date: 10/29/2012

Garfield High School Progress Check

****Use of this form should not interfere with classroom instructional time. Students should circulate this form before or after school or during conference time, then submit to requestor at the end of the day****

Student Name: _____ Requesting Adult: _____ Date: 10/30
Reason for Report (sport, activity, parent concern): field trip (November 5-7th)

This report is to monitor academic progress. It informs the coach/sponsor/parent/counselor/etc. of weekly progress and supports academic endeavors. Please write a letter grade. No Progress Check will be made during the 5 school days after the quarter ends and prior to the grading day deadline. (Progress, Quarter or Semester). Thank you.
Substitutes: Please fill out as much as possible and SIGN noting that you are a SUB. (Revised 11-12-2010)

Class	Classes	Grade	Attendance	Citizenship	Comments	Teacher Signature
1						
2			+	+	!!	
3			1	A		
4			✓	✓		
5			✓	✓	Doing well in class.	
6						Danny Great!
7						

Additional Comments on Back:

----- Original Message -----

Subject: Public Records Request 1213-221

Date: Fri, 10 May 2013 00:08:50 +0000

From: Carlson, Colleen K <ckcarlson@seattleschools.org>

To: [REDACTED]
[REDACTED],

We are in receipt of your public records request (below), received by Ron English and forwarded to this department for processing.

Our response is listed below:

1. Procedures and protocols to be followed in an investigation of sexual harassment/sexual assault– attached document “Investigations of sexual harassmentassault.”
2. Consent forms from participants in the investigation.– We are assuming you are looking for consent forms obtained for the current investigation. We contacted the investigator, Rick Kaiser. He has informed us that he does not require participants to complete a form when participating in an investigation. Therefore, there were no documents located. If I was incorrect interpreting this part of your request, please provide another description of the type of record you are seeking.
3. Documents pertaining to the planning and supervision of the Nov. 5-7, 2012 field trip– attached document “Nov 2012 Field Trip Documents REDACTED.”

Copies provided today have been redacted of personally identifiable information regarding staff and students per the following:

Student Private INformation– These records contain information regarding individual students, exempt from disclosure and redacted per the following citations:

Family Educational Rights and Privacy Act (FERPA), 20 U.S.C § 1232g and 34 C.F.R. § 99 “The parent or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student’s education records, except as provided in § 99.31.”

RCW 42.56.230(1) “personal information in any files maintained for students in public schools, patients or clients of public institutions or public health agencies, or welfare recipients.”

Employee Private Information– These records contain private information of an employee or volunteer of the agency, protected from disclosure and have been redacted per the following citations:

RCW 42.56.250(3) The residential addresses, residential telephone numbers, personal wireless telephone numbers, personal electronic mail addresses, social security numbers, and emergency contact information of employees or volunteers of a public agency, and the names, dates of birth, residential addresses, residential telephone numbers, personal wireless telephone numbers, personal electronic mail addresses, social security numbers, and emergency contact information of dependents of employees or volunteers of a public agency that are held by any public agency in personnel records, public employment related records, or volunteer rosters, or are included in any mailing list of employees or volunteers of any public agency.

4. Guidelines and documents surrounding field trip chaperoning– attached documents “SPS Field Trip Procedures,” and “ESD Field Trip Procedures.”

This email will confirm completion of your request.

Please let me know if you need anything else or have any questions regarding your request.

Sincerely,

Colleen K. Carlson

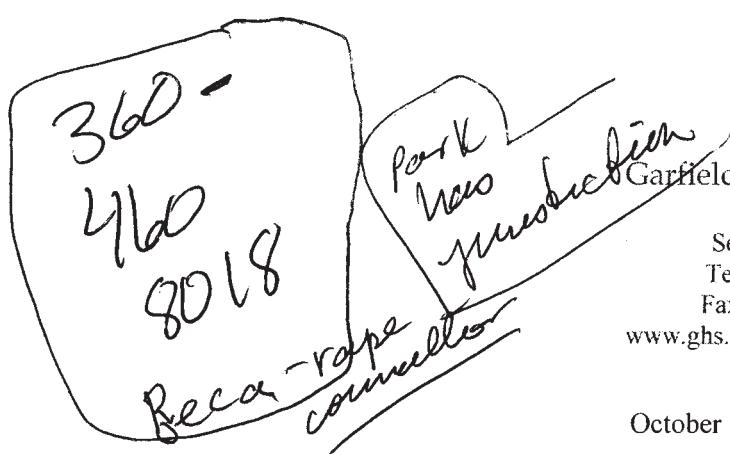
Public Records Officer

Seattle Public Schools

206-252-0122

206-252-0111 (FAX)

ckcarlson@seattleschools.org



1st
Garfield High School
400 23rd Avenue
Seattle, WA 98122
Tel: (206) 252-2270
Fax: (206) 252-2271
www.ghs.seattleschools.org

October 5, 2012

Hello Ecology Parent,

Thank you for allowing your child to participate in our upcoming trip to the Olympic Park Institute. I am the primary planner for this trip and appreciate your involvement! We are very excited for this year ☺

Enclosed is a packet of materials including a registration form and a list of supplies your child should bring. Please let me know if there are supplies on the list that you will not be able to obtain, and I will do my best to borrow those items for your child. Please return the registration forms to me by **Monday, October 15th**.

I'd like to provide you with more detailed information about our trip:

We will be leaving GHS at 8:00am on Monday, November 5th. We will be traveling in a chartered bus, and will catch the Kingston Ferry out of the Edmonds ferry dock. I anticipate arriving at OPI around 11:30am.

Students will be arriving back at GHS on Wednesday, ~~October 7th~~ ^{Nov 7}, at approximately 5pm.

If you need to reach me or your child while we are on this trip, please call my cell phone () or OPI directly, as cell phone reception may not be very reliable. Their number is 360-928-3720.

There are three additional adults who will be coming with us to OPI: Rachel Finley and Alicia Arnold both teach Ecology at GHS and may very well be your child's instructor! Additionally, Nick Fraize will be joining us as our male chaperone. He is interning with Rachel Finley this year and is affiliated with the University of Washington.

You originally committed to paying \$150 of the \$300.00 tuition payment. You have paid \$150. Please submit the remaining \$150 by **Monday, October 15th**. Payments may be submitted by check (made out to Garfield Science Foundation) or cash. Please let me know if your plans have altered in any way regarding your child's ability to come on our trip.

Please contact me with any questions you may have. I'm excited about this trip!

Heather Snookal
Science Department Co-Chair
Garfield High School
hasnookal@seattleschools.org
206-252-2344

- What happened: After we finished talking, I began to fall asleep next to him. I was lying face-down on the pillow when I began to drift off. Then I felt him move slowly beside me, first putting his arm around me, then whispering, asking if I was still awake. At that point I adjusted the position of my head to answer him, but as I moved, his arm pushed/flipped my body to a sideways position, so we were spooning. I was caught by surprise and remained silent. He knew, by this point, that I was awake. Then he asked me if I wanted to play a game. At this point he had his right arm above my head resting on the pillow, ~~resting~~ resting really close to my right arm. His left arm encircled my waist, pressing me to him. I asked "What game?" He said it was called redlight green light, and he was a firetruck. He told me to say redlight when I wanted him to stop. I said OK, and he felt me up over my shirt w/ his left hand, then as he moved under my shirt, I said "red light" and he continued to feel me up under my shirt, saying that "firetrucks don't stop for red lights." I then laughed nervously telling him to seriously stop, and he said to think of a code word. I told him the code word was _____ and he continued to feel my chest, then went down into my pants. I said "_____ and he didn't stop. He then grabbed my wrist with his right hand (the one that was above my head on the pillow) as I tried to struggle. I kept saying "_____ then ~~outright~~ "Stop!" I was scared he would hit me so I didn't yell, but I stopped struggling and started crying when he pulled my pants down and pushed it in first vaginally, then anally. Then, after he was finished, I pulled up my pants and walked out of the cabin, and that's when he told me not to tell anyone.

Response to Assailant's November testimony to Park Service:

"doors are for squares"???—wtf does that even mean?

didn't go through the window before curfew—went through the front door like everyone else did, none of the chaperones cared.

"nothing under the skin"—wtf does that supposed to mean?

"laughing about it"—didn't happen at all.

Did not feel my legs. Only stomach.

Didn't touch my butt at all

Didn't pull down underwear at all, when he reached under first layer of clothing, I told

him to stop without saying [] because I was serious.

Didn't pull his "thing" out and never rubbed it against me.

We didn't have any kind of conversation at all except when I told him to stop and when I said []

IS HE HIGH OR WHAT?

Never asked what time it was—I never knew the time.

This is complete bullshit.

He never tried multiple times to put "it" inside of me.

He never rubbed "it" against me.

I had no idea that "it" was even out at the time.

I didn't get wet at all—I was scared shitless

After he abruptly pulled down my underwear and stuck it in, he never asked if he should stop or not. He didn't say anything at all. I told him to stop without saying [] name, very seriously, and he didn't respond. That's when I started crying. I never "rolled with it". He never asked if it felt good. He never asked if I liked it.

I was never moaning—if I was, then it was in pain, and I was crying as well.

When he finally pulled out after sodomizing me, I was chanting "stop stop stop" under my breath, and then I just laid there after he was finished. I was crying.

We never checked time. I never said that I needed to go. I just left—got out of his bed and left through the cabin front door.

I told [] not to tell anyone what happened because I didn't want him to get in trouble. Then I said sharply that that was rape, "*I never consented to it, I told you to stop!*"

He was crying by this point and begged me not to say anything to anyone about it.

I told him I don't keep secrets from anyone, and that I would have to say that I was raped *because it is true and I would never lie to [] or my parents.*

"[] asked why, and she said because that is just what she thought about saying."

"*what she thought about saying.*" Correction: because that is the fucking truth!!!

I told him I was going to tell [] that I didn't know who did it to protect [] from getting in legal trouble. "[] told him, it's ok, it's not your fault, I let this happen. I let us go this far." What a bunch of bullshit. I told him that it was his fault, that he should have never let this happen, and WHY THE FUCK DIDN'T HE STOP WHEN I TOLD

HIM TO STOP?

I never said that I would talk to him the next day.

He didn't want me to tell people because he was afraid of being convicted.

I wasn't aware that he "liked" me.

On Monday night, I never snuck out past curfew.
 “accidently went into the wrong hole”—what kind of bullshit is that? How retarded can you be if you can’t figure out which hole it is?? Anal sex HURTS. What an asshole.
 Yes, I “just took it” because he was forcing me.
 I told him to stop, but he “just went ahead with it”.
 I was moaning because of pain.
 He never asked me if I liked it. I told him to stop.
 He didn’t use a condom.
 I have no idea if he ejaculated.
 A tent?? What tent??
 “had his back”. Right. Meaning that he would lie for []

[] report page 2 of 3:

We didn’t make out, we just talked for awhile.
 We didn’t have a clear system, just a code word that he ignored.
 We didn’t partially have sex—he forced himself into me anally and vaginally.

Kaiser report:

How could we be dating?? Didn’t have any contact except for the occasional hug. Never held hands. Didn’t lean my head on his shoulder.

[] and [] were good friends—they flirted a ton. I only had one boyfriend—never more. “another” implies more than one. I never flirted with []—just helped him with his homework. I complained about [] to everyone—just in a joking way though.

I did not visit [] on Monday night. I was fast asleep in my cabin the whole night long. I only visited him Tuesday night.

On Tuesday night, when I snuck out of the girls’ cabin through the window, I was greeted by [] and a bunch of the other boys who were already up. I tapped on the window and since I was too short, a bunch of the guys pulled me in. [] didn’t meet me immediately. The boys were up and congregated in that room because a big group of them were preparing to head out to meet some of the girls outside and take a walk or something. I heard there were drugs involved.

I was not interested in anything sexual when I got into [] bed. The main reason I got under the covers was that it was cold. I was focused on talking, and nothing more. I did not place [] hand on top of my shirt or clothing in any way. Other than laying close to him in his bed on my side, we didn’t touch. We didn’t talk about my prior sexual experiences at all—we talked about his personal life, his family, and his friends. Nothing sexual in the conversation came up.

I never told [] that I would date him if I weren’t dating []

Before he even started touching me, he asked me to come up with a code word. I told him the code word would be "[redacted]". That's when he started rubbing my stomach and when he got to my breasts, I told him "[redacted]". Then he said "okay let's play a different game: red light green light. I'm a fire truck. Say red light when you want me to stop." He stroked my breasts again and I said "red light" and then he said "firetrucks don't stop for red lights" and wrenched up my bra and pulled down my leggings and started fingering me. I told him "[redacted]" again, over and over, but he kept fingering me then he pushed his penis inside of me. By this time I was saying "stop" but he ignored me and kept going, then anally. That's when I started crying.

He never used a lubricant of any kind.

He never got up to use the bathroom.

I never shined a flashlight in anyone's face (what flashlight??) and I didn't talk to anyone after the assault except [redacted].

[redacted] followed me out of his cabin. The following conversation went something like:

Me: [redacted] I'm going to have to tell someone. That wasn't okay.

[redacted] (crying): I'm sorry. Please don't tell anyone it was me. I don't want to get into trouble.

Me: You know that what you did was wrong, right? That was rape.

[redacted] I know. I don't know why I did that. I'm sorry.

Me: I have to tell [redacted] I don't keep secrets from him. But I don't want you to get hurt either.

[redacted] then what are you going to do?

Me: I'm going to tell everyone (including [redacted]) that I was raped in my cabin by an unknown person. No one will figure out it was you. I'm sorry I have to tell people.

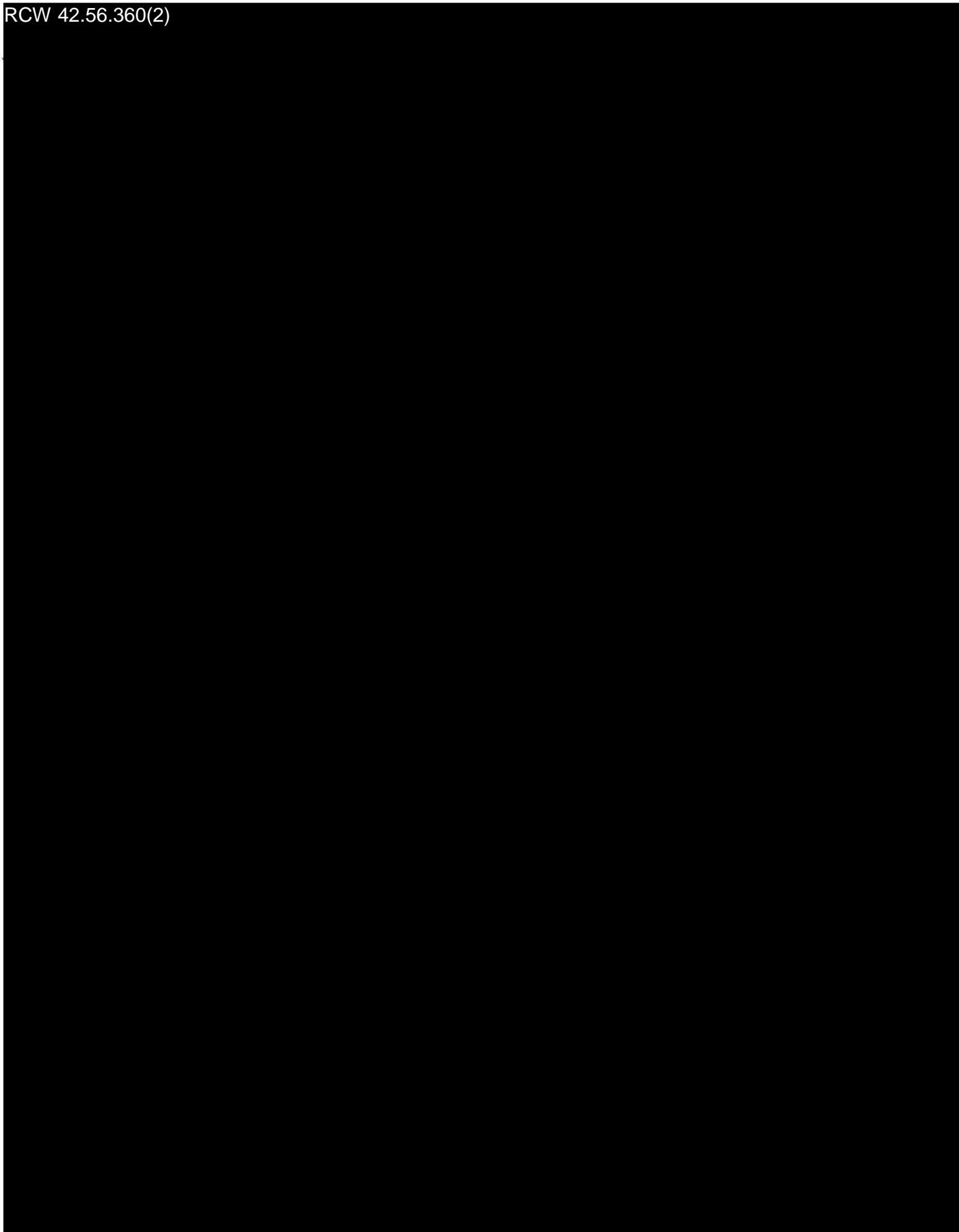
[redacted] Okay. Just don't tell them it was me. I'm sorry.

Me: you'll be okay. I promise. (I still thought of him as a friend and I felt upset but still worried for him)

Kaiser: *I told Student 2 that his rational was not especially convincing* well said. I agree.

I didn't look at him during intercourse. My back was to him. I didn't hold his hand, either. I said "no" multiple times in different ways.

He said "I didn't pay attention to her that much." Well said. Maybe if he *had* paid attention he would have noticed how hard I was crying and how scared I was and the many, many times I told him to stop.



After several hours, I went to talk with student 1 in her hospital room. I told her that I would have to investigate the incident regardless of whether or not she

RCW 42.56.360(2)

student 1 was very concerned about people knowing what had happened. I told her that if she could tell me who assaulted her then I could focus the investigation on that person. I told her I would try and interview as few people as possible. I also told her that if she didn't tell me who it was, I would have to interview all of the possible suspects which will require interviewing more people.

I asked student 1 about the identifier that has a crush on her. She was quiet and didn't respond. I asked her if the identifier is

student 1 was adamant that it was not him. She stated that likes student 1 was upset and said she didn't want anyone to go to jail. She didn't want him to get in trouble. I told student 1 that I didn't have control over the outcome of someone's punishment, but that I was responsible for investigating what happened. I told her that I could make recommendations if charges were filed. student 1 thought for a few minutes and then said "She doesn't want to go to jail, he needs help, he has had to struggle a lot in his life, he has had a tough life, had to be the man of the house, he needs help not jail,

student 1 agreed to RCW 42.56.360(2)

RCW 42.56.360(2)

student 1

student 1

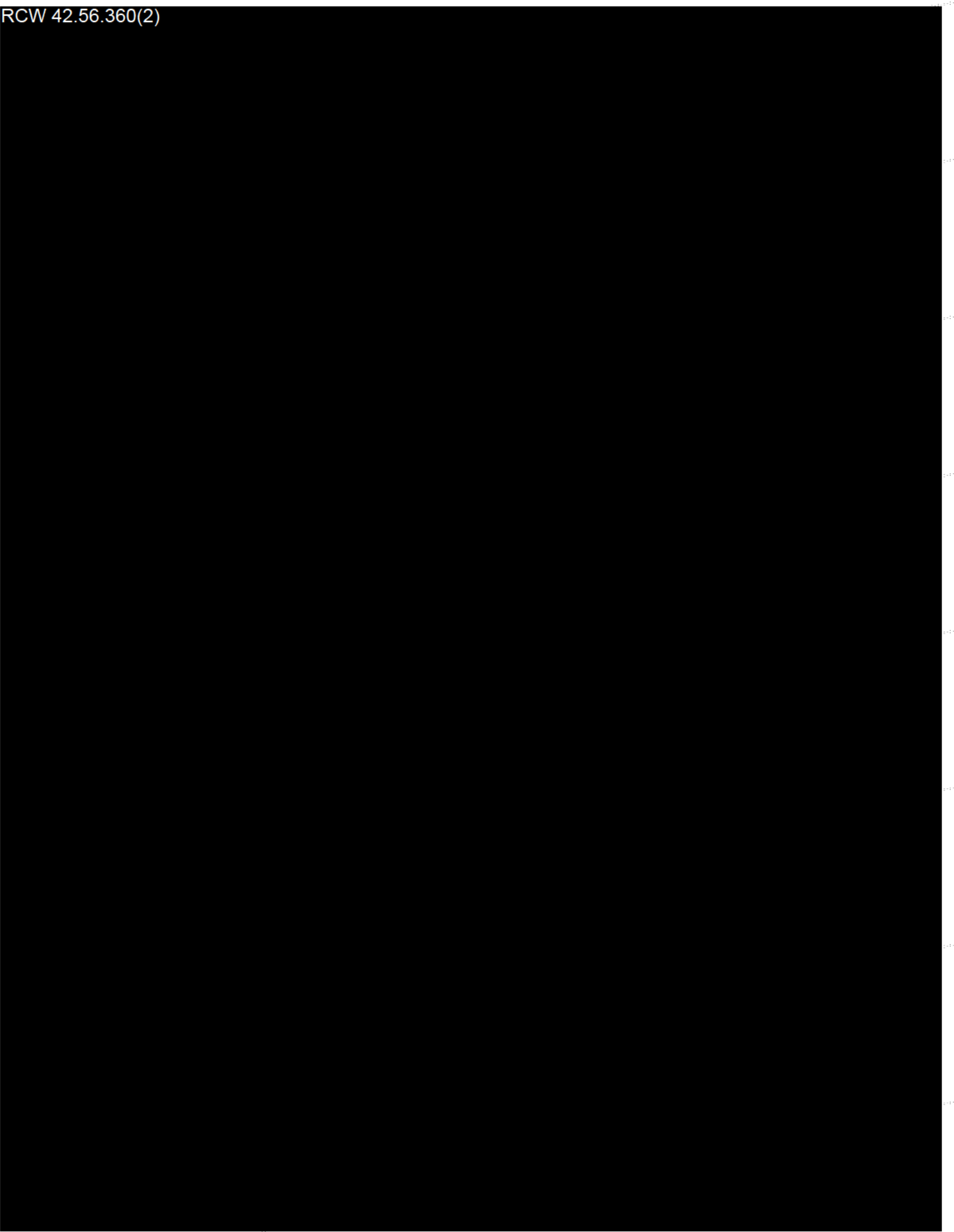
At approximately 1925, I received student 1's clothing. The bags had been labeled (# 1-7) and were sealed by Nurse Susan Sotebeer. I was also informed that

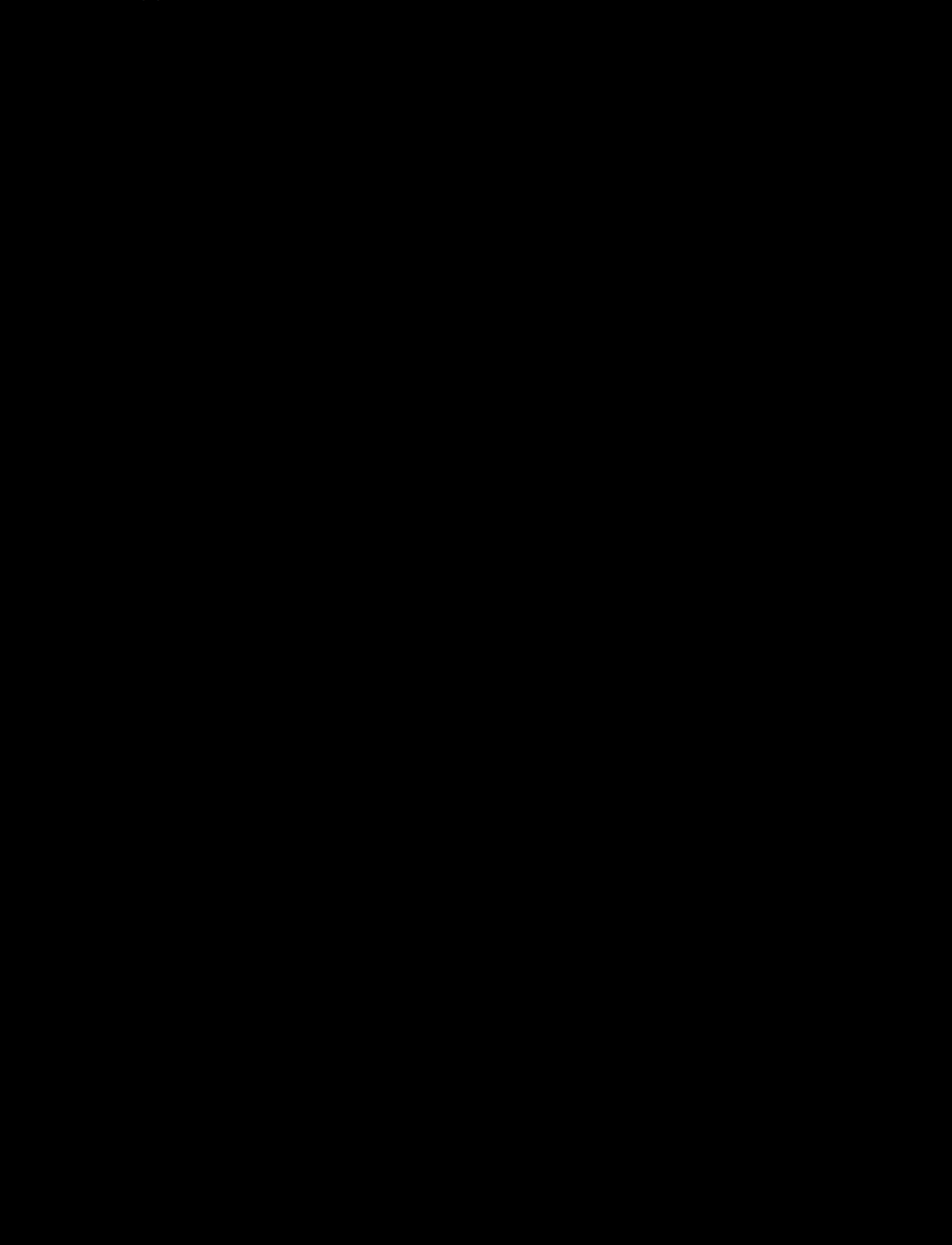
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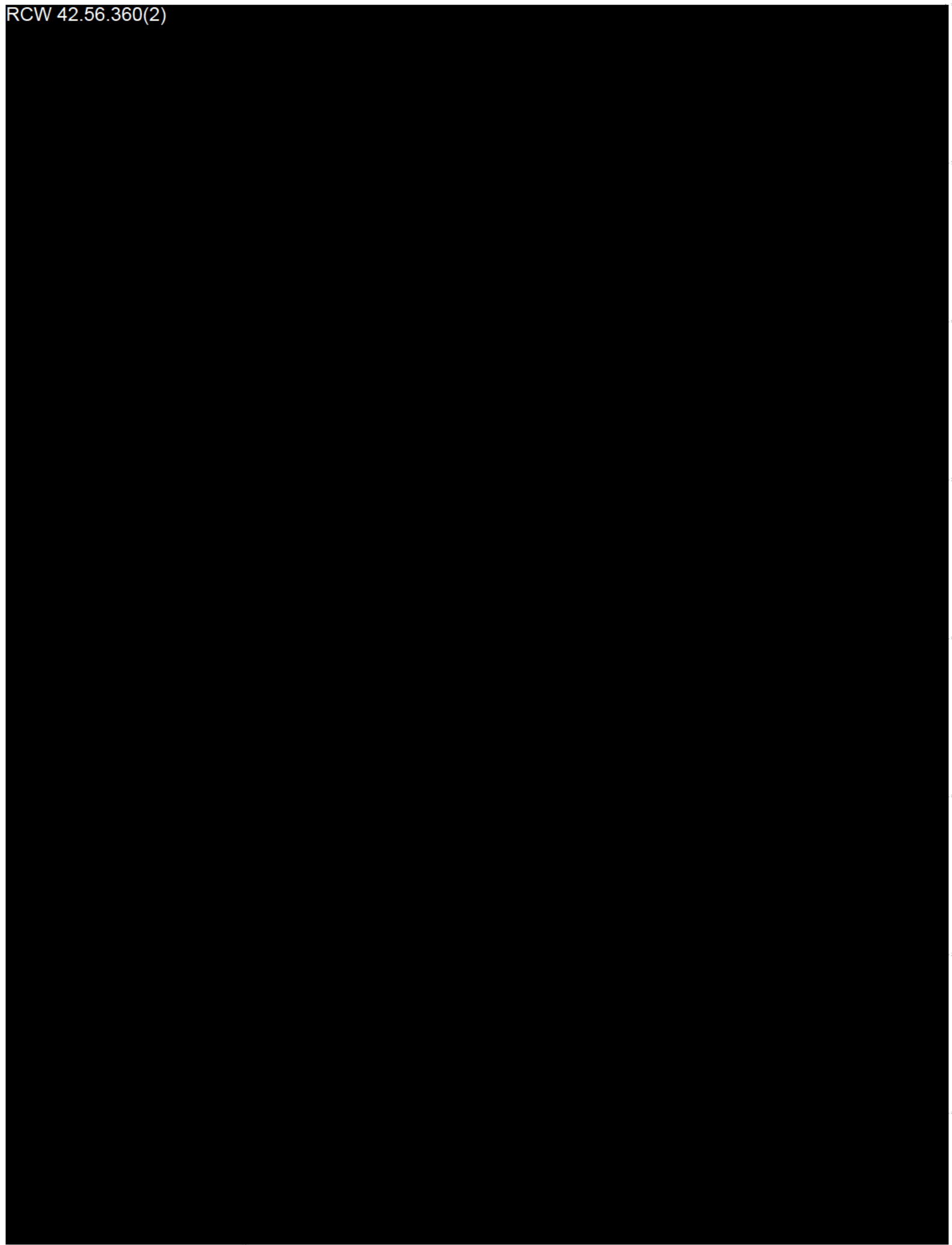
At 2054, I received the RCW 42.56.360(2)

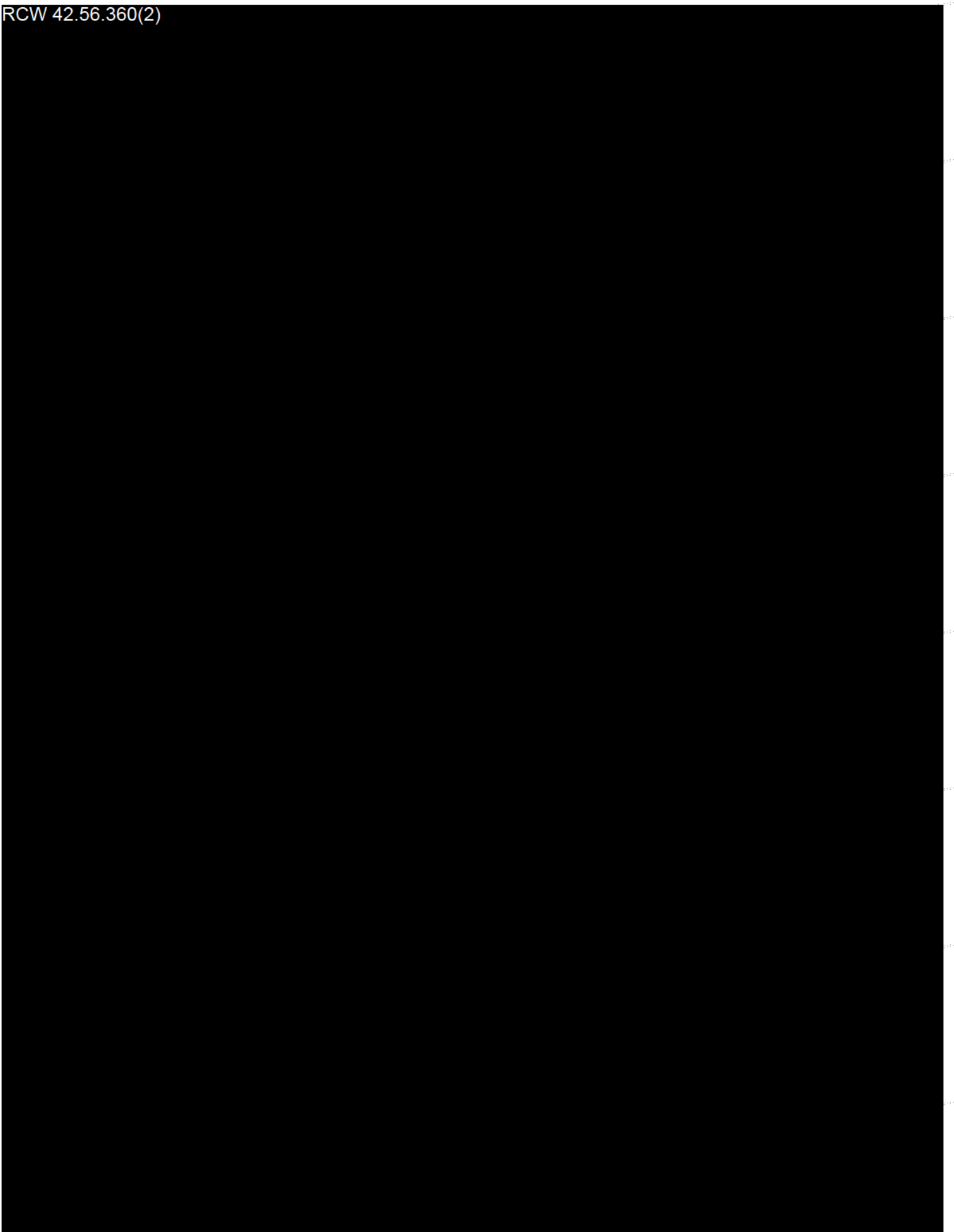
After talking with [REDACTED] and SNOOKAL, I returned to student 1 [REDACTED]'s hospital room. student 1 [REDACTED] was talking with KORBY. She was talking about the incident and stated that she just wanted it to go away. student 1 [REDACTED] reiterated that she RCW 42.56.360(2) [REDACTED] but would wait until her parents got to the hospital. student 1 [REDACTED] stated that she didn't want to know who male was and would "prefer to keep him as a shadow."

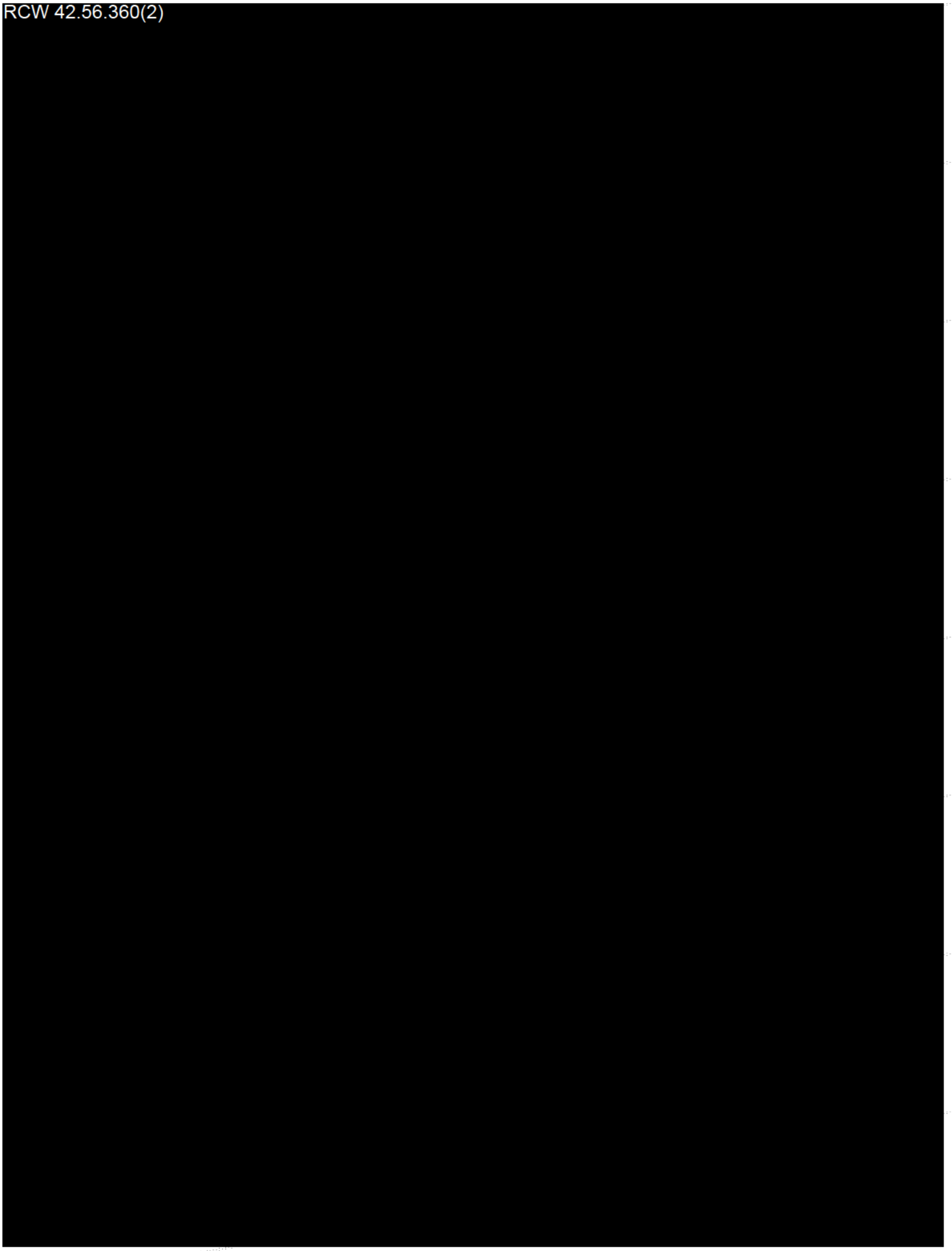
KORBY asked if student 1 [REDACTED] had a gut feeling about who might have assaulted her. student 1 [REDACTED] says the "only person she can think of" is [REDACTED] student 1 [REDACTED] said that she and [REDACTED] met to talk on Monday night and then again on Tuesday night. She stated that one was her night to talk and the next was his. On Tuesday night, student 1 [REDACTED] said that she told [REDACTED] she trusted him. She indicated that this was a big thing for her because she had been hurt by people she trusted in the past. student 1 [REDACTED] stated that after she told [REDACTED] she trusted him, he told her he was interested in her. student 1 [REDACTED] stated that she has boyfriend.

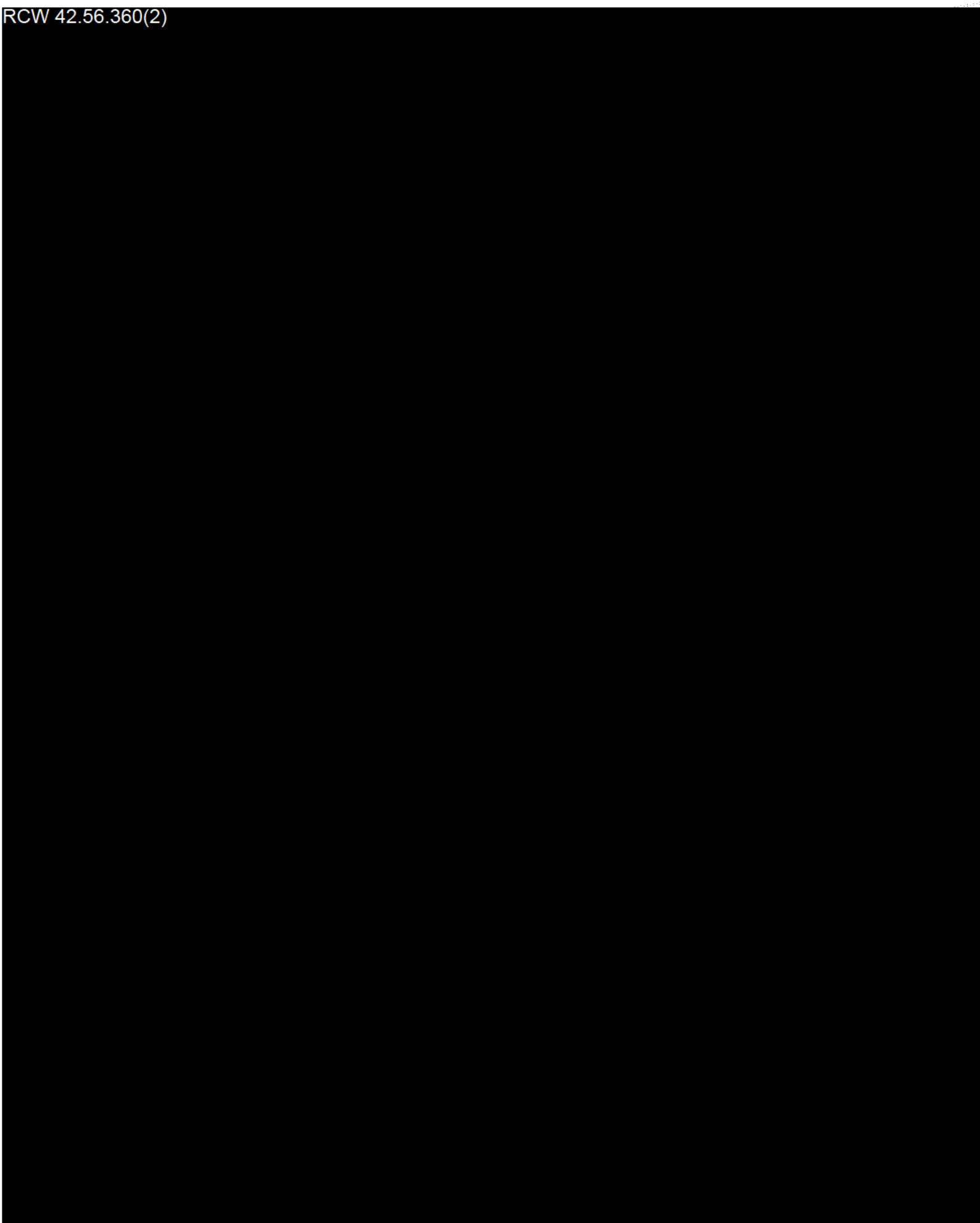




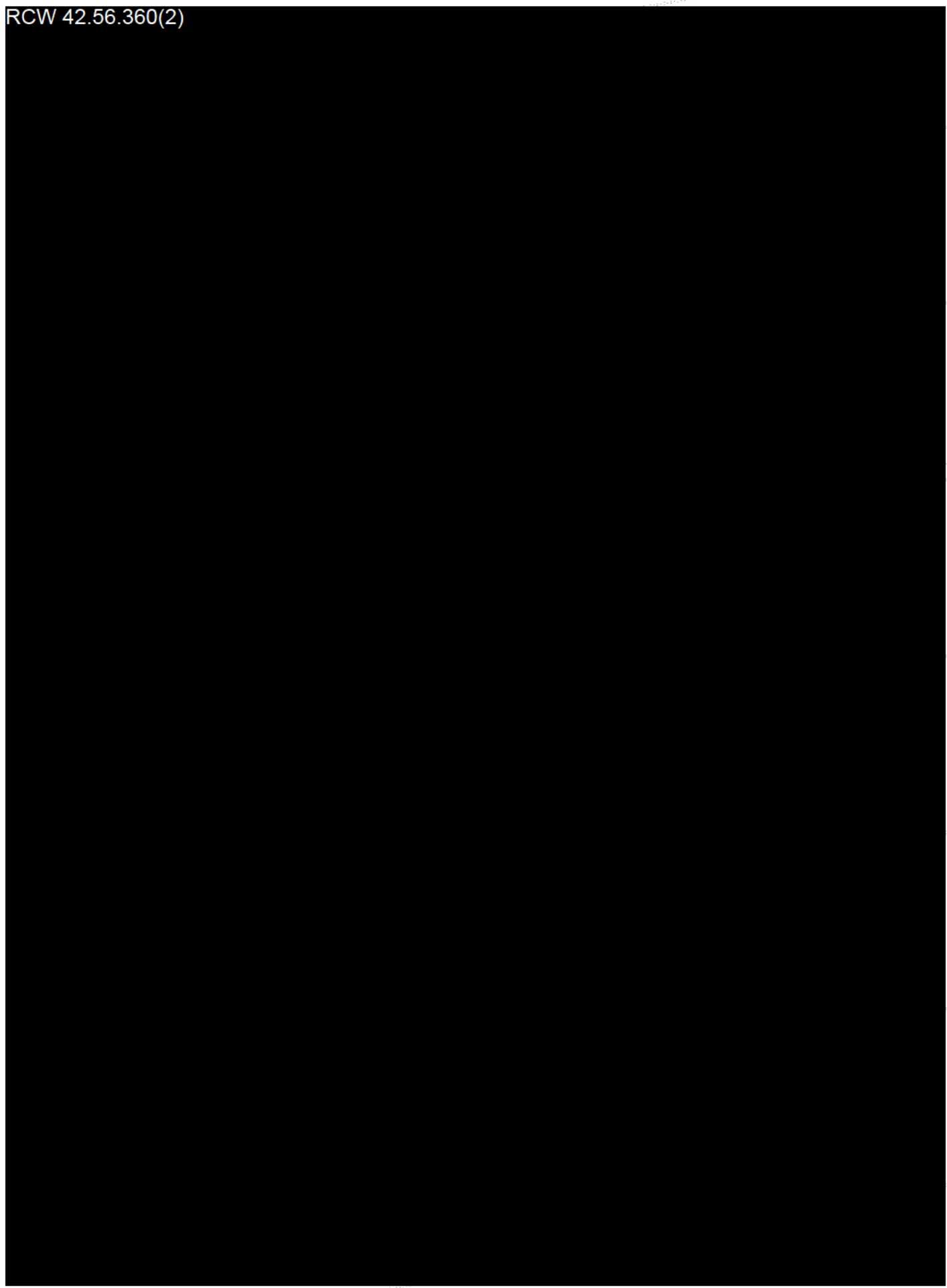




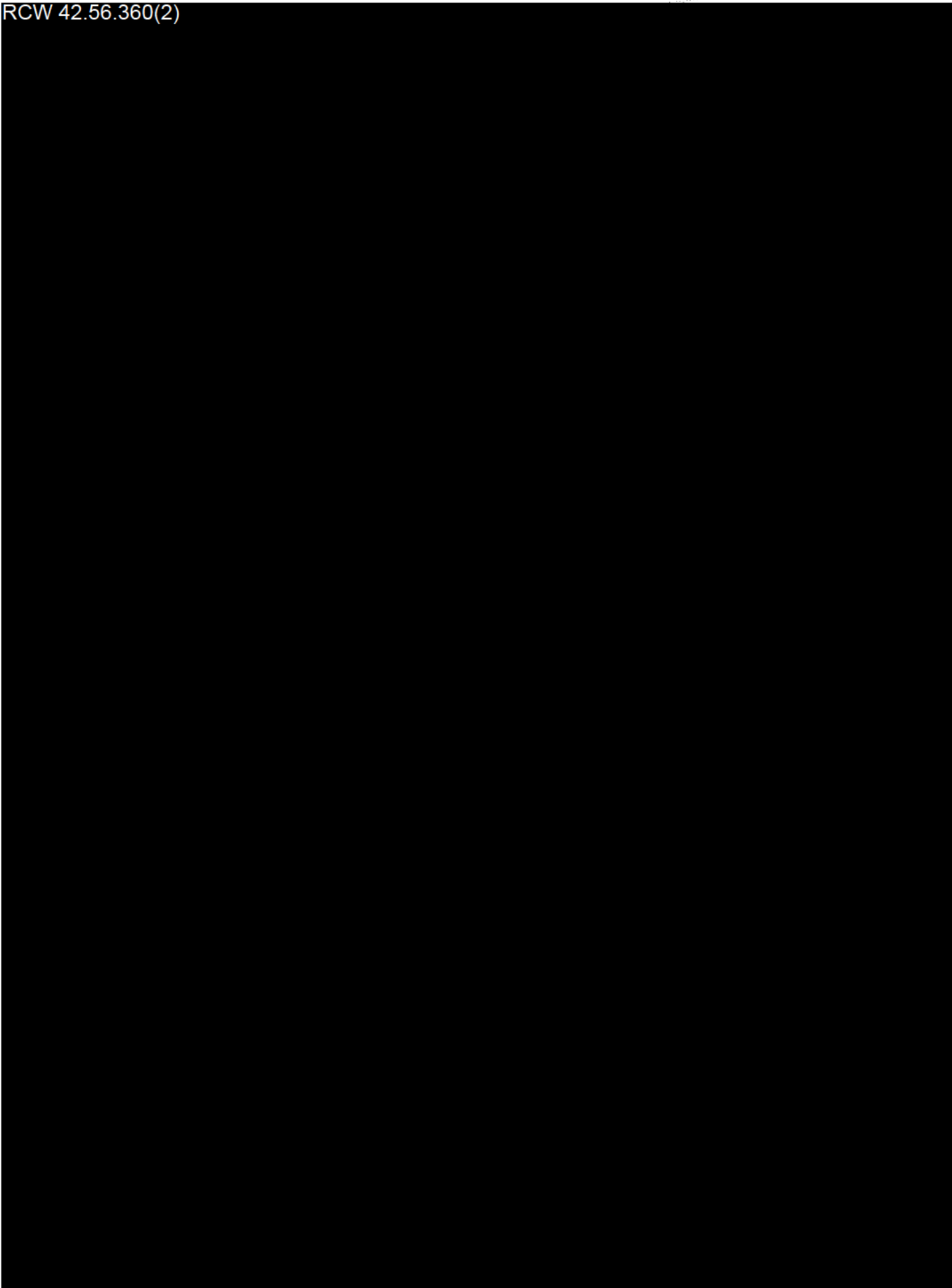


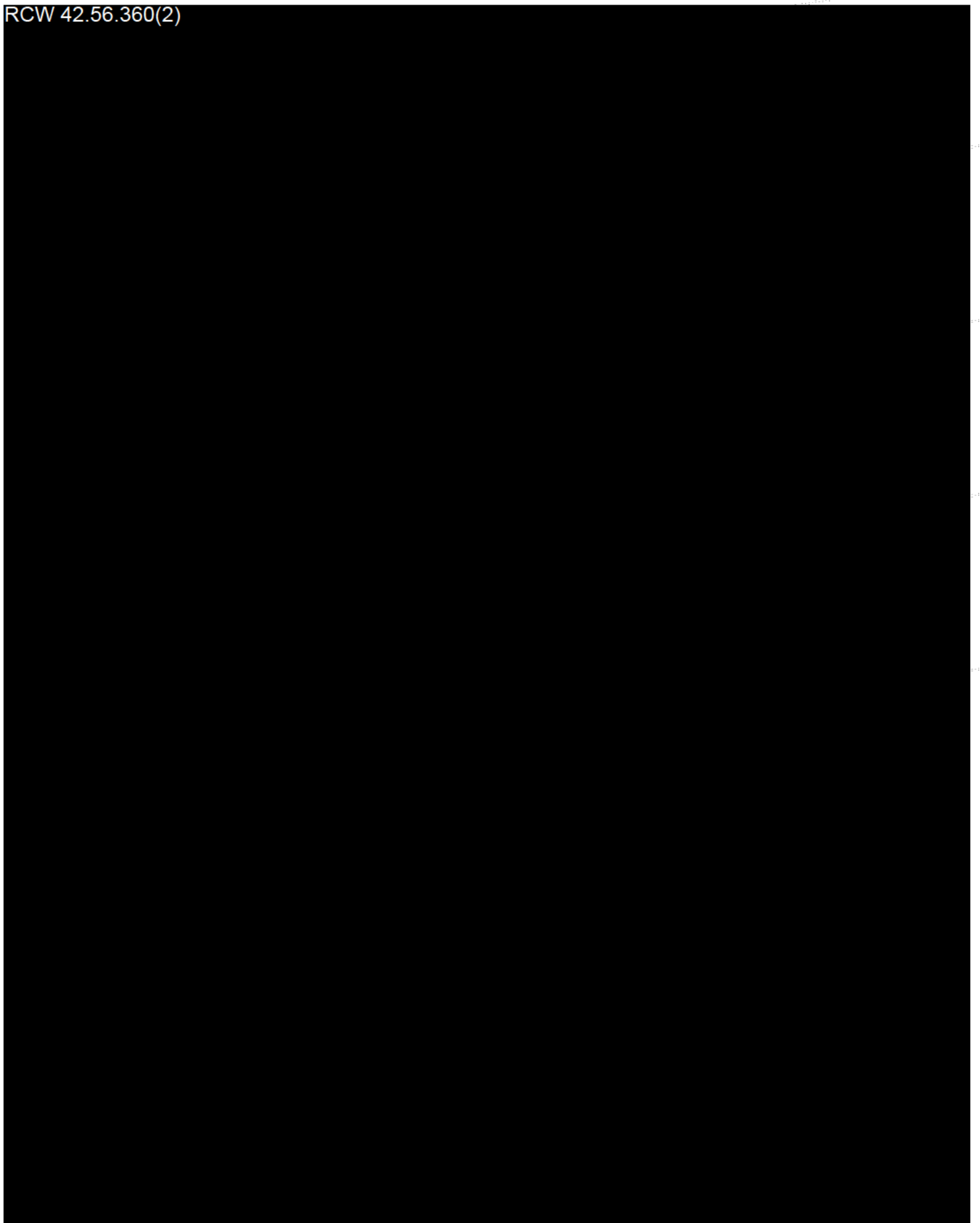


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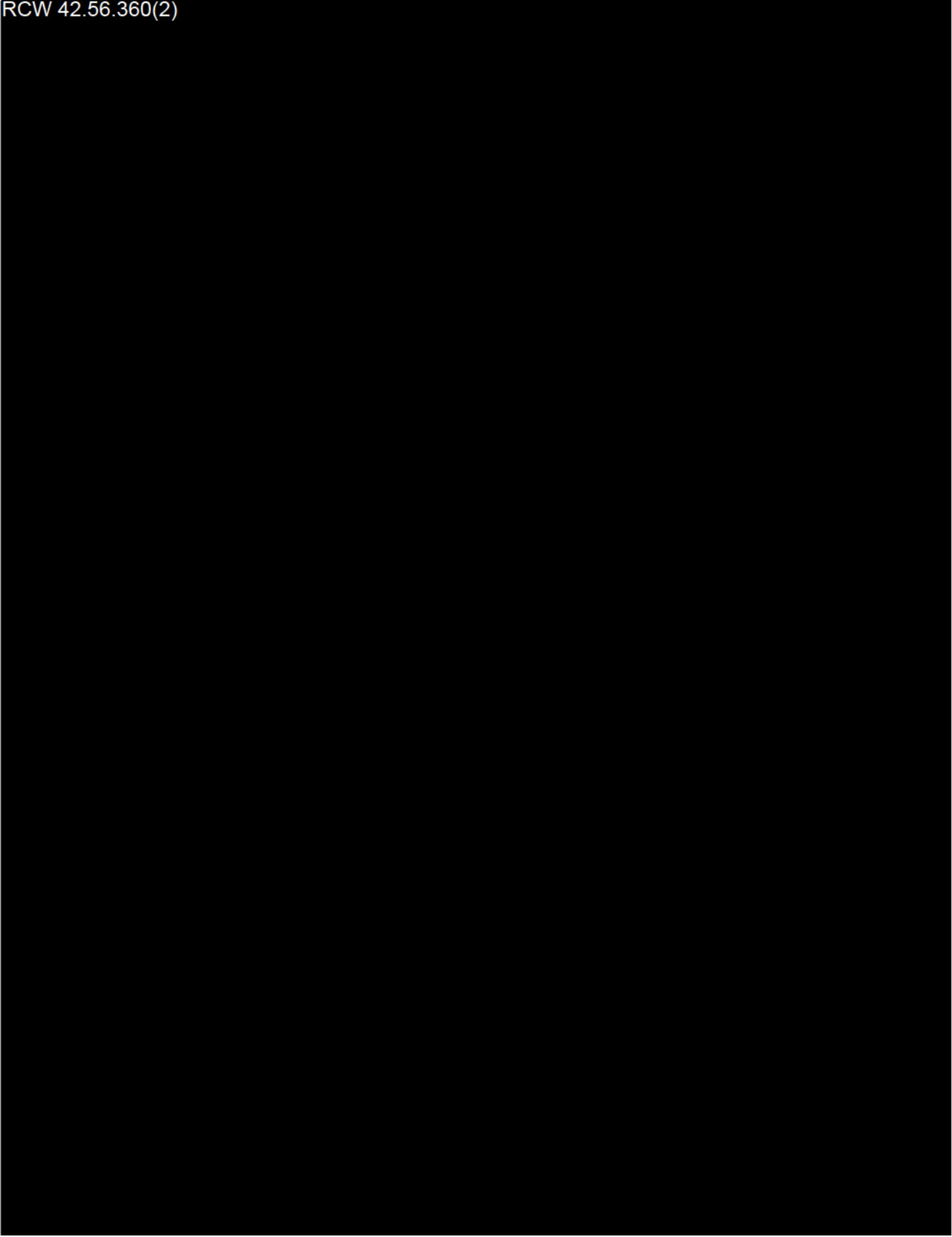


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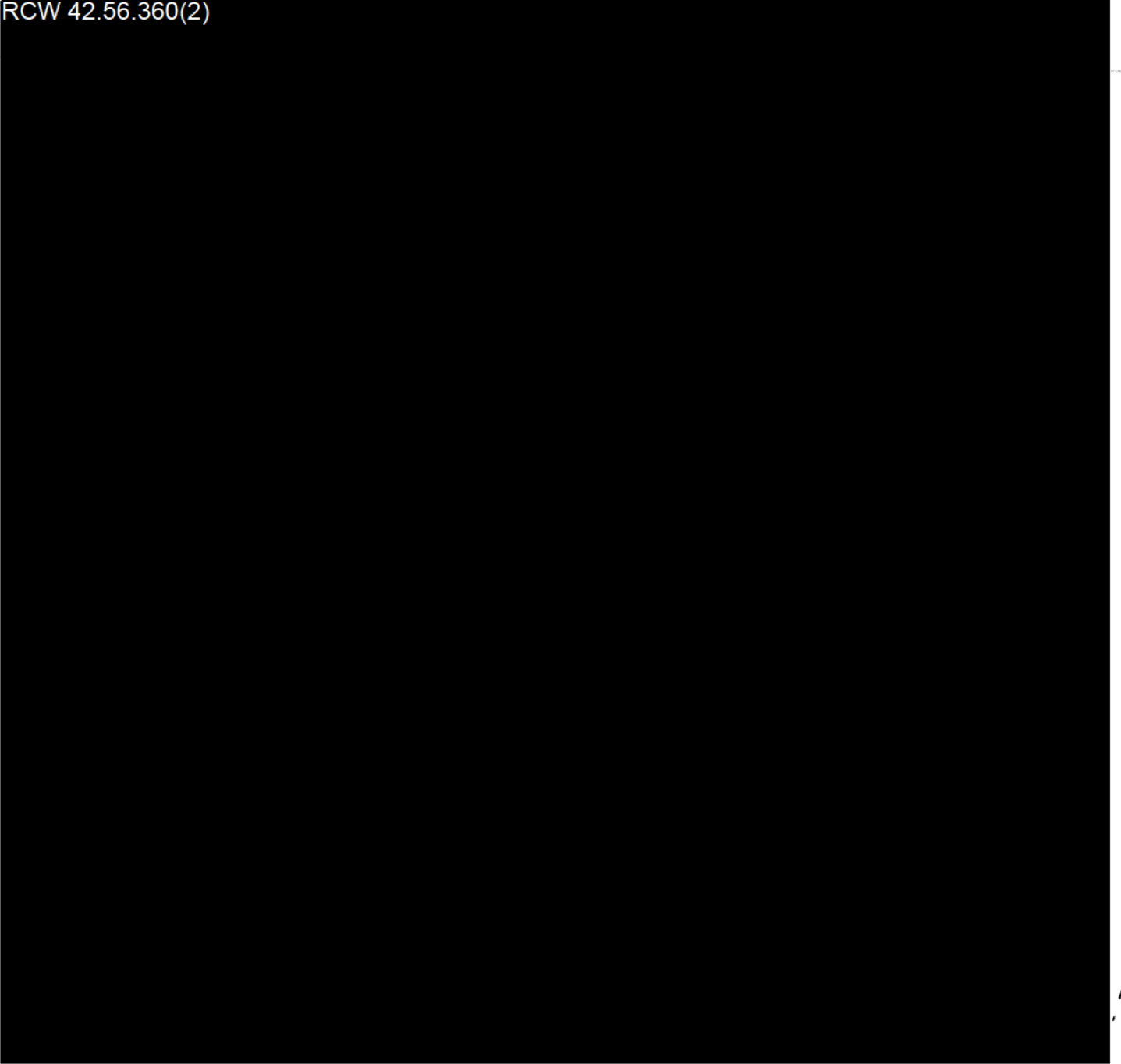




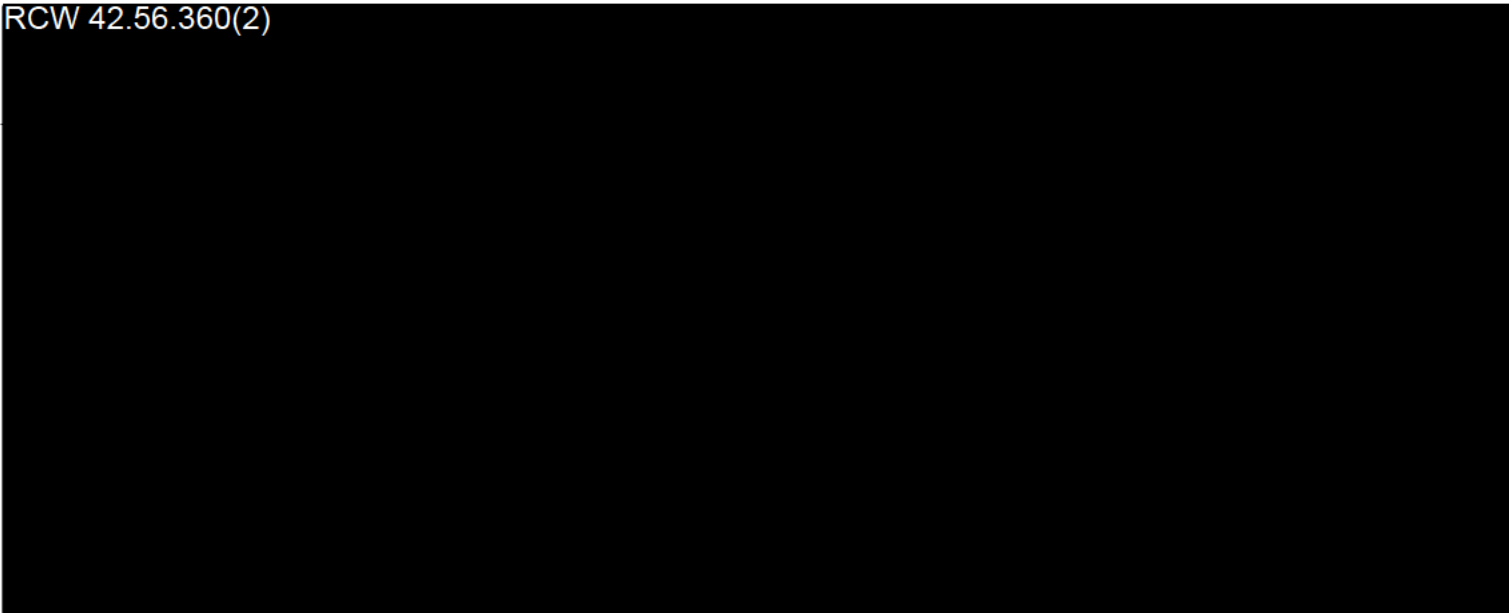
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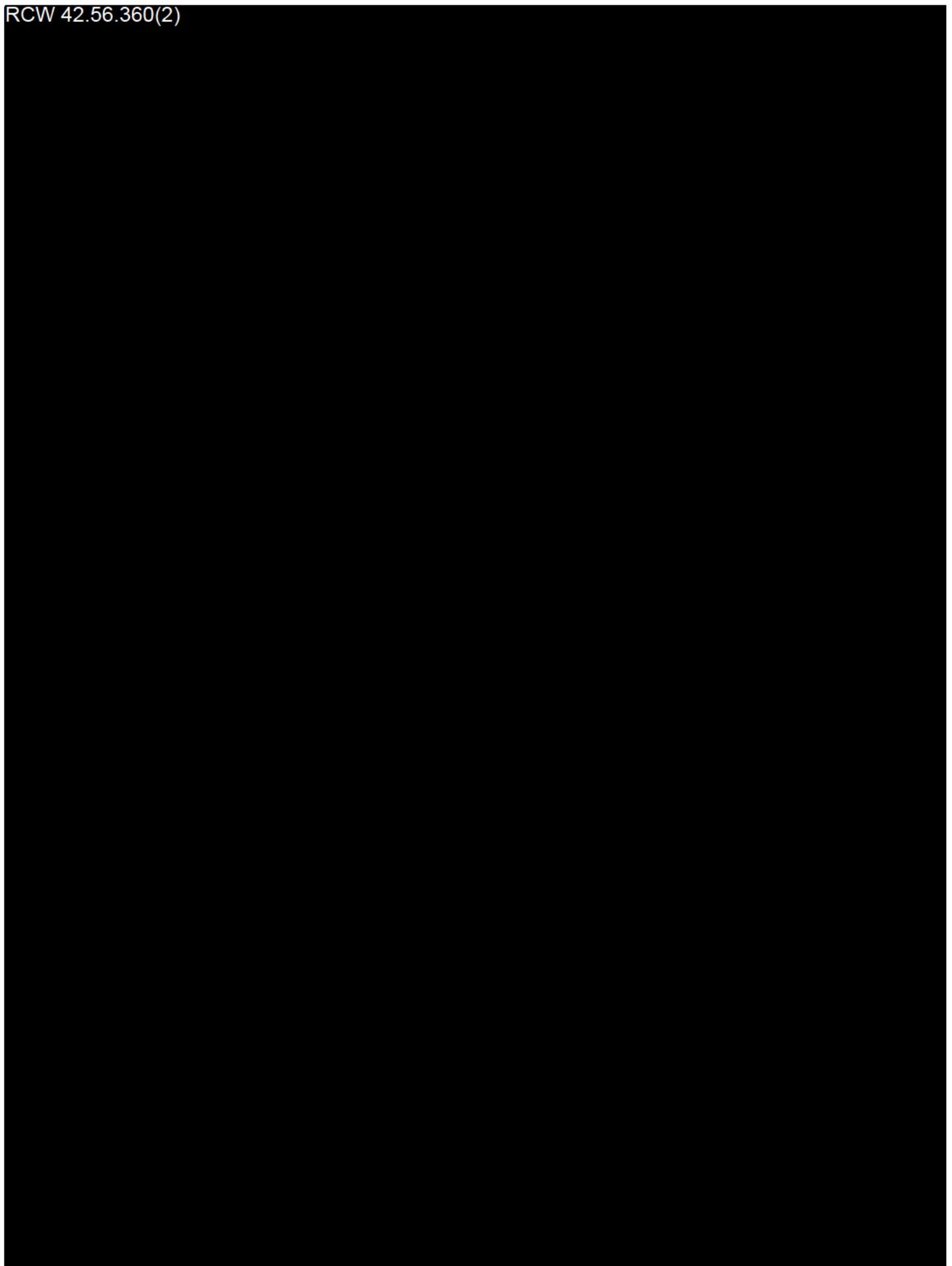


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RCW 42.56.360(2)

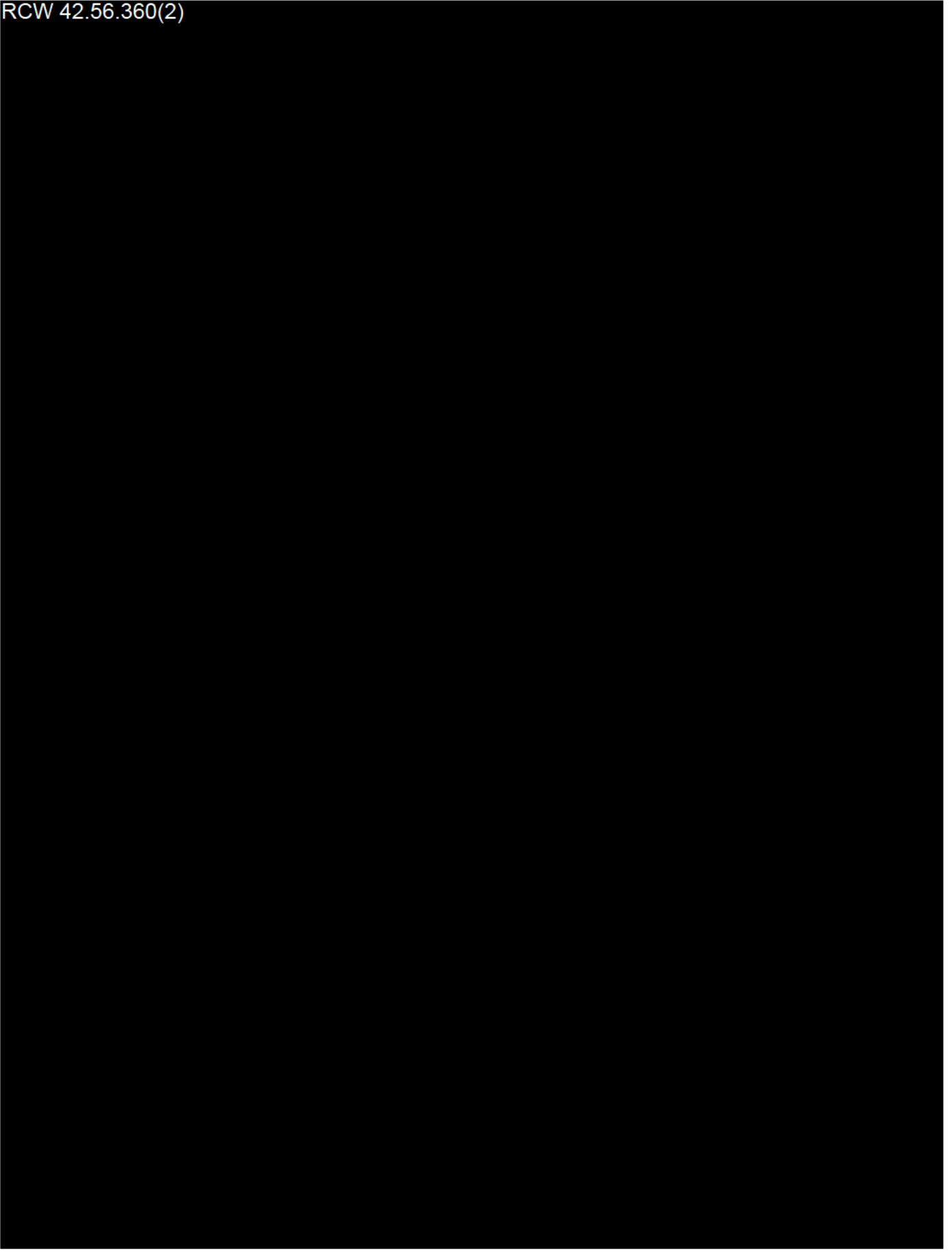




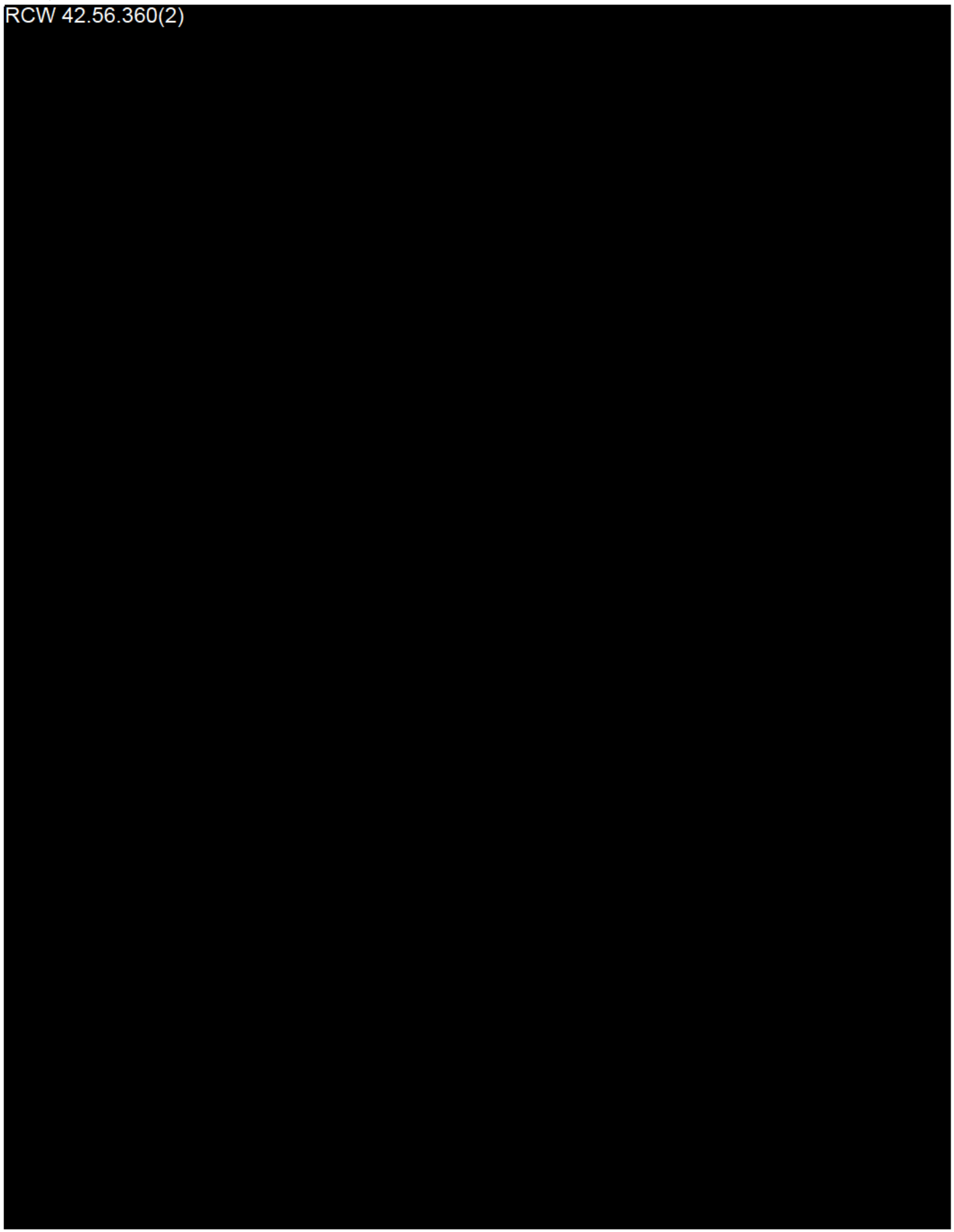
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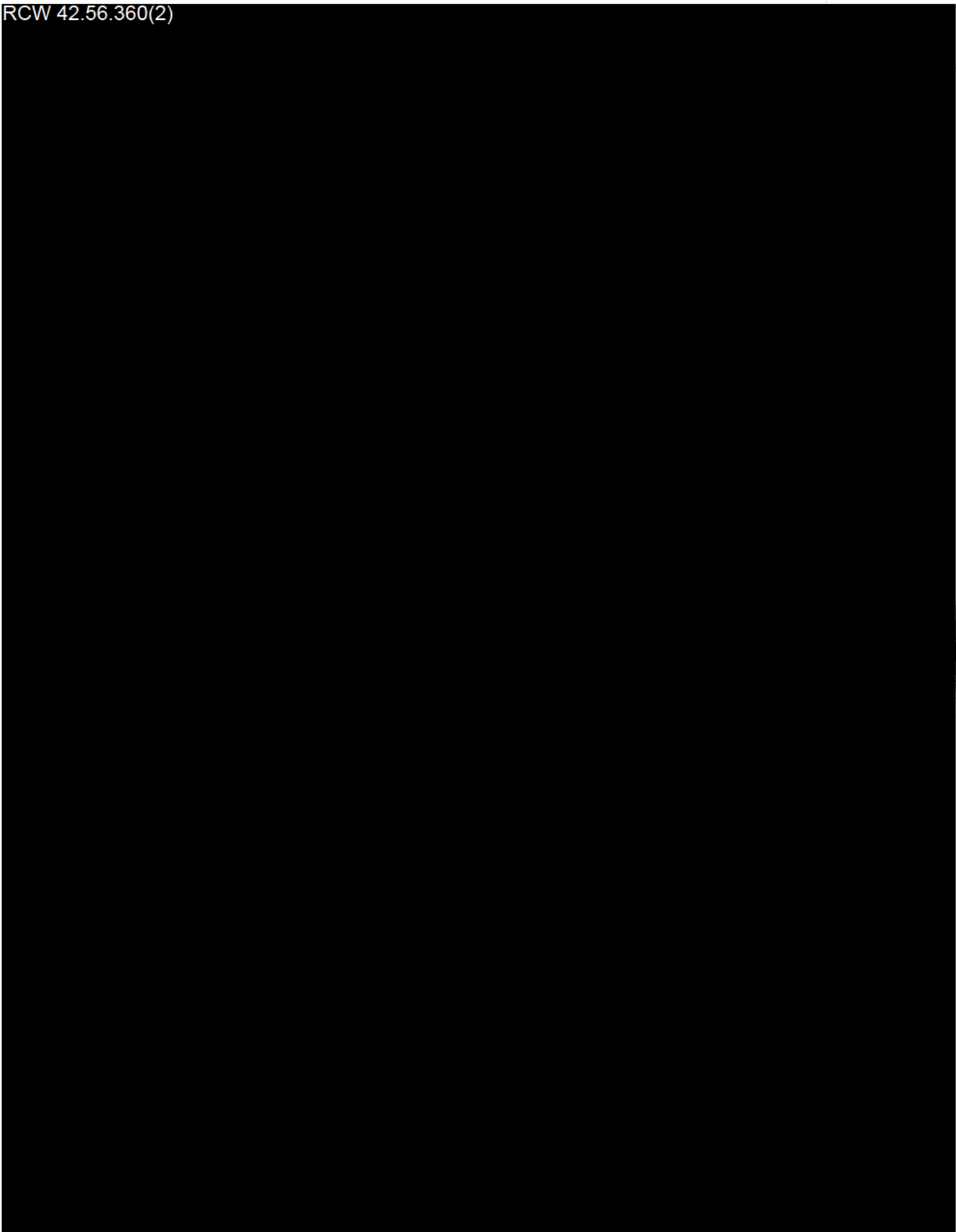


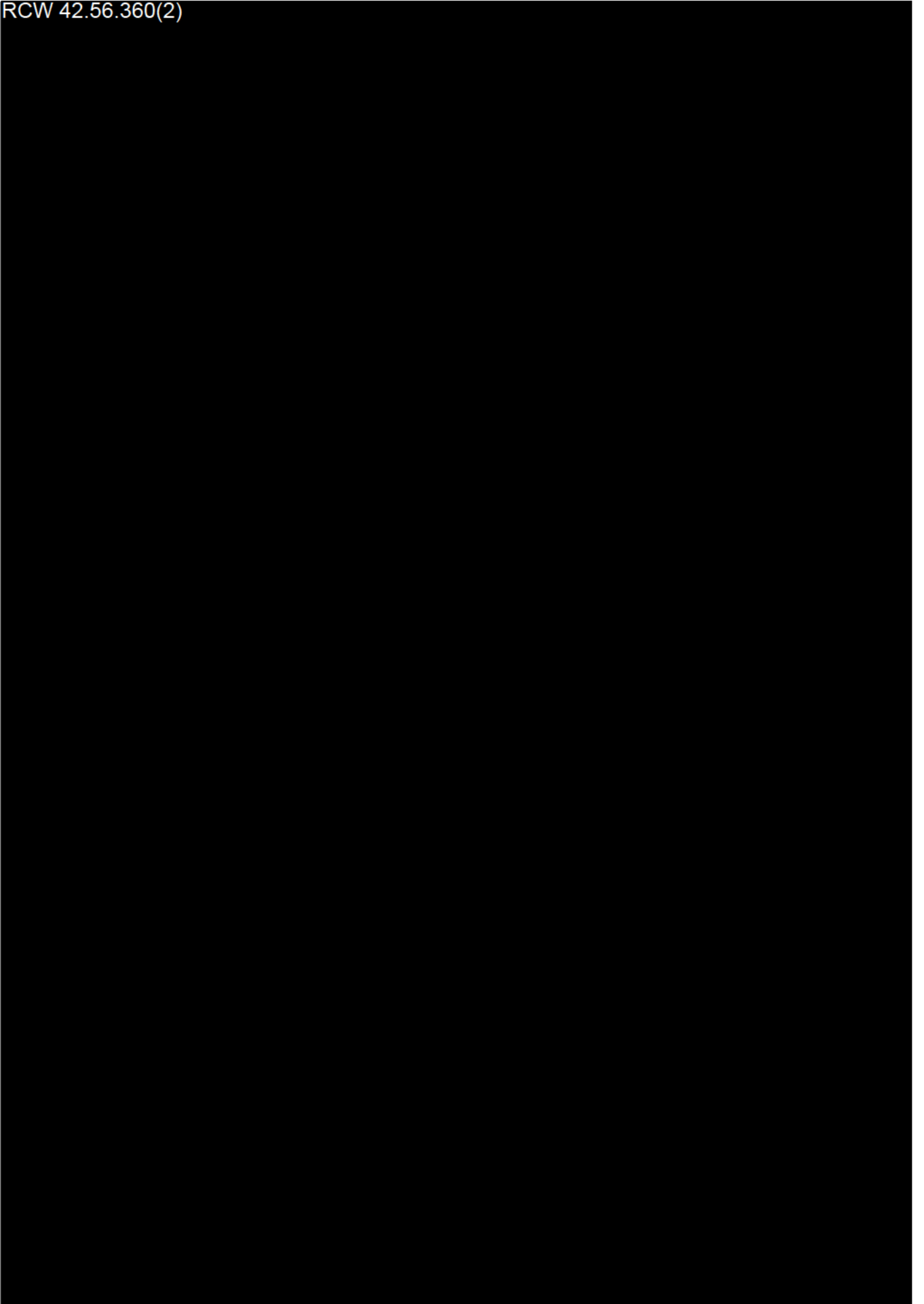
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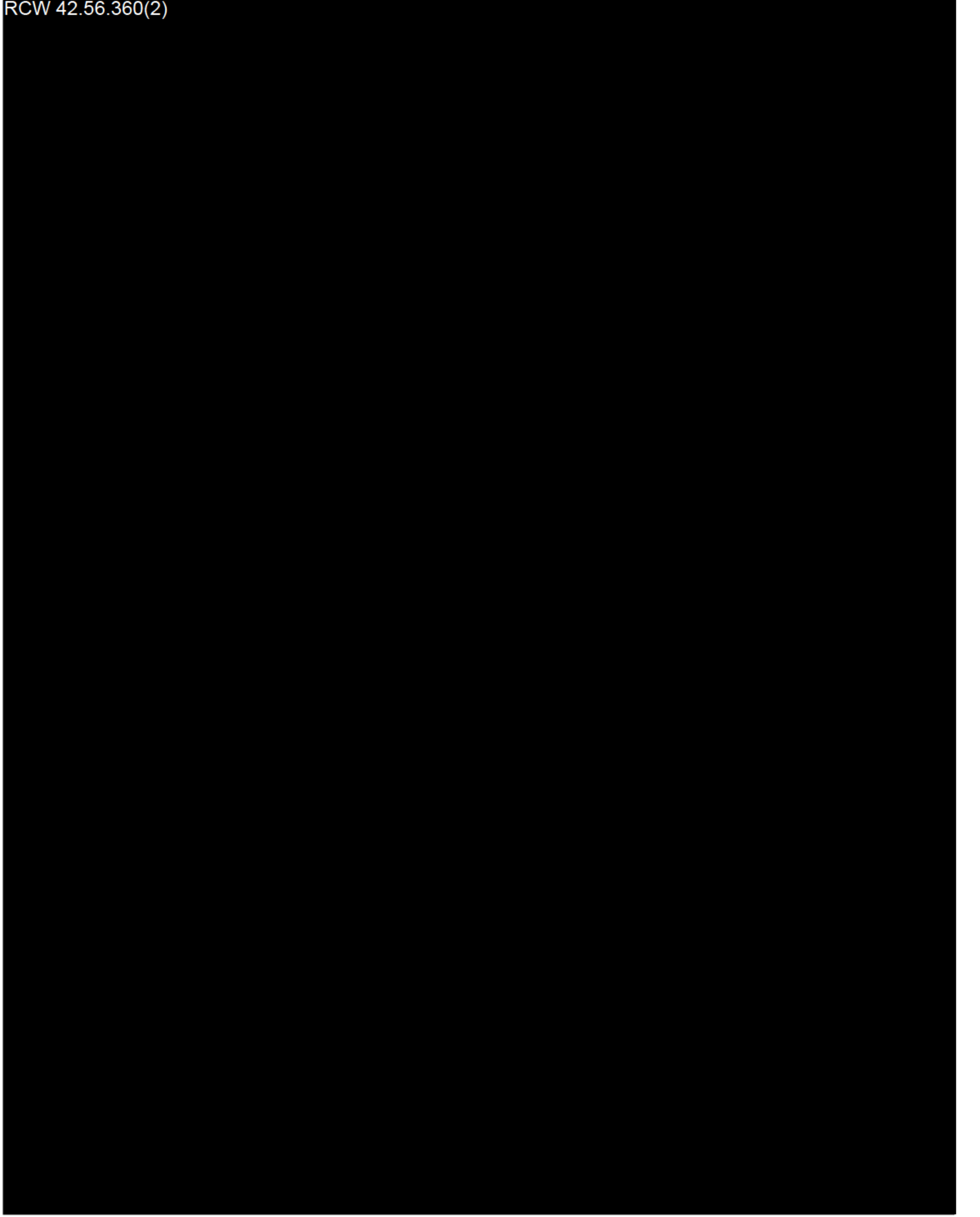


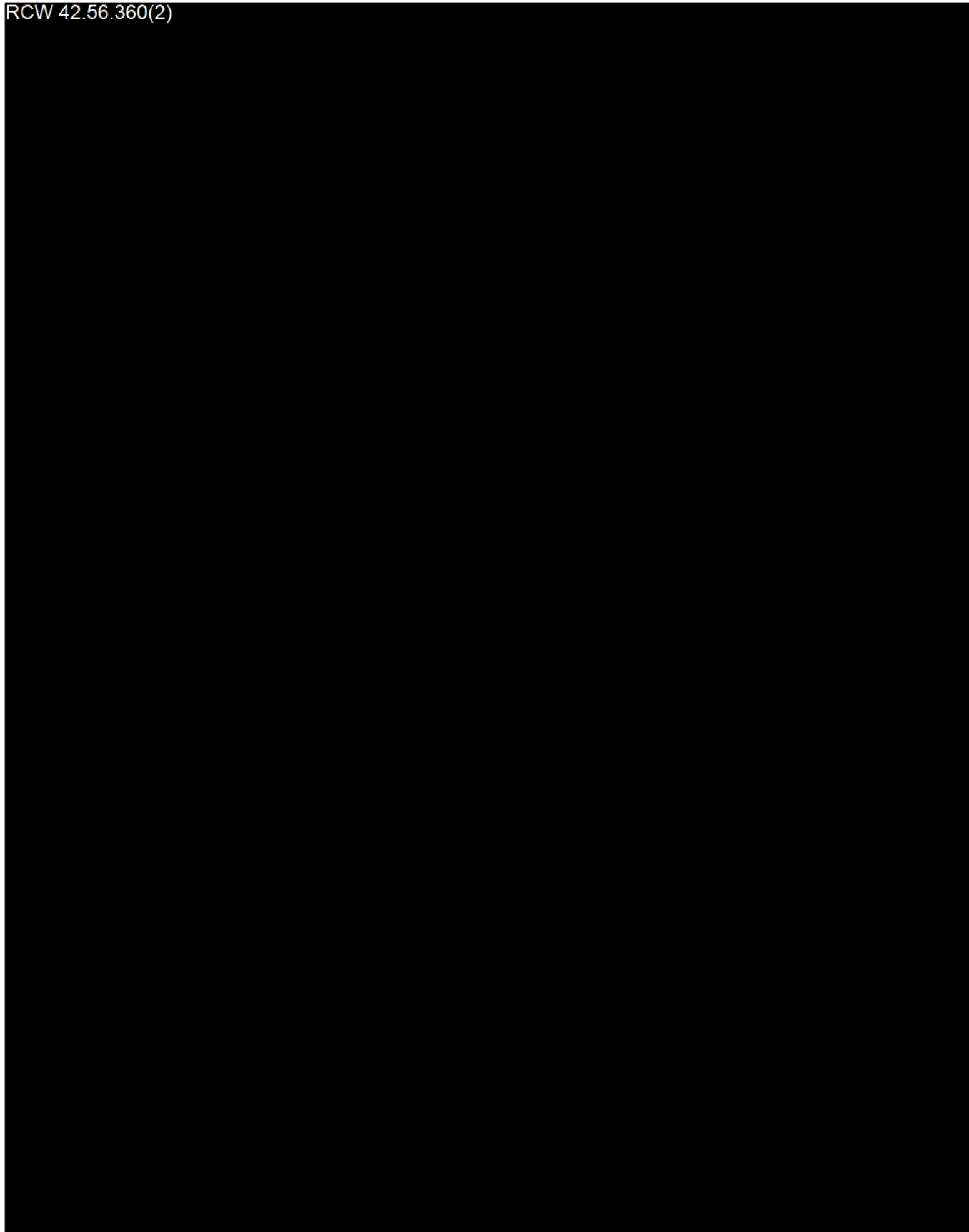
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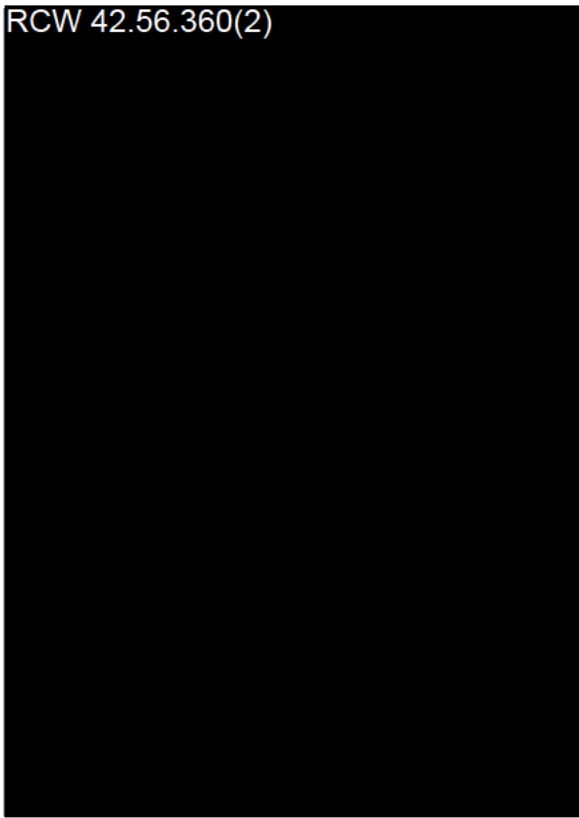




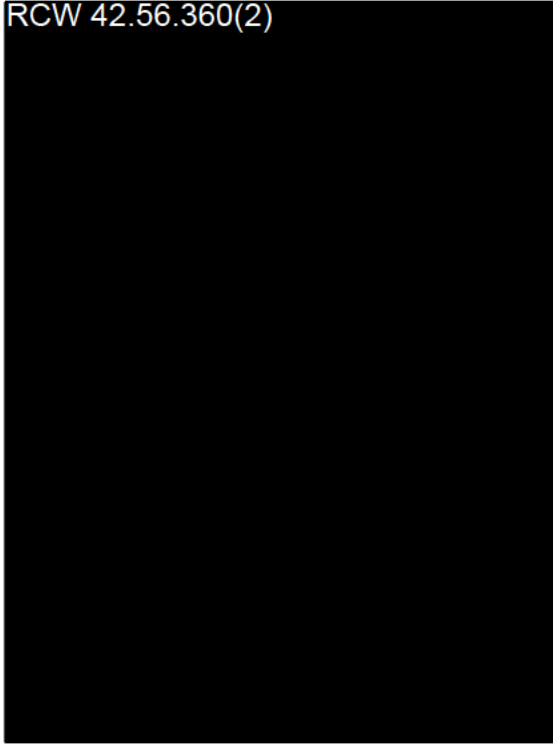




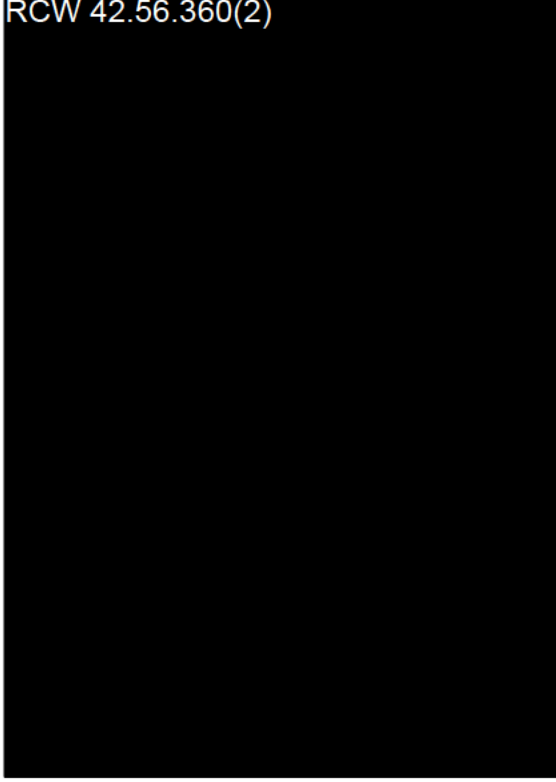
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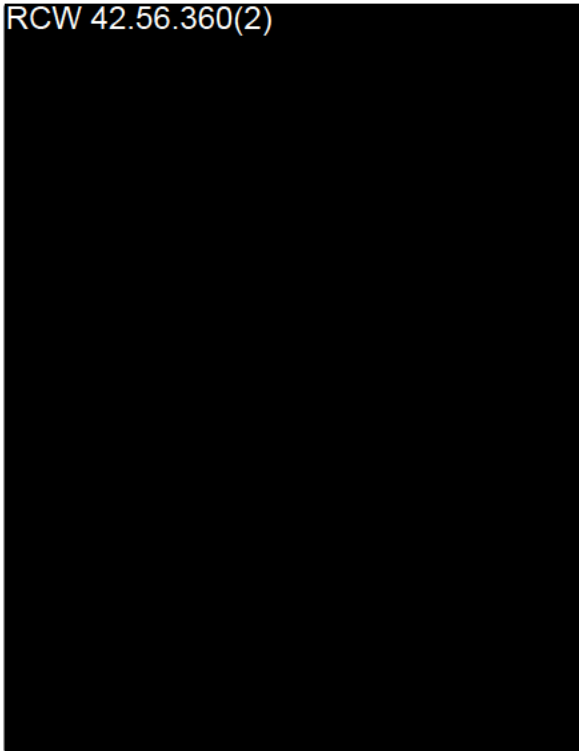
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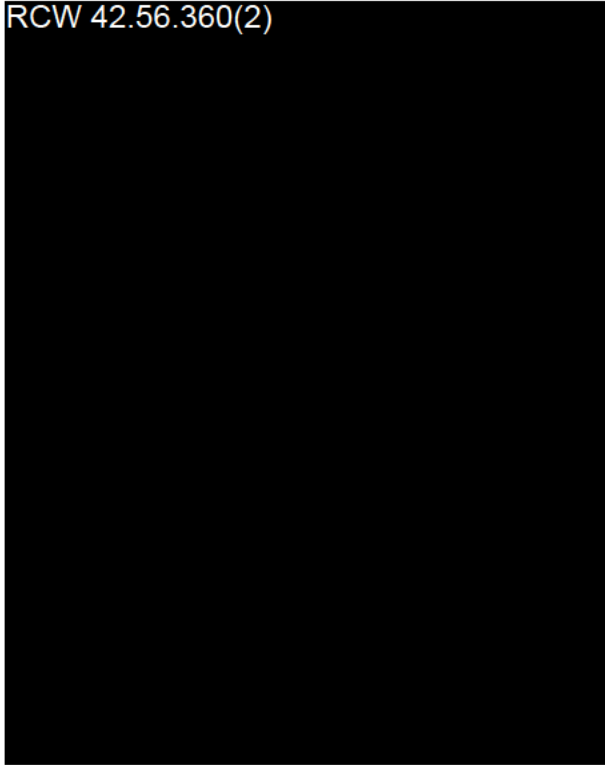
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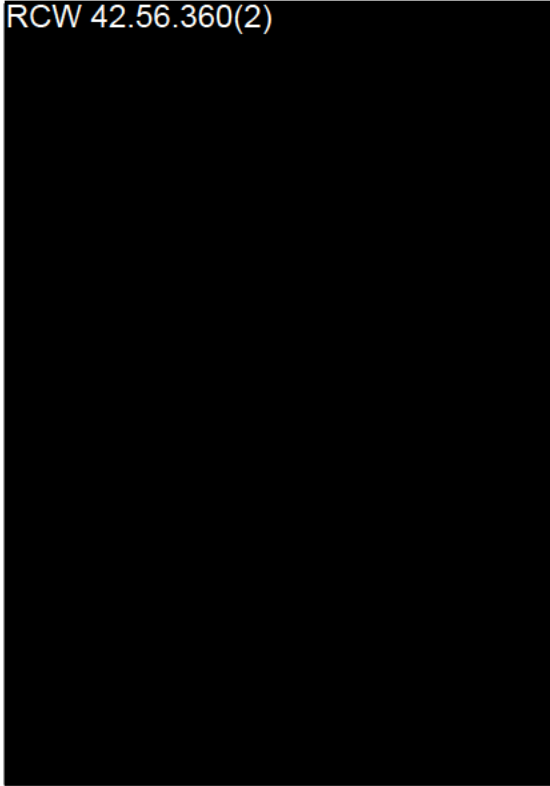
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RCW 42.56.360(2)



RCW 42.56.360(2)



Notice of Disciplinary Action

[REDACTED] Middle School
[REDACTED]
Seattle, WA [REDACTED]
206 [REDACTED]
October 30, 2010

TO: [REDACTED]

RE: [REDACTED]

Charge(s) and Comments:

The student has been charged with committing violations of the following school and/or District rules:

Incident ID: 42857

E920-Lewd Conduct

Offense Date: 10/30/2010

During lunch two students went to an off limits area and chose to participate in lewd conduct.

Action Taken:

Because of the above charge(s), the following disciplinary action has been, or will be, taken:

Action: Emergency Exclusion

Action Date: 10/30/10

Suspended from 11/01/10 thru 11/15/10

Action: Short Term Suspension

Action Date: 10/30/10

Suspended from 11/01/10 thru 11/15/10

Please see attached Emergency Exclusion form.

During lunch [REDACTED] and a female student went to an off limits area and chose to participate in lewd conduct. Statements show that [REDACTED] and the female student had sexual intercourse outside in an off limits area during lunch time. [REDACTED] will be Emergency Excluded from school and have a short term suspension, both being 10 days in length. A report has been filed with Seattle School Districts Safety and Security office. [REDACTED] will be completing a safety assessment and plan with Safety and Security. [REDACTED] can return to school on November 16th, following a re-entry meeting.

No Trespassing:

The student may not trespass on any school district property or attend any school-related events while suspended or expelled from school.

Special Education / 504:

Special education and 504 students have additional rules governing their discipline. These rules include not being out of an educational program for more than 10 days at a time and having a manifestation review to determine if their educational program is appropriate. If your child has been disciplined and you have questions about the discipline please see your building administrator. If you have questions about how the discipline process is going to impact your child's special needs program please talk with your child's IEP teacher, the 504 coordinator, or the consulting teacher assigned to the building whichever is appropriate.

Appeal Process:

If you wish to appeal this short-term suspension, you must contact the school principal within three days for an informal conference.

[REDACTED] Position/Title

Notice of Disciplinary Action

Garfield High School
400 23rd Ave
Seattle, WA 98122-6025
206.252.2270
November 8, 2012

TO: [REDACTED]

RE: [REDACTED]

Charge(s) and Comments:

The student has been charged with committing violations of the following school and/or District rules:

Incident ID: 57200

E920-Lewd Conduct

Offense Date: 11/06/2012

Investigation ongoing for additional information and evidence required. Student placed on 10 day emergency exclusion for safety and security reasons. This time could be extended in lieu of additional time needed for further investigation.

Action Taken:

Because of the above charge(s), the following disciplinary action has been, or will be, taken:

Action: Emergency Exclusion

Action Date: 11/06/12 Suspended from 11/06/12 thru 11/20/12

Please see attached Emergency Exclusion form.

Investigation ongoing for additional information and evidence required. Student placed on emergency exclusion for safety and security reasons.

No Trespassing:

The student may not trespass on any school district property or attend any school-related events while suspended or expelled from school.

Special Education / 504:

Special education and 504 students have additional rules governing their discipline. These rules include not being out of an educational program for more than 10 days at a time and having a manifestation review to determine if their educational program is appropriate. If your child has been disciplined and you have questions about the discipline please see your building administrator. If you have questions about how the discipline process is going to impact your child's special needs program please talk with your child's IEP teacher, the 504 coordinator, or the consulting teacher assigned to the building whichever is appropriate.

Brad Westering

Position/Title

Supplementary Incident Report

Department of Interior

Printed: 02/20/2013 15:27

Incident:

NP12013322 Sex Offenses Forcible: Forcible Rape (NPS-19-10-00) [11A.001] @11/07/2012 10:50

Author: #711 KIRSCHNER, K.

Report time: 02/20/2013 15:25

Entered by: #711 KIRSCHNER, K.

Entered time: 02/20/2013 15:25

Remarks:

[REDACTED] Interview

Report:

On Friday, November 9, 2012 Special Agent Colleen Sanders and I interviewed [REDACTED] at Garfield High School in Seattle, Washington. [REDACTED] mother, [REDACTED] was present during the interview. With the permission of [REDACTED] and [REDACTED] the interview was recorded. The following is a summary.

[REDACTED] met student 1 at school this year. He does not know her last name. Since meeting, they have hung out a lot and talked a lot, but they are just friends. They spent a lot of time together on their trip to Olympic National Park. For example, they ate breakfast together, talked during activities and breaks, and she and her friends would hang out in the boys' rooms until lights out. After lights out, some people would sneak out.

[REDACTED] and others saw student 1 in bed with [REDACTED]. After approximately 2 hours of lying in bed and talking together, student 1 said she wanted to sleep. [REDACTED] put his hand on her stomach and started rubbing it. student 1 did not go to sleep because they kept talking. [REDACTED] then started "feeling on her" and student 1 told him, nothing under the skin. He told student 1 she needed to tell him when she wanted him to stop. student 1 said she would say [REDACTED] (the name of her boyfriend) if she wanted him to stop and [REDACTED] agreed.

[REDACTED] then put his hand inside her first layer of clothes and felt on her legs. He then pulled down her first layer of clothes. When [REDACTED] tried to go inside her bra, student 1 said, [REDACTED] so he stopped for a while and they kept talking. [REDACTED] started "feeling her" again, then went inside her second layer of clothes and started feeling her legs and butt, then he pulled down her leggings. They continued to talk and "feel on" each other, and student 1 was laughing about it. [REDACTED] then pulled down her underwear and tried to "finger" her, but she said, [REDACTED] so he went back to rubbing her butt and stomach. [REDACTED] then pulled down his two layers of clothing and took his "thing" out. They continued to feel on each other and talk, and he rubbed "it" against her for a little while longer.

student 1 asked what time it was so [REDACTED] checked and saw that it was approximately one in the morning. He then tried to put "it" inside her and she said, [REDACTED] so he went back to rubbing "it" against her. student 1 got a "little wet," and as he rubbed against her, he asked if he should stop and she said whatever, and he thought ok, and he "kind of put it inside her." and then they just "rolled with it," although he asked if he should stop. He asked if it felt good, and she answered maybe. Then he asked if she liked it and she said maybe. And then she did not say anything and they kept going with it and she was moaning so he thought, ok, she likes it. So he kept going but when he slipped out, she said, ok, that's enough. So he put "it" away and she pulled up her leggings and they lay down for a little bit longer.

When asked for more detail about the type of sex they had, [REDACTED] stated that he penetrated student 1 anally. He had tried to penetrate her vaginally, but accidentally went into the wrong hole. student 1 did not react, but lay there and "took it," so he continued to have sex with her anally. [REDACTED] started to talk to her, and asked if he should stop, but she never said anything so he just "went ahead with it," and then she started moaning. Then he asked if she liked it, and she moaned, maybe, and then he slipped out and that is when she said, that is enough, we need to stop. student 1 did not get up right away, but continued to lay there for a while. Then she woke [REDACTED] up and told him she needed to go.

When asked if he ejaculated, [REDACTED] stated that he did not ejaculate, and that he was positive he did not ejaculate and was not close to ejaculating. When asked if they used a condom, [REDACTED] stated that it was spur of the moment and that the condom he had was broken. [REDACTED] stated that he has had sex before, but not with student 1. When asked what position they were in, [REDACTED] stated that they were lying on their sides and student 1's back was to him. When asked what student 1 was wearing, he stated a shirt, sweats, leggings and underwear. He further stated that they did not take their clothes off during sex, but just pulled them down. When asked if there was any blood on the bedding, [REDACTED] said no. He described that he had turned his sleeping bag into a tent by tying it to the bars of the bunk bed.

[REDACTED] spoke with [REDACTED] about the incident at school, after the fact, and told [REDACTED] he had his back and that he knew [REDACTED] would not do anything like that to student 1. [REDACTED] also told [REDACTED] that he was in the room with them the entire night, and that he could vouch that [REDACTED] did not sneak over to student 1's room.

Exhibit No

On the bus from NatureBridge to the Marine Center in Port Angeles, ██████ was worried. He asked ██████ if he had done something. ██████ told ██████ what ██████ had said. ██████ seemed shocked and then was really quiet.

On the bus, someone sent out a text message to everyone about what had happened. ██████ was very quiet. The bus got back to Garfield around 7:30pm.

██████ told ██████ and her mom, that ██████ had been in his room. Then ██████ asked if he could go to dinner with ██████ and her mom, ██████. While they were waiting for a table, ██████ asked ██████ if he had sex with ██████. ██████ said they were messing around. A little while later, ██████ left the table so ██████ and her mom could talk. Her mom called Mr. Howard. Mr Howard came to the restaurant and met them. ██████ told Mr. Howard everything:

██████ came to the boys' cabin and she and ██████ were talking. They started making out. They had a system so he would only go as far as she wanted. ██████ said they partially had sex and then ██████ said no. She didn't seem upset with him, just upset about her boyfriend. Everything had happened in ██████ bed. ██████ and ██████ were sharing a room. ██████ was asleep in the same room.

██████ knows ██████ from last year. They ██████ together and are friends. On November 8th, ██████ called ██████ to ask for Mr. Howard's number. They did not discuss anything else.

██████ met ██████ this year because they are in first period together. They are acquaintances.

student 1 student 1 10:27pm
i miss you too!

student 10 student 10 10:27pm
Thanks. 😊

student 1 student 1 10:28pm
yup(:

student 10 student 10 10:29pm
So, was it your decision to not come back, or your parents'?

student 1 student 1 10:29pm
mine..

student 10 student 10 10:31pm
Aw. I don't mean to pry or anything, but why did you choose that particular decision?

student 1 student 1 10:31pm
there was an incident that happened last thursday..

student 10 student 10 10:31pm
Oh god... what happened? D:

student 1 student 1 10:32pm
i went to garfield to visit people after school, [redacted] and a few others were there at the park.. and then [redacted] showed up and asked me "are you the girl who framed student 2" and i just looked at him and said "wow do you really believe that shit?" and walked away..

student 1 student 1 10:32pm
but the thing that really hurt was that no one stood up for me

student 10 student 10 10:34pm
I would have beaten his fucking face in if I was there. Was it this past thursday, or the one before?

student 1 student 1 10:34pm
oh i mean the one before

student 10 student 10 10:35pm
If I didn't have identifier [redacted] he'd have been dead.

student 1 student 1 10:35pm
sigh
i know..

student 10 student 10 10:36pm

I see student 2 every day because he identifier

student 1 student 1 10:36pm

oh..

how is he?

student 10 student 10 10:37pm

Strangely aloof and carefree. I mostly just think of creative ways to kill him. I'm thinking drug him, violate him with a sandpaper-covered dildo, then set him on fire.

student 1 student 1 10:37pm

damn

student 10 student 10 10:38pm

He fucking deserves it. He was honestly almost proud that he got "suspended for fucking" on the trip.

That was the wrong thing to say to you. I'm so sorry.

student 1 student 1 10:41pm

wait.

student 1 student 1 10:41pm

wait.

he.. said that?

student 10 student 10 10:41pm

yeah

The first time I talked to him. I didn't know it was him.

student 1 student 1 10:42pm

wait

what did he say to you exactly?

student 10 student 10 10:43pm

Him: "I was going to identifier but I got suspended before I could get my forms in" (paraphrased)

Me: "Why did you get suspended"

Him: Roughly: "I got suspended for fucking. I did it with somebody on the post trip"

Me: "What's your last name?"

Him: "student 2"

I immediately began plotting to kill him.

student 1

student 1

10:50pm

oh..

he didn't say who he..."fucked"?

student 10

student 10

10:50pm

No.

student 1

student 1

10:52pm

okay

wow

words fail me

student 10

student 10

10:57pm

It was really just horrible.

student 1

student 1

10:58pm

sounds like it

student 10

student 10

10:59pm

I just felt sick. He was almost proud.

student 1

student 1

11:00pm

he was proud??

student 10

student 10

11:01pm

He had this tone that seemed like "yeah, I got laid" sort of proud.

It was truly disgusting.

student 1

student 1

11:03pm

...wow

student 10

student 10

11:04pm

He seems very nonchalant about it in general.

student 1

student 1

11:07pm

oh..

damn

student 10

student 10

11:08pm

It's really terrible. And I know this must be a painful subject to bring up. I'm really sorry.

student 2

student 2

August 8 via mobile

Why am i so hard for me to understand. Why is it that i cant just say wats on my mind, how i rele feel, y is it tht my mind says one thing. But i do the complete opposite. I feel one way but then i say the opposite. Why is it hard to do and say the truth.... it actually hurts

student 2

student 2

August 18 via mobile

Y is it half the time i dont even have an explanation for myself when i ask y i do the dumb shit i do

Share

7 people like this.

student 2

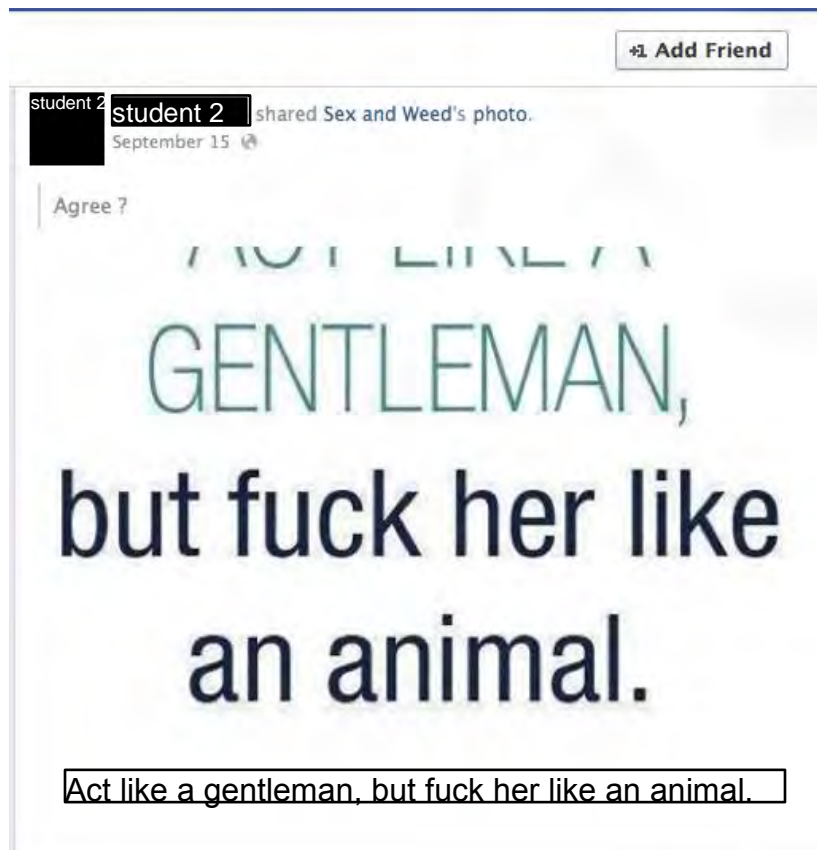
student 2

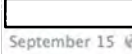
July 23 via mobile

Lol funniest shit in the world. Easiest way to get the number of the person u like. 1st) turn ur phone off. 2nd) ask to use they fone to call for a ride but rele call ur fone n leave the voice mail. 3rd) as u walk away say "ill call u later".... then actually do it

Like · Comment · Share

10 1



 shared Sex and Weed's photo.
September 15

Yup! Yup!

**GOOD PUSSY
AIN'T SHIT
IF IT'S NOT
IN BETWEEN
THE LEGS OF A
LOYAL WOMAN**

I interviewed [REDACTED] about incident. [REDACTED] stated that the teachers were not staying in the cabins with the students. There were 2 female chaperones (Alicia ARNOLD and Shelly STROMHOLT) and 1 male chaperone (WARD) staying in the cabins. [REDACTED] did not know anything had happened until Wednesday morning when [REDACTED] reported the rape to her. [REDACTED] found student 1 [REDACTED] confirmed the report and then informed her principal, NatureBridge staff and the park. SNOOKAL stayed with student 1 [REDACTED] until rangers arrived.

I asked SNOOKAL if she had any feelings about possible suspects. SNOOKAL stated that [REDACTED] had been talking about anal sex the day before. [REDACTED] was talking with [REDACTED] and they were told to stop. SNOOKAL also suggested that I talk to: [REDACTED], [REDACTED], [REDACTED], and [REDACTED].

Correspondence with Garfield HS Principal Ted Howard

From: [redacted] [mailto:[redacted]]
Sent: Thursday, November 08, 2012 5:03 PM
To: Howard II, Theodore
Cc: [redacted]
Subject:

Dear Mr Howard II,

I haven't received yet the letter that the parents received when the students left.

Could I know the names of the boys on the trip--this is known to other classmates/parents, so it seems fair that we should know.

I remain concerned that this boy may do harm by coming to our home which can be easily found by looking on google at the parents' names which are a part of [redacted] name. There are few people with our names. The victim advocacy organization told us that it's not correct that we should have to produce the name of someone who has violated our daughter when we don't his name. To suggest that she get her own restraining order on an unknown person is mind-boggling. A friend, the former director of social work at Children's Hospital, also counseled that we should not be left in a vulnerable situation.

My understanding is that a representative from KSARC would contact you about removing this danger. Please let us know.

[redacted]

-- ----- Original Message -----

From: [redacted] [mailto:[redacted]]
Sent: Friday, November 09, 2012 4:02 PM
To: Howard II, Theodore
Cc: [redacted] cneeley@kcsarc.org
Subject: discussion recap

Dear Mr. Howard,

I wanted to offer some feedback on how we can increase our trust working through this situation. Wednesday morning we had an open conversation about your findings to date. You explained that a letter was handed out to trip participants and noted that some students came

forward to offer information. In particular you mentioned that a boy came in with a parent and admitted to "having sex" with [REDACTED]. I noted that his definition was rather skewed and you seemed to concur. You also indicated that your role was to take down information but not ask any questions that might influence the investigation, that you would leave questions to the investigators.

When you indicated that a boy had admitted "having sex" with [REDACTED] on the field trip, I asked why he was still allowed to be in school. You let me know that until the investigators were able to do their work, no disciplinary action would be taken. Subsequently, knowing that there was actually a responsible party among the students (as opposed to a random person in the Olympics), I asked if a restraining order could be put in place insofar as we are concerned about our safety (stalking, shooting, etc. owing to his aberrant behavior). In subsequent calls, I asked for a list of suspects to contemplate enacting a restraining order.

Today, [REDACTED] told me that in his conversation with you, the school had changed its earlier statement and that the fellow who admitted to "having sex" with [REDACTED] simply provided information. In fact, [REDACTED] states that you were emphatic in your denial. However there is no doubt that our conversation on Wednesday was accurately stated above. Let me add that I worked as a professional interviewer for many years understand how to process information. I have notes from our conversation. In addition, the entire discussion about obtaining a restraining order stemmed from your statement that a student had confessed.

When we receive conflicting information, it causes us to question the reliability of the information you give us. This leads us to feel that we are not working together in the most transparent and constructive manner possible.

[REDACTED] and I have composed this letter while waiting for [REDACTED] therapy to conclude.

[REDACTED] and [REDACTED]

PS [REDACTED] advocate has requested that she is copied on all correspondence.

-- ----- Original Message -----

From: [REDACTED] [mailto:[REDACTED]]
Sent: Friday, November 09, 2012 4:47 PM
To: Howard II, Theodore; [REDACTED] cneeley@kcsarc.org
Subject: Fwd: RE: discussion recap

Mr. Howard,

To answer your concern about "where we are going," please note the following from the penultimate paragraph of our previous email.

"When we receive conflicting information, it causes us to question the reliability of the

information you give us. This leads us to feel that we are not working together in the most transparent and constructive manner possible."

We are not asking you for further information about the suspects. The conversation about a restraining order Thursday AM stemmed from the statement that a youth had confessed "having sex" with [redacted] There would be no reason to restrain a non-entity. I hope this clarifies any confusion.

[redacted] and [redacted]

-- ----- Original Message -----

Subject: RE: discussion recap

Date: Sat, 10 Nov 2012 00:17:05 +0000

From: Howard II, Theodore <trhoward@seattleschools.org>

To: [redacted] <[redacted]>

CC: [redacted] <[redacted]> "cneeley@kcsarc.org" <cneeley@kcsarc.org>

Hi Ms. [redacted] I am not sure where you are going with your statements. I am very confused with your statements and what you are alleging. You have some statements correct but a lot of what you are stating is incorrect. Again an investigation is ongoing and you need to allow this process to work. I know you want information but you need to allow the criminal investigation to work. I can't and I repeat share any information or give you student information. I highly suggest if you have questions to continue to talk with the Ranger or the FBI agent who is leading this investigation. My job is the principal here at GHS and I don't conduct criminal investigations in any matter.

Ted Howard II

Principal

----- Original Message -----

Subject: RE: RE: discussion recap

Date: Sat, 10 Nov 2012 00:55:58 +0000

From: Howard II, Theodore <trhoward@seattleschools.org>

To: [redacted] <[redacted]> [redacted] <[redacted]>

"cneeley@kcsarc.org" <cneeley@kcsarc.org>

Ms. [] again I suggest that you differ all questions to the FBI agent and the Ranger.

There contact information I have attached to this email. As far as school asked Ken Courtney to send you an email, we want to follow the recommendations of the counselors and therapists.

SA Colleen Sanders

FBI Seattle, Poulsbo RA

19500 10th Ave., Suite 250

Poulsbo, WA 98370

Desk: (360)394-8155

Fax: (360)394-8151

Kristin Kirschner
PARK RANGER - SOL DUC
BACKCOUNTRY

360 928 3380 /
KristinKirschner@nps.gov

OLYMPIC
NP

Ted Howard II

Principal

----- Original Message -----

Subject: verification of facts

Date: Mon, 04 Mar 2013 12:14:07 -0800

From: [] <[]>

Reply-To: [] <[]>

CC: [] <[]> "Coogan, Nancy E" necoogan@seattleschools.org,
Riddhi Mukhopadhyay <riddhi@svlawcenter.org>, Chloe Neely <cneely@kcsarc.org>,
Ombudsman <ombudsman@seattleschools.org>

Principal, GHS:

Mr. Howard,

On November 8, 2012, the day after the rape incident, you spoke with [] on the phone and told her that a student had come forward and admitted having sex with []. The next day you denied that you had shared this fact with []. Instead you claimed that you had only said a student came forward with "information." This is detailed in our correspondence.

According to the investigators, a student did indeed admit to you that day to having sex with [] as [] had correctly recalled from your conversation on November 8. I hope this now sets the record straight.

Furthermore the notion of consensual sex between [] and the assailant, [], is purely fictitious.

Kindly acknowledge receipt of this correspondence.

Sincerely,

[]

[]

Correspondence with Paul Apostle, Seattle School District Title IX officer

----- Original Message -----

Subject: Re: procedures

Date: Mon, 20 May 2013 16:02:59 +0000

From: Apostle, Paul A <paapostle@seattleschools.org>

To: [redacted] <[redacted]>

CC: [redacted] <[redacted]> "English, Ron" <renglish@seattleschools.org>

Good Morning,

I am referring your questions to our district attorney Ron English.

Thank you

Paul Apostle

Sent from my iPhone

On May 20, 2013, at 8:30 AM, [redacted] <[redacted]> wrote:

Mr. Apostle,

We wonder if there is a reason the email below wasn't answered. Are you aware that our daughter was sexually assaulted and reported this to the school on November 7, 2012?

[redacted] and [redacted]

----- Original Message -----

Subject: Re: procedures

Date: Wed, 15 May 2013 17:47:49 -0700

From: [redacted] <[redacted]>

Organization: [redacted]

To: Apostle, Paul A <paapostle@seattleschools.org><mailto:paapostle@seattleschools.org>

Mr. Apostle,

Thank you. Were you referring to 3208SP?

It states that Executive Director of Health & Safety as the compliance officer for this policy and procedure. Who is this person?

Can you review the Title IX procedures that are to be followed once a student has complained to the school?

Thank you,

[redacted]

On 5/15/13 5:14 PM, Apostle, Paul A wrote:

Hello [redacted]

The school district has board policies that outline procedures related to reporting any sexual misconduct.

Please refer to the school district website that includes a link to all board policies.

I hope this information meets your request.

Thank you

Sent from my iPhone

On May 15, 2013, at 5:05 PM, "[redacted]" <[redacted]> wrote:

Mr. Apostle,

What procedures must a school follow when a student reported being sexually assaulted by another student during the time the school is in charge of both students?

[redacted]

On 5/15/13 12:06 PM, Apostle, Paul A wrote:

All complaints are referred to our regional Labor and Employee Relations Managers in consultation with our HR Directors.

From: [redacted] [mailto:[redacted]]

Sent: Wednesday, May 15, 2013 10:24 AM

To: Apostle, Paul A

Subject: Fwd: procedures

Mr. Apostle,

Will you be answering this query?

[redacted]

----- Original Message -----

Subject: procedures

Date: Mon, 13 May 2013 09:01:26 -0700

From: [redacted] <[redacted]>

Organization: [redacted]

To paapostle@seattleschools.org

Dear Mr. Apostle,

Can you kindly inform us what procedures a school must follow under Title IX and other provisions when there has been a complaint of sexual violence?

Thank you,

[redacted]

----- Original Message -----

Subject: Re: Sexual Assault on Seattle Public Schools Field Trip

Date: Mon, 15 Apr 2013 11:39:02 -0700

From: Calandra Sechrist <Calandra.Sechrist@k12.wa.us>

To: [redacted] <[redacted]> [redacted]
<[redacted]>

Dear Mr. [redacted] and Ms. [redacted]

Your e-mail to Superintendent Randy Dorn was forwarded to our division, the Equity and Civil Rights office at the Office of Superintendent of Public Instruction (OSPI), for reply. Our office is responsible for providing information to students, parents, and schools regarding state and federal nondiscrimination laws.

In your e-mail, you expressed concerns about a reported incident of rape during a Garfield High School field trip to the Olympic National Forest. I want to thank you for sharing your concerns with us, and I am so sorry to hear about the difficulties that you and your family have experienced. I am writing to follow up with your e-mail and to provide some resources that may be helpful. I am also happy to discuss your concerns with you by phone, as I may be able to provide better information and direction specific to your situation. Please feel free to contact me at (360) 725-6162.

Sexual harassment of students, including acts of sexual violence (such as rape, sexual assault, sexual battery, and sexual coercion) can be a form of sex discrimination prohibited by state and federal civil rights laws, specifically Title IX of the Education Amendments of 1972 (often referred to as Title IX), chapter 28A.640 of the Revised Code of Washington (RCW), and chapter 392-190 of the Washington Administrative Code (WAC). This includes conduct in connection with any educational, extracurricular, athletic, or other programs sponsored by or operated by a school district, including field trips.

Under these laws, if a school district knows or should have known about possible sexual harassment of students (including sexual violence), it must take prompt and appropriate action to investigate and determine what happened. If the district's investigation finds that sexual harassment or sexual violence has occurred, the district must take prompt and effective steps to end the sexual harassment or sexual violence, prevent it from happening again, and address its effects on the targeted students. This is the school district's responsibility regardless of whether the student or his/her parents have complained, asked the school district to take action, or identified the behavior as a form of discrimination or sexual harassment, and regardless of whether the incident is the subject of a criminal investigation.

I have shared this information with Ron English, General Counsel at Seattle School District, and I am hopeful that he will work with you to reach a resolution. If you are not satisfied with the school district's response to your concerns, however, there are a number of options available to formally address

complaints of sex discrimination, including sexual harassment and sexual violence. I have outlined some of these options below:

1. **School District Sexual Harassment Complaint:** You have the right to file a sexual harassment complaint with Seattle School District if you feel that your daughter's school did not promptly or adequately address your concerns about sexual violence. This process starts with a written and signed complaint letter to Seattle School District Superintendent, José Banda. Once the district receives a complaint alleging sexual harassment or sexual violence, they must investigate and respond to you within 30 calendar days. If you are not satisfied with the district's response, you can then appeal to the school board, and then to OSPI. This complaint procedure is outlined on our website here: <http://www.k12.wa.us/Equity/Complaints.aspx>

The process is also provided in Seattle School District's Sexual Harassment Policy and Procedure:

- Policy:

<http://www.seattleschools.org/modules/groups/homepagefiles/cms/1583136/File/Policies/Board/series3000/3208.pdf?sessionId=24eff57e7abc4ec6c8856410dc7b0988>

- Procedure:

http://www.seattleschools.org/modules/groups/homepagefiles/cms/1583136/File/Policies/Board/series3000/3208SP_sig.pdf?sessionId=24eff57e7abc4ec6c8856410dc7b0988

It appears that you may have already filed such a complaint with the school district with your letter to Ted Howard, Nancy Coogan, and Superintendent José Banda dated March 18, 2013. You may want to contact the Seattle School District to clarify whether they are considering your March 18th letter to be a formal complaint of sexual harassment/sexual violence. If so, the district would be required to investigate and respond to you with the results of their investigation and any corrective measures within 30 calendar days after the district received your March 18th letter. If you are unsatisfied with the district's response (or if do not receive a response), you would then have the option to appeal to the school board, and then to OSPI.

2. **Office for Civil Rights Complaint:** You may also contact the U.S. Department of Education's Office for Civil Rights. This agency enforces Title IX and investigates complaints of sex discrimination, sexual harassment, and sexual violence in public schools. In general, complaints must be filed within 180 days of the incident.

Phone: (206) 607-1600

E-mail: OCR.Seattle@ed.gov

How to file a complaint: <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

You may also want to consider consulting with an attorney for legal advice regarding the facts and circumstances of your individual situation. If you would like to talk with an attorney about your options, below are some resources that may be helpful:

- Washington State Bar Association's Lawyer Directory

Website: <http://www.mywsba.org/Default.aspx?tabid=177>

- King County Bar Association's Lawyer Referral Service

Website: <http://www.kcba.org/lrs/>

Email: LRS@KCBA.org

Phone: (206) 267-7010

- Legal Voice

Legal Voice is a nonprofit organization that works to advance legal rights for women in the Northwest. Legal Voice has a telephone line for free legal information and referral.

Website: <http://legalvoice.org/>

Phone: 206-621-7691 (Local) / 866-259-7720 (Toll Free)

More information about civil rights protections regarding sexual harassment and sexual violence in public schools is available in the following resources:

- Dear Colleague Letter: Sexual Violence (U.S. Department of Education, Office for Civil Rights, April 4, 2011): <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.pdf>

- Know Your Rights: Title IX Prohibits Sexual Harassment and Sexual Violence Where You Go To School (U.S. Department of Education, Office for Civil Rights, April 4, 2011): <http://www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.html>

- Sexual Violence Fact Sheet (U.S. Department of Education, Office for Civil Rights, April 4, 2011): <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201104.html>

- OSPI's Civil Rights Guidelines – Sexual Harassment, starting on page 36 (February 2012): <http://www.k12.wa.us/Equity/pubdocs/ProhibitingDiscriminationInPublicSchools.pdf#Sexual>

I hope this helps to answer your questions! Please don't hesitate to contact me if you have questions, or if I can be of any assistance.

Best regards,

Callie Sechrist

Program Supervisor, Equity and Civil Rights

Office of Superintendent of Public Instruction (360) 725-6162

student 2

student 2

18 hours ago near Seattle

back to skool on monday FINALY its sooooo boring bein suspended n i got hela work to catch up on..... on second thought i dnt mind bein out for a while

Like · Comment

👍

5 people like this.

Really student 2 whatcha do now?

18 hours ago via mobile · Like

student 2

student 2 i got greezed i didnt do nothin

14 hours ago · Like

Im glad it worked out,

9 hours ago via mobile · Like

student 2

student 2 yeah me to

8 hours ago · Like


Hmmm....smh nothin as.bad as last time i hope

7 hours ago via mobile · Like


student 2

3 hours ago · Like


Write a comment...

 **student 11** 5:28pm
Hey.


student 1 5:29pm
hi. what's new?

 **student 11** 5:29pm
Oh, nothing. I just hear that you lied about all that shit.


student 1 5:29pm
what..?

 **student 11** 5:30pm
People tell me you lied about getting raped.

student 1 5:30pm
i know they say that.

 **student 11** 5:32pm
I didn't hear this from they, though.

student 1 5:32pm
who..?


 **student 11** 5:33pm
I trust [redacted].

student 1 5:33pm
therefore you believe him. therefore you believe that i lied..


well that's nice to hear.

i thought you trusted me too.

okay well i'm not making you choose sides or anything. believe what you want..

 **student 11** 5:34pm
I trust [redacted] but I don't know where he heard it, so...

student 1 5:34pm
i thought i told you what happened?

 **student 11** 5:35pm
I hope you did.

student 1 5:36pm
well i did. and it really, really hurts to not only go through this alone and isolated, but to find out that one of my good friends doesn't believe what happened.



student 11

5:39pm

Well, sorry, I'm mistrustful.

student 1

student 1

5:41pm

i am too. but if you want proof, you can talk to my parents, my friends who do believe me, and my boyfriend. I've also been going to therapy, had to take STD pills and birth control pills, and many anti-depressants. nothing's working and i'm suicidal. so i've been isolating myself. i'm not trying to gain sympathy or be a bitch, i'm just trying to let you understand a bit of what's going on. and how much it hurts that you blow it off and think i'm lying..



student 11

5:42pm

Sorry, but I never see you. I have trouble trusting text messages and insta-chats.

student 1

student 1

5:42pm

okay..



student 11

5:47pm

Okay.

Email to School Board re Title IX violations

----- Original Message -----

Subject: Title IX regulations ignored

Date: Sat, 22 Jun 2013 22:20:04 -0700

From: [redacted] <[redacted]>

Reply-To: [redacted] <[redacted]>

To: Carr, Sherry L <slcarr@seattleschools.org>

CC: Peaslee, Sharon D <sdpeaslee@seattleschools.org>, Martin-Morris, Harium <hmmorris@seattleschools.org>, DeBell, Michael <midebell@seattleschools.org>, McLaren, Martha <mlmclaren@seattleschools.org>, Patu, Betty <bpatu@seattleschools.org>, Smith-Blum, Kay <ksblum@seattleschools.org>, Banda, Jose L <jlbanda@seattleschools.org> [redacted] <[redacted]> English, Ron <renglish@seattleschools.org>, Howard II, Theodore <trhoward@seattleschools.org>, Coogan, Nancy E <necoogan@seattleschools.org>, Calandra.Sechrist@k12.wa.us <Calandra.Sechrist@k12.wa.us>

The Seattle School Board:

We wrote of our intentions to inform you about policies implemented by the Seattle School District which contradict Title IX regulations. The following letter to the Title IX coordinator, Paul Apostle, summarizes our complaint.

Mr. English, General Counsel, has written that he speaks on behalf of the Superintendent. Therefore we can conclude that Mr. Banda, like Mr. English, also believes that Title IX requirements (such as the statutory obligation to conduct an investigation into a sexual assault concurrently with a criminal investigation) can be ignored. Consider how Mr. English has written us that it is the district's procedure to wait until a criminal investigation is over before undertaking its own investigation, a direct contradiction of Title IX regulations. Our email to the Title IX coordinator, Mr. Apostle, describes how the school district ignored several Title IX regulations. For this reason OSPI advised us to file a complaint with the US Office of Civil Rights (OCR).

In his last email in which you were copied, Mr. English wrote that he was conducting the investigation we requested. Clearly he has admitted that it was necessary for the victim's parents to request the very investigation which the district should have initiated last November according to Title IX regulations.

Sincerely,

[redacted] and [redacted]

----- Original Message -----

Subject: Title IX/sexual assault

Date: Sat, 22 Jun 2013 11:55:02 -0700

From: [redacted] <[redacted]>

Organization: [redacted]

To: Apostle, Paul A <paapostle@seattleschools.org>

CC: Banda, Jose L <jlbanda@seattleschools.org>, Howard II, Theodore

<trhoward@seattleschools.org>, Coogan, Nancy E <necoogan@seattleschools.org>,

Calandra.Sechrist@k12.wa.us <Calandra.Sechrist@k12.wa.us> [redacted] <[redacted]>

Mr. Apostle,

Although you referred our questions to Mr. English one month ago we still have not received any answers regarding our daughter's rights and the school's responsibilities under Title IX. It is our understanding that you are the district's Title IX coordinator.

Schools receiving Federal financial assistance must comply with the procedural requirements outlined in the Title IX implementing regulations. As a recipient of Federal funds, the district was obligated to implement these procedures when our daughter reported the November 7, 2012 rape and sodomy while on a GHS field trip. Is this not true?

Although numerous staff persons in the district knew of the rape within hours of it occurring, no one ever mentioned Title IX to us. It was not until we escalated our complaint to OSPI that we were informed that our daughter should have been immediately counseled about resources available to her as a victim of sexual assault. Although we repeatedly asked the school for the full range of resources open to our daughter, no one volunteered any information about counseling for assault [redacted], safety, etc. Finally I called the Ombudsman and eventually learned about [redacted]

[redacted]
[redacted]
[redacted]
[redacted]

OSPI also informed us that Mr. Howard should have told us about the sanctions imposed on the assailant when we spoke with him on Nov. 8th. Months after the assault we learned that the assailant received an immediate emergency exclusion. Here is what happened: On November 8th, Mr. Howard told us that a student came forward and admitted to having sexual activities with our daughter that are described in E-215 of the Code of Prohibited Behaviors. The assailant said it was consensual sex. We told Mr. Howard that our daughter had been raped and sodomized. Because Mr. Howard volunteered

that a student came forward and admitted having sex, we asked Mr. Howard about restraining the assailant, to provide for our daughter's safe return, and to assure that there would be no retaliation for reporting the assault. The next day Mr. Howard denied that a student admitted to having sex on the field trip. Instead, Mr. Howard revised his story to say that someone had only come forward with information. Mr. Howard clearly lied because we had a long conversation the previous day about restraining the student who admitted to sexual activity. The US Parks Service investigation report verified that the assailant did indeed confess his sexual activities with our daughter to Mr. Howard just as Mr. Howard originally stated before changing his story. Because Title IX says we must be informed of sanctions and steps taken to prevent retaliation, Mr. Howard should have told us that the assailant had received an emergency exclusion so our daughter could have the opportunity to return to school. She could have dispelled the rumors about her having consensual sex with the assailant and then "greezing" him, as he posted online.

Moreover, the principal's failure to inform our daughter of the sanctions so she could return to school ultimately favored the assailant because he could return to school and assume his role as a popular student while our daughter was afraid to return to school. When she finally appeared one day after school to meet her friends she was the recipient of unwarranted traumatic negative critique owing to the rumors circulated against her.

Title IX states that the school district must investigate sexual harassment and assault promptly and equitably. It clearly states that this investigation must take place regardless of any criminal investigation underway. Mr. English has repeatedly written that the school's policy is to await for a criminal investigation to end. This is in direct contradiction with Title IX requirements. To further rationalize the district's failure, Mr. English claimed he didn't know the investigation was over. The investigators paid their last visit to Garfield in November, as far as we can discern. Mr. English never bothered to find out when the investigation ended. Had we not told him at the end of March, he would still be waiting for someone to inform him.

Mr. English also wrote that he had substantive information about this assault but when we corresponded with him four months after the rape he didn't even know the number of students and chaperones. The only information he had was a small amount of second-hand information which he obtained from teachers who sat in on a few interviews. Six months later he wrote that the school district would "after further consideration" begin its own investigation. Mr. English wrote several times the he launched the investigation because we requested it. Frankly, it is deplorable that we had to request an investigation that the district should have undertaken in compliance with Title IX regulations months earlier.

Finally, we were concerned about the possibility of retaliation when the school initiated an inquiry 6 months after the assault. The assailant received an emergency exclusion, meted out to those who pose a danger to himself or others. He was unbalanced enough to rape and sodomize our daughter. What guarantee did we have that the rapist might not visit our home? Whenever we asked about safeguards against retaliation, no one from the school offered any help. It is our understanding that Title IX requirements include addressing the victim's concerns about retaliation. Why is it that no one from the

school district complied with Title IX regulations with respect to our daughter's case? We asked you about this directly, but there was no mention of Title IX? When we subsequently wrote mentioning Title IX, you referred us to Mr. English, who was the one attempting to justify the district's non-compliance with Title IX regulations regarding a prompt and equitable independent investigation. How can this be, Mr. Apostle?

We believe it is incumbent upon the Title IX coordinator to explain why our daughter received such treatment from the Seattle School District. Whatever Mr. English is doing with his current investigation has no bearing on our right for information regarding Title IX. Our daughter reported a sexual assault, so therefore the district should have responded according to federal regulations. It did not.

Sincerely,

and

RCW 42.56.360(2)



FERPA

FERPA

----- Original Message -----

From: [redacted] [mailto:[redacted]]

Sent: Tuesday, November 27, 2012 11:54 AM

To: Lewis, Jill; [redacted]

Subject: Re: FW [redacted]

Hello,

[redacted]
[redacted]

My computer/printer isn't able to print this out but the doctor says you can fax it her [redacted]

[redacted]

Please let me know how we can get a copy of this form to her.

Thanks for your help,

[redacted]

----- Original Message -----

Subject: [redacted] [redacted]

Date: Tue, 22 Jan 2013 23:38:14 +0000

From: [redacted]@seattleschools.org>

To: [redacted]@seattleschools.org>, Courtney, Kenneth
<kcourtney@seattleschools.org>, [redacted]@seattleschools.org>, [redacted]
[redacted]@seattleschools.org>, [redacted]@seattleschools.org>, [redacted]
[redacted]@seattleschools.org>

CC: [redacted] <[redacted] Ombudsman <ombudsman@seattleschools.org>, "Rusimovic, Carole" <CRusimovic@seattleschools.org>, "Howard II, Theodore" <trhoward@seattleschools.org>, [redacted] <[redacted] "Cordell, Christine R" <crcordell@seattleschools.org>

Dear All:

- [REDACTED]

[REDACTED], Language Arts Teacher

Garfield High School--Room [REDACTED]

Phone: [REDACTED] (Prep [REDACTED])

Source: <https://source.seattleschools.org/pub/login/index.html>

January 10, 2013

[redacted]

[redacted]

[redacted]

[redacted]

Re: [redacted] [redacted]

Via email and USPS

Dear Ms. [redacted] and Mr. [redacted]

As part of my duties for the Seattle School District, I manage the enrollment department and the assignment of District students. [redacted]

[redacted] [redacted] [redacted]

[redacted]

[redacted]

[redacted] [redacted] [redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted] I have copied both of those individuals on this email.

Sincerely,

Brandon Holst

Senior Manager Enrollment and Transportation Services

----- Original Message -----

Subject: Re: unanswered questions: urgent - [redacted]

Date: Mon, 04 Feb 2013 11:15:22 -0800

From: [redacted] <[redacted]>

Reply-To: [redacted] <[redacted]>

To: Courtney, Kenneth <kcourtney@seattleschools.org>

CC: Cordell, Christine R <crcordell@seattleschools.org>, Ombudsman
<ombudsman@seattleschools.org>, Howard II, Theodore <trhoward@seattleschools.org>,
Rusimovic, Carole <CRusimovic@seattleschools.org>, [redacted] >> [redacted]
<[redacted]> [redacted]@seattleschools.org>, Lane, Roselyn
<rlane@seattleschools.org>, Lewis, Jill <jlewis@seattleschools.org>, Thresher, Debbi
<dthresher@seattleschools.org>, chmhelsel@seattleschools.org

Mr Courtney and others,

[redacted]
[redacted]

[redacted]
[redacted]

Could someone kindly supply us with the answers to our question about forms that we might need to fill out to remain within legal boundaries.

[redacted]
[redacted]

[redacted] [redacted] [redacted]

[redacted]
[redacted]
[redacted]

When may we expect an answer from the administration/district?

[redacted]

----- Original Message -----

Subject: Re: unanswered questions: urgent - [redacted]

Date: Mon, 04 Feb 2013 09:35:26 -0800

From: [redacted] <[redacted]>

Reply-To: [redacted] <[redacted]>

To: Cordell, Christine R <crcordell@seattleschools.org>

CC: Courtney, Kenneth <kcourtney@seattleschools.org>, Ombudsman
 <ombudsman@seattleschools.org>, Howard II, Theodore <trhoward@seattleschools.org>,
 Rusimovic, Carole <CRusimovic@seattleschools.org> [redacted] >> [redacted]
 <[redacted]> [redacted] <[\[redacted\]@seattleschools.org](mailto:[redacted]@seattleschools.org)>, Lane, Roselyn
 <rlane@seattleschools.org>, Lewis, Jill <jlewis@seattleschools.org>, Thresher, Debbi
 <dthresher@seattleschools.org>

Hello,

[redacted]
 [redacted]
 [redacted]
 [redacted]. Perhaps this information will better help her understand trauma
 experienced by victims of sexual assault.

Thank you,

[redacted]

----- Original Message -----

Subject: RE: incompletes/unanswered questions

Date: Fri, 15 Feb 2013 19:09:18 +0000

From: Howard II, Theodore <trhoward@seattleschools.org>

To: [redacted] <[redacted]>

CC: Ombudsman <ombudsman@seattleschools.org>, [redacted] >> [redacted]
<[redacted]> "Coogan, Nancy E" <necoogan@seattleschools.org>

Hi Ms. [redacted] you will receive a written letter answering all your questions shortly. [redacted]

[redacted]
[redacted]
[redacted]
[redacted]

Ted Howard II

Principal

From: [redacted] [mailto:[redacted]]

Sent: Friday, February 15, 2013 9:32 AM

To: Howard II, Theodore

Cc: Ombudsman; [redacted] >> [redacted] Coogan, Nancy E

Subject: incompletes/unanswered questions

Mr. Howard,

[redacted]
[redacted]
[redacted]
[redacted]
[redacted]
[redacted]
[redacted]

[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]

Carole Rusimovic

From: [REDACTED] [REDACTED]

Sent: Tuesday, January 08, 2013 8:52 PM

To: Rusimovic, Carole; Howard II, Theodore

Cc: Courtney, Kenneth; Ombudsman; Riddhi Mukhopadhyay; Chloe Neely, [REDACTED]

Subject: conflicting statements

On 1/7/13 11:23 AM, Rusimovic, Carole wrote:

[REDACTED]

Carole Rusimovic

Ms. Rusimovic (and Others),

We are most willing to accept a straightforward explanation, but consider the confusion resulting from conflicting statements, unclear explanations, and contradictory advice:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Unfortunately, written communication has been fraught with inconsistencies as easily seen if reviewed. Therefore it is understandable how disconcerting this process is to anyone not versed in the intricacies, subcategories, and other nuances of [REDACTED].

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Dec 13 from Ms Rusimovic:

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Sincerely,

[REDACTED] and [REDACTED]

----- Original Message -----

Subject: reply to 1/9 email re 504 plan

Date: Mon, 14 Jan 2013 13:48:39 -0800

From: [REDACTED] <[REDACTED]>

Reply-To: [REDACTED] <[REDACTED]>

To: Rusimovic, Carole <CRusimovic@seattleschools.org>

CC: Courtney, Kenneth <kcourtney@seattleschools.org>, Howard II, Theodore <trhoward@seattleschools.org>, Riddhi Mukhopadhyay <riddhi@svlawcenter.org>, Ombudsman <ombudsman@seattleschools.org>, [REDACTED] <[REDACTED]>

Dear Ms. Rusimovic,

Thank you for informing us, however belatedly, that a student can

On 1/9/13 7:25 AM, Rusimovic, Carole wrote:

On 1/9/13 7:25 AM, Rusimovic, Carole wrote:

On 1/9/13 7:25 AM, Rusimovic, Carole wrote:

On 1/9/13 7:25 AM, Rusimovic, Carole wrote:

[Redacted]

[Redacted]
[Redacted]
[Redacted]
[Redacted]
[Redacted]
[Redacted]
[Redacted]
[Redacted]

[Redacted]
[Redacted]
[Redacted]
[Redacted]
[Redacted]
[Redacted]
[Redacted]
[Redacted]
[Redacted]

[Redacted]
[Redacted]

Sincerely,

[Redacted]

[Redacted]

----- Original Message -----

Subject: Questions on correspondence regarding [REDACTED]
 Date: Thu, 07 Feb 2013 15:32:23 -0800
 From: [REDACTED] <[REDACTED]>
 Reply-To: [REDACTED] <[REDACTED]>
 To: ombudsman@seattleschools.org
 CC: [REDACTED] <[REDACTED]>

Dear Ombudsman,

We have copied you on our ongoing correspondence with the GHS and SPS staff regarding our daughter, [REDACTED] who was sexually assaulted November 6 on a GHS field trip.

Kindly assist us in obtaining answers to these questions:

1. We are awaiting a reply to our email of Dec 14 in which we replied to Ms. Rusimovic's Dec 13 query

[REDACTED]
 [REDACTED]

[REDACTED]
 [REDACTED]
 [REDACTED]

2. We have inquired numerous times about any forms we must complete to communicate to the district that [REDACTED] is [REDACTED]

[REDACTED]

[REDACTED]
 [REDACTED]
 [REDACTED]
 [REDACTED]

[REDACTED]
 [REDACTED]
 [REDACTED]
 [REDACTED]

Lastly, we would like to know what the district is required to share with us regarding the assault. Consider this a request to provide all information which the district is required to share with a family whose child was assaulted.

Sincerely, [REDACTED] [REDACTED]

Selected Correspondence with the School Board

June 10, 2013

To the Members of the Seattle School Board:

We are writing to make you aware of an alarming new policy advanced by General Counsel Ronald English concerning student sexual activity on field trips. The Seattle Public Schools Code of Prohibited Behaviors is enforced in school and on all school-sponsored events. Sex is not allowed on campus, therefore it is not allowed on a field trip. Adult supervision on campus ensures that our children do not engage in prohibited behaviors at school. Similarly, appropriate chaperoning on field trips exists to make certain our children are not engaging in unsafe prohibited behaviors.

Nevertheless, Mr. English has twice written that sexual activity can exist concurrently with appropriate chaperoning. On May 14th he wrote: "We also do not agree with your assertion that if sex occurred this proves the chaperones somehow failed to perform their duties. That depends on the specific circumstances." He reiterated this on May 20th: "In your email to me of May 17, you asked several questions about the roles of chaperones and whether sexual intercourse could occur if the chaperones were performing their duties. I reiterate my statement of May 14: it depends on the circumstances."

No parent we spoke to could fathom this assertion. How could *any* circumstance justify prohibited sexual activity, sexual harassment, or sexual assault on a field trip? We believe Mr. English created this ad hoc policy to excuse the school's lax chaperoning that led to the rape and sodomy of our 15 year-old daughter by a classmate during a Garfield HS ecology field trip to the Olympic National Park last November. On that field trip, the chaperones allowed students to comeingle unsupervised in each other's unlocked cabins before and after curfew over the course of two days. One male acted as the sole chaperone for 14 boys for two successive nights. The two Garfield teachers on this trip slept in another location with their young children. The US Parks Department investigators reported finding chairs that students used to leave through their cabins' unsecured windows. Because the chaperones failed to enforce the school's behavior guidelines, students believed that they had a green light to take full advantage of the lax oversight.

Given reports of chaperoning challenges in the past, the school should have foreseen how 27 tenth and eleventh graders would interact given the opportunity. Our daughter was assaulted by a [REDACTED] who asked her to meet him so he could share his family problems with her. How could she imagine that a classmate would rape her in his room in the presence of others? Where were the chaperones to protect both our daughter and the assailant from his own dangerous impulses? After the trip, Garfield placed the assailant on emergency exclusion because he was apparently a danger to himself and others. Emergency exclusion is also a discipline meted out for sexual assault according to the district's printed policies. We have reason to believe that the assailant had prior disciplinary issues according to social media. We read in the investigation how the teachers had to break up boys' conversation about anal sex on the field trip and how other students regarded the assailant as a troublemaker.

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Our daughter reported the rape on the day it occurred and [REDACTED]
[REDACTED]. The assailant himself confessed to the principal and the investigators to behavior that meets the standard of sexual assault as defined in the Seattle Schools Code of Prohibited Conduct:

E-215 Sexual Assault: Sexually assaulting or taking indecent liberties with another person. Sexual assault includes unwanted touching or grabbing of sexual parts, indecent exposure, using force to engage in intercourse, oral sex, or other sexual contact, — pantsing behavior by other than elementary-age students, engaging in intercourse or oral sex whether or not the other person clearly refuses or does not have the mental or physical ability to consent. Sexual assault does not include incidental touching unless it is flagrant, purposeful, or repeated.

Now Mr. English says that sexual activity on field trips, including the sexual assault on our daughter, does not signify a failure in chaperoning and adult supervision. Why? To relieve the district of its responsibility to school district parents that their children are adequately chaperoned so that sexual activity and assault does not occur on school-sponsored field trips. Instead of providing adequate chaperoning, 10th and 11th graders were given the latitude afforded to college students by apparently college-aged chaperones. Our students were *not* chaperoned according to their developmental stage. Why have chaperones at all if they do not perform their duties as required by school district policy?

Mr. English has also written that he speaks on behalf of the school board and Superintendent Banda. Every parent in the district deserves to know whether the school board and Superintendent concur with the view that sexual activity can exist in the context of appropriate chaperoning. Mr. English's new policy could easily give rise to the headline *School District Says Sex May Occur on Field Trips*. Would you agree that public discussion of this new policy is indeed indicated?

Every parent in the district also deserves to be informed of the risk of sexual activity, sexual harassment, and sexual assault before deciding whether to send their child on a school district field trip. Waivers of release will need to be revised to include sexual contact, sexual harassment, and sexual assault as possible in the context of appropriate chaperoning. Mr. English states that it depends on the circumstances. What are the circumstances? Who gets to decide who may and may not have sex? Parents must be warned so that no child nor family will have to endure the nightmare that followed when our daughter was sexually assaulted on the school field trip. For this reason, we are beginning the process of making our complaint known: to spare others the traumatic, life scaring-aftermath associated with a Seattle Public School field trip.

Does Mr. English indeed express your view that sexual activity can occur in the context of appropriate chaperoning? If so, please let us know when this new policy will be subject to *public review* and made a part of the district's online publications.

Does Mr. English speak on your behalf with respect to field trip supervision policy? *Please explain why (or whether) Mr. English has the authority to speak on behalf of the school board.*

Even after our daughter reported the assault, even after the assailant admitted to behaviors that met the standard for sexual assault, and even though the assailant admitted to the investigators

that our daughter told him to stop before he raped and sodomized her, the district failed to extend to our daughter her rights under Title IX, which obligates the district to provide students with an environment free of sexual harassment and violence and compels immediate action when a sexual assault is reported.

In our efforts to hold the district accountable, we initiated the attached complaint of March 18, 2013. Because the district failed to comply with regulations under Title IX to implement a mandatory investigation of sexual violence concurrently with the criminal investigation, and failed to inform the victim of sanctions imposed on the assailant, OSPI counseled us to file a complaint with the US Office of Civil Rights. The district has created new policies that contradict Title IX regulations regarding sexual assault. In a forthcoming communication we intend to inform you in detail about these “new policies.” Ms. Smith-Blum, who wrote that policy falls under her purview, has remained silent on these novel policies.

Regrettably the school district has done nothing to acknowledge or take responsibility for the lifescarring trauma our daughter sustained while taking this field trip. Instead the district has offered a plethora of excuses, contradictory statements, inaction when information was promised, avoidance of transparency, and blaming others for its failures, among other tactics.

In due course the school board will receive our official appeal, and this letter serves notice of our intention to appeal. Please note that we will pursue an appeal *even though the Superintendent failed to render the required response to our complaint (WAC 392-190-065) according to OSPI, and even though both Mr. English and Ms. Smith-Blum refused to answer our request for an official response to our complaint.* We are prepared to pursue this complaint fully and publicly with all the relevant correspondence *after* we have attended to our daughter's urgent needs. Our once successful student has been [REDACTED]. We must prioritize her needs in the coming months but will continue with our relentless pursuit of accountability, transparency, and justice for our daughter and for others, lest they suffer *lifescarring trauma* from a field trip that the teachers touted as a “lifealtering trip.” Tragically, a child with a great love for nature, whose middle name means [REDACTED] cannot even hear the word “ecology” without being re-traumatized. Because the rape occurred in a nature camp, nature is no longer a place of safety and peace for her.

In addition to answering our questions about Mr. English’s new policy on sexual activity, please address whether the school board acknowledges the trauma this high-profile case will continue to cause when the victim is re-traumatized telling her story, when students, teachers, the principal, and staff are deposed, when the district’s excuses for inaction come to light, when Garfield’s and the district’s prior chaperoning history is investigated, when the assailant’s explanation of events that contradict forensic evidence are exposed, among other revelations. As we have explained numerous times to Mr. English, our claims can easily be substantiated in privacy-protected documents at the appropriate juncture. If the school board cares to intervene on our behalf before this case progresses to the next level, you should inform us immediately by email.

Sincerely,

[REDACTED] and [REDACTED]

Here is our letter of May 17, 2013:

Mr. English,

1. You wrote on May 14th that sexual activity on a field trip doesn't prove that the chaperones failed to do their duty: "We also do not agree with your assertion that if sex occurred this proves the chaperones somehow failed to perform their duties. That depends on the specific circumstances."

How can this be? Neither sexual activity nor sexual harassment/assault are permitted on field trips. A chaperone's duty is to protect our children who are developmentally in need of supervision. Since when is *any* sexual activity allowed on a field trip when it is the chaperones' responsibility to prevent harmful activity? Under what circumstances could sexual activity occur that *would* excuse the chaperones from responsibility? Please tell us which "specific circumstances" would relieve the chaperone of his/her responsibility.

And who decides which specific circumstances would relieve a chaperone of responsibility?

You have written that you speak on behalf of the District, the Superintendent, and the School Board. Do they concur with this belief, and if so, do *you* decide when sexual activity may occur without the chaperone being negligent?

2. Please note the definition of Sexual Assault in the Seattle Schools Code of Prohibited Conduct:

E-215 Sexual Assault: Sexually assaulting or taking indecent liberties with another person.

Sexual assault includes unwanted touching or grabbing of sexual parts, indecent exposure, using force to engage in intercourse, oral sex, or other sexual contact, — pantsing behavior by other than elementary-age students, engaging in intercourse or oral sex whether or not the other person clearly refuses or does not have the mental or physical ability to consent. Sexual assault does not include incidental touching unless it is flagrant, purposeful, or repeated.

In addition to our daughter reporting the rape, the assailant admitted to sexual activity that falls under E-215 of prohibited conduct. We know he confessed to the principal upon returning from the trip. Mr. Howard told us so before he denied saying so the next day, and the parks department report verifies that the assailant admitted this to the principal. We know that our daughter [REDACTED].

How can the district continue to deny that our daughter was assaulted and that its chaperoning was inadequate? Sexual activity is never permitted on school trips, Mr. English. Please explain why you think it could occur under "specific circumstances" without the chaperones failing to uphold his/her duty to protect our children. Please explain what "specific circumstances" those would be. Please explain *who* decides whether "specific circumstances" excuses a chaperone from failing to prevent sexual

activity/harassment/assault on a field trip. Please tell us whether the district and school board (for whom you speak, you say) concur with your statements that sexual activity may occur without indicating negligent chaperoning---in light of policies that prohibit it on field trips as well as policy E-215. Please explain why the district believes that sexual assault didn't occur in light of the definition above?"

Absent a satisfactory response we repeated our query to Mr. English in a letter of May 21, 2013 excerpted here:

Do Superintendent Banda and the School Board agree that such activities can occur under certain circumstances? Who will decide if it is permissible? Who may have sex? If sex on school trips is permissible under certain circumstances, then the school board will have to re-write and publicize its policies. It would be interesting to hear public opinion on this question, and to know whether the Superintendent and School Board Director (for whom you say you speak) concur that sexual assault, sodomy, and other E-215 violations could exist concurrently with appropriate chaperoning. Parents will undoubtedly be interested in such novel policies.

Chaperoning exists to protect our children from prohibited behaviors. There is no circumstance that could ever justify sexual assault on a fieldtrip.

Subject: Re: sexual activity on school field trips

Date: Thu, 13 Jun 2013 09:16:51 -0700

From: <

Reply-To: <

To: slcarr@seattleschools.org, sharon.peaslee@seattleschools.org, harium.martin-morris@seattleschools.org, michael.debell@seattleschools.org, martha.mclaren@seattleschools.org, betty.patu@seattleschools.org, "Smith-Blum, Kay" <ksblum@seattleschools.org>, "Banda, Jose L" <jlbanda@seattleschools.org>

CC: <

Ms. Carr and Members of the Seattle School Board,

We wrote to the school board because free-thinking elected representatives are responsible to parents in the district. We sought the opinion of the school board on a question of policy advanced by Mr. English that radically departs from existing codes. Furthermore, the questions we asked are not dependent on the outcome of Mr. English's investigation. They are questions that every parent in the district deserves to know before sending their child on a field trip.

Why does the school board merely pass our inquiry on to Mr. English whose own statement is the subject of our inquiry? Indeed, it appears that all roads lead to Mr. English and that he is afforded the ability to make determinations as he sees fit. How can this be?

We believe the school board owes us an answer to these questions. If the school board and the Superintendent won't answer our questions, then kindly inform us who will hold the district/board accountable and answer our questions of policy.

Sincerely,

and

Subject: Title IX regulations ignored

Date: Sat, 22 Jun 2013 22:20:04 -0700

From: <

Reply-To: <

To: Carr, Sherry L <slcarr@seattleschools.org>

CC: Peaslee, Sharon D <sdpeaslee@seattleschools.org>, Martin-Morris, Harium <hmmorris@seattleschools.org>, DeBell, Michael <midebell@seattleschools.org>, McLaren, Martha <mlmclaren@seattleschools.org>, Patu, Betty <bpatu@seattleschools.org>, Smith-Blum, Kay <ksblum@seattleschools.org>, Banda, Jose L <jlbanda@seattleschools.org> < English, Ron <renglish@seattleschools.org>, Howard II, Theodore <trhoward@seattleschools.org>, Coogan, Nancy E <necoogan@seattleschools.org>, Calandra.Sechrist@k12.wa.us <Calandra.Sechrist@k12.wa.us>

The Seattle School Board:

We wrote of our intentions to inform you about policies implemented by the Seattle School District which contradict Title IX regulations. The following letter to the Title IX coordinator, Paul Apostle, summarizes our complaint.

Mr. English, General Counsel, has written that he speaks on behalf of the Superintendent. Therefore we can conclude that Mr. Banda, like Mr. English, also believes that Title IX requirements (such as the statutory obligation to conduct an investigation into a sexual assault concurrently with a criminal investigation) can be ignored. Consider how Mr. English has written us that it is the district's procedure to wait until a criminal investigation is over before undertaking its own investigation, a direct contradiction of Title IX regulations. Our email to the

Title IX coordinator, Mr. Apostle, describes how the school district ignored several Title IX regulations. For this reason OSPI advised us to file a complaint with the US Office of Civil Rights (OCR).

In his last email in which you were copied, Mr. English wrote that he was conducting the investigation we requested. Clearly he has admitted that it was necessary for the victim's parents to request the very investigation which the district should have initiated last November according to Title IX regulations.

Sincerely,

[redacted] and [redacted]

Subject: OSPI re Superintendent's/district's non-response to Title IX inquiries/accountability

Date: Wed, 26 Jun 2013 19:03:19 -0700

From: [redacted] <[redacted]>

Reply-To: [redacted] <[redacted]>

To: Banda, Jose L <jlbanda@seattleschools.org>, Carr, Sherry L <slcarr@seattleschools.org>, Peaslee, Sharon D <sdpeaslee@seattleschools.org>, Martin-Morris, Harium <hmmorris@seattleschools.org>, DeBell, Michael <midebell@seattleschools.org>, McLaren, Martha <mlmclaren@seattleschools.org>, Smith-Blum, Kay <ksblum@seattleschools.org>

CC: Apostle, Paul A <paapostle@seattleschools.org>, Patu, Betty <bpatu@seattleschools.org>, [redacted] <[redacted]> Howard II, Theodore <trhoward@seattleschools.org>, Coogan, Nancy E <necoogan@seattleschools.org>, Calandra.Sechrist@k12.wa.us <Calandra.Sechrist@k12.wa.us>, English, Ron <renglish@seattleschools.org>

To The Seattle School Board:

Please find comments from OSPI below. In their words, Superintendent Banda did not follow the prescribed complaint pathway and failed to provide the required information following our complaint. Will you hold him accountable?

Please note that OSPI directed us to write Mr. English for an official response to our complaint. Although we complied by writing twice, Mr. English refused to tell us simply "yes" or "no" -- when asked whether he provided an official response. He only wrote that he sent us a number of emails but wouldn't answer this simple question with a yes or no. Why doesn't the School Board require its apparent representative, Mr. English, to answer correspondence OSPI said should occur?

OSPI referred us to Mr. Apostle. When we asked Mr. Apostle about Title IX, he wouldn't address our questions. He forwarded our email to Mr. English who wrote that he had "nothing more to offer." More than what? He offered nothing in response to our Title IX questions. Why does the School Board allow its representative and the district to ignore our questions about its Title IX obligations?

The School Board must be aware that Mr. English has ignored Title IX to suit the district's own agenda. Please note the statute OSPI provided concerning the school's responsibility to conduct its own investigation concurrently with a criminal investigation. Mr. English repeatedly wrote that the district's policy is to wait until a criminal investigation is over. Then he claimed that he didn't know when the criminal investigation ended. Why? Because the district hoped that by ignoring this devastating assault we would be thwarted in our attempts to seek accountability and justice. You should realize that the more the district fails to perform, the more we will hold it accountable. No family should have to endure the nightmare that we have lived through for the last 7 months after sending their child on a "life-altering" educational experience, according to those who engineered this disastrous field trip. "Life scarring." What responsibility will each one of you take as our elected representatives besides passing our correspondence on to Mr. English?

Mr. English invites us to submit a tort claim without ever addressing the district's failure to provide its students with an environment that is safe from sexual violence. As we have stated repeatedly, this is not just an issue concerning our family. It is a community safety issue. When parents send their children on school field trips, they expect adequate adult supervision so that their children are safe from sexual violence. We have already heard of one parent who, after learning what happened to our daughter, said that she would not send her daughter on a Seattle public school field trip. What will happen when other parents hear of our family's experience? Will they ask why Superintendent Banda did not order an immediate, thorough evaluation of the district's chaperone policies? Will they ask why, after learning about what happened to our daughter, the school board turned a deaf ear and did absolutely nothing to hold the district accountable for a community safety issue? What will you say when parents ask why the school board did absolutely nothing when the district failed to abide by its own Title IX grievance procedures, thwarting our attempts to learn exactly why our daughter was allowed to be sexually assaulted on a field trip? Are you prepared to respond to parents who raise these questions?

From the non-response of the School Board, it seems that no one cares enough about accountability to the community to take a stand. Instead you turn our questions over to the very individual who rationalizes the district's failure to implement prescribed policies, the individual who creates new policies to cover liability for the district's failure to perform appropriately, the individual who does not answer our questions. Why does the school board do this?

Sincerely,

and

Subject: first of two responses regarding district's report

Date: Fri, 05 Jul 2013 16:32:54 -0700

From: [redacted] <[redacted]>

Reply-To: [redacted] <[redacted]>

To: English, Ron <renglish@seattleschools.org>

CC: Carr, Sherry L <slcarr@seattleschools.org>, Peaslee, Sharon D <sdpeaslee@seattleschools.org>, Martin-Morris, Harium <hmmorris@seattleschools.org>, DeBell, Michael <midebell@seattleschools.org>, McLaren, Martha <mlmclaren@seattleschools.org>, Patu, Betty <bpatu@seattleschools.org>, Smith-Blum, Kay <ksblum@seattleschools.org>, Banda, Jose L <jlbanda@seattleschools.org> [redacted] <[redacted]> Howard II, Theodore <trhoward@seattleschools.org>, Coogan, Nancy E <necoogan@seattleschools.org>, Calandra.Sechrist@k12.wa.us <Calandra.Sechrist@k12.wa.us>, 'rhk@rickkaiser.com' <rhk@rickkaiser.com>

Mr. English, Superintendent Banda, The Seattle School Board, Mr. Kaiser, and Others:

This is the first of two responses to recent communications regarding the district's investigation.

Had the school district conducted its investigation concurrently with November's criminal investigation, as required by Title IX, we would have long completed Mr. Kaiser's request to review his report, which arrived only last week-- almost 8 months after the assault. We corresponded saying we'd be unavailable at this time because we must relocate our daughter as a result of the November assault. Nevertheless, the district asks for our response precisely when we are unavailable. Why?

As you also know, we asked to participate at the inception of the district's belated May investigation and submitted a lengthy list of questions that you passed on to the investigator. Not only were our questions unanswered, but we weren't invited to participate. Instead, the district has continued to ask for our daughter's privacy-protected documents. We have explained more than once that it is illegal to hand over her privacy protected documents without releases. Nevertheless, the district asks us to take this action.

Title IX provides for a prompt an equitable process. Providing us a report almost 8 months after an assault at the very moment we are unavailable to reply is neither prompt nor equitable. If the district were truly interested in providing an equitable investigation--for the sake of all students who have and could be raped--then it should consider the availability of the parties to participate. We have been available from the inception of the assault, from the time a substantive investigation was to occur, according to Title IX. The district could have provided last week's information seven months ago had it chosen to follow Title IX regulations.

Submitting Mr. Kaiser's report to Mr. Banda as it stands now will fail to provide the equitable input we should be afforded. We already told you that the parks department report included the assailant's confession to behavior that met the definition of rape and E-215 of the district's Codes of Prohibited Behavior. His new account is another fantastic attempt to justify rape by describing it in even more forgiving terms, even though he admitted to sodomizing our daughter for 10

minutes with water as a lubricant (!) in Mr. Kaiser's report. That also meets E-215. That's not surprising since the district's report states he had already been suspended in middle school for "lewd conduct" for having sexual intercourse on school property during lunch break. Was that another instance of "consensual sex"? Was the girl also disciplined for lewd conduct or raped? We also wrote you how male students in the parks department report were disciplined by the teachers for talking about anal sex at camp but that didn't figure into your investigation either.

How many times is this assailant going to be allowed to assault girls? Perhaps you can tell us why, after being suspended for lewd conduct once, the assailant received the same discipline the second time rather than a steeper discipline. Perhaps you can tell us why a sex offender was allowed to participate in an optional two night field trip which he obviously used as an opportunity to act out. Perhaps you explain why more stringent chaperoning measures were not taken knowing that a student had already been expelled for having sex on school property. Perhaps you can explain why Mr. Howard, the principal, refused to inform us, when we asked him both verbally and in writing, about any sanctions (emergency exclusion, meted out for dangerous individuals) imposed on the assailant immediately after the rape, so our daughter could safely return to school? Title IX requires that the school immediately inform the victim of sanctions imposed on the assailant, not months later after we escalated our complaint. Perhaps you can explain why no Title IX officer contacted us after a sexual assault was reported. Perhaps you can explain why no one from the safety department contacted us. Perhaps you can tell us why our daughter wasn't disciplined for "lewd conduct" if the district believes she consented to the perversions the assailant described. As we told you, every assertion we've made concerning the rape of our daughter and the assailant's admission of sexual assault (E-215) to the FBI can and will be substantiated.

Mr. Kaiser's report leaves many unanswered questions based on the information he provided. Why was a student with a known disciplinary history of lewd conduct not subject to extra scrutiny on the November field trip? Why were male and female students allowed to sleep in the same rooms? What were the two girls doing when they reportedly slept in a boys' room overnight? Why were boys allowed to enter the girls' cabin after curfew, including the paranoid stoned male who hid beneath a girl's bed? Why was it that the male chaperone could barely contain the boys and the female chaperones didn't monitor girls going outside to the toilet? Why were boys and girls permitted to text each other for assignments after the male chaperone announced he was going to bed? How come the chaperones and teachers knew nothing of the chaperoning procedures and so failed to implement them? Why did the sole male chaperone stuff his ears with earplugs and go to sleep while the boys were still awake, contrary to chaperoning policies? Why didn't the chaperones and teachers work out a night shift supervision plan? Why didn't the district simply hire a night watchperson while the three chaperones fell asleep on the job? Why have chaperones at all if they aren't able to perform their jobs?

Accountability and admission of responsibility should be foremost for the safety of all our children, not the fear of liability. Although "Everyone accountable" is the district motto, no one holds the district accountable, not even the school board. Mr. English, you speak for the Superintendent and School Board, you wrote, and you twice wrote that sex on field trips can occur in the context of appropriate chaperoning. We took exception to this assertion in a June 10 letter to the school board. The US Office of Civil Rights is aware of this. Now will you say that sex and sexual assault may occur on field trips where the chaperones and teachers never read the regulations, where the "chaperoning" was next to nil? Will you continue to maintain that the

chaperones performed according to district guidelines before, during, and after this atrocious assault?

Every parent deserves to be warned of the dangers of sending their child on a Seattle School District field trip. As you know, this letter is now a matter of public record.

Sincerely,

and



STATE OF WASHINGTON
DEPARTMENT OF LABOR AND INDUSTRIES
CRIME VICTIMS COMPENSATION PROGRAM
PO BOX 44520, OLYMPIA, WASHINGTON 98504

student 1

CLAIM ID :
CLAIMANT : student 1
INJURY DATE : 11/06/12
MAILING DATE: 02/28/13

* THIS ORDER BECOMES FINAL 90 DAYS FROM THE DATE IT IS COMMUNICATED TO *
* YOU UNLESS YOU DO ONE OF THE FOLLOWING: *
* 1. YOU MAY FILE A WRITTEN REQUEST FOR RECONSIDERATION WITH THE *
* DEPARTMENT. IF YOU FILE FOR RECONSIDERATION, YOU SHOULD INCLUDE *
* THE REASONS YOU BELIEVE THIS DECISION IS WRONG AND SEND IT TO: *
* CRIME VICTIMS COMPENSATION, P O BOX 44520, OLYMPIA WA 98504-4520. *
* WE WILL REVIEW YOUR REQUEST AND ISSUE ANOTHER ORDER. *
* 2. OR YOU MAY FILE A WRITTEN APPEAL WITH THE BOARD. IF YOU FILE AN *
* APPEAL, SEND IT TO: BOARD OF INDUSTRIAL INSURANCE APPEALS, *
* P O BOX 42401, OLYMPIA WA 98504-2401 OR SUBMIT IT ON AN ELECTRONIC *
* FORM FOUND AT <http://www.biaa.wa.gov/>. *

This claim is allowed for benefits as provided by the Crime Victims Act for a crime that occurred on 11/06/12. The department can pay benefits only to the extent that the legislature has provided the funds to pay benefits.

This claim will remain open until further notice.

All insurance, both public and private, must first be used before the Crime Victims Compensation Program can consider payments of benefits.

If you have any questions, call toll free at 1-800-762-3716.



STATE OF WASHINGTON
DEPARTMENT OF LABOR AND INDUSTRIES
CRIME VICTIMS COMPENSATION PROGRAM
PO BOX 44520, OLYMPIA, WASHINGTON 98504

student 1

CLAIM ID :
CLAIMANT : student 1
INJURY DATE : 11/06/12
MAILING DATE: 02/28/13

Dear student 1:

I have allowed this crime injury claim.

The Crime Victims Compensation Program (CVCP) is the payer of last resort. You must first use any available insurance you have. The health care provider and crime victim must follow the rules of the insurer. Your insurance coverage must be verified before we can consider paying any medical bills.

We can't pay for services covered under DSHS.

If you are convicted of a violent offense under RCW 9.94A.030 or a crime against persons under RCW 9.94A.411 and have an unpaid legal financial obligation, your claim will be closed.

Please notify the department immediately upon conviction.

What do I do next?

Notify us immediately if there are changes in your address, insurance, or provider.

Make sure your provider is contracted with your primary insurance and CVCP.

What you and your Doctor need to know:

We can only pay for treatment of the accepted conditions.

Doctors must verify if there is public or private insurance and make sure they qualify to receive payment for services from the insurer.

Doctors can't charge you for co-payments, deductibles, or out of pocket expenses not covered by insurance. They must include these in their bills to CVCP.

Treatment must be curative. We can't pay for maintenance care.

Doctors must submit reports and treatment records to us as soon as possible.

The CVCP may not be able to pay benefits if these guidelines are not met. Please visit our website at www.lni.wa.gov/ClaimsInsurance/CrimeVictims



STATE OF WASHINGTON
DEPARTMENT OF LABOR AND INDUSTRIES

CLAIM ID : [REDACTED]
CLAIMANT : student 1
INJURY DATE : 11/06/12
MAILING DATE: 02/28/13

for more information about the program. You may also call me with your questions at 1-800-762-3716.

Additional information is available at www.CrimeVictims.Lni.wa.gov.

SINCERELY,

TONIE GONIA
CLAIMS MANAGER
1-800-762-3716
FAX #: (360) 902-5333

ORIG: CLAIMANT: [REDACTED] student 1

CC: ATTENDING PHYSICIAN: RCW 42.56.360(2)

FERPA / RCW 42.56.360(2)

May 22, 2012

To Whom It May Concern:

I am honored to write this recommendation for student 1. I have known student 1 since September 2011, when she sought out Seattle Music Partners as a place to volunteer her time and musical talents by tutoring a young music student in the Central District public schools who otherwise could not afford one-on-one instruction. Since that time, student 1 has proven herself to be consistently dependable with her presence, communication, and positive attitude. She arrives each Wednesday afternoon at [REDACTED], prepared and ready to engage fully with her fellow music tutors, program staff, and most importantly, her student. As her supervisor in this volunteer position, I enjoy observing student 1 lessons and have quickly become impressed with her commitment to her student and to her own personal growth as a tutor and mentor.

Teaching a 6th grade [REDACTED] to take her technical skills and musicality to a new level and to become more adept with her musical literacy is no easy task. But aside from these essential technical aspects, student 1 strives for an overall goal of teaching her student how to have fun and express herself through music. Throughout this school year, student 1 has come prepared each week to help her student move forward through challenges with seemingly endless patience and encouragement. She has embraced the opportunity to build a rapport with her student and she has learned to meet her student where she is on any given day, while still upholding high expectations. She has connected with her student across cultures, socio-economic divides, and age differences and has become a strong role model in her students' life.

student 1 has given of herself fully to all aspects of our program as she writes reflections and looks critically at her own teaching efforts after each lesson and participates meaningfully in the discussions of our team of tutors. Not only has student 1 shown great ease and dedication in tutoring and mentoring a 6th grade student, but it is my opinion that student 1 would be a great asset to any team with her conscientious work ethic, insightful opinions, and commitment to personal growth.

As a long-time camp counselor myself, I am confident that student 1 would be an outstanding Junior Naturalist with your camp this summer. It has become clear to me this year that she is a strong and caring role model, a patient teacher, and a fun-loving leader. I thank you in advance for your careful consideration of student 1 application.

Sincerely,



Lindsey Harris
Program & Outreach Director
Seattle Music Partners

October 15, 2012

To whom it may concern:

student 1 participated in the Seattle Audubon's Nature Camp Junior Naturalist program this summer. She worked for 3 weeks with adult staff naturalist teachers, other teen volunteers, and 1st – 6th grade children. She was responsible for interacting with students before and after camp, assisting in daily preparation of activities with the staff naturalists, and occasionally leading the children in nature based activities. **student 1** was encouraged to develop and enhance her skills as a leader with these responsibilities.

Through **student 1** work with Nature Camp, she demonstrated her ability to be flexible and responsible. She worked very well with the campers, staff, and other teen volunteers. **student 1** was dedicated and has a natural gift working with children and a positive attitude.

The Nature Camp staff and I appreciated all of **student 1** hard work this summer and look forward to having her help in the future. If you have any other questions regarding **student 1** work performance or abilities, please feel free to contact me at (206) 523.8243 ext 11 or kinteab@seattleaudubon.org.

Thank you,



Kintea Bryant
Nature Camp Director
Seattle Audubon
8050 35th Avenue NE, Seattle WA 98115

March 18, 2013

TO: Ted Howard, principal Garfield HS; Nancy Coogan, Executive Director of Schools - Central Region;
José Banda, Superintendent Seattle Public Schools

It has now been four months since our daughter, **student 1** was sodomized and raped on a Garfield High School field trip to the Olympic National Forest. In the months since the assault, no one in the school district has come forward with an explanation of why a rape was allowed to occur on a school-sponsored field trip. And although the school district motto includes the phrase "everyone accountable" we are unaware of anyone being held accountable for this breach in our trust. No Garfield parent, nor any Seattle school parent for that matter, would permit their child to go on a field trip if they thought their child could possibly be allowed to be sexually assaulted by a classmate. The school district must hold itself accountable when such assaults are allowed to occur and take responsibility for the devastation caused by its failed policies

Failure to responsibly assist our family

Instead, GHS and the school district have avoided assuming any responsibility for the life-scarring events of November 6. The perpetrator is free to continue his Garfield education uninterrupted, while our attempts to set **student 1** high-school education on track post-assault have been frustrated at every turn by the school administration's mismanagement and incompetence. We have documentation to substantiate the following examples, among many others:

Fallacious statements from principal and his deplorable lack of involvement. On November 8, Garfield principal Ted Howard told **parent** that a student had come forward and "admitted having sex with **student 1**". A lengthy discussion ensued about obtaining a restraining order. The next day Mr. Howard denied that he had shared this fact with **parent**. Instead he claimed that he had only said a student came forward with "information." According to the investigators' report, a student did indeed come forward to Mr. Howard and admit to having sex with **student 1**. Thus what Mr. Howard originally told **parent** was true, just as **parent** correspondence noted. When our daughter's principal dishonestly retracts what he told us, he has failed to meet the basic requirements we expect: honesty, integrity, transparency, reliability, and accountability.

Subsequent communications to Mr. Howard have been either ignored or forwarded on to an unknown person who does not respond. Mr. Howard also did not attend our first post-assault conference call with the school, even though it was scheduled well in advance for a time he said he could participate. Mr. Howard is principal of all Garfield students, including our daughter. His lack of transparency in his dealings with us has made it impossible to work collaboratively for the good of our child. Communications we initiated with Mr. Howard's supervisor, Nancy Coogan, have also been ignored or forwarded to another phantom person who never replies.

Contradictory information regarding accommodations. FERPA

[REDACTED]

Thwarting student 1 opportunities to achieve semester credit. FERPA

[REDACTED]

Failure to acknowledge a sexual assault occurred

The school administration is content to believe the perpetrator's false claim that he had consensual sex with student 1 the night of November 6 in the presence of other students, even though the assailant's

bizarre account contradicts forensic evidence. RCW 42.56.360(2)

- [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
 - [REDACTED]
[REDACTED]
 - [REDACTED]
[REDACTED]
[REDACTED]
 - [REDACTED]
[REDACTED]
[REDACTED]
 - [REDACTED]
[REDACTED]
- Washington State Department of Labor and Industries has recognized student 1 as a crime victim after conferring with the Clallam County Prosecutor's Office.

Failure to reply to our request for relief

FERPA

FERPA

Failure in accountability to parents and community

The school district must acknowledge the devastation caused as a result of this rape. Consider how a
 identifier

, has been shattered by this rape. Before the rape, music making was one of the most positive aspects of her life, but after the assault her has lain unplayed. Consider how her lifelong passionate connection with nature (a beautiful form of communion)—which has included banding birds in the Cascades, volunteering for Audubon, and spending countless hours *in nature*—has, by her own admission, been destroyed by an assault that occurred *in a nature camp*. After the assault she is unable to even consider completing her ecology course. These are just two examples among many—not to speak of the sense of pollution, violation, and defilement, which she has described in chilling terms in a personal essay. Consider also how her entire self-concept was shattered when a classmate assaulted her. Gone was student 1 ability to engage in normal relationships as she knew them before the rape. According to the experts, she will revisit the rape each time she contemplates an intimate relationship. Research shows that rape victims are incapable of the deepest intimacy available to those whose life has not been scarred by rape.

No child—nor family—should have to endure the agony suffered over the last four months. No family should have to send their child off to a residential treatment center and suffer such a lengthy separation. The professionals associated with student 1 care are shocked and outraged that student 1 was subjected to this emotionally scarring episode on what was supposed to be a fun and educationally rewarding outing. Tragically, she now has to live with the aftermath of this sexual assault for the rest of her life.

The school district is derelict in its accountability to us as a family and to the community. Although the school was made aware of the gravity of student 1 condition by both us and her tutor, there is complete disregard for the implications of this fact: that our daughter was assaulted on a school sponsored trip and that a rapist is freely allowed to attend school. We have provided a brief account of the district's negligence for our daughter's safety on the field trip and subsequent mismanagement of her educational needs post-assault. We must conclude that the school district believes if it ignores this inexcusable assault and its aftermath, we will soon forget about it.

On the contrary, we plan to escalate our concerns to Superintendent Banda, the Seattle School Board, and the Office of the Superintendent of Public Instruction, if necessary. We plan to ask for the full, transparent, public investigation we believe we are owed as the victim's family. We believe this investigation should at the very minimum answer these questions:

- Why was supervision so lax during the fieldtrip that girls and boys were allowed to go into each other's cabins after curfew? Why hasn't the school district corrected its chaperone policy in light of other incidents of this nature that have occurred on previous school trips?
- What internal investigation, if any, has the school district conducted regarding the November 6 incident, and what were the results?
- If there was an investigation, why weren't we informed and why wasn't **student 1** given an opportunity to participate?
- What disciplinary actions, if any, have been taken against the perpetrator? What required steps were taken concerning the assailant's status as registered sex offender?
- What offer will the district make to compensate **student 1** directly for her education, ongoing therapy, the loss of a normal college prep high school education, and for the enduring trauma of rape?

We expect to receive a full response on the content of this letter from a school district representative by April 1. If none is forthcoming, we will escalate our complaint to the highest local and state school officials, among others.

Sincerely,

parent and **parent**

April 5, 2013

Via E-mail to parent [REDACTED] parent [REDACTED]

parent [REDACTED]

parent [REDACTED]

[REDACTED] [REDACTED] [REDACTED]

[REDACTED]

Re: student 1 [REDACTED]

Dear Mr. parent [REDACTED] and Ms. parent [REDACTED]

I am writing this letter in response to the questions you have raised to various District staff members regarding your daughter student 1 [REDACTED]. If you have remaining questions after reviewing this letter, or if you would like to meet with me in person to discuss this matter, please let me know. I am happy to meet with you. The District looks forward to working with you to determine how to appropriately educate student 1 [REDACTED] moving forward.

student 1 [REDACTED] Educational Placement: FERPA [REDACTED]

In order to determine whether student 1 [REDACTED] is FERPA [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

The District has selected Michaela Clancy, our Central Region Special Education Supervisor and former School Psychologist for Garfield High School to FERPA [REDACTED]. Ms. Clancy will be out of the office presenting at a Special Education conference until April 8, 2013, but you can reach her thereafter at (206) 252-0807 or cmclancy@seattleschools.org. As Alan Kahn has the

FERPA [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

It would be helpful for FERPA [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]

FERPA [REDACTED]

You have requested that student 1 have FERPA [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

If you have additional questions or concerns about the process for student 1 to FERPA [REDACTED] please let me know and I will coordinate with you and Principal Ted Howard to clarify the process.

Investigation

It is the District's practice to refrain from initiating an independent investigation when law enforcement is conducting a criminal investigation into an incident involving District students or staff. The District only recently became aware that the U.S. Park Service and FBI have completed their investigation and that the U.S. Attorney's Office has declined to prosecute.¹ As the law enforcement investigation into this matter is complete, the District stands ready to begin an investigation.

In order to investigate, we will need to have our investigator interview student 1 either in person or over the phone. I understand that it may be difficult for student 1 to discuss this matter, but student 1 recollection of events must form the basis of the investigation. I also understand that student 1 was interviewed by the U.S. Park Service and have been informed that the Park Services will not release its investigation report to the District without your consent. As this report may eliminate the need for our investigator to conduct another interview of student 1 I respectfully request that you return a signed general Authorization for Exchange of Information and Records (enclosed) authorizing the District to speak with the U.S. Park Service investigator and obtain a copy of their report, to assist in our investigation. If you are unable to agree to either approach, it will be difficult for us to initiate an investigation, and we will have to consider whether it is feasible to do so. If you have any additional information you would like the District to consider in conducting an investigation, please send me that information at your earliest convenience.

I can be reached at (206) 255-5904, or via e-mail at renglish@seattleschools.org.

Sincerely,

Ron English
General Counsel

Enclosures

cc: Principal Ted Howard, Garfield High School
Michaela Clancy, Central Region Special Education Supervisor
Nancy Coogan, Executive Director—Central Region
José Banda, Superintendent

¹ With regard to your question about the alleged assailant's "status as a registered sex offender," under RCW 9A.44.130(1)(a), an individual must only register as a sex offender after that individual "has been convicted of any sex offense or kidnapping offense." As the alleged assailant has not been prosecuted, nor convicted, he is not required to register as a sex offender.

■■■■■
■■■■■
April 6, 2013

Mr. Ronald J. English
General Counsel
Seattle Public Schools
MS 32-151 P.O Box 34165
Seattle, WA 98124-0165

Dear Mr. English:

Your letter of April 5 fails to address critical questions we raised in our March 18 correspondence. In that letter, we asked why, four months after the incident, the school district has yet to give us an explanation why our daughter was allowed to be raped on a school-sponsored field trip and why no one is being held accountable for this breach in our trust. The school administration has known about the sexual assault since the day it was committed. We also know that the next day, the perpetrator confessed to Principal Ron Howard that he had “consensual” sex with **student 1**

Instead of answering these questions, **FERPA** ■■■■■
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■■■■■
■■■■■

In an email to us dated January 5, 2013, the district 504 program coordinator, Carole Rusimovic, states, **FERPA** ■■■■■

■■■■■ In another email to us, dated January 9, 2013, Ms. Rusimovic writes, **FERPA** ■■■■■
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■■■■■
■■■■■

You also failed to address our question about how the district plans to financially compensate **student 1** directly for her education, ongoing therapy, the loss of a normal college prep high school education, and for the enduring trauma of rape. We first asked about this in an email to Mr. Howard on February 15. In reply to **parent** he wrote, “you will receive a written letter answering all your questions shortly.” We have yet to receive the written letter he promised.

Finally, you failed to answer our question about why supervision on the field trip was so lax that a sexual assault to our daughter was allowed to occur. The US Parks Department and FBI investigations concluded in January. Why is the district only now considering their own investigation despite our numerous inquiries? The district is free to investigate the failings of its own field trip supervision and

chaperone policies and procedures regardless of whether a criminal investigation is or is not taking place. Indeed, it seems to us as school district parents that this would be the responsible thing to do in such a critical situation. As far as we know, the school district never conducted such an investigation, or if it has, it has not shared the results with us, the victim's family.

As we explained to Seattle School Board President Kay Smith-Blum, this is a community accountability issue because parents must be assured that their children will be safe and not subject to life-scarring sexual assaults on Seattle school field trips. Would you not agree that this is a matter of such significant importance to the community that it should be immediately addressed at a public School Board meeting?

Because the school district has failed to address our questions and concerns, we now plan to escalate our complaint to the state Office of the Superintendent of Public Instruction. As the victim's family, we ask you once again to give us a complete answer to our questions.

We await your prompt reply.

Sincerely,

parent and parent

Electronic cc: Ted Howard, Principal, Garfield High School

Nancy Coogan, Executive Director—Central Region

José Banda, Superintendent

Kay Smith-Blum, President, Seattle School Board

April 7, 2013

Mr. [parent]

We are prepared to investigate the incident. As previously stated, we waited, at the FBI's request, until the federal authorities completed their investigation. Until I received your letter of March 18, I was not aware they completed their work some time ago, as they did not tell us. As my previous letter indicates, we will need to either interview your daughter or receive permission to obtain a copy of the federal investigation documents. Please advise how you wish to proceed.

With respect to FERPA [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Your letter of March 18 suggests that FERPA [REDACTED]
[REDACTED]
[REDACTED]

Please advise how you wish to proceed.

The fourth paragraph of your letter of April 6 asks for financial compensation. This would be called a "tort claim". You will need to provide needed documentation of the costs and the basis for recovery. We will send you the necessary materials to return to us. I caution, however, that we have not agreed that the District is liable for any recovery.

With respect to your concerns about how the district's chaperone policies, my understanding is that there were two chaperones for eight girls. This would be consistent with best practices. Again, we are willing to initiate an investigation, but need your assistance to do so.

Please feel free to call me at 206-255-5904.

Ron English

April 8, 2013

Mr. Ronald J. English
General Counsel
Seattle Public Schools
MS 32-151 P.O Box 34165
Seattle, WA 98124-0165

Dear Mr. English:

Your April 7 email to us states that you were not aware that the federal investigators had concluded their inquiries months ago. Why were we aware in January that their investigation was complete and you were not? Had we not sent you our March 18 letter, how long would it have taken the school district to follow up with them?

We did not ask for further accommodations for student 1 in our March 18 letter. We did explain how various school staff gave us confusing and contradictory information when we attempted to determine what educational alternatives were best for student 1 continuity of education following the rape. Now you tell us that student 1 FERPA

We previously told you that **student 1** is **RCW 42.56.360(2)**
[REDACTED]. Her recovery is of paramount importance. Therefore
the timing of further interviews and divulgence of information is of prime concern to us. We must
consult the relevant people before deciding the next steps.

We do not see how this prevents the school district from commencing its belated investigation of why **student 1** was allowed to be sexually assaulted on a school field trip. Surely you can interview the perpetrator, the other students on the trip, the teachers, and the chaperones. It is the school district's responsibility to us and the community to explain why it considers its chaperone "best practices" to consist of permitting girls and boys to commingle in each other's rooms unsupervised before and after curfew, not to mention allowing a sexual assault to occur. You state, "we are willing to initiate an investigation, but need your assistance to do so." Why are you shifting the onus for beginning your investigation on **student 1** and our family?

You completely fail to comprehend the devastation of the sexual assault of **student 1** and the utter havoc it has caused our family. Let us be totally frank with you, Mr. English. It is our distinct impression that the Seattle School District, and you in particular, are much more concerned with the school district's potential liability in this matter than it is on examining its failed field trip supervision policies that led to the rape of our daughter. We believe that the assurance of children's safety on Seattle Public School field trips is of such vital community importance that it must be taken up immediately by the Seattle School Board. Don't you agree?

We have repeatedly asked the school district to give us the explanation we are owed as the rape victim's family. We have also asked that the district financially compensate **student 1** for the devastation she will continue to experience as a result of the rape that the school district allowed to occur.

We have not received satisfactory answers to our questions. We hope the Office of the Superintendent of Public Instruction will be able to provide them.

Sincerely,

parent and **parent**

Electronic cc: Ted Howard, Principal, Garfield High School

Nancy Coogan, Executive Director—Central Region

José Banda, Superintendent

Kay Smith-Blum, President, Seattle School Board

April 11, 2013

Mr. English,

1. As we informed you, owing to the district's negligence our daughter now requires residential treatment and education. There is no need to convene a meeting to discuss FERPA [REDACTED]. If the district is offering an alternative that would meet our daughter's needs and is comparable to what is currently being provided, please advise us regarding your proposal.
2. Yes, we are seeking compensation for our daughter's educational and therapeutic needs, among other damages associated with the rape.
3. By reducing our complaint to "the two key points," you ignore the issue of accountability that we have repeatedly raised. When will the district render a full accounting of the circumstances that allowed our daughter to be sexually assaulted?

Sincerely,

parent [REDACTED]

parent [REDACTED]

April 10, 2013

Mr. parent

As a result of our correspondence, I now understand your position on the two key points to be:

1. You ARE NOT requesting any FERPA

2. You ARE requesting monetary compensation.

Please contact me if that is incorrect, or changes.

In order to recover money from the District, you will need to file a tort claim. According to RCW 4.96.020, any person seeking money damages from the Seattle School District must first file a claim with the District. The claim gives the District an opportunity to investigate the incident and accept or deny responsibility prior to a formal legal proceeding. Please complete the form, have it notarized, and return the enclosed claim form to the General Counsel's Office. Upon receipt of the claim, the District will review the claim and may refer the matter to an independent adjusting firm to be investigated. The adjusting firm will thereafter investigate the matter and report their findings back to the District. The adjuster may be in contact with you to discuss your claim.

If you have not heard from the District after sixty (60) days from the date the claim was submitted, please feel free to telephone the General Counsel's Office for an update.

A copy of the form is attached.

Ron English

General Counsel

From: parent [REDACTED] parent [REDACTED]

Sent: Tuesday, April 16, 2013 8:28 AM

To: English, Ron

Subject: Claim for Damages form

Mr. English,

You sent us the Seattle Public Schools Claim for Damages form. This form pertains to losses resulting from an accident. It is not appropriate for the damage caused by a sexual assault on a school field trip.

student 1 sustained extensive damages that will impact the rest of her life. There has been no acknowledgement nor proposal from the district to compensate her for these damages.

None of the communications we received constitutes a satisfactory response to our March 18, 2013 complaint to the school district.

Sincerely,

parent [REDACTED] and parent [REDACTED]

April 16, 2013

Ms. parent

As I have previously indicated, we cannot fulfill your request for a "full accounting" without copies of the investigation materials that were created by the federal authorities. It would also be helpful if we were able to interview your daughter. Your unwillingness to cooperate with us on these points prevents us from being able to give you a "full accounting" of events.

Nonetheless, I am able to tell you what we have learned from our conversations with the federal authorities as well as talking to the teacher in charge of the field trip.

There were 27 students and three chaperones on the trip. The boys were in a separate cabin from the girls' cabin and there were adult chaperones in each cabin. In the girls' cabin were four rooms surrounding a central hallway. The two chaperones were in the first room on the right of the entry door and your daughter was in the second room on the left, with five other female students. There were eight other female students in the other two rooms.

On the morning of November 7, one of the other female students told the teacher that your daughter said she was raped the night before, while in her own bed. The parents, the Park Ranger, local police and FBI were all notified, as well as the principal, who notified the executive director of schools and SPS security. The FBI informed the principal that the FBI would conduct the investigation. Under long-standing practice, SPS defers to criminal authorities in such cases.

The teacher observed some of the interviews. Two female students said that they and your daughter had snuck out of the girls' cabin the night before between 1 and 2 am. One male student said he witnessed another male student and your daughter having sex in the boys' cabin in the middle of the night.

A male student later approached the principal and said that he and your daughter had consensual sex in the boys' cabin. The male student was emergency excluded from school.

The FBI has reported that your daughter has admitted to "fibbing", i.e., her story changed from one interview to another. No further details were provided.

The US Attorney's office in Seattle has advised that they determined not to prosecute, but were unable to provide a date when this decision was made. Both the FBI and US Attorney's office have refused to provide any documents to us without the permission of any students or other individuals identified in the documents. We have submitted a public records request to the US Park Service, but have not received a response.

Based on the information available to us, we do not acknowledge any liability for this incident. If you have any other information you wish to share with us, please contact me.

Ron English

April 23, 2013

Mr. English,

With regards to your April 16 email message, we note it has taken five months for the district to tell us some of the information that it knew last November. Yet even to this day no one in the school district has ever answered our initial question: Why was a sexual assault allowed to occur on a Seattle School District field trip?

As we mentioned in our March 18 complaint and in subsequent correspondence, the school district knew all of the following last November:

- On the field trip, girls and boys were co-mingling in each other's rooms unsupervised before and after curfew on Monday and Tuesday nights. Apparently the co-mingling of the sexes that occurred is acceptable and permitted behavior on Seattle Public School field trips.
- There was one chaperone for 14 boys, that is, a mere 28% of its "best practices" according to your email. Similarly, the district provided fewer than the ideal number of chaperones for the girls but allowed teachers to sleep separately with their young children. The district knew, or should have known, that teenagers relish overnights as an opportunity to freely socialize; it was aware of prior incidents of failed chaperoning; it knew that sexual relations or a sexual assault could occur. Nevertheless, the district turned a blind eye on the possibility of an assault occurring.
- The perpetrator came forward and admitted having "consensual" sex with **student 1** in response to **student 1** report of having been raped by him. The school district has apparently chosen to believe the assailant's story even though we informed you of the many **RCW 42.56.360(2)** **[REDACTED]**. We also informed the district that the Clallam County prosecutor's office provided information that permitted the State of Washington to grant her crime victim's status.
- **FERPA** **[REDACTED]**
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED].

We take strong exception to your assertion that we are unwilling to cooperate with the school district and that our family is somehow a roadblock to your conducting an investigation about why the school district's lax supervision allowed **student 1** to be raped. Had we not sent our March 18 complaint, how long would it have taken the district to respond to our repeated request for an explanation? Had we not complained to OSPI, when would we have received information that the district already knew in November? *From our perspective, it is the school district who is being uncooperative with us about*

explaining its failed chaperone policies, shifting the blame for carrying out its investigative responsibilities on the victim and her family.

We explained in our March 18 complaint that the school district is responsible for promptly investigating why its chaperone policies failed to prevent a sexual assault regardless of whether a criminal investigation is taking place. Indeed it is statutorily obligated to do so. Nevertheless, the district rationalized its failure to fulfill this obligation by claiming it must wait until the criminal investigation was completed. We also told you that ^{student 1} is RCW 42.56.360(2) ^{student 1}, and that we must respect her time in recovery before any interviews or further divulgence of information can take place.

The district has always been free to interview the perpetrator, the teachers, the chaperones, and the other students on the trip, especially since the federal investigators concluded their interviews of the perpetrator and other students in November. It does not have to make excuses about waiting for ^{student 1} to be available for interviews, or about being unable to obtain the investigators' reports. In fact, you claim that it might not be possible to obtain these reports without permission of all of the students who were interviewed or identified in the report. You appear to believe this relieves the district of any responsibility for carrying out its own independent investigation.

Perhaps if you did conduct your own interviews, you might learn why the perpetrator raped ^{student 1} despite her repeated requests for him to stop molesting her. You might also learn why the student who purportedly witnessed the "consensual sex," and who is a friend of the perpetrator, described a girl whose appearance and dress was completely different from ^{student 1}. Perhaps you could learn why these boys "fibbed" to the federal investigators. Perhaps you could learn why the assailant's story contradicts forensic evidence. Perhaps you could also learn what the chaperones and teachers were doing that night instead of supervising 27 teenagers in adjacent unlocked cabins.

We escalated our complaint to OSPI because the Seattle school superintendent and Seattle school board have failed to investigate and explain why our daughter was raped on a school field trip. Superintendent Banda has been silent in response to our March 18 complaint. Must we conclude that it is his position, and the school district's, that the chaperone policies and procedures that allowed our daughter to be raped were perfectly appropriate and acceptable? Seattle School Board president Kay Smith-Blum has also been silent in response to our March 18 complaint. Must we assume that it is the school board's opinion, and the opinion of the community it represents, that chaperone policies allowing students to co-mingle after curfew unsupervised, and that permit sexual assaults on field trips, are perfectly appropriate and acceptable, and therefore it is unnecessary to hold the district administration accountable for the life-scarring damage that our daughter suffered?

The school district determined that ^{student 1} was traumatized by the sexual assault on the field trip but chooses not to conduct a prompt and thorough investigation on why its policies failed to prevent it. In our view, the reason is that the school district is more concerned about its potential liability that it is in the safety and well-being of students under its care. Not having heard to the contrary, we must

conclude that the School Board, as representative of the community, chooses not to hold the district accountable for this breach in our trust for similar reasons.

Because the school district and school board have failed to abide by statutory requirements for promptly and equitably addressing sexual violence on a school field trip, we plan to file a complaint with the Office for Civil Rights. We expect they will investigate why the school district is in non-compliance with federal and state regulations.

Sincerely,

parent [REDACTED] and parent [REDACTED]

April 27, 2013

Mr. parent

Thank you for getting back to me. I will try to address your concerns.

Chaperone Ratio: I do not believe I have expressed any opinion about the number of chaperones required for a field trip. The Garfield Field Trip Guidelines provide for a ratio of 1:20. Thus the ratios for this trip were well within that standard (1:14 for boys, 1:7 for girls, and 1:9 in total). Other information we have from Educational Service District 112 confirms this ratio is acceptable. If you are aware of any other guidelines that we should look to, I would appreciate hearing from you.

Crime Victim designation: We understand that this is a self-nomination process. Would you please provide documentation of that status and describe how it was determined? We have made a public records request for this document, but it was declined. Would you be willing to provide us with a copy?

RCW 42.56.360(2)

FERPA

RCW 42.56.360(2)

Co-mingling of students: Can you please be more specific as to what evidence you have of "co-mingling" of students? Also, we do not understand how this is relevant, i.e., caused the events which took place several hours later, after the students were in their respective cabins. Please explain.

Whether the boys "fibbed": Please explain evidence you have that they were not telling the truth? What is your source? (By way of clarification: The FBI told me that "fibbing" was the word used by your daughter to describe her own testimony.) With reference to your statement that the other boy was a "friend" of the boy that had sex with your daughter, and thus his testimony in favor of the other boy is not reliable, I do not know whether you are aware that two girls who were presumably "friends" of your daughter also contradicted her initial story.

Activities of chaperones: You suggest that the chaperones should have been in the individual rooms of the girls (This would require a 1:5 ratio). The configuration is that all girls and their chaperones were in a single cabin that had four rooms around a central hall. please provide any information you have that

indicates this arrangement is improper or the chaperones were not performing their duties? Please provide the source of your information on these points.

Conduct of an investigation: As is apparent from my prior email, the District has already investigated and uncovered considerable information about the events that took place. The teacher was present during the initial interviews of the students and chaperones, and has reported what she heard. This initial review of the events is supported by what I have been told by the FBI and U.S. Attorney's office. I do not know whether another interview of the students, chaperone and teacher will be helpful

As I have previously stated, the District will continue to collect and review the available information. We may or may not choose to share such information with you.

Accommodations: As I have previously stated, if you wish to request any accommodations for your daughter to assist in her education, you are free to do so. Because you have not responded to this offer so far, we assume that you have decided not to take us up on it.

Lack of a response by the Superintendent and School Board President: You should consider my responses to be made on behalf of the District, including the Superintendent and Board President.

Last, I wish to make it clear that, based upon the evidence we have to date, the District does not acknowledge that a sexual assault occurred or, if it did, that the District is at fault. We certainly disagree with your implication that the District is not concerned about the safety and well-being of its students. Nor do we agree that we have failed to properly investigate the matter. I understand nonetheless you believe the District's investigation to date is inadequate, but in order to address your concerns and further, we need the explanation and materials requested above and in my prior emails.

Ron English

General Counsel

April 28, 2013

Mr. English,

Thank you for your message.

Your reply shows that even now you fail to comprehend our most basic request. **student 1** was sexually assaulted on the Garfield field trip. She has told us what happened. **student 1** life has been a nightmare ever since. We believe the school district owes us a full explanation why this was allowed to occur. It is reprehensible that our request is not honored. The school district is statutorily obligated to promptly and equitably investigate complaints of sexual violence. It has not done so.

You tell us that the teacher observed some interviews conducted by federal investigators of students and chaperones. These interviews took place in November. It is almost May and you are just now telling us about the statements she heard six months ago.

FERPA

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

You have now told us that the student who admitted to having "consensual sex" with **student 1** was disciplined for his actions. Yet you are perplexed about what we mean by "co-mingling" of students and ask what evidence we have of this.

You write, "I do not believe I have expressed any opinion about the number of chaperones required for a field trip." Yet you told us in your April 7 email that there were two chaperones for eight girls, and that this 1:4 ratio was consistent with "best practices." Now you state that a 1:14 ratio for boys is acceptable.

You claim that we "self-nominated" **student 1** as a crime victim, as if anyone can freely designate oneself a crime victim in the state of Washington. Are you questioning the veracity of our claim and the state's evaluation? Please explain how you arrived at this conclusion.

You are correct that we find the district's investigation inadequate. Instead of plying us for information, why can't the district can interview the assailant, the teachers, the chaperones, and the students on the trip? As far as we can tell, it has not done so. Instead you have simply reported on what the teacher heard while sitting in on a few interviews with students. But you haven't reported on the teacher's observations in the emergency room following the rape. Why do you state that directly interviewing

those involved (including the assailant) would not be helpful? Why wouldn't you want to interview them more than once to arrive at the truth?

You say that you now speak on behalf of Superintendent Banda and the Seattle School Board. In that case, we conclude that it is their position that "consensual sex" between students on Seattle School District sponsored field trips is perfectly appropriate and acceptable, and that it results from adequate supervision consistent with district policy. Presumably you also believe that parents in the community would agree to send their children on school sponsored field trips knowing that district supervision policies permit sexual relations and sexual violence to occur.

parent [REDACTED] and parent [REDACTED]

May 2, 2013

Mr. parent

Thank you for getting back to me so quickly, I will try to address your points.

1. I have previously informed you that we had the teacher sit in on the interviews, which informed our subsequent actions. I regret that we did not provide a written report to you until my email of April 16, but we were not aware the law enforcement authorities had completed their work until you informed us on March 22.

2. With respect to FERPA

3. With respect to discipline of the other student, an “emergency exclusion” is not discipline. It is used to remove a student from school if he presents a danger to himself other others. It is not a determination that he did or did not do anything wrong.

4. With respect to the number of chaperones: my email of April 7 said only that the number of chaperones was consistent with best practices, not that such a number was required or that a higher student to chaperone ratio was not permitted. My previous email lays out the guidelines that we are aware exist. The ratio for this trip was 1:9, and ratios as high as 1:20 are specifically permitted.

5. With respect to state designation of your daughter as a crime victim, we have no independent information about this, because you have not provided us any of the specifics about your daughter’s claim to the state. Our understanding, based upon a review of the state’s website, is that anyone can apply for such designation. We don’t know if your daughter did, or what the state’s response was, except what you have told us.

6. With respect to the District’s position on consensual sex, we obviously do not agree with your characterization that we believe it is “perfectly appropriate”.

7. With respect to the adequacy of supervision: We believe the procedures we established to identify and assure an adequate number of chaperones were present are appropriate, and that there is no evidence the chaperones did not perform their duties.

Nonetheless, based on further discussions we have decided to conduct another investigation into what happened at the park, using an independent investigator. We will provide you the results. However, in order for such an investigation to be the most useful for both you and the District, we again ask for the following:

1. An interview of your daughter

2. Information you have that indicates improper conduct of chaperones or students. In particular, you have made references to questions you believe we should be asking. A list of such questions, and who should be asked, would be very helpful.
3. Access to your daughter's health care records related to this incident
4. Copies of any investigative reports you have from the FBI, National Park Service or other law enforcement authorities
5. Copies of any materials submitted to or received from the State of Washington regarding her status as a crime victim
6. Copies of any documents from Clallam County (which you have previously mentioned)

Last, we have now written each other several times, and have made less progress towards communicating with each other than I am sure either of us desired. If you wish, I would be happy to meet with you directly to discuss things. Please call me at 206-255-5904 and we can talk or set up a meeting.

Ron English

General Counsel

May 4, 2013

Mr. English,

In response to your May 2nd message:

Regarding student 1 FERPA

You said that the perpetrator of the sexual assault was not disciplined. Instead he was removed from the school because he presented a danger to himself or others. Since he claimed that he had "consensual sex" with student 1 in what way was he a danger to himself or others?

You told us in your April 7 email that there were two chaperones for eight girls, and that this 1:4 ratio was consistent with "best practices." Based on what you told us, we want to point out that chaperone "best practices" were not followed on the school trip during which student 1 was sexually assaulted.

We filed a claim for crime victim status for student 1 with the state of Washington. They approved the claim. The eligibility criteria for crime victim status appears on the state website:

<http://www.lni.wa.gov/ClaimsIns/CrimeVictims/FileCoverage/EligibilityRequirements/Default.asp>.

You state that there is no evidence that the chaperones did not perform their duties. Sexual intercourse between students is not permitted on school field trips. Neither is sexual violence. Yet the perpetrator admitted to Mr. Howard that he had "consensual sex" with student 1 (actually, rape). The chaperones allowed "consensual sex" between students to occur on the field trip. Exactly what additional evidence do you require that the chaperones did not perform their duties?

Regarding the belated investigation that you now intend to begin, how accurate do you think the information gathered from the perpetrator and other students on the trip will be six months after the assault? Where can we read the district's protocol for conducting an investigation of sexual assault?

parent and parent

May 7, 2013

Mr. English,

My husband, **parent** addressed some of the content of your May 2, 2013 email. Your email raises questions that any Seattle school parent whose daughter was assaulted deserves to know. For ease of tracking responses, we request that each answer appear directly beneath each question.

The investigative process:

1. What is the official written protocol for investigating sexual harassment and assault? This question stems from the disturbing fact that the district ignored its statutory obligation to conduct an investigation promptly and concurrently with a criminal investigation under Title IX, according to OSPI.

The district now informs us that it is commencing an investigation six months after the assault. The district rationalized its disregard for the statutory obligation by claiming it must wait until a criminal investigation was completed months ago.

What laws govern how the investigation should be conducted? What guidelines will the district give to the investigator? What is the time framework and scope of the investigation? Who will conduct the investigation and what is the investigator charged with accomplishing?

We want to be informed of all requirements/procedures/protocols that must be followed in an investigation of sexual harassment/sexual assault. Please send us all requested information by email.

2. Will the district compel students, the chaperones, teachers, and other entities to participate in an investigation? Or is participation voluntary? Are participants allowed to have an attorney or parent present?

3. Will the district provide informed consent forms to the participants? Please provide us with such forms and all others that are a part of the investigation.

4. Must students obtain the permission of the parent/guardian to participate?

5. Has the district considered the psychological effect of a comprehensive investigation on the student body? Do you believe that students will feel coerced into participating when the request comes from a person of authority because of perceived repercussions of refusing? On the other hand, may participants fear/refuse participating because they could be subject to further involvement in this case?

6. Are you aware that the students' stories or recollections are likely to have changed over the six months for a variety of reasons?

7. Is the district concerned that such an exhaustive independent investigation will bring the sexual assault into the public domain? What do you believe are the ramifications for the district, the school, and the victim? What special considerations are there when [REDACTED] [REDACTED]?

8. Do you plan to interview students who weren't on the trip but have had first-hand discussions with the assailant about his actions on the trip?

9. What are the possible implications/repercussions a second investigation could cause in the student population (where word travels quickly)?

10. Has the district considered the possibility that a second and appropriately comprehensive investigation could incite the assailant and his friends? As the assailant was violent enough to rape our daughter and received an emergency exclusion for posing a threat (and appears to have a record of prior issues), have you considered that violence that could ensue from stirring up the water with the belated investigation? Has the district considered how this new investigation could impact our family's safety? What steps will you take to address this possibility?

11. Is the district obligated to record the interviews and provide recordings/transcripts?

12. What assurances do we have that the investigator will be impartial? For example, can the investigator provide his recollections of untaped interviews in court to support the district's position?

13. Who will conduct the investigation and may we see the contractual obligations between the district and the investigator?

14. Does the district intend to make the interviews and transcripts to the victim's family and all information available to the public (with names redacted) upon request? What laws govern the release of such information?

15. Are we allowed to participate in the interview process by advancing questions and observing?

16. To provide for full transparency and neutrality, will you provide us all information gathered, not only the district's conclusions?

17. Please explain why an independent investigation is truly independent? How does that occur when the district is the client?

18. How will you evaluate the veracity of information obtained from the assailant and other students? How would you proceed if you determine the information is not truthful?

19. Does the district plan a thorough, exhaustive, and persistent investigation into the facts? Who will you interview?

20. It's likely that conflicting information will emerge from this investigation. How will the district form its conclusions? The district already knows that the assailant admitted to having "consensual sex" to the principal, something that should never occur on a fieldtrip, thus chaperoning was negligent; that our daughter was dazed and taken to the emergency room by the science teacher, that she submitted a rape kit, that she was deeply traumatized and unable to attend school FERPA

, that the state qualified her as a crime victim, that she received treatment for the aftereffects of rape and is in residential treatment as a result of this devastating assault.

21 After her recovery, our daughter, an articulate and successful student, is willing to face her assailant in a courtroom if it must come to that. Is this what the district wants, Mr. English, after already wreaking havoc in our lives?

The field trip:

1. Please provide all documents pertaining to the planning and supervision of the Nov. 5-7, 2012 fieldtrip.

2. Were the chaperones volunteers or paid for their services?

3. Why were these chaperones selected and what were their qualifications?

4. Please provide links to all the guidelines and documents surrounding fieldtrip chaperoning.

5. You stated that the number of chaperones for this trip was 1:9 but in actual fact, the number was 1:14 for the boys. How could two female chaperones in a separate cabin be expected to be responsible for the behavior of 14 boys throughout the night? How could one single male chaperone be expected to watch 14 boys while he was sleeping or using the toilet outside? Wasn't the male chaperone responsible for supervising the boys on two consecutive nights as well as during the day? The risks associated with teenagers on overnights requires vigilant chaperoning. Please explain how one chaperone for 14 boys could possibly perform his duties?

6. The evidence that chaperoning was inadequate was supplied when the assailant admitted to having sex on a fieldtrip and when our daughter informed the teachers she was raped. Please explain why you believe the chaperones acted responsibly when the assailant admitted to having "consensual sex" (rape, actually) to Mr. Howard and the investigators.

As the district has known that the assailant confessed to “consensual sex,” yet continues to assert that its chaperoning policies were adequate, one can only conclude that the district considers consensual sex/sexual harassment/ sexual assault to be an acceptable activity on a field trip since its adequate chaperoning policies allowed it to occur.

Discipline:

1. When a student admits of having "consensual sex" on a field trip, what disciplinary action must be taken? Must the parents be informed in writing of the sanction?

2. If the assailant was disciplined for having consensual sex, then do you believe our daughter must also have had "consensual sex?" Surely we should have received notification that our daughter violated a code of conduct. Why didn't we?

3. You wrote that, "With respect to discipline of the other student, an 'emergency exclusion' is not discipline. It is used to remove a student from school if he presents a danger to himself other others. It is not a determination that he did or did not do anything wrong." Although you state it is “not discipline,” according to Definitions of School Based Interventions an emergency exclusion can indeed be linked with a disciplinary action: "Emergency Exclusion is sometimes called a ‘Safety Exclusion’ or an ‘Emergency Exclusion for Safety Reasons’. It may be linked with a disciplinary action or may stand alone as a health and safety issue.”

4. Why have you not provided the full disclosure on emergency exclusion which is relevant to sexual harassment and assault? According to Definitions of SchoolBased Interventions:

 "Emergency Exclusion is an immediate removal from school that is authorized where there is good and sufficient reason to believe that the student's presence poses an immediate danger to the student, other students, or school personnel, based on threatened behavior rather than past behavior. This is used when there is reason to believe that the student is suicidal, but may also be used when there is compelling evidence that the student has made a credible threat of homicide, assault, or sexual assault toward another person at school."

5. So emergency exclusion can be a discipline (contrary to what you wrote) and it may be applied in cases of sexual assault. Why did the assailant receive an immediate emergency exclusion?

6. Does the district believe that students who went in and out of each other's cabins during the night deserve disciplinary action? If so, what action was taken, and how many students were disciplined for

this and other disallowed activities on the fieldtrip?

The district's view:

Does the district now acknowledge that sex occurred on this trip after the assailant reported it to Mr. Howard in the presence of the teachers upon returning from the trip? If so, does the district believe that the assailant's story is correct, that he engaged in "consensual sex?" Does the district believe that our daughter would have "consensual sex" in a cabin with a platonic acquaintance with other students present (as opposed to finding a secluded spot)? What does the district know about the assailant's past behavior and circumstances that compelled this assault? What is known about conversations he had with peers about sexual practices on this fieldtrip? What bearing does the assailant's size as a **identifier** **██████████** have in relation to a petite girl? What is the district's opinion concerning the fact that our dazed daughter immediately reported so-called "consensual sex" to the teachers and submitted a rape kit at the hospital? What does the district understand about the variety of responses to the trauma of rape? What proof does the district have that sex did not occur and that our daughter was not raped?

Parents who entrust their child to the school on a school fieldtrip deserve transparent answers and full disclosure. We intend to hold the district accountable, Mr. English.

parent **██████████**

Subject: policies that surrounded sexual assault of our daughter

Date: Wed, 08 May 2013 08:19:27 -0700

From: parent [REDACTED] <parent [REDACTED]>

Reply-To: parent [REDACTED] <parent [REDACTED]>

To: Smith-Blum, Kay <kshlum@seattleschools.org>

CC: jlbanda@seattleschools.org, "Howard II, Theodore" <trhoward@seattleschools.org>, "Coogan, Nancy E" <necoogan@seattleschools.org>, parent [REDACTED] <parent [REDACTED]>, "English, Ron" <renglish@seattleschools.org>, Calandra Sechrist@k12.wa.us

Ms. Smith-Blum,

We note from your email following that questions of policy fall under your purview yet you send our inquiries regarding policy to the General Counsel Ronald English. Are you not our elected representative?

For months now we have been asking for an explanation of the chaperoning policies that permitted our daughter to be raped on the November 5-7, 2012 Garfield field trip to the Olympic National Park. Neither Mr. English nor the Superintendent have addressed our concerns. To review, Mr. English:

- Initially wrote that "best practices" constitute a 1:4 ratio between students and teachers but later wrote that he hadn't stated this
- Later told us that a ratio of 1:20 was sufficient for the field trip during which our daughter was raped
- Wrote there was one chaperone on this trip for 14 boys (28% of "best practices" for the unlocked boys' cabin)
- There were only 2 chaperones for 13 girls (also a fraction of "best practices" for the unlocked girls' cabin)
- Says he has no evidence that chaperones didn't perform their duties appropriately although he knows that the assailant confessed to the principal, Mr. Howard, that he had "consensual sex" (rape, actually) with our daughter. He knew that the assailant also received an immediate "emergency exclusion" (which can be a disciplinary action for sexual assault). Mr. English also knows that our daughter reported the assault and was taken to the hospital in the morning by the science teacher. Clearly chaperoning policies failed on this trip.

Ms. Smith-Blum, can you tell me how one chaperone could possibly keep his eye on 14 teenage boys all night long in an unlocked cabin for two consecutive nights?? It is humanly impossible as he would have to go outside to the toilet and of course sleep.

Mr. English has not told us why chaperoning policy allows for a fractional number of the "best practices," why students were allowed to co-mingle in each other's' rooms before and after curfew (highly unusual behavior according to Nature Bridge's director), why students could easily leave their rooms by the doors and windows all night, whether policy includes closed bedroom doors for this trip, why teachers were allowed to sleep in a separate area with their own young children rather than increasing chaperoning to approach "best practices," whether the three non-parent chaperones were trained and qualified to serve as chaperones, whether any of the students (such as the assailant) were at high risk for acting out, among other salient facts that would necessitate a more stringent chaperoning policy for this trip. He has not yet provided us with the link to chaperoning policies and procedures which the school followed. Certainly these are questions of policy that every parent in the district should know about. In addition, Mr. English hasn't told us whether he interviewed the staff at Nature Bridge (where the assault occurred) to learn about students' conduct in light of the district's "chaperoning" policies. Such information was readily available since last November (and already known to us). In fact, it was only months later, after we escalated our complaint, that Mr. English admitted that no independent investigation of its policies had occurred. Why not?

On a very relevant question of policy, are you aware of any policy that says the district should delay its independent investigation of sexual harassment /assault until a criminal investigation is completed? Mr. English has repeatedly excused the district's failure to promptly conduct an investigation, stating that it is a matter of longstanding practice to wait for a criminal investigation to end. However OSPI informed us that "A criminal investigation into allegations of sexual harassment or sexual violence does not relieve the school of its duty under Title IX to resolve complaints promptly and equitably." Six months have passed and Mr. English has just now informed us of his intention to commence an investigation. Why isn't the district complying with Title IX regulations? Is this not a matter of policy? Is it not the obligation of the school board to investigate this rather than turning our correspondence over to Mr. English so he can continue to justify errant disregard of policy?

In another apparent breach of policy, principal Ted Howard refused to address our verbal and written concerns about our daughter's safety following the rape. **student 1** was naturally terrified of seeing the assailant at school. The day after the rape, Mr. Howard told us that a student had come forward and admitted having "consensual sex" with our daughter. We informed him that our daughter had been raped. Mr. Howard already knew the teachers took our dazed daughter to the emergency room in Pt. Angeles where she endured a rape kit. We asked Mr. Howard what measures could be implemented, such as a restraining order, transfer of the assailant, etc, to assure for **student 1** safety following the assault. Instead of informing us of the measures taken to assure for our daughter's safety at school, or whether the assailant had been removed from the school, Mr. Howard told us there was nothing he could do or say. He then instructed us in an email to take our questions to the parks department. The parks department has no jurisdiction over school safety!

Is it not a matter of policy that Mr. Howard inform us about actions had been taken to provide for our daughter's safety? OSPI informed us that "Schools must disclose to the complainant information about the sanction imposed on the perpetrator when the sanction directly relates to the harassed student. This includes an order that the harasser stay away from the harassed student, or that the harasser is prohibited from attending school for a period of time, or transferred to other classes or another residence hall." How difficult would it have been for Mr. Howard to simply tell us immediately that "The assailant will not be at school for a period of time"? Six months later we have just learned from Mr. English that the assailant received an immediate emergency exclusion. Had Mr. Howard informed us, our daughter could have returned to school.

Is there a policy that permits Mr Howard to ignore his obligation to answer basic questions about safety? Is there a policy that allows the principal to cover up the fact that "consensual sex" (rape) occurred on a Garfield field trip by retracting his earlier statement that it had occurred? Can you tell us which policy allows him to pass his responsibility to communicate to the parks department? Can you also explain why he repeatedly promised us prompt answers that he didn't deliver?

Ms. Smith-Blum, because you wrote that policy falls under your purview, is it not a matter of accountability that you address the questions above and

- Explain why one chaperone for 14 boys is sufficient and why Mr. English can assert that chaperoning was sufficient when "consensual sex" (rape, actually) occurred?
- Explain why teachers are allowed to take their children on trips and sleep separately from students when chaperoning was a mere fraction of "best practices"?
- Explain why chaperone policy is so lax that boys and girls visited each other's cabins before and after curfew both nights?
- Explain why Mr. English says the district can delay an investigation of sexual harassment/assault for 6 months when the district is required to undertake an investigation promptly regardless of any criminal investigation underway?
- Explain why Mr. Howard can create a policy that withholds information that the victim requested so she could return safely to school?
- Explain why Mr. Howard could retract statements freely made and cover up the fact that wrongdoing occurred?

We contacted you because no one in the district has addressed our inquiries about policy. Isn't the school board is an independent entity that exists to hold the district accountable for its policies? Yet for some reason all our inquiries to the board are passed on to the General Counsel, as though the board is an extension of the Counsel. Is it not your responsibility to address our questions of policy, as you say below? Based on your response, it appears you are unwilling answer questions of policy previously

raised in correspondence. If you are unwilling to address our questions of policy, perhaps other board members will.

Sincerely,

parent

parent As I explained to you in our one phone call, this incident is not the purview of the Board. The Board deals at a governance and policy level. I simply made sure the general counsel was aware of your concerns and that they were responding to your contacts. Your correspondence and concerns are being handled through our Superintendent and general counsel's office, per our procedures. Ron English has been corresponding with you accordingly around steps that have and can be taken. Kay Smith-Blum SPS Board President Director, District 5 --

From: parent <parent@mailto:parent> Reply-To: parent <parent@mailto:parent> Date: Thursday, April 25, 2013 9:41 PM To: Kay Smith-Blum <kshlum@seattleschools.org<mailto:kshlum@seattleschools.org>>

May 9, 2013

Mr. parent

I will try to respond to the questions in your May 4 email to me in the order you raise them.

1. Regarding the FERPA [REDACTED], please see item 2 in my email of May 2. I believe I have already responded to your questions concerning this issue.
2. Regarding exclusion of the male student, I do not currently know the basis for the action. Please see item 3 in my May 2nd email.
3. Regarding the actions of the state with respect to crime victims' benefits: since you have not provided us with any documentation of this action, we are unable to comment further on this point. Please see item 5 in my May 2nd email.
4. Regarding whether the chaperones "allowed" sexual intercourse to occur: the information we have is that three girls (including your daughter) left their cabin after hours without permission. If you have information that the chaperones participated in, or condoned that activity, please provide us with that information.
5. Regarding the accuracy of information that will be obtained in the pending investigation: I think it would be premature for anyone to question the accuracy of the information obtained because we have yet to receive the results of that investigation. We have previously provided you with the information we learned during the initial investigation. See my email of April 16. You have requested a second independent investigation be conducted and we are doing so.
6. Regarding the District's protocols for conducting an investigation of a sexual assault: I am not currently aware of any such protocol. However, our Safety and Security Department has published a "Quick Reference Guide", which sets forth steps to be taken when staff is notified of an allegation of sexual abuse. All of the steps listed were taken, including notification of the police, parents and appropriate medical treatment.

We assume by your choice not to provide any of the information requested in my email of May 2 that you are unwilling to do so. If our assumption is incorrect, we would greatly appreciate receiving the requested material at the earliest opportunity. Thank you for your consideration.

Ron English

General Counsel

May 9, 2013

Ms. parent

Rather than attempting to answer your questions at this point (while the investigation is pending) I believe it would be better to allow that process to complete itself, then see if you still wish to raise the questions. I will forward your letter to the investigator, Rick Kaiser.

In the meantime, however, it appears that you have made requests for several documents:

1. Procedures and protocols to be followed in an investigation of sexual harassment/sexual assault.
2. Consent forms from participants in the investigation.
3. Documents pertaining to the planning and supervision of the Nov. 5-7, 2012 field trip.
4. Guidelines and documents surrounding field trip chaperoning

I will ask our Public Records Officer, Colleen Carlson, to obtain and provide you any documents that we have. If you desire to obtain additional documents, please let her know.

Ron English

May 9, 2013

Mr. English,

We strongly disagree that it would "be better to allow that process to complete itself" before you address our questions pertaining to the investigation. It is the district's statutory responsibility to answer our questions promptly and equitably. Clearly it is disadvantageous to our understanding *and* participation if you withhold the information we requested.

Moreover, several of the questions we asked pertain to the investigation process and content. If we wait until the investigation is completed, the ability to participate/generate content in the ways we asked about will be eliminated.

You have asked us to participate in the investigation but fail to provide us the answers we require to fully understand the process.

You also asked us to request additional documents from public records. Are parents expected to know which forms surround an investigation of sexual assault or is it the district's responsibility to provide us with *full information including all forms and documents relevant to our case?*

As requested please provide us with *all relevant information, all forms and documents (in addition to those mentioned below)* which are germane to the investigation (both blank and all those which have been completed by the teachers and the responsible parties).

We reiterate our request for a prompt response to the questions submitted on May 7, 2013.

Sincerely,

parent

May 10, 2013

Ms. parent

You have requested that we conduct another investigation of what happened on the field trip. We are doing so. The investigator is Rick Kaiser. We will provide you a copy of his contract.

You are of course free to pose questions for the investigator to consider proposing to the interviewees. We provided him a copy of your March 18 letter, as well as my correspondence with you. We gave him a list of the teachers, chaperones and the five students, with contact information. We did not restrict his investigation to those individuals. I do not know whether he will be taping or transcribing his interviews.

We asked him to determine what happened on the field trip. We did not provide a list of questions to be asked, nor do we ask students or parents to complete consent forms. The investigator is given discretion to conduct the investigation as he determines best. We have not restricted or otherwise controlled the manner or means by which he decides to conduct his investigation.

Your letter indicates that your daughter is willing to testify. Can Mr. Kaiser interview her? Again, can you provide any of the documentation requested in my prior emails to assist in his investigation?

We have not set a deadline for completion of Mr. Kaiser's work, but I do know he has started the interviews.

Ms. Carlson has already sent you some materials, and will send you Mr. Kaiser's contract as well. If after reviewing this material, you believe something is lacking and would like to request additional documents, please feel free to do so.

Ron English

General Counsel

May 10, 2013

Mr. English,

We wish to clarify a few points in your email of May 10. You wrote that we "have requested that we conduct another investigation of what happened on the field trip." We have not requested that you conduct "another" investigation. We are requesting that the district fulfill its requirement under Title IX to undertake the investigation that should have been initiated last November. Title IX states that it is incumbent upon the district to begin a prompt investigation regardless of whether a criminal investigation is underway. Unfortunately the district rationalized its failure to do so because it insisted it should wait until the criminal investigation ended.

Without having the answers to the questions we provided (which you forwarded to the investigator), we wouldn't know how to begin participating in the investigation.

We again reiterate that it is the district's responsibility to answer the questions we asked rather than passing them on to the investigator who is not positioned to answer questions of policy. Such examples include the district's disciplinary policies for students who have "consensual sex" on a field trip, whether the parents are notified, why wasn't our daughter disciplined if the district believes the assailant's story that she engaged in "consensual sex," questions of safety, etc. We strongly object that our questions were sent to the investigator when the district could address our questions now. Between the General Counsel (who speaks for the district) and the investigator, most, if not all, of the questions we asked could be answered. Why hasn't this occurred? We wrote months ago how the district has continually ignored questions concerning our daughter's education, safety, welfare, and accountability following the assault. We are owed a prompt explanation to these questions.

In addition to these answers, we again request that you provide us with all the policies/materials surrounding the Nov. 2012 field trip. As we stated, the district knows about these policies/materials but the parents cannot identify/access them. In other words, how can request materials that are unknown to us? Therefore we ask that you provide us all additional materials relating to chaperoning, risk disclosure, discipline, sexual harassment, policy revisions owing to policy failures, etc. We have already noted certain omissions regarding the materials which you directed should be sent.

We have not included Colleen Carlson on this communication.

Sincerely,

parent [REDACTED] and parent [REDACTED]

May 10, 2013

Mr. English,

We note that the Seattle School District Guidelines for Field Trip Chaperones states:

Student behavior is your responsibility. School rules related to student behavior apply. Go over rules and standards of behavior, safety rules, and any site specific rules with students. Ensure that students do not get involved in any extra activities not pre-approved by administrators and parents.

We expect that the investigator you retained will ask the chaperones why they did not comply with these and other guidelines. We expect that he will obtain an accurate picture concerning the events that allowed numerous children, not just the few you mentioned, to go into each other's cabins unsupervised for two consecutive days and nights.

We explained to you in earlier correspondence that **student 1** is currently admitted to an out-of-state residential treatment program due to the trauma she continues to experience in the aftermath of the rape. Our primary concern is to ensure her complete recovery. Therefore we must consult with her therapists and others to determine the proper timing of any further interviews in which she would be asked to revisit the details of this life-scarring incident.

Regarding access to **student 1** medical records and other documents you request, we are bound to respect the privacy laws governing dissemination of these documents. We are seeking guidance regarding the implications of disclosing confidential material to others who might indiscriminately distribute them further. Please also note that we are outside the Northwest for an extended period and are currently unable to access documents we have in our Seattle home.

We understand that you can submit public record requests directly to the law enforcement agencies.

Sincerely

parent and **parent**

May 10, 2013

Mr. parent

I have forwarded the email below to Mr. Kaiser for his use. Regarding interviewing your daughter, I understand your concerns about putting her health first. In the meantime, Mr. Kaiser will proceed. If she becomes available let us know.

We have contacted the law enforcement agencies involved (FBI and US Attorney), and they have indicated we will not be receiving any documents.

Ron English

General Counsel

May 14, 2013

Ms. parent

The investigation you have requested is under way. I have previously indicated that the investigator has been given discretion to conduct the investigation in a manner that he deems best. We do not agree with your assertion that the District failed to conduct a required investigation.

We also do not agree with your assertion that if sex occurred this proves the chaperones somehow failed to perform their duties. That depends on the specific circumstances. Nor do we believe it is appropriate to comment on whether your daughter should be disciplined for her conduct, prior to the present investigation being completed. Given that she is not currently enrolled at any school at the District, I doubt that would be appropriate in any case.

With respect to your request for additional documents, I have asked Public Records Officer Colleen Carlson to confirm that she has sent you all documents related to chaperone policies for overnight trips and the other material you previously requested. She will do so directly to you.

Your generalized request for all information relating to discipline and sexual harassment is not specific enough for the District to compile a response, so please clarify what additional materials you are specifically seeking. There are substantial materials on the District website on both subjects, which may meet your request, or help you to clarify your request for any additional documents or policies you are seeking. Some links to the District's website are:

Also there is the Student's Rights & Responsibilities, which spells out the code of conduct, discipline, and due process. That's available at this link:

<http://www.seattleschools.org/modules/groups/homepagefiles/cms/1583136/File/Departmental%20Content/general%20counsel/SRR-English.pdf?sessionid=75db5c6f701a1b72f0689602ee9843e0>

Prohibition of Harassment, Intimidation and Bullying - Policy 3207:

<http://district.seattleschools.org/modules/groups/homepagefiles/cms/1583136/File/Policies/Board/series3000/3207.pdf?sessionid=75db5c6f701a1b72f0689602ee9843e0>

Prohibition of Harassment, Intimidation & Bullying - Students - Supt. Proc. 3207SP.A:

<http://district.seattleschools.org/modules/groups/homepagefiles/cms/1583136/File/Policies/Board/series3000/3207SP.A.pdf?sessionid=75db5c6f701a1b72f0689602ee9843e0>

Sexual Harassment - Policy 3208:

<http://district.seattleschools.org/modules/groups/homepagefiles/cms/1583136/File/Policies/Board/series3000/3208.pdf?sessionid=75db5c6f701a1b72f0689602ee9843e0>

Sexual Harassment - Supt. Proc. 3208SP:

http://district.seattleschools.org/modules/groups/homepagefiles/cms/1583136/File/Policies/Board/series3000/3208SP_sig.pdf?sessionId=75db5c6f701a1b72f0689602ee9843e0

Please work with Ms. Carlson to refine your request.

Ron English

General Counsel

May 16, 2013

Mr. English and Superintendent Banda,

We sent a formal letter of complaint (dated March 18, 2013) after our questions regarding the November 2012 sexual assault of our daughter **student 1** were not answered by Garfield High School. As we indicated in correspondence, because we didn't receive a satisfactory answer, we appealed to Superintendent Banda, and absent a response, we continued our appeal to the school board and OSPI.

Does the Seattle School district believe it has provided an official response to our complaint?

Sincerely,

parent and **parent**

May 17, 2013

Mr. English,

1. You wrote on May 14th that sexual activity on a field trip doesn't prove that the chaperones failed to do their duty: "We also do not agree with your assertion that if sex occurred this proves the chaperones somehow failed to perform their duties. That depends on the specific circumstances."

How can this be? Neither sexual activity nor sexual harassment/assault are permitted on field trips. A chaperone's duty is to protect our children who are developmentally in need of supervision. Since when is any sexual activity allowed on a field trip when it is the chaperones' responsibility to prevent harmful activity? Under what circumstances could sexual activity occur that would excuse the chaperones from responsibility? Please tell us which "specific circumstances" would relieve the chaperone of his/her responsibility.

And who decides which specific circumstances would relieve a chaperone of responsibility?

You have written that you speak on behalf of the District, the Superintendent, and the School Board. Do they concur with this belief, and if so, do you decide when sexual activity may occur without the chaperone being negligent?

2. Please note the definition of Sexual Assault in the Seattle Schools Code of Prohibited Conduct

E-215 Sexual Assault

Sexually assaulting or taking indecent liberties with another person.

Sexual assault includes unwanted touching or grabbing of sexual parts, indecent exposure, using force to engage in intercourse, oral sex, or other sexual contact, — pantsing behavior by other than elementary-age students, engaging in intercourse or oral sex whether or not the other person clearly refuses or does not have the mental or physical ability to consent. Sexual assault does not include incidental touching unless it is flagrant, purposeful, or repeated.

In addition to our daughter reporting the rape, the assailant admitted to sexual activity that falls under E-215 of prohibited conduct. We know he confessed to the principal upon returning from the trip. Mr. Howard told us so before he denied saying so the next day, and the parks department report verifies that the assailant admitted this to the principal. We know that our daughter submitted a rape kit at the hospital.

How can the district continue to deny that our daughter was assaulted and that its chaperoning was inadequate? Sexual activity is never permitted on school trips, Mr. English. Please explain why you think it could occur under "specific circumstances" without the chaperones failing to uphold his/her duty to protect our children. Please explain what "specific circumstances" those would be. Please explain who decides whether "specific circumstances" excuses a chaperone from failing to prevent sexual activity/harassment/assault on a field trip. Please tell us whether the district and school board (for

whom you speak, you say) concur with your statements that sexual activity may occur without indicating negligent chaperoning---in light of policies that prohibit it on field trips as well as policy E-215. Please explain why the district believes that sexual assault didn't occur in light of the definition above?

parent [REDACTED] parent [REDACTED]

May 20, 2013

Ms. parent

We received your March 18 letter on March 22, 2013. The law enforcement authorities asked that we not interview witnesses until they completed their investigation. There was no need to take any additional action at that time, since your daughter has not returned to either Garfield or the other school we offered for her to attend.

As you know, we do not have any sort of a report from the law enforcement authorities, and were not notified that they had completed their investigation. You did not inform us of that fact until your March 18 letter. I immediately contacted both the FBI and US Parks Service as well as the Attorney General's office, but they refused to provide us with any records. We have filed a public records request for their report, but anticipate they will refuse to provide or will heavily redact anything they have. You have refused to allow us to interview your daughter, and have not provided us with any of the documents you possess.

I provided a substantive response by email on April 16, 2013, detailing all of the facts we had at that time. At your request, we are now conducting an additional independent investigation of the facts, and will provide you with the results of that investigation when it is complete. You have made public records requests for documents, and we have responded to those requests.

We have advised you of your daughter's rights to request accommodations and you have stated none are required. We have notified you of the procedure for asserting a financial claim against the district, and you have not submitted anything.

We anticipate Mr. Kaiser will complete his work in the near future. When Mr. Kaiser has submitted his written report, we will have the Superintendent to review it and we will notify you of his conclusions, as well as provide you a copy of the report.

In your email to me of May 17, you asked several questions about the roles of chaperones and whether sexual intercourse could occur if the chaperones were performing their duties. I reiterate my statement of May 14: it depends on the circumstances. I will not speculate. Given that Mr. Kaiser is reviewing the facts of what happened, I will wait until he is finished.

Ron English

General Counsel

May 21, 2013

Mr. English,

Ms. Sechrist of the OSPI Office of Civil Rights explained to us that sexual violence falls under the umbrella of sexual discrimination governed by regulations under Title IX, which protect students from sexual harassment and sexual violence in all school activities, including field trips. These regulations oblige the school district to "take immediate action to eliminate the harassment, prevent its recurrence, and address its effects." A law enforcement investigation does not relieve the district of its obligation to investigate the complaint "promptly and equitably." The guidelines state that "schools should not wait for the conclusion of a criminal investigation or criminal proceeding to begin their own Title IX investigation and, if needed, must take immediate steps to protect the student in the educational setting." Whether **student 1** was attending her classes at Garfield at the time is irrelevant. We presume that you are prepared to explain why Seattle Schools did not comply with Title IX regulations in this case.

Contrary to what you suggest, it is not the responsibility of law enforcement or the victim's family to exercise due diligence for the Seattle School District. The district is responsible for carrying out its own parallel investigation and informing itself of the status of the interviews carried out by law enforcement. A teacher observing a couple of FBI interviews is not an independent investigation. Had we not raised our March 18th complaint, the district would still not have conducted its obligatory investigation to this very day.

As we have told you several times previously, the school district already **FERPA**

[REDACTED]
[REDACTED]
[REDACTED]. We previously told you that the financial claim form you sent us was for medical expenses arising from accidents. It is not applicable to damages suffered from sexual assault. We asked you to send the appropriate financial claim form. We have not received it.

We have explained all of these points to you repeatedly. There is no need to prolong this correspondence unless you are willing to address them.

Sincerely,

parent and **parent**

May 21, 2013

Mr. English,

Regarding your email of May 20th (nb my last name is **parent**):

You wrote: "We received your March 18 letter on March 22, 2013. The law enforcement authorities asked that we not interview witnesses until they completed their investigation. There was no need to take any additional action at that time, since your daughter has not returned to either Garfield or the other school we offered for her to attend."

1. Title IX says that an investigation must proceed regardless of any criminal investigation underway. This is a federal requirement.

Contrary to Title IX requirements, you wrote us on April 5, April 16 and May 20 that the district policy is to wait until a criminal investigation is completed before undertaking an investigation. Why? Title IX unequivocally states that an investigation is not to be delayed by any criminal investigation underway:

"Police investigations may be useful for fact-gathering; but because the standards for criminal investigations are different, police investigations or reports are not determinative of whether sexual harassment or violence violates Title IX. Conduct may constitute unlawful sexual harassment under Title IX even if the police do not have sufficient evidence of a criminal violation. In addition, a criminal investigation into allegations of sexual violence does not relieve the school of its duty under Title IX to resolve complaints promptly and equitably."

"Schools should not wait for the conclusion of a criminal investigation or criminal proceeding to begin their own Title IX investigation and, if needed, must take immediate steps to protect the student in the educational setting. For example, a school should not delay conducting its own investigation or taking steps to protect the complainant because it wants to see whether the alleged perpetrator will be found guilty of a crime."

Moreover, why didn't the Title IX official reach out to us as required by law?

We believed that the district stalled and ignored our questions about accountability to circumvent responsibility for its failed chaperoning policies, hoping the "problem" would evaporate over time.

2. "There was no need to take any additional action at that time," you wrote. Why not? First, whether or not our daughter was at Garfield or any other school does not excuse the district from its responsibility to conduct a prompt and equitable investigation.

Second, and contrary to what you wrote, there most certainly was need to conduct an investigation. Our daughter was a successful student and was [REDACTED]? Had Mr. Howard informed us that of the sanctions imposed upon the assailant as we requested on November 8 and as required by Title IX, our daughter could eventually have returned to Garfield. Had the school

taken note of the assailant's self-incriminating remarks that met the district's standard for sexual assault: E-215 made to the investigators, principal, and teachers, he could have been transferred. Instead, absent the required action on the part of the principal to inform her of the sanctions imposed, our daughter could not return for fear of retaliation and further harassment. To assert that there was no need to take actions that would have allowed our daughter to return to Garfield is grossly incorrect!

3. As you know, the investigators completed their witness interviews at Garfield in November, just a few weeks after the assault. This was obvious since the investigators ceased coming to the school. There was no reason to desist from the required investigation for five months (until you relied upon us to inform you that the investigation ended months earlier). While those interviews were taking place and subsequently, you were free to obtain information from numerous sources,

Had the district conducted a proper and timely investigation, you'd have had the information you lacked in early correspondence (e.g. April 7) regarding chaperone responsibility, the correct number of chaperones and participants, and other basic facts known since last November. Even to this day, we still haven't been given basic teacher-completed planning and parent informational forms the teachers supplied and would be in the file had a proper investigation occurred.

4. The onus was upon the district to conduct a prompt and equitable investigation and inform us of the results. Instead you say you relied on others, including the FBI and the parents of the victim to inform you when the investigation ended. Since when does the FBI notify all parties in an investigation that it has completed its interviews and report?

5. Rather than beginning promptly, you wrote on April 7 that you would initiate an investigation five months after the assault. On April 16th you provided a few tidbits of information that was known since November. You relied on the teacher's observations of a few interviews, you wrote, rather than directly interviewing the students and assailant. This scant information is an unfortunate commentary on the "substantive investigation" you claim the district conducted. How does relaying a few comments from a teacher five months after the assault constitutes a prompt and equitable investigation? Why does the district rely on such second hand testimony? How does the district's policy of interviewing students six months after the assault assure for accurate information after students have processed it amongst themselves?

For these and other reasons, we do not agree that the district fulfilled its Title IX obligation to our daughter. Moreover, you have failed to address our repeated questions of safety and retaliation that could ensue as the investigation is rekindled. We understand these are also Title IX questions that deserve a prompt response. Why haven't you addressed Title IX responsibilities? Not once have the words "Title IX" been mentioned to us by the school or the district.

You wrote: "As you know, we do not have any sort of a report from the law enforcement authorities, and were not notified that they had completed their investigation."

1. What bearing does this have on your responsibility to conduct an investigation? Why did you expect the FBI to notify you or volunteer a report? Surely as an attorney you know how these matters progress. How did we find out the investigation was finished, Mr. English? By taking the initiative to ask.

If the school district were truly invested in fulfilling its statutory responsibility, it would have inquired after it saw the parks department complete the interviews on campus in November. But you tell us you did not inquire. Why didn't the district take initiative to fulfill its obligation instead of relying on the victim's parents to escalate a complaint? Not once over the months did the district offer us any tangible assurance that they were attending to our questions responsibly. Mr. Howard promised us answers in writing that never materialized.

You wrote: "You did not inform us of that fact until your March 18 letter. I immediately contacted both the FBI and US Parks Service as well as the Attorney General's office, but they refused to provide us with any records. We have filed a public records request for their report, but anticipate they will refuse to provide or will heavily redact anything they have. You have refused to allow us to interview your daughter, and have not provided us with any of the documents you possess."

1. It was never our responsibility to inform the district that the investigation ended. We expected that the district would be vitally interested in following up on this case of assault. Nor did the district have to wait months to learn from the victim's family that it had ended. Had we not written on March 15, you would still be waiting to hear from the FBI. You only acted "immediately" five months after the assault when obliged to owing to our complaint.

2. As stated previously, we have not "refused to allow" you to interview our daughter. We have explained repeatedly that she is in treatment from the trauma of rape and the therapists have warned us about re-traumatizing her. Is it fair to subject her to a relapse? Do you know anything about the insidious nature of rape? For example, the mention of the assailant's first name is a tremendous trigger. Mr. English, why would you want to subject her to this when she has already suffered so much? You have ample sources of information available to explain why a sexual assault was allowed to occur.

3. Our job is not to provide you with information. We know what happened. Your job is to explain why chaperoning was so lax that both boys and girls entered each other's cabins day and night. Your job is to find out why the assailant raped our daughter. He already told the teachers, Mr. Howard, and the investigators what he did. By his own admission, he met the standards for sexual assault. Have you not read the statute E-215?

4. We already explained to you that the documents we possess are privacy protected and require

student 1 release. *Are you again asking us to violate privacy laws by giving you documents?* You can conduct a thorough investigation without our documents. We wrote that we can substantiate all our claims. It is your responsibility to substantiate yours.

You wrote: "I provided a substantive response by email on April 16, 2013, detailing all of the facts we had at that time. At your request, we are now conducting an additional independent investigation of the facts, and will provide you with the results of that investigation when it is complete. You have made public records requests for documents, and we have responded to those requests."

1. We disagree that the short April 16 email based on the teacher's second hand reports of a few interviews constitutes a "substantive response." Was that the prompt and equitable investigation report we are owed under Title IX?

Why did you conduct an "additional investigation" at our request if you had already provided a "substantive response? Had we not challenged the district on March 15th, the only information we'd have had was the meager information already known to us since November.

2. We are not requesting a second, additional investigation. No, we are holding the district accountable for undertaking the substantive, prompt, and equitable investigation that should have begun months ago. It is a sad state of affairs when parents must expend so much energy hounding the district to take responsibility.

3. The district has *not* adequately responded to our requests for documents. We have *repeatedly* requested all the completed planning forms (not blanks) and communications sent to the parents concerning the field trip. We have received only a few documents with *obvious omissions*. Ms. Carlson has *not* provided the documents.

You wrote: "We have advised you of your daughter's rights to request accommodations and you have stated none are required."

1. Contrary to this assertion, we didn't require your advice in March and April about our daughter's rights to request accommodations. Immediately following the rape, we asked Mr. Courtney for the full array of services available. No one volunteered such services as FERPA or Title IX resources. FERPA

We learned about Title IX from OSPI, not the Seattle school district.

Where was the information we needed months ago? Our requests for accommodations were mangled by the district. One of the most important accommodations, that of safety/retaliation, was brushed aside by Mr. Howard on November 8. **student 1** had the basic right to be informed of sanctions against the

assailant. That was the first accommodation that would have allowed her the option of going back to school. We asked Carol Rusimovic for accommodations appropriate to a rape victim and she ceased communicating with us. We asked FERPA [REDACTED]. The time to assist our daughter was months ago. To assert that you have helped us in your March correspondence is yet another attempt to appear responsible long after the damage was done.

You wrote: "We have notified you of the procedure for asserting a financial claim against the district, and you have not submitted anything."

1. We already pointed out that the district sent us a form for medical/accidental injury. This form is irrelevant to student 1 injury. The district has also told us it assumes no responsibility for the damages she sustained, so kindly inform us why a form for accidental injury is of any value.

You wrote: "We anticipate Mr. Kaiser will complete his work in the near future. When Mr. Kaiser has submitted his written report, we will have the Superintendent to review it and we will notify you of his conclusions, as well as provide you a copy of the report."

1. Please note that we asked to have the all information from this investigation and for the opportunity to raise questions that the investigator may not have considered.

You wrote: "In your email to me of May 17, you asked several questions about the roles of chaperones and whether sexual intercourse could occur if the chaperones were performing their duties. I reiterate my statement of May 14: it depends on the circumstances. I will not speculate. Given that Mr. Kaiser is reviewing the facts of what happened, I will wait until he is finished."

1. Sexual contact, touching sexual organs oral sex, sexual harassment, sexual intercourse, sodomy, sexual harassment, sexual assault, etc. are prohibited on school field trips as defined in E-215.

E-215 Sexual Assault

Sexually assaulting or taking indecent liberties with another person.

Sexual assault includes unwanted touching or grabbing of sexual parts, indecent exposure, using force to engage in intercourse, oral sex, or other sexual contact, — pantsing behavior by other than elementary-age students, engaging in intercourse or oral sex whether or not the other person clearly refuses or does not have the mental or physical ability to consent. Sexual assault does not include incidental touching unless it is flagrant, purposeful, or repeated.

Do Superintendent Banda and the School Board agree that such activities can occur under certain circumstances? Who will decide if it is permissible? Who may have sex? If sex on school trips is permissible under certain circumstances, then the school board will have to re-write and publicize its policies. It would be interesting to hear public opinion on this question, and to know whether the Superintendent and School Board Director (for whom you say you speak) concur that sexual assault, sodomy, and other E-215 violations could exist concurrently with appropriate chaperoning. Parents will undoubtedly be interested in such novel policies.

Chaperoning exists to protect our children from prohibited behaviors. There is no circumstance that could ever justify sexual assault on a fieldtrip

Regarding your letter of May 14.

Regarding question of discipline you wrote: "Nor do we believe it is appropriate to comment on whether your daughter should be disciplined for her conduct, prior to the present investigation being completed."

You stated that the district conducted the required investigation. Now you state you must reply on a second investigation (which you say was undertaken only to satisfy us) to determine whether our daughter might be disciplined. The district has had six months to determine whether our daughter had "consensual sex" on this field trip. Why weren't we informed as a result of your prior "findings" that she should be disciplined like the assailant was six months ago? The assailant received an immediate emergency exclusion and he admitted to the investigators, the principal, and others that he "had sex" on the trip. If Garfield has proof that our daughter had "consensual sex" on this fieldtrip, then she should have been disciplined at the same time as the assailant was.

You wrote that the lack of discipline as irrelevant at this point since student 1 doesn't attend a Seattle School. Since when does a school district fail to discipline a student and make note of it on the transcript because the student withdraws from school a few months later? This begs the questions: how many other instances of discipline have failed to reach student records, particularly students on the November fieldtrip? Why weren't numerous students disciplined for being outside their rooms? How many disciplinary actions weren't enforced or recorded on students' records? Has the assailant's prior disciplinary record been cleansed?

Because the district never admitted that student 1 had or could have been raped, it must have concluded that she had "consensual sex." Wasn't it the district's responsibility to promptly mete out required discipline to the assailant and to our daughter if they felt she had consensual sex?

At the same time it appears the district never believed she had consensual sex, because we weren't informed of her transgression. In addition, the district wrote FERPA

[REDACTED]

[REDACTED]

How do you explain these contradictions, Mr. English?

Clearly the preponderance of evidence demonstrates that our daughter—taken to the hospital for sexual assault by the teacher following the rape, treated by RCW 42.56.360(2)

—must have been sexually assaulted. The school acknowledged this when it failed to punish her for "consensual sex" and wrote FERPA

Why did the school ignore the preponderance of evidence? Why did it fail to extend her all Title IX rights and services?

"Thus, in order for a school's grievance procedures to be consistent with Title IX standards, the school must use a preponderance of the evidence standard (i.e., it is more likely than not that sexual harassment or violence occurred). The "clear and convincing" standard (i.e., it is highly probable or reasonably certain that the sexual harassment or violence occurred), currently used by some schools, is a higher standard of proof. Grievance procedures that use this higher standard are inconsistent with the standard of proof established for violations of the civil rights laws, and are thus not equitable under Title IX. Therefore, preponderance of the evidence is the appropriate standard for investigating allegations of sexual harassment or violence."

"In addition, schools should ensure that complainants are aware of their Title IX rights and any available resources, such as counseling, health, and mental health services, and their right to file a complaint with local law enforcement."

No school official ever offered an explanation of Title IX rights. Why not? Only when we escalated our complaint did OSPI make it known that our daughter was protected under Title IX.

Lastly, we repeatedly asked the district about retaliation and safety immediately after the assault and more recently with the new investigation. Our queries were not answered. Mr. Howard instructed us in writing on Nov. 9, 2012 to communicate with the parks department investigators yet they had no jurisdiction over school safety. We note that you recently sent our concerns about retaliation on to the investigator. What ability does a private investigator have to address concerns about retaliation? We have heard nothing from him regarding our concerns. We believe the failure to address this important issue constitutes another violation of Title IX.

Sincerely,

parent

May 21, 2013

Mr. [parent] and Ms. [parent]

I have previously responded to all of the points you have raised. I provided the District's response to your latest question yesterday, by email. The District has nothing more to say on the subject until the investigation is complete.

The only exception is your request, first made in today's email below, asking for a different claim form for you to submit. We do not have such a form. I suggest you submit a signed statement of the basis for your claim, the amounts sought, and all supporting documentation as to both entitlement and amount. You may do so at any time.

Otherwise, I agree with Mr. [parent] that there is no need to prolong this correspondence until we receive the investigator's report, and the Superintendent's decision based on that report.

Ron English

General Counsel

May 21, 2013

Mr. English,

Are we correct in concluding that your May 20 email constitutes the official response to our complaint/appeal?

Because you wrote that you speak on behalf of the School Board, does your May 20 also constitute the School Board's official response to our complaint/appeal?

Please confirm promptly whether your May 20 email constitutes the school district and school board's official response.

parent [REDACTED] and parent [REDACTED]

Subject: official response to complaint/field trip documents incomplete

Date: Thu, 23 May 2013 17:14:27 -0700

From: parent [REDACTED] <parent [REDACTED]>

Reply-To: parent [REDACTED] <parent [REDACTED]>

To: English, Ron <renglish@seattleschools.org>

CC: Banda, Jose L <jlbanda@seattleschools.org>, Calandra Sechrist@k12.wa.us
<Calandra.Sechrist@k12.wa.us>, Howard II, Theodore <trhoward@seattleschools.org>, Smith-
Blum, Kay <ksblum@seattleschools.org>, parent [REDACTED] <parent [REDACTED]>

Mr. English,

We acknowledge that neither you nor Ms. Smith-Blum (copied) have confirmed whether your correspondence constitutes an official response to our complaint/appeal.

We acknowledged that the remaining field trip planning forms (completed by the teachers, not blank) and parent informational sheets which you directed Ms. Carlson to send have not been sent to us.

parent [REDACTED]

parent [REDACTED]

May 23, 2013

Ms. [REDACTED] and Mr. [REDACTED]

I have already sent you numerous emails. The District has nothing further to add at this time.

Ron English

General Counsel

From: parent [REDACTED] parent [REDACTED]

Sent: Friday, June 14, 2013 1:07 PM

To: Carr, Sherry L

Cc: Peaslee, Sharon D; Martin-Morris, Harium; DeBell, Michael; McLaren, Martha; Patu, Betty; Smith-Blum, Kay; Banda, Jose L; parent [REDACTED] English, Ron

Subject: sexual activity on school field trips

Dear School Board and Superintendent,

May we conclude that the School Board and Superintendent will not provide an independent answer to our questions concerning Mr. English's statements about sexual activity on field trips?

Unless otherwise informed, we would have to conclude that the School Board and Superintendent concur with Mr. English's statements (below) about sexual activity on field trips.

Mr. English's statement that sexual activity can occur in the context of appropriate chaperoning violates, in our view, our children's right to an education free of sexual harassment and assault. Please note that we intend to share this correspondence with the United States Office of Civil Rights which is evaluating our complaint as well as OSPI.

Sincerely,

parent [REDACTED] and parent [REDACTED]

----- Original Message -----

Subject: RE: sexual activity on school field trips

Date: Sun, 16 Jun 2013 03:37:22 +0000

From: English, Ron <renglish@seattleschools.org>

To: parent [REDACTED] <parent [REDACTED]> "Carr, Sherry L" <slcarr@seattleschools.org>

CC: Peaslee, Sharon D <sdpeaslee@seattleschools.org>, Martin-Morris, Harium <hmmorris@seattleschools.org>, DeBell, Michael <midebell@seattleschools.org>, McLaren, Martha <mlmclaren@seattleschools.org>, Patu, Betty <bpatu@seattleschools.org>, Smith-Blum, Kay <ksblum@seattleschools.org>, Banda, Jose L <jlbanda@seattleschools.org> parent [REDACTED] <parent [REDACTED]>

Ms. parent

On behalf of the District, I will reply that my previous correspondence speaks for itself. Neither chaperones nor the District can guarantee that incidents will not occur, even with the best of efforts. Nor does the fact that an incident occurs prove that the chaperones were at fault or that the District is liable.

If you wish to make a claim against the District, we repeat our invitation for you to submit a written claim, setting forth the basis for recovery, and the monetary relief you seek.

I will not attempt to elaborate further at this time, except to state that your "conclusions" are your own, which we do not share. We will provide you a copy of the investigative report when it is completed.

Ron English

General Counsel

Subject: Re: sexual activity on school field trips

Date: Mon, 17 Jun 2013 11:12:49 -0700

From: parent <parent>

Reply-To: parent <parent>

To: English, Ron <renglish@seattleschools.org>

CC: parent <parent> "Carr, Sherry L" <slcarr@seattleschools.org>, "Peaslee, Sharon D" <sdpeaslee@seattleschools.org>, "Martin-Morris, Harium" <hmmorris@seattleschools.org>, "DeBell, Michael" <midebell@seattleschools.org>, "McLaren, Martha" <mlmclaren@seattleschools.org>, "Patu, Betty" <bpatu@seattleschools.org>, "Smith-Blum, Kay" <ksblum@seattleschools.org>, "Banda, Jose L" <jlbanda@seattleschools.org>

Mr. English,

We again remind you that the district is legally obligated to provide its students with an environment free from sexual violence both on campus and extra-curricular activities, including school-sponsored field trips. The district failed to do so on the November field trip during which our daughter was sexually assaulted. We have repeatedly asked how this was allowed to happen. We have not received an answer after more than six months. The reason is that despite its motto of "everyone accountable" the school district believes that it is not accountable to anyone in this matter. Instead of accountability, it is only concerned with its liability.

We find remarkable your claim that this sexual assault "incident" occurred as a result of adequate adult supervision. Would you explain what constitutes adequate adult supervision in this case, bearing in mind that 27 teenagers slept in adjacent unlocked cabins? Please explain why you believe the adult supervision was adequate on this trip and why you believe it was excusable for the chaperones to allow conditions for sexual assault to occur. Parents in the Seattle School District, whom the school board represents, would not agree to send their children on field trips knowing that their children could be sexually assaulted, and if a sexual assault were allowed to occur, that the district would deny any responsibility.

Perhaps you can also explain why the district has refused to reexamine and revise its chaperone policies in light of this "incident." Is it because the district places its own potential liability ahead of the safety of the students under its care? We believe this would be a topic of interest to all district parents and one that should be brought before the school board at its next public meeting.

parent and parent

----- Original Message -----

Subject: RE: sexual activity on school field trips

Date: Tue, 18 Jun 2013 19:30:02 +0000

From: English, Ron <renglish@seattleschools.org>

To: parent <parent >

CC: parent <parent > "Carr, Sherry L" <slcarr@seattleschools.org>, "Peaslee, Sharon D" <sdpeaslee@seattleschools.org>, "Martin-Morris, Harium" <hmmorris@seattleschools.org>, "DeBell, Michael" <midebell@seattleschools.org>, "McLaren, Martha" <mlmclaren@seattleschools.org>, "Patu, Betty" <bpatu@seattleschools.org>, "Smith-Blum, Kay" <ksblum@seattleschools.org>, "Banda, Jose L" <jlbanda@seattleschools.org>

Mr. parent and Ms. parent

As I have previously stated, the District is conducting the investigation you requested, into the circumstances of the field trip. We will provide you a copy. Until the investigation is complete, I have nothing more to offer.

Ron English

General Counsel

----- Original Message -----

Subject: Title IX regulations ignored

Date: Sat, 22 Jun 2013 22:20:04 -0700

From: parent <parent>

Reply-To: parent <parent>

To: Carr, Sherry L <slcarr@seattleschools.org>

CC: Peaslee, Sharon D <sdpeaslee@seattleschools.org>, Martin-Morris, Harium <hmmorris@seattleschools.org>, DeBell, Michael <midebell@seattleschools.org>, McLaren, Martha <mlmclaren@seattleschools.org>, Patu, Betty <bpatu@seattleschools.org>, Smith-Blum, Kay <ksblum@seattleschools.org>, Banda, Jose L <jlbanda@seattleschools.org> parent <parent> English, Ron <renglish@seattleschools.org>, Howard II, Theodore <trhoward@seattleschools.org>, Coogan, Nancy E <necoogan@seattleschools.org>, Calandra.Sechrist@k12.wa.us <Calandra.Sechrist@k12.wa.us>

The Seattle School Board:

We wrote of our intentions to inform you about policies implemented by the Seattle School District which contradict Title IX regulations. The following letter to the Title IX coordinator, Paul Apostle, summarizes our complaint.

Mr. English, General Counsel, has written that he speaks on behalf of the Superintendent. Therefore we can conclude that Mr. Banda, like Mr. English, also believes that Title IX requirements (such as the statutory obligation to conduct an investigation into a sexual assault concurrently with a criminal investigation) can be ignored. Consider how Mr. English has written us that it is the district's procedure to wait until a criminal investigation is over before undertaking its own investigation, a direct contradiction of Title IX regulations. Our email to the Title IX coordinator, Mr. Apostle, describes how the school district ignored several Title IX regulations. For this reason OSPI advised us to file a complaint with the US Office of Civil Rights (OCR).

In his last email in which you were copied, Mr. English wrote that he was conducting the investigation we requested. Clearly he has admitted that it was necessary for the victim's parents to request the very investigation which the district should have initiated last November according to Title IX regulations.

Sincerely,

parent and parent

----- Original Message -----

Subject: RE: Title IX regulations ignored

Date: Sun, 23 Jun 2013 16:46:03 +0000

From: English, Ron <renglish@seattleschools.org>

To: parent <parent> "Carr, Sherry L" <slcarr@seattleschools.org>

CC: Peaslee, Sharon D <sdpeaslee@seattleschools.org>, Martin-Morris, Harium <hmmorris@seattleschools.org>, DeBell, Michael <midebell@seattleschools.org>, McLaren, Martha <mlmclaren@seattleschools.org>, Patu, Betty <bpatu@seattleschools.org>, Smith-Blum, Kay <ksblum@seattleschools.org>, Banda, Jose L <jlbanda@seattleschools.org> parent <parent> Howard II, Theodore <trhoward@seattleschools.org>, Coogan, Nancy E <necoogan@seattleschools.org>, Calandra.Sechrist@k12.wa.us <Calandra.Sechrist@k12.wa.us>

Ms parent

You sent us a letter on March 22, asking us to respond to your complaints. We responded with the information we had on April 16. You asked us to conduct a further inquiry, and we are doing so.

Your email to Mr. Apostle provides new information (at least to me, you have told the investigator already). I am forwarding your email to the investigator to make sure he is aware of this new information.

As I have previously written, we disagree with your characterizations of Title IX requirements, District procedures, etc. The second investigation report will be complete shortly and we will provide you a copy.

Ron English

General Counsel

----- Original Message -----

Subject: Title IX regulations ignored

Date: Mon, 24 Jun 2013 10:06:17 -0700

From: parent [REDACTED] <parent [REDACTED]>

Reply-To: parent [REDACTED] <parent [REDACTED]>

To: English, Ron <renglish@seattleschools.org>, Banda, Jose L <jlbanda@seattleschools.org>

CC: Carr, Sherry L <slcarr@seattleschools.org>, Peaslee, Sharon D <sdpeaslee@seattleschools.org>, Martin-Morris, Harium <hmmorris@seattleschools.org>, DeBell, Michael <midebell@seattleschools.org>, McLaren, Martha <mlmclaren@seattleschools.org>, Patu, Betty <bpatu@seattleschools.org>, Smith-Blum, Kay <ksblum@seattleschools.org> parent [REDACTED] <parent [REDACTED]> Howard II, Theodore <trhoward@seattleschools.org>, Coogan, Nancy E <necoogan@seattleschools.org>, Calandra.Sechrist@k12.wa.us <Calandra.Sechrist@k12.wa.us>, Apostle, Paul A <paapostle@seattleschools.org>

Mr. English, Mr, Banda, School Board, and Others:

The facts speak for themselves. After our daughter reported the rape/sodomy on November 7, 2012, not a single person from the school district administration, including the Title IX coordinator, acknowledged that she was assaulted. Mr. Howard promised us answers that never materialized. We turned to OSPI. They informed us of the many procedures that should have been implemented, including an immediate investigation independent of a criminal investigation. Contrary to this Title IX regulation, you wrote that the district's policy is to wait until a criminal investigation is completed.

It appears that the district knows very little about Title IX. No one answers our questions. Mr. Apostle forwarded our inquiry to you, but after a month no one addresses our questions about Title IX procedures. The current investigation has no bearing on the questions we asked about procedures that should have been implemented when the assault was reported in November. When will you answer our questions about Title IX if Mr. Apostle won't?

You refer to a "second investigation report." Where is the substantive and equitable report from your "first" investigation? You wrote to us several times that the school district did not conduct an investigation of its own because a criminal investigation was taking place. Instead, the science teacher observed a couple of interviews conducted by the FBI in November. You then send us an email in April with a few second-hand facts known to us since last November. This does not constitute an independent investigation required by federal regulations. Furthermore, it was the district's responsibility to voluntarily undertake an investigation and provide information rather than waiting for the victim's family to prompt you to fulfill your obligations under Title IX. Instead of acting promptly and equitably, the district did nothing, ignored our questions, and hoped this problem of sexual assault by a popular

identifier would go away. Mr. English, if your daughter were raped and sodomized, if the district failed to acknowledge that injury and provide mandatory services, if it were necessary to escalate a complaint in the absence of an explanation, if no one held the district accountable, I doubt that you would remain silent. Too many students stand to suffer when the district's chaperones literally fall asleep on the job.

Kindly inform us of the "new information" our email contained. Everything we mentioned has been common knowledge since Nov. 2012. Unfortunately my husband and I were not invited to participate in the investigation by Mr. Kaiser. You may recall that we wrote a list of our questions regarding the investigation which you forwarded to Mr. Kaiser. We asked to participate but were not invited.

This communication will be included in our complaint to OCR (Office of Civil Rights).

Sincerely,

parent and parent

----- Original Message -----

Subject: RE: Title IX regulations ignored

Date: Mon, 24 Jun 2013 21:58:15 +0000

From: English, Ron <renglish@seattleschools.org>

To: parent <parent> "Banda, Jose L" <jlbanda@seattleschools.org>

CC: Carr, Sherry L <slcarr@seattleschools.org>, Peaslee, Sharon D <sdpeaslee@seattleschools.org>, Martin-Morris, Harium <hmmorris@seattleschools.org>, DeBell, Michael <midebell@seattleschools.org>, McLaren, Martha <mlmclaren@seattleschools.org>, Patu, Betty <bpatu@seattleschools.org>, Smith-Blum, Kay <ksblum@seattleschools.org> parent <parent> Howard II, Theodore <trhoward@seattleschools.org>, Coogan, Nancy E <necoogan@seattleschools.org>, Calandra.Sechrist@k12.wa.us <Calandra.Sechrist@k12.wa.us>, Apostle, Paul A <paapostle@seattleschools.org>

Ms. parent

We will provide you a copy of the report when it is completed. You are free at any time to file a claim for damages against the District, or to file a complaint with OCR, or take other action as you deem appropriate.

I have nothing more to offer at this time.

Ron English

----- Original Message -----

Subject: district's non-response to title IX inquiries

Date: Mon, 24 Jun 2013 21:35:10 -0700

From: parent [REDACTED] <parent [REDACTED]>

Reply-To: parent [REDACTED] <parent [REDACTED]>

To: English, Ron <renglish@seattleschools.org>

CC: Banda, Jose L <jlbanda@seattleschools.org>, Carr, Sherry L <slcarr@seattleschools.org>, Peaslee, Sharon D <sdpeaslee@seattleschools.org>, Martin-Morris, Harium <hmmorris@seattleschools.org>, DeBell, Michael <midebell@seattleschools.org>, McLaren, Martha <mlmclaren@seattleschools.org>, Patu, Betty <bpatu@seattleschools.org>, Smith-Blum, Kay <ksblum@seattleschools.org>, parent [REDACTED] <parent [REDACTED]> Howard II, Theodore <trhoward@seattleschools.org>, Coogan, Nancy E <necoogan@seattleschools.org>, Calandra.Sechrist@k12.wa.us <Calandra.Sechrist@k12.wa.us>, Apostle, Paul A <paapostle@seattleschools.org>

Dear All,

This confirms that the Seattle School District is unwilling to address our numerous inquiries about our daughter's rights under Title IX. The school district's belated investigation mentioned below does not excuse it from extending our daughter Title IX rights when a sexual assault is reported.

parent [REDACTED] and parent [REDACTED]

----- Original Message -----

Subject: RE: district's non-response to title IX inquiries

Date: Tue, 25 Jun 2013 23:57:08 +0000

From: English, Ron <renglish@seattleschools.org>

To: parent <parent>

CC: Banda, Jose L <jlbanda@seattleschools.org>, Carr, Sherry L <slcarr@seattleschools.org>, Peaslee, Sharon D <sdpeaslee@seattleschools.org>, Martin-Morris, Harium <hmmorris@seattleschools.org>, DeBell, Michael <midebell@seattleschools.org>, McLaren, Martha <mlmclaren@seattleschools.org>, Patu, Betty <bpatu@seattleschools.org>, Smith-Blum, Kay <ksblum@seattleschools.org>, parent <parent> Howard II, Theodore <trhoward@seattleschools.org>, Coogan, Nancy E <necoogan@seattleschools.org>, Calandra.Sechrist@k12.wa.us <Calandra.Sechrist@k12.wa.us>, Apostle, Paul A <paapostle@seattleschools.org>

Ms. parent

As I have previously indicated:

If you have a request to make for services, please put in writing what you want.

If you want monetary recovery, please put it in writing, listing the amount and basis.

I am unable to help you unless you do this.

Ron English

Subject: OSPI re Superintendent's/district's non-response to Title IX inquiries/accountability

Date: Wed, 26 Jun 2013 19:03:19 -0700

From: parent [REDACTED] <parent [REDACTED]>

Reply-To: parent [REDACTED] <parent [REDACTED]>

To: Banda, Jose L <jlbanda@seattleschools.org>, Carr, Sherry L <slcarr@seattleschools.org>, Peaslee, Sharon D <sdpeaslee@seattleschools.org>, Martin-Morris, Harium <hmmorris@seattleschools.org>, DeBell, Michael <midebell@seattleschools.org>, McLaren, Martha <mlmclaren@seattleschools.org>, Smith-Blum, Kay <ksblum@seattleschools.org>

CC: Apostle, Paul A <paapostle@seattleschools.org>, Patu, Betty <bpatu@seattleschools.org> parent [REDACTED] <parent [REDACTED]> Howard II, Theodore <trhoward@seattleschools.org>, Coogan, Nancy E <necoogan@seattleschools.org>, Calandra.Sechrist@k12.wa.us <Calandra.Sechrist@k12.wa.us>, English, Ron <renglish@seattleschools.org>

To The Seattle School Board:

Please find comments from OSPI below. In their words, Superintendent Banda did not follow the prescribed complaint pathway and failed to provide the required information following our complaint. Will you hold him accountable?

Please note that OSPI directed us to write Mr. English for an official response to our complaint. Although we complied by writing twice, Mr. English refused to tell us simply "yes" or "no" --when asked whether he provided an official response. He only wrote that he sent us a number of emails but wouldn't answer this simple question with a yes or no. Why doesn't the School Board require its apparent representative, Mr. English, to answer correspondence OSPI said should occur?

OSPI referred us to Mr. Apostle. When we asked Mr. Apostle about Title IX, he wouldn't address our questions. He forwarded our email to Mr. English who wrote that he had "nothing more to offer." More than what? He offered nothing in response to our Title IX questions. Why does the School Board allow its representative and the district to ignore our questions about its Title IX obligations?

The School Board must be aware that Mr. English has ignored Title IX to suit the district's own agenda. Please note the statute OSPI provided concerning the school's responsibility to conduct its own investigation concurrently with a criminal investigation. Mr. English repeatedly wrote that the district's policy is to wait until a criminal investigation is over. Then he claimed that he didn't know when the criminal investigation ended. Why? Because the district hoped that by ignoring this devastating assault we would be thwarted in our attempts to seek accountability and justice. You should realize that the more the district fails to perform, the more we will hold it accountable. No family should have to endure the nightmare that we have lived through for the last 7 months after sending their child on a "life-altering" educational experience, according to those who engineered this disastrous filed trip. "Life

scarring." What responsibility will each one of you take as our elected representatives besides passing our correspondence on to Mr. English?

Mr. English invites us to submit a tort claim without ever addressing the district's failure to provide its students with an environment that is safe from sexual violence. As we have stated repeatedly, this is not just an issue concerning our family. It is a community safety issue. When parents send their children on school field trips, they expect adequate adult supervision so that their children are safe from sexual violence. We have already heard of one parent who, after learning what happened to our daughter, said that she would not send her daughter on a Seattle public school field trip. What will happen when other parents hear of our family's experience? Will they ask why Superintendent Banda did not order an immediate, thorough evaluation of the district's chaperone policies? Will they ask why, after learning about what happened to our daughter, the school board turned a deaf ear and did absolutely nothing to hold the district accountable for a community safety issue? What will you say when parents ask why the school board did absolutely nothing when the district failed to abide by its own Title IX grievance procedures, thwarting our attempts to learn exactly why our daughter was allowed to be sexually assaulted on a field trip? Are you prepared to respond to parents who raise these questions?

From the non-response of the School Board, it seems that no one cares enough about accountability to the community to take a stand. Instead you turn our questions over to the very individual who rationalizes the district's failure to implement prescribed policies, the individual who creates new policies to cover liability for the district's failure to perform appropriately, the individual who does not answer our questions. Why does the school board do this?

Sincerely,

parent [REDACTED] and parent [REDACTED]

From: parent [mailto:parent]

Sent: Tuesday, July 02, 2013 10:14 PM

To: English, Ron

Cc: Carr, Sherry L; Peaslee, Sharon D; Martin-Morris, Harium; DeBell, Michael; McLaren, Martha; Patu, Betty; Smith-Blum, Kay; Banda, Jose L; parent Howard II, Theodore; Coogan, Nancy E; Calandra.Sechrist@k12.wa.us; 'rhk@rickkaiser.com'

Subject: Title IX regulations ignored

Mr. English,

We asked you, as the self-described spokesperson for the district, Superintendent Banda, and School Board, why the district did not implement mandatory Title IX procedures after our daughter reported a sexual assault in November. We also asked why the Title IX coordinator (Mr. Apostle) would not answer our questions. After all, Title IX is a federal program that must be implemented as a condition of receiving federal funding.

We also asked Superintendent Banda and the School Board why Mr. Banda did not follow the prescribed complaint pathway. We included the statutes OSPI provided verifying this requirement. The district was aware of a reported sexual assault the same day it occurred. In cases of reported sexual assault, there are procedures that must be followed under Title IX regulations. The district failed to comply with those regulations. We have asked you why this happened. You have not provided an answer.

You wrote us that you will respond once the investigation report is available. We have seen a draft of that report. It does not answer the questions regarding Title IX, the Superintendent's failure to provide the required response, among many other questions.

You write that we should pursue other remedies. Why does the district refuse to answer these basic questions that any responsible family would want addressed? Why does the district fail to follow the prescribed complaint procedures, and why does the district refuse to address questions pertaining to Title IX? Why does the school board fail to hold anyone accountable?

Sincerely,

parent and parent

----- Original Message -----

Subject: RE: Title IX regulations ignored

Date: Wed, 3 Jul 2013 23:01:46 +0000

From: English, Ron <renglish@seattleschools.org>

To: parent [REDACTED] <parent [REDACTED]>

CC: Carr, Sherry L <slcarr@seattleschools.org>, Peaslee, Sharon D <sdpeaslee@seattleschools.org>, Martin-Morris, Harium <hmmorris@seattleschools.org>, DeBell, Michael <midebell@seattleschools.org>, McLaren, Martha <mlmclaren@seattleschools.org>, Patu, Betty <bpatu@seattleschools.org>, Smith-Blum, Kay <ksblum@seattleschools.org>, Banda, Jose L <jlbanda@seattleschools.org>, parent [REDACTED] <parent [REDACTED]> Howard II, Theodore <trhoward@seattleschools.org>, Coogan, Nancy E <necoogan@seattleschools.org>, Calandra.Sechrist@k12.wa.us <Calandra.Sechrist@k12.wa.us>, 'rhk@rickkaiser.com' <rhk@rickkaiser.com>

Ms. parent [REDACTED]

My understanding is the investigator's report is close to being finalized. Once that occurs, it will be provided to Superintendent Banda for a decision, which you may appeal to the School Board if you are dissatisfied.

With respect to your other concerns expressed below, I believe a brief recap of the facts in order.

Immediately upon your daughter making her allegations, the school staff responded by contacting medical and criminal authorities. You were also contacted. Staff observed the initial interviews of your daughter and other students. The male student involved asserted that the sex was consensual. Nonetheless, he was excluded from school, which would have permitted your daughter to immediately return to school if she chose.

In the following months, at your request we prepared accommodations for your daughter, in the form of FERPA [REDACTED]

[REDACTED] We have repeatedly asked you to identify any additional accommodations she may need, but you have not requested any.

Immediately upon receiving your written complaint on March 22, 2013, we reviewed the facts as directed by applicable regulations. We asked both you and the federal authorities to provide any records that might address what happened. Neither you nor the federal authorities have provided us with any of these requested records.

We responded to your complaint within 30 days, on April 16, 2013, informing you of our findings, including the fact that your daughter's story changed from one interview to another. You asked for

additional investigative work, including interviews of the other students. We hired an investigator and he has interviewed the other students, as well as other individuals identified in his draft report. He asked to interview your daughter, and you declined that request, as well as his request for documents. He has prepared a draft report, based on the evidence he was able to obtain, and you have seen the draft report.

In the context of the above facts we do not agree that there are “mandatory Title IX procedures” that the District did not implement. To the contrary, the District took prompt steps to address the situation and prevent a reoccurrence. It is unfortunate that it has taken this long for the latest investigator to prepare a written report, but we do not believe this had any effect on the results of the investigation or, more importantly, on the care and well-being of your daughter.

I hope you will promptly provide any additional information you have to the investigator, so that he may conclude his investigation. We anticipate that Superintendent Banda will issue his decision shortly after receiving the final report.

Again, if you desire any accommodations or want to file a claim for money damages, please submit a written demand to my office on the claim form we previously provided to you. If your daughter wishes to return to Seattle Schools, let me know and I will make sure that you receive information on how to accomplish this.

Ron English

General Counsel

----- Original Message -----

Subject: Garfield Field Trip

Date: Sat, 6 Jul 2013 23:41:28 +0000

From: English, Ron <renglish@seattleschools.org>

To: parent <parent >

CC: Carr, Sherry L <slcarr@seattleschools.org>, Peaslee, Sharon D <sdpeaslee@seattleschools.org>, Martin-Morris, Harium <hmmorris@seattleschools.org>, DeBell, Michael <midebell@seattleschools.org>, McLaren, Martha <mlmclaren@seattleschools.org>, Patu, Betty <bpatu@seattleschools.org>, Smith-Blum, Kay <ksblum@seattleschools.org>, Banda, Jose L <jlbanda@seattleschools.org>, parent <parent > Howard II, Theodore <trhoward@seattleschools.org>, Coogan, Nancy E <necoogan@seattleschools.org>, Calandra.Sechrist@k12.wa.us <Calandra.Sechrist@k12.wa.us>, 'rhk@rickkaiser.com' <rhk@rickkaiser.com>

Ms. parent

Thank you for your email. I hope the relocation of your daughter went well. Since Mr. Kaiser's request to review the report was made on June 29, I hope you have now had time to review it.

On March 22, 2013 we received your written complaint asserting that your daughter had been raped during a Garfield field trip on November 6-7, 2012. We responded on April 16, with a report of the information we had been able to gather at that time. This report did not have any information from your daughter, nor did it have any records of her investigation conducted by the federal authorities, in part because you declined our request to have your daughter interviewed and because you declined to make any documents available to us. For example, you refer below to a parks department report of a confession by an unidentified assailant. We do not have a copy of any such document and request that you provide it to us.

In April you requested that we conduct a further investigation. We retained Rick Kaiser to serve as an independent investigator, to determine what happened to your daughter that night. His report is attached.

Your email below complains that the report did not address all of the issues you have raised. That was not the purpose of the report. Its focus was limited to determining what happened to your daughter on the field trip, and did not include a general review of such issues as chaperoning policies or prior discipline of students. Further, it was never intended that you should direct the conduct of the investigation.

Please review the report and provide any additional information you have, so that we may submit it to the Superintendent for his decision on your complaint. The report notes that Mr. Kaiser still was unable

to interview your daughter and that you still have not provided any records for his review. We renew those requests.

If you have any additional information to provide, please do so by Wednesday, July 10.

Thank you,

Ron English

General Counsel

----- Original Message -----

Subject: Reply to general counsel email of July 6

Date: Sun, 07 Jul 2013 22:33:35 -0700

From: parent [REDACTED] <parent [REDACTED]>

Reply-To: parent [REDACTED] <parent [REDACTED]>

To: English, Ron <renglish@seattleschools.org>

CC: Carr, Sherry L <slcarr@seattleschools.org>, Peaslee, Sharon D <sdpeaslee@seattleschools.org>, Martin-Morris, Harium <hmmorris@seattleschools.org>, DeBell, Michael <midebell@seattleschools.org>, McLaren, Martha <mlmclaren@seattleschools.org>, Patu, Betty <bpatu@seattleschools.org>, Smith-Blum, Kay <ksblum@seattleschools.org>, Banda, Jose L <jlbanda@seattleschools.org>, parent [REDACTED] <parent [REDACTED]> Howard II, Theodore <trhoward@seattleschools.org>, Coogan, Nancy E <necoogan@seattleschools.org>, Calandra.Sechrist@k12.wa.us <Calandra.Sechrist@k12.wa.us>, 'rhk@rickkaiser.com' <rhk@rickkaiser.com>

Mr. English,

You have missed the focus of our July 5, 2013 email. We stated that we are unable to participate in a review just now because of family demands. On June 5th, 2013 we notified you and Mr. Kaiser that we would not be available to review this report until late July/early August. That is why we strongly objected in our last email to receiving this report exactly at the time when we stated we would be unavailable. The report should have been provided months ago. Title IX states when a sexual assault is reported, which it was on November 7th, the district must conduct a prompt investigation concurrently with the criminal investigation. Even though we informed you of our unavailability, you are asking us to review Mr. Kaiser's report by July 10th, just as we are moving a considerable distance with our daughter. We go on record for saying this is inequitable.

No, Mr. English, the district did not first learn our daughter had been raped in March as you wrote below. Our daughter reported the rape to the teachers the morning it occurred, November 7, 2012. She was taken to the hospital the same morning. Mr. Howard received emails from us asking for help and an explanation. We sent numerous emails to persons in the district regarding the assault. The district FERPA [REDACTED] When we were still hopeful that she could be accommodated in the district, she received FERPA [REDACTED]

Knowing this long history, we can't find any legitimate explanation for your claims. We've sadly concluded that you continue to "refashion" information without regard to the facts we have presented repeatedly.

You continue to fault us because we haven't handed over the National Park Service investigation report or "allowed" **student 1** to participate. We have explained that we can do neither.

We obtained the Park Service report through a FOIA request. The Park Service declined to provide you with the report. You are asking us to give you a copy of a report that the Park Service declined to give you. We cannot do this. You also continue to ask for our daughter's medical records, even though we have repeatedly told you that we cannot legally give you her records without her consent. Why do you ask us time and again to circumvent the law and then continue to assert that we are somehow compromising your investigative work?

Your repetition of this request can only be seen as attempting to disparage our family's willingness to be of help. On the contrary, when the investigator asked for our input on the investigation, we provided a long list of concerns, topics, and information that could have been taken up. The list was ignored. It is disingenuous to purport that we are compromising your investigation by not handing over documents. On the contrary, it speaks poorly of the district when it continues to ask us for items we are unable to legally provide.

We have also explained time and again that **student 1** is in treatment in another state and her therapists do not recommend her being interviewed yet. It is one thing to interview the assailant, who made the decision to rape and sodomize our daughter. He does not relive a scene of horror and vulnerability. He is absorbed in trying to exonerate himself. It is quite another to interview our daughter, who would have to relive the assault when describing it. This isn't about a broken leg or "consensual sex."

The following information should be included in Mr. Kaiser's report to make it more equitable and accurate:

1. The parents of Student 1 have written numerous times to the school district and associated entities that the assailant (Student #2) told Park Service investigators that he engaged in behavior with Student 1 that corresponds with section E-215 of the district's codes of prohibited behavior. His statement appears in the Park Service investigator's summary report. In this summary, the assailant recounted that our daughter repeatedly told him to stop but he raped and sodomized her anyway.
2. The parents of Student 1 informed the district that they cannot supply a copy of the Park Service report, obtained through a FOIA request, because the Park Service declined to provide this same report directly to the district.
3. The parents of Student 1 informed the district that the victim's medical records are privacy-protected and cannot be released without their daughter's permission.
4. The parents of Student 1 disagree with statements and behaviors attributed to Student 1 by the assailant (Student 2) among other statements in the report.

You write that the focus of the report was to explain what happened to our daughter. We know what happened to her. She told us. We never asked the district to explain to us what happened to her. You

have written repeatedly that "we are providing the investigation you requested." If so, then you should address the question that has always been foremost in our correspondence: how was it that a sexual assault could occur on a Seattle Public Schools field trip? It is critical to find out why this assault occurred so that such negligent chaperoning can be rectified and other students and the families could be spared life-scarring trauma.

There is a disturbing distortion in your July 6 email. There has never been an "unidentified assailant." You know full well we have been discussing student #2. We have mentioned numerous times in correspondence that he confessed to Mr. Howard on Nov. 7th at the conclusion of the field trip to having "consensual sex". Scores of emails have discussed how this assailant reported engaging in behavior that corresponds to E-215 of the school's codes of prohibited behavior. We have copied you on this correspondence. You yourself informed us he was given an emergency exclusion. And now you say he is an "unidentified assailant?"

From the inception of this assault, the district has been concerned with one thing: liability. That is why you have only grudgingly agreed to conduct a belated investigation. After the investigation is over, you tell us that it was never about answering the one question we have asked since the very beginning.

Sincerely,

parent [REDACTED] and parent [REDACTED]

July 8, 2013

Mr. English,

We disagree with your recital of facts in your July 3 message.

Staff observed the initial interviews of your daughter and other students. The male student involved asserted that the sex was consensual. Nonetheless, he was excluded from school, which would have permitted your daughter to immediately return to school if she chose.

If you claim that school district staff observed the FBI interviews of our daughter, we can most assuredly tell you that is false. We took our daughter to those interviews. There were no school district staff present. According to the information we have seen, a teacher was present at only one student interview conducted by the FBI. The teacher was not present at the FBI interview with the assailant.

“Nonetheless,” you write “he was excluded from school.” What do you mean by “nonetheless?” According to the disciplinary codes, all students must be disciplined for engaging in sex at school or on a school sponsored field trip.

The district’s investigator, Mr. Kaiser, reported that the assailant was previously disciplined for “lewd conduct” in 2010 after having sexual intercourse at █████ Middle School. He received an emergency exclusion (designated for dangerous persons and/or sexual assault) and a short term suspension. After assaulting our daughter in November 2012, the perpetrator was emergency excluded/short term suspended for a second time, again for “lewd conduct.” Astonishingly, the district did not even adhere to its own disciplinary code for punishing a second offense of lewd conduct. He should have received a long-term suspension. Why wasn’t the assailant disciplined according to the district’s code?

Not only was the assailant inappropriately disciplined, he was only charged with lewd conduct even though he admitted in November to actions that met the standard for sexual assault (E- 215). No one promptly probed further into his confession and the information we provided based on the National Park Service investigator’s report. What will the district do now that the assailant reaffirmed his assault by telling Mr. Kaiser he sodomized our daughter for 10 minutes after she told him to stop?

Considering that the assault of our daughter was labeled “lewd conduct,” isn’t it possible that the assailant’s previous offenses of “lewd conduct” were also sexual assault? How many times has the assailant committed sexual assault? In the event the assault of our daughter was at least his second sexual assault, he should have received even steeper consequences. Why didn’t the district immediately investigate our daughter’s sexual assault? Had the district done so, the assailant would have been disciplined for sexual assault, not lewd conduct.

Owing to the district’s failure to immediately acknowledge the assault and provide required Title IX services, we can only conclude that the district “bought” the assailant’s story of consensual sex without giving equal consideration to our daughter’s report of sexual assault. This is astonishing since the district knew of the assailant’s disciplinary history.

Why weren't we informed at the time that the assailant was emergency excluded? We only learned he was emergency excluded from school when you told us in April. We should have been told immediately, at the time he was excluded, as required by Title IX. The principal refused to tell us in November of any sanction applied to the assailant. If no one told us at the time the assailant had been excluded, how could our daughter return to school as you said she could have? This was the time for the Title IX officer and the safety department to facilitate our daughter's return to school. No one informed us of these services. After Mr. Howard refused to communicate with us about these sanctions, he wrote that we should address our concerns to the Park Service—which lacked any jurisdiction over the school environment!

In the following months, at your request we prepared accommodations for your daughter, in the form of FERPA [REDACTED]

[REDACTED] We have repeatedly asked you to identify any additional accommodations she may need, but you have not requested any.

We previously informed you about months of frustrations we experienced when attempting to obtain accommodations for our daughter after the assault. We detailed how we received contradictory information regarding FERPA [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

The accommodations you refer to came five months too late FERPA [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

We also have detailed the district's inept handling of our request to give our daughter FERPA [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

We responded to your complaint within 30 days, on April 16, 2013, informing you of our findings, including the fact that your daughter's story changed from one interview to another. You asked for additional investigative work, including interviews of the other students. We hired an investigator and

he has interviewed the other students, as well as other individuals identified in his draft report. He asked to interview your daughter, and you declined that request, as well as his request for documents.

What was the “investigative work” that formed the basis of your findings revealed in your April 16 letter? First you tell us that it is not the district’s long-standing practice to undertake an independent investigation concurrently with a criminal investigation conducted by law enforcement. Now you tell us that the district did indeed carry out “investigative work” by having staff observe a few interviews conducted by the authorities in November, even though you didn’t tell us of your “findings” until April. Which is it, Mr. English?

The “additional investigative work” conducted by Mr. Kaiser should have been done in November. Indeed, the district was obligated to carry out a “prompt and equitable investigation” when a sexual assault is reported, according to the federal directives related to Title IX. It was not until we escalated our complaint to OSPI and insisted on an independent investigation did the district “after further discussion” agree to fulfill its obligations six months later.

It was because we insisted that the district comply with federal Title IX directives that we now have Mr. Kaiser’s report. In it we learn that the perpetrator has now changed his story considerably from what he told the FBI and attributes false statements to our daughter. We also find that other students’ accounts of events to Mr. Kaiser do not match up with their original stories. Moreover, your remarks regarding our daughter fail to acknowledge how traumatized victims of sexual assault require time to be able to recount the nightmare of rape. Our daughter gave a full accounting of the assault.

You also fail to mention the reasons why we declined Mr. Kaiser’s request to interview our daughter and supply medical records and other documents. As we have explained time and again, our daughter is in residential treatment owing to the aftermath of the assault. She is not available for interviews, on advice of her therapists. Do you not consider that interviewing an assailant and a victim are two separate matters? The assailant chose to rape our daughter. Our daughter, on the other hand, was traumatized. As for the district’s numerous request for her personal records, we have told you time and again that we cannot supply privacy-protected documents without her consent. Are you expecting us to circumvent the law?

You mention responding within 30 days of our complaint. The school board should be reminded of the facts. Absent the required official response to our complaint with appeal directions from the Superintendent, OSPI advised us to seek an acknowledgement of our complaint. When it was not forthcoming we twice wrote asking you to answer with a “simple yes or no” whether you had provided the official response. You would not tell us yes or no. We also provided you and the school board correspondence from OSPI stating that Mr. Banda failed to provide the required response with appeal instruction. OSPI has been copied on the relevant correspondence.

In the context of the above facts we do not agree that there are “mandatory Title IX procedures” that the District did not implement. To the contrary, the District took prompt steps to address the situation and prevent a reoccurrence.

In the context of what facts, Mr. English? Whenever a sexual assault is reported, the district **MUST** immediately implement Title IX procedures.

This is the first time we have heard that the district “took prompt steps to address the situation and prevent a reoccurrence.” Exactly what were the “prompt steps” the district took to address the situation? We haven’t seen any. What “situation” did the district address? How do those steps prevent a reoccurrence? And a reoccurrence of what, exactly? If you indeed took these steps, why have you not reported them to us as required by Title IX?

Do these “prompt steps” include remedying the negligent chaperoning that permitted the sexual assault of our daughter? Do these steps include policy revisions that take into account students who have previously been disciplined for having sexual intercourse at school? We learned from Mr. Kaiser’s report that none of the teachers or chaperones were aware of or had read the district’s chaperone policies. We read how the male chaperone admitted to not being able to control the boys’ behavior. We learned that he wore earplugs and could not hear the comings and goings of students entering and leaving the cabin after curfew. We heard how male and female students texted each other for assignments after curfew. We read of female students (not our daughter) sleeping in the boys’ bedroom until 5 AM. We heard about the female chaperone not monitoring whether the girls returned from their trips to the bathroom. We read about a paranoid student on drugs hiding in the girls’ cabin.

According to Title IX, the district is required to provide students with an environment free from sexual discrimination, including sexual harassment and sexual violence. When our daughter reported a sexual assault, the district should have immediately conducted its own investigation instead of claiming it must wait until a criminal investigation is concluded. Why? The focus of a criminal investigation is entirely different from the school’s investigation of sexual assault and that is why a different standard of evidence is applied, as you should know. The focus of the district’s investigation is to examine how sexual assault could occur, to review its policies, and to discipline the assailant appropriately, among other tasks. It did not do so. From what you wrote previously, it appears you “bought” the assailant’s story of consensual sex rather than affording our daughter’s report of assault equal consideration. Had you taken her report of assault seriously, you would have investigated it as required by Title IX. In our view, no one in the district knew anything about how Title IX applied in this case, including the Title IX coordinator, Mr. Apostle. It was not until we escalated our complaint to OSPI, did we learn of the district’s obligations under Title IX. Apparently this was also the first time the district had heard of its obligations.

You will no doubt again disagree with our statements. But the facts speak for themselves. Every one of the district administration staff and every school board member should be asking themselves: What if my child were sexually assaulted on a school field trip? Wouldn’t I want to know why this was allowed to occur? Wouldn’t I demand answers and accountability? How would I feel if the district failed to provide those answers and made excuses because it prioritizes its liability over my child’s safety? How would I feel if the school board knew of the assault but did absolutely nothing to hold the district accountable for my child’s safety and the safety of all students on school field trips?

When the community learns of our family's devastating experience, we believe they will be asking these same questions. Are you prepared to answer them with full transparency?

Sincerely,

parent and parent

----- Original Message -----

Subject: GARfield Assault Claims

Date: Mon, 8 Jul 2013 21:14:21 +0000

From: English, Ron <renghish@seattleschools.org>

To: parent <parent >

CC: parent <parent > "Carr, Sherry L" <slcarr@seattleschools.org>, "Peaslee, Sharon D" <sdpeaslee@seattleschools.org>, "Martin-Morris, Harium" <hmmorris@seattleschools.org>, "DeBell, Michael" <midebell@seattleschools.org>, "McLaren, Martha" <mlmclaren@seattleschools.org>, "Patu, Betty" <bpatu@seattleschools.org>, "Smith-Blum, Kay" <ksblum@seattleschools.org>, "Banda, Jose L" <jlbanda@seattleschools.org>, "Howard II, Theodore" <trhoward@seattleschools.org>, "Calandra.Sechrist@k12.wa.us" <Calandra.Sechrist@k12.wa.us>

Ms. parent and Mr. parent

Thank you for your quick responses.

If you need more time to provide information, we are happy to allow you to do so. Please let us know when you are prepared to provide that information. We will not present the report to the Superintendent for his decision until you have submitted any comments or information you may have regarding the investigator's report, or until September 30, 2013, whichever comes later. If you have not contacted us by September 30, we will present the investigator's report to the Superintendent at that time.

I cannot agree to Ms. parent suggested additions to the investigator's report.

Thus far, the investigator's report does not include anything but his direct interviews and copies of several documents he examined. Asking him to rely upon your description of a document you have seen but refuse to show him or the Seattle School District would not be appropriate. Were he to do so, it would open the door to including other similarly unverifiable information he has received which contradicts your daughter's description of the event as a "rape." My understanding is the investigator did not include such information in his report because it was regarded as third party "hearsay" information similar to your statement about the alleged contents of the Park Service report.

I would also point out that I am unaware of any legal impediment to you providing any of the documents in your possession, with the possible exception of your daughter's medical records. Your continued insistence that you are somehow prevented from providing documents such as the Park Service report is misplaced. In response to Mr. parent email of July 8, he is correct, we do disagree with most of the characterizations given in his attached letter. For example, your requests for information and demands for additional disciplinary action regarding Student 2 are not within the scope of this

matter. The District took several steps to assist your daughter to return to school and/or to complete her course work, well before April.

The key disagreement, however, is that you rely upon reports you claim to have, but have never given us, to conclude that your daughter was raped. This assertion is at odds with a number of witnesses, including not just Student 2, but other students who corroborate his description of the events on key points. Absent proof of your allegations about what the other witnesses said, I see no reason to doubt the findings in the report.

With respect to the chaperones, I believe the report fully describes what they did and did not do. If you have additional information, please provide it when you are able to do so.

Until then, we will await your response before taking further action.

Ron English

General Counsel